

## **Work Session**

Monday, February 13, 2023 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Discussion**



**School Board Work Session**  
**Monday, February 13, 2023; 5:00 PM**  
**ECC Room 350**

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

**II. Discussion**

A. Fiscal Year 2024 General Fund Budget Assumptions and Parameters

**Description:** Prior to the allocation of staff and non-salary budgets to departments and school sites and before the adoption of the budget the District administration seeks approval of general parameters from the Board of Education. The parameters are based on an analysis of the District's current budget and operations, extrapolated to the subsequent year by applying assumptions regarding enrollment growth or decline, additional aid from the state of Minnesota, increases to property tax revenue, the impact of cost of living adjustments and contract enhancements on district-wide salaries and benefits, non-salary expenditure inflation, and other items.

**Presenter(s):** Mert Woodard, Director of Business Services

B. Fiscal Year 2024 Cost Containment

**Description:** The District's assumptions and preliminary budget parameters for the 2023-2024 general fund budget would result in an estimated deficit of \$4,000,000 and put the District's unassigned fund balance as a percentage of expenditures at a level that is lower than the District policy of 6.0%. In order to adhere to District policy and maintain the District's long-term financial stability, the District administration recommends containing costs in the amount of \$4,000,000.

**Presenter(s):** Mert Woodard, Director of Business Services

C. Talent Development Programming Update

**Description:** 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.

**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

D. Multilingual Programming Update

**Description:** Currently, there are 565 Multilingual Learners receiving direct language services in Edina. 343 MLs are in elementary (60%) and 222 in secondary (40%). 44% of Edina students are in Level 3, 20% in Level 4, 19% in level 2, and 17% in Level 1. These levels indicate a ML student's progression of learning with Level 1 being at the beginning stages and Level 4 being at the more advanced stages. In alignment with the Edina Vision and Mission a dedicated team of staff have been engaging in program improvements during the 2022-23 school year.

**Presenter(s)**: Jody De St. Hubert, Director of Teaching and Learning; Uli Rodriguez, Multilingual English Learner Coordinator; Nicole Schweigert, Cornelia ML Teacher; Jenny Johnson, Edina High School Assistant Principal; and Leah Jones, Edina High School ML Teacher

**III. Leadership and Committee Updates**

**IV. Superintendent Updates**

**V. Adjournment**

II.A. Fiscal Year 2024 General Fund Budget  
Assumptions and Parameters



**Board Meeting Date:** 2/13/2023

**Title:** Fiscal Year 2024 General Fund Budget Assumptions & Parameters

**Type:** Discussion

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** Prior to the allocation of staff and non-salary budgets to departments and school sites and before the adoption of the budget the District administration seeks approval of general parameters from the Board of Education. The parameters are based on an analysis of the District's current budget and operations, extrapolated to the subsequent year by applying assumptions regarding enrollment growth or decline, additional aid from the state of Minnesota, increases to property tax revenue, the impact of cost of living adjustments and contract enhancements on district-wide salaries and benefits, non-salary expenditure inflation, and other items.

The enclosed "Budget Assumptions & Parameters" document details the administration's assumptions and parameters. The administration's recommended basic, high-level parameters are as follows:

- Enrollment of 8,563
- State Basic Education Revenue per pupil of \$7,000 (+2.0%; +\$137)
- Operating Levy revenue per pupil of \$2,105 (+\$228)
- Capital Projects Levy revenue of +\$454,000
- All other revenue authority the same as the current year
- No additional licensed staff beyond current class-size ratios or IEP requirements
- No additional non-classroom or administrative staff

**Recommendation:** N/A

**Desired Outcomes from the Board:** Discuss the District administration's recommended budget assumptions and parameters.

**Attachments:**

1. 2023-2034 School Year Budget Assumptions & Parameters

# Budget Assumptions & Parameters

The mission statement of Edina Public Schools is that we are “a dynamic learning community delivering educational excellence and preparing all students to realize their full potential. Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.” This mission and accompanying vision of ensuring that “each and every student discovers their possibilities and thrives” obviously has great impact on the District’s programs and what happens in each of our classrooms, however, the mission and vision extend further than that and have influence over all aspects of the District, including administrative functions such as financial planning and budgeting. Decisions made regarding the District’s budget are evaluated for alignment with the guiding mission and vision, and although school districts in Minnesota perpetually do not receive enough funding to match rising costs, resulting in difficult decisions each budgeting cycle, the Edina Public Schools community can have a high level of confidence that the administration is committed to upholding the District’s mission and vision.

The budgeting cycle for public school districts is extremely complex and involves many moving parts; however the basic components include projecting, budgeting, operating, reporting, and projecting again. Administrators are often analyzing two or three fiscal years at any given time, and targets are always moving, adding to the complexity of budgeting for an organization with an operating budget of approximately \$140,000,000, serving about 8,500 students. Before budgeting for the subsequent fiscal year, it is important to establish assumptions regarding the key drivers that can materially affect the District’s budget. Once assumptions are established, parameters for creating the budget and allocating resources to programming are recommended to the Board of Education for approval. This document will provide the Board and public with a review of the administration’s preliminary assumptions as well as a recommendation of parameters to be used in the development of the District’s general fund budget for the 2023-2024 school year to be adopted by the Board in June 2023.

## **Assumptions and Preliminary Forecast**

At the January 9, 2023, Work Session, the Board was presented with a memo detailing the District administration’s forecast of the general fund budget for the 2023-2024 school year. The key assumption and underlying methodology of the forecast was “level-services”, or the assumption that the District will largely operate identically in 2023-2024 as it is in 2022-2023, the current year. Edina Public Schools is known for its high-quality programming and options for students, as well as a very talented staff. The District’s stable financial position will allow for this strong history and tradition of academic excellence to continue. In addition to assuming level-service, the District administration also applied conservative inflationary factors to both revenues and expenditures as part of the forecast. The administration is confident that this cautious approach is fiscally prudent and will provide safeguards against circumstances that cannot reasonably be predicted at this time.

Enrollment is the most critical variable of a school district’s finances as it largely determines the number of staff employed by a school district to deliver its educational programming as well as

the revenue generated by the school district. The state of Minnesota accounts for enrollment using average daily membership (“ADM”) which is the average number of students enrolled in the District each day of the school year. The District ended the 2022 fiscal year serving an ADM of 8,364, up 122 from fiscal year 2021’s 8,242. The December 2022 enrollment count was 8,546. To project the subsequent year’s enrollment, districts typically use the “cohort survival” method which takes each grade level and multiples it by a historical growth (or decline) factor, returning the estimated enrollment for the next year. The growth factor is typically a weighted average of previous years, which can be adjusted for increases in development within the district’s boundaries, the addition or elimination of school buildings or programs, and other factors which are known by the administration. The administration has used a five-year weighted average to determine the growth factor that is applied to the enrollment projections and has also added a slight pro-rating factor for the purposes of conservatism. The resulting enrollment figure listed on the table below was also used to determine the District’s property tax revenue for the 2024 fiscal year:

Grade	Actual Enrollment							Projected Enrollment	
	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
ECSE	57.67	55.46	56.97	53.87	58.34	48.20	62.79	63.00	54.00
HK	9.09	6.48	9.99	60.84	56.78	72.98	74.00	74.00	74.00
KG	504.56	558.16	528.85	506.53	520.09	518.57	537.18	535.00	553.00
1	588.05	578.94	625.56	586.97	592.51	583.79	622.12	640.00	675.00
2	634.00	611.91	595.42	621.16	593.68	591.82	625.52	639.00	650.00
3	615.25	653.18	615.07	604.87	628.46	588.15	606.03	639.00	635.00
4	631.53	625.76	666.50	629.61	612.27	622.01	611.19	617.00	622.00
5	664.43	634.78	630.78	662.41	651.55	597.74	652.94	631.00	624.00
6	679.16	679.24	667.98	656.86	680.58	658.19	622.93	666.00	694.00
7	693.27	681.85	685.86	657.04	637.61	681.10	667.07	627.00	617.00
8	676.93	684.34	690.25	679.72	654.62	630.63	685.42	667.00	660.00
9	689.06	670.16	671.71	662.42	700.24	661.21	665.21	713.00	705.00
10	678.36	687.59	676.25	680.61	656.67	687.48	650.33	675.00	666.00
11	674.91	668.31	689.76	653.04	654.80	650.46	655.35	668.00	640.00
12	633.07	683.15	652.60	696.25	667.22	649.46	626.14	653.00	694.00
<b>Total</b>	<b>8,429.34</b>	<b>8,479.31</b>	<b>8,463.55</b>	<b>8,412.20</b>	<b>8,365.42</b>	<b>8,241.79</b>	<b>8,364.22</b>	<b>8,507.00</b>	<b>8,563.00</b>

