

## Monthly Committee of the Whole Board Meeting - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, October 19, 2021

Denfeld High School Media Center

401 N 44th Ave W

Duluth, MN 55807

6:30 PM

### 1. CALL TO ORDER

### 2. ROLL CALL

### 3. AGENDA ITEMS

#### A. Teaching, Learning and Equity

##### 1) Action Items - Consent Agenda

a. Presentation Items Requiring Approval - None

b. Resolutions - None

c. Other Action Items - None

##### 2) Informational Items

###### a. Presentations

(1) Teaching, Learning and Equity Department Update: 2020-21 Assessment Results and Improvement Strategies 2

Teaching, Learning and Equity Department

Teaching, Learning and Equity Department overview of assessment data and improvement strategies.

(2) Duluth Head Start/Preschool Annual Report to the Public 2020-21 75

Duluth Preschool Supervisor & Head Start Director Sherry Williams  
Head Start is required to conduct a report to the public every year.

#### B. Other

##### 1) Federal Programs Advisory Committee 85

Federal Programs Coordinator Dr. Darren Sheldon

Request for one school board member to serve on the Federal Programs Advisory Committee. The committee will meet once a month, during the school day.

#### C. Future Items

### 4. ADJOURN

# Teaching, Learning, & Equity Department Update

DULUTH PUBLIC SCHOOLS

October Committee of the Whole

# 2020-2021 ASSESSMENT RESULTS

# BACKGROUND AND CONTEXT



# BACKGROUND AND CONTEXT

2019-20: U.S. Department of Education waived testing requirements.

2020-2021: U.S. Department of Education required all states to administer the statewide assessments; however, Minnesota submitted (and was granted) a waiver for the accountability sections of the state's ESSA plan. Testing was still required, however.

# BACKGROUND AND CONTEXT

Statewide tests are taken in various grades, in various areas, including:

- Reading assessments are taken in grades 3-8 and 10.
- Math assessments are taken in grades 3-8 and 11.
- Science assessments are taken in grades 5, 8, and once during HS.
- In addition, students who are English Learners (in grades K-12) also take the ACCESS, which measures English Language Proficiency.

# IMPORTANT REMINDER

Due to the challenges and factors related to the pandemic, MDE considers this year's assessment results an outlier and does not support widely comparing 2021 statewide assessment results to previous years or trend data without the appropriate context and considerations.

**Interpret with caution**

# CONSIDERATIONS

Examples include, but are not limited to:

- Educators and students experienced significant and profound changes in teaching and learning, as well as social and emotional well-being.
- Schools reported significant concerns with student engagement in schooling during the pandemic.
- Fewer students participated in the statewide assessments in comparison to previous years; especially at the higher grade levels. Also, some of our student groups tested far fewer students than usual. Most of this was due to extenuating circumstances related to the pandemic.

# CONSIDERATIONS

## Participation - Math

Year	Percent tested	Number tested	Number expected to be tested	Percent taking MTAS
2017	97.1%	3,994	4,114	2.6%
2018	97.1%	4,092	4,213	2.5%
2019	97.5%	4,017	4,121	2.3%
2020	N/A	N/A	N/A	N/A
2021	72.3%	2,870	3,970	1.6%

## Participation - Reading

Year	Percent tested	Number tested	Number expected to be tested	Percent taking MTAS
2017	98.3%	4,088	4,159	2.6%
2018	98.6%	4,103	4,163	2.6%
2019	97.8%	4,087	4,181	2.1%
2020	N/A	N/A	N/A	N/A
2021	73.2%	2,876	3,931	1.5%

# THEMES - OVERALL

Consistent with the state, the district saw significant decreases in overall proficiency in reading, math, and science.

- 56% of students who took the reading assessments met or exceeded standards, down 6 percentage points from 2019.
- 45% of students who took the math assessments met or exceeded standards, down 10 percentage points from 2019.
- 52% of students who took the science assessments met or exceeded standards, down 5 percentage points from 2019.

# THEMES - OVERALL

Overall, the district performed significantly above the state average in reading and science and slightly above the state average in math.

- Reading: District 56%, State: 53%
- Math: District 45%, State 44%
- Science: District 52%, State 43%

# THEMES - OVERALL

Declines were not equivalent across student groups.

- In reading, all student groups decreased in percent proficient, with the exception of English Learners (increased 20.7 to 25.0) and special education (remained relatively consistent 24.6 to 24.0).
- In math, all groups decreased in percent proficient.
- In science, some student groups increased in percent proficient: Asian (2019: 72%, 2021: 79%), Hispanic (2019: 30%, 2021: 35%), Black (2019: 18%, 2021: 24%), and American Indian Alaskan Native (2019: 26%, 2021: 27%).

# THEMES - OVERALL

Some schools performed above the state average.

- Congdon, Homecroft, Lakewood, Lester Park, Ordean East were above the state average in all three content areas.
- Lowell Spanish Immersion was above the state average in reading and math.
- East was above the state average in reading and science.
- Piedmont was above the state average in science.

# THEMES - OVERALL

All schools decreased in reading proficiency, with the exception of Stowe.

Most schools decreased in math proficiency. Denfeld and Merritt Creek Academy increased, however.

Most schools decreased. However, Lakewood, Myers-Wilkins, and Lincoln Park increased; Homecroft and Stowe stayed the same.

# THEMES - OVERALL

Participation rates varied significantly across schools

Congdon	86%
Homecroft	76%
Laura MacArthur	82%
Lakewood	96%
Lester Park	90%
Lowell	88%
Lowell Span Imm	87%
Myers-Wilkins	75%
Piedmont	85%
Stowe	87%

Lincoln Park	66%
Ordean East	70%
Denfeld	56%
East	50%
AEO	too small to report
ALC	29%
AJC	too small to report
Chester Creek	too small to report
Merritt Creek	too small to report
Woodland Hills	too small to report

# THEMES - OVERALL

- Of the students who took ACCESS for English Learners in 2021, 18% were proficient in English, a 10 percentage point increase from 2019.
- District performed significantly higher than the state average on the ACCESS (District 18%, State 9%).

# CLOSING THOUGHTS

- While every student group was impacted in some way, we know that the pandemic did not impact all students equally.
- Results reinforce the importance of in-person learning. In-person learning is about more than in-person academics. It is also about social-emotional development, relationships between educators and students as well as among students.
- Data affirms the need for student learning recovery and acceleration, as well as the need for targeted supports.

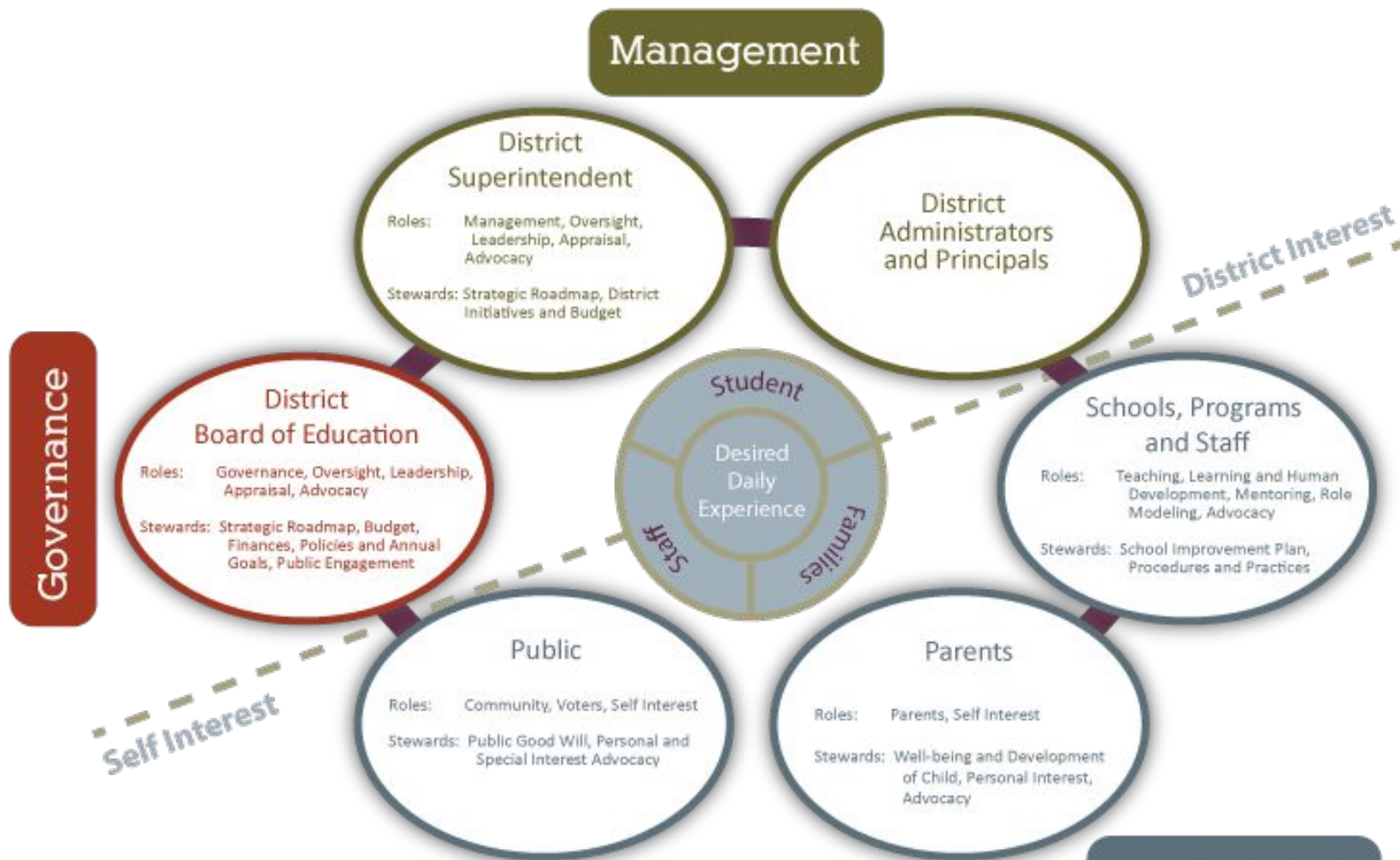
# IMPROVEMENT STRATEGIES

# 2021-22 OPERATIONAL PLAN AND DISTRICTS GOALS

- Alignment of Goals from Board to Classroom
  - Teaching, Learning, Equity Team Created
  - School Improvement Teams enhanced
- Academic Improvements
  - Intervention- small group tutoring and lessons
  - System and structure enhancements
- Technology Improvements
  - Computers provided to students/staff
  - Other instructional devices (i.e. Smartboards)

# 2021-22 OPERATIONAL PLAN

- Leadership Focus
  - Principal Instructional Leadership and Supports
- Student Social/Emotional/Mental Health
  - Check and Connect- Mentoring
  - Second Step- Social/Emotional Lessons for Students
  - Counselors/Social Workers Added
- Equity Focus
  - Audit to be completed
  - Review of School Safety and Resource Officers Program
- Operation Structure Improvements

