



# **COVID CONVO: ENGAGE WITH LOCAL SUPERINTENDENTS ON COVID-19**

November 6<sup>th</sup> | 12:00 p.m. – 1:00 p.m.



# Introduction from Arif

- **Comments from Arif:** final COVID Convo on Friday, November 20
- **Fred Nolan:** updates from MDE, MDH and summary of academic studies on learning loss
- **Updates from Bemidji, Mora, and East Central:** positive news, learning results and interventions, school and County COVID rates, and changes in learning plans
- **Neil Carlson:** teaching resources and transmission info
- **Todd Rapp:** communications update
- **Q&A**

## COVID CONVO

...for two more Friday's in November!  
November 6 and November 20 from 12 p.m. - 1 p.m.  
Sign up today at <https://bit.ly/2TOxggd>



[November COVID Convo Registration Link](https://bit.ly/2TOxggd)



# EO 20-94 + National Learning Loss

- **EO 20-94:** *"A school district or charter school must count 30 minutes per day for teacher preparation to provide instruction to students in distance learning or a distance learning or hybrid learning model, as instructional time..."*
- EO 20-94: *"School districts and charter schools operating in a distance or hybrid learning model that are providing in-person services...must prioritize providing in-person instruction and services to students with disabilities whose individualized education program calls for intensive services that cannot be provided in a distance learning model."*
- EO 20-94: *"School districts and charter schools are strongly discouraged from referring students for truancy..."* – more details available updated in MDE's [2020-21 Planning Guidance for Minnesota's Schools](#) Read a [summary of updates here](#).
- **McKinsey projected a lifetime earnings loss averaging –2.2% for today's students. They assumed the following:**
  - Average distance learning will deliver only 50% of expected learning and 28 states do not require distance learning
  - Pandemic will interrupt education 12-14 months
  - Black, Hispanic and low-income students would more likely receive low quality remote learning delivering only 25% of learning or no learning over this time leading to greater than average lifetime earnings loss

# COVID Convo

Bemidji Area Schools ISD 31




# Good News in Bemidji

- COVID numbers are climbing

Beltrami	<b>County Name</b>
46,117	<b>Population of Beltrami County</b>
10/22/20 - 11/4/20	<b>Time Period</b>
286	<b>Current # of Cases in Time Period</b>
<b>62.04</b>	<b>Current 14-Day Case Rate</b>
14-day county level case rate per 10,000 = Total number of cases for last 14 days / (County population / 10,000)	

- Operating referendum failed
- People still do want to support the school district

**Adrienne Eickman**  
8h · 🌐

I have been thinking about the referendum failing in Bemidji. It's discouraging, I think-remember back in the spring when everyone loved teachers?

My kids don't attend district schools, but we live in this community. When a first responder comes to my home, most likely, they attended Bemidji schools. When an electrician comes to my home, most likely, they attended Bemidji schools. The nurse taking care of my children most likely attended Bemidji schools. When I cast a vote for a local candidate, most likely, they attended Bemidji schools.

Don't I want them to be the best? Don't I want them to have a foundation in knowledge, mastery of their skill, compassion, courage, and grit? Do I want them to be literate? Do I want them to be able to problem solve and think critically?

Our teachers are working so incredibly hard right now to build a future with community members we can count on. It's crucial, tedious, careful, and often unappreciated work.

Here is what I am going to do- I am going to write the district a check for \$45. This is what the district estimated would be the average cost to households, had the referendum passed, and send it to the district office. I want the district to know that I stand with them. Please feel free to join me!

