Committee of the Whole Meeting

Tuesday, April 23, 2024 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. Mid-Year Data Review

2)b. 2024-2025 Budget Development Update

3) **Adjourn to Closed Meeting**

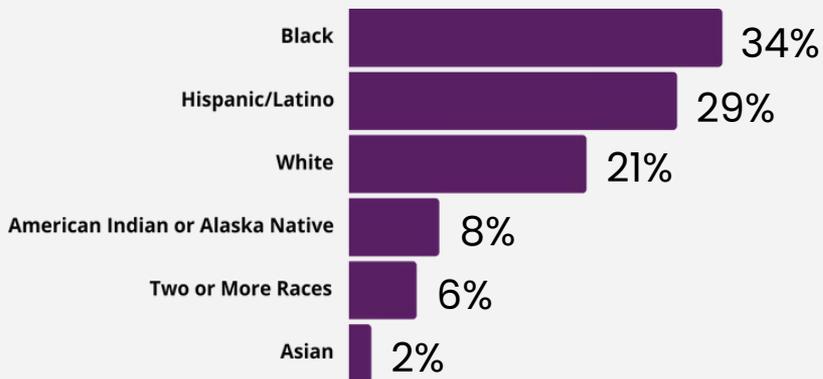# Committee of the Whole

April 23rd, 2024

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Next Steps following Mid-Year Data Review

	Action	Status 2/20	Status 4/26
District leaders from Accountability, REA, Academics and the Associate Superintendent team are completing the following:	Mid-year data dive	Complete	Complete
	Associate team reviewing PLC implementation and progress in mid-year 1:1s	In-Process	Complete
	Instructional rounds to identify grade levels/teams where support is needed to increase the quality of instruction	Upcoming	In-Process
	Adjust support based on results of mid-year data dive and instructional rounds data	Upcoming	In-Process
In order to get a better sense of the impact of interventions:	Interventions are currently being entered into eduCLIMBER by intervention teams at each site	In-Process	In-Process
	Associate team reviewing mid-year data with each principal and planning for adjustments to intervention groups	In-Process	In-Process
	District ILT will review intervention data and make adjustments to professional development and support for intervention triads based on early trends	Upcoming	In-Process

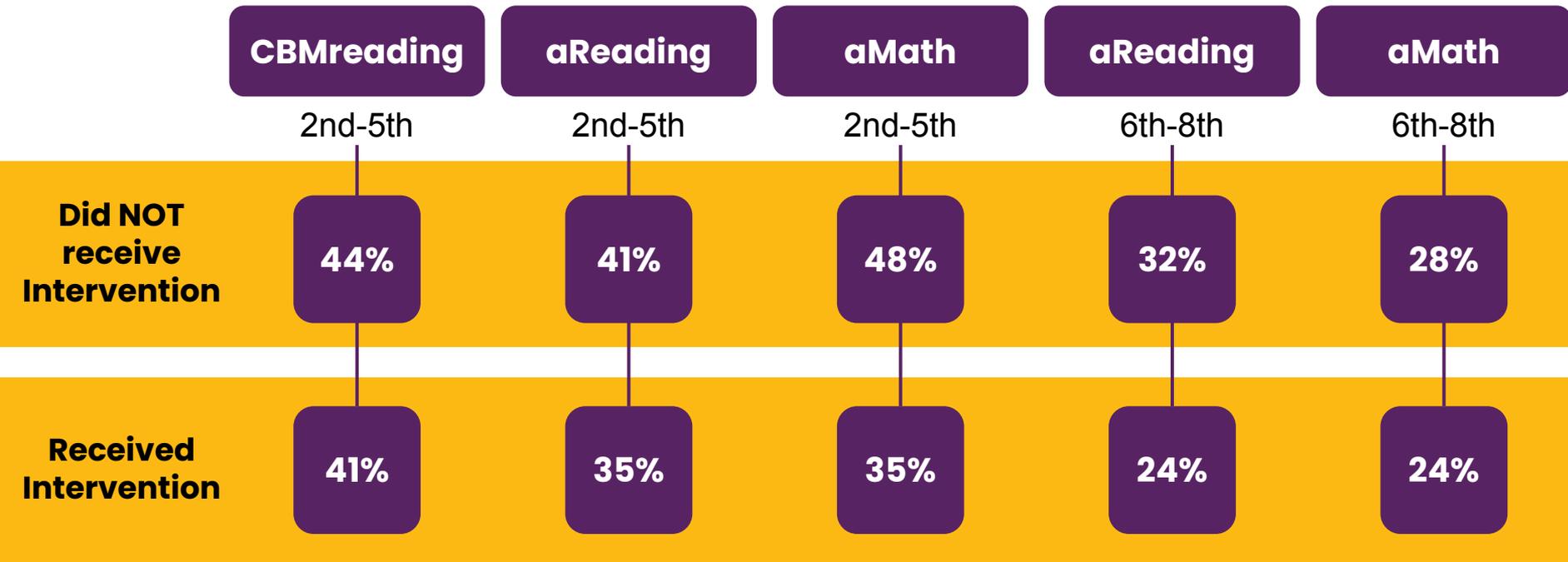# Students Receiving Intervention Support

