

ENDS POLICY 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

School Board Update | February 26, 2024



EDEN PRAIRIE SCHOOLS

Inspiring each student every day™

Agenda

- Review of 2022-2023 outcomes
- Review of approach to ongoing improvement efforts
- Targeted actions to improve outcomes for End 1.3
- Questions & discussion

Ends Policy 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

Targets:

- Reading: 76%
- Math: 73%
- Science: 67%

MCA & MTAS

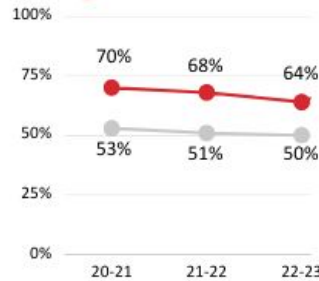
ELEMENTARY:
Students below benchmark making aggressive growth

SECONDARY:
Course grades

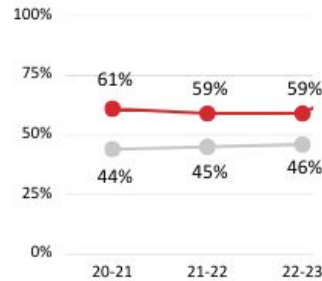
MCA & MTAS Proficiency

Overall

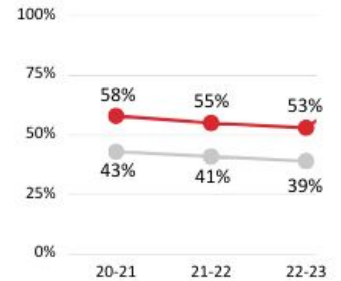
Reading



Math



Science



Ends Policy 1.3

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Targets:

- Reading: 42%
- Math: 38%

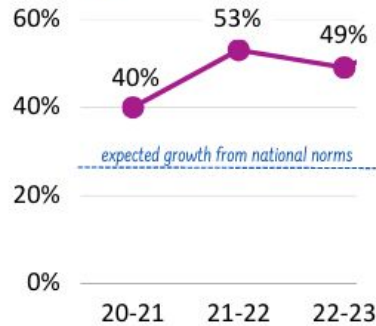
MCA & MTAS

ELEMENTARY:
Students below benchmark making aggressive growth

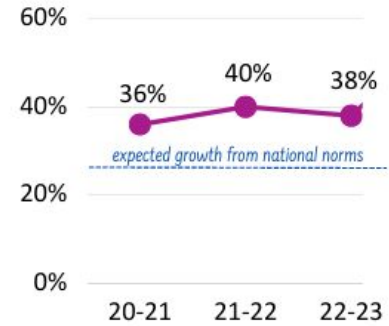
SECONDARY:
Course grades

Aggressive Growth for Students Below Grade Level

Reading



Math



Ends Policy 1.3

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Targets:

- Middle: 93%
- High: 99%

MCA & MTAS

ELEMENTARY:
Students below benchmark making aggressive growth

SECONDARY:
Course grades

Students Achieving a C Grade or Higher						
Subject Area	Middle School			High School		
	20-21	21-22	22-23	20-21	21-22	22-23
Overall	90%	91%	90%	96%	97%	97%
Geography/Social Studies	90%	93%	89%	96%	96%	95%
World Language	91%	91%	90%	97%	96%	97%
Technology	87%	84%	92%	97%	96%	97%
Business Education	n/a	95%	86%	97%	98%	97%
Fine or Applied Arts	92%	91%	91%	94%	98%	98%
Health	87%	84%	87%	97%	97%	95%
Physical Education	91%	95%	94%	97%	98%	97%

Notes: 21-22 includes EPO Secondary grades. 6th grade moved to CMS in 21-22.

Approach to ongoing improvement efforts

3 principles of *iteration* to improve teaching and learning

1. Think in cycles & spirals
2. Act in short design cycles
3. Improve in community

(Source: *Iterate: The Secret to Innovation in Schools* by Justin Reich, 2024)

DESIGN THINKING *for* LEADING *and* LEARNING





Resulting Actions

- Focus on math instruction via *Building Thinking Classrooms*
- Enhanced professional development for supporting multilingual learners (ML)
- Increased triangulation of data
- Family engagement through “I Love to Read” month (February) & other events



