



**School Board Work Session
Monday, April 12, 2021; 5:00 PM
ECC Room 349**

I. Determination of Quorum and Call to Order

II. Reports and Discussion

A. SEL Update: Student Wellness Survey (5:00-6:00PM)

Description: The District recently conducted a universal wellness survey that was administered to all student grades 3 through 12. The survey was voluntary and students and families were provided the opportunity to opt out. The information that will be shared at the meeting will be composite data for all elementary schools, both middle schools and Edina High School.

Presenter(s): Jeff Jorgensen, Director of Student Support Services; Laura McLuen, MSW, LICSW, EdD, Student Support Services Coordinator

B. Equity Consortium Proposal (6:00-6:30PM)

Description: In accordance with the equity goals set out by the district and board this year, the governance committee is seeking the board's approval in establishing an equity consortium with other school districts around the country. The goal of this consortium is to share equity best practices to help both our and other school districts reduce the achievement and opportunity gap.

Presenter(s): Erica Allenburg, Board Chair; John W. Schultz, Ph.D., Superintendent

III. Board Chair Updates

IV. Superintendent Updates



Board Meeting Date: 4/12/2021 Work Session

TITLE: SEL Update – Panorama Survey

TYPE: Report

PRESENTER(S): Jeff Jorgensen, Director of Student Support Services; Laura McLuen, MSW, LICSW, EdD, Student Support Services Coordinator

BACKGROUND: The District recently conducted a universal wellness survey that was administered to all student grades 3 through 12. The survey was voluntary and students and families were provided the opportunity to opt out. The information that will be shared at the meeting will be composite data for all elementary schools, both middle schools and Edina High School.

PRIMARY ISSUE(S) TO CONSIDER: The impact that the COVID-19 crisis has had on the overall wellness of our students, the effectiveness of district efforts to alleviate that impact and strategies for moving forward.

ATTACHMENTS:

1. Presentation



EPS Student Wellness Survey

April 12, 2021

About Panorama



Mission: Support educators to radically improve student outcomes with data

Team of 150+ former educators, **software developers, designers, researchers, facilitators**, and education professionals based in Boston



Overview

- Survey Overview
- Connection back to Strategic Plan & CASEL competencies
- Results
 - Elementary Schools
 - Middle Schools
 - High School Report
- Observations
 - Strengths
 - Challenges
 - Further Investigation Required
- Next Steps

Survey Overview

- Social Emotional Competencies Assessed
 - **Supportive Relationships:** How supported students feel through their relationships with friends, family, and adults at school
 - **Emotional Regulation:** How well students regulate their emotions
 - **Positive Feelings:** How frequently students feel positive emotions (excited, happy, loved, safe, hopeful)
 - **Challenging Feelings:** How frequently students feel challenging emotions (angry, worried, sad, lonely, frustrated)
 - **Engagement:** How attentive and invested students are in school

Alignment with CASEL's 5 Competencies





Elementary Results

Elementary Survey Response Rate

- 87.5% of elementary students took the survey
- 48 students were opted out

Elementary Results Demographic Breakdown

Student Gifted Status

Does Not Participate in Gifted Programing	1,332	83%
Gifted Program Participant	282	17%

Student MLStatus

ML Student	85	5%
Non ML Student	1,529	95%

Student Gender

f	780	48%
m	834	52%

Student Grade Level

3	538	33%
4	556	34%
5	520	32%

Student Race

Asian	158	10%
Hispanic/Latino	104	6%
Two or More Races	99	6%
White	1,153	71%
Confidentiality protected	100	6%

Supportive Relationships

How supported students feel through their relationships with friends, family, and adults at school.

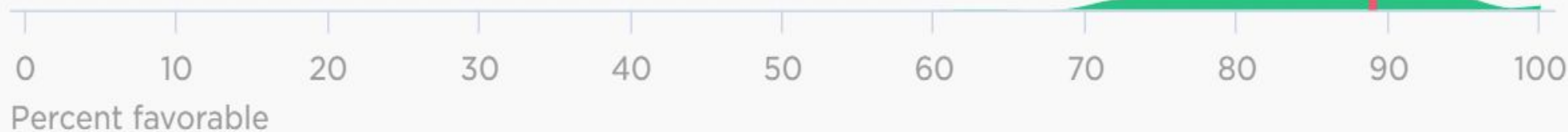


89%

Your result

Compared to schools across the country, your score is near the 90th percentile on this topic.

Most frequent



● Your result

● National dataset
Distribution of school s...

Elementary Results-Supportive Relationships

- Q.1: Do you have a teacher or other adult from school who you can count on to help you, no matter what?
 - **Favorable: 87%**
- Q. 2: Do you have a family member or other adult outside of school who you can count on to help you, no matter what?
 - **Favorable: 95%**
- Q. 3: Do you have a friend from school who you can count on to help you, no matter what?
 - **Favorable: 85%**