An alternative way of analyzing the District’s conservative enrollment assumption is to simply take current year enrollment, assume no growth, and add the two new sections that will attend the Countryside Elementary expansion and dual-language program. Overall, the District has a high level of confidence that actual enrollment will be within 50 students of the forecasted amount. The District will have initial kindergarten enrollment data by mid-February, a strong indication of what the kindergarten cohort for the subsequent fiscal year will look like. The District will continue to monitor enrollment at all grade levels until the final budget is recommended for approval in June, and will adjust the recommended budget and related staffing accordingly.

Basic Education Revenue, or the “basic formula”, will continue to be the primary source of revenue for all school districts in Minnesota. At this time the District administration assumes that the basic formula allowance will be \$7,000 per adjusted pupil unit, a 2.00% increase from the 2022-2023 allowance of \$6,863. The increase of \$137 will provide an estimated additional \$1,300,000 of revenue to the District, which can be used for any lawful purpose.

A chart displaying formula increases since fiscal year 2015 can be found below:

<b>Fiscal Year</b>	<b>Formula Allowance</b>	<b>Change</b>
2023-2024	\$ 7,000.0	2.00%
2022-2023	6,863	2.00%
2021-2022	6,728	2.50%
2020-2021	6,567	2.00%
2019-2020	6,438	2.00%
2018-2019	6,312	2.00%
2017-2018	6,188	2.00%
2016-2017	6,067	2.00%
2015-2016	5,948	2.00%
<b>Average Increase</b>		<b>2.06%</b>

At the December 2022 Regular Meeting the Board certified taxes payable in 2023, which will become funding for the 2023-2024 school year. The District’s property tax revenue includes its voter-approved operating levy, which will increase by \$228.56 per pupil since the levy was approved by residents to be tied to inflation. This will provide the District with an additional \$2,200,000 of “all purpose” funding to be used in general fund operations. The levy also included the capital projects levy or “tech levy”, which increases in proportion with the aggregate net tax capacity of properties within the District’s boundaries. This revenue source will provide the District with an additional \$454,000 of funding for next school year. At this time the District assumes that all other per pupil revenue authority amounts will remain the same, resulting in forecasted additional revenue of \$4,000,000.

The District will continue to operate one early learning school, six elementary schools, two middle schools, and one high school. Normandale Elementary will continue to offer the French immersion program and Countryside Elementary will expand its dual-language Spanish program, welcoming two sections of kindergarten while continuing to serve the current kindergarten sections as first graders. The Edina Virtual Pathway will continue to offer programming to students in grades 9-12 with the District deciding to sunset programs at the elementary level (grades 4 and 5 will be sunset in 2024-2025). The District’s preliminary forecast also assumes the District will maintain its existing class-size ratios and all of its existing staff. A break-down of existing staff as of February 2023, by type, can be found below:

<u>Staff</u>	<u>Full-Time Equivalent</u>
Licensed Teachers	663.00
Paraprofessionals	267.00
Administrative Support Staff	58.00
Principals/School Administration	15.00
Transportation Staff	85.00
Custodial/Grounds Staff	75.00
District Administration/Non-Affiliated	64.00
Health Services Associates	12.00
<b>Total Staff</b>	<b>1,239.00</b>

\*Date for non-exempt staff may be expressed as a "head count" rather than as a full-time equivalent.

\*\*Only general fund staff are included.

The District's assumption for salary and benefit growth is an average 4.03% from fiscal year 2022-2023 to 2023-2024. This percentage has been applied to **all staff** in the District and includes the assumption that step movement will occur in addition to salary enhancements. The result is an assumed addition of \$5,700,000 to the District's expenditure budget. Growth factors averaging 4.59% were applied to the District's non-salary expenditure budget, resulting in an additional \$1,700,000 of non-salary expenditures. This figure is consistent with the 4.47% added to fiscal year 2022 to form the current year budget. Overall, the District's initial forecast for the 2023-2024 school year includes an additional \$7,400,000 of expenditures, offset by an additional \$4,000,000 of revenue, leaving a shortfall of \$3,400,000. The District would like to add at least \$600,000 to its unassigned fund balance in order to make up for the budget deficit that was approved by the Board for the 2022-2023 school year, resulting in the administration's recommended budget containment target of **\$4,000,000** for the 2023-2024 fiscal year.

Before detailing the administration's specific proposed budget parameters for next school year, it is important to address the matter of the record surplus at the state level. In its November 2022 Budget and Economic Forecast the Minnesota Management and Budget Office (MMB) stated a predicted budgetary surplus of \$17.6 billion for the next biennium. This forecast is expected to be maintained if not enhanced in the MMB's February forecast. In January 2023 Governor Walz made public his proposed budget for the next biennium, promising significant increases to education funding. The most significant additional appropriation proposed by Walz is increasing the special education cross-subsidy reduction aid from 6.43% of the cross-subsidy to 47.30%. This would result in additional revenues for the District of at least \$3,350,000 in fiscal year 2024. The second major component of the Governor's proposal is adding 4.00% to the basic education revenue formula for fiscal year 2024 rather than the 2.00% we have become accustomed to. The additional 2.00% would yield the District approximately \$1,300,000. Interestingly, the Governor's proposal calls for the formula to be tied to inflation in 2025-2027 biennium, with a cap of 3.00%. Finally, the Governor has proposed reducing the English learner cross-subsidy by approximately 25.00%, which would yield the District an additional \$300,000 of revenue. If all three of the Governor's proposals were signed into law, the District would receive a projected \$4,950,000 of additional revenue above its current assumptions for the 2023-2024 school year.

## **Fiscal Year 2024 Budget Parameters**

The budget parameters for fiscal year 2023-2024, or next school year, have been developed using the preliminary general fund forecast that was presented to the Board and to the public in January as well as the feedback that has been received through the BRRRG process. The District administration's recommended budget parameters for 2023-2024 are as follows:

### Enrollment

- Projected enrollment of 8,563 derived from a 5-year weighted average with proration for conservatism. This figure to be updated up until approval of the adopted budget at the June 13, 2023 Regular Meeting.
- Pupil Unit Weighting Factors – Pre-Kindergarten (1.0), Kindergarten (1.0), Grades K-6 (1.0) and Grades 7-12 (1.2).
- Average Daily Membership (ADM) increase of 56 and Adjusted Pupil Units (APU) increase of 52 based on 5-year average enrollment projection method selected.

### Revenue

- Basic Education Revenue of \$7,000 per APU for 2023-2024, an increase of \$137 per APU above the current year.
- Operating Levy allowance of \$2,105 per APU for 2023-2024, an increase of \$228 per APU above the current year.
- Local Optional Revenue of \$724 per APU, the same as the current year.
- Equity Revenue of approximately \$70 per APU, about the same as the current year.
- Operating Capital of approximately \$230 per APU, about the same as the current year.
- Basic Skills Revenue (Compensatory) of \$1,284,558 per the October 1, 2022 enrollment count.
- Safe Schools revenue of \$36 per APU, the same as the current year.
- Gifted & Talented revenue of \$13 per APU, the same as the current year.
- Achievement and Integration revenue of \$350 per APU multiplied by protected class enrollment as a percentage of total enrollment, the same as the current year.
- Gifts and Donations to remain flat; the expenditure budget derived from gifts will equal that of the revenue.
- Alternative Teacher Compensation revenue of \$260 per ADM, the same as the current year.
- Interest revenue based on current market rates and cash available for investment
- All other revenue, including special education, federal programs, user fees, and local miscellaneous revenues to remain flat.

