




East Grand Forks Public Schools State of the Schools Input Session

October 24, 2022
Performing Arts Center





Superintendent Kolness

- Welcome
- THANK YOU for taking time to be here tonight!
- I will try my best to keep things short and simple
- Please feel free to contact me at mkolness@egf.k12.mn.us or 218-793-2880
- Why are we here?

Who are we serving?

Student Enrollment (reviewed monthly)

- Current enrollment (as of 10.1.22)
 - K-12 = 1848 students
 - Note - KG enrollment = 132 + 20 Super Pre-K's
 - Pre-K = 157 students
- Five-Year Trend
 - High of 1948 K-12 students - Low of 1848 students (now)
- Why?
 - Largest decrease in the New to America student population (housing & jobs)



Who are we serving? - 2021-22 Demographics (MDE)

- Total Number of Students = 1949
 - Race/Ethnicity
 - Hispanic or Latino = 210 (10.8%)
 - American Indian = 25 (1.3%)
 - Asian = 5 (0.3%)
 - Black or African American = 196 (10.1%)
 - White = 1425 (73.1%)
 - Two or more races = 88 (4.5%)





Who are we serving? - 2021-22 Demographics (MDE)

- Total Number of Students = 1949
 - Other Special Categories
 - English Learners = 149 (7.6%)
 - Special Education = 373 (19.1%)
 - State Average = 16.9%
 - Free & Reduced Price Meals = 584 (30%)
 - State Average = 31.6%
 - Homeless = 13 (0.7%)



Meet the Staff - The EGF ISD 595 “Green Team”

- People driven organization
- EGF ISD 595 is only as good as the adult professionals who work with our children, and we are very fortunate to have a great staff members!
- It is very challenging to find new team members!
 - Stat - 46% of US education posting went unfilled last year.

Staffing Information

EGF ISD 595 Staffing - By Department:

Administration: 11

Administrative Assistants/Office Staff: 17

Teaching Staff : 154

Paraprofessional Staff: 81

Maintenance Staff: 20

Food Service Staff: 17

Transportation Staff: 20

- We are in need of paraprofessionals, bus drivers, food service workers, and licensed special education teachers!



Financial Update-Staffing

The staff members are our **BEST** resource and represents a high percentage of the school district expenditures. Schools are **PEOPLE BUSINESS** and we are only as good as the adult professionals employed to work with our children and families. The information below represents the cost of our staffing as a percentage of our total expenses within the General Fund, Food Service Fund and the Community Service Fund.



	Cost of Staff	Percentage of District Expenses	Increase over the Prior Year
FY2018	15,863,031	74.32%	10.92%
FY2019	16,903,090	73.85%	6.56%
FY2020	17,737,583	74.82%	4.94%
FY2021	18,867,432	77.10%	6.37%
FY2022	19,880,859	75.68%	5.37%

Financial Update-Staffing

Much like other entities, we need to ensure that we compensate our employees for the amazing work that they do for our District. Below is a chart of how much an estimated increase in wage currently costs the District without factoring in changes to District portion of benefits provided to employees.

1% - \$175,600
2% - \$351,200
3% - \$526,800
4% - \$702,400
5% - \$878,000

Facilities Update - New Heights Elementary

- Opened in 1998 following the Flood of 1997
- 2021 Project
 - New Roof
 - Updated Parking Lot
 - Updated HVAC
- Needs
 - Preschool Space
 - Special Education Classroom Updates
 - Update Boilers
 - Other



Facilities Update - South Point Elementary

- Opened in 1998 following the Flood of 1997
- 2021 Project
 - New Roof
 - Updated Parking Lot
 - Updated HVAC
- Needs
 - Preschool Space
 - Special Education Classroom Updates
 - Update Boilers
 - Other



Facilities Update - Central Middle School

- Opened in 1998 following the Flood of 1997
- 2021 Project
 - New Roof
 - Updated Parking Lot
 - Updated HVAC Controls
- Needs
 - Preschool Space
 - Special Education Classrooms
 - Sports Complex Upgrades
 - Boiler Replacement



Facilities Update - Senior High

- 1964 - Original Building
- Additions - 1985, 1990, 1996 &
- 2018 Addition & Updates
 - New Gym, Locker Rooms & Turf Athletic Field
 - New Fine Arts Wing
 - New STEM Lab and Office Spaces
 - Updated FACS, Science & Math Classrooms
 - Two New Parking Lots
- Needs
 - CTE Space, Tennis Courts, Food Service Area



Facilities Update - Preschool

- Three Classrooms at CMS
- Two Classrooms at South Point
- One Classroom at New Heights (Super Pre-K)
- Needs
 - One facility with space made for Pre-K





Facilities Update - Bus Garage

- Located south of New Heights Elementary Schools
- Houses 22-25 Buses
- Built as temporary elementary school in 1997
- Needs
 - Drainage
 - Garage Doors
 - Heating
 - Wash Bay
 - Updated Bathrooms



Facilities Update - Senior High Center

- Located to the East of the SH Sports Complex
- Maintenance Staff Storage
- ECFE Classroom
- Area Special Education Cooperative (ASEC) Office Space
- Needs
 - HVAC updates
 - Flooring

Financial Update -How are schools funded?

- Student ADM's
- General Education Aid Formulas
- Federal Aid
 - Special Education (Cross Subsidy = \$1,500,000/year)
 - Title Programs
- Local Taxes
- Voter Approved Levies (Facilities & Operating Referendums)
 - Example - Building Projects (2018 & 2021) -
 - \$724 School District (Local Optional Revenue & Board Authority)
- Fees & Misc Sources

Financial Update-General Education Aid

General Education Aid is based on student counts and reported as Average Daily Members (ADM's). If a Student attends East Grand Forks all year we get 100% of the aid for that student, if they attend half the year, we get 50% of the aid for that student. The Basic Formula allowance from the state is as follows:

FY2018 - \$6,188

FY2019 - \$6,312

FY2020 - \$6,438

FY2021 - \$6,567

FY2022 - \$6,728 (2.45%)

FY2023 - \$6862 (2.00%)

Note: The General Education Aid also takes into account things beyond the basic formula such as additional dollars for English Learners and operating capital among other items.

Over the past 5 years General Education Aid makes up 70% of our General Fund Revenues. Our General Fund Expenditures have seen an average increase of 5% while our largest funding source increased on average 2% over the same time period.

Financial Update-General Education Aid

What is our Student Count, or Average Daily Member?

