Board Workshop Date: February 13, 2023

Title: Edina Public Schools Talent Development Programming Update

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Deb Richards, Talent Development Coordinator; Karrie Duncan, Literacy Coach; Jolynn Gamble, Curiosity Lab and Extended Reading teacher; and Jon Moore, Extended Reading Grade 6 teacher

Background: Following the completion of the Edina Gifted Education Study in 2017, the Board approved the recommendation to expand from Gifted Education Services to Talent Development. Talent Development is identifying a child's strength early on and providing experiences and support so they can turn their abilities and interests into high levels of achievement. Over the last five years many components of Edina Talent Development programming have been further developed and are at different stages of implementation.

Recommendation: The purpose of this report is to update the board on and have a discussion on the implementation of the Talent Development Programming in Edina Public Schools. Additional Talent Updates will be brought back to the board in the future as goals are articulated in alignment with the Data Metrics Plan.

Desired Outcomes from the Board: Review in detail, have questions prepared, and provide feedback on Talent Development Programming in Edina Public Schools.

Background Materials:
GT Board Resolution 2.27.17
GT Implementation Update 10.29.18
2.13.22 Presentation

Appendix:
Talent Development Section of Data Metrics Plan

Attachments:
Board Report (below)

What is Talent Development?
Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes *opportunities* for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.

Why Expand to Talent Development?

- Talent Development does not take anything away from students. The Edina structure supports students who are demonstrating advanced abilities at any given time.
- Talent Development acknowledges that "giftedness" can be cultivated and is not a fixed trait. It focuses on the learning process and growth over time for each and every.
- Talent Development identifies a child's strength early on in their education. It provides experiences and support so they can turn their strengths and interests into high levels of achievement.
- Talent Development intentionally opens doors for underrepresented students who have not accessed Gifted and Talented programming in the past and escorts them through to ensure a successful experience. These students can be Black students, Hispanic students, multilingual students, special education students (twice-exceptional), female students (math), and others who experience opportunity barriers. The achievement gap that exists in education between subgroups of students is nationally known as the Excellence Gap. (Making the Elimination of Excellence Gaps an Education Priority)

Edina Public Schools K-12 Talent Development Opportunities:
Edina's elementary and middle schools are staffed with at least one talent development specialist. There are 16 talent development specialists district-wide. The Talent Development specialists work together as a team. They also work in ongoing collaboration with classroom teachers to identify student needs, structure learning opportunities to maximize talent, ensure high levels of achievement, and ensure development of the Well-Rounded Edina Graduate competencies.

Edina Public Schools offers multiple opportunities for learners to engage in rigorous experiences both inside and outside of the classroom. The following opportunities are designed to meet the needs of all learners, including those who have demonstrated high performance or show the potential for high performance relative to others of their age, experience or environment.

The opportunities are designed to be:

- **Integrated** - a part of the core curriculum and culture of the school;
- **Flexible** - based on individual needs and may follow a specific program or sequence but does not need to;
- **Personalized** - responds to the learning needs of each and every student;
- **Collaborative** - involves teachers, families, and students in developing talent;

The opportunities are:

- **Enrichment** - rigorous and enriching opportunities for **all** learners to discover their unique interests and strengths integrated into the core curriculum and culture of the school
- **Extension** - opportunities provided to **some** students to engage with grade level content at a deeper level during flexible times throughout a school day or year
- **Acceleration** - opportunities for **some** students to compact grade level standards and be exposed to higher grade level standards at a faster pace

- **Real-World Application** - opportunities provided to **all** students to engage in real-world application of strengths and talents

Talent Development Classes Aligned with the Opportunities:

Elementary Classes

Curiosity Lab K-1 is taught by the Curiosity Lab teachers (talent development specialists) to every student in K-1. One purpose of the Curiosity Lab is to teach all students higher-level thinking skills. In Kindergarten, the entire class will experience these lessons in a whole group setting. In grade one, every student will be given further opportunities to engage in a deeper exploration of the higher-level thinking skills in small group lessons.

Curiosity Lab 2-3 is taught by the Curiosity Lab teachers to selected students in grades 2-3 who are from underserved student populations. The Curiosity Lab teacher will facilitate activities related to advanced curriculum and learning strategies in both Math and Reading. The groups are flexible and may change over time. Students are selected based on a portfolio of evidence.