The district office address is:  
502 Minnesota Ave NW  
Bemidji MN 56601

# Good News in Bemidji

- Video PSA to the community

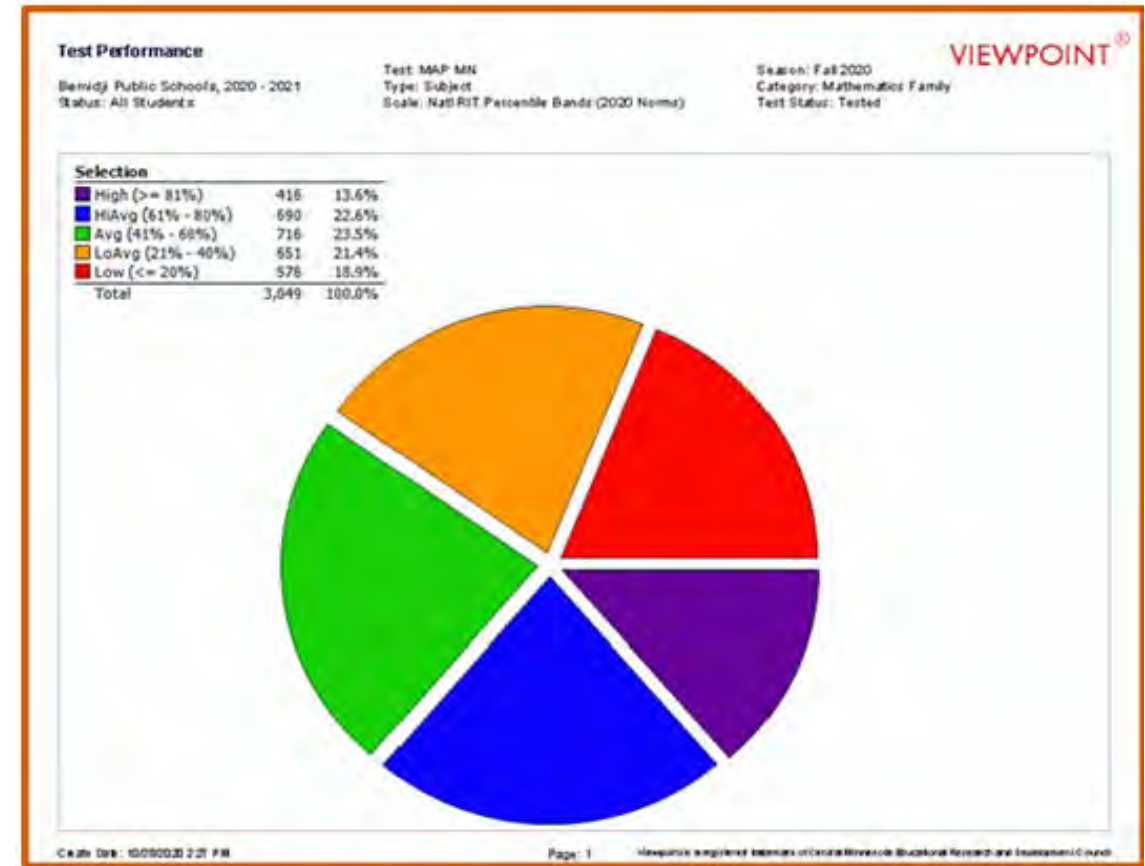
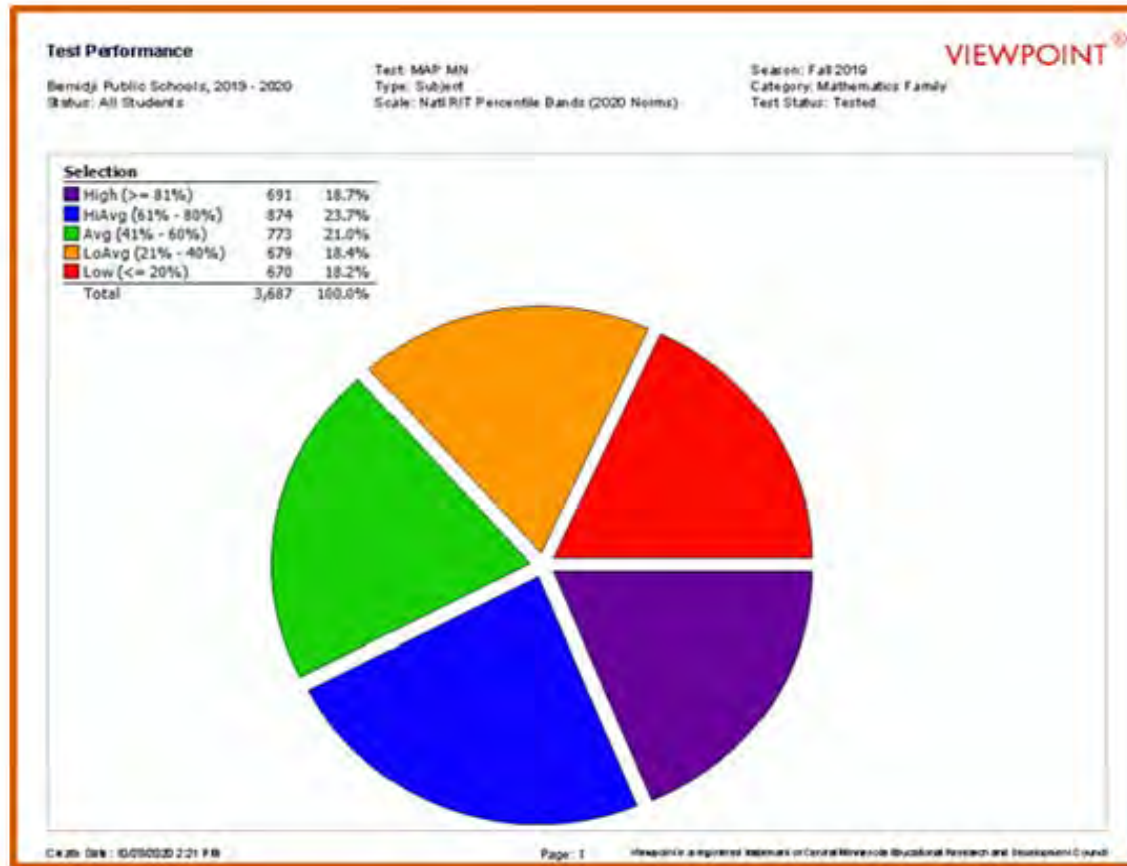