FY2018 - 1,892.53

FY2019 - 1,908.03

FY2020 - 1,925.28

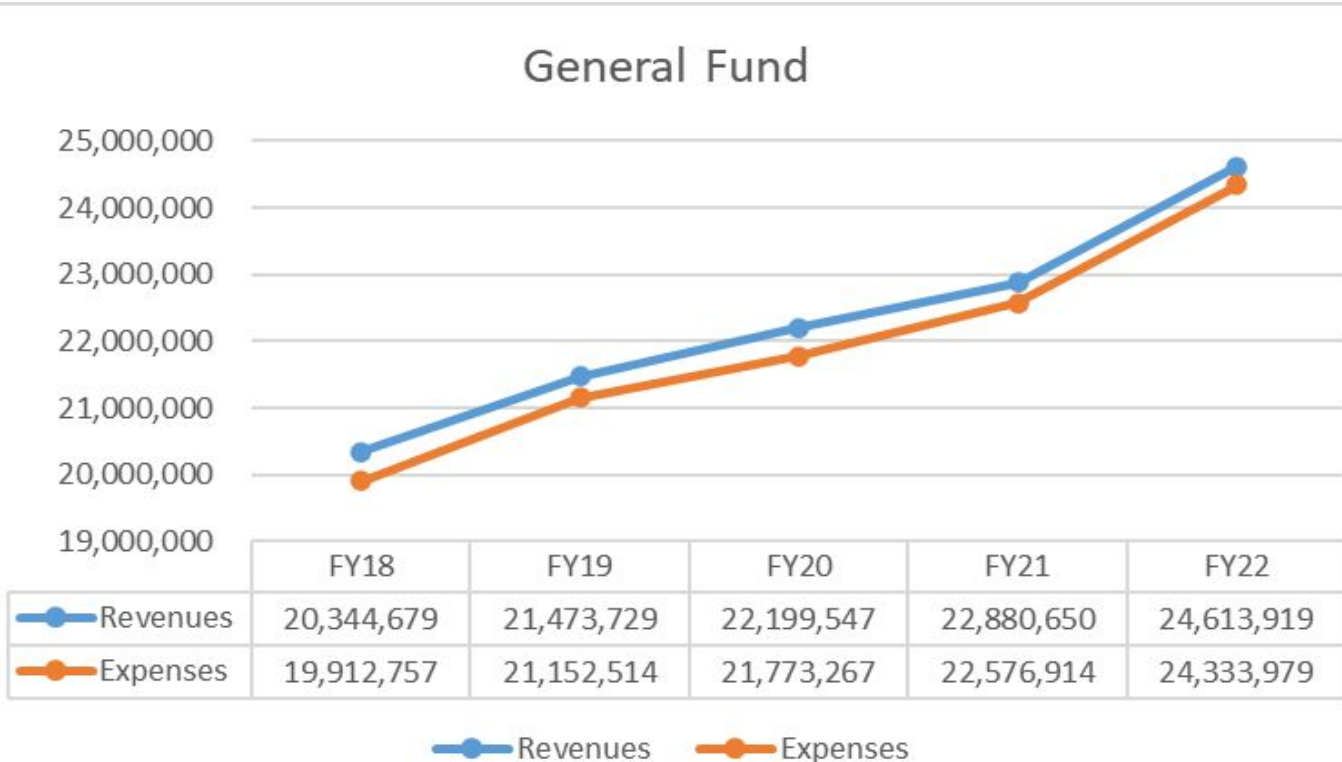
FY2021 - 1,903.74

FY2022 - 1,897.86

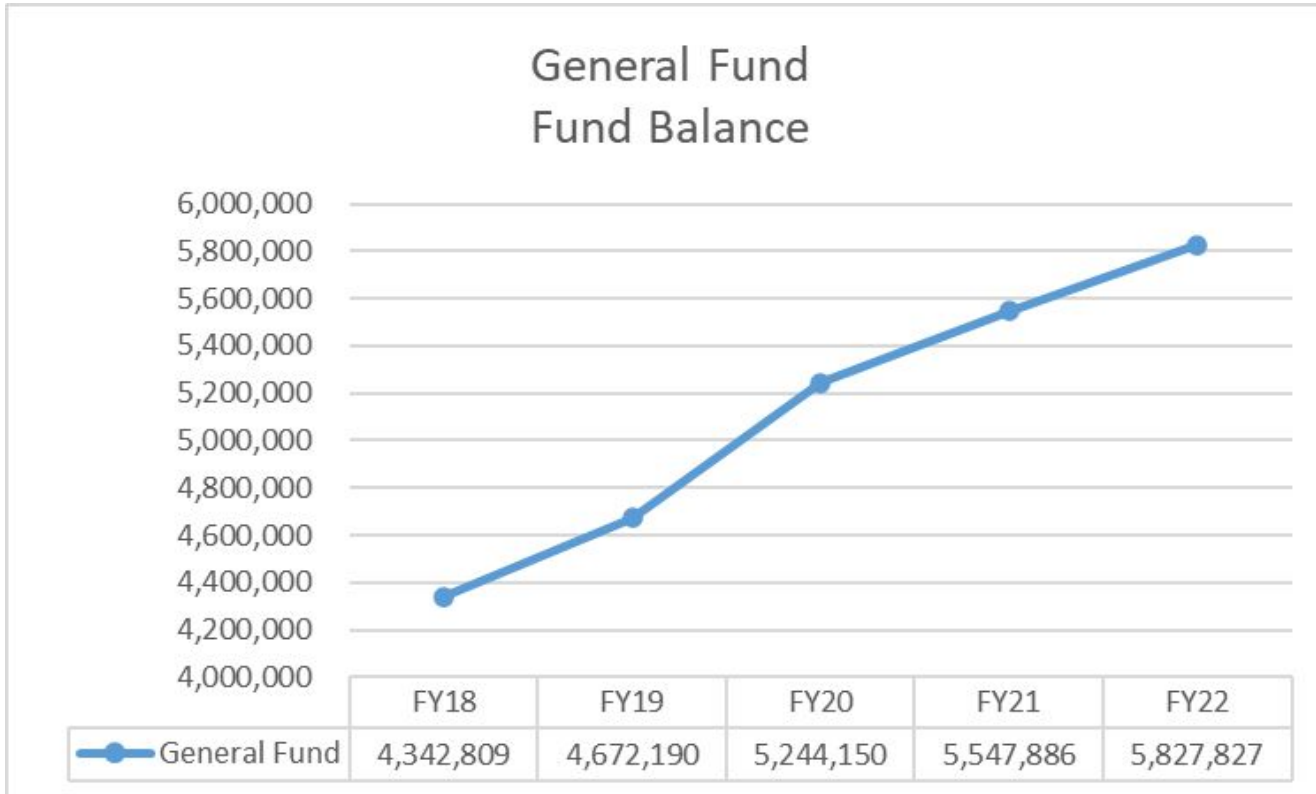
Over the last 5 years, on average, a student generates \$8,165.45 of General Education Aid from the State.

Note: Preschool students do not count within these numbers as the State doesn't recognize them as part of the student counts. During the FY2022 school year we have an average of 150 preschoolers in addition to the student counts above.

Financial Update-Historical Performance



Financial Update-Historical Performance



Financial Update-Fund Balance Policy

The District strives to have a general fund balance (excluding restricted funds) of not less than 8% and not more than 25% with the optimal fund balance of 15% of the General Funds current annual operating expenditure budget.

How did we do?