Emotional Regulation

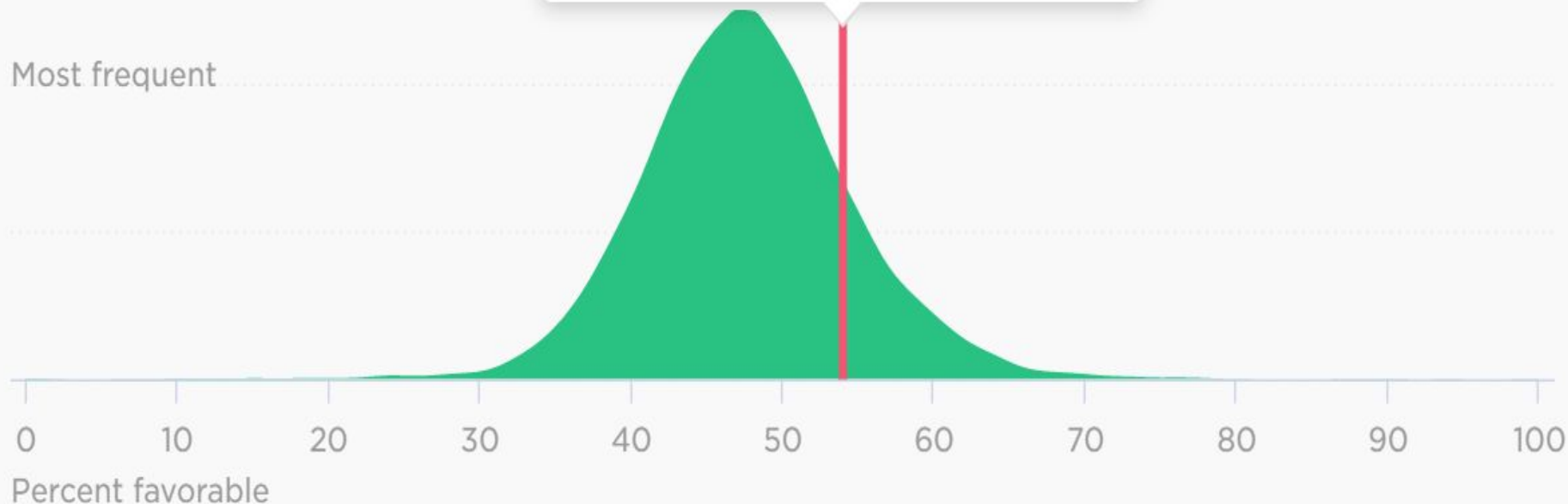
How well students regulate their emotions



54%

Your result

Compared to schools across the country,
your score is near the 90th percentile on
this topic.



● Your result

● National dataset
Distribution of school s...

Elementary Results- Emotional Regulation

- Q.1: How often are you able to pull yourself out of a bad mood?
 - **Favorable: 56%**
- Q. 2: When everybody around you gets angry, how relaxed can you stay?
 - **Favorable: 42%**
- Q. 3: How often are you able to control your emotions when you need to?
 - **Favorable: 68%**
- Q. 4: Once you get upset, how often can you get yourself to relax?
 - **Favorable: 60%**
- Q. 5: When things go wrong for you, how calm are you able to stay?
 - **Favorable: 46%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Positive Feelings

How frequently students feel positive emotions (excited, happy, loved, safe, hopeful)

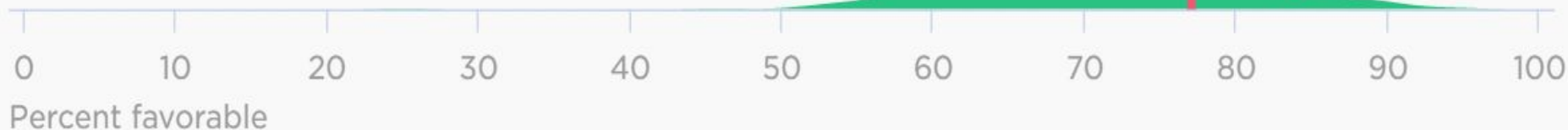


77%

Your result

Compared to schools across the country, your score is near the 90th percentile on this topic.

Most frequent



● Your result

● National dataset
Distribution of school s...

Elementary Results- Positive Feelings

- Q. 1: During the past week, how often did you feel excited?
 - **Favorable: 88%**
- Q. 2: During the past week, how often did you feel happy?
 - **Favorable: 79%**
- Q. 3: During the past week, how often did you feel loved?
 - **Favorable: 74%**
- Q. 4: During the past week, how often did you feel safe?
 - **Favorable: 66%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Challenging Feelings

How frequently students feel challenging emotions (angry, worried, sad, lonely, frustrated)



When you're busy blocking out difficult emotions and feelings, you're not going to feel the good stuff, either.

Valerie Bertinelli

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67%

Your result

Compared to schools across the country, your score is near the 99th percentile on this topic.

Most frequent



● Your result

● National dataset
Distribution of school s...

Elementary Results- Challenging Feelings

- Q. 1: During the past week, how often did you feel mad?
 - **Favorable: 65%**
- Q. 2: During the past week, how often did you feel lonely?
 - **Favorable: 68%**
- Q. 3: During the past week, how often did you feel sad?
 - **Favorable: 69%**
- Q. 4: During the past week, how often did you feel worried?
 - **Favorable: 64%**