Curiosity Lab 4-5 is supported by the Curiosity Lab teacher. It is for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math. They have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Accelerated Math is offered for students in grades 3-5. It provides direct instruction for learners identified based upon a portfolio of evidence with compacted standards and lesson delivery at an accelerated pace.

Extended Reading is offered for students in grades 4-5. It provides direct instruction for identified learners based upon a portfolio of evidence using an award-winning curriculum from the College of William & Mary. The curriculum provides an in-depth exploration of grade level and extended standards with an emphasis on inquiry-based learning.

Middle School

Accelerated Math and Science

Grade 6 students moving into middle school receive a recommended course in both **math** and **science** based upon a portfolio of evidence including standardized assessments, course work, teacher input, student input, and family input. The accelerated classes in 6th grade are:

- Pre-Algebra
- Compacted Algebra
- Compacted Science

Grade 7 students have the choice to take accelerated classes and accelerated classes that are open for all students. Students don't need to meet certain requirements. The accelerated classes in 7th grade are:

- Algebra I
- Compacted Algebra
- Geometry
- Compacted Science

Grade 8 students have the choice to take accelerated courses and accelerated courses that are open for all students. Students don't need to meet certain requirements. The accelerated classes in 7th grade are:

- Compacted Algebra
- Intermediate Algebra
- Geometry
- Advanced Algebra
- Physical Earth Science

Extended Reading, ELA, Social Studies and Science

*Both classes titled Extended and Enriched are Extended learning opportunities.

Grade 6 Students are placed in Extended Reading 6 with the successful completion of Extended Reading 5, in addition some students enter Extended Reading 6 utilizing the elementary portfolio of evidence which includes standardized assessments, course work, teacher input, student input, and family input. The extended classes in 6th grade are:

- Extended Reading

Grade 7 students have the choice to take extended classes and extended classes are open for all students. Students don't need to meet certain requirements. The extended classes in 7th grade are:

- Enriched ELA
- Enriched Social Studies

Grade 8 students have the choice to take extended classes and extended classes are open for all students. Students don't need to meet certain requirements. The extended classes in 8th grade are:

- Enriched ELA
- Enriched Science

<u>High School</u>

In Grades 9-12 students have the choice to take accelerated and extended classes. Accelerated and extended classes are open to all students. Students do not need to meet certain requirements.

Accelerated Classes in 9-12:

- Math course progression based on readiness and completion of prior class
- Science course progression based on readiness and completion of prior class
- World Language course progression based on readiness and completion of prior class
- Concurrent enrollment through various colleges and universities (PSEO) **Edina has 75 students taking at least one PSEO class.*
- 30 Advanced Placement (AP) courses
  **The College Board Offers 38. 83% of students taking an AP test score a 3 or above.*
- Independent study
- Credit for prior learning (CPL)
  **Credit for prior learning is academic credit awarded to students who successfully demonstrate college or university-level learning achieved through informal or formal learning outside of the classroom.*
- College in the Schools
  **In Minnesota, college courses are offered at the high school, usually taught by a trained high school teacher. These are offered in partnership with a college or university. Students who successfully complete these courses generate both high school and transcripted college credit from the partnering postsecondary institution. *476 students Edina students are taking CIS in Latin (12), Math (193), and STEM (271) classes.*

Extended Classes in 9-12:

- Earned Honors courses in ELA and Physical Earth Science (board approved 1.10.22)
  **To earn the "honors" distinction on a report card, students must exhibit high levels of reasoning on performance assessments. Students do not need to predetermine if they would like to pursue the honors option during course selection.*
- Enriched Classes
- Project Lead the Way (PLTW) courses
  **Project Lead the Way is project-based learning that incorporates science, technology, engineering, and math. Students in PLTW explore real-world challenges.*
  **PLTW can also be considered an authentic pathway*

Vertical Progression of Opportunities and Classes:
At the primary level, opportunities are offered to all students that encourage exploration, discovery of talents, and in-depth problem solving through an inquiry approach to instruction. In grades 4-8, Extended and Accelerated classes are offered to build knowledge and develop skills in emerging talent areas. Students at the elementary level are recommended for these courses, but as students learn more about themselves as learners in middle school they begin to have more choice in course selection. At the high school level, Talent Development classes are offered to transform talent into expertise and learn practical skills to prepare for college, career, and life. We want all students to engage in these opportunities.