## BEMIDJI AREA SCHOOLS - MEASURABLE ASSESSMENT DATA



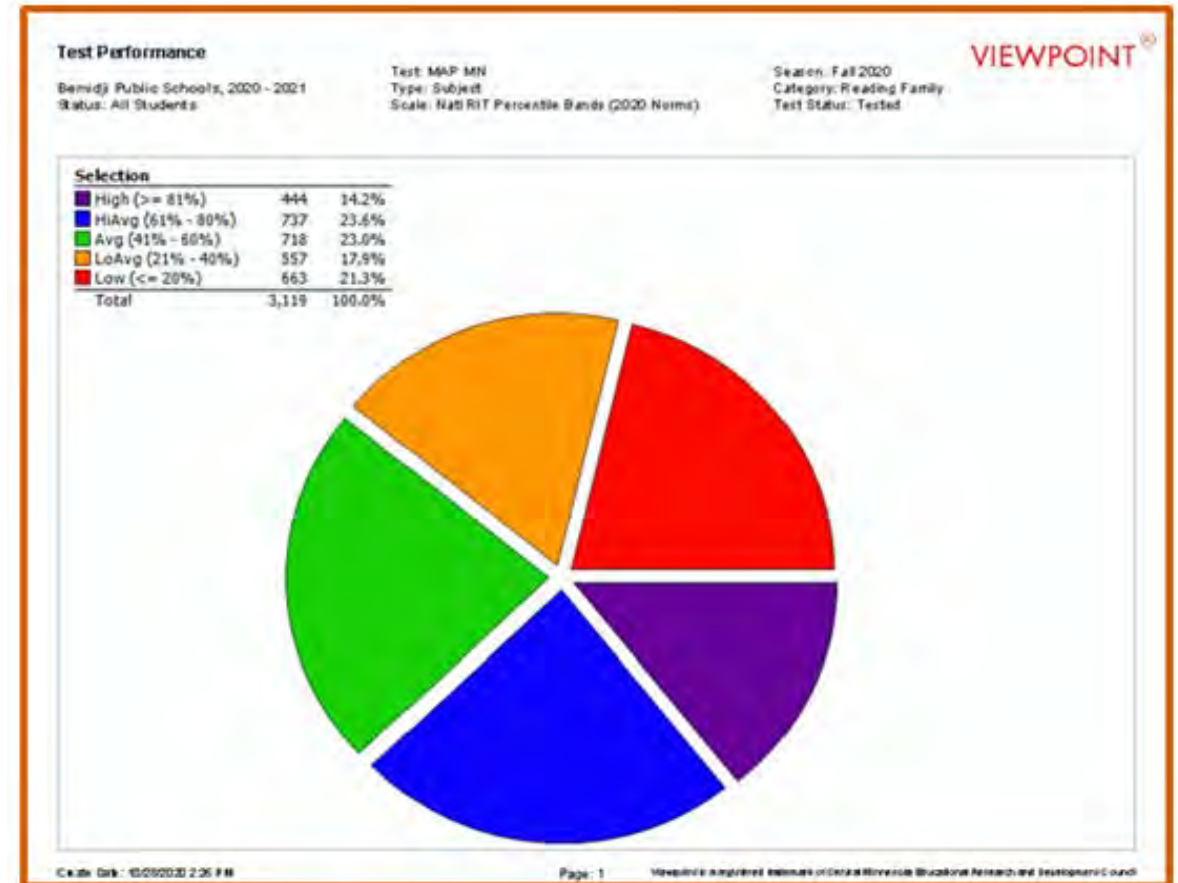
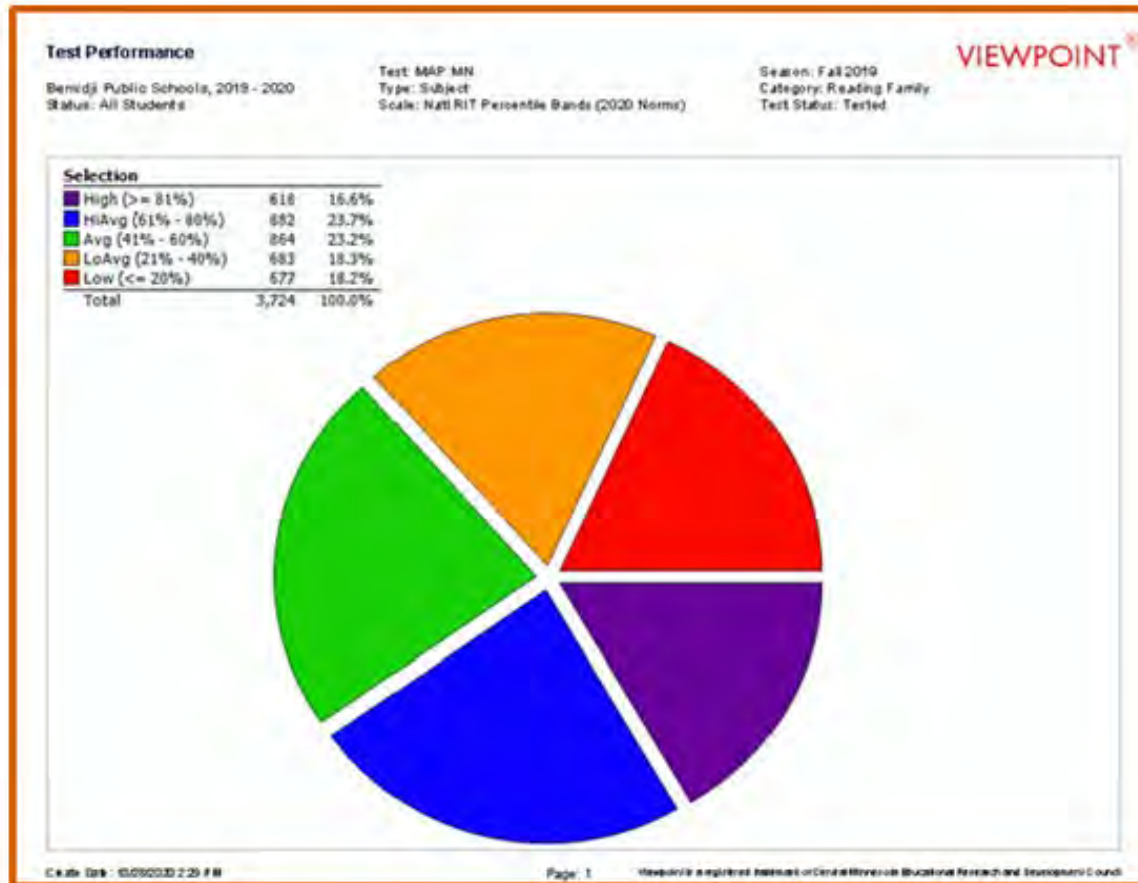
### NWEA MAP **MATH** (ALL STUDENTS) – 3.7% OVERALL DROP