Almost Always | Frequently | Sometimes | **Once in a While** | **Almost Never**

Engagement

How attentive and invested students are
in school

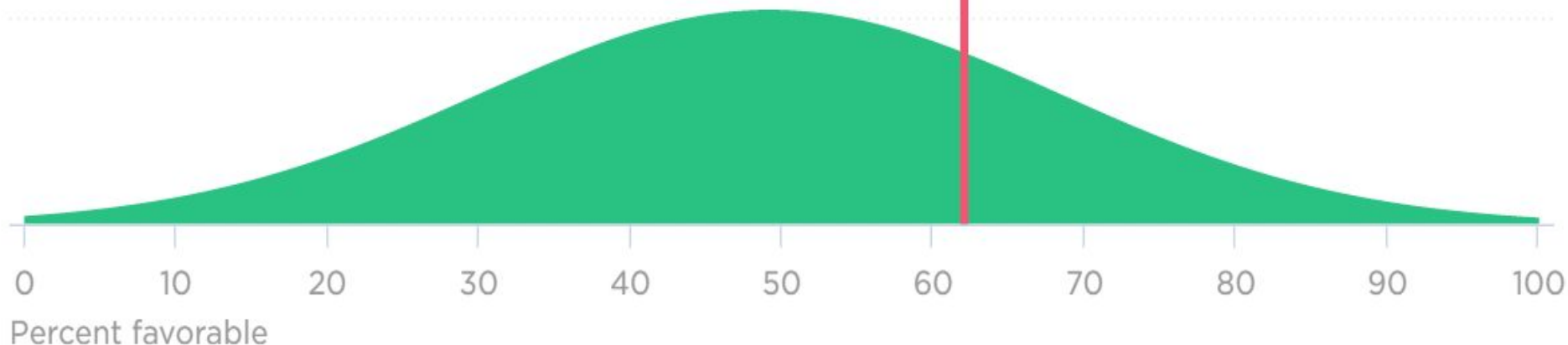


62%

Your result

Compared to all schools in our national dataset, your score is near the 80th percentile on this topic.

Most frequent



● Your result

● National dataset
Distribution of all scho...

Elementary Results- Engagement

- Q. 1: How excited are you about going to this class?
 - **Favorable: 66%**
- Q. 2: How focused are you on the activities in this class?
 - **Favorable: 75%**
- Q. 3: In this class, how excited are you to participate?
 - **Favorable: 61%**
- Q. 4: How interested are you in this class?
 - **Favorable: 74%**

Extremely | **Quite** | Somewhat | Slightly | Not at all

- Q. 5: When you are not in school, how often do you talk about ideas from this class?
 - **Favorable: 32%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never



Middle School Results

Middle Schools Survey Response Rate

- An average of 73.8% of middle school students took the survey
- 29 students were opted out

Middle Schools Demographic Breakdown

Student Gifted Status

Does Not Participate in Gifted Programing	1,141	76%
Gifted Program Participant	361	24%

Student MLStatus

ML Student	41	3%
Non ML Student	1,461	97%

Student Gender

f	755	50%
m	747	50%

Student Grade Level

6	506	34%
7	525	35%
8	471	31%

Student Race

Asian	151	10%
Black or African American	114	8%
Two or More Races	97	6%
White	1,043	69%
Confidentiality protected	97	6%

Supportive Relationships

How supported students feel through their relationships with friends, family, and adults at school.



Most frequent



● Your result

● National dataset
Distribution of school scores nationally

Middle School Results - Supportive Relationships

- Q.1: Do you have a teacher or other adult from school who you can count on to help you, no matter what?
 - **Favorable: 77%**
- Q. 2: Do you have a family member or other adult outside of school who you can count on to help you, no matter what?
 - **Favorable: 96%**
- Q. 3: Do you have a friend from school who you can count on to help you, no matter what?
 - **Favorable: 90%**

Middle School Results - Supportive Relationships

- Q. 4: Do you have a teacher or other adult from school who you can be completely yourself around?
 - **Favorable: 66%**
- Q. 5: Do you have a family member or other adult outside of school who you can be completely yourself around?
 - **Favorable: 92%**
- Q. 6: Do you have a friend from school who you can be completely yourself around?
 - **Favorable: 93%**

Emotional Regulation

How well students regulate their emotions



51%

Your result

Compared to schools across the country, your score is near the 80th percentile on this topic.

Most frequent



● Your result

● National dataset
Distribution of school s...

Middle School Results - Emotional Regulation

- Q.1: When you are feeling pressured, how easily can you stay in control?
 - **Favorable: 47%**
- Q. 2: How often are you able to pull yourself out of a bad mood?
 - **Favorable: 49%**
- Q. 3: When everybody around you gets angry, how relaxed can you stay?
 - **Favorable: 41%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Middle School Results - Emotional Regulation

- Q. 4: How often are you able to control your emotions when you need to?
 - **Favorable: 72%**
- Q. 5: Once you get upset, how often can you get yourself to relax?
 - **Favorable: 57%**
- Q. 6: When things go wrong for you, how calm are you able to remain?
 - **Favorable: 42%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Positive Feelings

How frequently students feel positive emotions (excited, happy, loved, safe, hopeful)



69%

Your result

Compared to schools across the country, your score is near the 90th percentile on this topic.

