

#### School Board Work Session Tuesday, March 16, 2021; 5:00 PM District Office Room 306 and Virtual

### I. Determination of Quorum and Call to Order

#### II. Report/Discussion

 A. Learning Progress Update
 <u>Description</u>: This report and presentation will illustrate student engagement and learning progress across the district throughout the 2020-21 school year.
 <u>Presenter(s)</u>: Dr. John W. Schultz, Dr. Randy Smasal, Jody De St Hubert, Elementary, Middle School and High School staff

## III. Board Chair Updates

IV. Superintendent Updates



Board Meeting Date: March 16, 2021 Special Meeting

TITLE: Learning Progress Update

**TYPE:** Information

# PRESENTER(S): Dr. John W. Schultz, Dr. Randy Smasal, Jody De St Hubert, Elementary, Middle School and High School staff

**BACKGROUND:** This report and presentation will illustrate student engagement and learning progress across the district throughout the 2020-21 school year. It articulates the systems that Edina has utilized as best practice over the years in order to be responsive to student needs. It also demonstrates how these systems have strengthened our responses to student needs during this challenging year. In addition, the report will illustrate how the administrative team is collectively responding to student needs from the 2020-21 school year in new ways by enhancing learning opportunities to support students in their continued progression of learning throughout the 2021 summer and into the 2021-22 school year. Responding to student engagement and learning progress has long been a constant of Edina Public Schools. Our building administrators are professional experts in leading their staff through intentional processes to do this as they invest in advancing academic excellence, growth, and readiness for all students.

**RECOMMENDATION:** For school board information. No decision is required by the board at this time.

## PRIMARY ISSUE(S) TO CONSIDER:

- 1. Consider the degree to which the school district is monitoring both student engagement and learning progression during this challenging school year.
- 2. Consider the learning opportunities that are being created in response to the monitoring to ensure the continued progression of student engagement and learning.
- 3. Recognize that systems to respond to student engagement and their learning progression have been a constant of Edina Public Schools and that building

administrators routinely lead their staff in progress monitoring with intentionality of meeting the needs of all learners at all times.

#### Learning Progress Overview

The report is organized into the three sections: Goals, Progress/Evidence and Strategies. The goals for the year include Safety, Relationships, Engagement and Learning. The progress reported will reference attendance, survey perception data, external and internal assessments and grades. The strategies are described as current actions, actions for the summer and actions being proposed for the next school year.

#### <u>Goals</u>

It is critical that ALL students feel that their learning environment is safe and inclusive. This includes understanding of mitigation practices as they relate to the spread of COVID-19. It also represents the way in which students interact with others and the degree to which they feel cared for and connected as part of the Edina School system. These connections formed from strong relationships with adults and other learners are part of what makes Edina Public Schools an outstanding learning community. The meeting of these basic needs for all of our learners is critically important to obtaining high levels of engagement necessary for learning. The data in the appendices illustrate progress and or the lack of toward these goals.

Engagement is first physical, then mental and then emotional. The brain pays attention to those things that are most important (has to have an emotional connection) and filters out the rest. This investment by the learner is what leads to growth and achievement. The goal for high levels of learning then is first obtained through high levels of engagement. Engagement is monitored through attendance and student, staff and family perceptions.

Growth and achievement of academic content and future ready skills is the desired outcome for All students. Growth details the learning process and achievement represents the outcome of the learning process. Growth occurs on a continuum and is monitored through several methods. It is measured through perceptions of students, staff and families. Growth in mastery of academic standards and future ready skills is monitored through teacher developed formative assessments and more standardized progress monitoring tools. Achievement is monitored through grades and standardized assessments as a benchmark at the end of a specific period of learning time.

#### Progress/Evidence

The learning progress for the 2020-21 school year includes the following district data:

- Attendance as a measure of engagement
- Perception survey results as a measure of safety, connections, engagement relationships, support and learning progress.
- Assessment results as a measure for learning and achievement

• Grades as a measure of achievement

Note: Data sets and analysis are listed in the Appendix.

### <u>Strategy</u>

Strategies implemented by adults to create supportive learning environments have been organized into time periods of Current/Ongoing, Summer and Fall 2021-22. Current/ongoing strategies include the use of morning meetings, advisory, collaborative team data analysis, monitoring of learners by problem solving or student success teams and classroom/school wide interventions. Most of these strategies have previously been in place but in some cases have been adapted based on needs of the learners due to the Pandemic. At the work session, a team from each educational level will elaborate on the systems and processes they are currently using to monitor growth and achievement of all learners.

Summer strategies include the expansion of summer programming at the elementary, middle school and high school level through targeted services and supported by additional funding from the state of MN. Also, enrichment and other learning opportunities available through community education have been expanded significantly.

Fall 2021-22 strategies include the launch of a District Equity Steering Committee, regular parent affinity group meetings, a newly developed Edina PLC playbook, a redefined and aligned intervention structure, the progression of a comprehensive literacy plan, and continued enhancement of an optional virtual learning pathway. In addition, a spring committee is being formed to advance recommendations for other enhancements to school programming for the next school year.

## Appendices

## Appendix I: Attendance Patterns Elementary Percent In Attendance Comparison









Secondary Percent In Attendance Comparison

0

1 2 3

4 5 6

7

Week of the School Year



8 9 10 11 12 13 14 15 16 17 18 19





#### Analysis:

Attendance is a measure of physical engagement. The percent in attendance from 2019-20 semester I to 2020-21 semester I is very similar at all grade levels. This data suggests a similar pattern of physical engagement across the two school years.

