

11/20/2020 - Weekly Board Notes

Kate Keinert - Small Celebration To Share:

Chapman Financial Services donated \$844 plus supplies to support the work of Hope on the Homefront.



Kelly Nicolls, Katie Graupman and Mike Nelson - Secondary, Curriculum And Assessment Team Update:

We want to share with you our thinking regarding the end of semester assessment process for the 2020-21 school year. As you know, we are in the midst of pandemic schooling. Our Secondary schedules have shifted numerous times, hundreds of students have been quarantined and irregularly attending school and facilitation of instruction has been inconsistent across classrooms.

We also know that our students are in negative margin socially and emotionally, with cases of trauma and fear about COVID exposure and quarantine, anxiety about poor grades, stress over uncertain schedules and recurring transitions, in addition to the loss of their “social/normal” school experiences.

With these considerations, we feel it imperative to evaluate our systems and structures of schooling to ensure that what we facilitate at this time is necessary, meaningful and relevant to our students and their families during pandemic schooling circumstances. We do not want to cause any (further) harm to our students within our system of schooling during pandemic circumstances. One of those systems under evaluation is our end of course/semester assessments.

Pandemic Schooling Assessment: *What is necessary, meaningful and relevant*

Necessary: Students having access to formative feedback rather than summative feedback. Formative feedback is important to instruction because it gives feedback that informs students of what they have learned, ways to deepen and enhance their learning, and what goals and priorities are in place for remaining standards and experiences to ensure students are improving as learners. This is different from the traditional, summative EOCA, which provides a final verdict of what has been mastered without any expectation the information is used toward remediation or future learning, and it accounts for 10% (new EOCA) or 15% (established EOCA) of the student’s semester grade.

Meaningful: In this context, we use 'meaningful' to indicate formative assessment and feedback processes that allow students 1:1 time with teachers to discuss and understand their current progress with content and establishing next steps in learning. It is critical that teachers and schools use assessments as part of established and regular communication with families as to how to best support the student in continued learning, celebrate their accomplishments, and ensure the teacher, student and family are all on the same page as a team moving forward.

Relevant: Students are being assessed and receiving feedback from their learning on content and examples that they were taught, and are important for continued learning experiences. Students should clearly see the connection of their assessments to their learning and that the assessment informs students of what they know well, what they still need to know, and why that continued learning is important for their achievement goals.

What Schools Will Be Responsible For:

- Students will have an assessment that gives teachers and students necessary, meaningful, and relevant information about student learning in the first semester.
- All content areas have a department/grade level process for creating an assessment experience that is necessary, meaningful, and relevant.
- Communicating each assessment process and structure, rationale, and results
- Use assessment results to inform building priorities to continuously improve and support student learning experiences.

What Will Not Be Required:

- EOCA that account for content not taught to students
- Percentage of grade accounted to summative end of semester assessment score
- Cut score requirement on EOCA correlated to absences in order to earn credit

What Will Be Communicated:

Board Communication:

- Process and rationale for first semester assessments.
- Next steps for each school in second semester scheduling, instructional interventions, and resource prioritization based on assessment results.
- Long-term planning considerations for each school as they consider continued and post-pandemic schooling opportunities and needs.

Districtwide Communication:

- Process and rationale for first semester assessments.

Student & Family Communication:

- Students and families will receive communication about what students learned well, what they need to continue to work towards, and what their priorities are for the second semester.
 - Our second Fastbridge window for English language arts and mathematics opens in the month of January, the same month as the end of the term.
- Depending on course and grade level, students will be provided short and long term impacts of their first semester progress and what resources and opportunities are available to them as they continue this year in pandemic schooling circumstances.