Most frequent

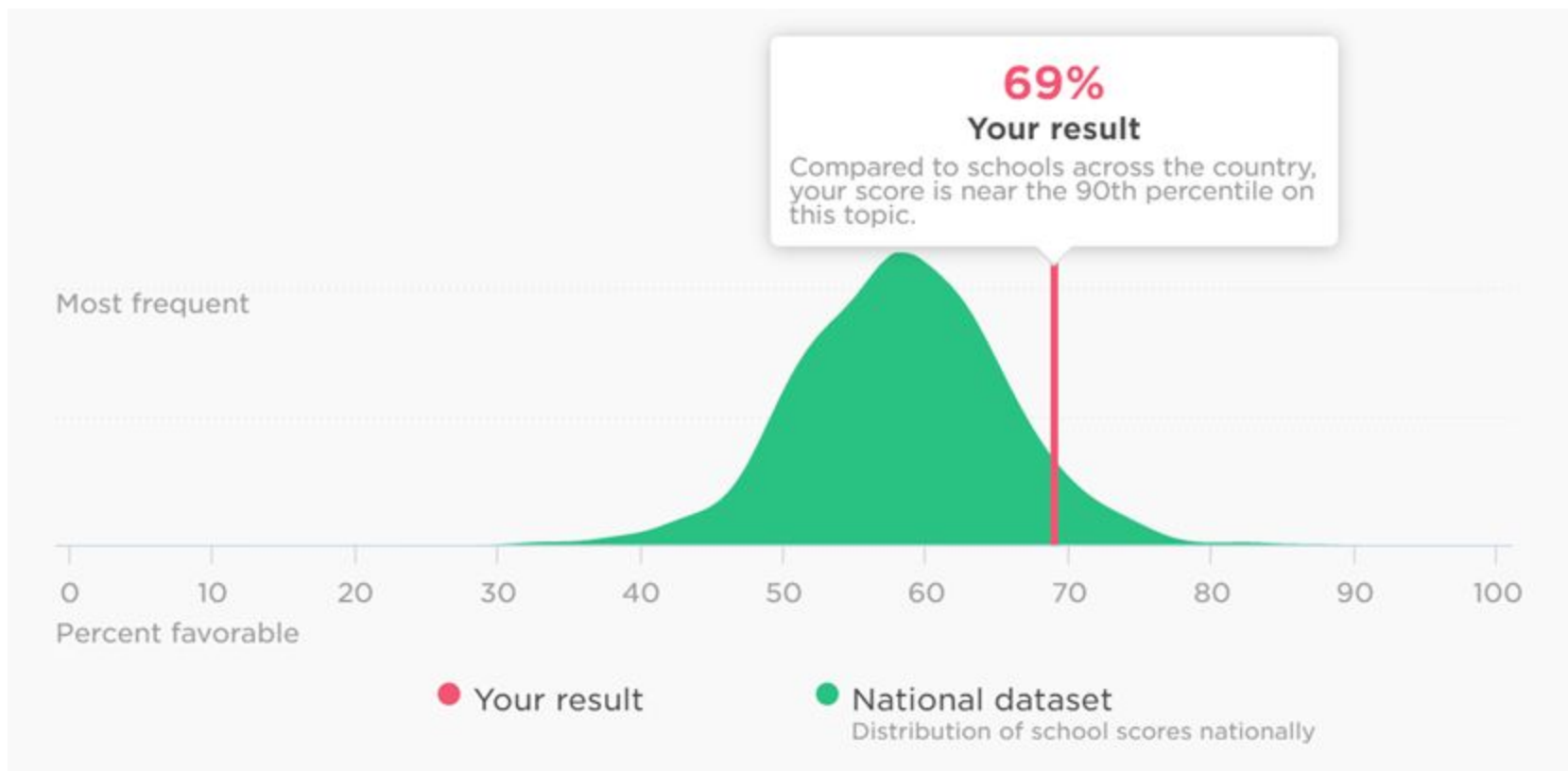
0 10 20 30 40 50 60 70 80 90 100

Percent favorable

● Your result

● National dataset

Distribution of school scores nationally



Middle School Results - Positive Feelings

- Q. 1: During the past week, how often did you feel excited?
 - **Favorable: 80%**
- Q. 2: During the past week, how often did you feel happy?
 - **Favorable: 70%**
- Q. 3: During the past week, how often did you feel loved?
 - **Favorable: 77%**
- Q. 4: During the past week, how often did you feel safe?
 - **Favorable: 60%**
- Q. 5: During the past week, how often did you feel hopeful?
 - **Favorable: 58%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Challenging Feelings