## BEMIDJI AREA SCHOOLS - MEASURABLE ASSESSMENT DATA

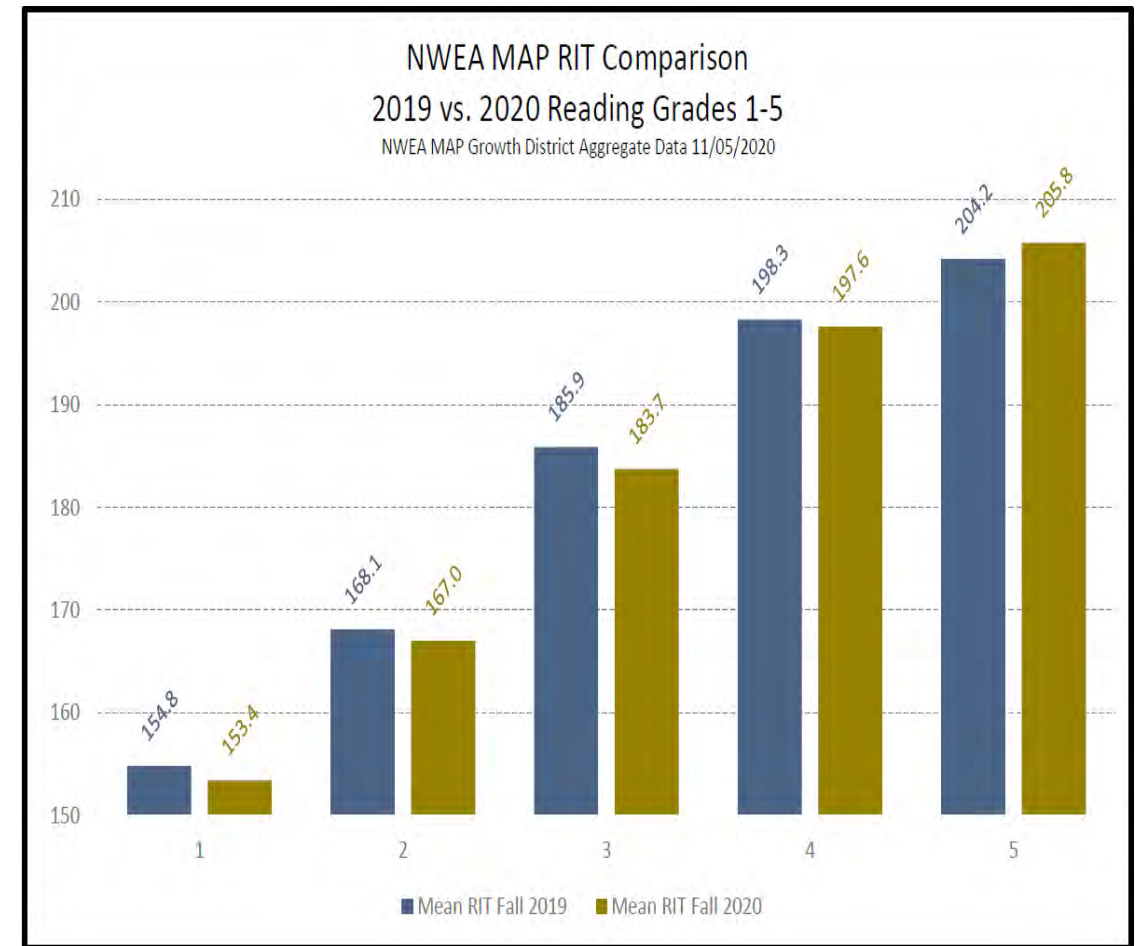
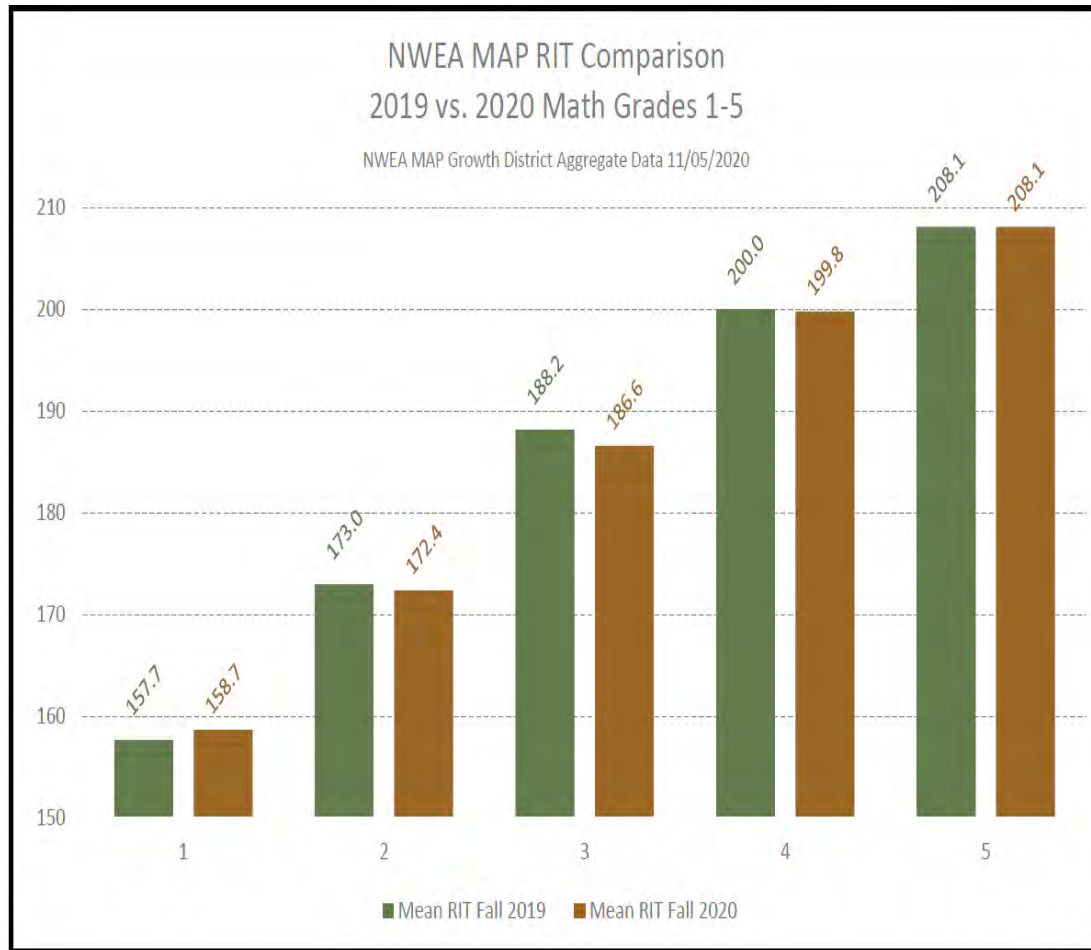


