

## **Committee of the Whole Meeting**

Tuesday, November 22, 2022 6:00 PM

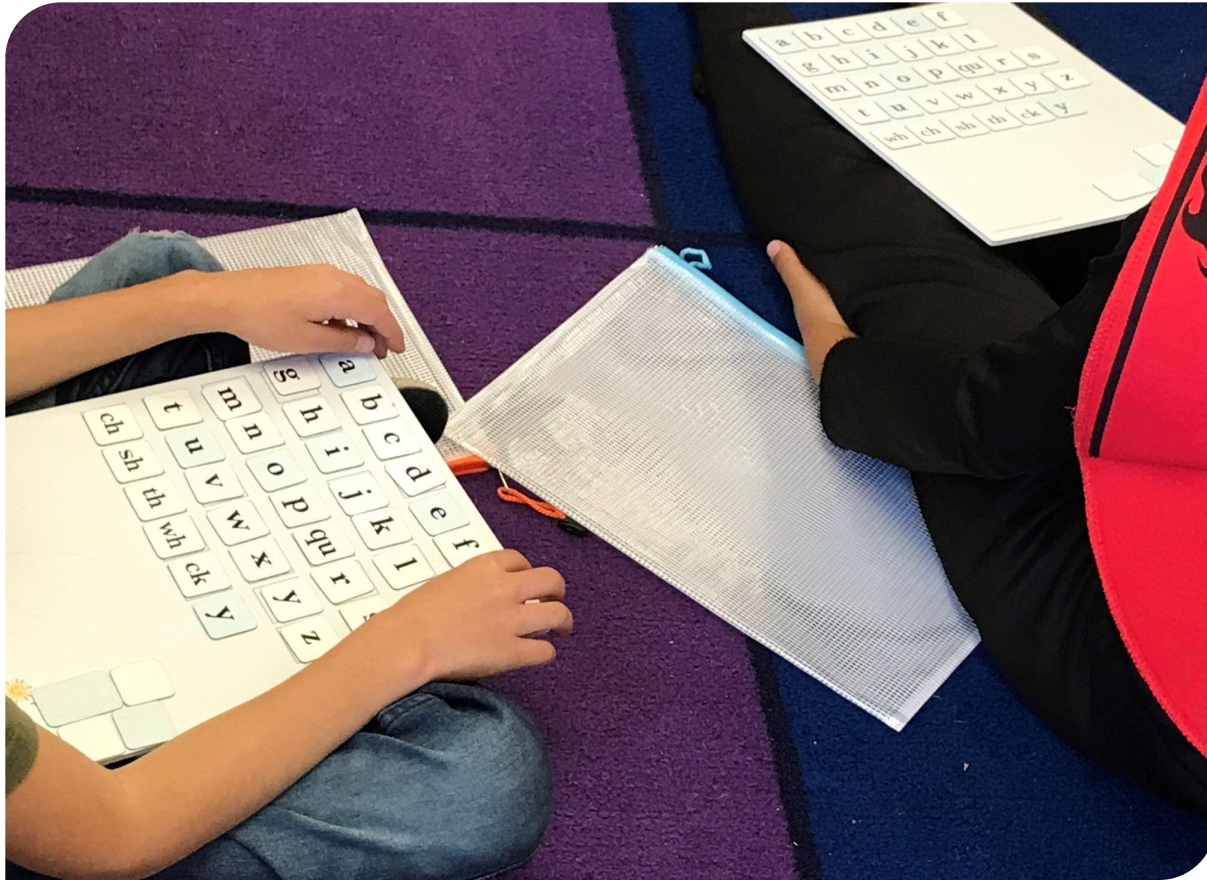
Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