The attendance data set has the following limitations:

- Attendance procedures allowed for a single virtual check in on distance learning days at the elementary and middle school levels.
- Some families relocated for parts of the semester and may have had temporary access issues.
- Attendance may have been impacted in days after school breaks.
  - 2019-2020 Week 8 was the week following MEA Break
  - 2019-2020 Week 14 was the week following the Thanksgiving Break

## Appendix II: Perceptions of Learning

The following tables provide insights into how students responded to feedback requests gathered in October and March during the pandemic school year.

- Grades 6-12 Secondary Student Responses: October 1,611 | March 1,551
- Grades 4-5 Elementary Student Responses: October 516 | March 454

The response rates for both datasets exceeds 35% of the student population surveyed.

Safety	Secondary	Secondary Students		Elementar	y Students	Indicator	Notes
	October	March	mulcator	October	March	mulcator	Notes
I understand the health and safety protocols related to COVID.	97.6%	97.3%	$\leftrightarrow$	94.2%	93.3%	$\leftrightarrow$	

**Table 2.** Connections: Perception data informs how connected students feel.

	Secondary Students			Elementar	y Students			
Connections	October	March	Indicator	October	March	Indicator	Notes	
My teacher checks in with me to see how I am doing.	39.1%	66.5%	$\uparrow$	50.1%	45.4%	$\downarrow$		

**Table 3.** Engagement: Perception data informs how engaged students feel.

Engagement	Secondary Students		Elementary		y Students	Indicator	Notes
	October	March	Indicator	October	March	mulcator	Notes
I feel engaged in my learning.	42.80%	44.70%	$\uparrow$	75.0%	79.8%	$\uparrow$	

 Table 4:
 Supported: Perception data informs how supported students feel.

Common to d	Secondar	Secondary Students		Elementary Students		Indicator	Notos
Supported	October	March	indicator	October	March	Indicator	Notes
I feel like my academic needs are being supported.	Agree = 52.3%   Somewhat/ Sometimes = 40.2%	Agree = 53.4%   Somewhat/ Sometimes = 38.6%	$\leftrightarrow$	Agree = 26.4%   Somewhat/ Sometimes = 18.2%	Agree = 22.7%   Somewhat/ Sometimes = 33.5%	$\leftrightarrow$	

**Table 5.** Learning Progress: Perception data informs how much students feel they are learning.

Learning (Dregrees	Secondary	Secondary Students		Elementary Students		Indicator	Netes
Learning/Progress	October	March	mulcator	October	March	mulcator	notes
I feel like am making progress in my classess.	Agree = 60.34%   Somewhat/ Sometimes = 33.8%	Agree = 69.54%   Somewhat/ Sometimes = 30.1%	¢	Agree = 42.3%   Somewhat/ Sometimes = 34.8%	Agree = 28.9%   Somewhat/ Sometimes = 50.8%	↑	

**Analysis:** Students report confidence in their understanding of the COVID health and safety protocols. More secondary students report their teachers checking in on them this spring as compared to last fall while there is a slight dip in elementary students' perception of this. All students reported a slight increase in engagement from the fall to spring data. The student perception of academic needs being met appears unchanged from last fall to this spring.

Secondary students reported greater confidence in their learning progress whereas elementary students overall reported similarly learning progress results as the fall check in.

: When I consider what students are learning in comparison to a normal, non pandemic year, students are learning: : When I consider what I am learning in comparison to a normal, non pandemic year, I am learning:											
	M	ore	About the Same		Less		Not Sure				
Learning Domain	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student			
Academic standards	2.7%	10.7%	38.4%	53.5%	51.0%	31.1%	7.9%	4.7%			
Resiliency (how to respond in new situations, like a pandemic)	55.9%	31.9%	19.3%	39.8%	19.6%	25.3%	5.2%	3.0%			
Technology Skills (how to navigate new learning tools and digital content)	77.1%	63.2%	16.1%	29.6%	3.5%	6.2%	3.3%	1.0%			
Time Management	41.7%	31.2%	31.9%	37.2%	17.7%	29.8%	8.7%	1.8%			
Learner Agency (how to advocate for self)	29.9%	31.3%	35.6%	45.6%	14.2%	17.6%	20.3%	5.6%			
Emotional Intelligence (learning more about oneself and how to manage emotion)	27.9%	25.6%	28.1%	42.7%	32.8%	26.4%	11.2%	5.3%			

**Table 6:** Perception data from K-12 staff and Gr. 6-12 students gathered in March informs how we understand progress in multiple learning domains during the pandemic year.

**Analysis:** The following are general observations of the above data. Both staff and students perceive that there has been less learning of academic standards during the pandemic. Both students and staff perceive that student technology skills and learner agency have been improved during the pandemic. Staff also perceive that student resiliency and time management skills have improved during the pandemic. Staff and students perceive that Emotional Intelligence was likely not significantly shifted by the pandemic. This data suggests that while perceptions were more likely to rate a decrease in the learning of academic standards or content during the pandemic, they were also more likely to rate an increase in the learning of future ready skills.

Student Comments on Future Ready Skills gained:

*"I think the Distance Learning Model has provided the opportunity for motivated students to complete work on their own time, which is a great method that allows for better time management. For example, I can get 3 classes done on a Sunday night and then have a more relaxed Monday that is much less overwhelming than it would have been.* 

However, it has also challenged me to be self motivated. Without allotted class time to sit in a room and complete work, I had to and continuously have to push myself to find a purpose in educating myself on my own time. While it's easy to check off an ABA, being online has forced me to put in the effort and actually watch/take notes on a lesson without having anybody hound me to do it. This is an important skill that's definitely going to come in handy once we progress to college or get employed."