### Expenditures

- Class-size ratios of 22.00 to 24.00 students per classroom in kindergarten and first grade, 22.00 to 25.00 in second grade, 24.00 to 26.00 in third grade, 25.00 to 27.00 in grades four and five, 28.15 for grades six through eight, and 30.85 at the high school.
- No additional specialists, media specialists, counselors, social workers, nurses, teachers on assignment, or other classifications of licensed staff.

- No additional non-licensed staff; the District will operate the same non-licensed staff currently employed by the District. Departments and school sites will not be allocated additional staff (unless class sizes are at levels warranting increases).
- Student Support Services staffing to be adjusted per the demands of Individualized Educational Programs and minutes of service requirements.
- Salaries and fringe benefits estimated based on contracts already settled, predictable step movement, and expected increases to contracts currently under negotiation or those expiring on June 30, 2023. Total projected salaries and benefits for all general fund staff in 2023-2024 is \$115,646,063.
- Lane change budget for licensed staff of \$200,000.
- An additional 4.59% of inflation added to the non-salary budget, including utilities, fuel, technology licenses and devices, classroom supplies and materials, custodial supplies, administrative supplies, contracted services, and other items. This would result in an anticipated additional \$1,700,000 of expenditures.
- Operating capital to be distributed in accordance with revenue and prior year allotments.
- Reserve teacher budget and pro-rata pay based on the prior year's actual activity.
- Other Post-Employment Benefit and severance costs of \$1,531,700 based on the most recent GASB 75 actuarial report and the current year budget of \$1,501,667.

II.B. Fiscal Year 2024 Cost Containment



**Board Meeting Date:** 2/13/2023

**Title:** Fiscal Year 2024 Cost Containment

**Type:** Discussion

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** The District's assumptions and preliminary budget parameters for the 2023-2024 general fund budget would result in an estimated deficit of \$4,000,000 and put the District's unassigned fund balance as a percentage of expenditures at a level that is lower than the District policy of 6.0%. In order to adhere to District policy and maintain the District's long-term financial stability, the District administration recommends containing costs in the amount of \$4,000,000.

The District has engaged in the Budget Reduction, Reallocation, and Revenue Generation process (BRRRG) and has sought feedback from stakeholders through a variety of platforms, including, but not limited to: Finance & Facilities Committee meetings, "town hall" meetings at school sites, a live-streamed virtual town hall meeting, district-wide leadership meetings, cabinet level meetings, and staff surveys.

The District's recommended cost containment measures are enclosed for the Board's consideration. The administration is confident that the recommendation will allow the District to maintain all of its excellent programs while also ensuring long-term financial sustainability.

**Recommendation:** N/A

**Desired Outcomes from the Board:** Discussion of the District administration's recommended general fund cost containment measures for the 2023-2024 fiscal year.

**Attachments:**

1. 2023-2034 School Year Cost Containment

## Budget Reduction, Reallocation, and Revenue Generation

After the District administration presented its preliminary financial forecast of next year's general fund operations, it immediately began implementation the District's Budget Reduction, Reallocation, and Revenue Generation process, commonly referred to as "BRRRG". The BRRRG process is obviously designed in part to address the impact of inadequate public education funding and to provide solutions so that the District can continue to provide stellar education while maintaining financial stability, however an equally important aspect of the BRRRG is community and stakeholder input and feedback. The District administration greatly values the voice of its constituents.

In prior communications reference has been made to the fact that the budgeting cycle is perpetual, so the District administration are constantly discussing BRRRG ideas at the senior-leadership level. That has been the case during the current fiscal year, however the first *official* BRRRG meeting took place in the form of the December Finance & Facilities Committee meeting. At that meeting, the administration provided committee members with a preliminary review of the preliminary financial forecast for 2023-2024. Then at the January Finance & Facilities Committee meeting the committee meeting reviewed for a second time the preliminary forecast as well as an initial list of cost containment ideas. In addition to providing their feedback regarding the containment list, the committee also provided guidance to the administration to conduct a formal BRRRG process. The District then met formally on three separate occasions with senior leaders from throughout the District, including Directors, Assistant Directors, Principals, and Program Managers, to generate BRRRG ideas

The District's formal BRRRG process with stakeholders was organized into four community meetings held at District school sites: Normandale to serve the families and staff of Normandale, Concord, and South View, Creek Valley for Creek Valley and Cornelia, Valley View for Valley View and the High School, and Highlands for Highlands and Countryside. The format for all the meetings followed a similar format. The District administration reviewed the District's mission and vision with those in attendance, citing that any decisions that are ultimately made would be in service of the District's values. The administration then shared a high-level overview of public education finance in the state of Minnesota before describing the preliminary general fund forecast for next school year. The administration then sought immediate reactions from community members in a question-and-answer format before asking community members to write down their BRRRG ideas on note cards. In addition to asking for BRRRG ideas, the administration also requested that those in attendance write down their priorities and areas of the budget they do not wish to see reduced or eliminated. The District held a fifth meeting, similar to the others, virtually as a live stream. Opportunities for feedback, questions, and BRRRG ideas were also provided at the virtual session.

In addition to live community meetings the District also utilized the ThoughtExchange platform, a survey platform of sorts, to garner feedback from staff. All employee groups were invited to participate, and every classification of employee provided at least one "thought" or opinion into the space. Thoughts are rated by participants on a scale of 1 to 5 (with 5 being the highest rating) based on how much they like or agree with an idea or how important they think it is for the administration to consider. In total 266 staff members participated in the ThoughtExchange regarding the District's financial forecast for next school year, generating 171 unique thoughts

and 7,074 ratings. The result “ratings ratio” of 41 is a great indicator of the reliability of the survey; ThoughtExchange say that to provide “reliable and robust” data it is recommended that participants rate at least 30 thoughts each.

After all the community meetings were held and the ThoughtExchange survey was concluded, District administration began to review and categorize responses. Certain themes quickly became apparent and have been organized in a broad format so that related items are classified together and noted for frequency. The data is described in the following figure:

<b>Feedback Categorization</b>	<b>BRRRG Type</b>	<b>Frequency</b>
<b>Continue to Define Excellence;</b> continue to provide students with all of the same excellent educational opportunities the District has become well-known for. Do not make reductions to rigorous curriculum, gifted & talented, language, art, music, physical education, etc.	Priority	35
<b>Student Support Services;</b> do not make reductions in the areas of Special Education, mental health services, English learner services, ADSIS, etc.	Priority	18
<b>Class Sizes;</b> maintain and adhere to existing class-size ratios.	Priority	16
<b>District-Wide, Non-Classroom reductions;</b> target cost containment efforts to district-wide administration, non-classroom expenditures, alternative compensation, instructional coaches, teachers on special assignment, etc.	Budget Reduction	46
<b>Fair Compensation &amp; Staff Retention;</b> prioritize fairly compensating our talented staff and continue to make retention a priority.	Priority	45
<b>Efficiency;</b> be more efficient with non-salary expenditures such as technology, technology devices, energy efficiency, spending at school sites, etc.	Reallocation	13
Eliminate Edina Virtual Programming	Budget Reduction	5
<b>Legislative Action;</b> lobbying efforts at the legislature to improve school funding	Revenue Generation	4
<b>User Fee Increases;</b> increase fees for athletics, activities, after-school events, charge students/families for District supplied devices, increase rental fees, etc.	Revenue Generation	6

The District administration has used feedback from the community and staff, as well as its professional expertise and judgement, to develop a list of containment strategies that will yield at least \$4,000,000.