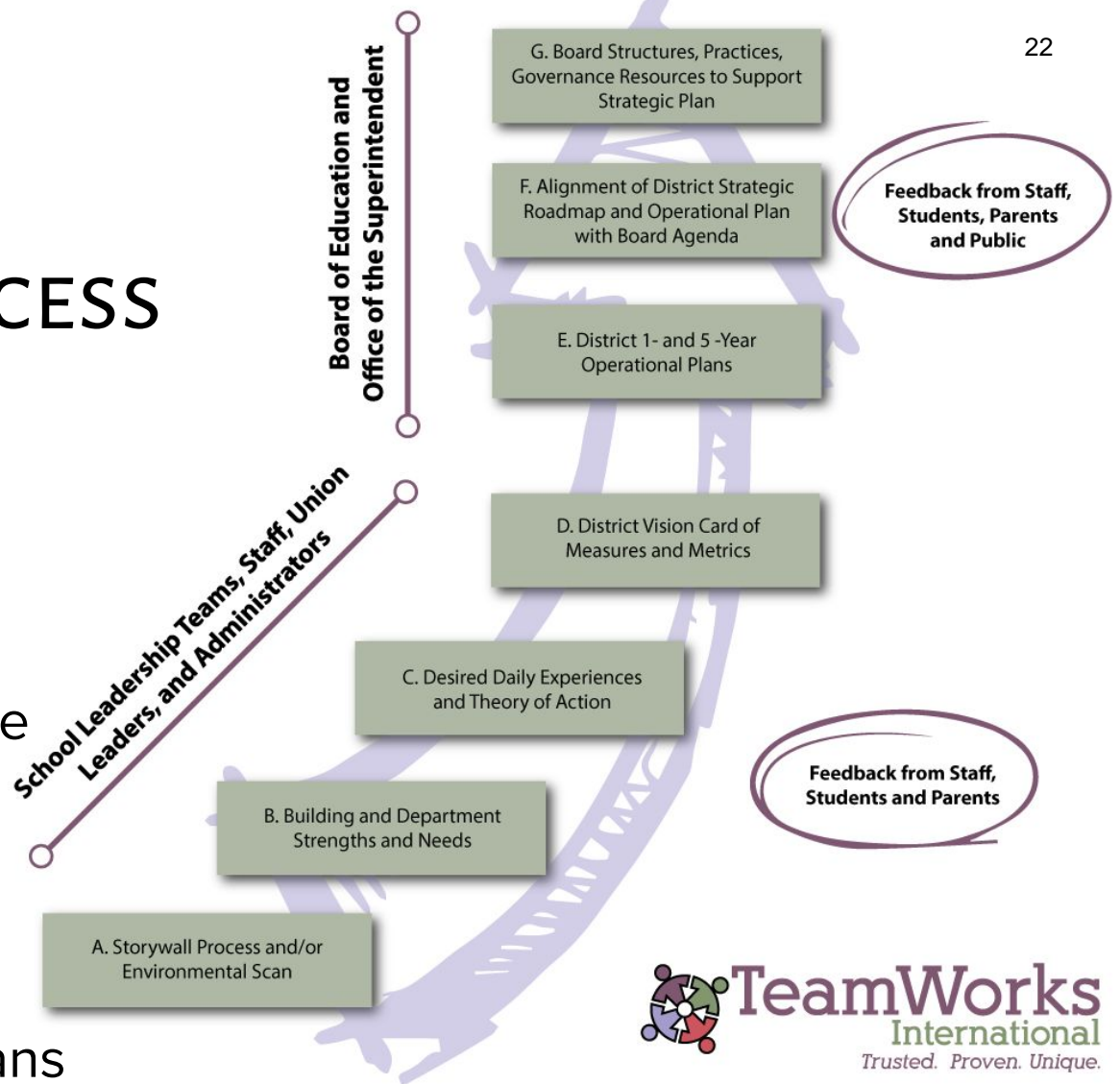


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ISD  
709  
**Duluth  
Public Schools**

# CLASSROOM TO BOARDROOM IMPROVEMENT PROCESS

- Assessing Our Reality
  - Storywall
  - Environmental Scan
- Describing Our Vision
  - Desired Daily Experience
  - VisionCard
- Setting Our Strategic Plan
  - 3-yr Operational Plan
  - School Improvement Plans
  - 3-yr Board Agenda



# PRINCIPAL LEADERSHIP

- Aligned with the 2021-2022 Operational Plan
- **Center for Educational Leadership (CEL)**
  - Transform Central Office Structures and Practice in Support of Schools
- **Leading for Equitable Schools (LES)**
  - Building Capacity for Principals to be Equity-Driven Leaders
- **Principal Support Framework: 3 Action Areas**
  - A Shared Vision
  - System of Support
  - Principals as Instructional Leaders
- **Principal and/or TLE Learning Sessions**
  - LES Sessions: 11 days
  - Central Office Retreats: (4) ½ days
  - Embedded Coaching

# CURRICULUM & INSTRUCTION

- Learning Acceleration:
  - Grade-level/Content Area Teams
  - Identifying prerequisites to grade-level benchmarks
  - Collaborating to provide resources for prerequisites
  
- Blended Learning
  - Engaging students through digital learning tools
  - Blended Learning enhances in person learning
  - Year one focusing on the SAMR Model

Enhancement

**S**ubstitution

Technology acts as a direct tool substitute with no functional change.

**A**ugmentation

Technology acts as a direct tool substitute with functional improvements.

Transformation

**M**odification

Technology allows for significant task redesign.

**R**edefinition

Technology allows creation of new task , previously inconceivable.

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**Model by Ruben Puentedura**

# CURRICULUM & INSTRUCTION

## Professional Development

- Staff Development Coordinator: *Heather Harvick*
- Coordinating efforts and supporting the learning of our staff
- Developing a plan for continued professional development for all of ISD 709
- Making a commitment, as educators and community members, to focus our learning in an effort to engage students and to advance student achievement
- Focus of October 25: “Educators as Learners”

If you have any further questions, please contact the curriculum office staff.

# ASSESSMENT

## Supporting Implementation of MTSS

- Elementary
  - Continuing to support the use of assessment data (screening, diagnostic, progress monitoring) to meet each student's needs at the classroom, small group, and individual levels
  - Ensuring the fidelity of the administration of assessments and interventions (hired Intervention Support Specialist to assist)

# ASSESSMENT

## Supporting Implementation of MTSS

- Secondary (middle school)
  - Implementing FASTBridge assessments in grades 6-8
  - Supporting the use of assessment data (screening, diagnostic, progress monitoring) to meet each student's needs at the classroom, small group, and individual levels
  - Ensuring the fidelity of the administration of assessments and interventions (hired Intervention Support Specialist to assist)

# CONTINUOUS IMPROVEMENT TEAMS

## WHERE WE'VE BEEN

CIT process was introduced to principals in spring of 2016

Training on the process began in September of 2016

Training continued through December 2017

Training was cut from budget January 2018

## WHERE WE ARE NOW

Recognized the important role that CITs play in moving our initiatives forward

Assigned a champion to re-establish the process

Developed a 3-year plan that includes vision, goals, action steps, and timelines

Renewed our partnership with Regional Centers of Excellence

Updated processes, published the [ISD 709 CIT Handbook](#)

# CONTINUOUS IMPROVEMENT TEAMS

## WHERE WE ARE GOING

### SHORT-TERM

- Each school will update Comprehensive Needs Assessments (CNA) and School Improvement Plans (SIP) for 21-22, as well as complete Leadership Rubric
- Expand CIT memberships to be more representative

### LONGER-TERM

- Provide additional professional development and coaching for principals on Practice Profile development, CNAs, SIPs, writing goals

### 3-YEAR VISION

- All schools (CITs) follow a consistent, well-articulated process for school improvement with fidelity
- High-quality support is provided to CITs on an on-going, as needed basis
- Following school improvement process with fidelity across all schools leads to positive outcomes for students (as identified in the district strategic plan)

# CHECK AND CONNECT

## WHERE WE'VE BEEN

Check & Connect was implemented at Denfeld High School in 2017 in partnership with the University of Minnesota and the Minnesota Department of Education

The program was implemented slowly (methodically) and with fidelity

The program resulted in improved outcomes for students in the program (higher graduation rates)

## WHERE WE ARE NOW

A five-year, \$1.6 million grant was awarded from St Louis County in the summer of 2021 to expand Check and Connect

Once an MOU is developed and signed, we will hire 14 mentors - 1 per grade at each of our secondary schools

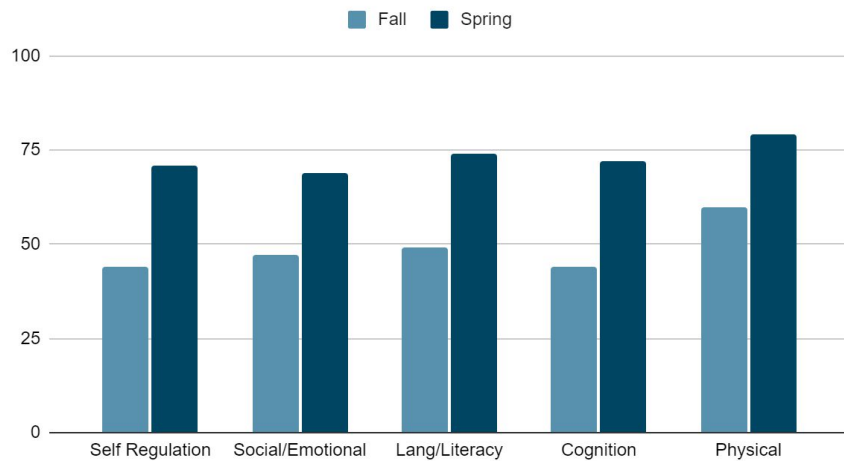
# CHECK AND CONNECT

## WHERE WE ARE GOING

### VISION

Check & Connect is a viable and sustainable intervention that is implemented with fidelity, and in turn, results in positive outcomes for students (ex: increased engagement, greater number and percent of students graduating).

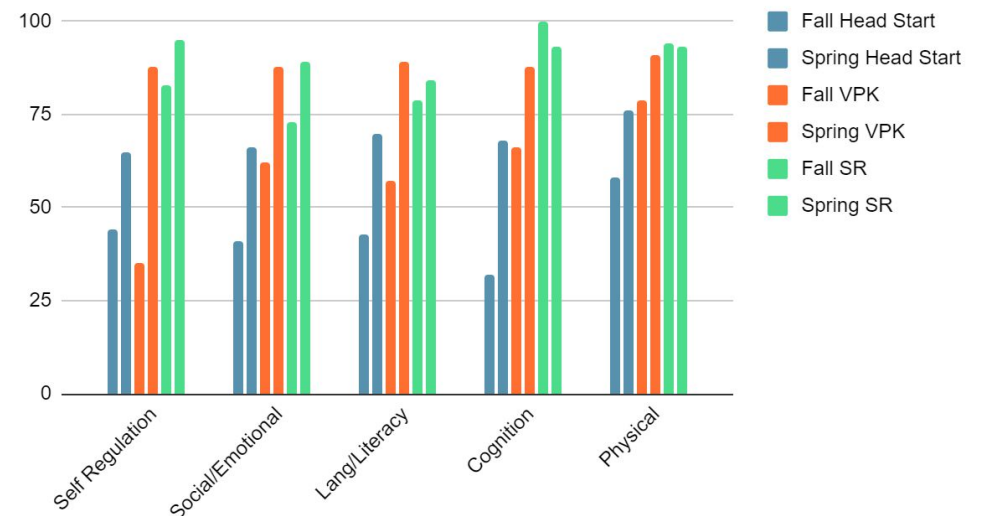
Program-Wide 3-5 YO: End of Year Before K Benchmark



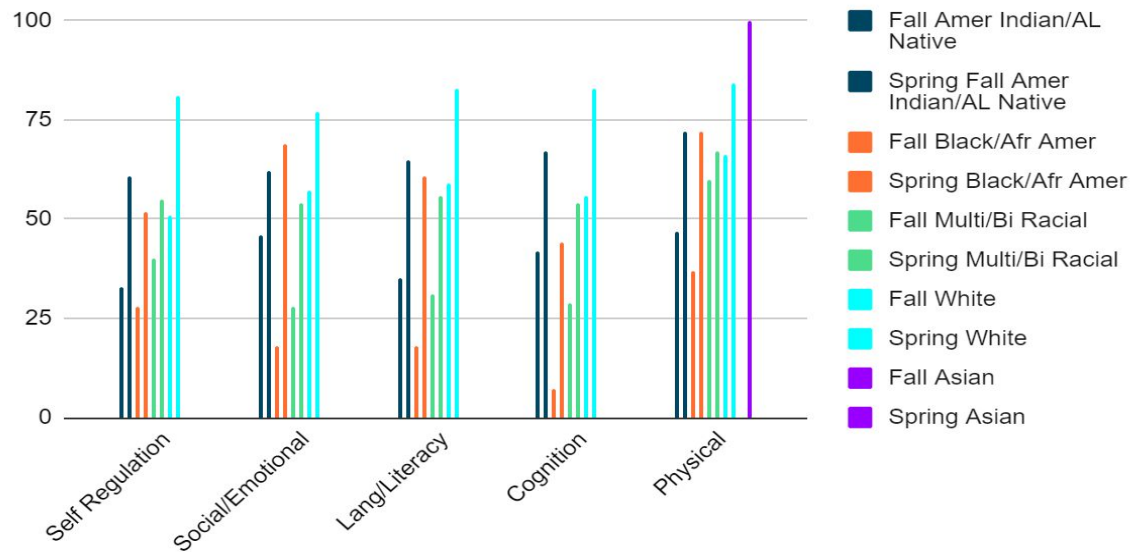
Duluth Preschool is funded by three separate funding streams. We have broken the data down by program, monitoring our growth for each of the three funding streams. Head Start students meet the federal poverty guidelines, making this a program of Equity. The data below looks at achievement by program enrollment.