#### -EHS Student, emailed comment, March 2021

"Thank you so much for reaching out. It truly means a lot! I love that you are taking greater interest in student voices as I believe that will bring great progress to our school district. While many in the community have solely focused on this past year as a detriment to the academic opportunity of students, I believe that while this year has certainly provided significant drawbacks, its positives are equally significant if not more significant. For many online learning is not the best option and it would be unfair for me to be obtuse to this. As an AP student and one of the top students in my class it would be ignorant to assume that this year has been as easy for my peers as it has been for me. Having said that, I believe that this year has provided an unparalleled level of flexibility which has made my life so much easier. As not only a successful student, but also a student-athlete, my schedule can often be hectic and control can often be hard to come by. So, the flexible learning models presented by teachers in online learning has not only made my schedule a little bit easier, but it has exposed me to the flexibility and freedom I will soon experience as a college student. Socially, I believe that this year has certainly had its ups and downs. As someone who feeds off of the environment around me, being trapped behind a screen for hours at a time has been suboptimal. However, I believe that the shield the computer presents has enabled me to step outside of my comfort zone and do spontaneous things which I would not necessarily do. For example, in Spanish class, just recently, we were sent into breakout rooms and we were tasked to select a theme song for our spanish class. Our breakout room selected "Party in the USA", however, I was not content with simply choosing a song and providing a flimsy support for it. So, I encouraged my group to think more creatively and we decided to revise the song to be "Party en Espana" after the home nation of our teacher. Being the fantastic teacher he is, [our teacher] requested that we present the new lyrics to our song. I then told him that it would be better if we sang it to him and I proceeded to solo our entirely new song in front of my entire spanish class on google meet. While this is definitely a strange example of how online learning has encouraged social growth, I believe that it shows how difficult it is to characterize online learning as an absolute evil or an absolute good. I hope this gave you some sense of how online learning has helped me grow as a student. Feel free to reach out if you have any other questions or future projects!"

#### -EHS Student, emailed comment, March 2021

Teacher Comments (Spring Survey 2021) regarding Future Ready Skills gained:

- Self advocacy
- Digital organization: navigating, organizing, watching, and synthesizing information
- Independence
- Time management

• Mental health wellness strategies with a focus on balance

## Appendix III: Assessment Results Table 1. Early Literacy Skill Development

Ι	Developing Early Literacy Skills in Kindergarten and Grade 1 during the 2021 Pandemic Year									
	Grade Level	Early Literacy Skill	No Risk	Some Risk	High Risk					
	Kdgn	Letter Names	75.1%	19.6%	5.3%					
	Kdgn	Onset Sounds	67.9%	23.0%	9.1%					
	Kdgn	Letter Sounds	60.9%	29.3%	9.8%					
	Grade 1	Nonsense Words	65.1%	22.4%	12.5%					
	Grade 1	Word Segmenting	64.4%	25.5%	10.1%					
	Grade 1	Sight Words	64.4%	23.2%	12.4%					
	Grade 1	Oral Reading Fluency	67.1%	18.9%	14.0%					

Analysis: In a typical year, the "No Risk Category" percentages for Edina K and Grade 1 students on these skills range from 79-87%, hence indicating students are achieving benchmarks at slower rates. Note: The results above reflect participation rates ranging from 80-89% depending on the probe.

 Table 2. Reading: Oral Reading Fluency

Measuring <mark>Oral Reading Fluency</mark> of Students in Grades 2-5 during the 2021 Pandemic Year									
	Grade Level	No Risk	Some Risk	High Risk	Tested as of 03-10-2021				
	Grade 2	68.0%	24.0%	8.0%	63.0%				
	Grade 3	72.0%	20.0%	8.0%	84.0%				
	Grade 4	73.0%	21.0%	6.0%	68.0%				
	Grade 5	65.0%	27.0%	8.0%	48.0%				

**Analysis:** Oral reading fluency skill is considered to be a bridge to reading comprehension. Fluency probes continue to be used as part of Edina's process to screen students for reading difficulties. During the pandemic, teachers and literacy specialists have strategically used this and other diagnostic tools to inform key instructional responses for individual learners. By June, all students grade 1-5 will have had at least one reading fluency assessment. Historically, the performance of Edina learners ranges from 68-82% in the No Risk category depending on the grade level.

## Summary:

- Early Literacy skills are being measured using standardized tools when possible
- Reading progress is at a somewhat slower rate than what we historically have realized with the use of these standardized measures. (i.e No Risk percentages are historically in the high 70's)
- Reading fluency changes are most noticeable in the Some Risk category (ranging from 8-14 percentage points greater) with a smaller increase in the High Risk category (of 1-4 percentage points)

Developing Early Numeracy Skills in Kindergarten and Grade 1 during the 2021 Pandemic Year									
Early Math	No Risk	Some Risk	High Risk						
2021 Composite	81.2%	14.4%	4.4%						
Last Year's Composite	87.0%	9.0%	4.0%						
<ul> <li>To the right are the set of Early Numeracy skills that</li> </ul>	Grade Level	Grade Level Early Numeracy Skill							
make up the Composite	Kdgn	Numeral Ide	entification						
Score.									
	Kdgn	Match C	luantity						
Percent tested:	Kdgn Kdgn Grade 1	Match C Number S	equence						
<ul> <li>Percent tested:         <ul> <li>Kindergarten - 71.2%</li> <li>First Grade - 56.0%</li> </ul> </li> </ul>	Kdgn Kdgn Grade 1 Grade 1	Match C Number S Numeral Ide Decom	equence entification posing						

## Table 3. Early Numeracy Skill Development:

**Analysis:** The composite early numeracy scores for grades K and 1 in the winter of 2021 show that there is a decrease of 5.8% in the "no risk" category and an increase of 5.4% in the some risk category.