FY2018 - 19%

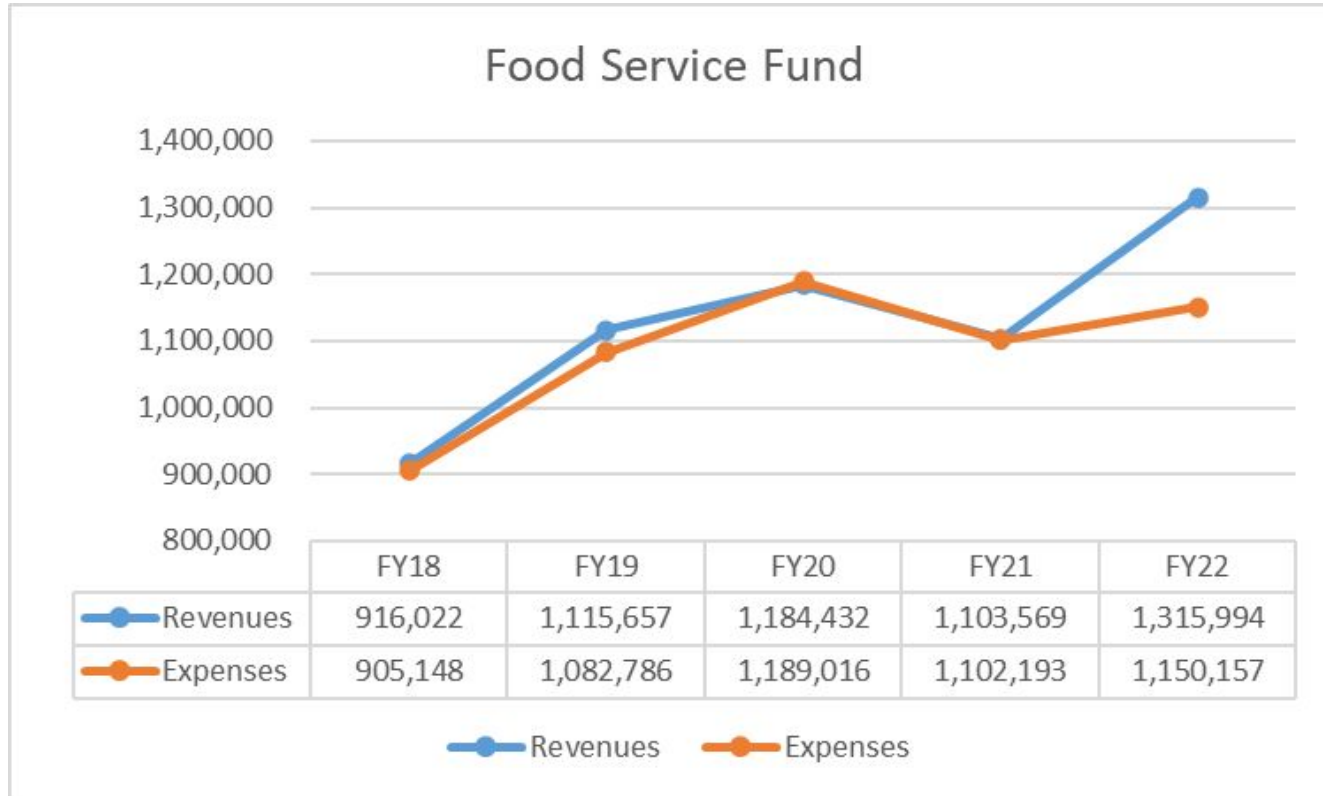
FY2019 - 18%

FY2020 - 20%

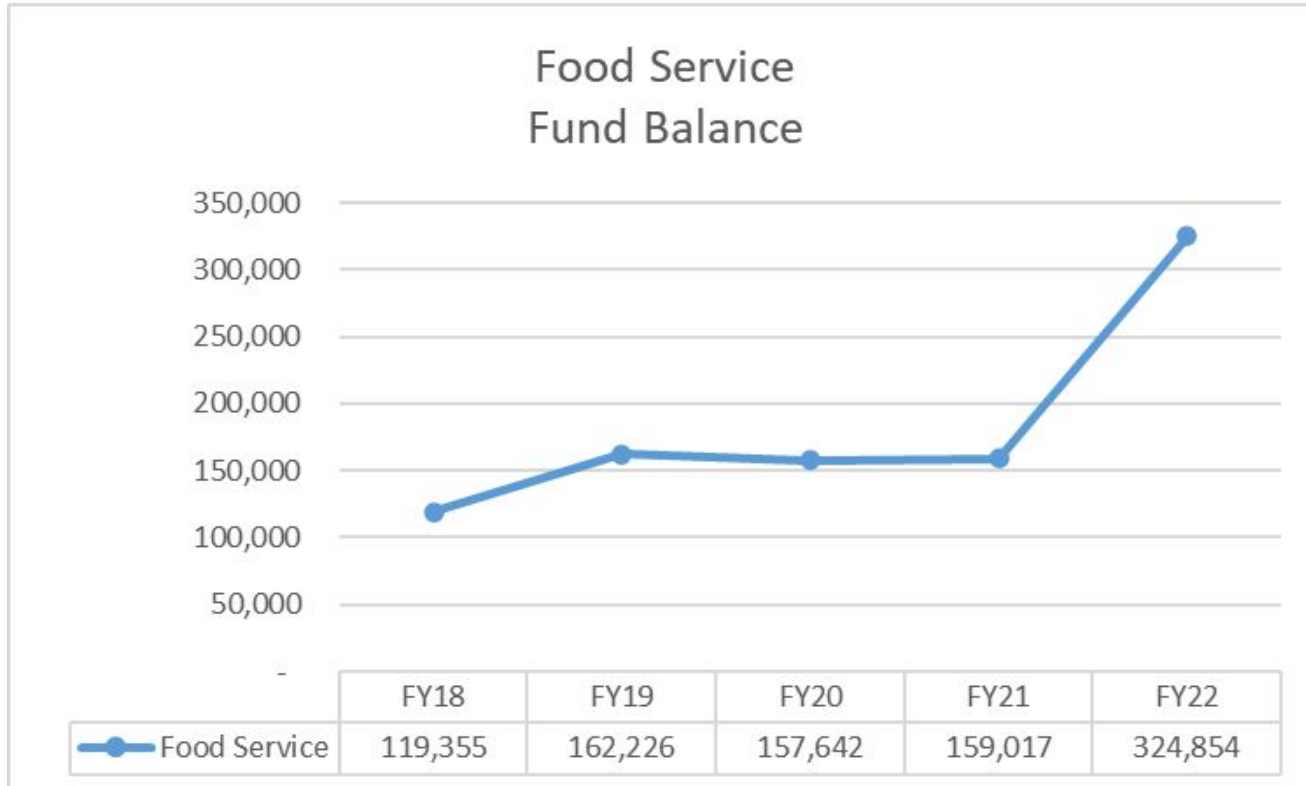
FY2021 - 20%

FY2022 - 19%

Financial Update-Historical Performance



Financial Update-Historical Performance



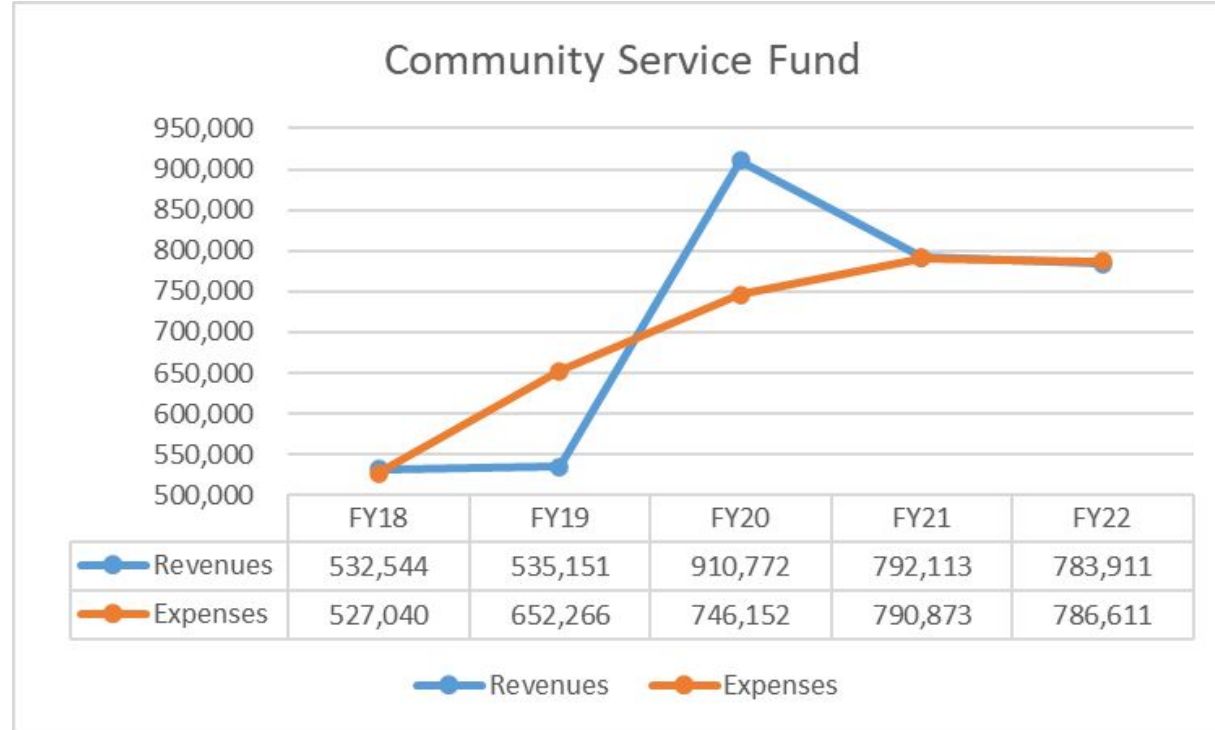
Financial Update-Historical Performance

Occasionally the General fund supports the activities within the community service fund by transferring dollars to the fund. During the following years the District transferred from the General Fund increasing the revenues within those years by:

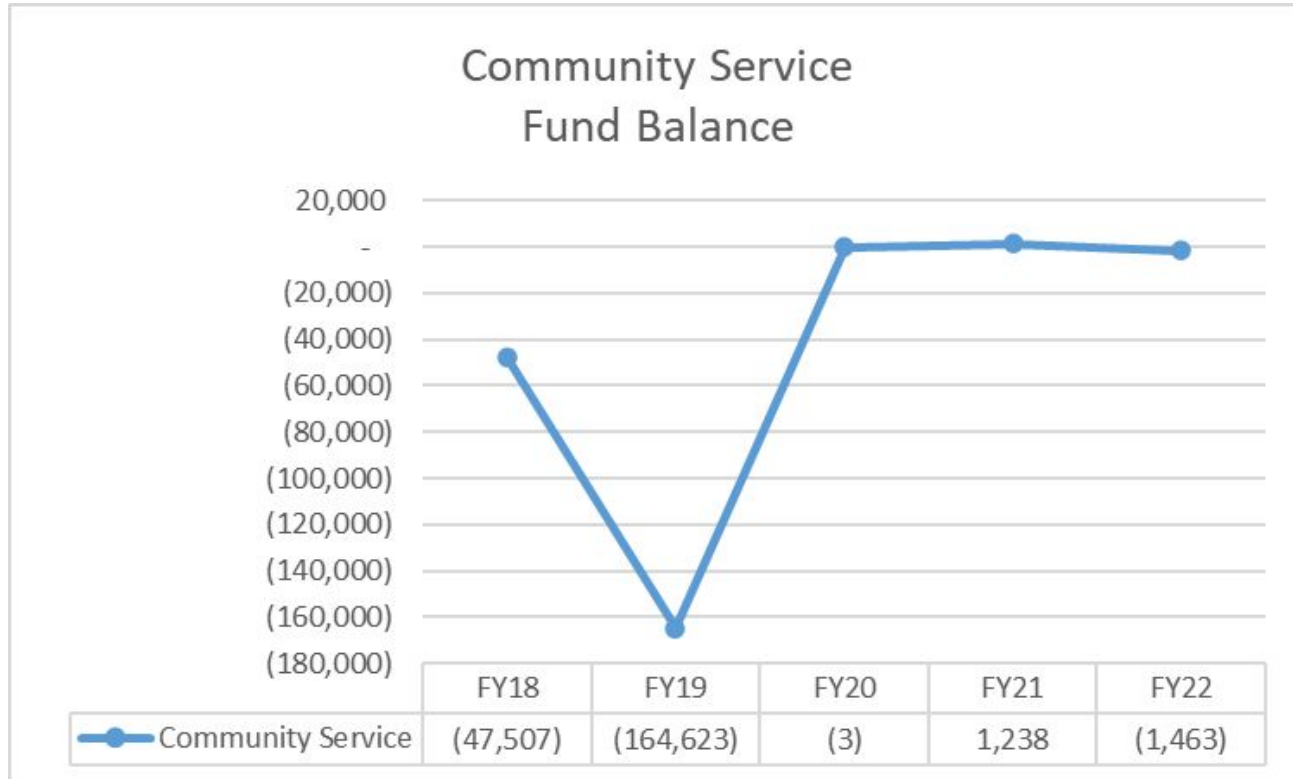
FY2020 - \$328,164

FY2021 - \$208,381

FY2022 - \$110,000



Financial Update-Historical Performance



Financial Update-Federal COVID Funding

The District has received various federal grants due to COVID 19.

During the 2021 School Year we received \$863,309.59 of Federal Revenue, the highlights of what those funds were spent on are as follows:

- Staffing - including additional nursing staff, covid coordination, additional custodial staff.
- Upgrades and additions to online platforms to support distance learning.
- Technology Devices
- Additional mental health support from outside vendors.
- Food service equipment and supplies to support social distancing during meal times.
- Personal protective equipment and supplies.
- Sanitizing devices and supplies.

The District also received an estimated additional \$300,000 federal revenue from increased reimbursements for food service due to all students eating free during the year.

Financial Update-Federal COVID Funding

The District has received various federal grants due to COVID 19.

During the 2022 School Year we received \$1,351,882.41 of Federal Revenue, the highlights of what those funds were spent on are as follows:

- Staffing, Teaching, social workers, nursing staff. Additional trainings for social emotional learning along with additional time added to staff due to COVID.
- Social Emotional Training from outside entities.
- Additional mental health support from outside vendors.
- Upgraded smart panels.
- Computers.
- Redcats (classroom communication devices)
- Continued online software fees
- Two school buses
- Communication equipment (radios and wireless access devices)

The District also received an estimated additional \$114,541 federal revenue from increased reimbursements for food service due to increased reimbursement rates and all students continuing to eating free during the year.

Financial Update-Federal Funding

As of July 1, 2022 the District has \$1,935,323.62 of remaining federal grants. The District anticipates spending these dollars on the following:

- Increased staffing in the area of mental health. Currently we have hired five (5) additional counselors and social workers to assist with the mental health demands of our students. We anticipate using the federal funds to pay for these positions for the next two (2) fiscal years.
- A portion of the funds are required to be used for summer programing, we had a large program during the summer of 2022 and anticipate additional summer activities in 2023.
- An additional portion of the funds is required to be spent on extended time activities, this can be done during the summer or after the regular school day, we are currently in process of implementing this program to provide high dosage tutoring services before and after school.
- Additional school equipment such as buses, if needed, will be purchased with these funds.
- Additional tennis courts for the District.

Financial Update-Transportation Costs

The District spends dollars annually to provide transportation to and from school as well as field trips and sporting/activity events. The District receives minimal additional funding for transportation. Below is a summary of transportation costs over the past five (5) years, as well as revenues received. During the past (2) two years, the school district has been short staffed within our transportation department due to a lack of applicants leading to lower costs as well as canceled activities and consolidated routes.

Year:	Expenditure	Revenue
FY2018	\$912,953	\$31,090
FY2019	\$801,666	\$32,527
FY2020	\$889,574	\$24,193
FY2021	\$779,539	\$52,539
FY2022	\$772,683	\$34,692

How Far Do We Travel?





2018-2023 East Grand Forks ISD 595 Strategic Plan

- Contracted Service with MSBA during the 2017-18 school year
 - Belief Statements
 - Mission Statement
 - East Grand Forks Public Schools will engage and empower learners to contribute and succeed in a diverse and changing world (and things really changed)
 - Vision Statement
 - EXCELLENCE - the expectation for every learner, every day!
 - Focus Areas
 - Goals
 - Objectives



2018-2023 East Grand Forks ISD 595 Strategic Plan

- COVID Impact - Plans changed
- Objective 2.2 Progress
 - By 2024, EGF schools will meet or exceed state averages for standardized achievement tests (MCA's)
 - 20 Categories
 - End on a high note!