How This Process Will Inform the Future of Assessment in CDA Schools:

Our adopted Comprehensive Assessment Framework directs our district staff to emphasize personalized assessment *for* learning. These assessments shall measure the six components of the Portrait of a Graduate and Dintersmith's PEAK principles (purpose, essentials, agency, knowledge). Through the curricular design process, our teachers have already started designing new common assessments *for*, *as*, and *of* learning which align specific learning targets. Of greater emphasis is the building of instructional tasks, and assessments with essential questions and enduring understandings aligned with the Portrait. Through clear communication with our learners and leaders, we are developing a better way to “Identify evidence of learners’ understanding that can be gathered before, during and after the unit of study” (Orozco, 2020).

This requested shift away from our current assessment model aligns with these goals as well as Stiggins' (2014) Student Assessment Bill of Rights, which is presented before any standardized assessment:

1. Students are entitled to know the purpose for each assessment in which they participate; that is, they have a right to know specifically how the results will be used and by whom.
2. Students are entitled to know and understand the learning target(s) to be reflected in the exercises and scoring guides that make up any, and all, assessments.
3. Students are entitled to understand the differences between good and poor performance on pending assessments and to learn to self-assess their progress toward mastery.
4. Students are entitled to dependable assessment of their achievement gathered using quality assessments.

5. Students are entitled to effective communication of their assessment results, whether those results are being delivered to them, their families, or others concerned with their academic well-being.

Andi West - Social And Emotional Learning Board Notes - School Based Counseling:

Unfortunately, our community has seen a significant increase in the need for mental health and individual counseling services. Similarly, there appears to be a provider shortage, leaving agencies struggling to hire qualified staff to serve children and adults.

Our school based counseling services have been impacted by this increased community need and therefore we only have school based counseling at one elementary school (Bryan Elementary) thus far. We do have a therapist that will serve Lake City High School before the end of first semester, and we are hopeful to add more therapy services as they become available.

We met with Heritage Health regarding their current inability to meet all of our school based counseling needs and came to a mutual agreement that utilizing therapists from other community agencies may be the necessary solution to best serve schools in the 20-21 school year. We will continue to explore this option and update the School Board as new developments arise.

Jeff Voeller - Updates From Operations:

A bit of good news regarding staffing concerns.

Custodial Department: We hired a custodian who started this week. He will be on the evening crew at NExA. All school custodian positions are now full. We are looking for a .5 FTE for eSchool and are still working to hire one additional Rover Position.

Grounds: We interviewed and hired a Grounds Foreman this week. **Mike Lynd** started this past wednesday. We had a strong pool of applicants including a few in house candidates. Mike's past experience, certifications with pesticides and backflow testing will compliment his leadership for this department giving him a slight edge over the rest of the candidates.

There was also a vacant grounds position and we hired that position this week as well.

Transportation: We were able to recruit a few candidates for the substitute bus driver positions. We began a class this week with 2 drivers and are also training the Office Manager, **Donda Walsh**, who is a licensed driver but needs to complete the SD271 Training Course. Donda will be available as a backup to the back-up drivers. **Jill Hill** has 2 more interested candidates to meet with over the next few days.

End Of The Week 11-20-20 - Weekly And Monthly Cases By Schools - COVID Activity:

SCHOOL NAME	Weekly Positive COVID-19 Cases in Schools					Current Month Total per School	Current Active Quarantine	
	11/1-7	11/8-14	11/15-21	11/22-28	11/29-12/5		Staff	Student
Atlas	3	2	1	0	0	6	4	27
Borah	0	0	1	0	0	1	5	13
Bryan	1	2	2	0	0	5	5	40
Dalton	0	1	0	0	0	1	2	91
Feman	2	1	0	0	0	3	4	80
Hayden Meadows	1	0	1	0	0	2	1	18
NExA	3	3	0	0	0	6	2	3
Ramsey	1	1	1	0	0	3	1	13
Skyway	0	1	1	0	0	2	0	8
Sorensen	2	4	1	0	0	7	4	78
Winton	2	2	1	0	0	5	2	59
Sub-total	15	17	9	0	0	41	30	430
CMS	2	6	3	0	0	11	6	10
LMS	2	2	2	0	0	6	2	26
WMS	3	7	2	0	0	12	0	31
Sub-total	7	15	7	0	0	29	8	67
CHS	7	4	5	0	0	16	2	16
LCHS	6	4	8	0	0	18	3	1
Venture	0	3	0	0	0	3	1	59
Sub-total	13	11	13	0	0	37	6	76
E-School	1	0	2	0	0	3	0	16
ELC-Preschool	2	0	0	0	0	2	0	1
DO	2	2	2	0	0	6	5	0
Operations (transportation, maintenance, grounds, some nutritional services)	2	0	0	0	0	2	3	0
TOTAL OVERALL	42	45	33	0	0	120	52	590