1) **Call to Order and Roll Call**

2) **Presentations and Discussions**

2)a. Progress Monitoring of Impact of Instruction

3) **Adjournment**



# Committee of the Whole

Progress Monitoring  
November 22, 2022

# Agenda

- School Improvement, Academics and Climate Updates
- Principal Sharing
- Q&A

# School Improvement

Executive Director Sarah Hunter

# Reviewing the Connection to Our Goals

## Strategic Plan Goal Area 1: Academic Achievement (2022 Fall vs. 2026–27 overall\*)

- Percent of 2nd–8th grade students measured as proficient by
  - Fall aReading FAST (Current: 50%, Goal: 63%) and
  - Fall aMath FAST (Current: 41%, Goal: 55%)
- Percent of students scoring 4 and above on iStation in the fall (Current: 20%, Goal: 35%)
- Percent of Kindergarten students scoring in the proficient range as measured by Fall earlyReading (Current: 60%, Goal: 74%)
- Percent of Kindergarten students who attended High 5 scoring in the proficient range as measured by Fall earlyReading (Current: 55%, Goal: 70%)
- Percent of Kindergarten students measured as proficient by Three Aspects of Number subtest on Fall Kindergarten Concepts of Math (KCoM) (Current: 41%, Goal: 55%)
- Percent of Kindergarten students who attended High 5 measured as proficient by Three Aspects of Number subtest on the Fall Kindergarten Concepts of Math (KCoM) (Current: 33%, Goal: 49%)

\*Specific goals by student groups and for achievement gap reduction available in full strategic plan

# School Improvement Structures

## Professional Learning Communities (PLC)

Educators at each school meet in Professional Learning Communities weekly to review student data and make adjustments to instruction.

## Instructional Leadership Teams (ILT)

Instructional Leadership Teams include teachers, administrators, and other staff members. This team leads the school's work on academic school improvement goals.

## School Improvement Plans (SIP)

Each school in MPS has a School Improvement Plan. School leaders and leadership teams use SIPs to set and track progress towards school wide goals.

# Professional Learning Communities (PLC) Look-Fors

Look For	% of Schools Complete
Principal has a list of leads, meeting dates and locations, notes, & norms for each PLC	93%
Each PLC is assigned a tab in the SIP portal to update notes for 1:1 check ins	84%
DuFour's 4 questions are used to guide each professional learning community	80%
Cycles of PLCs have begun	63%
PLC Meeting Frequency (expectation was set that PLCs are meeting weekly)	74% committed to weekly 12% committed to 2x month 3% committed to 1x month 12% have not declared a meeting cadence

## Instructional Leadership Team and School Improvement Plan Look-Fors

<b>Look For</b>	<b>% of Schools Complete</b>
Calendar of ILT meetings is set for the year	97%
ILT members have been trained in leading their peers in professional learning communities	80%
All ESSA sites have completed a Targeted Needs Analysis process to identify goals/strategies for the year	97%
SIP goals/strategies posted on school's website by October 31st	74%

# Examples of SIP Goals & Strategies

School Improvement Plan Goals	School Improvement Plan Strategy
<ul style="list-style-type: none"> <li>• The percentage of African-American students meeting or exceeding their growth target on the Spring FAST aReading assessment will increase from 32% to 64% by 2024-25.</li> <li>• The percentage of students receiving SPED services who are meeting or exceeding their growth target on the Spring FAST aReading will increase from 39% to 70% by 2024-25.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff collaboration through Professional Learning Communities and Grade-Level Collaboration Time within an Multi-Tiered Systems of Support (MTSS) framework.</li> </ul>
<ul style="list-style-type: none"> <li>• By 2025, students in grades 2 through 5 will increase their aReading proficiency scores from 29% to 40%.</li> <li>• By 2025, 75% of students receiving SPED services will meet their IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Math and Reading: MTSS Short term Planning (Alignment of success criteria to learning targets)</li> <li>• SPED: Collaboration and data dives on SPED specific data</li> </ul>
<ul style="list-style-type: none"> <li>• By June 2023, 15 Long Term English Learners (LTELs) will have exited English Learner (EL) services based on their ACCESS results.</li> </ul>	<ul style="list-style-type: none"> <li>• Short and long term planning with a focus on language production.</li> </ul>