# DULUTH PRESCHOOL/ HEAD START

Program Comparison 4 YO

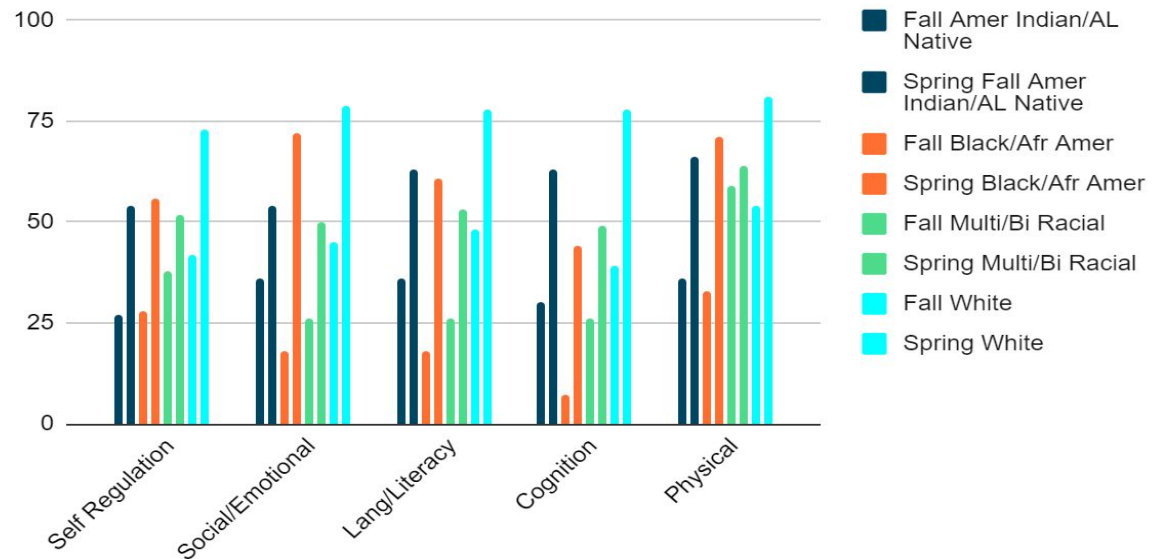


## Program-Wide Comparison by Race

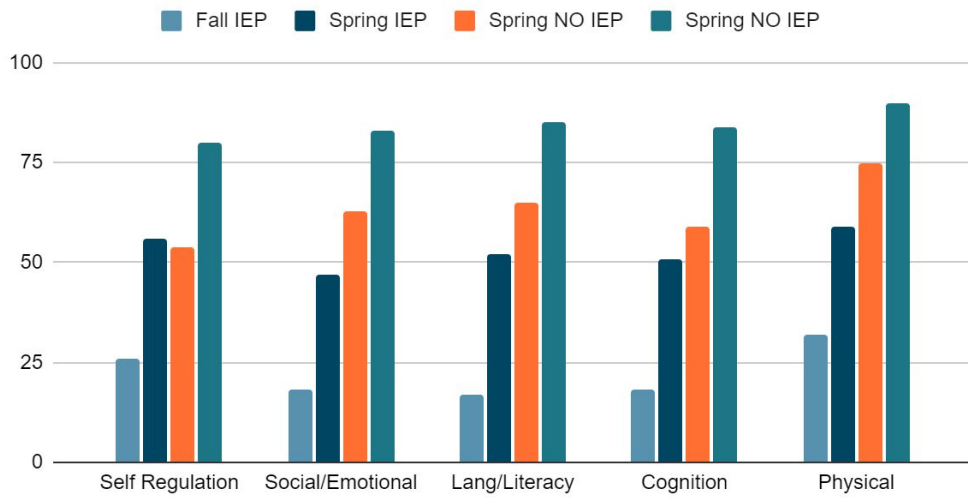


# PRESCHOOL DATA BY RACE

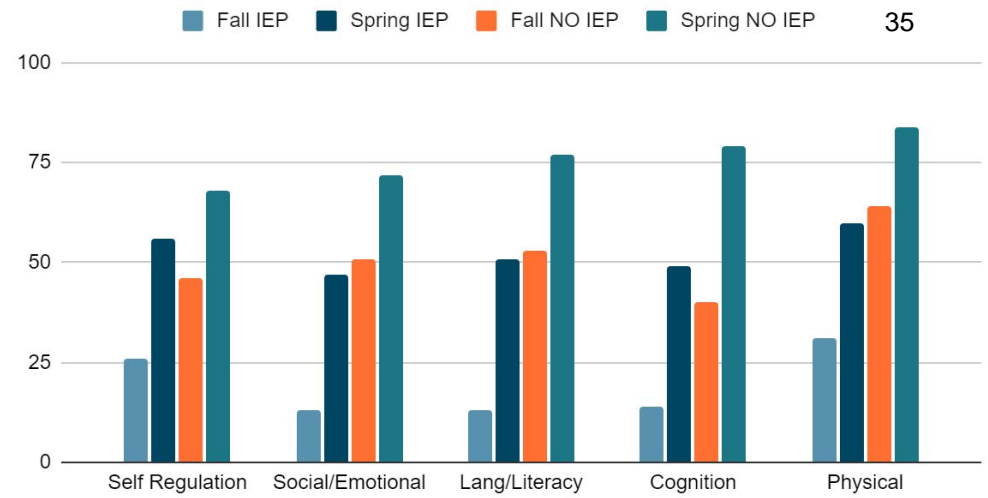
## Head Start Comparison by Race



Program-Wide IEP/No IEP: Using End of Year Before K Benchmark



Head Start IEP/No IEP: Using End of Year Before K Benchmark



# PRESCHOOL CLASSROOMS ARE FULLY INCLUSIVE CLASSROOMS

## IEP Growth

Self Regulation: 26/56  
 Social Emotional: 18/47  
 Lang/Literacy: 17/52  
 Cognition: 18/51  
 Physical: 32/59

## IEP Growth

Self Regulation: 26/46  
 Social Emotional: 13/47  
 Lang/Literacy: 13/51  
 Cognition: 14/49  
 Physical: 31/80

# HEAD START/PRESCHOOL

## New Curricular Supports:

**Heggerty Phonemic Awareness:** Research based: aligns with K-1 Initiative

**Kindermusik:** Units align with our curriculum. Research indicates significant literacy gains with its use

**Summer 2021, 2022:** 100 hours of additional instruction for preschool students heading to kindergarten the following fall at Myers Wilkins

**PLC+ Implementation:** Program Wide PLCs that improve pedagogical and content knowledge of teachers to move learning forward



# EARLY CHILDHOOD FAMILY EDUCATION

EARLY CHILDHOOD  
FAMILY EDUCATION

**Mission:** To strengthen families through the education and support of all parents to provide the best possible environment for the healthy growth and development of their children. Prenatal to early elementary.

ECFE introduces **PARENT ENGAGEMENT and EDUCATION** in a variety of ways, including:

- PARENT/CHILD CLASSES at Lester Park, Stowe and Piedmont Elementary Schools and the Washington Recreation Center.
  - **\*\*NEW\*\*** COMMUNITY RESOURCE FAMILY NAVIGATOR: Pregnant and parenting families can find support in accessing and navigating community and school resources.
  - HOME VISITS: A parent educator visits families one on one to address individual child, parent, or family needs and goals.
  - AMAZING NEWBORN HOSPITAL VISITS: At both Essentia and St Luke's to introduce new families to early childhood programs in Duluth Public Schools and provide information on attachment, early literacy and share resources.
  - Unique parenting groups/supports: -NERCC w/incarcerated fathers -LifeHouse -Adoptive & Foster Parenting -Family, Friend & Neighbor (FFN) caregivers -First Year Program -Child Care Provider Mentorship -Circle of Security Parenting for all ages
- \*\*Past studies show that parent who engage with ECFE continue to engage with their child's school, children have higher graduation rates and parents take on advocacy roles (such as Parent Advisory/School Board Member positions).**

# K.E.Y. Zone

**K**nowledge, **E**nrichment & **Y**outh Development

- Community partnership between Duluth Community Education and Duluth YMCA
- Safe and engaging out-of-school time academic and enrichment program
- Complements the school day
- Creates an enriching environment that fosters positive youth development and academic success for students grades K-5.
- True North Americorp member supports in order to meet state and local standards in core academic subjects.
- Located at all ISD 709 elementary schools

# SPECIAL SERVICES

Birth-21: Inclusive Special Education Services district wide



Education that embraces all - worldpress.com

# EARLY CHILDHOOD SPECIAL EDUCATION<sup>4b</sup>

## **Birth through Two Early Childhood Special Education:**

- Recommended Practices in Early Intervention- ongoing professional development based on the Division of Early Childhood Recommended Practices that bridges the gap between research and practice, offering guidance to professionals who work with young children with disabilities.
- Early Intervention Teaming and Coaching Approach- intervention based on validated practices and the best available research to ensure coordinated, family-centered services for young children and families.
- Evidence-Based Quality Intervention Practices Initiative Exploration- an approach to early intervention which incorporates evidence-based practices to build caregiver capacity using a coaching interaction style and to embed intervention into daily routines in the child's natural environment.
- Region 3 Coaching Cohort:year 2-Bring the coaching cycle and research into practice.

## **Three through Five Early Childhood Special Education:**

- Pyramid Model:year 7-the Pyramid Model is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development.
- Tools for High Quality for Inclusion-evidence-based tools for early childhood classrooms. Focus areas include teaming practices, prompting and data collection, maximizing learning opportunities, peer mediated instruction/teaching social skills, and individualized supports.
- Early Childhood Special Education Assistive Technology Project- professional development and practice geared for a modified four part model intended to promote collaborative decision-making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness for early childhood special education.

# K - 21 EDUCATION

## K-12:

- Tier III Curriculum - Reading we are using Passports & introducing Explode the Code for enhanced phonemic awareness; Math is using VMath, K - 8
- Dream Catcher Project - Indian Education Liaisons to take part in special education evaluations.
- Coordinated Early Intervening Services- Reduce Suspension for Students of Color
- AT Teams Project - professional development and practice at a pilot school (Stowe, in year 3 this year) geared for a modified four part model intended to promote collaborative decision-making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness for special education.

## 6-12:

- Check in Connect- Structured mentoring for students of color focused on graduation 9-12
- PAES Lab Denfeld- Practical Assessment Exploration System - Students become employees

## 18-21:

- Bridge School - Build back our community partners

## Recovery Services: Birth through 21:

- New MN State Law focused on addressing the impact of disruptions to in-person instruction on students' access to Free Appropriate Public Education related to the COVID -19 pandemic.

# TITLE PROGRAMS

**Title I, Part A** -- War on Poverty. Most of the \$\$ are used for Math/Reading/Behavior Interventions.

**Title I, Part D** -- (AKA Neglected & Delinquent). \$\$ are used for Interventionist at our Residentials.

**Title II** -- Professional Development for Teachers, Principals, and other district staff.

**Title III** -- (AKA English Language Learners) Braided with EL funding. This funding is minimal and used for PD, EL programming, Parent Involvement.

**Title IV** -- (AKA Student Support and Academic Enrichment (SSAE). This funding is spent in three areas: Well-Rounded (Gifted/Talented); Safe/Healthy (Covid); Technology (Helpdesk)

**Other things to Note:** Foster Care Transportation, Homeschooling, Nonpublic Textbooks, Nursing Supplies

\*Note: I would like to start a Federal Program Advisory Team. This team would meet once a month (or quarterly in the future). There would be some in-person and some virtual meetings. I will be asking if a SB member would like to sit on this committee? (not necessary though)

# FAMILIES IN TRANSITION

Defined by McKinney Vento Act: Federal Law- It states that children and youth who lack a “fixed, regular, and adequate nighttime residence” will be considered homeless. This includes, but is not limited to:

- Shelter
- Transitional Housing
- Hotel/Motel
- Doubled Up (Couch Hopping/Couch Surfing)
- Camping
- In a vehicle, abandoned building, etc.