SCHOOL NAME	Monthly Positive COVID-19 Cases in Schools					Total per School
	September	October	November	December	January	
Atlas	0	1	6			7
Borah	0	0	1			1
Bryan	0	0	5			5
Dalton	0	1	1			2
Feman	0	5	3			8
Hayden Meadows	0	0	2			2
NEXA	2	2	6			10
Rameey	0	5	3			8
Skyway	4	2	2			8
Sorensen	0	4	7			11
Winton	0	1	5			6
Sub-total	6	21	41	0	0	68
CMS	0	7	11			18
LMS	1	5	6			12
WMS	1	7	12			20
Sub-total	2	19	29	0	0	50
CHS	7	8	16			31
LCHS	2	27	18			47
Venture	1	0	3			4
Sub-total	10	35	37	0	0	82
E-School	1	2	3			6
ELC-Prechool	0	1	2			3
DO	0	0	6			6
Operations (transportation, maintenance, grounds, some nutritional services)	0	7	2			9
TOTAL OVERALL	19	85	120	0	0	224

11/19/20 - Current Enrollment Numbers Reports:

A3 of 11-18-2020

[illegible]

2020-2021-- MS & HS -- ENTITY ENROLLMENT NUMBERS								As of 11-19-2020		
In Building Enrollment										
	6	7	8	9	10	11	12	TOTAL		
CMS	228	217	268					713	MS COMPARISON	
	19	22	30						Last Yr. vs. This Yr.	
LMMS	180	194	209					583		Enrollment Sept. 3, 2019
	23	33	20						2488	
WMS	242	274	244					760	2309	Includes eSchool
	36	36	32						-179	DIFFERENCE
CHS				379	368	324	306	1377	HS COMPARISON	
				31	29	36	26		Last Yr. vs. This Yr.	
LCHS				384	380	353	346	1463		Enrollment Sept. 3, 2019
				37	54	40	36		3301	
VHS				22	32	51	45	150	3301	Includes eSchool
				1	0	2	0		0	DIFFERENCE
JDC	0	1	0	4	4	8	3	20		
			1							
TOTAL	650	686	721	789	784	736	700	5066		
	eSchool Enrollment by Grade			TOTAL SECONDARY ENROLLMENT				5610		
eSchool				(Includes in-building & eSchool combined)						
8th	83		12th	62						
7th	91		11th	78						
6th	78		10th	83						
Total MS	252		9th	69						
			Total HS	292						

11/13/20 - Daily Enrollment and Absence Report:

Attached is the Daily Enrollment and Absence report for the week ending 11/13/2020 for your review.