## Fiscal Year 2024 Cost Containment

The assumptions and parameters shared with the Board at the February Regular Meeting, if unaltered, would result in an estimated deficit of \$4,000,000 in the general fund. Therefore, the District administration recommends the following BRRRG ideas be applied to the parameters:

<b>BRRG Idea</b>	<b>Department/Site</b>	<b>Type</b>	<b>Full-Time Equivalent</b>	<b>Amount</b>
Business Services Account Specialist	Business Services	Budget Reduction	1.00	90,000
Professional Development, Conferences, Services, Etc.	Business Services	Budget Reduction	N/A	15,500
Countryside Addition Construction Chargebacks	Business Services	Revenue Generation	N/A	300,000 <sup>1</sup>
LTFM Chargebacks	Business Services	Revenue Generation	N/A	100,000 <sup>2</sup>
Lease Levy for Graduation Facility Rental	Business Services	Revenue Generation	N/A	40,000 <sup>3</sup>
Food Service Fund Chargebacks	Business Services	Revenue Generation	N/A	300,000 <sup>4</sup>
Community Education Chargebacks	Community Services	Revenue Generation	N/A	300,000 <sup>4</sup>
Miscellaneous Stipend & Extra Duty Reductions	Teaching & Learning	Budget Reduction	N/A	40,000
Curriculum Capital	Teaching & Learning	Budget Reduction	N/A	100,000
Talent Development Conferences/Stipends	Teaching & Learning	Budget Reduction	N/A	60,000
Curriculum Writing/Timecard Pay	Teaching & Learning	Budget Reduction	N/A	50,000
Alternative Comp. Program Realignment	Teaching & Learning	Budget Reduction	N/A	185,000
Discontinuance of Teacher Fellowship Program	Student Support Services	Budget Reduction	2.00	115,000
Reduction of Administrative and Non-Classroom Staff	Student Support Services	Budget Reduction	1.50	100,000
Eligible Operational Costs Transferred to Tech Levy	DMTS	Budget Reduction	N/A	500,000
Achievement & Integration Program Realignment	School Sites	Budget Reduction	N/A	150,000
Middle School Licensed Staff Right-Sizing	Middle Schools	Budget Reduction	8.50	815,000 <sup>5</sup>
Pre-Pandemic Paraprofessional Staffing	Elementary Schools	Budget Reduction	15.00	450,000 <sup>6</sup>
Operating Capital Freeze	School Sites	Budget Reduction	N/A	350,000 <sup>7</sup>
Reduction of School Board Discretionary Budget	School Board	Budget Reduction	N/A	25,000
<b>Total Containment</b>			<b>28.00</b>	<b>\$ 4,085,500</b>

### Notes:

- 1 - Allocating allowable administrative and custodial costs to the Countryside Elementary addition construction proceeds fund. Cannot be repeated in future fiscal years
- 2 - Allocating allowable administrative and custodial costs to Long-Term Facilities Maintenance
- 3 - Utilizing lease levy authority to pay for the rental of facilities to host graduation
- 4 - Allocating allowable administrative, utility, and facility usage costs to the Food Service and Community Services funds.
- 5- Realignment of licensed staffing at the middle school level so that both middle schools are in alignment with the established teacher to student ratio for middle school.
- 6 - Includes the elimination of paraprofessional staff funded by one-time federal pandemic relief funds.
- 7 - Freeze of operating capital allocations to school sites and departments. Administration will consider making this an on-going practice.
- 8 - References to "program realignment" mean expenditures matching the revenue source.

The total of the BRRRG ideas listed above is \$4,085,000. Upon approval of the assumptions, parameters, and budget containments, the administration will begin formal budgeting activities with school sites and departments. This process will involve the allocation and reconciliation of staff, distribution of non-salary and supply budgets, and posting of positions that are vacant. The District administration will continue to update its assumptions and estimates as more reliable information becomes available, and will present the complete budget at the June 13, 2023 Regular Meeting of the School Board.

II.C. Talent Development Programming Update



**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

## High School

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 transcribed 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:
<p><b>Acceleration:</b> Provide opportunity for mastery of grade level content and beyond at a pace and depth appropriate to the capacity of the K-12 learner.</p>	<p>1. Acceleration has been expanded to include both extension (depth) and acceleration (pace).</p> <p>Extension Opportunity Additions Are: <u>Earned Honors in:</u></p> <ul style="list-style-type: none"> <li>● 9th Physical Earth Grade Science *Board Approved 1.10.22</li> <li>● 9th Grade ELA</li> <li>● 10th Grade ELA</li> </ul> <p>Acceleration Opportunity Additions Are: <u>Compacted in:</u></p> <ul style="list-style-type: none"> <li>● MS Science (6-8) taught in 2 yrs</li> </ul> <p>2. Review resources for Advanced Academics Reading in grades 4-6 is in process.</p> <p>3. Incorporated framework for secondary course design into curriculum review cycle.</p>	<p>Data review on student access and performance in earned honors and compacted classes is in the beginning phases due to implementation challenges during COVID.</p> <p>Decide on resources for Advanced Academics Reading and begin implementation.</p> <p>Refine secondary course design in alignment with curriculum review cycle.</p> <p>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.</p>
<p><b>Authentic Learning Opportunities:</b> Provide opportunities to ignite passion and interests of students in and beyond core academics.</p>	<p>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.</p>	<p>Monitor and improve implementation of FLEX time at the Middle School to sustain implementation and ensure outcomes are aligned with the goals.</p> <p>Continue development of Early Learning - 12 STEAM programming opportunities.</p>

		Continue development of Early - 12 Career Pathways programming opportunities in alignment with STEAM.
<b>Support:</b> 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.
<b>Communications:</b> 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.
<b>Program Evaluation:</b> 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.

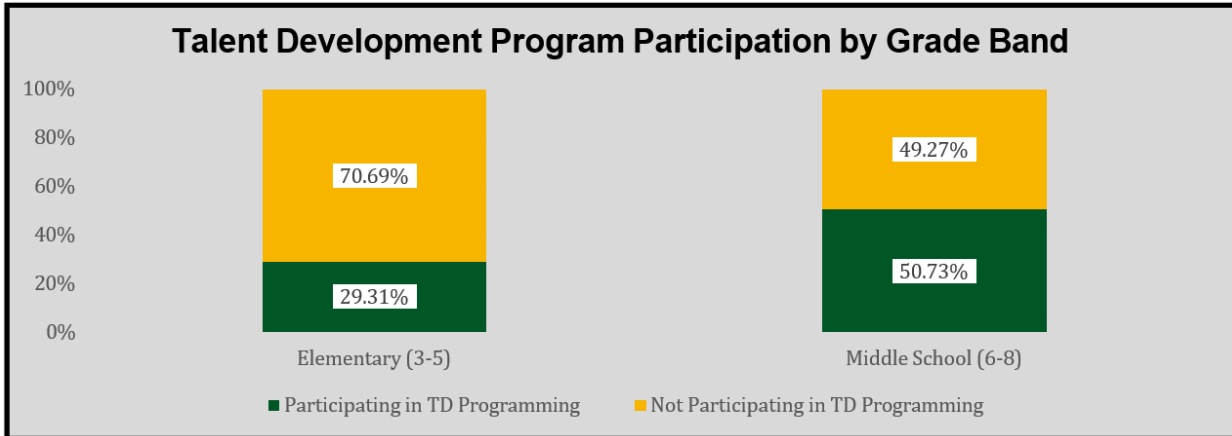
Examples of Preliminary Data Gap Analysis using the Data Metrics Plan include but are not limited to:

- Lower numbers of participation in Talent Development opportunities for Multilingual Students at all levels. This indicates a need for creating additional portfolio 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
<b>Elementary (3-5)</b>	<b>29.31%</b>	<b>70.69%</b>
Female	29.17%	70.83%
Male	29.45%	70.55%
<b>Middle School (6-8)</b>	<b>50.73%</b>	<b>49.27%</b>
Female	50.48%	49.52%
Male	50.97%	49.03%
<b>Grand Total</b>	<b>40.21%</b>	<b>59.79%</b>

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

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

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

Grade Band by Student Race	Participating in TD Programming	Not Participating in TD Programming
<b>Elementary (3-5)</b>	<b>29.31%</b>	<b>70.69%</b>
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%
<b>Middle School (6-8)</b>	<b>50.73%</b>	<b>49.27%</b>
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%
<b>Grand Total</b>	<b>40.21%</b>	<b>59.79%</b>

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.**

II.D. Multilingual Programming Update



**Board Workshop Date:** February 13, 2023

**Title:** Edina Public Schools Multilingual Programming Update

**Type:** Discussion

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Uli Rodriguez, Multilingual English Learner Coordinator; Nicole Schweigert, Cornelia ML Teacher; Jenny Johnson, Edina High School Assistant Principal; and Leah Jones, Edina High School ML Teacher.