Table 4. Math: NWEA MAP Math in Grades 2-5

Measuring Math Skills using a Sampling of NWEA MAP taken during the 2021 Pandemic Year									
MAP Math Grade				% Met Gro	Typical wth	Tested as of			
Level	Fall Mean RIT	Winter Mean RIT	RIT to Grade Level	Fall 19 - Fall 20	Wint 20- Wint 21	03-10-2021			
Grade 2	184.4	**	Mid Year Grade 2	**	**	20.0%			
Grade 3	197.7	202.9	Beg Year Grade 4	60.0%	29.9%	40.0%			
Grade 4	210.5	216.5	Mid Year Grade 5	45.2%	32.0%	38.0%			
Grade 5	217.2	226.8	Mid Year Grade 7	40.0%	36.0%	42.0%			

**Analysis:** On average, Edina students typically perform two and a half grade levels above their national peers. The percent of students meeting their projected growth target on the MAP generally exceeds 50% in a typical year.

Limitations: Not all of the students will or have taken the map test this year. The comparison to previous year's results are limited.

## Summary

- Early Numeracy rates this year in comparison to the last year's performance show an increase of 5 points in the Some Risk category, indicating students may be developing early numeracy skills at a somewhat slower rate.
- Participation in Numeracy assessments is lower than Literacy, indicating a prioritization of literacy and perhaps reflecting the usefulness of these probes to teachers, at this time.
- Math progress has slowed when considering a sampling of performers on the NWEA Measures of Academic Progress in both achievement and in terms of growth.

## What do we know about K-5 Edina students not represented in our dataset, yet?

- Roughly 60-70% of EVA students depending on grade level have not been assessed using the standardized measures, due to limitations and test integrity in a remote setting.
- A higher proportion of multilingual English Language learners are not testing.
- Teachers use multiple assessments to understand the learning needs of students in literacy and math, including:
  - Diagnostic tests like the Benchmark Assessment System and IXL
  - End of unit common assessments and
  - Embedded formative assessments in their collaborative team
- The administration of assessments continues
- Spring data collection includes MCA, ACCESS, MAP and FAST

Appendix IV: Achievement via Grade Distribution

## A. Elementary Grading Comparison

2019-2020 Semester 1 Content Area Grade Distribution										
Elementary	Score 🖃	core 🤟								
						Grand Total				
Content Area 🛛 🖃	4	3	2	1	NA					
English	3109	18573	4235	485	4294	30696				
Math	1757	5443	1486	117	4108	12911				
Science	320	5702	370	28	886	7306				
Social Studies	445	5914	292	21	648	7320				
Grand Total	5631	35632	6383	651	9936	58233				

2020-2021 Semester 1 Content Area Grade Distribution								
Elementary	Score 🖃							
							<b>Grand Total</b>	
Content 🖉	4	3	2	1	NA	NG		
English	1841	15860	3070	274	4324	4553	29922	
Math	1148	3702	837	75	5278	1859	12899	
Science	23	683	54	1	5006	1227	<mark>6994</mark>	
Social Studies	92	952	77		4647	1226	6994	
Grand Total	3104	21197	4038	350	19255	8865	56809	

## Middle School Grade Comparison

2019-2020 Sen	2019-2020 Semester 1 Content Area Grade Distribution																
Grade Level	Middle School 🗊																
Middle School	Score 🚽		-	-	-	=	-	-	-	-	-	-	-				Grand Total
Content Area	A	<b>A</b> -	B+	В	B-	C+	С	C-	D+	D	D-	F	I	NC	NG	Р	
English	1082	487	376	350	174	110	110	67	44	28	16	29	1	1	69	6	2950
Math	550	316	266	289	160	89	87	60	17	31	14	19			104	7	2009
Science	661	290	200	299	158	99	109	54	26	21	17	19			15	6	1974
Social Studies	780	274	180	217	134	81	84	72	21	28	15	34			12	14	1946
Grand Total	3073	1367	1022	1155	626	379	390	253	108	108	62	101	1	1	200	33	8879

2020-2021 Ser	2020-2021 Semester 1 Content Area Grade Distribution																	
Grade Level	Middle Schoo	ы л																
Middle School	Score	•	_	-	-	-	-	-	-	-	-	-	-	-				Grand Total
Content Area	*	Α	A-	B+	В	B-	C+	С	C-	D+	D	D-	F	I	NG	NY	Р	
English		971	413	280	335	223	115	160	131	2	2	2		150	16	1	27	2828
Math		623	280	180	261	157	97	101	75	9	7	9	21	90	14		2	1926
Science		826	224	193	217	128	95	103	96					36	6	29	3	1956
Social Studies		814	263	186	206	118	62	76	86					68	5	1	8	1893
Grand Total		3234	1180	839	1019	626	369	440	388	11	9	11	21	344	41	31	40	8603

## High School Grade Comparison

2019-2020 Sem	2019-2020 Semester 1 Content Area Grade Distribution																	
Grade Level	High School	T																
High School	Score	<b>*</b>																
	=																	Grand Total
Content Area		A A-	B+	В	B-	C+	С	C-	D+	D	D-	F	I	NC	NG	Р	w	
English	73	7 419	315	326	183	107	141	84	45	48	51	25	1	1	1			2484
Math	63	7 336	302	344	203	152	185	117	65	58	55	66		8	7	46	1	2582
Science	71	5 395	341	345	206	147	135	71	53	51	31	46			4	3		2543
Social Studies	77	2 406	318	351	197	154	162	107	60	54	36	32		1	2	1	2	2655
Grand Total	286	1 1556	1276	1366	789	560	623	379	223	211	173	169	1	10	14	50	3	10264