EGF 21-22 MCA Proficiency Results

Grade	Subject	Exceeds	Meets Standards	Partially Meets Standards	Does Not Meet Standards	2022 Proficiency Results (Prelim)	2022 State Ave	2021 Results	2021 State Ave	2019 Results	2019 State Ave	2018 Results	2018 State Ave	2017 Results	2017 State Ave.	2016 Results	2016 State Ave.	2015 Results	2015 State Ave.	2014 Results
3	Math	8	55	33	30	50.40	59.80	43.28	57.20	62.00	65.6	50.6	66.4	55.1	68.1	56.6	69.6	68	70.9	69
	Reading	3	43	25	53	37.10	48.80	35.29	48.50	48.60	54.6	41.7	55.7	43.9	56.5	46.3	57.5	55.3	58.9	55.1
4	Math	9	49	41	43	44.90	57.10	52.38	53.80	43.40	63.9	49	64.9	51.2	66.7	63.7	68.8	64.8	70	62.6
	Reading	20	41	38	44	41.80	50.30	43.41	49.30	32.90	55.4	41.4	55.5	46.6	56.8	49.2	58.4	40.6	57.9	45.8
5	Math	15	47	30	43	45.90	43.70	52.31	51.50	45.90	52	44.9	54	51.1	67.1	59.2	58.8	45.3	59.7	63
	Reading	10	79	26	18	65.90	59.90	61.36	59.40	58.90	65.8	55.8	67	65.4	67.5	63.1	67.7	53.9	66.7	65.2
	Science	2	64	31	38	48.90	50.00	54.26	47.90	47.80	54.9	50.4	58.1	56.3	59.8	52.7	61.5	35.9	59.3	53.6
6	Math	17	50	36	34	50.00	39.90	30.57	37.20	53.00	50.5	62.9	53.6	60.7	55.2	48.6	56.1	62	57.9	45.3
	Reading	24	53	40	19	56.60	55.10	45.63	55.00	61.90	62.8	64.5	64.5	62.2	63.4	54.8	62.3	69.5	63.9	54.8
7	Math	18	47	54	43	40.60	38.10	38.93	37.40	60.60	52.1	51.4	54.9	46.1	54.9	60.3	56.2	43.5	55	43.4
	Reading	22	60	38	42	50.90	46.00	51.68	48.30	60.60	57.5	58.7	58.1	48.4	57.5	55.9	56.7	51.1	55.7	45.2
8	Math	25	47	41	40	47.70	40.70	50.44	39.80	61.90	55.2	69	57	61.2	58	59.4	58.2	64.5	58.2	67.8
	Reading	26	59	36	32	55.60	46.90	53.04	49.70	67.20	57.7	61.8	58.4	72.4	58.7	65.7	57.3	62.7	56.2	55.6
	Science	11	47	54	43	40.40	29.20	35.09	33.80	43.60	43	36.9	44.8	33.2	45.7	41.6	47.5	33.1	45.9	36.7
10	Reading	19	54	26	30	57.00	55.20	53.78	58.30	52.20	60.4	49.6	59	44.6	60.3	48.1	59.1	52.9	57.2	43.1
	Science	13	43	34	37	44.10	45.60	32.17	48.30	54.70	54.4	41.2	52	43.5	53.9	47.3	55.8	58.3	54.9	32.2
11	Math	5	34	31	51	32.50	37.00	26.60	41.40	38.00	45	40	47.1	34.7	48.3	39.1	47.2	34.5	48.7	44.3
District	Reading	124	389	229	238	52.20	51.70	48.94	52.50	53.79	59.2	52.8	59.8	54.5	60.2	54.7	59.9	55.4	59.5	52
	Math	97	329	266	284	44.60	45.50	42.08	44.20	51.56	58.7	52.3	57	51.8	58.6	55.5	55.6	55.6	60.2	56.5
	Science	26	154	119	118	44.30	41.30	41.06	43.10	48.70	50.7	42.8	51.7	44	54.2	47.1	55	41.9	53.4	40.9
						12/20		9/20		7/20		5/20		3/20		4/20		5/20		3/20



State of the District Summary

- Enrollment
- Staff (Green Team)
- Facilities
- Finances
 - Need State and Federal Leaders to “Step up to the plate”!
- Transportation
- Strategic Plan (old & new)
- Academic Progress



State of the District Summary Continued

- **Significant Changes**
 - Increased Preschool Programming
 - Security Upgrades to Buildings & Buses
 - 2018 & 2021 Building Projects
 - New Mathematics & Reading Curriculum
 - Increase Mental Health Support
 - 1:1 Chromebook Initiative
 - Monthly PLC Dates
 - Achievement & Integration Funding
 - American Indian Education Program
 - Wave Academy Model

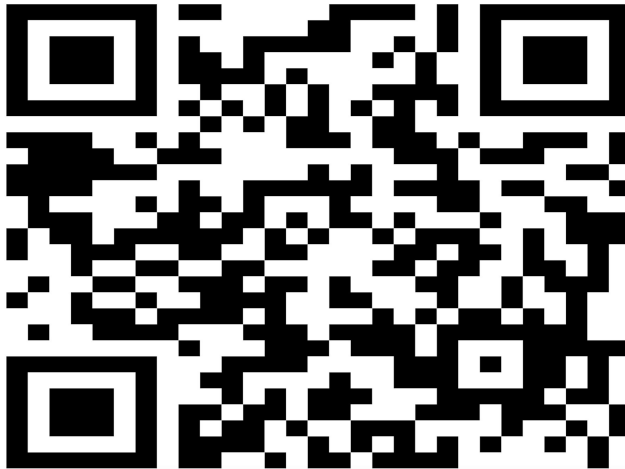


State of the District Summary

- Future Projects?
 - Preschool (Daycare) Center
 - Updates to the PAC
 - Bus Garage Updates
 - CMS Athletic Complex
 - Tennis Courts
 - Classroom Updates
- **EXCELLENCE** - the expectation for every learner, every day!



Turn your camera on your phone and point at the QR code and you will get a message to open the input form.





STUDENT LEARNING

East Grand Forks Public Schools will engage and empower learners to contribute and succeed in a diverse and changing world.

EXCELLENCE - the expectation for every learner, every day!

EGF STRATEGIC PLAN

East Grand Forks Public Schools will achieve the goals of the World's Best Workforce for all students in the school district.

East Grand Forks Public Schools will increase the achievement of all students through effective instruction and a challenging and engaging curriculum.

- WORLD'S BEST WORKFORCE
- MULTIPLE MEASUREMENTS TO MEASURE STUDENT GROWTH
- MEET OR EXCEED STATE AVERAGES FOR STANDARDIZED TEST



STRATEGIC PLAN

CURRICULUM AND ACADEMIC PROGRAMS:

STRATEGIC PLAN GOAL: DEVELOP and IMPLEMENT, and MEASURE a “Portrait of an East Grand Forks Graduate.”

- Explore and develop partnerships with the wider community to provide opportunities for workforce exploration and training for students.
- Establish data-informed instruction and assessment, student engagement, and personalized learning as core competencies across the district. (This includes technology 1-1 initiative)
- Establish data-driven, learning focused PLCs in each content area.

HOW DO WE GET THERE? STRONG SYSTEMS



COMMUNITIES IN SCHOOLS:
Provide a caring community of support.
Build social and emotional skills.
Re-engaging students who are falling behind.