# Climate

## Executive Director Derek Francis

# Reviewing the Connection to Our Goals

## Strategic Plan Goal Area 2: Student Well-Being (2026–27 overall)

- Percent of students indicating Almost Always *“feel safe in school”* (60%)
- Percent of students indicating Almost Always *“feel that I belong at this school”* (60%)
- Percent of students indicating Almost Always *“teachers care about me”* (60%)
- Percent of students highly rating student voice (60%)
- Percent of students highly rating affirmed identity (60%)
- Reduce the disparity between BIPOC students and White students as measured by the risk ratio for BIPOC students suspended one or more times (2.8)

## Equity and School Climate Team Look-Fors

Look For	Percent of Schools Complete
Proactive relationship building activities with students, staff and families.	64%
Climate goal and strategies are shared with building staff and the school community	58%
School Climate goals/strategies are recorded in SIP portal by October 31st	78%

# Examples of Quarter One School Climate Initiatives

## District-wide

- Hispanic Heritage Month
- Spirit Day
- Community-Wide Events
- Graduation Requirements Update



## School-based initiatives

- Student of the Month
- Cross-School Collaboration
- Classroom and small group activities



QUEERSPACE collective, Minneapolis Public Schools, Out4Good, and GLAAD present

## Spirit Day 2022

MUSIC + ART + FOOD

LGBTQ+ youth, this celebration is for you!

Spirit Day is a free-to-attend celebration event for LGBTQ+ youth. This unique event brings together creativity, art, music, and food in a space where LGBTQ+ youth can feel safe and empowered to be their true selves.

Tuesday, October 18th 4pm-6:30pm  
Victory Park  
4414 Upton Ave N. Mpls

Spirit Day is a day for everyone — global and local brands and companies, world leaders, celebrities, neighbors, parents, classmates, and friends — to visibly show solidarity with youth and to take part in the largest, most visible LGBTQ+ anti-bullying campaign in the world. — [great.org/spiritday](http://great.org/spiritday)

QUEERSPACE collective | Out4Good | GLAAD



“Yasir has **perseverance** with academics and learning to ride a bike. There isn’t anything Yasir should be afraid to do. I am very proud of him.” – Ms. Doyle

# Academics

## Special Education and English Language Learner

# Academics

1. Ritual and Routines (August)
2. Culturally Responsive and Sustaining Curriculum (September)
3. Quality Instruction (October)
4. **Progress Monitoring** (November)

## General Education

Students receiving  
**Special Education**  
Services

Students receiving  
**English Learner**  
Services

# What is academic progress monitoring?

## Academic Progress Monitoring

Progress Monitoring  
*(Frequent and Specific)*

Examples:

- Oral Reading Fluency
- Phonemic Segmentation Fluency
- KCoM and CoM

Monitoring Student Progress  
*(Ongoing and Daily)*

Examples

- Formative Assessments
- Summative Assessments
- Observations
- Choral Responding (e.g., white boards, thumbs up, etc.)

# Special Education

- Progress monitoring is **required** for each goal addressed in the Individualized Education Plan (IEP) academic, functional skill, related service (OT, Speech), or social/emotional.
- The **frequency** of progress monitoring should be clearly stated in the IEP and should state who is responsible (usually a special education teacher).

Examples (Tool)	Information Obtained	Outcome of Data Collection
Reading Screener/Diagnostic (Curriculum Based Measures (CBM), Fountas & Pinnell)	Student is >3 years behind in reading	Student may move into a intensive literacy intervention class in Special Education
Informal Data Collection/behavior chart	On task, engagement improves	Student decreases setting/supports (River Bend & Harrison to community school)
DENO (independence) or Curriculum Based Measure	Increased in literacy, math, or self regulation	Student participates in general education with minimal supports

All students PreK-12+ receiving special education services should also receive all of the district progress monitoring including screeners, diagnostic tests such as FAST, and Intervention assessments such as FAST, Benchmark Advance, Lexia, and PRESS. Most of the district assessments can be done by either general education or special education staff.