2020-2021 Sem	2020-2021 Semester 1 Content Area Grade Distribution													
Grade Level	High School 🛛 🖵	1												
High School	Score 🗸													
														<b>Grand Total</b>
Content Area 📮	A	A-	B+	В	B-	C+	С	C-	I	NC	NG	Р	W	
English	951	304	227	265	146	89	111	63	3		80	261		2500
Math	793	377	301	326	164	100	118	77		2	85	316		2659
Science	819	404	343	290	187	97	90	54		1	55	190	2	2532
Social Studies	930	420	329	386	202	123	107	75	3	1	54	251		2881
Grand Total	3493	1505	1200	1267	699	409	426	269	6	4	274	1018	2	10572

## Analysis

Grade distribution from the 19-20 school year to the 20-21 school year is difficult to compare due to many limitations of the data set. Those limitations include the following:

- Changes to the grading scales were implemented fall of 2021 to include the use of NG, NC and Ps.
- Changes in assignments and assessments that were collected as evidence of learning were implemented in fall of 2021.
- Assessment of learning was conducted through distance learning for portions of the fall semester of 2021. This was a new practice for our teachers.
- Elementary staff developed narratives to explain learning to families as a replacement for some grades which were labeled NA.

Per the A and I plan we are monitoring math grade improvements before and after the ms to hs transition and also in the Intermediate Algebra course grades.

Greater flexibility has been incorporated in the system to support learners who need more learning time, keeping with a vision of "learning as the constant and time as the variable." However, this also continues to be an area for systemic improvement.

## Appendix V: Summer and Fall Programming Plans

## Summer 2021 Preschool into Kindergarten:

Program & Lead:	Program Goal & Focus:	Structural Highlights:	Additional Notes:
Ready Set Kindergarten: Leah Byrd	To provide targeted support focused on the transition to Kindergarten for 4 year olds with limited preschool experience and/or readiness opportunities. Students will be invited to participate.	Ready Set Kindergarten is a program done in partnership with the Hopkins School District. It is a 3 week long, half day program staffed with Kindergarten teachers.	
Kindergarten Camp: Rachel Hicks	Create a program districtwide that offers incoming kindergarteners an opportunity to see their elementary school prior to the first day of school. Kindergarten Camp would be held at all 6 elementaries, in the weeks prior to school starting. It would be available to all incoming kinders at no fee and run by kindergarten teachers in each building.	Ideally two sessions offered at each building, each session being two half days (9-12?)	Currently creating focus groups to develop goals for delivering quality programs, lining up logistics, etc. Potentially pilot at one site and expand to others.
Community Education Enrichment: Cheryl Gunness	Play-based, developmentally appropriate classes and camps taught by Early Learning Center staff as well as outside vendors. Pyramid model practices support social and emotional development in classes taught by internal staff.	40 summer classes and camps are offered for students ages 2.5-entering K for summer 2021. Traditional Book Buddies complemented by additional offerings in sports, art, music, nature, science and more.	Pre-K Enrichment program planning and oversight assumed by Community Ed Enrichment team for Summer 2021 and going forward.

## Elementary:

Program & Program Goal & Focus:	Structural	Additional Notes:
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Lead:		Highlights:	
Summer Success: Mark DeYoung	To provide targeted support for students currently in K-4th grade and demonstrating below grade level work in literacy and/or math. Students will be invited to participate.	There will be two, three week summer sessions that students are invited to. The sessions will be 3 hour morning sessions in person. Families can choose to attend one or the other, or both. Dates are: 6.14 - 7.1 & 7.19-8.5. The Summer Success team of Mark DeYoung, building leads, & teachers will be collaborating with Teaching and Learning to ensure enriching instructional programming.	Working in conjunction with the Extended School Year (Special Education) and Multilingual Learning team.
Community Education Enrichment: Cheryl Gunness	Enrichment programs help keep kids safe and engaged while meeting the flexible needs of busy families. Classes and camps nurture a love of learning, support academic achievement and develop skills in technology, the arts, sports, and more while meeting social-emotional needs.	248 summer classes and camps are offered for elementary students in grades K-5 for summer 2021. Most are 1-week camps scheduled 9am-12pm or 1-4pm, M-TH. Collaboration with Special Services for insights on accommodations and new program development. Scholarships from Community Ed and Give and Go coordinated by Edina Resource Center.	Additional reading camps created for summer 2021 in collaboration with district Media Specialists.

## Middle School:

Program & Lead:	Program Goal & Focus:	Structural Highlights:	Additional Notes:			
MS Targeted	To provide targeted support	This will be	We have recently			
Services:	for students currently in 5th	constructed by the	posted for an			
To Be	through 7th grade and who	lead in coordination	Administration			

Determined	are demonstrating below grade level work in literacy or math. Students will be invited to participate.	with the Teaching and Learning Department.	Internship Project Based Pilot position. This hire will be responsible for designing the Middle School program in collaboration with Middle School Administration and Teaching & Learning. The leadership structure of this program, if determined to continue into the future, would then mirror the leadership structure of the Elementary Targeted Services.
AVID Bridge: Alisa Kappel	Prepares our 7th and 8th grade AVID Elective students for the upcoming school year. Programming designed to build learner confidence and relationships while still tackling rigorous academics. Along with academic growth, students create a support network with staff and fellow students to best prepare them for middle school success. Students are invited based on enrollment in the AVID Elective course.	This is a collaborative effort between Hopkins and Edina school districts. Instructors from both districts work together to create high quality and engaging activities in the areas of Math, Science, Academic Rigor, and WICOR. Preloading content in these areas greatly impacts students' academic growth and success. Held in Hopkins the last three weeks of June.	We are in need of more Edina teachers to join this team as the ideal would be a team with equal representation from both districts.
Community Education Enrichment: Cheryl Gunness	At the middle school level, programming increasingly focuses on STEM, performing arts, developing affinity groups, career exploration), and community leadership.	163 summer classes and camps are offered for middle school students in grades 6-8 for summer 2021. Most are 1-week camps scheduled 9am-12pm or 1-4pm, M-TH.	Additional reading camps created for summer 2021 in collaboration with district Media Specialists. Summer Camp Enterprise is offered in partnership with Edina Rotary.