**Background:** Currently, there are 565 Multilingual Learners receiving direct language services in Edina. 343 MLs are in elementary (60%) and 222 in secondary (40%). 44% of Edina students are in Level 3, 20% in Level 4, 19% in level 2, and 17% in Level 1. These levels indicate a ML student's progression of learning with Level 1 being at the beginning stages and Level 4 being at the more advanced stages. In alignment with the Edina Vision and Mission a dedicated team of staff have been engaging in program improvements during the 2022-23 school year.

**Recommendation:** The purpose of this report is to update the board and have a discussion on the current Multilingual Programming in Edina Public Schools. Additional Multilingual Programming 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 Edina Multilingual Programming.

**Background Materials:**

[ML Presentation to School Board 1-13-2020](#)

**Attachments:**

Board Report (below)

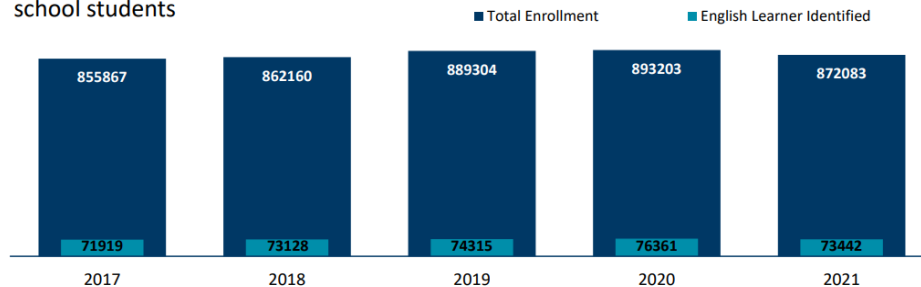
[ML Presentation to School Board 2.12.23](#)

## Overview of Multilingual English Learners

- **ML vs EL:** As part of its asset-based belief system, WIDA (2022), describes Multilingual Learners as all children and youth who are, or have been, consistently exposed to multiple languages. We prefer to use the term ML (Multilingual Learner) instead of EL (English Language Learner). This is because it recognizes the many assets that Multilingual Learners bring to our schools.
- **Growth and Covid 19 Effect:** According to MDE's 2021-2022 English Learners in Minnesota Report, in 2021, 872,083 K-12 students were enrolled in Minnesota public schools with 73,442 students, or 8.4 percent identified as Multilingual Learners. Figure 3 displays fall enrollment data from 2016-2017 through 2020-2021. The data indicates enrollment of Multilingual Learners has remained fairly consistent through 2019-2020.

Figure 3. Total PreK-12 and English Learner Enrollment in Minnesota Public Schools, 2017-2021

Identified English learners continue to represent about 8.5% of all public school students

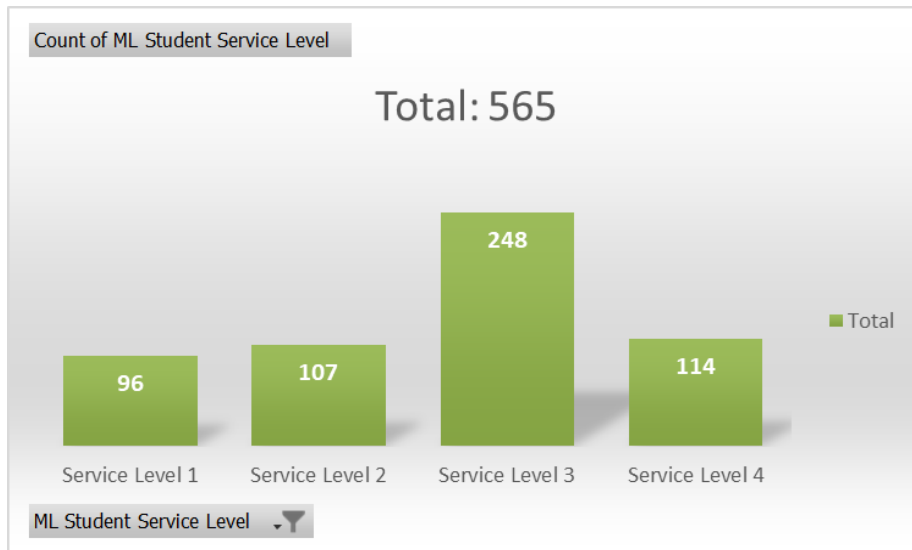


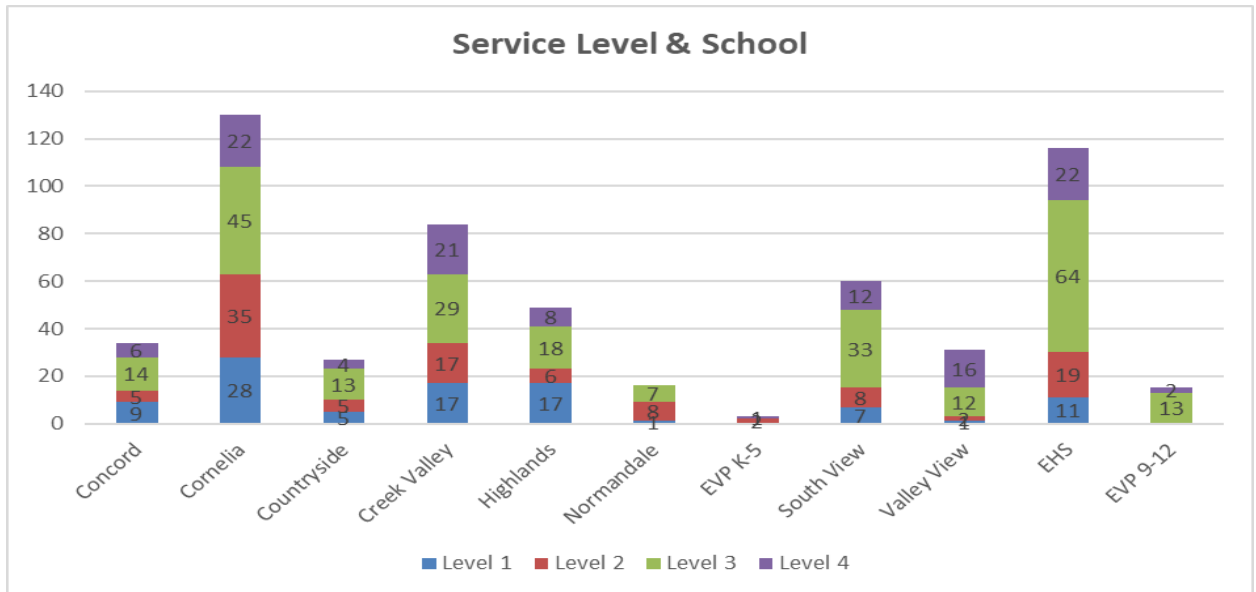
Source: Minnesota Department of Education, [Data Reports and Analytics Enrollment reports](#)

- **Edina Numbers and Service Levels:** Currently, there are 565 Multilingual Learners receiving direct language services in Edina. 343 MLs are in elementary (60%) and 222 in secondary (40%). 20% of Edina Students are in Level 4, 44% in Level 3, 19% in level 2, and 17% in Level 1. These levels indicate a ML student's progression of learning with Level 1 being at the beginning stages and Level 4 being at the more advanced stages. Level 5 and 6 are the most advanced stages and when at these levels a student moves to monitor status.