Building Thinking Classrooms

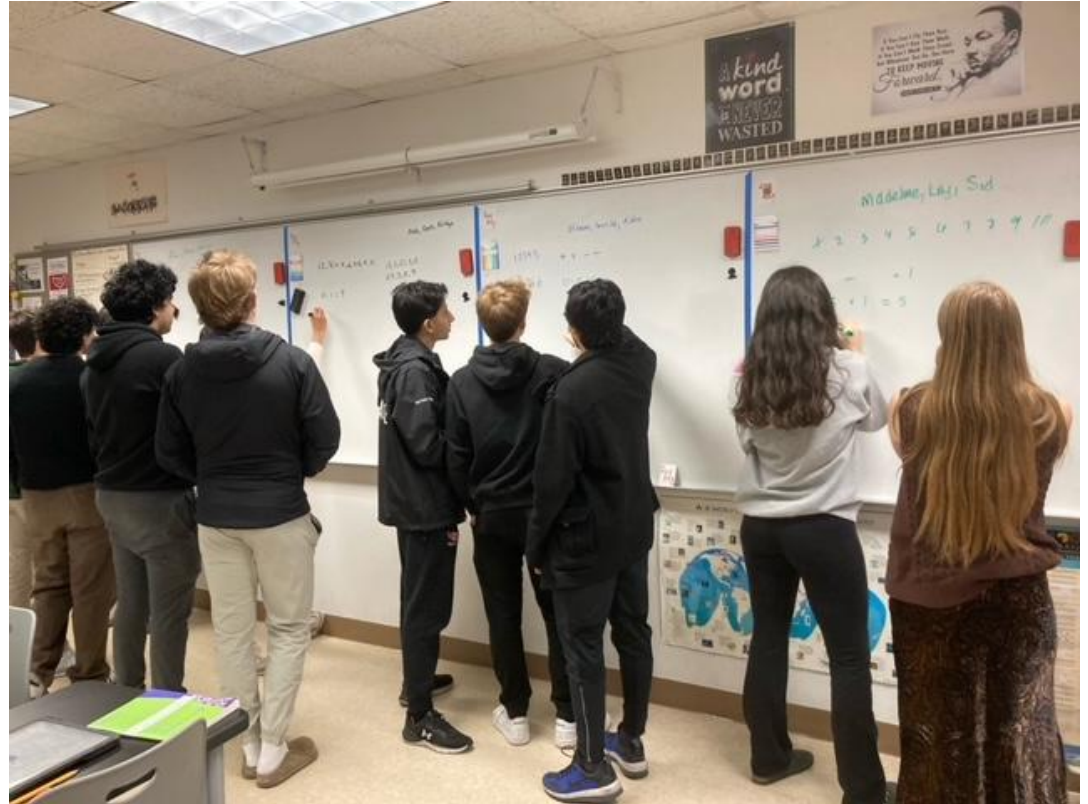
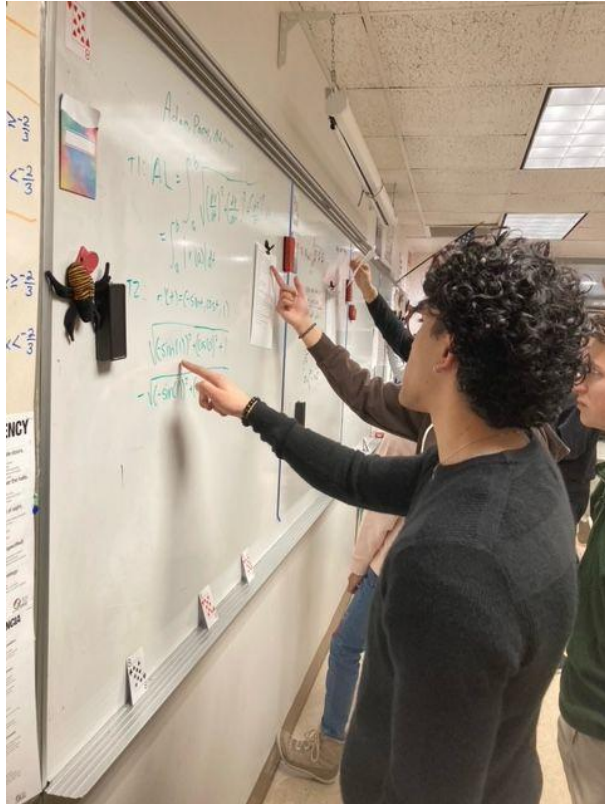
Research

- Get students thinking rather than mimicking a process or disengaging
- Use vertical non-permanent surfaces in random groups of three

Cascading Professional Learning Opportunities

- 2023 State conference & Dr. Terry Wyberg
- Coaching, Summer course, Secondary Professional Development, Professional Learning Communities

Building Thinking Classrooms



Building Thinking Classrooms

Also for the upcoming units can we please do the **whiteboard** problems? Those were helpful for me, we did not do any of those in this unit.

