



Board Meeting: 10.7.24

Title: High School (9-12) 2024-25 Data Metrics Board Update

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2024 Edina Public Schools Data Metrics Plan update reflects spring 2023 data and is a midpoint progress check after one year of the two year plan. The plan as a whole is broken down into four grade level bands. This report is the High School (9-12) grade level band.

Recommendation: The purpose of this report is for school board discussion.

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key findings and action steps in relation to the data presented.

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS has a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine if/when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key findings and connected action steps in each grade level band.

Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2030 Strategic Plan.

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:

1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the High School (9-12) age band, as well as additional key findings that demonstrate critical benchmarks in *preparing each and every student to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

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Key Findings

High School (9-12)	
Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> ● Increase in 10th grade MCA assessment by 3% ● Currently 88% of students are proficient ● Course grades in ELA increased by 3% from prior year ● Gaps between student groups persist 	<p>We will:</p> <ul style="list-style-type: none"> ● continue using screening data to inform and implement interventions at the 9th and 10th grade levels. ● implement systematic and explicit foundational skills intervention for students who need it. ● implement Tier 1 evidence-based resources and use embedded assessments to inform instruction. ● continue to assess MN ELA Standards in classrooms to continue alignment with standardized tests. ● continue to provide professional development on explicit vocabulary instruction. <p><i>*Strategy A.1: Design and deliver curriculum instruction, and assessment.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4. Implement a review of all literacy programs at EPS.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> ● Increased Proficiency in 2 of 3 assessments (End of year Math course grade \geq B, FASTBridge aMath & MCA) by nearly 5.5% across all 9-12 students ● Continued persistent gap with Black or African American, Hispanic/Latino, FRPM, EL and Special Education students ● A final grade of a B or better in Pre-Calculus increase by 10% 	<p>We will:</p> <ul style="list-style-type: none"> ● begin a Design Team to examine our current reality for secondary math instruction. ● continue curricular refinement with core instructional materials across all buildings. ● use Bridge classes for Minnesota Standards bearing courses in cases where students have a need for instruction beyond Tier I. ● provide additional instructional support through instructional changes along with leveraging EL resources to better meet the needs of our EL population. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>SEL:</p> <ul style="list-style-type: none"> ● Among 9-12 grade students, there was an increase of about 3% in favorable responses to the Panorama question “Do you have a teacher or other adult from school you can count on no matter what?” <ul style="list-style-type: none"> ○ Favorable responses were at or above 75% for all racial demographic groups ● Among 9-12 grade students, there was an increase of 1% in favorable responses to the Panorama question “During the past week, how often did you feel excited about learning?” <ul style="list-style-type: none"> ○ Favorable responses were at or above 79% for all racial demographic groups 	<p>We will:</p> <ul style="list-style-type: none"> ● continue the work of the Tier 1 SEL design team. ● deepen professional development with student support staff around utilizing the Panorama PlayBook resource to respond to student needs. ● provide training to support staff around suicide screening and threat assessments. Integrate this training with PREPaRE for a comprehensive mental health lens on school safety. ● investigate barriers to student participation in extra and co-curricular activities. Work to alleviate these barriers and bolster participation among groups with low participation rates.