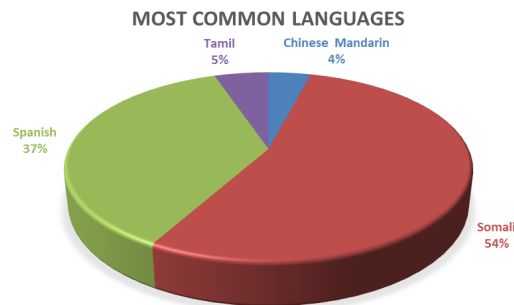
At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6</b> <b>Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5</b> <b>Bridging</b>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
<b>4</b> <b>Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
<b>3</b> <b>Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>
<b>2</b> <b>Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
<b>1</b> <b>Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>





- Languages:** Our Edina Multilingual Learners speak 49 different languages. Somali (241) and Spanish (164) are the most common languages. Other common languages are Tamil and Chinese Mandarin.



## Learning English Academic Language for Academic Proficiency and Success

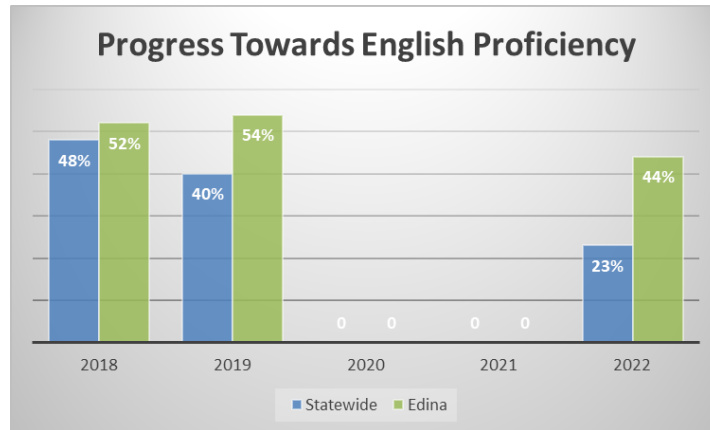
### LEAPS and ESSA - [MDE](#)

The LEAPS (Learning English for Academic Proficiency and Success) Act creates policy to ensure that school districts are progressively supporting multilingual learners and their families. Together with ESSA (Every Student Succeeds Act) and WBWF (World's Best Workforce), these three laws ensure that:

- Multilingualism and multiculturalism are positioned as educational and economic assets.
- Teachers and administrators receive appropriate preparation and continued professional development to support multilingual learners.
- Instruction is differentiated for the diversity of multilingual learners.
- Multicultural family voices are engaged and included in the educational process.

- Progress Towards English Language Proficiency:** Under ESSA, progress toward English language proficiency is calculated using a path-to-proficiency index based on students' growth on a summative assessment, called the ACCESS. The graph below is a Statewide and Edina comparison of the progress of multilingual learners.

\*Due to COVID-19, data from 2020 and 2021 are not available - MDE.



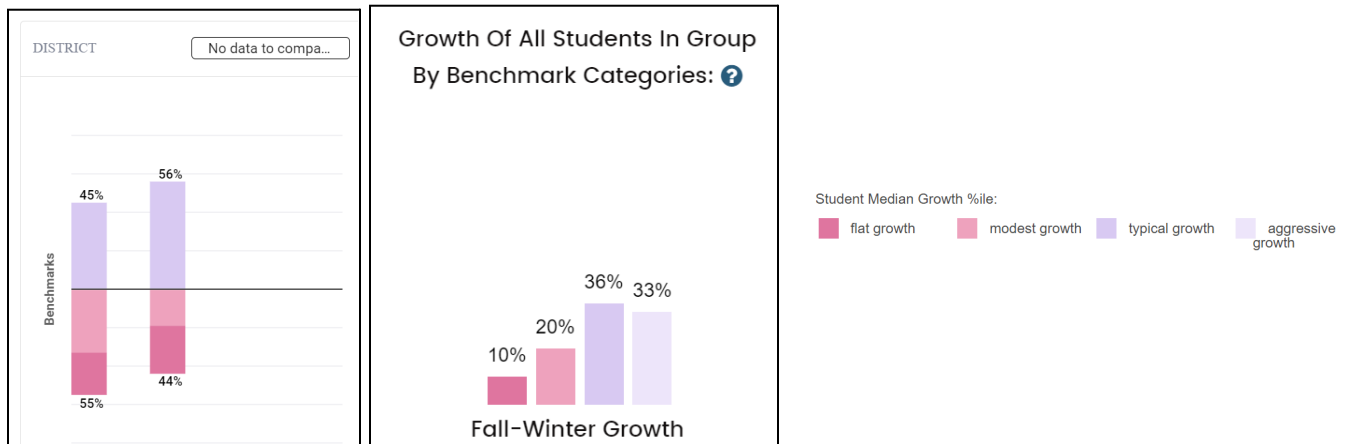
### Progress Towards Academic Proficiency

Elementary Universal Winter Screening Data: (as of 1.16.23)

## Multilingual Learner GROWTH in MATH from

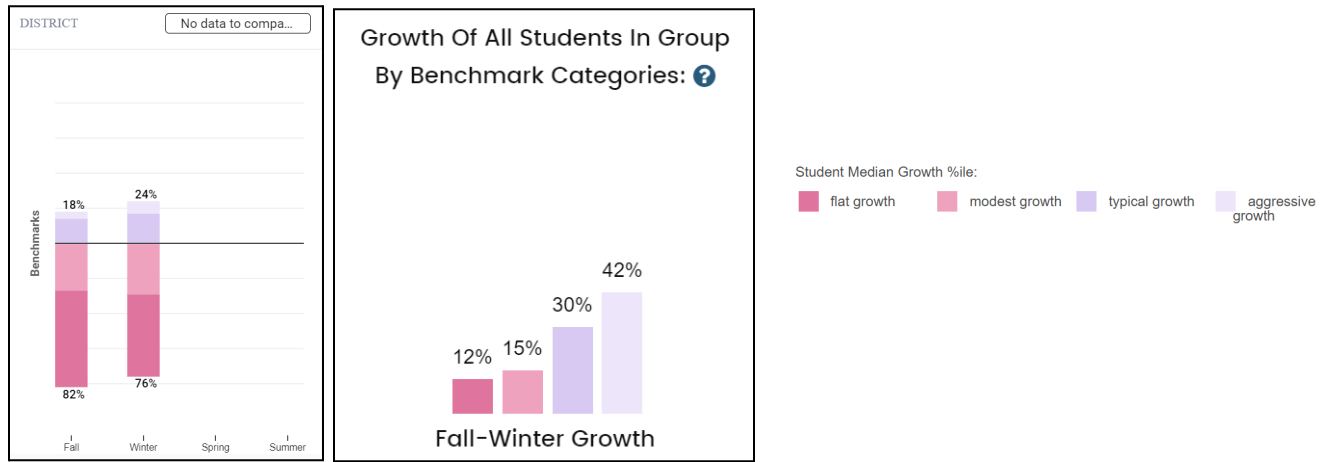
- **earlyMath** measures developing math skills and is typically used in kindergarten and first grade
- **aMath** is a computer-administered adaptive screener that measures broad mathematics skills, identifies students in need of additional instruction, and predicts performance on state accountability measures. It is given to all students in grades 2-8 and to students in the 9th grade Math Bridge course.

### earlyMath



- There was an 11% increase in ML students meeting benchmarks in earlyMath from fall to winter.
- The percentage of non-ML students meeting the benchmark was 83%.
- 33% of ML students made aggressive growth in earlyMath skills. This was 3% more than the aggressive growth of non-ML students.

**aMath**



- The percent of ML students in the High Risk category reduced by 8% from fall to winter.
- 42% of ML students made Aggressive Growth from fall to winter compared to 37% of non-ML students.