3511 Individual Students

Black	34%
Hispanic/Latino	29%
White	21%
American Indian or Alaska Native	8%
Two or More Races	6%
Asian	2%

57 Schools

61% of the plans are for Reading

Over **70%** of the reading interventions are **PRESS programs,** including Phonics, Fluency, and Phonemic Awareness

97% of math interventions are **Bridges**

FastBridge Growth

Percent of students who met their growth target from Fall to Winter by Assessment

	CBMreading	aReading	aMath	aReading	aMath
	2nd-5th	2nd-5th	2nd-5th	6th-8th	6th-8th
Did NOT receive Intervention	44%	41%	48%	32%	28%
Received Intervention	41%	35%	35%	24%	24%

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Interventions Summary

The percent of students meeting their growth targets ranges from **28%–48%** across grade levels and assessments for students not participating in interventions

The percent of students meeting their growth targets ranges from **24%–41%** across grade levels and assessments for students who are participating in interventions

Growth tends to be slightly lower for students in intervention, but both are lower than what we need in order to move achievement for all students, particularly those who we have underserved

Adjustments and Shifts

Interventions: School Level Change Examples

1 Schools participated in Winter Data Dives to respond to winter FAST data (e.g. ILT/grade levels/whole school)

2 Targeted coaching cycles for intervention triad staff

3 Changed intervention model - example: pull out changed to push in

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Interventions: School Level Change Examples Cont...

4 Fluidity of type of supports, students not stagnant in one Tier of Support

5 Increasing intensity and frequency of intervention for individual students, based on progress monitoring

6 Celebration of aggressive growth with students and elevating student voice in what is working for them, informing staff of strategies to use with other students

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Summary of School-level Shifts: Associate Superintendents

Instructional Leadership Teams process Data Dive results and revision of strategies