Services that Families in Transition Program :

- Enrolled and expedited registration
- Transportation arrangements
- Coordination with community partners
- Referrals with school staff and community agencies
- Professional development
- Completion of the VISPDAT (housing assessment) for Unaccompanied Youth
- Advocacy
- .6 and 1.0 math/reading intervention at Congdon and Myers Wilkins along with a .4 district wide social worker

For further questions or conversation, feel free to contact me at 218-336-8700 x3345 or by email at: [katie.danielson@isd709.org](mailto:katie.danielson@isd709.org)

# OFFICE OF EDUCATIONAL EQUITY (OEE)<sup>44</sup>

## OEE Programming at Myers-Wilkins

- Young Scholars Program
- Social Emotional Learning program
- OEE/Myers-Wilkins Community School Collaborative  
After-school and Summer School Programming
- OEE Myers-Wilkins/Lowell Equitable Transportation Option
- 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](mailto:nathan.smith@isd709.org)**

# OFFICE OF EDUCATION EQUITY (OEE)

## OEE Programming District Wide

- Social Emotional Learning @ Lowell, Piedmont and Laura Mac
- Integration Specialists @ Laura Mac, Piedmont, Lowell, Myers-Wilkins, Lincoln Park, Ordean East, East, ALC and Denfeld
- Family Engagement program @ District Wide
- Recruitment/Retention program @ District Wide
- Professional Development program @ District Wide
- Ojibwe Immersion Classroom Assistants @ Lowell
- Office Support Specialist Position @ District Wide
- Ojibwe Language Program @ Lincoln Park, Ordean East, East and Denfeld

Questions? Contact Nate Smith @ 218-336-8714 or [nathan.smith@isd709.org](mailto:nathan.smith@isd709.org)

# MENTAL HEALTH/SOCIAL EMOTIONAL 46

## BEHAVIORAL MTSS

Jacob Laurent - Climate Coordinator (TOSA)

Callie DeVriendt - Mental Health/SEB MTSS Coordinator (TOSA)

- In process of soon to receive a mental health grant in partnership with MDE (Project AWARE) -\$375,000/year for 5 years
  - Hired a 1.0 FTE SEB MTSS Coord (TOSA) proactively with Esser funds that will eventually be paid through grant with intention of overseeing grant & MTSS.
  - Hired a 1.0FTE district-wide SEL interventionist (TOSA) proactively with Esser funds that will be funded through grant to support sites with tier 2 SEL interventions.
  - Developing budget plans for this grant.
- Social-Emotional Learning
  - Second Step curriculum purchased and being implemented district wide at pre-k programs, elementary schools and middle schools.

# MENTAL HEALTH/SOCIAL EMOTIONAL <sup>47</sup>

## BEHAVIORAL MTSS

- Hired Counselors with ESSER dollars - 3 new counselors
  - 1 East, 1 Ordean, 1 Denfeld
- MTSS - Social Emotional Behavioral
  - Working with sites to support with SEB MTSS development
    - Starting with developing vision. Developing tiers of support.
    - Goal to finish our Social Emotional Behavioral MTSS handbook.
  - Working with Heather Harvick in developing district wide PD
    - Oct 25th Trauma Responsive Practices Training for all staff, which also includes a broad introductory overview of restorative practices
    - Non-Violent Crisis Intervention training for gen ed staff that are likely to respond to crisis
    - Sexual exploitation/Sex trafficking awareness training with PAVSA set up with Counselors and Social Workers
    - Suicide Prevention Breakout on Oct 25th PD Day
    - Moving towards Admin training on restorative practices
      - goal to expand restorative practices DW
    - Etc.

# APPENDICES

# DISTRICT DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	District	59.6	62.3	63.8	63.5	62.6		56.4
	State	59.5	59.9	60.2	59.9	59.2		52.5
American Indian or Alaska Native	District	36.8	40.1	43.0	43.4	41.1		27.5
	State	35.2	35.7	35.8	36.3	36.1		27.7
Asian	District	66.1	62.7	71.9	69.0	73.4		58.8
	State	51.9	53.7	53.1	54.6	54.3		50.0
Hispanic or Latino	District	47.8	52.1	43.6	48.0	46.6		38.4
	State	37.0	38.2	38.4	38.5	38.3		31.4
Hawaiian or Other Pacific Islander	District							
	State	49.1	47.6	52.6	48.6	43.2		32.0
Black or African American	District	24.2	26.1	26.7	25.8	23.5		22.1
	State	32.8	33.6	34.0	34.3	34.7		30.7
White	District	64.9	67.5	69.1	69.3	68.1		61.7
	State	67.6	67.9	68.8	68.5	67.8		59.5
Two or More Races	District	42.4	55.1	53.2	51.9	53.0		42.4
	State	54.8	55.5	55.8	56.2	55.4		49.7
English Learner	District	26.3	13.3	13.6	29.6	20.7		25.0
	State	17.5	16.9	14.7	14.3	13.6		9.1
Special Education	District	28.3	29.9	26.8	26.6	24.6		24.0
	State	30.0	30.4	30.4	30.0	29.8		25.8
Free/Reduced Price Meals	District	42.7	44.8	45.7	44.0	43.6		35.4
	State	40.4	40.9	40.9	40.8	40.0		32.4

# DISTRICT DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	District	57.6	58.3	59.1	58.8	55.2		45.4
	State	60.2	59.5	58.7	57.2	55.0		44.2
American Indian or Alaska Native	District	34.7	36.6	40.3	38.9	26.3		12.9
	State	32.5	31.8	30.9	29.8	27.5		17.8
Asian	District	68.8	66.7	76.9	74.1	76.7		72.2
	State	58.0	57.2	57.0	56.1	55.0		43.3
Hispanic or Latino	District	43.6	37.1	35.3	35.1	38.6		36.3
	State	37.6	36.7	35.7	33.9	31.7		21.1
Hawaiian or Other Pacific Islander	District							
	State	45.7	44.8	46.8	41.2	44.0		27.9
Black or African American	District	20.8	25.0	24.2	19.1	19.2		10.7
	State	30.8	29.9	29.1	28.6	27.3		18.0
White	District	62.4	63.8	63.9	64.8	61.2		50.3
	State	68.3	68.1	67.6	66.4	64.4		52.3
Two or More Races	District	44.6	43.9	48.4	44.7	42.4		30.4
	State	54.1	53.0	52.1	50.0	48.1		38.4
English Learner	District	36.4	11.1	43.5	46.4	40.7		29.4
	State	25.4	23.2	20.7	19.7	17.7		9.2
Special Education	District	28.4	27.7	27.1	28.1	23.2		20.4
	State	30.9	30.4	29.9	28.6	27.7		22.5
Free/Reduced Price Meals	District	40.5	40.4	40.9	39.5	35.2		23.9
	State	40.8	39.7	38.5	36.6	34.2		22.7

# DISTRICT DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Science		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	District	52.1	53.1	57.5	57.5	56.3		51.6
	State	53.4	55.0	54.2	52.0	50.7		43.1
American Indian or Alaska Native	District	31.6	25.7	42.3	40.0	26.2		26.7
	State	26.2	26.8	29.4	25.1	25.0		18.9
Asian	District	65.4	51.4	66.7	65.0	71.9		75.0
	State	44.5	47.9	47.4	46.1	45.2		40.7
Hispanic or Latino	District	41.0	55.0	40.5	41.0	30.4		34.6
	State	28.1	30.6	29.8	27.5	27.1		21.2
Hawaiian or Other Pacific Islander	District							
	State	32.2	52.3	38.0	39.0	30.1		20.7
Black or African American	District	12.0	21.6	20.3	22.0	17.5		24.3
	State	23.3	24.3	23.8	22.3	22.0		17.9
White	District	56.5	58.2	61.5	62.3	61.5		55.3
	State	61.8	63.5	63.0	61.5	60.0		50.0
Two or More Races	District	32.9	41.4	50.5	47.5	46.5		36.4
	State	47.7	50.0	48.9	46.3	45.2		39.3
English Learner	District							
	State	9.5	10.1	8.6	7.1	6.6		5.0
Special Education	District	23.7	33.6	31.3	34.9	33.3		24.4
	State	28.4	30.2	30.7	28.1	28.5		24.4
Free/Reduced Price Meals	District	34.0	37.1	41.8	40.8	38.9		35.0
	State	32.9	34.7	33.9	31.6	30.1		23.4

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading All Students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	84.1	80.6	84.3	85.2	80.8		75.9
Homecroft	64.5	65.7	66.2	67.2	70.6		68.8
Lakewood	62.2	64.5	71.1	73.9	72.6		59.6
L. MacArthur	56.3	52.2	43.4	47.4	41.0		27.9
Lester Park	68.5	81.0	80.8	85.3	83.1		77.5
Lowell	55.6	65.8	60.4	68.9	64.2		47.2
Lowell Span							69.5
Myers-Wilkins	54.1	49.7	53.0	49.5	52.4		35.7
Piedmont	39.4	48.4	50.6	52.1	51.5		38.7
Stowe	53.8	62.8	47.1	50.3	44.7		51.0
Lincoln Park	40.9	47.2	46.4	47.0	43.1		38.9
Ordean East	69.5	71.4	73.5	73.2	69.6		60.7
Denfeld	52.5	48.9	57.9	47.4	47.9		44.2
East	66.2	64.2	76.7	68.6	74.7		73.0
AEO							
ALC	22.2	16.7	17.6				
Chester Creek	21.4	18.2	22.0	18.6	24.4		20.0
Merritt Creek	18.8	12.7	12.3	31.7	25.0		17.5
Rockridge	5.9	17.5	10.4	9.4	11.1		25.9
District	59.6	62.3	63.8	63.5	62.6		56.4
State	59.5	59.9	60.2	59.9	59.2		52.5

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading American Indian or Alaska Native	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur	30.8	25.0		27.3	13.3		7.7
Lester Park							
Lowell				53.8	38.5		
Lowell Span							
Myers-Wilkins	50.0	60.9	46.2	71.4	48.3		18.8
Piedmont	50.0	35.3	33.3	15.4	45.5		
Stowe				45.5			
Lincoln Park	18.8	28.6	26.8	29.8	33.3		39.3
Ordean East	42.1	44.0	64.7	64.7	58.3		
Denfeld	33.3	40.0		38.1			
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	36.8	40.1	43.0	43.4	41.1		27.5
State	35.2	35.7	35.8	36.3	36.1		27.7

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading Asian	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon				90.9	83.3		
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins							
Piedmont							
Stowe							
Lincoln Park							
Ordean East	77.8	66.7	94.1	87.5	78.6		
Denfeld							
East					75.0		
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	66.1	62.7	71.9	69.0	73.4		58.8
State	51.9	53.7	53.1	54.6	54.3		50.0

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading Hispanic or Latino	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins	75.0						
Piedmont							
Stowe							
Lincoln Park	53.8	35.3	25.0		8.3		20.0
Ordean East	36.8	53.8	58.1	72.0	55.0		60.0
Denfeld							
East					50.0		
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	47.8	52.1	43.6	48.0	46.6		38.4
State	37.0	38.2	38.4	38.5	38.3		31.4

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading Hawaiian or Other Pacific Islander	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins							
Piedmont							
Stowe							
Lincoln Park							
Ordean East							
Denfeld							
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District							
State	49.1	47.6	52.6	48.6	43.2		32.0

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading Black or African American	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon		17.6	27.8	16.7	28.6		
Homecroft							
Lakewood							
L. MacArthur		33.3	18.8	11.1	33.3		
Lester Park							
Lowell	23.1	50.0	27.3	53.8	18.2		
Lowell Span							
Myers-Wilkins	30.6	29.3	31.6	20.9	21.9		25.0
Piedmont	13.0	28.0	22.2	25.0	18.2		17.6
Stowe							
Lincoln Park	20.5	19.4	26.6	23.1	18.3		24.2
Ordean East	30.0	34.3	39.1	40.0	34.3		8.3
Denfeld	26.3	12.0	20.0	13.6	22.7		
East		12.5			0.0		
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	24.2	26.1	26.7	25.8	23.5		22.1
State	32.8	33.6	34.0	34.3	34.7		30.7