# English Language Services

<b>Progress Monitoring Tool</b>	<b>What does this measure?</b>	<b>How are parents informed?</b>
Common Language Assessments	Students' use of language functions and features within reading, writing, listening and speaking.	Data is documented on learner portraits  Regular family communication on language progress  Goals shared in report cards
Language Feature Trajectories	Measures how students progress with a specific language feature in listening, speaking, reading and writing	
Language Proficiency Rubrics	Measures overall language proficiency levels from emerging (1) to advanced (6)	

# Building Leader Showcase

# Appendix

# Example of Progress Monitoring Data



- This is an example of progress monitoring data. The measurement increments are equal intervals. The tool used has alternate forms measuring the same skills.
- The three vertical lines on the graph represent instructional changes made in response to the data to close the gap and increase student performance.
- This type of data is needed to provide a timely response. The information helps guide teams with decisions about when to increase or decrease the intensity of support.

# General Education – Elementary Literacy

Assessment Tool	What it measures	How parents can be informed of student progress
<b>Monitoring Student Progress of Universal Instruction</b>		
<ul style="list-style-type: none"> <li>Formative observation in whole group and small groups</li> <li>Analyzing exit slips and student work</li> <li>Observation checklist while students work</li> </ul>	Standards taught within core instruction	<ul style="list-style-type: none"> <li>Work sent home</li> <li>End of unit assessments</li> <li>Seesaw work</li> <li>Conferences</li> <li>Functional Phonics weekly assessment</li> </ul>
<b>Intervention Progress Monitoring</b>		
FastBridge Progress Monitoring Tools - earlyReading or CBM-R	<ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li><a href="#">Phonics</a></li> <li>Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Families need to be informed of Tier 2 Intervention by the school.</li> </ul>
PRESS Progress Monitoring Tools for specific skills addressed in intervention	<ul style="list-style-type: none"> <li><a href="#">Phonemic Awareness</a></li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>PRESS provides a <a href="#">family letter</a> that can be sent home.</li> </ul>
General Outcome Measures (GOM)	<ul style="list-style-type: none"> <li>Grade level standards</li> </ul>	<ul style="list-style-type: none"> <li>Schools can decide to share outcomes</li> </ul>

# General Education – Elementary Math

Assessment Tool	What it measures	How parents can be informed of student progress
<b>Monitoring Student Progress of Core Instruction</b>		
<ul style="list-style-type: none"> <li>Bridges Unit Post Assessments - (Summative)</li> <li>Bridges Checkpoints - Formative</li> <li>Bridges Observational Assessments - Formative</li> </ul>	<ul style="list-style-type: none"> <li>Skills and concepts taught in the unit</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Math Progress Reports</li> <li>Work sent home</li> <li>Conferences</li> </ul>
<b>Intervention Progress Monitoring</b>		
<ul style="list-style-type: none"> <li>Concepts of Math (KCoM, CoM)</li> <li>Conceptual Place Value (CPV)</li> <li>Multiplicative Reasoning</li> <li>Math Reasoning Inventory (MRI)</li> </ul>	<ul style="list-style-type: none"> <li>Early Numeracy</li> <li>Place Value, Add &amp; Sub</li> <li>Multiplicative Thinking</li> <li>Whole Number Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Parent Communication Letters</li> <li>Work sent home</li> <li>Conferences</li> </ul>
<ul style="list-style-type: none"> <li>Do The Math “Show What You Know”</li> </ul>	<ul style="list-style-type: none"> <li>Addition &amp; Subtraction (G3)</li> <li>Multiplication &amp; Division (G4,5)</li> <li>Fractions (G5)</li> </ul>	<ul style="list-style-type: none"> <li>Conferences</li> <li>Parent Letters</li> </ul>