### NWEA MAP **READING** (ALL STUDENTS) – 2.7% OVERALL DROP





## BEMIDJI AREA SCHOOLS - MEASURABLE ASSESSMENT DATA



# Elementary Level Concerns

- Distance learners falling behind
- Attendance concerns in DL model
- Mental health and behavioral concerns



# Secondary Level Concerns

- Distance learning students not engaged
- 6<sup>th</sup> grade student failure rates higher than usual
- Students are MIA
- Graduation rate is at risk



# COVID Convo

Mora Public Schools



# FALL FAST RESULTS



***Using Median Scores		***Color Coding Follows COHORT				*** Horizontally Follows			
aReading									
	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015	5 Year Average	Results	One year's expected growth
1st	426.54	436.37	433.57	444.05	439.32	428.27	436.32	-9.78	33
2nd	471.59	480.33	485.9	479.35	478.81	480.85	481.05	-9.46	21
3rd	499.21	504.01	499.69	500.78	500.19	497.69	500.47	-1.26	13
4th	514.86	513.96	514.01	516.09	510.41		513.62 4 year	1.24	11
5th	520.63	523.63	523.73	522.43			523.26 3 year	-2.63	7
6th	530.75	532.63	532.35				532.49	-1.74	7
7th	538.08	539.35					539.35	-1.27	7
8th	545.91								

***Using Median Scores									
aMath									
	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015	5 Year Average	Results	One year's expected growth (national norms)
1st	185.77	186.24	186.36	187.81	190.62	189.97	188.20	-2.43	10
2nd	198.84	200.05	204.18	200.07	200.69	200.24	201.05	-2.21	8
3rd	205.64	208	206.32	206.86	208.88	204.8	206.97	-1.33	5
4th	213.06	211.76	214.38	213.87	213.73		213.44 4 Year	-0.38	4
5th	215.3	218.51	217.55	217.18			217.75 3 Year	-2.45	5
6th	222.44	224.37	225.76				225.07 2 Year	-2.63	5
7th	229.52	231.95					231.95 1 year	-2.43	4
8th	233.68								



# Double Doses During Hybrid

- **September 28**

- Our DCD students immediately attended 4 days per week vs. 2 days per week (attend both A and B schedules)
  - Over the next three weeks, we worked closely with food service and transportation to set up routes for our next tier of students.