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading White	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	90.6	87.7	92.4	90.8	85.1		78.3
Homecroft	62.5	65.3	65.6	68.1	71.2		70.8
Lakewood	61.6	64.4	71.6	73.8	73.4		60.2
L. MacArthur	60.8	57.6	48.2	56.9	48.7		35.9
Lester Park	70.9	80.5	82.3	84.8	81.9		77.9
Lowell	59.9	68.1	67.3	75.9	74.3		61.9
Lowell Span							71.2
Myers-Wilkins	70.7	57.1	60.7	61.1	70.0		51.2
Piedmont	43.4	54.2	57.6	60.5	57.3		43.8
Stowe	57.9	67.4	53.2	55.9	46.8		59.0
Lincoln Park	47.7	55.2	53.5	55.5	49.2		42.7
Ordean East	72.7	74.6	75.0	74.2	71.8		61.9
Denfeld	59.7	56.0	63.5	53.0	52.6		44.0
East	68.9	65.6	77.8	69.9	76.9		74.2
AEO							
ALC	16.7						
Chester Creek	19.2	12.9	16.7	20.7	26.7		10.5
Merritt Creek	22.9	14.6	17.8	35.7	25.0		19.5
Rockridge	6.3	16.0	19.2	13.3	17.6		22.2
District	64.9	67.5	69.1	69.3	68.1		61.7
State	67.6	67.9	68.8	68.5	67.8		59.5

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading Two or More Races	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	53.8	80.0	65.0	66.7	77.3		66.7
Homecroft							
Lakewood							
L. MacArthur	44.4	60.0	52.2	44.4	31.3		19.0
Lester Park		91.7	76.9	81.8	90.9		75.0
Lowell	50.0	78.6	63.6	57.1	52.2		30.0
Lowell Span							
Myers-Wilkins	35.3	48.5	56.1	45.2	48.6		34.4
Piedmont	43.5	51.4	51.2	49.1	48.8		30.6
Stowe	13.3	42.9	22.2	38.1	50.0		27.3
Lincoln Park	27.1	38.1	38.9	41.2	43.7		36.5
Ordean East	58.5	70.6	68.9	72.5	60.9		68.8
Denfeld		43.8	27.8	47.4	54.5		50.0
East			92.9	69.2	68.0		71.4
AEO							
ALC							
Chester Creek							
Merritt Creek		9.1	0.0				
Rockridge							
District	42.4	55.1	53.2	51.9	53.0		42.4
State	54.8	55.5	55.8	56.2	55.4		49.7

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading English Learner	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins							
Piedmont							
Stowe							
Lincoln Park							
Ordean East							
Denfeld							
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	26.3	13.3	13.6	29.6	20.7		25.0
State	17.5	16.9	14.7	14.3	13.6		9.1

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading Special Education	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	31.3	33.3	25.0	36.4	41.9		33.3
Homecroft	25.0	23.5	21.4	23.1	28.6		31.3
Lakewood	18.2				15.4		
L. MacArthur	42.6	36.7	27.8	25.0	26.1		7.7
Lester Park	25.8	55.9	40.0	51.5	40.6		60.7
Lowell	22.6	22.2	12.5	56.3	26.7		14.3
Lowell Span							
Myers-Wilkins	21.6	22.4	24.1	24.2	10.5		31.7
Piedmont	9.4	17.1	26.5	20.0	21.6		20.4
Stowe	52.2	48.0	39.5	20.5	18.2		25.0
Lincoln Park	21.5	25.2	26.8	21.3	20.6		15.3
Ordean East	21.1	31.3	21.6	25.0	26.9		26.5
Denfeld	41.3	25.0	25.0	23.1	21.6		20.0
East	28.1	34.2	30.3	34.5	40.0		31.0
AEO							
ALC							
Chester Creek	20.6	18.2	21.9	21.6	26.3		14.8
Merritt Creek	17.3	6.3	7.7	28.8	23.5		14.9
Rockridge	0.0	16.7	3.7	10.0	9.1		27.3
District	28.3	29.9	26.8	26.6	24.6		24.0
State	30.0	30.4	30.4	30.0	29.8		25.8

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Reading Free/Reduced Price Meals	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	60.0	49.2	52.9	56.4	54.8		50.0
Homecroft	60.0	52.7	58.5	45.2	60.4		53.8
Lakewood	47.8	44.7	57.1	64.3	75.0		39.1
L. MacArthur	50.3	46.3	37.9	42.1	30.2		21.8
Lester Park	53.0	64.0	70.0	70.7	62.5		58.5
Lowell	42.2	54.9	45.8	56.0	50.8		26.2
Lowell Span							
Myers-Wilkins	46.7	42.0	46.1	43.7	41.7		28.3
Piedmont	24.0	33.8	41.6	39.2	42.3		31.2
Stowe	50.0	56.6	41.1	41.3	37.3		42.6
Lincoln Park	31.4	36.5	37.8	38.4	34.8		30.8
Ordean East	50.2	53.3	55.8	52.1	51.3		40.4
Denfeld	40.2	41.7	45.2	34.9	44.9		31.5
East	51.2	46.6	58.3	50.8	55.9		73.9
AEO							
ALC	23.1		25.0				
Chester Creek	23.1	17.9	23.1	19.0	21.6		18.2
Merritt Creek	20.0	12.9	11.5	36.4	21.2		17.3
Rockridge	6.1	18.4	9.5	6.7	11.4		30.0
District	42.7	44.8	45.7	44.0	43.6		35.4
State	40.4	40.9	40.9	40.8	40.0		32.4

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math All Students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	84.9	81.8	82.2	80.7	78.3		71.0
Homecroft	76.9	72.9	67.7	74.0	74.5		68.1
Lakewood	69.3	71.1	70.2	74.8	67.5		56.6
L. MacArthur	63.8	51.7	54.6	55.6	45.3		19.5
Lester Park	73.8	79.0	83.0	80.2	79.1		72.5
Lowell	71.8	73.8	71.1	72.3	64.6		38.3
Lowell Span							69.5
Myers-Wilkins	51.6	48.6	50.8	46.2	46.5		16.7
Piedmont	49.8	46.8	51.0	49.4	46.7		40.3
Stowe	58.0	56.4	50.0	51.6	44.4		38.9
Lincoln Park	38.8	44.0	41.2	39.3	33.6		26.3
Ordean East	59.7	65.8	68.0	65.8	63.7		45.0
Denfeld	32.7	28.2	28.7	33.8	29.0		33.6
East	56.5	48.3	52.8	59.1	46.1		43.8
AEO							
ALC	0.0	0.0	5.9	0.0	4.3		
Chester Creek	14.3	11.6	20.5	11.9	5.3		3.0
Merritt Creek	19.1	4.3	9.4	8.1	8.5		9.3
Rockridge	2.4	12.0	2.0	5.7	10.0		3.4
District	57.6	58.3	59.1	58.8	55.2		45.4
State	60.2	59.5	58.7	57.2	55.0		44.2

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math American Indian or Alaska Native	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur	53.8	40.0		18.2	20.0		23.1
Lester Park							
Lowell				38.5	30.8		
Lowell Span							
Myers-Wilkins	54.2	60.9	48.0	76.2	31.0		12.5
Piedmont	40.0	29.4	50.0	7.7	18.2		
Stowe				45.5			
Lincoln Park	19.6	33.3	19.5	26.1	20.0		7.7
Ordean East	27.8	31.8	56.3	60.0	50.0		
Denfeld	30.8	6.7			8.3		
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	34.7	36.6	40.3	38.9	26.3		12.9
State	32.5	31.8	30.9	29.8	27.5		17.8

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math Asian	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	100.0			100.0	100.0		
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins							
Piedmont							
Stowe							
Lincoln Park							
Ordean East	77.8	83.3	88.2	93.8	78.6		
Denfeld							
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	68.8	66.7	76.9	74.1	76.7		72.2
State	58.0	57.2	57.0	56.1	55.0		43.3

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math Hispanic or Latino	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins	75.0						
Piedmont					0.0		
Stowe							
Lincoln Park	31.3	58.8	30.0	14.3			19.0
Ordean East	30.0	36.0	38.7	32.0	45.0		46.7
Denfeld							
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge					0.0		
District	43.6	37.1	35.3	35.1	38.6		36.3
State	37.6	36.7	35.7	33.9	31.7		21.1

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math Hawaiian or Other Pac. Islander	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins							
Piedmont							
Stowe							
Lincoln Park							
Ordean East							
Denfeld							
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District							
State	45.7	44.8	46.8	41.2	44.0		27.9

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math Black or African American	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon		23.5	23.5	25.0	21.4		
Homecroft							
Lakewood							
L. MacArthur		13.3	31.3	11.1	25.0		
Lester Park							
Lowell	38.5	61.5	58.3	46.2	18.2		
Lowell Span							
Myers-Wilkins	30.6	31.7	26.5	18.6	21.9		5.9
Piedmont	22.7	32.0	21.1	26.7	18.2		5.6
Stowe							
Lincoln Park	14.3	11.9	18.0	13.2	16.7		15.6
Ordean East	13.3	29.4	25.0	33.3	22.9		8.3
Denfeld	6.7	18.8	20.0	0.0	6.7		
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge		9.5					
District	20.8	25.0	24.2	19.1	19.2		10.7
State	30.8	29.9	29.1	28.6	27.3		18.0

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math White	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	89.7	89.6	88.4	83.6	84.3		73.2
Homecroft	77.0	73.1	68.9	75.1	74.2		70.1
Lakewood	68.8	71.2	71.6	74.8	67.9		57.0
L. MacArthur	71.4	60.0	56.9	67.5	53.8		25.6
Lester Park	76.1	80.6	83.9	81.0	80.3		71.1
Lowell	76.2	82.3	76.1	81.1	76.2		46.9
Lowell Span							67.3
Myers-Wilkins	63.5	57.1	67.0	57.9	59.5		27.9
Piedmont	55.9	54.2	57.1	57.2	54.0		50.5
Stowe	61.0	61.3	52.8	55.9	47.9		45.5
Lincoln Park	45.8	49.7	48.7	49.3	40.4		30.4
Ordean East	62.8	69.3	70.1	67.5	66.1		45.5
Denfeld	33.5	31.8	31.2	39.8	35.3		39.8
East	58.9	50.8	53.5	60.5	46.2		44.1
AEO							
ALC	0.0		8.3	0.0	8.3		
Chester Creek	22.2	6.9	18.2	16.7	7.4		5.3
Merritt Creek	20.4	5.0	12.5	3.6	13.3		12.8
Rockridge	4.8	18.2	0.0	10.5	15.4		5.0
District	62.4	63.8	63.9	64.8	61.2		50.3
State	68.3	68.1	67.6	66.4	64.4		52.3

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math Two or More Races	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	76.9	66.7	75.0	72.2	50.0		60.0
Homecroft							
Lakewood							
L. MacArthur	38.9	30.0	69.6	55.6	34.4		4.8
Lester Park		75.0	92.3	81.8	63.6		87.5
Lowell	71.4	46.2	63.6	61.9	52.2		30.0
Lowell Span							
Myers-Wilkins	35.3	39.4	42.9	33.3	50.0		12.9
Piedmont	47.8	44.4	42.5	45.3	46.3		27.8
Stowe	33.3		33.3	42.9	41.2		18.2
Lincoln Park	30.4	39.7	30.0	28.6	26.4		25.0
Ordean East	48.7	52.9	67.4	60.8	56.3		47.1
Denfeld			12.5	5.9	0.0		18.2
East	36.4			53.8	54.5		
AEO							
ALC							
Chester Creek							
Merritt Creek		0.0	0.0				
Rockridge							
District	44.6	43.9	48.4	44.7	42.4		30.4
State	54.1	53.0	52.1	50.0	48.1		38.4

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math English Learner	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon							
Homecroft							
Lakewood							
L. MacArthur							
Lester Park							
Lowell							
Lowell Span							
Myers-Wilkins							
Piedmont							
Stowe							
Lincoln Park							
Ordean East							
Denfeld							
East							
AEO							
ALC							
Chester Creek							
Merritt Creek							
Rockridge							
District	36.4	11.1	43.5	46.4	40.7		29.4
State	25.4	23.2	20.7	19.7	17.7		9.2