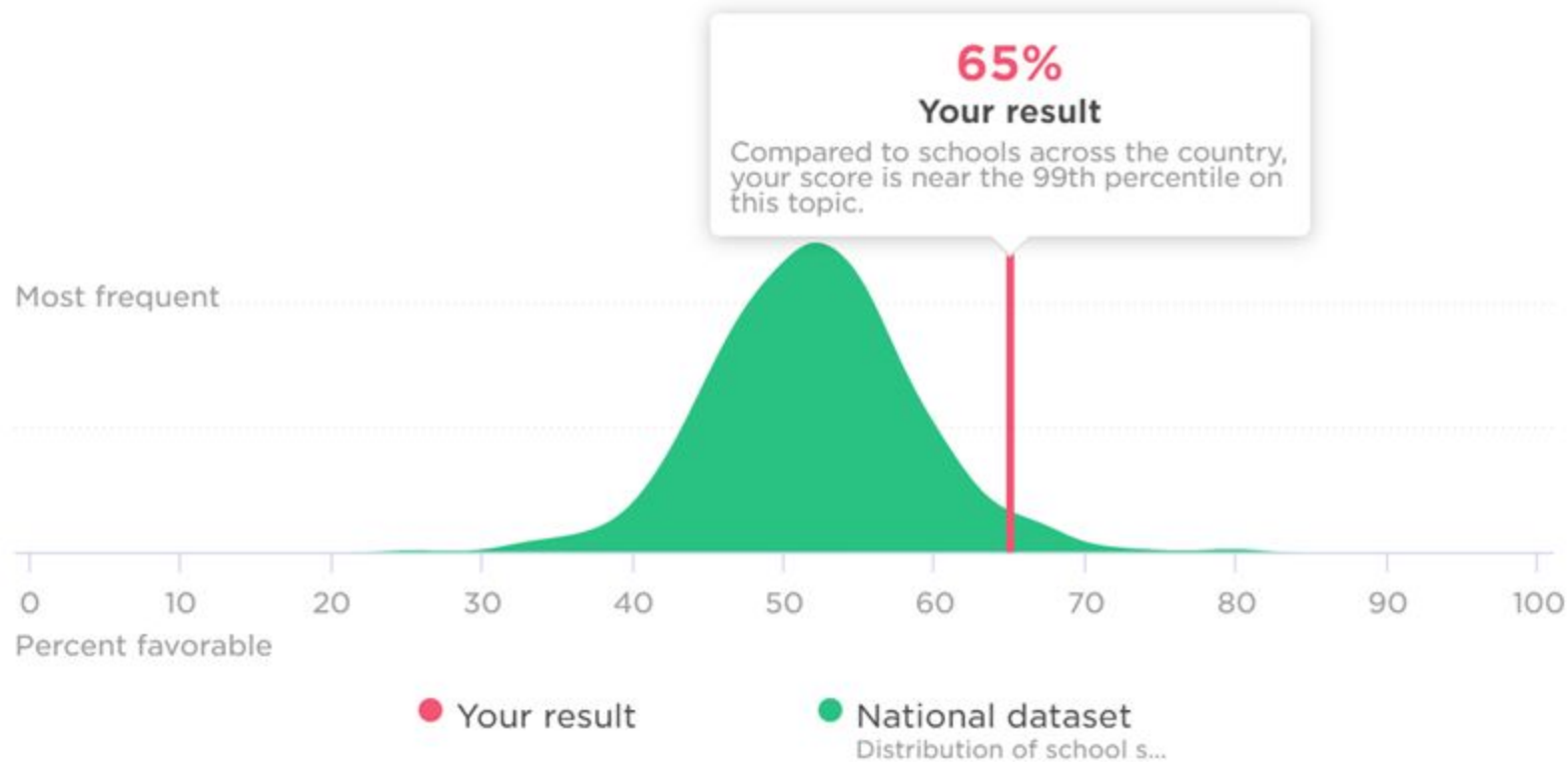
How frequently students feel challenging emotions (angry, worried, sad, lonely, frustrated)



When you're busy blocking out difficult emotions and feelings, you're not going to feel the good stuff, either.

Valerie Bertinelli

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Middle School Results - Challenging Feelings

- Q. 1: During the past week, how often did you feel angry?
 - **Favorable: 60%**
- Q. 2: During the past week, how often did you feel lonely?
 - **Favorable: 67%**
- Q. 3: During the past week, how often did you feel sad?
 - **Favorable: 64%**
- Q. 4: During the past week, how often did you feel worried?
 - **Favorable: 50%**
- Q. 5: During the past week, how often did you feel frustrated?
 - **Favorable: 83%**

Almost Always | Frequently | Sometimes | **Once in a While** | Almost Never

Responsibility	Percentage
Current government	10%
Previous governments	90%

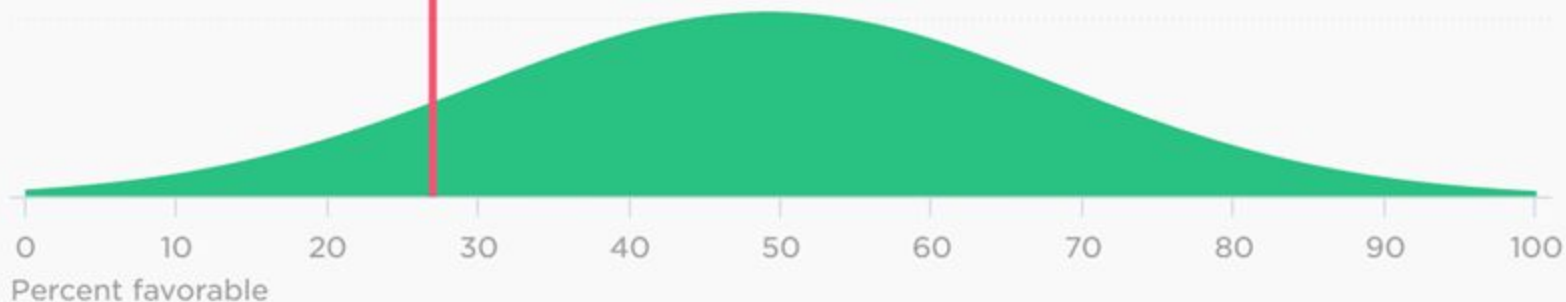
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27%

Your result

Compared to all schools in our national dataset, your score is near the 10th percentile on this topic.