- **October 21**

- We added 2 hours of SPED instruction for our LD students and 90 minutes of our neediest students receiving TITLE instruction. This amounted to 100 students coming in out of 800 students.
  - 8:30-10 am. Title group 1 (K-3)
  - 9-11 am. SPED (K-6)
  - 1-2:30 pm. Title group 2 (K-3)

- **November 4**

- We added 4th-6th Grade Title math support and added 5 more students to 1st and 2nd grade support groups.
- High School is currently bringing DCD students in 5 days per week and exploring options for students failing a certain amount of classes. Attendance and failing grades is a concern at the high school.

# Elementary Testimonials

## 5th Grade Teacher: Kayla Thor

- Pros:

- My students have been more focused and engaged overall.
- Less redirecting to regain their attention during class time.
- Off-task behaviors have dramatically decreased.
- More willingness to participate with smaller classes.
- We get through more material in one class time than I did in years past.
  - 2-3 lessons per week vs 4 but good progress per day.
- Better feedback to students
- Ability to train students in preparation for distance learning.
- The Wednesday distance learning workdays has been super helpful for "survival."

- Cons:

- Numerous preps
- Keeping track of schedules and assignments
- Trying to get students caught up (if they miss, you may not see them for a week or two).

# Elementary Testimonials

## 3rd Grade Teacher: Kelsey Nolt

- Our 3rd grade team meets to collaborate and align our instruction. We send the same work home to students.
  - It has really helped us to stay consistent in pacing and ensuring all students are learning the same things. Collaborating with our teaching has also given us the opportunity to pull best practices and ideas from each other - it has been fun to plan activities!
- Third grade students have a mix of work that is required to be completed online and on paper.
  - They have adjusted really well in learning how to email and submit answers using Google Forms.
  - I really like having my students answer questions on Google Forms because it gives students immediate feedback on how they are doing and supports the use of technology in the classroom.
- I've noticed with having students in person only 2 days a week, that we are really focusing on essential standards.
  - We introduced Story Elements in the beginning of the school year, since then, we have been able to apply them to every story we read. Students are working hard to comprehend at a deeper level and think critically about every text.

# Elementary Testimonials

## 4th Grade Teacher: Jon Samuelson

- Most of our time is devoted to delivering instruction so students understand the standards or lesson skills before going home.
  - Then, students distance learning time is devoted to reinforcing those skills with practice (homework, online resources, etc.). Parents are needed more so as supports (making sure students get work done and reach out for help with questions if students are struggling).
- Teachers now must really look at the curriculum as guaranteed and viable. We need to reflect and ask ourselves, "Is what we are teaching necessary?" Can we skip this to make sure we are on pace to cover all standards? What standards are the most important?

# High School Testimonial

## High School Math Teacher: Michelle Ostein

- **I was hoping to be able to get through more content in the block schedule, but it does not seem to be working out that way.**
  - I do have more time for formative assessments and for students to ask questions, which is great.
  - Worried about getting through 40% of the curriculum.
    - I have had to really look at the whole year and decide to cut complete chapters out, or fun projects, to focus on the most critical content and skills I know students will need.
    - As a 7/8 math teacher, I do know what skills are the "heavy hitters" on MCAS, etc., so that has helped.
- **I would say we are all quite worried about the impact of student learning long term.**
  - We are losing out on so much valuable instructional time that is not easy to just "get back."
  - We are dealing with a lot of barriers here: flex students, students with low Internet capacity, not being able to physically see our students, etc.
  - In one way, this year will provide students and teachers alike with opportunities for immense growth in communication and study habits; however, there is a large number of students who really need the extra support to develop these skills and when they are on their own I fear they will continue to sink more and withdraw.



# COVID Convo

East Central Public Schools



# Situation Update

- Pine County case rate number = **35.7 per 10,000 (30.0 w/o prison cases)**
- Predicted case rate number = **53.95 per 10,000 (prison cases no longer a factor)**
- Current learning model = District-wide distance learning through November 13
- 17 staff members in quarantine (8 confirmed positive cases)
- 45 students in quarantine (0 confirmed positive cases)
- Sports will start again on November 9

## FASTBRIDGE UNIVERSAL SCREENING MEASURES

Colors = student cohorts, data is collected each fall



**East Central Elementary - aReading**

Grade	17-18	18-19	19-20	20-21
KG	61%	52%	43%	39%
1	54%	56%	47%	30%
2	71%	62%	66%	50%
3	55%	64%	49%	42%
4	47%	53%	59%	49%
5	65%	65%	55%	65%
6	66%	71%	69%	54%

**East Central Elementary - aMath**

Grade	17-18	18-19	19-20	20-21
KG	50%	55%	52%	39%
1	61%	74%	58%	26%
2	62%	60%	64%	58%
3	55%	72%	75%	52%
4	51%	55%	52%	54%
5	42%	60%	42%	35%
6	61%	62%	69%	59%