<ul style="list-style-type: none"> ● 9-12 grade student participation in at least 1 extracurricular or co-curricular activity increased by about 2% <ul style="list-style-type: none"> ○ There is a gap in extra and co-curricular activities participation with White and Asian students participating at a much higher rate than Black or African American and Hispanic/Latino students. 	<ul style="list-style-type: none"> ● establish an Equity Leadership Council of students from various Affinity Groups/Clubs and implement the Caring and Committed Conversations protocol to support affinity group student leadership. <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Unique Learners:</p> <p>Talent Development:</p> <ul style="list-style-type: none"> ● Participation in Talent Development opportunities increased slightly ● Talent Development proficiency grew by nearly 24% ● Talent Development program proficiency in grades 9-12 is lower than Talent Development program proficiency in grades 6-8 ● The number of students who took an AP exam increased to 1,123 ● The percentage of students on the AP exam who earned a 3 or higher increased from 86% to 91% <p>English Learners (EL):</p> <ul style="list-style-type: none"> ● Graduation rate for English Learners is 69% as compared to non English Learners at 94% ● The majority of students at HS do not meet their English Learner Growth target as measured by the ACCESS test ● Gaps between English Learners and non English Learners persists <p>Student Support Services:</p> <ul style="list-style-type: none"> ● 93.36% of 9-12 students in special education made adequate progress on IEP goals ● While over 93% of all student racial demographic groups made adequate progress, Hispanic/ Latino students achieved adequate progress at a slightly greater percentage than other racial groups ● A slightly higher percentage of special education students who are also English Learners made adequate progress than those who are not ● Special education students eligible for free or 	<p>We will:</p> <p>Talent Development:</p> <ul style="list-style-type: none"> ● continue to increase access to Talent Development opportunities by utilizing AP Potential reports ● begin a Design Team to examine the current reality of high school Talent Development opportunities. ● continue to support AP teachers by utilizing AP Instructional reports. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p>English Learners (EL):</p> <ul style="list-style-type: none"> ● implement a shift in programming which provides for <ul style="list-style-type: none"> ● targeted support provided for newcomers; ● a path to graduation that is more supported for English Learners; ● provides for more co-taught classes. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p> <p>Student Support Services:</p> <ul style="list-style-type: none"> ● train and support teachers to write standards-based goals and data collection. ● continue to write meaningful and appropriate IEP goals that are achievable during the school year. ● implement literacy, writing, and math curriculum. ● provide teacher training for LETRS. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p>

<p>reduced-price meals made adequate progress on their IEP goals at a slightly lower percentage</p> <ul style="list-style-type: none"> The percentage of students making adequate progress on IEP goals is slightly reduced as students progress to high school from middle school 	<p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>
<p>Additional Findings:</p> <ul style="list-style-type: none"> There was an increase of 54 students earning Bilingual Seal recognition from 2023 to 2024 There was an increase of 98 students taking courses for college credit at Edina High School from 2023 to 2024 (fall registration) The ACT composite score from 2023 to 2024 went up over 4% The number of students taking AP tests who earned a 3 or higher increased by 4.47% The graduation rate from 2023 to 2024 went down slightly 	<p>We will:</p> <ul style="list-style-type: none"> engage in a comprehensive review process of access to college credits at Edina High School (CIS, Dual Enrollment, PSEO, and AP). continue to collaborate with all stakeholders on the development of pathways. conduct a deep analysis of graduation rate drops and replicate systems that are working for students and improve upon those that are not. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p> <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>

Students meet learning targets based on MN state standards.

Reasoning:

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.

The English Language Arts (ELA/Literacy) standards are composed of all of the communication and language skills and processes people use every day to receive and send information. Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students' lives and their future career and college readiness." ([MDE](#))

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. ([MDE](#))

Science is the process of exploring and explaining the processes, structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices including making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate classroom communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world. ([MDE](#))

Metrics:

- 9-12 academic proficiency in English Language Arts (ELA/Literacy)
- 9-12 academic proficiency in Mathematics
- 9-12 academic proficiency in Science
- Proficiency in Statewide assessments, MCA, in Math Reading and Science
- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile fall to spring

9-12 English Language Arts (ELA/Literacy), Mathematics and Science Standards Goal Progress

Focus Area: Literacy, Mathematics and Science Standards	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets based on MN state standards.	In the spring of 2025, 70% of 9 -12 students will demonstrate proficiency with a B or higher on end of year math grade.	61.03%	66.52%	Positive Growth or Statistically Neutral
	In the spring of 2025, 72% of 11th grade students will demonstrate proficiency on the Math MCA.	62.64%	69.81%	Positive Growth or Statistically Neutral
	In the spring of 2025, 78% of 9-12 students will demonstrate proficiency in literacy with a B or higher on the common summative assessment end of year ELA grade.	70.85%	73.34%	Positive Growth or Statistically Neutral
	In the spring of 2025, 88% of 10th grade students will demonstrate proficiency on the Reading MCA.	85.40%	88.61%	Goal Met
	In the spring of 2025, 76% of 9-12 students will demonstrate proficiency in science with a B or higher on the common summative assessment end of year science grade.	76.11%	72.71%	Not On Track
	In the spring of 2025, 90% of 11th grade students will demonstrate proficiency on the Science MCA.	89.19%	88.32%	Positive Growth or Statistically Neutral
9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%	54.59%	26.09%	Not On Track