	Collaboration with Special Services for insights on accommodations and new program development. Scholarships from Community Ed and Give and Go coordinated by Edina Resource Center.	
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## High School:

Program & Lead:	Program Goal & Focus:	Structural Highlights:	Additional Information:
Credit Recovery: Heidi Howard & Gavin Mclean	-Options Alternative Learning Program at EHS provides summ school for students who have fallen behind in their graduation plan. In this program, students who have previously failed a course may sign up to recover up to two credits toward graduation. This is a competency based program where students have another opportunity to learn the knowledge and skills they are expected to learn to progress to the next level and earn graduati credit. -Targeted program based on S1 S2 grades.	LEARNING PLATFORM: F2F and Virtual Sessions (pending CDC guidelines) Dates: June 9th -July 8 Summer School Hours: 9 am-2:30 pm (students may sign up for 1 or 2 courses) COURSES: English 9-12; Social Studies 9-12; Math: Intermediate Algebra, Algebra II, Geometry, Statistics; Science: Physics, Chemistry, Biology. (S1 & S2 courses available)	Staffing: -Content teachers have been secured. -Special education support will be requested (pending registrations). -Will seek financial support from outside resources to offer students more significant 1-1 skill building and encouragement to fill any learning gaps. Last summer (full DL), Edina Give & Go granted \$5000 for increased assistant support.
Core Subject Area Skills Boost Classes: Heidi Howard & Gavin Mclean	To provide targeted support for students in the area of ELA and math. Students will be invited to participate in the program if they have demonstrated a need for additional time and support to master core skills.	This will be constructed with input from current teachers and the Teaching and Learning Department.	
Community Education	At the high school level, summer enrichment camps	66 summer classes and camps are offered for	Increasingly, Community Ed hires

Enrichment: Cheryl Gunness Gunness increasingly focus on performing arts (marching band, jazz, orchestra and theater), college prep (ACT prep, college application bootcamp) and lifeskills (personal finance). High school volunteers (some working on Community Service Letter) provide extra support and intergenerational connections in enrichment camps for younger students.	students in grades 9-12 for summer 2021. Collaboration with Special Services for insights on accommodations and new program development. Scholarships from Community Ed and Give and Go coordinated by Edina Resource Center.	EHS students and recent grads to develop and teach enrichment camps for younger students. Leadership training is provided in partnership with KIDS Club staff.
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# Next steps in fall planning: What structures and or support is being planned for the fall (2021-22 school year)?

We have used the data shared in this report, as well as targeted conversations with stakeholders, as a preliminary overview to define the current need of our Edina students' in order to create intentional and additional Summer Programming. Our next step is to take the information we have learned, continue to gather additional information, and engage in intentional planning for the 2020-21 school year based on a clear definition of the evolving need. The following outlines the process that will be taken to do this:

- 1. Leadership Team of Key Stakeholders
  - a. Administration
    - i. Principal Rep
    - ii. Dean
  - b. Licensed Staff
    - i. Teacher
    - ii. Specialists
    - iii. SpEd
    - iv. Social Workers
    - v. Nurses
  - c. Family Connection
    - i. Key partners from variety of demographic groups representative of Edina's community
  - d. Student Voice
    - i. Student Council
    - ii. Student of Color Council (affinity group)
    - iii. Grade level band representation
- 2. Analysis of impact on learning due to COVID-19
  - a. Understand learning in two areas

- i. What new unexpected learning has taken place
  - 1. Life long skills developed that were accelerated due to the pandemic
- ii. What expected learning was interrupted
  - 1. Prioritized standards
  - 2. Specials and other experiences that were not equally available
- b. Additional data sources for potential review
  - i. Assessment Data: Quantitative Review
    - 1. Math benchmark assessments
    - 2. Common Summatives
    - 3. Grade Comparisons
  - ii. Perception Data: Qualitative Review
    - 1. Teacher Survey
    - 2. Family Survey
    - 3. Student Responses
    - 4. Conversations with our stakeholders
- 3. Analysis of impact on teaching due to COVID-19
  - a. What positive learning has occurred to leverage an acceleration of learning into the future?
    - i. Collaboration
    - ii. Lesson Design
    - iii. Future Ready Skills
- 4. Review Current Supports and Identify Areas of Need in Response
  - a. What are already elements of our district's learning structures
    - i. Data Review Meetings (3 times a year), Student Success Teams (weekly), MTSS supports in Core instruction, as well as Tier 2 & 3
    - ii. Outline enhancements to the MTSS system
    - Problem solve around additional systems of support that are designed for targeting learning loss and providing aligned support to accelerate learning
  - b. What elements will need to be augmented or created in order to respond
    - i. Scheduling needs

Timeline of Implementation

- March & April Identify Stakeholder Groups
  - Invite attendees
  - Develop a schedule of regular check-ins with defined outcomes
  - Define Outcomes
- April Stakeholder Group Meetings and Data Review
  - Gather additional perception data
  - Review all data to clearly define need
  - Detail action steps of response
- May Develop Details of Support