# General Education – Secondary English Language Arts

Assessment/Progress Monitoring Tool	What it measures	How parents can be informed of student progress
6–12 <b>Course Grades</b> quarterly	Reading, Writing, Speaking/Listening, Critical Thinking, & Discussion skills  (Content and activities used to obtain & assess these skills varies by course and instructor)	<ul style="list-style-type: none"> <li>• Parent Portal</li> <li>• Mid-quarter Progress Reports (when sent by schools)</li> <li>• Quarter grade reports/report cards</li> <li>• Updates from teachers (shared at conferences, via email, etc.)</li> </ul>
6–8 (optional for 9 <sup>th</sup> ) <b>FAST aReading &amp; AUTOreading</b> 3x/year	Reading Skill Development <ul style="list-style-type: none"> <li>• <u>aReading</u> assesses broad reading ability &amp; predicts overall reading achievement in concepts of print, phonological awareness, phonics, vocabulary, comprehension, orthography, and morphology.</li> <li>• <u>AUTOreading</u> assesses accuracy and automaticity with phonics, spelling, and vocabulary skills.</li> </ul> ( <u>Fall assessment</u> screens students for potential additional support or extension needs in the areas of reading. <u>Winter &amp; spring assessments</u> measure growth throughout the year.)	Can be shared in all/some of the following ways (varies by school): <ul style="list-style-type: none"> <li>• Report mailed home to families</li> <li>• Guardian/Teacher Conferences</li> <li>• Updates from teachers (shared at conferences, via email, etc.)</li> </ul>
6–8, & 10 <b>MCA Reading</b> spring	Grade Level Proficiency of Minnesota’s 2010 State English Language Arts Standards  (Focuses only on the <i>Literature &amp; Informational Texts</i> strands)	
11/12 <b>College Entrance Exams</b> (ACT, SAT, ACCUPLACER, etc.)	College Readiness in Reading & Writing  (Specific skills and content, as well as the depth of understanding expected, varies by assessment)	<ul style="list-style-type: none"> <li>• Report (e)mailed home directly to students/families</li> <li>• Updates from Guidance counselors</li> </ul>

# K-5 Spanish Dual Language

Progress Monitoring Tool	What does this measure?	How are parents informed?
<ul style="list-style-type: none"> <li>Formative observation in whole group and small groups</li> <li>Analyzing exit slips and student work</li> <li>Observation checklist while students work</li> </ul>	<p>Standards taught within core instruction</p> <p>Biliteracy/Bilingualism (Spanish and English) Language Development</p>	<ul style="list-style-type: none"> <li>Work sent home</li> <li>End of unit assessments</li> <li>Seesaw work</li> <li>Conferences</li> <li></li> </ul>
Istation	Spanish Literacy and Language Development	
Estrellita and Lunita	Foundational Spanish reading program that provides instruction in phonemic awareness, phonics and fluency	

# General Education – Secondary Math

<b>Assessment / Progress Monitoring Tool</b>	<b>What it measures</b>	<b>How parents can be informed of student progress</b>
Course Grades - quarterly	Quality and completion of student work in course	Parent Portal Mid-quarter Progress Reports (when sent by schools) Quarter grade reports Emailed updates from teachers
FAST aMath- up to three times per year (fall, winter, and spring)	Math Proficiency. In the fall, this assessment screens students for potential additional support or extension in math. When given in the winter and spring, this assessment measures growth in mathematics over the year as well as current proficiency	Depends on how schools share the information <ul style="list-style-type: none"><li>● Mailed report</li><li>● Conferences</li></ul>
MCA – Math (spring)	Achievement of Grade Level Math Standards	Depends on how schools share the information <ul style="list-style-type: none"><li>● Mailed report</li><li>● Conferences</li></ul>

# On Track Data: End of Quarter 1

<b>What do we know</b>	<b>What is needed</b>
<p>Overall the percentage of High School Students On Track is slightly better than last year. <i>(27% as compared to 29% last year at the end of Q1)</i></p> <p>Last spring 9th graders ended the year less On Track than either of the prior 3 years. (32% On Track compared to 55% in previous years)</p> <p>End of quarter 1 percentages of On Track middle school students is consistent with previous year data. The greatest gap shows African American students with the highest deficit.</p>	<p>Continued emphasis on On Track goals as determined last spring:</p> <ul style="list-style-type: none"><li>● Provide training and goal setting with school leaders and ILT members on On Track portal</li><li>● Use On Track data consistently in PLCs</li><li>● ILTs progress monitor PLCs use of On-Track data</li><li>● Teachers and support staff provide tiered interventions for students who are not on track</li></ul>