I loved coding in teams and talking things out.

Activities that helped my learning

- **Whiteboard activities.** They helped explain how they write the code and it pretty much helped me learned how the code will run.

```
10-7-3-1: Given the following method declaration, which of the following is printed as it calls mystery(1234)?  
1 //precondition: x >= 0  
2 public static void mystery (int x)  
3 {  
4     System.out.println(x / 10);  
5  
6     if ((x / 10) == 0)  
7     {  
8         mystery(x / 10);  
9     }  
10    System.out.println(x % 10);  
11 }
```

- I am also proud of the better collaboration skills I have developed via the white board activities or labs

WHITEBOARDS

White board activities were very helpful to work through concepts especially when they are first introduced. It's an easy environment to ask and answer questions and gain an understanding of how both different concepts work and how to implement them in Java. I found these especially helpful when we were.

MOST HELPFUL FORMATIVE ACTIVITIES

THE THREE MOST HELPFUL FORMATIVE ACTIVITIES WERE

1. White Board Problems



▶ Working on the whiteboards with groups

REFLECTION

I learned how to code! The whiteboard problems helped a lot.



Enhanced PD to support ML learners

- Expansion and Engagement of multiple groups:
 - ML teachers: WIDA ELD Standards, literacy supports
 - Classroom teachers: best practice, ML lens
- Elem: ML teachers providing ongoing staff PD
- CMS: revamp to programming model and partnerships
- EPHS: strengthening of ML Collaborative Model
- Overall partnerships



Triangulation of Data

K-2 winter FastBridge earlyReading and aReading layered with student SET placement provides additional formative data.

Grade	Proficiency Fall	Proficiency Winter	Fall-Winter Growth
K	80%	76%	87%
1	70%	70%	69%
2	66%	71%	78%

January/February Set Targets:

Kindergarten - Complete Set 2

1st Grade - Complete Set 4

2nd Grade - In Set 8

Grade	Number of Students in Sets	Students on Track	Percent Students on Track
K	79	73	92%
1	84	49	58%
2	85	56	66%
K-2	248	178	72%



Triangulation of Data: Analysis

- K-2 students at Cedar Ridge
 - Triangulation demonstrating a correlation overall within CR's K-2 between FastBridge and Set performance (73%/72% proficiency)
- Current data reality
 - Set vs. FB highest in Kindergarten, widens from K-1, narrows again 1-2
 - Grade 1 - 12% discrepancy between winter FB and Set proficiency
 - 21% of Students in Gr. 1 in Set 3 or higher /79% of students on track
- Leveraging of PLC and Data leads to analyze the intersection of FastBridge and Set data with teams
 - Correlation of FastBridge and Set data (K/2 examples)
 - Determination of next steps



Triangulation of Data: Team Response

Plan to support students not in track in Sets...

Kindergarten

- Collaborate with Interventionists and ML to preview set books
- Collaboration with ML to embed pictures into vocabulary lessons
- Collaboration with SpEd on strategies around HFW
- Teachers will collaborate with Interventionists and ML to match skills we are working on while conferring
- Teachers will try to arrange their schedules to work 4 times a week with our kids that are in set 1.

1st Grade

- IDR conferring – picking just right books, intentional time during IDR to work on skills
- Reviewing all letter sounds, digraphs, blends, at the beginning of every set lesson
- Peer partner reading to build fluency
- Responding to mastery assessments for reteaching lessons

2nd Grade

- Meeting with groups below Set 7, 5x a week instead of the 3x per week
- Adding fluency work with those who are below set 7
- Made a 2-week conferring schedule that meets with at risk students more often



Triangulation of Data: K-5 IDR/Conferring Focus

- Building-wide IDR and conferring focus
- Leveraging of PLC and Data Leads through PLC work
- Site-led professional development
 - Structures of IDR
 - Data analysis of student reading behaviors
 - Teaching moves during conferring
- Sharing of look-fors for IDR/conferring with all staff
- Learning walks around IDR/conferring planned for March/April
 - What is going well? What needs more focus?
 - Determine strengths and areas of growth across K-5
 - Develop plans for coaching and further professional development



Family engagement

- Activities shared weekly with families throughout February (I love to read month) to support reading at home
 - Spaces to make reading fun
 - Access public library
 - Reading in the world around us
- Family engagement events
 - Book fairs during elementary conferences with time to connect with site reading interventionists
 - Conferences and tokens to the book vending machine



Review of Resulting Actions

- Focus on math instruction via *Building Thinking Classrooms*
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Questions & Discussion