Throughout the progression of years, different Talent Development approaches are used that most closely align with each content area. For Example, Math and Science standards are more sequential in design so they lend themselves to acceleration. Reading standards are more similar from year to year, but differ in depth and complexity so they lend themselves to extended learning.

Talent Development Identification for Select Classes:
Talent Development identification is designed to be comprehensive. The grade level bands that students are identified for a different class than their typical grade level class are:

- 3-6 grade accelerated math
- 4-6 grade extended reading
- 6 grade accelerated science
- 6 grade math

A change in Edina since the Edina Gifted Education Study in 2017 is that for these select classes, instead of relying on only MAP testing data, there are MULTIPLE data points that are gathered to determine placement. These data points can include observation protocols, summative assessments, formative assessments, teachers feedback, classroom engagement and performance, parent and student feedback, and extenuating circumstances.

In addition a specific portfolio has been designed for identifying students with text barriers. The components of this portfolio can include:

    - At or above the last Word within Word Pattern Stage of Orthography (Words Their Way Inventory)
    - Common Assessment from William and Mary given by the literacy coach (reading complex comprehension and writing sample)
    - Gifted Behavior Checklist
    - Teacher and Parent observation and comments

All other classes in Middle School and High School that are extended, accelerated, or offer a real world application are open to each and every student. There are no identification processes or needs for any Middle School or High School classes beyond 6th grade Extended Reading, 6th grade Accelerated Math, or 6th grade Accelerated Science.

Universal Screener Addition to the Identification Portfolio:
In the spring of 2022, the Edina Public Schools Assessment Plan was approved by the board. The Assessment Plan added FASTBridge as a universal screener. In addition it removed MAP testing for any student who did not have a FASTBridge score at the 86% or above. If a student had a score at the 86% or above on FASTBridge, they then completed a MAP test. This was determined to be an effective way to ensure practices were in place during the transition of MAP from the Edina Assessment system to appropriately identify students for the specific classes where identification is needed.

In addition a Talent Development Assessment Committee was formed to research Universal Screeners that identify talent development, analyze 2022-23 MAP and FASTBridge data comparisons, and recommend an additional Universal Screener to support Edina Talent Development goals and programming. The committee will bring final recommendations to the School Board on March 13th.

The final recommendation will ensure that the Talent Development Universal Screener recognizes unique abilities in all students. It will also include recommendations for implementation. When used with intention the screener will support strong differentiation in all classrooms and help identify a child's strength early on in their education, so they can turn their abilities and interests into high levels of achievement as they progress through their Edina education. Identifying a Universal Screener that supports unique abilities in all students and implementing an intentional plan for use is one of many strategies to eliminate the excellence gap.

The Excellence Gap:
The excellence gap is the differences in student performance at the highest levels of achievement. Edina Public Schools is dedicated to closing the **Excellence Gap** and is implementing several research-supported strategies to do so.

The Elementary Curiosity Lab:
The Curiosity Lab incorporates the research-supported strategies that reduce excellence gaps based on the work of Dr. Jonathan Plucker and Scott Peters. Dr. Jonathan Plucker is the Julian C. Stanley Professor of Talent Development at John Hopkins University. He is also the president of the National Association of Gifted Children. He co-authored the book *Excellence Gaps in Education* with Scott Peters. Scott Peters is an Associate Professor of Educational Foundations at the University of Wisconsin.

Additional research based strategies incorporated into the Curiosity Lab are:

Enrichment:
Opportunities for advanced learning made available to all students. This is happening in K-1 where all students participate in the inquiry based lessons taught by the Curiosity Lab teacher (talent development specialist).

Frontloading:
Exposing students to concepts and skills prior to being taught in the grade-level classroom helps students develop background knowledge and builds their capacity to be successful in Accelerated or Extended learning classes. This is happening for grades 3-5 students accessing Curiosity Lab programming.

Scaffolding:
Providing additional time and resources for students who need additional support in Accelerated or Extended learning classes. This is happening for grades 3-5 students accessing Curiosity Lab programming.

Portfolio Approaches to Identification:
A talent development portfolio has two purposes. One is to expand the range of data points to increase access to advanced classes. The other is to ensure that a wider range of data allows teachers, students, and parents to identify a child's strength early on in their education, so they can turn their abilities and interests into high levels of achievement.

