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

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 students can turn their abilities and interests into high levels of achievement. On February 13, 2023, the Board received an update on the components of Edina Talent Development programming and the different stages of implementation. The Board approved the recommendation to offer the CogAT assessment as a Talent Development universal screener on May 15, 2023.

The purpose of this report is to update the Board and have a discussion on the current reality of newly implemented practices in Talent Development Programming in Edina Public Schools. The newly implemented practices center on three focus areas: increase access to advanced learning opportunities, offer the CogAT as a Talent Development universal screener, and rebrand and promote Edina Talent Development programming. These areas of focus are detailed in the 2.13.23 Board Presentation. Action steps were a result of the established goals aligned with the Data Metrics Plan.

Recommendation: This report is an update. There is no recommendation at this time.

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

Background Materials:

2.13.23 Presentation
TD Board Report 2.13.23: Information
Talent Development Universal Screener Recommendation 3.13.23

Appendix:

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.

Talent Development Programming Background:

On February 13, 2023 the Board received an update on the components of Edina Talent Development programming, their different stages of implementation, and next steps. The Board also approved the recommendation to offer the CogAT assessment as a Talent Development universal screener on March 13, 2023. In the fall of 2023, goals were established for Talent Development based on the Data Metrics Plan.

2023-2024 Focus Areas:

- Offer the CogAT as a Talent Development universal screener
- Increase access to advanced learning opportunities
- Rebrand and promote Edina Talent Development programming

2023-2024 Talent Development Implementation Update

Focus Areas	Action Steps in Progress	Next Steps
1. Grade 2 ● **Give the CogAT as a Talent Development Universal Screener**	1. The CogAT was given to all grade 2 students at Concord and Cornelia **What is the CogAT:** ● The CogAT measures students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal symbols. ● These reasoning abilities develop and change over time and are good predictors of school success. **Why the CogAT?** ● The CogAT score report identifies student strengths and	1. Give the CogAT to all grade two learners in Edina Public Schools. 2. Add the CogAT scores to the Talent Development Identification portfolio. **Background:** ● Edina Public Schools uses a portfolio to match students with Talent Development opportunities. ● The portfolio is a multidimensional collaborative assessment process that provides an overview of the student's talents, potential, and performance. ● Data collected may come

	needs. It is a critical component to ensure each and every student is able to discover their possibilities and thrive. In order to meet the needs of all learners within the EPS system, we will share CogAT information to partner in this work with families. **Background:** ● On May 15, 2023, the Board approved the recommendation to add CogAT as a Talent Development universal screener to some elementary building's 2nd grade classrooms in the 2023-24 school year and all six elementary building's 2nd grade classrooms in the 2024-25 school year. ● The CogAT was administered to all 2nd grade students at Concord and Cornelia. ● On February 22, 2024 second grade teachers at Concord and Cornelia, along with a 2nd grade teacher representative from the other elementary buildings participated in a full-day training. ● The training was designed to enhance their ability to understand student profile reports and match instructional practices to the strengths of each and every student. ● 100% of grade two teachers agreed or strongly agreed that the information gleaned from the CogAT assessment can be used to benefit each and every student. ● The district Talent Development Assessment Committee identified the Student Profile Narrative components. The narrative highlights student	from classroom teachers, families, and other individuals who can speak to a child's talents and performance.

	learning preferences and suggestions for building on student strengths outside of school.	

2. Elementary
 	
● **Increase access to advanced learning opportunities**
 	
Goals from the Data Metrics Plan
 	
● In the spring of 2025 the % of 3-5 students in extended and/or accelerated talent development pathways will increase to **41%.**
 	
● In the spring of 2025, **95%** of students in grades 3-5 in extended and/or accelerated talent development pathways will be proficient with no score lower than a 3 on their report card.
	1. Math has been expanded to include both extended learning (depth and complexity) and accelerated learning (faster pace) in grades 3 and 4.
	
	Background:
	
	● A significant number of students need more than Tier 1 instruction, but are not ready for accelerated TD Math.
	
	● Instructional pacing varies for different students.
	
	● Some historically underserved students benefit from a bridge from the Curiosity Lab to accelerated TD Math.
	