Most frequent



● Your result

● National dataset

Distribution of all schools in our national dataset

Middle School Results - Engagement

- Q. 1: How excited are you about going to your classes?
 - **Favorable: 23%**
- Q. 2: How often do you get so focused on activities in your classes that you lose track of time?
 - **Favorable: 23%**
- Q. 3: In your classes, how eager are you to participate?
 - **Favorable: 31%**
- Q. 5: Overall, how interested are you in your classes?
 - **Favorable: 40%**

Extremely | **Quite** | Somewhat | Slightly | Not at all

- Q. 4: When you are not in school, how often do you talk about ideas from your classes?
 - **Favorable: 18%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never



High School Results

High School Survey Response Rate

- 69.7% of high school students took the survey
- 55 students were opted out

High School Demographic Breakdown

Student Gifted Status

Does Not Participate in Gifted Programing	1,487	78%
Gifted Program Participant	413	22%

Student MLStatus

ML Student	35	2%
Non ML Student	1,865	98%

Student Gender

f	985	52%
m	915	48%

Student Grade Level

9	537	28%
10	525	28%
11	491	26%
12	347	18%

Student Race

Asian	182	10%
Black or African American	135	7%
Hispanic/Latino	112	6%
White	1,373	72%
Confidentiality protected	98	5%

Supportive Relationships

How supported students feel through their relationships with friends, family, and adults at school.



83%

Your result

Compared to schools across the country, your score is near the 80th percentile on this topic.

Most frequent



● Your result

● National dataset
Distribution of school scores nationally

High School Results - Supportive Relationships

- Q.1: Do you have a teacher or other adult from school who you can count on to help you, no matter what?
 - **Favorable: 71%**
- Q. 2: Do you have a family member or other adult outside of school who you can count on to help you, no matter what?
 - **Favorable: 92%**
- Q. 3: Do you have a friend from school who you can count on to help you, no matter what?
 - **Favorable: 89%**

High School Results - Supportive Relationships

- Q. 4: Do you have a teacher or other adult from school who you can be completely yourself around?
 - **Favorable: 62%**
- Q. 5: Do you have a family member or other adult outside of school who you can be completely yourself around?
 - **Favorable: 90%**
- Q. 6: Do you have a friend from school who you can be completely yourself around?
 - **Favorable: 92%**

Emotional Regulation

How well students regulate their emotions



50%

Your result

Compared to schools across the country,
your score is near the 80th percentile on
this topic.

Most frequent



● Your result

● National dataset
Distribution of school scores nationally

High School Results - Emotional Regulation

- Q.1: When you are feeling pressured, how easily can you stay in control?
 - **Favorable: 43%**
- Q. 2: How often are you able to pull yourself out of a bad mood?
 - **Favorable: 46%**
- Q. 3: When everybody around you gets angry, how relaxed can you stay?
 - **Favorable: 44%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

High School Results - Emotional Regulation

- Q. 4: How often are you able to control your emotions when you need to?
 - **Favorable: 73%**
- Q. 5: Once you get upset, how often can you get yourself to relax?
 - **Favorable: 54%**
- Q. 6: When things go wrong for you, how calm are you able to remain?
 - **Favorable: 41%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Positive Feelings

How frequently students feel positive emotions (excited, happy, loved, safe, hopeful)



65%

Your result

Compared to schools across the country, your score is near the 90th percentile on this topic.

Most frequent



● Your result

● National dataset
Distribution of school scores nationally

High School Results - Positive Feelings

- Q. 1: During the past week, how often did you feel excited?
 - **Favorable: 77%**
- Q. 2: During the past week, how often did you feel happy?
 - **Favorable: 62%**
- Q. 3: During the past week, how often did you feel loved?
 - **Favorable: 75%**
- Q. 4: During the past week, how often did you feel safe?
 - **Favorable: 56%**
- Q. 5: During the past week, how often did you feel hopeful?
 - **Favorable: 53%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Challenging Feelings

How frequently students feel challenging emotions (angry, worried, sad, lonely, frustrated)



When you're busy blocking out difficult emotions and feelings, you're not going to feel the good stuff, either.

Valerie Bertinelli

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56%

Your result

Compared to schools across the country,
your score is near the 80th percentile on
this topic.

Most frequent



● Your result

● National dataset
Distribution of school s...

High School Results - Challenging Feelings

- Q. 1: During the past week, how often did you feel angry?
 - **Favorable: 54%**
- Q. 2: During the past week, how often did you feel lonely?
 - **Favorable: 56%**
- Q. 3: During the past week, how often did you feel sad?
 - **Favorable: 55%**
- Q. 4: During the past week, how often did you feel worried?
 - **Favorable: 37%**
- Q. 5: During the past week, how often did you feel frustrated?
 - **Favorable: 76%**

Almost Always | Frequently | Sometimes | **Once in a While** | **Almost Never**

Engagement

How attentive and invested students are
in school

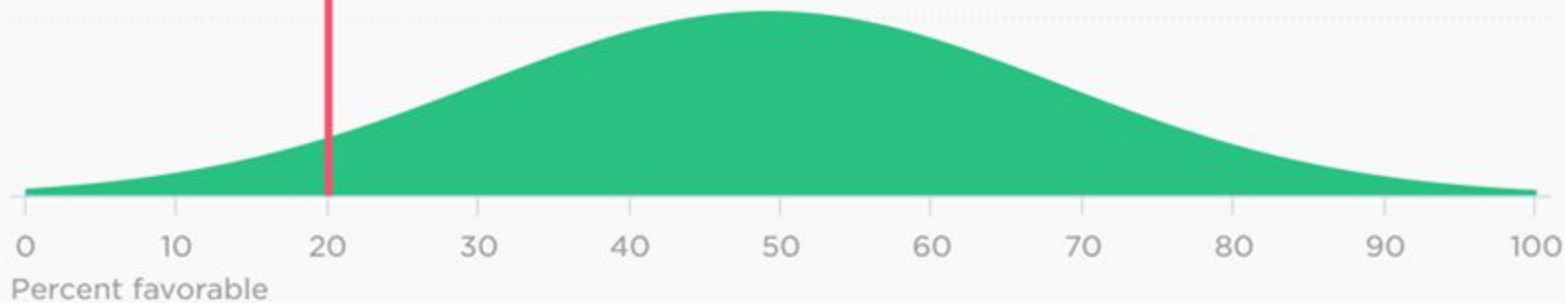


20%

Your result

Compared to all schools in our national dataset, your score is near the 10th percentile on this topic.