Shift of focus of PLCs according to Data Dive results

Revisit small group instruction structure and practice

Amplify explicit phonics instruction
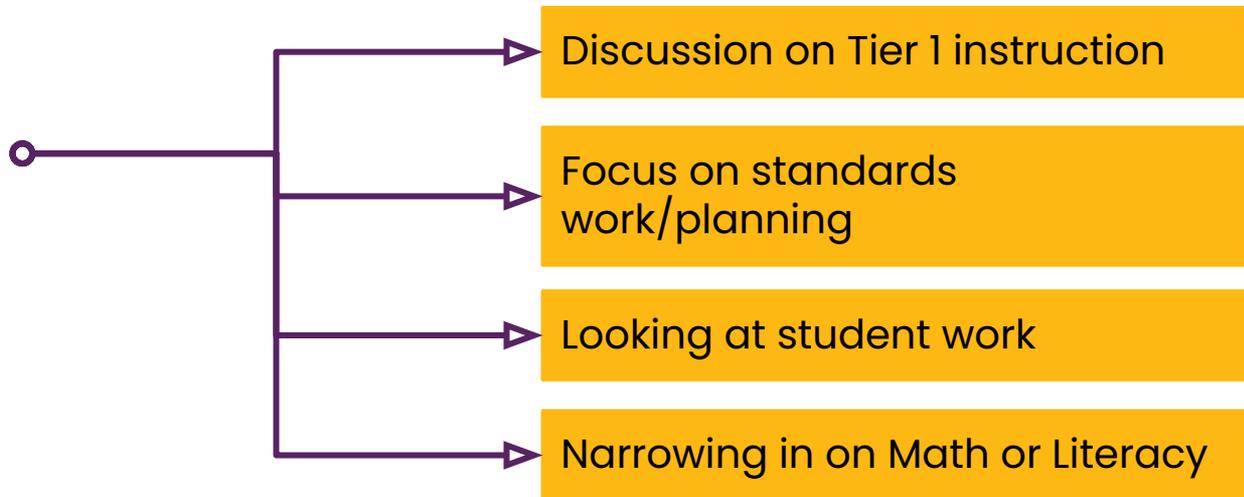
Concentration on all components of literacy block

Additional support for student attendance

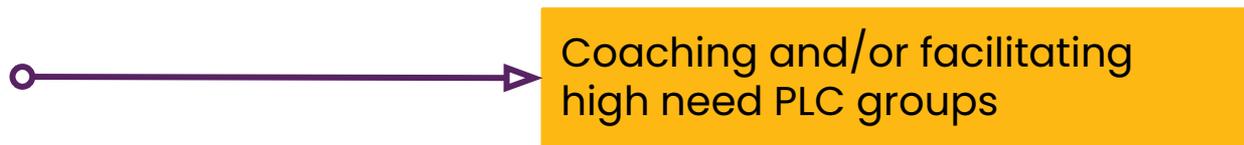Adjusted focus on oral language development, fluency, writing

Summary of School-level Shifts: School Improvement

**From individual Professional Learning Communities (PLC) choosing their focus to:**

- Discussion on Tier 1 instruction
- Focus on standards work/planning
- Looking at student work
- Narrowing in on Math or Literacy

From overall PLC implementation support to:

- Coaching and/or facilitating high need PLC groups

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Summary of School-level Shifts: School Improvement Cont...

From School Improvement Specialists leading ILT meetings to:
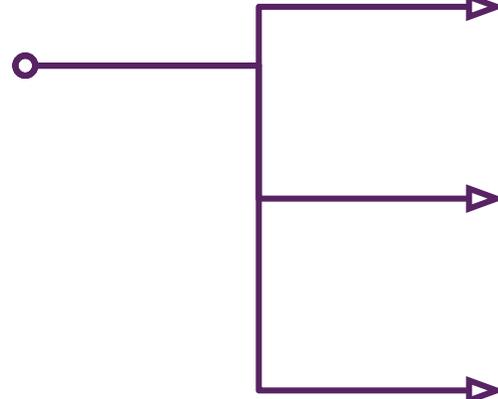
- Building capacity of school leaders to lead this work
- Shift from ILT being provided data to building ILT capacity to access data in EduClimber (in progress)
- Instructional observations through ILT or peer observations

From varied uses and methods of data to:

- Structured Data Dives
- Becoming more data-informed by using protocols & disaggregation

What we have learned

Targeted training for staff is essential

- Required eduClimber courses
- Data-based decision making
- Intervention specific training i.e. PRESS

Need to adjust MPS' intervention implementation framework

- Develop from internal and external exemplars
- Foundation for all tiered support
- Build teams to support all tiers

Interventions need to be provided with fidelity

- Consistency in entering data to eduClimber
- Progress Monitoring
- Delivery, Dosage, and Reinforcement

Questions?