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

- 9-12 academic proficiency in English Language Arts (ELA/Literacy) **How will it be measured:** Proficiency on end of the year ELA course grades (Score of B or better Semester 2 ELA Course) and Reading MCA Assessments of students who took the MCA, and FASTtrack Reading

2023-24 73.34% of 9-12th grade proficiency end of the year **ELA course grade**

2022-23 70.85% of 9-12th grade proficiency end of the year **ELA course grade**

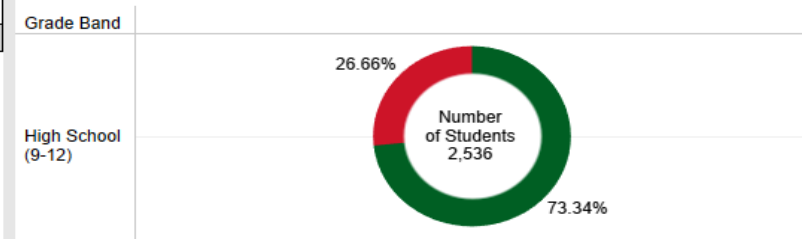
9-12 Academic Proficiency in English Language Arts Table

Grade Band	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient Score	73.34%	1,860
	Not Proficient Score	26.66%	676

ELA Course Proficiency

■ Proficient Score
 ■ Not Proficient Score

9-12 Academic Proficiency in English Language Arts Chart



9-12 Academic Proficiency in English Language Arts Table by Student Race

Grade Band	Student Race	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score	84.21%	176
		Not Proficient Score	15.79%	33
	Black or African American	Proficient Score	41.89%	124
		Not Proficient Score	58.11%	172
	Hispanic / Latino	Proficient Score	54.40%	105
		Not Proficient Score	45.60%	88
	Two or More Races	Proficient Score	75.16%	118
		Not Proficient Score	24.84%	39
White	Proficient Score	79.54%	1,337	
	Not Proficient Score	20.46%	344	

9-12 Academic Proficiency in English Language Arts Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score	77.02%	1,575
		Not Proficient Score	22.98%	470
	Special Ed Student	Proficient Score	45.92%	90
		Not Proficient Score	54.08%	106
	Section 504 Student	Proficient Score	66.10%	195
		Not Proficient Score	33.90%	100

9-12 Academic Proficiency in English Language Arts Table by Student EL Status

Grade Band	Student EL Status	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score	75.96%	1,709
		Not Proficient Score	24.04%	541
	Prior EL	Proficient Score	65.25%	92
		Not Proficient Score	34.75%	49
	EL Monitor	Proficient Score	49.25%	33
		Not Proficient Score	50.75%	34
	EL Student	Proficient Score	33.80%	24
		Not Proficient Score	66.20%	47

9-12 Academic Proficiency in English Language Arts Table by Student FRPM Status

Grade Band	Student FRPM Status	ELA Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score	79.37%	1,616
		Not Proficient Score	20.63%	420
	FRPM Student	Proficient Score	48.80%	244
		Not Proficient Score	51.20%	256

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Proficiency in Statewide assessments, MCA Reading

2023-24 88.61% of 10th grade proficiency on **MCA Reading Assessment**

2022-23 85.40% of 10th grade proficiency on **MCA Reading Assessment**

MCA Reading Assessment Proficiency Table				MCA Reading Proficiency	
Grade Band	MCA Reading Proficiency	Percent of Students	Number of Students	Proficient	Not Proficient
High School (9-12)	Proficient	88.61%	537		
	Not Proficient	11.39%	69		

MCA Reading Assessment Proficiency Chart	
Grade Band	Number of Students
High School (9-12)	606