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math Special Education	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	40.0	46.7	40.0	50.0	41.9		47.4
Homecroft	36.8	29.4	21.4	30.8	20.0		37.5
Lakewood	27.3				15.4		
L. MacArthur	55.6	41.7	31.5	39.5	36.2		12.5
Lester Park	41.4	50.0	73.3	55.9	72.7		57.1
Lowell	45.2	38.9	25.0	68.8	33.3		18.2
Lowell Span							
Myers-Wilkins	25.0	26.5	24.5	25.8	19.6		19.0
Piedmont	12.1	13.9	24.5	21.8	15.7		10.2
Stowe	60.9	40.0	26.3	35.9	17.6		25.0
Lincoln Park	22.3	26.3	26.4	21.7	15.9		12.6
Ordean East	17.7	18.2	14.1	19.2	16.7		20.0
Denfeld	8.3	20.8	23.7	16.3	13.3		25.0
East	14.8	7.4	21.6	22.6	25.9		13.0
AEO							
ALC							
Chester Creek	14.7	12.1	21.9	11.4	5.9		3.7
Merritt Creek	17.0	2.0	8.2	7.8	9.8		9.3
Rockridge	0.0	9.1	0.0	0.0	10.5		0.0
District	28.4	27.7	27.1	28.1	23.2		20.4
State	30.9	30.4	29.9	28.6	27.7		22.5

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Math Free/Reduced Priced Meals	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Congdon	58.3	49.2	52.9	56.4	47.9		44.8
Homecroft	66.0	61.8	50.9	52.4	60.4		46.2
Lakewood	54.3	60.5	54.3	64.3	68.8		39.1
L. MacArthur	58.6	46.9	51.0	49.0	36.9		13.9
Lester Park	50.8	59.2	68.4	58.5	57.5		51.2
Lowell	55.4	63.9	56.0	58.1	46.2		19.0
Lowell Span							
Myers-Wilkins	43.6	41.3	40.4	40.1	37.8		14.3
Piedmont	34.6	35.0	40.0	38.2	36.9		25.8
Stowe	51.6	52.4	46.2	44.0	34.9		32.1
Lincoln Park	29.0	33.2	31.5	27.4	23.4		17.7
Ordean East	40.2	40.3	46.4	46.2	41.6		26.5
Denfeld	24.1	21.2	19.8	21.6	20.4		15.6
East	31.1	22.6	23.7	44.4	28.9		26.7
AEO							
ALC	0.0			0.0	0.0		
Chester Creek	15.4	12.5	22.2	11.9	5.9		3.1
Merritt Creek	18.5	4.4	7.4	9.4	7.7		8.0
Rockridge	2.4	10.6	2.2	5.7	11.1		4.3
District	40.5	40.4	40.9	39.5	35.2		23.9

# SCHOOL DATA

## ALL ACCOUNTABILITY TESTS, PERCENT PROFICIENT, BY STUDENT GROUP, ALL STUDENTS

Science		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 5	Congdon	74.6	87.6	89.7	85.9	88.5		86.8
	Homecroft	69.4	63.8	63.3	61.3	61.6		61.9
	Lakewood	78.0	90.0	78.4	73.7	61.3		78.4
	L. MacArthur	45.9	50.7	47.3	40.8	38.3		22.9
	Lester Park	68.8	81.2	86.1	85.7	87.9		77.5
	Lowell	55.6	55.8	37.2	74.5	54.2		42.4
	Myers-Wilkins	43.3	59.6	54.5	55.6	40.0		45.7
	Piedmont	47.5	29.6	44.0	63.6	62.1		56.1
	Stowe	44.4	47.2	52.9	34.5	38.0		37.9
	District	58.3	64.7	62.9	65.8	63.1		62.2
State	59.3	61.6	59.8	58.2	54.9		47.9	
Grade 8	Lincoln Park	30.2	31.9	31.7	38.9	22.0		24.8
	Ordean East	50.9	54.8	57.7	58.3	60.6		42.8
	District	42.5	45.6	47.4	50.8	47.2		37.2
	State	45.9	47.5	46.3	45.2	43.0		33.8
High School	Denfeld	43.1	37.6	46.8	48.1	44.7		37.6
	East	63.5	55.5	70.9	61.9	66.4		58.6
	AEO							
	ALC							
	District	55.6	48.3	61.1	55.8	57.7		52.0
	State	54.9	55.8	56.3	52.2	54.4		48.3

**Duluth Head Start/Preschool**  
**Annual Report to the Public**  
**2020-2021**

**Mission:**

The mission of Duluth Head Start is to provide services for income eligible preschool children and their families. These services include opportunities to enhance social and cognitive skills, increase health and wellness and build upon family strengths. Working together, we strive to create a strong learning community in order to achieve success both in the classroom and beyond.

We offer preschool services in seven of Duluth's elementary schools.

Our state funded Head Start program offers home visiting services to families- including families experiencing homelessness including Star of the North, a homeless shelter specifically for homeless pregnant women.

**Funding**

Duluth Head Start receives grants from the Office of Head Start and the State of Minnesota through the Minnesota Department of Education. Additionally, we receive funds through the State Pathway II Early learning scholarships.

**Federal Head Start Budget \$2,769,181.** This money funds personnel (\$2,210,947). The remainder is spent on things that support staff who work district wide to support families – things like cell phones, taxi services for families, mileage reimbursements, and classroom supplies. Indirect costs to the school district also come out of this budget. This money funds us to serve 224 children and their families. Due to COVID our enrollment numbers were lower. We served 185 children and their families. This year we were also awarded an additional \$210,035 to be used to prevent, prepare for, and respond to coronavirus.

**Pathway II Early Learning Scholarship Award \$191,040.** This money supports the classroom with additional paraprofessional assistance to reduce the class size and assist in serving food in our classrooms. We serve breakfast, lunch, and snacks in our full day classrooms, and breakfast and lunch, or lunch and snack in our half day programs. Serving meals in our rooms allow us the opportunity to both provide nutritious meals, but also to do nutrition education. Self- help skills and engaging in discussions at the table are also time well spent in an early childhood classroom.

**State Head Start Budget \$393,238.** These funds provide our program the opportunity to offer several unique ways to support families. Families in Transition staff is supporting families experiencing homelessness and a Home Base option for families who, for many reasons, cannot access our classrooms across the city. **\$353,259**, is dedicated to staff wages and fringe benefits, while the remainder is spent on things to support the work the staff is doing things like cell

phones, taxi services for families to attend class, socializations, doctor appointments, classroom supplies, and mileage reimbursements. State funded enrollment is 34.

## **AUDIT**

The audit that was done for the 2020-2021 school year shows there were no audit findings for Head Start. A copy of the audit is available through our office. Follow the contact information at the end of this report.

**Duluth Preschool believes that all children should have strong bodies, strong minds, and strong families.**

## **STRONG BODIES**

### **Addressing Health Needs**

One very important pieces of the work we do in Head Start is to assist families with their health needs. This means we work to ensure all families have a source of ongoing and continuous health insurance. With our cumulative enrollment at 185 children, 96% have health coverage. 58% of our children were up to date on our yearly physical exam requirements. This includes a physical, growth assessment, hearing screen, tympanogram, vision screen, hemoglobin and lead check. 80% percent of our children were up to date on their immunizations. 89 % percent have what we call a Dental Home; meaning they have a relationship with a dentist and 97% have a medical home.

### **Nutrition Services**

A licensed nutritionist works with families to support access to healthy foods, including students with special dietary needs.

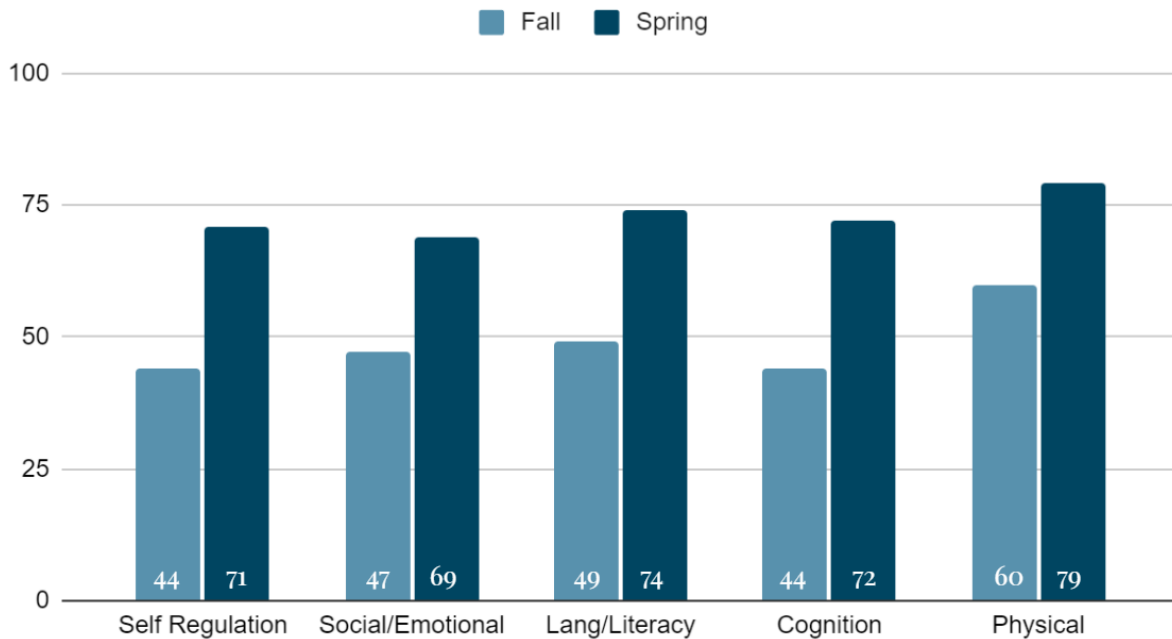
## **STRONG MINDS**

### **Preparing Children for Kindergarten**

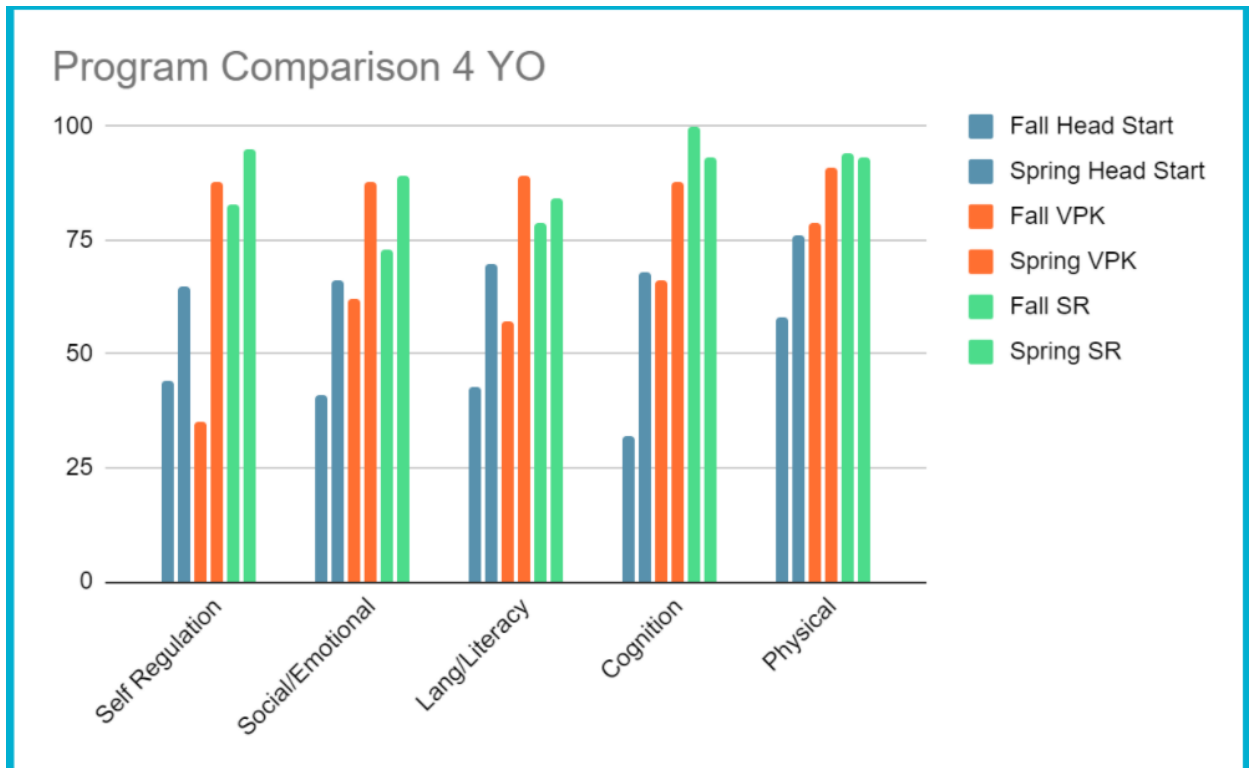
Our assessment tool in 20-21 was Desired Results Developmental Profile. It measures all domains of learning. Typically, data is collected three times per year, but due to shifting models of delivery due to the pandemic last year, we were only required to measure students twice last year: Fall and Spring.