Most frequent



● Your result

● National dataset

Distribution of all schools in our national dataset

High School Results - Engagement

- Q. 1: How excited are you about going to your classes?
 - **Favorable: 15%**
- Q. 2: How often do you get so focused on activities in your classes that you lose track of time?
 - **Favorable: 17%**
- Q. 3: In your classes, how eager are you to participate?
 - **Favorable: 19%**
- Q. 5: Overall, how interested are you in your classes?
 - **Favorable: 30%**

Extremely | **Quite** | Somewhat | Slightly | Not at all

- Q. 4: When you are not in school, how often do you talk about ideas from your classes?
 - **Favorable: 18%**

Almost Always | **Frequently** | Sometimes | Once in a While | Almost Never

Observations

- Strengths

- Overall students responded much more positively than the national average in most categories
- Supportive Relationships
- Positive Feelings
- Challenging Feelings
- Emotional Regulation

Observations

- Challenges
 - Engagement
 - We still have room for growth!

Engagement Questions

- Q. 1: How excited are you about going to your classes?
- Q. 2: How often do you get so focused on activities in your classes that you lose track of time?
- Q. 3: In your classes, how eager are you to participate?
- Q. 4: Overall, how interested are you in your classes?
- Q. 5: When you are not in school, how often do you talk about ideas from your classes?

Observations

- Questions arising from the data?
 - How do current building and district assets contribute to the positive results we are seeing?
 - Where in our continuum of curriculum, programming, services and supports do we need to focus our efforts more strongly?
 - How do we use this information as a baseline moving forward?
 - At what frequency will we use this measure in the future?
 - What additional competency areas and/or questions need to be addressed?
 - [Panorama Scales](#)

Next Steps

- Immediate
 - Support team follow up with individual students and families
- Short-Term
 - Data review/consultation sessions at each site with Panorama SEL specialist
 - Training in the use of the [Panorama Playbook](#)
 - Building Problem-Solving Team review of data and site-level planning
- Long-Term
 - Identification of systemic challenges and goal-setting in alignment with our strategic initiatives



Board Meeting Date: 4/12/2021 Work Session

TITLE: School Board Equity Consortium

TYPE: Discussion

PRESENTER(S): Erica Allenburg, Board Chair; John W. Schultz, Ph.D., Superintendent

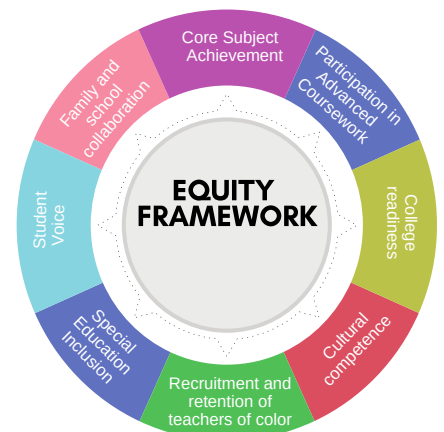
BACKGROUND: In accordance with the equity goals set out by the district and board this year, the governance committee is seeking the board's approval in establishing an equity consortium with other school districts around the country. The goal of this consortium is to share equity best practices to help both our and other school districts reduce the achievement and opportunity gap. The proposed framework and process for forming the consortium is attached to this cover sheet.

PRIMARY ISSUE(S) TO CONSIDER: School Board Consortium

ATTACHMENT: Equity Consortium Proposal

Educational Equity Consortium

Sharing best practices to
improve outcomes for students.



THE WHY

With increasing knowledge of the persistence of education and opportunity gaps, as well as the knowledge of the complexity and array of potential solutions, if school districts want to make measurable gains, they need to try to improve performance by working with other educational institutions to learn processes, programs, training, and policies that have had measurable gains in improving outcomes for all students.

THE PROPOSAL

The Edina School District School Board is interested in establishing an educational consortium of like-minded school districts from across the country that would like to meet to share best gap reducing practices.