- Update the school board
- Update additional stakeholder groups
- June
  - Summer Work
- August
  - Training for staff
- October
  - Check in and review progress

## Update on EVA for Elementary and Middle Schools

- Elementary Letter of Intent is Complete
- Elementary Application in Early Draft
  - Next Steps
    - Identify partners to complete the application
- Middle Level Letter of Intent Complete
- Middle Level Application is in progress
  - Looking at what courses and structure are possible with numbers interested
  - Exploring Schedule options and structure of support
  - Creating a flyer with program information and Q and A
  - Survey created for parents who expressed interest to be launched the week of March 16
  - Next Steps
    - Finalize Delivery Structure (Separate Building/Housed in one Building)
    - Determine minimum numbers for program
    - Determine impact on buildings, enrollment, staffing, budget
    - Identify interested families
    - Identify Team to complete the application, develop structure and supports, and the instructional model

## Rapid Brief #1: Best Practices for Assessments During the COVID-19 Pandemic

Comprehensive Center Net

This series of rapid briefs is being developed by the <u>Wisconsin-Minnesota Comprehensive</u> <u>Center - Region 10</u> (WMCC10). The purpose of these briefs is to provide succinct and timely guidance on best practices for schools and school-based early learning programs regarding the assessment of student learning, with the goal of informing instructional planning and decision-making during the COVID-19 pandemic.

**REGION 10** 

Wisconsin Minnesota

- This brief synthesizes guidance from the <u>Minnesota Department of Education</u> (MDE) and existing guidance offered by professional educational associations, assessment/test vendors, state departments of education, and educational organizations (see <u>reference list</u>). This brief is intended for instructional and school/program leaders (including but not limited to principals, curriculum directors, instructional coaches, assessment coordinators, early learning coordinators, and special education administrators).
- **Note:** The content of this brief is focused on general best practices regarding assessing student learning. If you are looking for information specific to administering and decision-making related to the MN Comprehensive Assessment (MCA), please refer to MDE's <u>Student Instruction Resource page</u> and <u>MCA and MTAS During COVID-19</u>.

## Purpose and Role of Assessments

Districts/schools/programs must understand why they are administering an assessment. Academic and social emotional well-being assessments administered must have a clear purpose linked to actions that will benefit students and their families.

- To understand where students are in their learning progression.
- To guide instructional planning and decision making regarding student needs (e.g., identifying strengths, learning gaps, and opportunities; allocating resources).
- To partner with families about their child(ren)'s learning.
- To understand students' progress towards mastering academic and <u>early learning</u> standards, including <u>social emotional learning</u>.
- To inform continuous improvement of the instructional system (e.g., to identify areas for professional development, to examine effectiveness of core instruction).

Districts are encouraged to implement a <u>comprehensive assessment system</u>, particularly during the COVID-19 pandemic. Districts can disaggregate student data to help ensure equitable student outcomes, instructional practices, and decision-making in promoting school success for all students.



## Assessment Best Practices During COVID-19

## **Classroom Assessments**

Classroom assessments provide ongoing (formative) and cumulative (summative) evaluations of instructional effectiveness and student understanding (e.g., <u>KEP-approved assessments</u>, teacher-made tests, curriculum unit tests).

- Prioritize assessments that align most closely to classroom instruction to support teachers with instructional planning and to inform families of their child(ren)'s progress.
- Increase regular use of informal assessments (e.g., pre-tests, post-tests, polls, daily reviews, classroom assessments, teacher-made assessments) to assess student learning and inform instructional planning to target critical skills necessary for proficiency.
- Be efficient with teacher/practitioner time and maximize the use of existing data to assess student needs and progress. Avoid administering duplicative or redundant assessments.
- Provide professional development specific to creating and designing high quality classroom assessments.

## **Standardized Assessments**

Standardized assessments have consistent administration and scoring procedures and norms (e.g., Measures of Academic Progress, FASTBridge, aimsweb).

- Prioritize administering universal screening assessments (e.g., MAP, FASTBridge) when students are in-person or in school.
- Continue administering assessments that were in place before the COVID-19 pandemic began and avoid introducing new assessments.
- Offer a flexible testing window to increase higher engagement and completion rates.
- When administering standardized assessments remotely (both for assessments students are expected to complete independently and those with proctor guidance throughout), consider the following guidelines:
  - o Assessments administered remotely must be conducted and interpreted based on the guidance provided by the test vendor.
  - o Establish procedures that ensure teachers, families, and students have the appropriate materials and understand how to complete the assessment accurately.
    - See the <u>School Recommendations section for an example on how to</u> prepare staff for remote testing.
    - See a <u>Sample Remote Administration Guide for Teachers</u>.



- See <u>Sample family letters on testing</u>.
- Results from standardized assessments administered with altered or modified procedures should be interpreted with caution and in the context of the procedures used to administer the assessment.