PRIOR YEAR REPORT IN GREEN HIGHLIGHTED BOXES
Absent percentages over 5% in red

Daily Absence Report

11/9/2020-11/13/2020

ELEMENTARY	11/9/2020	11/10/2020	11/11/2020	11/12/2020	11/13/2020
BORAH 101	7.4%	7.4%	No School	5.7%	9.6%
BRYAN 102	4.7%	8.2%	No School	7.9%	7.9%
DALTON 103	6.9%	5.4%	No School	4.5%	7.1%
FERNAN 104	7.8%	7.8%	No School	4.5%	9.1%
ATLAS 105	1.9%	2.4%	No School	1.1%	3.2%
RAMSEY 106	4.5%	5.7%	No School	5.7%	7.5%
SORENSEN 107	6.7%	3.5%	No School	3.9%	2.1%
WINTON 108	6.0%	7.3%	No School	9.5%	11.4%
HAYDEN MEADOWS 109	2.7%	3.3%	No School	5.2%	4.6%
SKYWAY 110	4.2%	3.6%	No School	4.0%	9.1%
NEXA 113	4.0%	5.4%	No School	0.2%	0.5%
TOTAL ELEMENTARY	4.9%	6.6%	6.0%	4.6%	6.6%

4 periods or more absent (2 periods for LCHS & Venture)

SECONDARY	11/9/2020	11/10/2020	11/11/2020	11/12/2020	11/13/2020
CANFIELD 601	4.8%	5.6%	No School	6.6%	8.6%
LAKES 602	6.6%	8.4%	No School	9.6%	12.9%
WOODLAND 603	3.3%	4.2%	No School	4.2%	5.1%
CDA HIGH 401	6.2%	6.2%	No School	4.3%	5.2%
LAKE CITY HIGH 402	5.3%	6.5%	No School	4.9%	5.3%
VENTURE HIGH 491	22.6%	32.6%	No School	19.9%	24.7%
TOTAL SECONDARY	6.2%	6.9%	6.0%	5.9%	7.1%

11/9/2020-11/13/2020

ELEMENTARY	Enr. #s	11/9/2020	%	11/10/2020	%	11/11/2020	%	11/12/2020	%	11/13/2020	%
BORAH 101	282	21	7.4%	21	7.4%	No School	#VALUE!	16	5.7%	27	9.6%
BRYAN 102	318	15	4.7%	26	8.2%	No School	#VALUE!	25	7.9%	25	7.9%
DALTON 103	338	21	6.3%	18	5.4%	No School	#VALUE!	15	4.5%	24	7.1%
FERNAN 104	309	24	7.8%	24	7.8%	No School	#VALUE!	14	4.5%	23	9.1%
ATLAS 105	375	5	1.3%	9	2.4%	No School	#VALUE!	4	1.1%	12	3.2%
RAMSEY 106	442	20	4.5%	25	5.7%	No School	#VALUE!	25	5.7%	33	7.5%
SORENSEN 107	265	19	6.7%	10	3.5%	No School	#VALUE!	11	3.9%	6	2.1%
WINTON 108	318	19	6.0%	23	7.3%	No School	#VALUE!	30	9.5%	36	11.4%
HAYDEN MEADOWS 109	367	10	2.7%	12	3.3%	No School	#VALUE!	19	5.2%	17	4.6%
SKYWAY 110	472	20	4.2%	17	3.6%	No School	#VALUE!	19	4.0%	43	9.1%
NEXA 113	404	16	4.0%	22	5.4%	No School	#VALUE!	1	0.2%	2	0.5%
TOTAL ELEMENTARY	3904	190	4.9%	22	0.6%	0	0.0%	179	4.6%	253	6.5%