# ST. CROIX RIVER EDUCATION DISTRICT – COLLABORATION OF SIX SCHOOL DISTRICTS



**SCRED Districts Combined - aReading**

Grade	17-18	18-19	19-20	20-21
KG	60%	61%	53%	56%
1	58%	60%	57%	52%
2	59%	56%	58%	51%
3	59%	61%	57%	47%
4	59%	59%	61%	54%
5	67%	71%	72%	65%
6	65%	70%	67%	64%

**SCRED Districts Combined - aMath**

Grade	17-18	18-19	19-20	20-21
KG	57%	56%	55%	55%
1	47%	60%	58%	53%
2	57%	65%	69%	63%
3	64%	70%	74%	63%
4	55%	53%	56%	47%
5	51%	51%	47%	37%
6	59%	59%	61%	51%

# High School Grades 7-12

- **Assessment Change:**

- MAP to FastBridge for grades 7-8, Spring of 2020 – KIDS DID NOT TEST
- No comparative data for the Fall of 2020

- **Student Attendance Data (Learning Minutes Issue)**

2019-20:

Sept. 8 - October 29 = 132 Unexcused Absences

2020-21:

Sept. 3 - October 29 = 555 Unexcused Absences

**47 distance learning students**



# Elementary

- Data shows there has not been a significant loss in learning....yet.
- Teachers in upper elementary grades report students did not start school at similar position as in the past. Example – Math Facts = lack of practice
- Stamina for learning is lacking in students.
- Refocus on what it means to be a good learner
- Grit will need to be addressed on an ongoing basis through the pandemic
- MN Standard alignment and Scope-Sequence

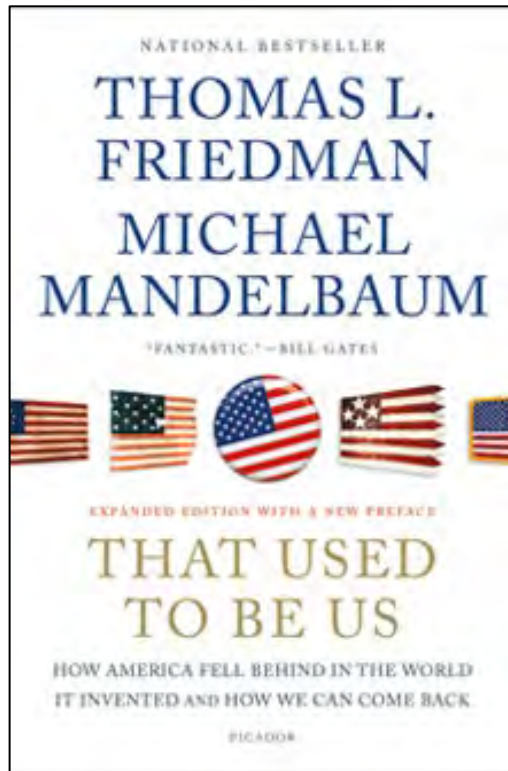
# COVID Convo

Public Health with Neil Carlson

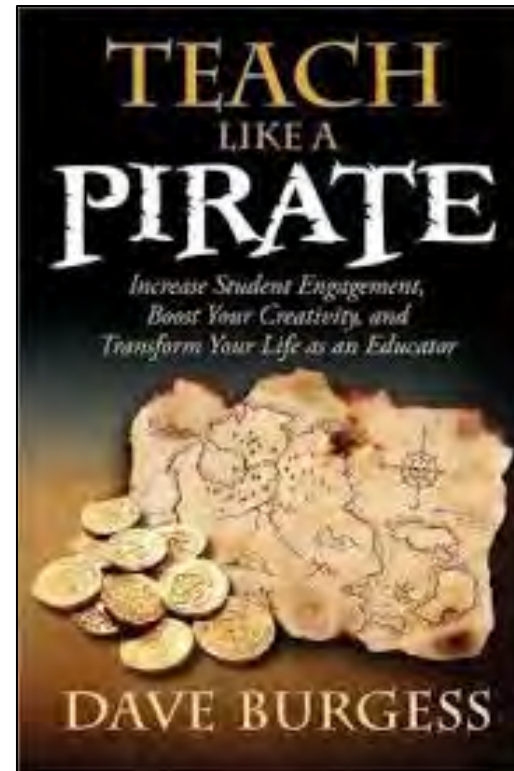




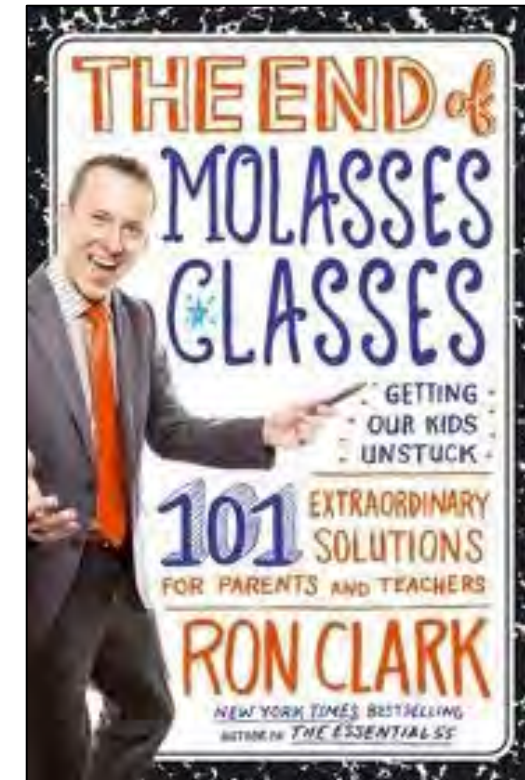
# Improving Instruction: Cost and Methods