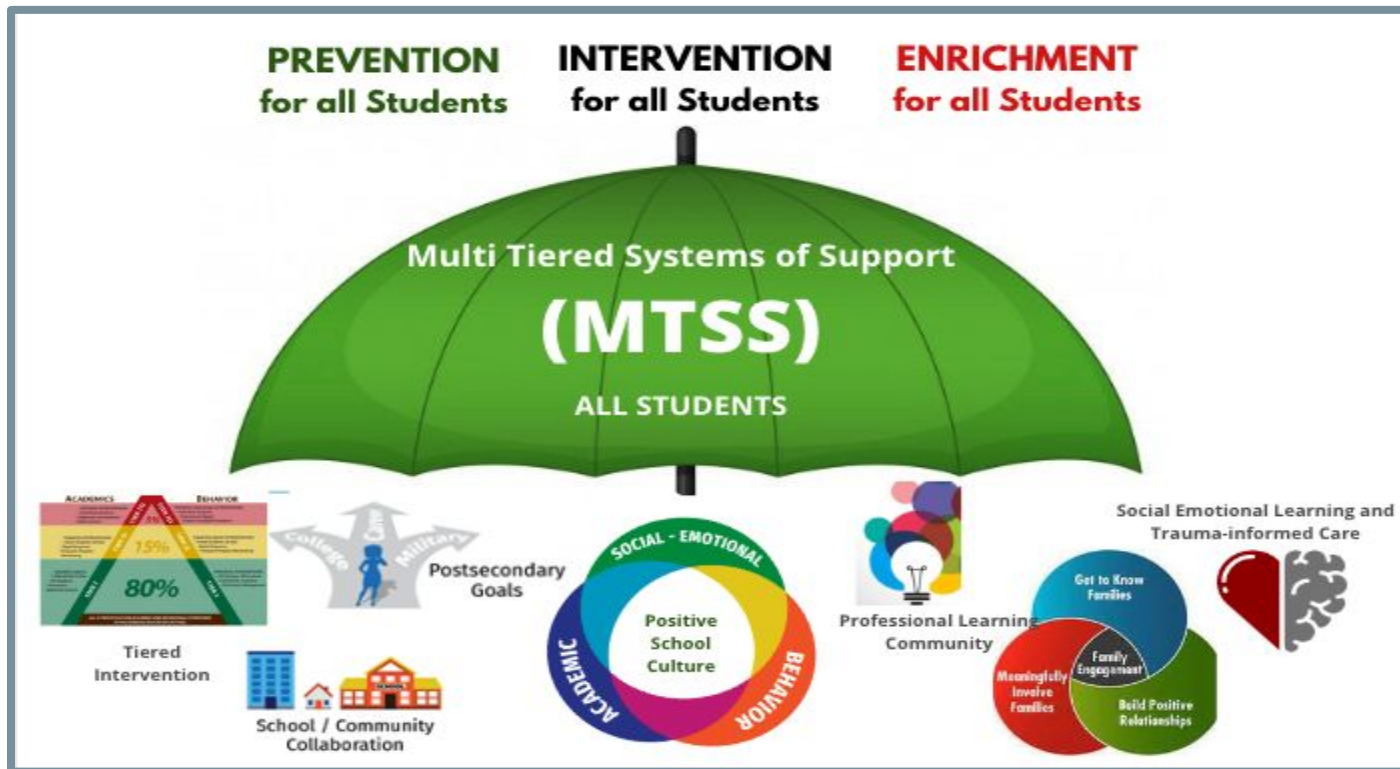
ALL Means ALL

EGF ISD 595

Belief Statement:

“Compassionate and curious minds are developed when children are engaged socially, emotionally, academically and physically.”

Multi Tiered Systems of Support



MTSS is an integrated, comprehensive framework that focuses on the alignment of systems necessary for all students' academic, behavioral, and social success

Promotes identifying and supporting systems for alignment of resources at the district, school, and grade level.

Addresses support for all students, including gifted and high achievers.

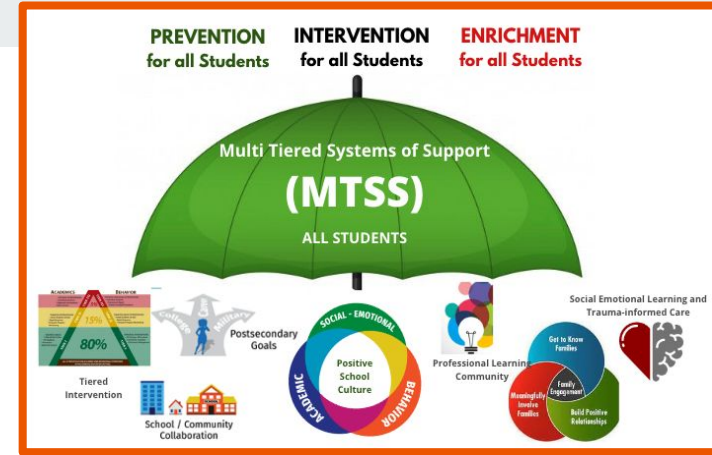
Uses evidence-based practices to support the whole child along a tiered continuum.

Uses a data-based decision-making model to solve system, group, and individual problems.

Focuses on moving barriers to learning at all levels

District System Planning

- Bridging the pieces together...
 - From Staff Development to MTSS to PLCs
- Consistency
 - Throughout the district and across buildings
 - PreK-12th grade with language and practices
- Structures
 - Groups
 - PLC teams for grade levels and K-12 specialists to meet
 - Music, Phy. Ed, Title, EL, FACS, Ind. Tech, Business, Media Specialists
 - Early Releases
 - Staff Development Days
- Feedback from staff





What is Mental Health?

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Mental Health= Wellness



- **Pre-school- full time social worker**
- **New Heights- full time counselor and social worker**
- **South Point- full time counselor and social worker**
- **CMS- full time counselor and social worker**
- **Senior High- two full time counselors**
- **Partnership with Alluma- skills based interventionist and therapist in some buildings**
- **District wide Mental Health team= PLC**

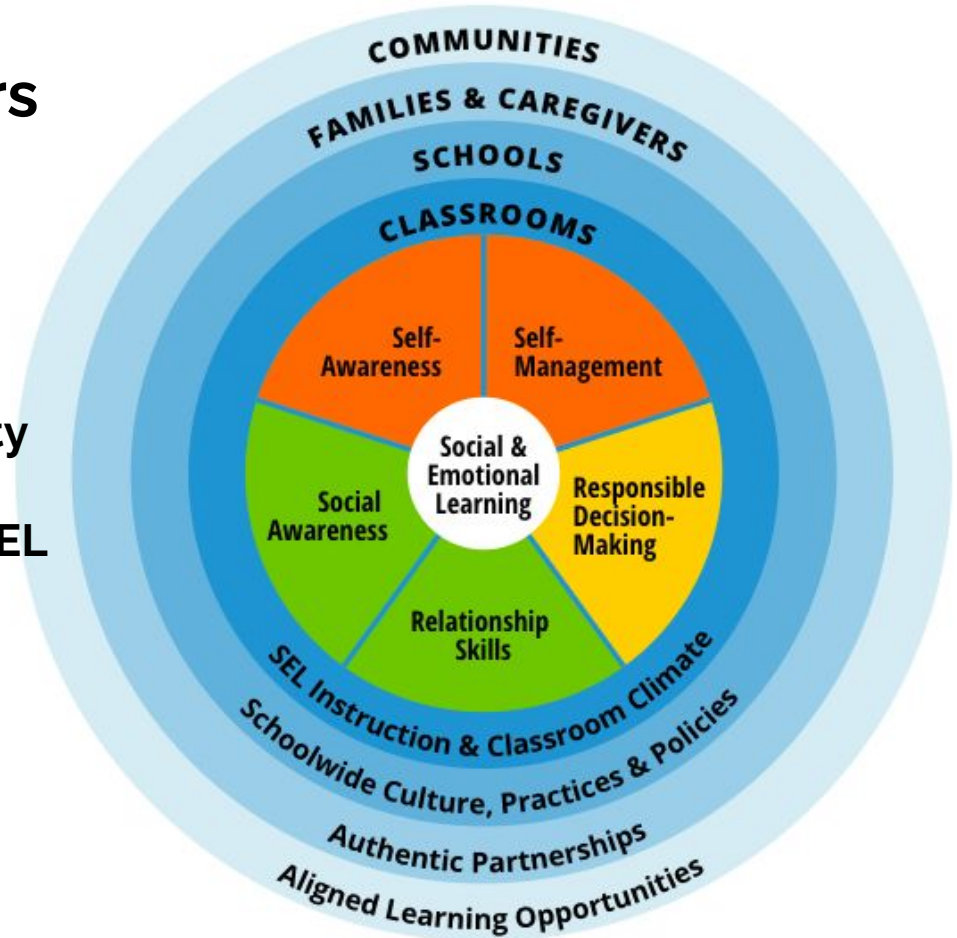


Mental Health Support and Services

- **Preventative**
- **Proactive**
- **Responsive**
- **Supportive to families/students/staff and leadership**
- **Educational**
- **Empowering**