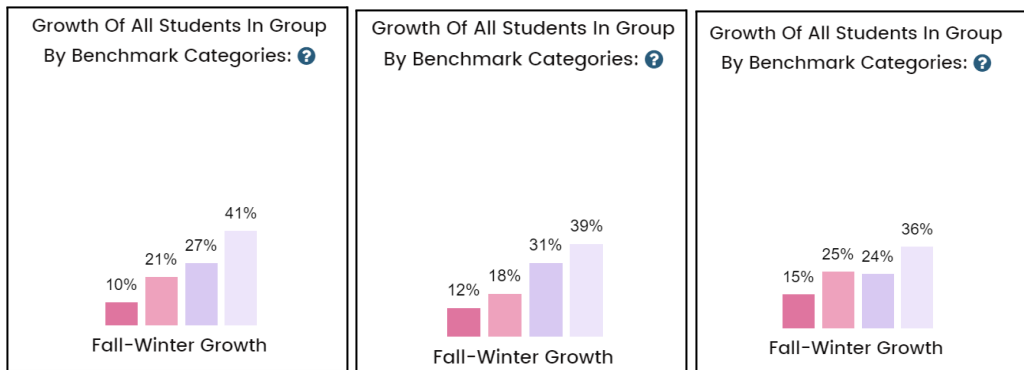
*\*Aggressive growth = students are growing at the 75th percentile or higher.*

## Multilingual Learner GROWTH in Reading from Fall to Winter

- **aReading** is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items were developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension.
- **CBMreading** is a research-based assessment for grades 1-6. By listening to a student read, a teacher can learn many important details about the student's current reading skills, including evidence of skills in the areas of phonemic awareness, phonics, and fluency.
- **earlyReading** is an assessment of essential early reading skills such as concepts of print, phonemic awareness, phonics, and fluency.

Student Median Growth %ile:

- flat growth
- modest growth
- typical growth
- aggressive growth



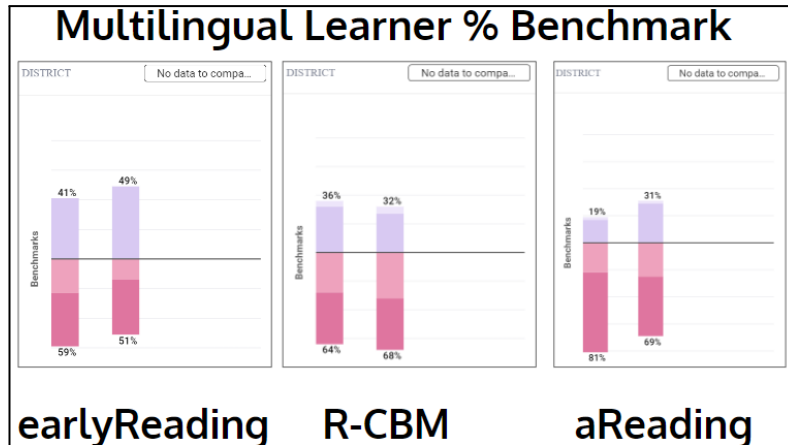
**aReading (Grades 2-9)**

**R-CBM (Grades 2-3)**

**earlyReading (Grades K-1)**

- aReading - **41%** of ML students made aggressive growth compared to 26% of non-ML students
- R-CBM (Fluency) - **39%** of ML students made aggressive growth compared to 30% of non-ML students
- earlyReading - **36%** of ML students made aggressive growth compared to 37% of non-ML students

*\*Aggressive growth = students are growing at the 75th percentile or higher.*



- earlyReading: **8% more** ML Kindergarten and 1st Grade students have met grade level benchmarks in Reading from fall to winter in foundational skills.
- R-CBM (Fluency): **4% fewer** ML 2nd and 3rd Graders have met grade level benchmarks in Reading from fall to winter in fluency.
- aReading: **12% more** 4th and 5th graders have met grade level benchmarks in Reading from fall to winter in general reading categories.

*Noted Areas for Growth Demonstrated by Current Reading Data Trends:*

- earlyReading in grade 1
- Fluency in grades 2 and 3
  - ML students started the 2022 school year 43% lower in meeting benchmarks than non-ML students in R-CBM. The ML growth rate was 30% compared to the non-ML growth rate of 39%. A positive and more aggressive growth rate must occur to decrease the excellence gap in this data.
- Vocabulary and Comprehension in secondary

*Noted Areas for Growth Demonstrated by Current Math Data Trends:*

- aMath 3rd grade had a decrease of 3%.
- ML students started the 2022 school year 27% lower in meeting benchmarks than non-ML students on earlyMath k-2. The ML growth rate from fall to winter was 33% compared to the non-ML growth rate of 30%. Although the growth rate for ML was higher, there is a greater need for more aggressive growth to decrease the excellence gap seen in this data.

## Current Action Steps to Improve the Experience for Edina Multilingual English Learners:

### Professional Development:

- **WIDA Can-DO Training:** Elementary intervention teachers were trained on December 20th on best practices in reading intervention for ML students. This training included practice using the WIDA Can-Do Descriptors to understand how to differentiate support without lowering the expectations for ML students. The [WIDA Can-Do Descriptors](#) are a tool to help meet students where they are in their language development (i.e. using a visual to support the understanding of vocabulary and complex concepts).
- **ML Specific PD:** During the 2022-2023 academic school year, secondary staff have been engaged in ML Specific Professional Development on the District Professional Development learning days. The main goal of this Professional Development is to provide all instructional staff with best-practice strategies that will help them better support the ML learner in their classes. Some of the presentation topics have included: identification and placement; the WIDA proficiency levels; the WIDA Can Do Descriptors; literacy strategies; and How to Distinguish from Second Language Development and a Learning Disability. At the next session on February 21st, the WIDA Can-Do Descriptors will be shared with all secondary teachers. The session will include professional development that provides time for teachers to co-create lesson plans that differentiate and engage ALL learners using the WIDA Can-Do Descriptors as a resource. This professional development will continue into the 2023-2024 school year.
- **ML PD for Administrators:** On Monday, January 9th Dr. Amy Young from MDE facilitated a professional development session for Edina Building and District Administrators focused on best practices for multilingual learners. Teaching and Learning will collaborate with building administration and leadership teams on continuing to provide ML professional development for administrators, as well as support its implementation. This professional development will continue into the 2023-2024 school year.
- **LETRs Training:** ML teachers are receiving LETRs training. LETRs teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. LETRS training will continue into the 2023-2024 school year.

### Data Driven Decision Making:

- In her professional development session, Dr. Young presented specific action steps for leaders to support accelerated learning for multilingual learners. One of the action steps was to use data. With the ability to use universal screening data to help us understand where each and every Edina student is and what they need for support, we are currently living out this action step and we will continue to do so into the future.
- Responding to data when working with multilingual learners requires special consideration of the role that language acquisition plays in the development of reading and math skills. There are specific components of intervention with ML students to consider:

- Recommendation 1. Screen for reading problems and monitor progress
- Recommendation 2. Provide intensive small-group reading interventions
- Recommendation 3. Provide extensive and varied vocabulary instruction
- Recommendation 4. Develop academic English
- Recommendation 5. Schedule regular peer-assisted learning opportunities

Curriculum

- **Newcomer curriculum:** Using the Implementation Science process, elementary and secondary ML teaching teams are in the initial implementation phase of a newcomer curriculum. A newcomer is typically a level 1 or 2 and intentional academic language support is critical to ensure their accelerated growth with individual language skills, as well as engagement in the large classroom setting. The newcomer curriculums are being used with level 1 and/or 2 multilingual learners in small group instruction outside of the classroom and taught by ML teachers. The implementation and monitoring of this action step will continue into the 2023-24 school year.

Elementary is piloting K-Connect and Get Ready Sail and Soar.



## Get Ready! Elementary

Grades 1–3, 4–6

**Get Ready! Sail and Soar** are the newest, most comprehensive programs for elementary newcomers and beginning proficiency students. The curriculum is built for linguistically and culturally diverse learners, leveraging the assets they bring into the classroom and addressing social and academic language needs.