The 2022-23 school year is the second year of Curiosity Lab implementation. Following implementation science practices the implementation team will continue to examine and improve implementation, provide coaching support, and gather data and feedback from multiple sources to research the impact of Curiosity Lab implementation.

Talent Development Programing Progress in alignment with Pre-Covid Recommendations:

In 2018 a board update on the 2017 approved recommendations for Gifted and Talented programming and the shift to Talent Development was provided.

Both the Curiosity Lab and Portfolio Identification were recommended action steps detailed in the report. The Curiosity Lab was titled Young Scholars in the report. Young Scholars has shifted over time to the Curiosity Lab as it incorporates more of the researched based strategies for detailed support noted above.

Recommendations in addition to Young Scholars/Curiosity Lab and Portfolio Identification included:

- Acceleration
- Authentic Learning Opportunities
- Support
- Communication
- Program Evaluation

Implementation Update For 2017 Gifted and Talented Study Recommendations:

Recommendation:	**Current Reality:**	**Next steps:**
Acceleration: Provide opportunity for mastery of grade level content and beyond at a pace and depth appropriate to the capacity of the K-12 learner.	1. Acceleration has been expanded to include both extension (depth) and acceleration (pace). Extension Opportunity Additions Are: <u>Earned Honors in:</u> ● 9th Physical Earth Grade Science *Board Approved 1.10.22 ● 9th Grade ELA ● 10th Grade ELA Acceleration Opportunity Additions Are: <u>Compacted in:</u> ● MS Science (6-8) taught in 2 yrs 2. Review resources for Advanced Academics Reading in grades 4-6 is in process. 3. Incorporated framework for secondary course design into curriculum review cycle.	Data review on student access and performance in earned honors and compacted classes is in the beginning phases due to implementation challenges during COVID. Decide on resources for Advanced Academics Reading and begin implementation. Refine secondary course design in alignment with curriculum review cycle. Continue to engage in MDE MTSS (Multi-Tiered Systems of Support) cohort to ensure a strong Tier 1 grounded in enrichment instructional practices for all.
Authentic Learning Opportunities: Provide opportunities to ignite passion and interests of students in and beyond core academics.	1. FLEX time at the Middle Schools has been implemented to provide opportunities to ignite passion and interests of students in and beyond core academics.	Monitor and improve implementation of FLEX time at the Middle School to sustain implementation and ensure outcomes are aligned with the goals. Continue development of Early Learning - 12 STEAM programming opportunities.

		Continue development of Early - 12 Career Pathways programming opportunities in alignment with STEAM.
Support: Enhance academic advising and social-emotional support.	1. Advisory practices have been an area of focus for all students 6-12.	Monitor and improve advisory practices for all.
Communications: Develop a communication plan in regard to Talent Development Services and the identification processes.	1. Collaboration with the marketing and communications department to engage in Phase 1 and Phase 2 has been ongoing.	Continue collaboration with the marketing and communications department.
Program Evaluation: Develop a framework to monitor the growth, engagement and motivation of learners participating in Talent Development Services	1. Talent Development data has been included in the Data Metrics plan.	The District Instructional Leadership Team (DILT) will create goals for Talent Development using the Data Metrics plan as a base. A Talent Development Design team will engage in the creation of action steps in alignment with the goals.

In addition to the next steps outlined above, the Edina District Instructional Leadership Team (DILT) is in the process of using the Data Metrics Plan to develop concrete goals for academic achievement. Once these goals are established, the Edina Talent Development team will engage in refining actions steps, implementation plans, and continual review of progress to ensure each and every Edina student discovers their possibilities and thrives.