K-12 Teams led by teachers

- Goals and action steps led by teachers
- Summer work to develop plans
- Infusing PBIS and SEL
- Collaborative meetings monthly
- District SEL team with community stakeholder to meet in Nov.
- Progress in adult SEL= student SEL



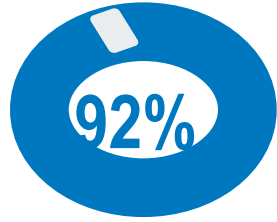
<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#schools>



Social and Emotional Learning = Coping Skills

- Self Awareness
- Self Management
- Social Awareness
- Responsible Decision Making
- Relationships
- Model emotional regulation
- Teach about their bodies response to stress
- Encourage children to identify feelings when addressing behaviors
- Teach relationship skills and conflict resolution
- Teach empathy and perspective-taking

Employers value SEL



Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills

National Bureau of Economic Research, 2015

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others



6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility



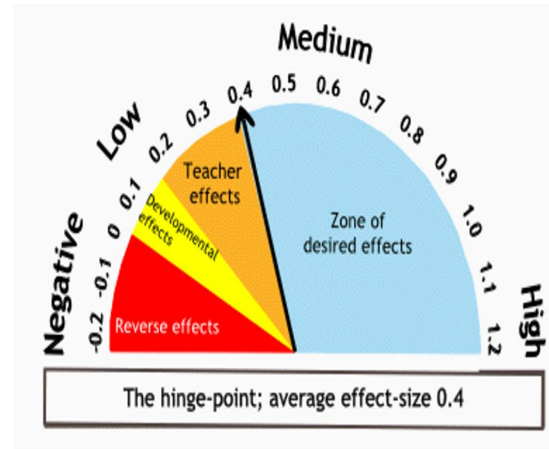
And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

STRONG SYSTEM

STRATEGIC PLAN GOAL

EGF SCHOOLS WILL
ESTABLISH DATA-DRIVEN,
LEARNING-FOCUSED PLC'S
IN EACH CONTENT AREA.

Evidence-Based Practices (Will)



—Hattie, *Visible Learning: A Synthesis of Over 800
Meta-Analyses Relating to Achievement* (2009)



Collective Teacher
Efficacy

1.36

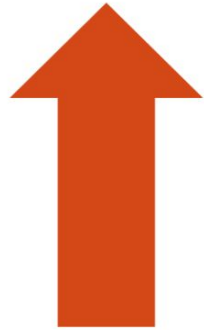


Teacher Estimates
of Achievement

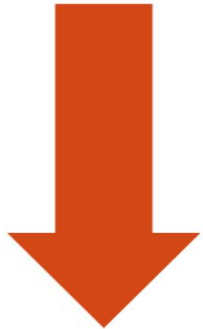
1.47

Merrimack College Teacher Survey

Teacher Job Satisfaction



39%
(2012)



12%
(2022)



—(2022)Will, Madeline, **Teacher Job Satisfaction Hits an All-Time Low**,
Education Week, April 14, 2022



STRONG SYSTEM PLC

The impact of Professional Learning Communities on student achievement is significant and sustained. That is if, and it's a big if, PLCs are implemented deeply, well, and over an extended period of time.” – Reeves, 2015, p. 51

Four Corollary PLC Questions:

- What do we want student to know and be able to do?
- How do we know if students have learned?
- How do we respond when students don't learn?
- How do we respond when students have learned?

Seems Simple Enough ... Right?





ROBERT MARZANO STUDY

There are roughly 200 standards and 3093 benchmarks.

Given the number of days/hours/minutes, necessary to change the K-12 to K-22 prior to university

Increase time or decrease standard.

PRIORITIZATION BECOMES KEY FOR SCHOOL..

PLC Lite	PLC Right
<p>We did PLCs last year. The PLC process is what we do. These are my kids in my room. PLC training is occasional and episodic. The goal is to achieve teacher buy-in.</p> <p>I'm going to my PLC meeting. Teachers organized in cooperative groups. Team time is outside the regular school day. Agenda is focused on managerial tasks. Teams write and turn norms in to the principal.</p> <p>Emphasis is on alignment and accountability. Focus is on teachers covering the curriculum. District identifies priority standards and targets. District creates assessments and pacing guides. The textbook represents the Guaranteed and Viable Curriculum.</p> <p>Primary source of data is summative. Data used to identify non-proficient students. Remedial programs are most common.</p>	<p>We are doing PLCs all the time. The PLC process is who we are. These are our kids in our school. PLC training is ongoing and sustained. The goal is to promote teacher ownership.</p> <p>I'm going to my collaborative team meeting. Teachers organized into collaborative teams. Team time is inside the regular school day. Agenda is focused on instructional practice. Teams write and review norms regularly.</p> <p>Emphasis is on engagement and responsibility. Focus is on students mastering the standards. Teams identify priority standards and targets. Teams create assessments and pacing guides. The standards describe the Guaranteed and Viable Curriculum.</p> <p>Primary source of data is formative. Data used to improve instructional practice. Intervention programs are most common.</p>



PLC TIME

Job Embedded one hour a week.

150 schools have created time for teachers to collaborate in ways that don't require the school to be shut down, don't cost money, and don't result in significant loss of instructional time.

If you are interested in being on this problem solving team please let us know on the input sheet.



KINDERGARTEN READY

GOAL 21-22

To increase the number of openings provided for students to attend preschool to 200 from 175.

Historical enrollment numbers:

	Kdgn	4's	3's
2022-23	132	121	57
2021-22	139	105	51
2020-21	141	109	58
2019-20	142	138	53
2018-19	137	116	56
Capacity		120	60
Waiting List		2	3



Updated Goal for School Readiness Preschool

To ensure ALL students are ready for Kindergarten we've updated our goal to align with the kindergarten standards:

85% of all 4 year old students transitioning to Kindergarten will

1. Recognize how features of a letter combine to make a specific letter (L6.6,)
2. Differentiate between letters and other symbols (L6.7).



How are we going to get there?

Teachers will be utilizing Creative Curriculum and Teaching Strategies Gold to guide their everyday teaching, assess student achievement and show growth as students learn throughout the school year.

We will use our Professional Learning Community and Multi Tiered System of Support processes and to analyze deficits and strategize on how to grow knowledge for all students.

We've added a social worker to our staff to support teachers and families as we raise enthusiastic learners.

Family involvement via Seesaw and family engagement activities (to be scheduled throughout the school year).

Our job is to make learning fun and engaging, we are a child's first step on their educational career, we want them to leave us with a sound foundation and a love for learning.



STUDENTS READING WELL BY THIRD GRADE

GOAL 1: 70% of all New Heights Students will score at the 75th Percentile based on the Fastbridge Spring Reading Benchmark.

99 out of 445 students scored at the 75th Percentile for 22% meeting the goal.

GOAL 2: All third grade students will be above the state average as measured by the Reading MCA.

The state average for SY 22 for Third Grade: 48.8% South Point Third Grade : 37.1%.