[That Used to Be Us](#)



[Teach Like a Pirate](#)



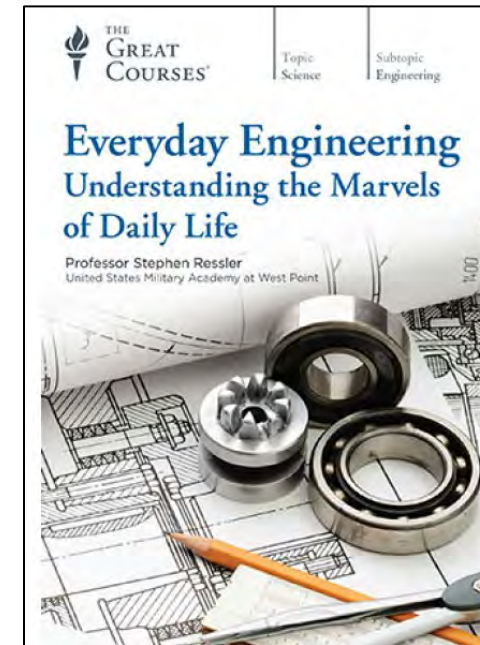
[The End of Molasses Classes](#)



# Examples of Excellent Online Instruction



[Preventing Chronic Pain - Coursera](#)



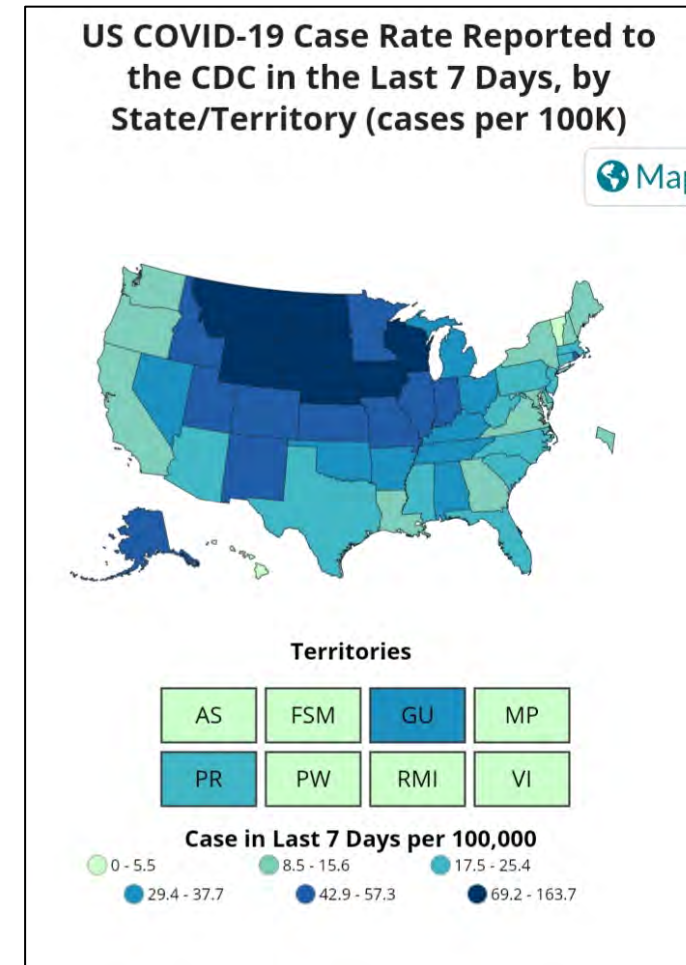
[Everyday Engineering](#)



# Transmission

Home, Bars, Restaurants, and Social Gatherings  
(Weddings, Birthdays, Holidays)

- CDC Report on Homes in Wisconsin and Tennessee – September 2020
- Secondary infection rate of 30% - 50%





# COVID Convo

Communications with Todd Rapp





# Q&A



# Thank You for Your Time!

 / [ics-builds.com](https://ics-builds.com)

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- Todd Rapp: [toddrapp@rappstrategies.com](mailto:toddrapp@rappstrategies.com)



# Presentation Resources

- [East Central Public Schools Reopening Schools Plan](#)
- [Mora Public Schools Reopening Schools Plan](#)
- [Bemidji Area Schools Reopening Schools Information](#)
- [ICS Reopening Schools Website](#)
- [E&F Services Blogs](#)
- [Governor Walz Executive Order 20-94](#)
- [2020-21 Planning Guidance for Minnesota's Schools](#)
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