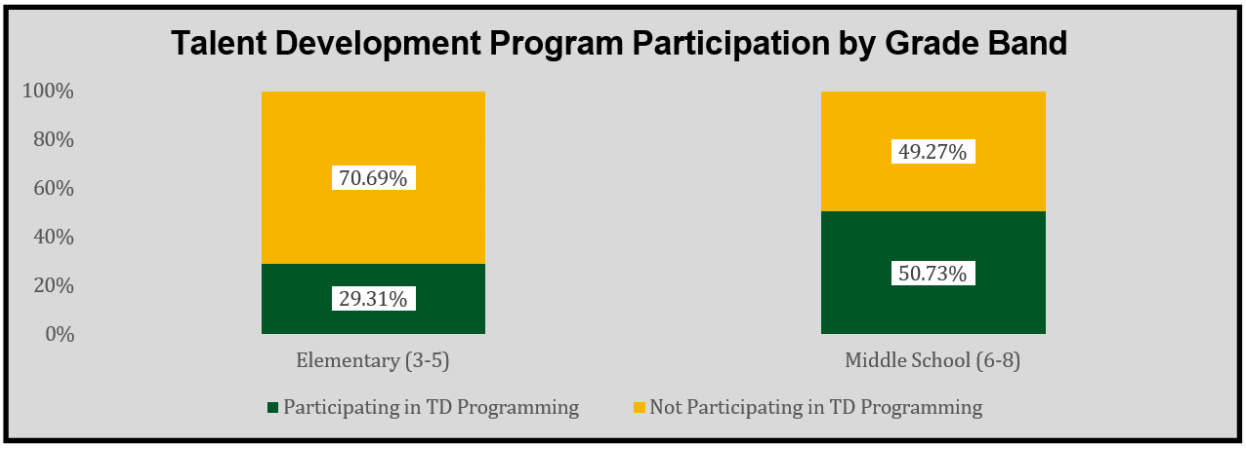
Examples of Preliminary Data Gap Analysis using the Data Metrics Plan include but are not limited to:

- Lower numbers of participation in Talent Development opportunities for Multilingual Students at all levels. This indicates a need for creating additional portofolio practices as were designed for 2e students. The action steps in the elementary Curiosity Lab will also help change this pattern.
- Decrease in participation of black students from elementary to secondary programming. This indicates a need to develop a more robust system of encouragement and support for our black students at the middle school. The action steps in the elementary Curiosity Lab will also help change this pattern.

Appendix 1: Talent Development Section of Data Metrics Plan

2021-2022 Baseline Data:

Percentage of 3-8 students enrolled in Talent Development Pathways:



Grade Band by Student Gender	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
Female	29.17%	70.83%
Male	29.45%	70.55%
Middle School (6-8)	**50.73%**	**49.27%**
Female	50.48%	49.52%
Male	50.97%	49.03%
Grand Total	**40.21%**	**59.79%**

Grade Band by SPED Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
Gen Ed Student	32.65%	67.35%
Section 504 Student	20.48%	79.52%
Special Ed Student	15.26%	84.74%
Middle School (6-8)	**50.73%**	**49.27%**
Gen Ed Student	56.17%	43.83%
Section 504 Student	42.86%	57.14%
Special Ed Student	16.74%	83.26%
Grand Total	**40.21%**	**59.79%**

Grade Band by ML Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
ML Student	3.64%	96.36%
Non ML Student	30.88%	69.12%
Middle School (6-8)	**50.73%**	**49.27%**
ML Student	0.00%	100.00%
Non ML Student	52.65%	47.35%
Grand Total	**40.21%**	**59.79%**

Grade Band by Student FRPM Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
FRPM Student	19.66%	80.34%
Non FRPM Student	30.66%	69.34%
Middle School (6-8)	**50.73%**	**49.27%**
FRPM Student	12.27%	87.73%
Non FRPM Student	56.80%	43.20%
Grand Total	**40.21%**	**59.79%**

Grade Band by Student Race	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
American Indian or Alaska Native	0.00%	100.00%
Asian	49.71%	50.29%
Black or African American	20.89%	79.11%
Hispanic/Latino	33.33%	66.67%
Native Hawaiian or Other Pacific Islander	0.00%	100.00%
Two or More Races	50.00%	50.00%
White	25.53%	74.47%
Middle School (6-8)	**50.73%**	**49.27%**
American Indian or Alaska Native	0.00%	100.00%
Asian	71.20%	28.80%

Black or African American	13.78%	86.22%
Hispanic/Latino	32.35%	67.65%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	54.55%	45.45%
White	55.67%	44.33%
Grand Total	40.21%	59.79%

Percentage of 2-5 students earning a 3 higher on report card: **98.93% of students enrolled in Talent Development Pathways in grades 3-5 received no score lower than a 3 on their 21-22 Semester 2 report card.**

Percentage of 6-8 students earning a B or higher: **99% of students enrolled in Talent Development Pathways in grades 6-8 received no score lower than a B on their 21-22 Semester 2 report card.**