The first data set is the progress of all student enrolled in Duluth Preschool: Head Start, Voluntary Pre-K, and School Readiness. It includes three to five year -old children.

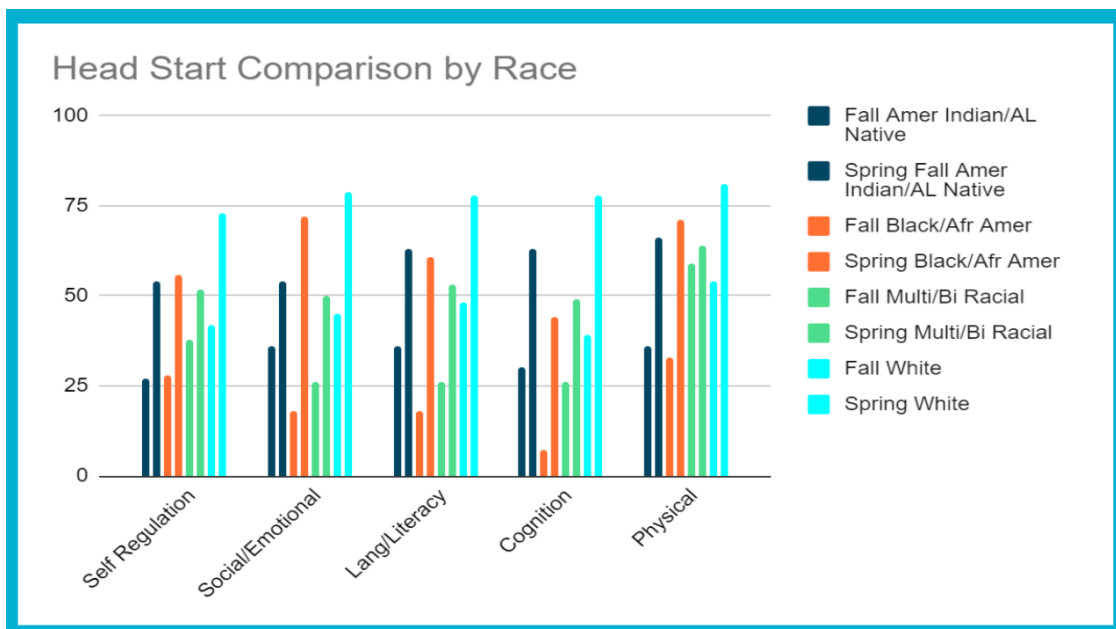
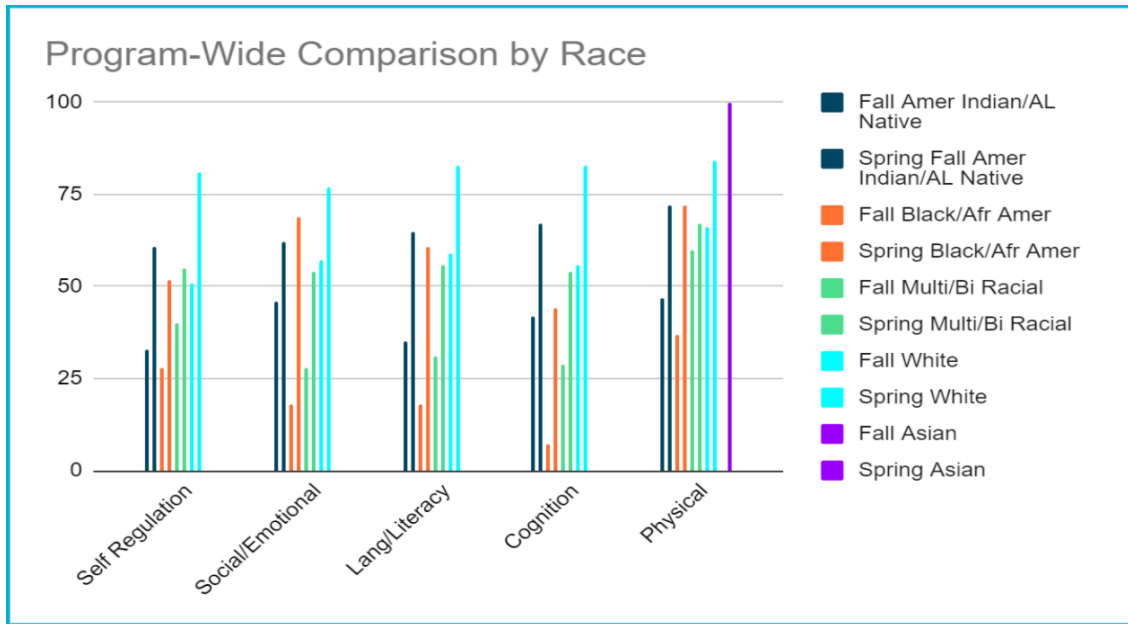
### Program-Wide 3-5 YO: End of Year Before K Benchmark



Duluth Preschool is funded by three separate funding streams. We have broken the data down by program, monitoring our growth for each of the three funding streams. Head Start students meet the federal poverty guidelines, making this program one of Equity. The following data looks at achievement by program enrollment.



We continue to analyze data by sex, race, school site, and students who are receiving Special Education. Our work in the areas of diversity, equity, and inclusion is central to our programming.



\*Evidence of opportunity gaps are present.

Students receiving Special Education services make great strides in our classrooms.



It is noted that we had smaller class sizes than a typical year, and the impact of that remains unknown. In 2020-2021, we served 185 Head Start children, 41 Voluntary Pre K children, and 48 School Readiness children. In a typical year, we serve 224 Head Start children, 54 VPK children, and 62 School Readiness children.

## Attendance

The Office of Head Start requires programs to maintain attendance rates of 85% or better. We must also monitor classrooms/sites that fall below that level and analyze the reasons for the lower attendance.

## STRONG FAMILIES

### Parent Involvement and Family Engagement

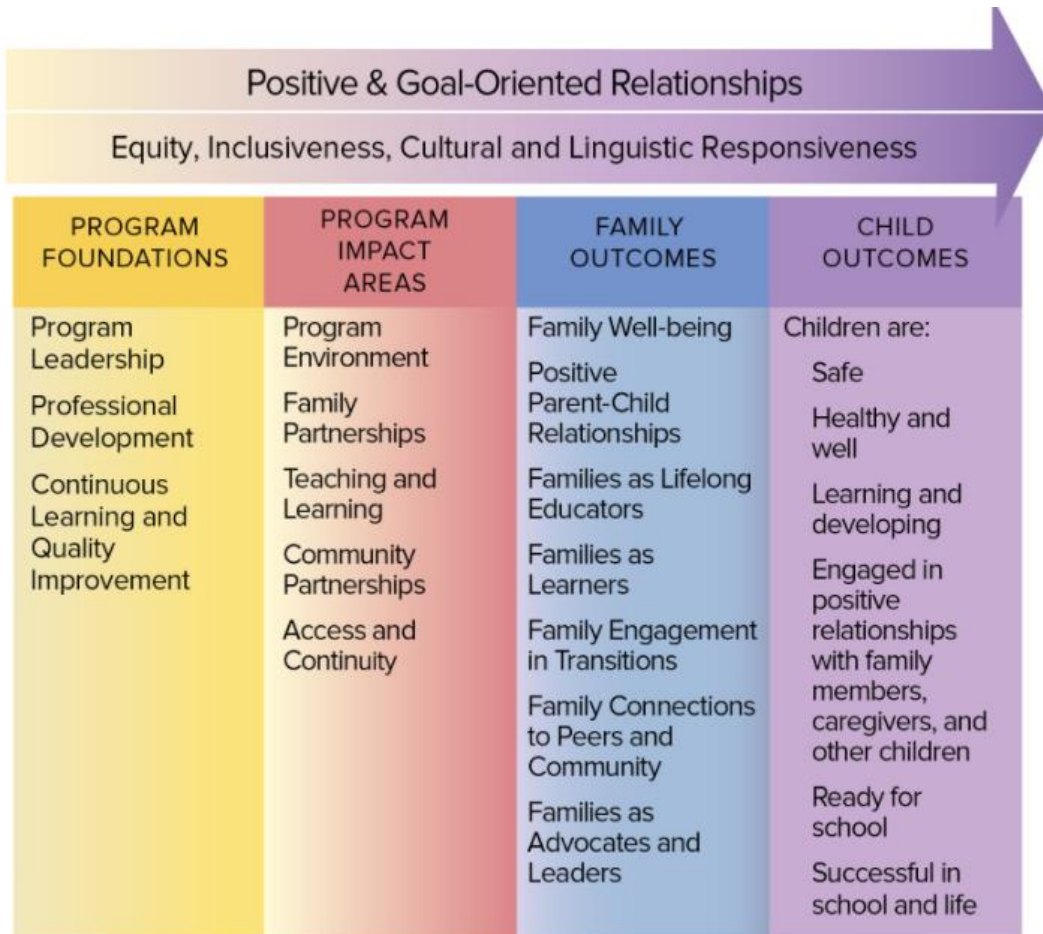
Early childhood professionals have opportunities to build relationships that can positively impact children and their families for a lifetime. Strong relationships with families promote family well-being, positive parent-child relationships, and the ongoing learning and development of children and parents.

Parent involvement occurs when parents /adult caregivers participate in activities and take advantage of opportunities offered at their child's preschool. Staff and program typically initiate parent involvement.

Family engagement happens when preschool staff and families engage in an interactive process of relationship building. This process is mutual, respectful, and responsive to a family's language and culture. Family engagement is ongoing in preschool and includes all adult caregivers.

In Duluth Preschool, we seek to engage with families to the highest degree possible. We not only strive to involve parents/caregivers in activities at sites, but to value and honor their unique perspectives as each child's first, and most important teacher.

Below is the Parent, Family, and Community Engagement Framework used by all Head Start programs.



### Increasing Data Capacity and Engaging Families Across the Program

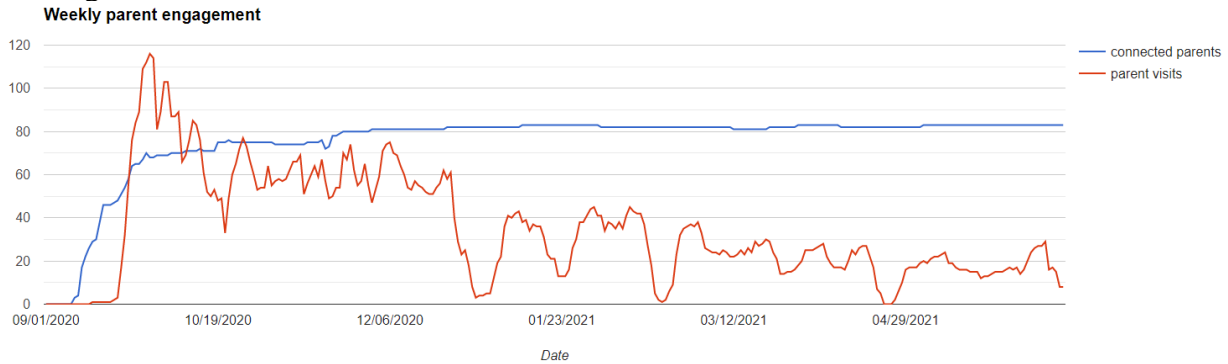
It has been challenging to capture good data in the area of Family Engagement. This is a goal area on our Self-Assessment. We are also working hard to make sure we are doing our best to engage families in all areas of programming. Covid-19 made that more challenging with parents and volunteers not being allowed in school buildings in the 2020-21 school year.