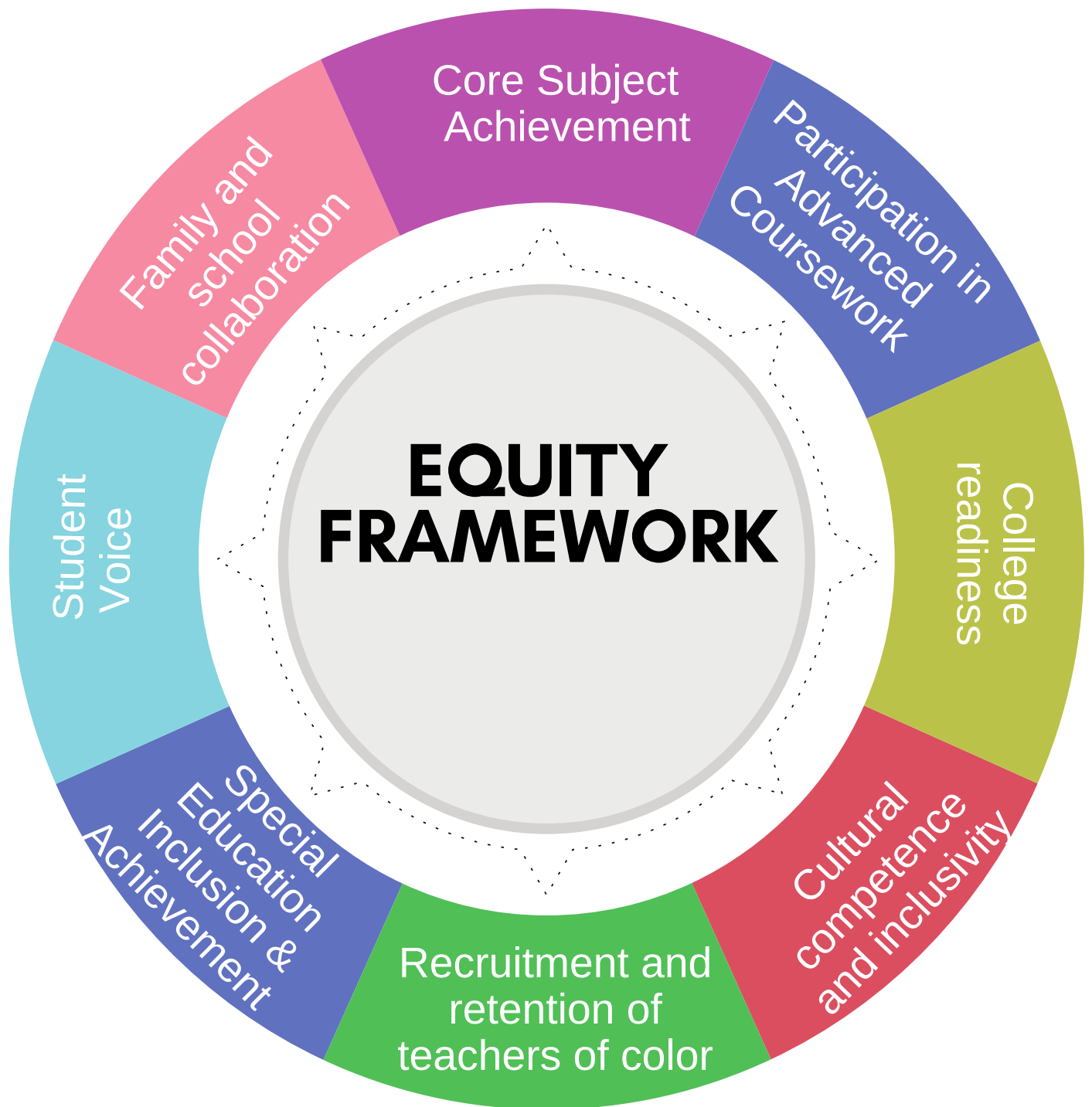
OUR APPROACH TO EQUITY

Our district recognizes with a complex, persistent problem like the education and opportunity gap, there are many facets to it and it will require many different solutions. Recent research, Edina's own 2020-2025 strategic plan and Minnesota Association of Metropolitan School District's Reimagine Minnesota plan have provided background for the following holistic approach to equity.

For reference:

1. <https://www.edinaschools.org/Page/5793>
2. <https://www.amsd.org/reimagineminnesota/>

HOLISTIC APPROACH



EQUITY FRAMEWORK

Core Subject Achievement

- Particular focus on math and reading
- Particular focus on pre K-Grade 3
- Interventions for students with dyslexia, other learning disabilities, and/or AD/HD

Participation in Advanced Coursework

- Participation in gifted and talented programs
- AP and/or IB participation rates
- Participation in honors classes

College Readiness

- Participation and success on standardized achievement tests such as the SAT and ACT
- College enrollment

EQUITY FRAMEWORK

Cultural Competence and Inclusivity

- Build equity education into professional development, collaborative time and school-wide practices.
- Develop inclusive standards, success measures and supports for student progress.
- Identify and eliminate structural barriers to success.

Recruitment of Teachers of Color

- Develop and build systemic strategies for recruiting and retaining staff of color.

Special Education Inclusion & Achievement

- Strategies that show academic and inclusion success in a general education setting.
- Examples of cooperative learning and peer interaction.

EQUITY FRAMEWORK

Student Voice

- Programs that facilitate student belonging and increase student confidence.

Family and School Collaboration

- Success in programs that increase collaboration between schools, parents and students
- Positive family involvement programs

CONSORTIUM PROPOSAL

Format:

- Quarterly round-table presentations and discussions to share best practices and tangible examples of gains made in any of the above areas.
- Open to board members, administrators, teachers and staff members.
- Target school districts: ideal, but not necessary, districts similar in demographics and student body to the Edina School District so that we can best share and learn from like districts.

Timing:

- The Edina School Board would like to run a pilot meeting on Tuesday, May 18th
- Second meeting TBD based on interest and availability of consortium districts
- Interim meeting suggested to set up general parameters of consortium



**JOIN US TO COLLABORATE
AND MAKE A DIFFERENCE.**