## **Data-Based Decision Making**

- Do not aggregate student outcome data collected during the pandemic with data from previous school years for important system-wide educational decisions at the school, district, or state level.
  - Consider analyzing data within the categories of pre-COVID and during COVID (and eventually post-COVID).
  - It is best to disaggregate data according to the instructional model in which a student has predominantly received instruction (e.g., hybrid, in-person only, distance learning only). Districts may observe differences in student outcomes, student needs, and patterns of missing data based on whether students are in-person, hybrid, or distance learning. As a result, districts, schools, and programs may need to develop action plans that address the different needs of families and students that emerge as a function of the model families have selected for instruction.
- Continue using multiple sources of data to inform instructional planning, assess students' needs, and inform decision-making. If different sources of data are missing at the local level, districts/schools/programs should dive deeper to examine reasons for the missing data and create a plan for targeted data collection.
  - Sources of data may include: Local standardized assessments (e.g., MAP,, FASTBridge, interim assessments); Kindergarten Entry Profile (KEP) approved assessments, Teacher-created assessments (e.g., classroom assessments, observations, feedback from teachers and students, work samples); Grades; and Attendance.
- Ensure grade-level (e.g., professional learning communities) and cross-grade level (e.g., pre-kindergarten and kindergarten, vertical transition, departmental) teams have scheduled opportunities to collaborate, plan, and engage in professional development to learn and use assessment data to drive instructional planning.
- Establish routines where collaborative teams (e.g., grade level teams, cross-grade level teams, professional learning communities) conduct regular and timely data review to make instructional decisions for individual and groups of students.
- Make instructional decisions promptly after collecting assessment information.



- Do not use state accountability tests (MN Comprehensive Assessment) to determine instructional placements and programs for individual students. State accountability tests measure a school system's performance level on learning standards and do not provide sufficient information to make instructional decisions for individual students.
- Create a communication and professional learning plan to ensure that educators/practitioners, students (if appropriate), and families understand the purpose of the assessment, how the data are used (and not used), and how to understand/interpret the results.
- Use universal screening data to facilitate identifying students for additional supports (e.g., remediation and accelerated supports). When limited data are available for a large group of students, conduct a class-wide intervention and measure students' performance against the goals of the intervention as a proxy to understand learning gains, gaps, and response to instruction.

## **Family Collaboration**

- Communicate assessment plans and results with families in a timely manner, and engage families as partners. Consider providing family data literacy supports and developing district-level protocols to share assessment results (e.g., sharing rationale for assessments, explaining how the data will be used) through multiple avenues (letters, phone calls, conferences).
  - o See <u>sample family letters</u> on administering assessments.
  - o See sample of family letter on assessment results.
- Take into account the resources students and families require to successfully and accurately complete the assessment when administering assessments remotely (e.g., physical and electronic materials, high-speed internet, computer/device).
- Actively partner and engage families in their child(ren)'s learning and school experience. Districts/schools/programs may consider administering family interviews, surveys, sending out newsletters, or making frequent phone calls home to ensure that family voices are represented in their child(ren)'s school experience.
- Take advantage of parent portals or communication boards to increase opportunities of communication between parents and districts/schools/programs. Also take advantage of conferences as opportunities for two-way dialogue with families regarding student learning and assessments.
- Ensure families have full access to information by offering communication in the language of family choice and explaining technical terms in family-friendly language.



## **Considerations for Early Learning Assessments**

Although many practices described above are relevant to educators working with early learners, the next items specifically address early learning (defined as birth - third grade) assessment practices.

- KEP-approved assessments are not meant to determine kindergarten eligibility. <u>Kindergarten eligibility</u> is based on age, immunization, and <u>early childhood screening</u>.
- MDE encourages the use of authentic (observation-based), formative, standards-based assessments for the primary purpose of informing instruction. This includes <u>Kindergarten Entry Profile (KEP)</u> approved assessments for programs providing 350 hours of instruction per year. See <u>this MDE document</u> for detailed information about using KEP-approved assessments during the COVID-19 pandemic.
- Many authentic and formative assessments designed to assess early learners can be administered across multiple learning models (in-person or remote, synchronous or asynchronous), as they rely largely on practitioner observations and family/caregiver interviews, photos, videos, work samples, and questionnaires. <u>This MDE resource</u> provides information about using authentic observation strategies during hybrid or distance learning.
- For information on remote administration of standardized, norm-referenced early learning assessments (those typically used to identify and support students with disabilities), see the <u>Early Childhood Technical Assistance Center's guidance on</u> <u>norm-referenced assessments that can be administered remotely</u>. As noted above, results from standardized assessments administered with altered procedures should be interpreted with caution and in the context of the specific administration procedures.



## **MN Department of Education Assessment Resources**

- <u>Minnesota K-12 Academic Standards</u>
- Benchmark Achievement Level Descriptors
- <u>Minnesota Early Learning Standards</u>
- <u>Assessment in Early Childhood</u>
- <u>Reading Proficiency</u>
- Screening and Identifying Characteristics of Dyslexia
- <u>Student Instruction COVID-19 Resources</u>
- Professional learning for educators:
  - Writing Summative Classroom Assessments
  - Teaching and Learning Led by Evidence Webinar Series

## **Educational Leader Resources**

- Using student achievement data to support instructional decision making (NCEE 2009-4067)
- <u>Assessment Tips for Administrators: Crafting Your Data Collection Plan for the</u> 2020-2021 School Year
- Assessment Tips for Teachers: Strategies for Partnering With Families to Collect Data
- Promising Practices to Accelerate Learning for Students With Disabilities During <u>COVID-19 and BeyondFormative Assessment for Remote Teaching: Evidence and</u> <u>Feedback</u>
- Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic

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## **Components of a Comprehensive Assessment System**

A comprehensive assessment system includes a variety of assessment types that produce either formative or summative evidence of student learning. Formative evidence is used *during* learning to adjust instruction, while summative evidence is used *after* learning to report a snapshot of student achievement over a set period of time.

Comprehensive assessment systems assess learning at all levels of the system: individual learners, classrooms, schools, districts, and statewide. Meaningful information is needed from each level to support teaching and learning, but the *amount* and *detail* of information shifts at each level. More detailed evidence is produced in the classroom, where the learning takes place, and proportionally less detailed (more general, aggregated) evidence of learning is produced as the distance from the learner increases.



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