**Family engagement in 2020-2021** looked very different than it usually does.

SeeSaw: Adults had to help preschool students get on devices to participate in Distance Learning. We took advantage of this and embedded lots of parent education. Lessons included why the activity was important, and extensions of how to continue similar activities at home. Parents reported that it was challenging to manage distance learning if there were older siblings in the home. We provided devices and hotspots to families needing them. 18,210 posts were added to SeeSaw. 12,672 comments were made on student work. There were 1,825 visits by

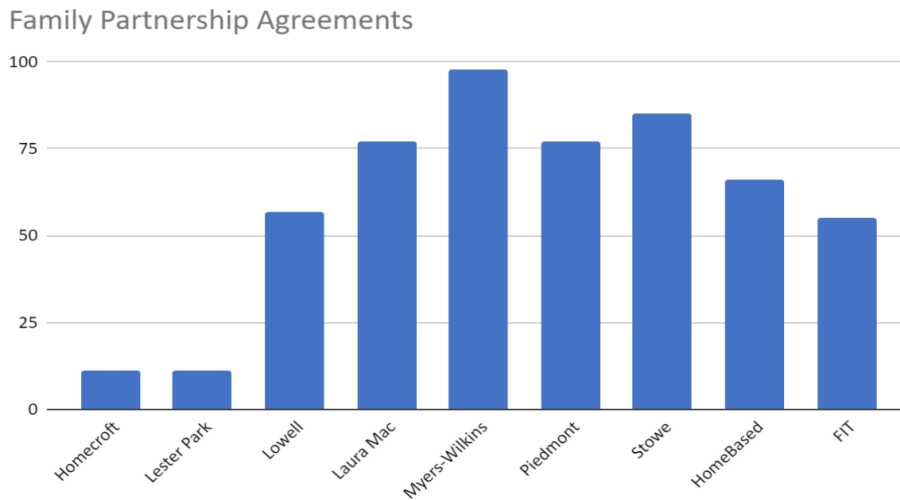
families. Family members often logged on as the child, which is not captured as visits by families, hence skewing the data below.

Below are some analytics off the SeeSaw platform that was used to post lessons during distance learning. Engagement with See Saw dropped significantly when school went back to in person learning.

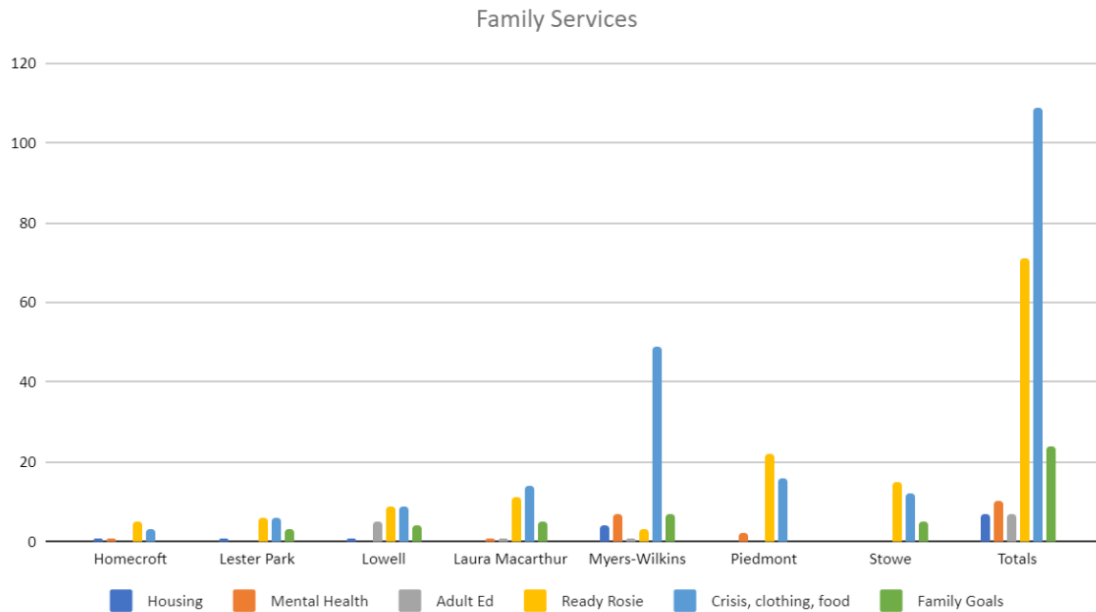


**Alternative ways to connect with families:** Teachers and Family Advocates also connected with families weekly on Google Meets, by phone, text, and email.

**Family Strengths Survey/ Family Partnership Agreements:** Family Advocates help families identify strengths and challenges. These are documented with a Family Strengths Survey completed in the first quarter of school and again at the end of the school year. This informs a Family Partnership Agreement, where families set goals for themselves. Last year, many families engaged in partnership with advocates.



We notice the types of resources families are looking for. This is information families sought last year from each of the seven sites.



Family Advocates began using a research -based parent education curriculum called Ready Rosie. A short video is delivered to parents via text message that models activities to do with kids at home. This tool has other uses that we will explore in years to come.

**Distance Learning Class:** One unexpected result was the success of a preschool class that was Distance Learning for the entire year. Children and families had virtual play dates. Once the weather was nice, they began to meet outside in neighborhood parks. These 26 families continued to meet throughout the summer.

### Looking Ahead to the next five years

Based on our Community Needs Assessment, we have identified three areas we will focus on in the coming years.

**Trauma:** We know that Covid-19 has led to trauma in the lives of many, with serious disruptions to life as we have known it. Young children who have experienced trauma often require strategies and interventions that are intentional and consistent. We are engaging in full partnership with our Early Childhood Special Education Department. Working together, we will engage in Professional Learning Communities to best meet the needs of the children we serve.

**Fostering Resilience with Health and Wellness:** We will create and integrate health and wellness across our program: for children, families, and staff. A collaboration with the YMCA will provide opportunities for swim lessons and free days for Head Start enrolled families.

Students will spend at least an hour outside each day, taking advantage of the wellness opportunities provided by spending time in nature. Most of our schools have school forests nearby, and several of our schools have newly installed nature playscapes.

**Walking the Talk of Equity:** The death of George Floyd created a tipping point requiring all citizens to carefully examine the prevalence of systemic racism. Our community needs assessment indicated significant disproportionate suffering by people historically underestimated. This has resulted in our program creating an Equity Team, who will guide our commitment to equity. One of the first issues we are tackling is how to increase representation of people of color in our classrooms. With low staff turnover, this requires creative approaches.

We have also revived a preschool model integrating Ojibwe culture and heritage in its program called Oshki-Inwewin. We want to make sure all families feel seen and welcome in our classrooms.

## **COMMUNITY PARTNERSHIPS**

Arrowhead Economic Opportunity Agency

Children's Dental Service

CHUM: Steve O'Neil Apartments

City of Duluth: Washington Center

Community Action Duluth

College of St. Scholastica Social Work Department

Duluth Children's Museum

Duluth Public Library: Every Child Ready Duluth

Duluth Zoo

East Side Neighborhood Development Company

Family Freedom Center

First Witness

Great Lakes Aquarium

Help Me Grow

ISD 709: Early Childhood Special Education, American Indian Education Department

Kid's Closet

Lincoln Park Child and Family Collaborative

Minnesota Reading Corps

Northland Foundation

One Roof

Safe Haven Shelter

Salvation Army

St. Luke's Pediatrics

Star of the North Maternity Home

Thrive

UM Extension Service

University of MN Duluth: College of Education and Human Service Professions

YMCA

### **DULUTH PRESCHOOL**

Our classrooms blend funding from School Readiness and Head Start to deliver services that meet the Head Start Performance Standards. Voluntary PreK is also under the umbrella of Duluth Preschool.

We are the only Head Start program in the state to have a school district as a grantee. Our teachers are part of the Duluth Federation of Teachers and are compensated at the same level as all other teachers in the district. This has resulted in very low turnover, and very capable and compassionate teachers. Our paraprofessionals are part of the same collective bargaining unit as school district paraprofessionals, also resulting in long term, well trained team members.

For more information, please feel free to contact us online, by phone or in person.

Duluth Head Start

Historic Old Central High School

215 N. 1<sup>st</sup> Ave. E. Suite #300

Duluth MN 55802

218-336-8815

[www.isd709.org](http://www.isd709.org)

## **Title I, Part A (MDE)**

What is it? Title I, Part A of the Elementary and Secondary Act (ESEA), provides financial assistance to local educational agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, to assist schools in ensuring that all children meet challenging academic standards.

How does ISD709 Qualify? We receive funding based on our F/R lunch count on October 1 of the prior year for ALL students within the district.

Which schools receive funding? We get a district average of F/R; this average is normally 40-42% districtwide. Any school over this average receives funding. One caveat: the district decides which levels we choose to serve: 1) Elementary, 2) Middle School, 3) High School. We have chosen to serve K-8.

Schoolwide vs Targeted Assisted? All our schools are Schoolwide with the exception of St. James. This means that all students within a Schoolwide system are Title I students and can be moved in and out of interventions as needed. St. James is Targeted Assisted because nonpublic schools can not become Schoolwide.

How much do we receive in Title I, Part A funds each year? It varies but normally around 2.5m. Most of this is spent on staffing at the school level.

What is Title I, Part D? Called N & D, this is for Children and Youth Who Are Neglected, Delinquent or At-Risk. This money is spent in our Residentials (Chester, Merritt, AJC)

## **Title II (MDE)**

What is it? The Title II Program provides professional development funding to Local Educational Agencies (LEAs) that is tied to research-based curriculum that impacts student achievement. These funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide ongoing training that helps teachers better understand academic subjects and learn new instructional strategies focused on improved student learning.

How much do we receive in Title II funds each year? This varies but last year was \$412k.

What have we spent this money on? Nonpublic, administrative, curriculum positions & other PD positions. We are moving to looking at spending this on: curricular positions providing PD and other PD opportunities for teachers and principals. Where Title I, Part A needs to be spent on Title I schools, Title II can be spent on non-title schools; however, it can't be spent on just non-title schools. We have also recently used Title II for class size reduction at Myers and Laura Mac.

## **Title III (MDE) new to ISD709 in 2018-19**

What is it? The focus of Title III, a component of the federal Elementary and Secondary Education Act (ESEA), is to help school districts and charter schools ensure that English learners (ELs) and immigrant students attain English proficiency and meet state academic standards.

How much do we receive in Title III funds each year? This varies but last year was \$12K and is based on our number of EL students within our district boundaries (40% of these students are located at Marshall).

Other fact? EL (aka Title III) funding comes from three pockets: 1) District, 2) EL per pupil money, 3) Title III. Most EL funding comes from the district.

What do we have we spend this money on? (just the Title III) 1) effective language instruction educational programs (LIEP) for ELs and immigrant students, 2) meaningful professional development activities to ESL and Bilingual Education (BE) staff, as well as all staff who work with ELs. 3) Parent Involvement. There has to be some spent in each of the three areas above.

**Title IV (MDE)** new block grant coming in 2019-20.

What is it? Title IV, Part A, or Student Support and Academic Enrichment (SSAE) funds, are federal grants under the Every Student Succeeds Act (ESSA). The 2017 Federal Consolidated Appropriations Act provided \$400 million that is distributed to states through a formula. Minnesota received \$4.3 million to competitively award to districts.

What do we need to do with this money? SSAE is intended to improve students' academic achievement by increasing capacity in:

- a well-rounded education.
- to support safe and healthy students.
- the enhancement of technology to improve academic achievement and digital literacy of all students.

How much are we getting? \$160K...at least 20% in well-rounded, at least 20% in safe/healthy, no more than 15% in technology and only 15% of the 15% can be spent on technology infrastructure.

**Other things to know:**

Foster Care Transportation: (MDE) There is an agreement between St. Louis County and ISD709 to keep students in their school of origin. When deciding on FC transportation it is a case by case basis. On average we add one Foster Care student to our buses each week. ISD709 Foster Care Transportation Guru: Darren Sheldon

Family in Transition: MDE (aka Homeless, McKinney-Vento)

What is it? Children and youth who experience homelessness have the right to receive a free, appropriate public education, ensured by the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. This law requires schools to remove barriers to enrollment, attendance and success for homeless students.

The services provided under McKinney-Vento provide families the opportunity to maintain education stability for their student, which is key to their educational trajectory and success. One of the priorities of the act is the provision of transportation services to allow students experiencing homelessness to remain in their school of origin, which is defined as the school that the student attended when they first experienced homelessness.

Funding: \$40K comes from MV grant while \$235K is set-aside through Title I, Part A.

What we do with the money? FIT Coordinator, FIT staff at Myers-Wilkins and Congdon, Contract with individual to help with MS/HS.

**Other things involved with Federal Programs:**

--Homeschooling, nursing supplies, nonpublic textbooks

--Federal Program Director meets yearly with the Nonpublics, Title Principals, and some Cabinet each year to determine staffing, funding, and set-asides. We are also involved in Tribal Consultation.