128.8

11/11/19-11/15/19

ELEMENTARY	Enr. #s	11/11/2019	%	11/12/2019	%	11/13/2019	%	11/14/2019	%	11/15/2019	%
BORAH 101	349	NO SCHOOL	#VALUE!	16	4.6%	12	3.4%	15	4.3%	14	4.0%
BRYAN 102	407	NO SCHOOL	#VALUE!	23	5.7%	16	3.9%	19	4.7%	21	5.2%
DALTON 103	437	NO SCHOOL	#VALUE!	17	3.9%	20	4.6%	17	3.9%	20	4.6%
FERNAN 104	424	NO SCHOOL	#VALUE!	25	5.9%	24	5.7%	24	5.7%	19	4.5%
ATLAS 105	600	NO SCHOOL	#VALUE!	25	4.2%	28	4.3%	29	4.8%	23	4.7%
RAMSEY 106	738	NO SCHOOL	#VALUE!	30	4.1%	29	3.9%	30	4.1%	34	4.6%
SORENSEN 107	315	NO SCHOOL	#VALUE!	12	3.8%	9	2.9%	7	2.2%	14	4.4%
WINTON 108	504	NO SCHOOL	#VALUE!	23	4.6%	16	3.2%	19	3.8%	30	6.0%
HAYDEN MEADOWS 109	488	NO SCHOOL	#VALUE!	17	3.5%	29	5.9%	20	4.1%	23	4.7%
SKYWAY 110	647	NO SCHOOL	#VALUE!	14	2.2%	20	3.1%	11	1.7%	17	2.6%
NEXA 113	280	NO SCHOOL	#VALUE!	4	1.4%	9	3.1%	9	3.1%	19	6.8%
TOTAL ELEMENTARY	5199	0	0.0%	206	4.0%	210	4.0%	200	3.8%	239	4.6%

171.0

11/9/2020-11/13/2020

4 periods or more absent (2 periods for LCHS & Venture)

SECONDARY	Enr. #s	11/9/2020	%	11/10/2020	%	11/11/2020	%	11/12/2020	%	11/13/2020	%
CANFIELD 601	712	34	4.8%	40	5.6%	No School	#VALUE!	47	6.6%	61	8.6%
LAKES 602	583	56	9.6%	49	8.4%	No School	#VALUE!	56	9.6%	75	12.9%
WOODLAND 603	760	25	3.3%	32	4.2%	No School	#VALUE!	32	4.2%	39	5.1%
CDA HIGH 401	1379	85	6.2%	85	6.2%	No School	#VALUE!	59	4.3%	72	5.2%
LAKE CITY HIGH 402	1482	78	5.3%	95	6.5%	No School	#VALUE!	72	4.9%	77	5.3%
VENTURE HIGH 491	148	33	22.6%	48	32.9%	No School	#VALUE!	29	19.9%	36	24.7%
TOTAL SECONDARY	5042	311	6.2%	349	6.9%	0	0.0%	295	5.9%	360	7.1%

263.0

11/11/19-11/15/19

4 periods or more absent (2 periods for LCHS & Venture)

SECONDARY	Enr. #s	11/11/2019	%	11/12/2019	%	11/13/2019	%	11/14/2019	%	11/15/2019	%
CANFIELD 601	864	NO SCHOOL	#VALUE!	46	5.3%	47	5.4%	35	4.1%	40	4.6%
LAKES 602	717	NO SCHOOL	#VALUE!	50	7.0%	55	7.7%	61	8.5%	60	8.6%
WOODLAND 603	909	NO SCHOOL	#VALUE!	50	5.5%	55	6.1%	67	7.4%	54	5.9%
CDA HIGH 401	1434	NO SCHOOL	#VALUE!	73	5.1%	70	4.9%	81	5.6%	114	7.9%
LAKE CITY HIGH 402	1657	NO SCHOOL	#VALUE!	92	5.6%	86	5.2%	80	4.8%	128	7.6%
VENTURE HIGH 491	178	NO SCHOOL	#VALUE!	36	20.2%	33	18.5%	34	19.1%	51	28.7%
TOTAL SECONDARY	5759	0	0.0%	358	6.2%	348	6.0%	358	6.2%	447	7.8%

301.4

Q & A Responses: (Cabinet responses to Trustee questions will be placed here and posted on the following Board Weekly Notes.)

Pam Westberg - No Board Weekly Notes Published Next Week:

Due to the Thanksgiving Holiday, there will be no publication of the Board Weekly Notes next week.

Enjoy family and friends during the Thanksgiving Holiday.

HAPPY THANKSGIVING!