	TD Program Changes:
	
	● Continuation of TD Math for qualified students.
	
	● Addition of Flex Grouping for activities to extend grade level math concepts.
	
	    Regroup all grade level students four times a year based upon:
	      ● Pre-Test for prior knowledge
	      ● Include students demonstrating success in Curiosity Lab
	      ● Leverage student motivation for additional learning where appropriate
	      ● Taught by TD teacher and where numbers dictate team taught with a classroom teacher.
		1. Data review on student access and performance in Extended Math and Accelerated Math.
		
		2. Ensue clear and consistent communication with families and students.
		
		3. Support students as they move in and out of different math settings
		
		4. Expand Flex Grouping to grade 5
		    ● Continuation of TD Accelerated Math
		
		    ● A new class which would compact 5th and 6th grade math standards
		
		Background:
		
		● Approximately 40% of students enter middle school on an accelerated math pathway.
		
		● These students currently skip 6th grade standards

	● Active inclusion of historically underserved populations. **Benefits:** ● Increases access to advanced work to each and every. ● Focuses on mastery of grade-level standards and meeting student needs. ● Learners who need extended math opportunities get direct instruction from a classroom teacher. ● Provides additional evidence for the TD identification portfolio.	
1. Middle School ● **Increase access to advanced learning opportunities** **Goals from the Data Metrics Plan:** ● In the spring of 2025, the % of 6-8 students enrolled in extended and/or accelerated talent development pathways will be **62%**. ● In the spring of 2025, **80%** of students in grades 6-8 in extended and/or accelerated talent development pathways in ELA/Math/Science will be proficient with no score lower than a B on their S2 report card.,	1. Monitor FLEX time to ensure students in advanced courses had access to support if needed. 2. The elementary Talent Development teachers use data to identify 5th grade students who would benefit from taking an advanced course and had personal conversations with their families prior to 6th grade course registration. 3. The middle school leadership team reviewed course registration and identified students who did not register for an advanced course, but would benefit from doing so. Teachers personally connected with these students and encouraged them to register for an advanced course.	1. Data review on student access and performance in Extended and Accelerated courses 2. Continue to use data to identify students who would benefit from taking an advanced course and increase the number of personal conversations and ensure support in flex classes. **Background:** ● The Data Metrics Plan highlights a decrease in participation of black and EL students from elementary to secondary programming. ● This indicates a need to develop a more robust system of encouragement and support for our black and EL students, as well as provide professional development for our staff.

1. High School ● **Provide more access to advanced learning opportunities** **Goals from the Data Metrics Plan:** ● In the spring of 2025, the % of 9-12 students in extended and/or accelerated talent development pathways will be **72%**. ● In the spring of 2025, **65%** of students in grades 9-12 in extended and/or accelerated talent development pathways in ELA, Math, & Science will be proficient with a grade no lower than a B on their report card.	1. Monitored FLEX time to ensure learners in advanced courses had access to support if needed. 2. The English department actively used data to identify students who would benefit from advanced courses. They had personal conversations with these students prior to course registration.	1. Review data on student access and performance in Extended and Accelerated courses. 2. The practice of using data to personally connect with students who are from historically underrepresented populations and would benefit from taking an advanced course will continue to be replicated in other departments beyond what is being put in place with the EHS ELA review. 3. Continue development of authentic learning/career opportunities in alignment with purpose driven internships.
3. K-12 ● **Rebrand and Promote Edina Talent Development Programming**	1. In collaboration with the Communication and Marketing department, the Talent Development Parent Advisory Council, and Talent Development teachers, the Talent Development webpage was redesigned. **Benefits:** ● The new website reflects the change from Gifted Education to Talent Development. ● It demonstrates Edina Public Schools commitment to Excellence by offering a variety of learning opportunities.	1. Continue collaboration with the Communication and Marketing department to highlight the development of strategic thinking skills in each and every student. 2. Provide Talent Development programming information in the Welcome packet for families new to Edina Public Schools.

	● It demonstrates Edina Public Schools commitment to meeting the needs of each and every student including those who need advanced learning opportunities. ● For prospective families, it differentiates Edina Public Schools from other school districts.	