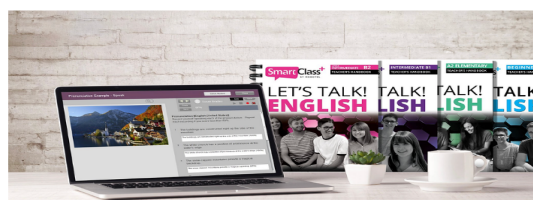
## Connect

Language, Literacy, Content | Grades K–6

**Connect** is a comprehensive, standards-based K-6 English language development program created for English learners and striving readers. This powerful print and digital solution develops academic language and literacy skills through content-driven lessons that address varying proficiency needs.

Middle School is piloting Let’s Talk and its Smart Class digital platform.

## SmartClass CONTENT



**SmartClass Content** (English, Spanish, and German) integrated into our SmartClass HUB. Over **4,800** digital activities ready to be assigned.

- **Elementary English Language Arts Collaborative Classroom Curriculum**

**Alignment:**

Elementary ML teachers are working with elementary classroom teachers to collaboratively use and implement the Collaborative Classroom and Making Meaning Literacy curriculum. The collaboration efforts include ML teachers pre-teaching the key academy vocabulary or building background knowledge of a standard or unit and/or ML teachers using the classroom curriculum to reinforce a specific skill such as reading or writing so that when multilingual learners are in a core literacy classroom they are able to successfully access the same content as their peers and engage in the lesson at high levels.. This targeted and collaborative resource and instructional method is primarily being used by ML teachers with level 3 students. The implementation and monitoring of this action step will continue into the 2023-24 school year.

WIDA Standards Implementation:

- Minnesota joined the WIDA Consortium (formerly known as World-Class Instructional Design and Assessment) in 2011 and adopted the WIDA English language development (ELD) standards in January of 2012. WIDA provides language development resources to states and districts to support the academic success of multilingual learners. They offer a comprehensive, research-based system of language standards, assessments, professional learning and educator assistance. The consortium consists of 42 states and territories and 500 international schools worldwide.
- All school districts in Minnesota are in the process of implementing the New WIDA Standards. The main goal for the 2022-23 year is: “Approaching full implementation by ELD teachers with efforts to inform integrated language and content instruction across the school-day and alignment with other Minnesota content standards.” - MDE.
- During the 2021-22 school year, the Edina multilingual teaching team built their understanding of the new WIDA standards and are now implementing them in their multilingual learner classrooms. The team meets two to four times a year in order to ensure implementation fidelity and review impact on students.

**Content-and-Language**

- \* Multilingual learners are best served when they learn **content and language together** in linguistically and culturally sustaining



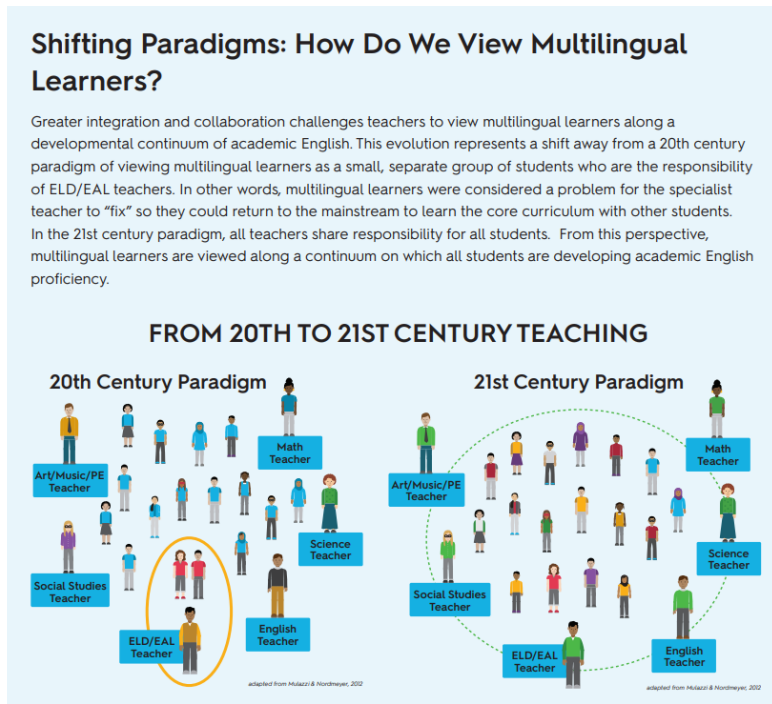
ways (WIDA EL Standards Framework, 2020)



Service Delivery:

- **From Isolation to Collaboration:** The framework to deliver services to Multilingual Learners is shifting from the traditional “pull-out” model to a more collaborative approach. This collaborative approach may look different from level to level and student to student. The implementation and monitoring of this action step will continue into the 2023-24 school year.

- **Working with Dr. Amy Young:** The Edina ML department is working with Dr. Amy Young, MDE's EL Specialist, to develop a language service level framework that intentionally expands the collaboration among ML specialists and classroom teachers in Edina. The implementation and monitoring of this action step will continue into the 2023-24 school year.



- **Co-teaching in Edina:** Our secondary ML teachers collaborate with classroom teachers to co-teach these subjects: English Language Arts, Science, Social Studies, US Government, US History, Chemistry, Biology, and Earth Science. At the elementary level, there is increased engagement in learning about co-teaching as an instructional approach for multilingual learners. A variety of teams in several buildings are piloting different collaborative approaches that will help inform the team work with Dr. Young and final decisions on changes to the Edina instructional model for multilingual learners. The implementation and monitoring of this action step will continue into the 2023-24 school year.
- **Dual Immersion:** In Dual Language Spanish Immersion, academic content is taught in Spanish and English. Classrooms are made up of students who are native Spanish speakers as well as native English speakers. As a result, student learning and language acquisition occurs not only from teacher to student but also from student to student. This shared learning allows students to form close connections with each other and a strong sense of cultural awareness. According to US News and World Report, research has shown that students in dual-language immersion programs—both native English speakers and English-language learners—do better academically than their peers in traditional classrooms. As of October 1st we had 48 students enrolled in the Edina Countryside Spanish Dual Language Kindergarten Classrooms. 5 of these students are Spanish Heritage Speakers.

Academic rigor for all students characterizes the educational experience of the Edina Spanish dual language students. Since school started, students have been part of a

classroom community with high academic expectations, an equitable learning environment, and classroom routines centered on achieving academic rigor. For example, students' results of the early reading FAST bridge screener administered during the Connect and Assess days showed that some students were at high risk. Anecdotal evidence and daily assessments of students' performance indicate that students are growing academically, especially in those foundational reading skills. The same indicators reflect students' growth in math and other school subject areas. The instruction is providing a rich academic experience as students' additional language, Spanish, is continuously growing in the dual language classrooms. As we enter into the 2nd half of the school year, we are engaging in next steps that ensure excellence in continued program development and benchmarks to measure this.

### **2023-24 and Beyond to Improve the Experience for Edina Multilingual English Learners:**

There are celebrations to recognize in the FASTBridge winter universal screening data. The action step at the highest level of implementation that can be correlated to having an impact on academic growth and success for the Edina multilingual learners is the instructional match happening in response to the FASTBridge Reading assessment. Edina teachers are dedicated and committed. This and all other 2022-23 action steps will continue to move further along in implementation in the 2023-24 school year. In addition, the Edina District Instructional Leadership team is in the process of using the Data Metrics Plan to develop goals for continued academic achievement and growth for our ML students. Once these goals are established, the Edina ML 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. The goals and continued progress updates will be shared in alignment with Data Metrics reporting and continued Multilingual Programming Updates brought to the board. Some example goals based on data in the Data Metrics Plan and recent winter data shared in this report may include, but are not limited to:

- A response plan created to improve lower R-CMB (fluency) scores and growth rates in 2nd and 3rd grade. Response plan may include, but will not be limited to, partner reading of Collaborative Classroom materials as an action step.
- A response plan to improve the decrease in aMath 3rd grade scores. This is also a spot where there is a 50+ point gap between ML and non-ML students in benchmark proficiency. Response plan may include, but will not be limited to, an academic math vocabulary intervention.

III. Leadership and Committee Updates

IV. Superintendent Updates

V. Adjournment