CLOSING ALL ACHIEVEMENT GAPS

ALL STUDENTS ABOVE STATE AVERAGE IN MATH AND READING ON THE MCA ASSESSMENT



Students who receive
Free Reduced Lunch

READING - state
average 32% -
EGF - 36.6%
MATH - state
average 23.8%
EGF - 24%



Students who receive
Special Education Services

READING - state
25.9% EGF - 29%
MATH - state -
24.1% EGF -
average 24.4%



Students who receive
English Learner Services

READING - state
average 11.8%
EGF - 21.8%
MATH - state
average 12.5%
EGF - 13.8%



All Students

READING - state
average 51.7%
EGF - 52.2%
MATH - state
average - 45.5%
EGF - 44.6%

Closing All Achievement Gaps

American Indian

Math - state average
23.6%

EGF - 27.9%

Reading - state
average 33.1% EGF -
40%

All

Reading - state average
51.7% EGF - 52.2%

Math - state average
45.5% EGF - 44.6%

Hispanic

Math - state average
23.2%
EGF - 21.6%

Reading state
average - 32%
EGF - 35.9%

Black

Math - state
average 20.5%
EGF - 24.1%

Reading - state
average 31.2%
EGF - 35.4%

Two or more races

Math - state
average 40.5%
EGF - 28%

Reading - state
average 48.3%
EGF - 38.3%

White

Math - state
average 54.7%
EGF - 51.3%

Reading - state
average - 59.7%
EGF - 56.8%



Achievement and Integration

High Dosage Tutoring

- ★ Spring pilot program (12 weeks)
- ★ Start in January 2023
- ★ After school (3:45 to 5:00)
- ★ Location at the High School
- ★ 1 to 3 ratio per group (Reading & Math)
- ★ 50 spots
- ★ MTSS driven - Tier 2 intervention
- ★ Snack & Transportation provided via the program

Programs addressing Achievement Gap



American Indian Education (AIE)

- American Indian (AI) Professional Development (PD)
- AIE (Indigenous pedagogy paired with AI curriculum) - 16 grade level educators
- AI Senior groups & AI culture groups (AI cultural teachings, scholarships, mentorship)
- Individual Intervention (AI teachings, social/coping skills, project-based learning)
- Family Engagement (AIPC & AIPAC) - 3 school wide events
- AIE Website: <https://sites.google.com/egf.k12.mn.us/aieducation>



All Students Career and College Ready

To reduce all student failures by 3% at the end of the 21-22 school year.



Central Middle School

→ Data

- ◆ Formal 2020-2021 to 2021-2022
- ◆ Informal Observation Insights

→ Interventions & Supports

- ◆ In place now...
- ◆ Looking at the future...





CMS Data - 2020-2021 & 2021-2022 Class Failures

2020-2021	Students	Students/Classes
6th	170	8 students/13 classes
7th	153	30 students/52 classes
8th	127	16 students/37 classes
Total	450	54 students/102 classes
		12% failure rate

2021-2022	Students	Students/Classes
6th	148	6 students/9 classes
7th	173	25 students/48 classes
8th	156	17 students/48 classes
Total	477	48 students/105 classes
		10% failure rate



CMS Data - Observational Data - Eligibility List

- ★ **Eligibility reviews follow the Senior High Student Handbook policy/plan**
 - Consistency in policy and practice makes for clarity
 - Two lists: academic and citizenship
- ★ **Reduced numbers of students on this list**
 - Since the start of the year, less students on this list
 - Since last year, significant reduction of students on this list

Data we are following...





What is CMS doing to intervene and support learners?

Interventions & Supports

In School, Practice, & Policy

- **Homework Help**
 - 6th grade homework room (AM)
 - All students M-Th (until 4:15)
 - Additional time from 2021-2022
- **Retention Policy**
 - Updated Student Handbook language
 - Teacher Review Team
 - Summer Learning
 - Recommended/Encouraged letters to families for summer learning
 - Connected 9th graders to flex time being assigned
- **Enrichment RTI (3 classes)**
 - Use of MyPath for targeted skills intervention
 - TWO Reading courses
 - ONE math course
- **8th grade Core Skills Classes**
 - Language Arts & Algebra
- **Level 3 Special Education Programming**
 - Use of Edgenuity (individualized core content instruction)
- **Citizenship grades**
- **Conferences - Invite-only**



Additional interventions to follow...

- **Student SEL Survey (given last week)**
 - Response from school social worker and school counselor
- **High dosage tutoring**
 - After school tutoring programming coming this year with a middle school focus (held at the SH)
- **School Culture focus**
 - Relationship Building
 - PBIS/SEL/Culture Club work
 - Community/business partnerships to support positive choices of CMS students
- **Attendance**
 - Monitoring and communication to home
 - Additional options for calling in/emailing/ParentVue, follow up from school social worker
 - Pre-truancy parent meetings
 - County connections where needed

CMS PLC Work - Additional interventions

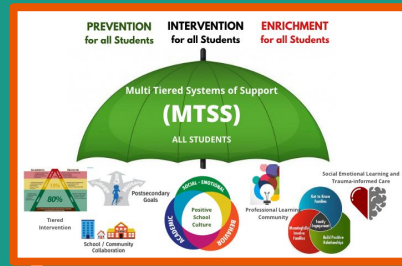
Department focus on question 1 & 2

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?

Grade level focus on question 3 & 4

3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?





Future plans & exploration on ways to address deficit skills and potential failure of coursework:
CMS Teams looking at **TIME**, **SCHEDULING**, and **STRATEGIC PRACTICES** of in-school intervention planning.

WIN time - “what I need”

Progress and movement to
best support students in our
goal every day.

PREVENTION
for all Students

INTERVENTION
for all Students

ENRICHMENT
for all Students



What is the Senior High doing to get all students career and college ready?

EAST GRAND FORKS
SENIOR
HIGH

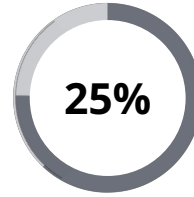


WAVE ACADEMY

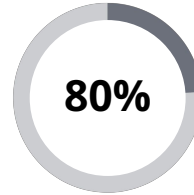
*"Riding the Wave into Your
Future"*



CURRENTLY...




of East Grand Forks graduates go directly into the workforce.



of NW Minnesota jobs require a 2-year degree *or less*.

To continue striving towards *equitable* education & support Minnesota's '*World's Best Workforce*' initiative.



All EGF high school students will belong to a
personalized small learning community engaged
around interests where relationships are valued,
our business community is engaged, and our
community is supportive.

PUT SIMPLY...

A pathway to careers connecting students to real-world experiences through school, community and business partnerships.



- ✓ Real-World Experience
- ✓ Small Learning Communities
- ✓ The New R's of Education-
Rigor, Relationships, Relevance



Wave Academies create learning opportunities for business and industry leaders to collaborate and prepare the next generation of employees and community leaders.

PROGRESSION

Freshman



All Career Pathway
Exploration

Bridge



Career Pathway
Introduction

Core



Career Pathway Foundation
Building

Capstone



Real-World Experience

ROLLOUT

2020-2021



2021-2022

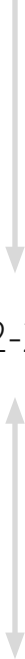


Freshman Academy:

- Introduction to MN World of Work Map
- YouScience interest and aptitude assessment
- “Whole Child” teaming

Sophomore Academy Seminar:

- Northern Valley Career Expo
- Business and Industry Tours and Connections
- Postsecondary Exposure
- 2 academy pathway courses



2022-2023

Junior Pathway Seminar

- 2 pathway courses
- Greater GF Workforce Development and Job Shadowing
- Postsecondary courses

2023-2024

Senior Seminar

- Internships
- Postsecondary courses
- National certifications
- Capstone Projects

WHAT DOES AN EGF GRAD LOOK LIKE?

- Has earned a diploma.
- Has a work-based experience, service-learning, or capstone project.
- Has skill certification and/or college credits.
- Has a post-high school plan.



90% of students will graduate from Senior High in 4 years

State Graduation Trend

2017 82.7%

2018 83.2%

2019 83.7%

2020 83.8%

2021 83.3%

EGF Senior High Graduation Trend

2017 89.1%

2018 91.1%

2019 91.8%

2020 92.4%

2021 85.7%



What is EGF Senior High doing to increase the graduation rate?

1. Academy Model for all students....matching aptitudes with interests
2. FLEX time....twice a week for 30 minutes
3. Attendance
4. Building Relationships
5. Making sure kids have “their person”



Is FLEX working at the Senior High School?

Semester 1 Failures	2019-2020	2020-2021	2021-2022
# of students	88 (15.6%)	84 (15.7%)	46 (8.8%)

Semester 2 Failures	2019-2020	2020-2021	2021-2022
# of Students	74 (13.1%)	75 (14.1%)	54 (10.4%)
# of Classes	203	196	114