MCA Reading Assessment Proficiency Table by Student Race					MCA Reading Assessment Proficiency Table by Student Special Ed / 504 Status					
Grade Band	Student Race	MCA Reading Proficiency	Percent of Students	Number of Students	Grade Band	SPED / 504 Student Stat.	MCA Reading Proficiency	Percent of Students	Number of Students	
High School (9-12)	Asian	Proficient	98.00%	49	High School (9-12)	Gen Ed Student	Proficient	91.29%	461	
		Not Proficient	2.00%	1			Not Proficient	8.71%	44	
	Black or African American	Proficient	68.12%	47		Special Ed Student	Proficient	53.49%	23	
		Not Proficient	31.88%	22			Not Proficient	46.51%	20	
	Hispanic / Latino	Proficient	78.05%	32		Section 504 Student	Proficient	91.38%	53	
		Not Proficient	21.95%	9			Not Proficient	8.62%	5	
	Two or More Races	Proficient	96.67%	29						
		Not Proficient	3.33%	1						
White	Proficient	91.35%	380							
	Not Proficient	8.65%	36							

MCA Reading Assessment Proficiency Table by Student EL Status					MCA Reading Assessment Proficiency Table by Student FRPM Status				
Grade Band	Student EL Status	MCA Reading Proficiency	Percent of Stud..	Number of Stud..	Grade Band	Student FR..	MCA Reading Proficiency	Percent of Stud..	Number of Stud..
High School (9-12)	Non EL Student	Proficient	91.13%	493	High School (9-12)	Non FRPM Student	Proficient	92.23%	463
		Not Proficient	8.87%	48			Not Proficient	7.77%	39
	Prior EL	Proficient	85.00%	34		FRPM Student	Proficient	71.15%	74
		Not Proficient	15.00%	6			Not Proficient	28.85%	30

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 9-12 academic proficiency in Mathematics **How will it be measured:** Proficiency on end of the year course math grades (Score of B or better in Semester 2 in Math)

2023-24 66.52% of 9-12 students demonstrated proficiency on end of year math course grade

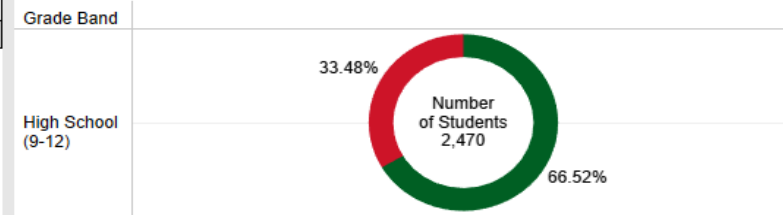
2022-23 61.03% of 9-12 students demonstrated proficiency on end of year math course grade

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table

Grade Band	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient Score	66.52%	1,643
	Not Proficient Score	33.48%	827

Math Course Proficiency
■ Proficient Score ■ Not Proficient Score

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Chart



9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student Race

Grade Band	Student Race	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score	82.93%	170
		Not Proficient Score	17.07%	35
	Black or African American	Proficient Score	37.54%	107
		Not Proficient Score	62.46%	178
	Hispanic / Latino	Proficient Score	47.09%	89
		Not Proficient Score	52.91%	100
	Two or More Races	Proficient Score	65.79%	100
		Not Proficient Score	34.21%	52
	White	Proficient Score	71.81%	1,177
		Not Proficient Score	28.19%	462

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score	70.27%	1,409
		Not Proficient Score	29.73%	596
	Special Ed Student	Proficient Score	37.64%	67
		Not Proficient Score	62.36%	111
	Section 504 Student	Proficient Score	58.19%	167
		Not Proficient Score	41.81%	120

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student EL Status

Grade Band	Student EL Status	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score	69.33%	1,510
		Not Proficient Score	30.67%	668
	Prior EL	Proficient Score	59.85%	79
		Not Proficient Score	40.15%	53
	EL Monitor	Proficient Score	38.10%	24
		Not Proficient Score	61.90%	39
	EL Student	Proficient Score	32.61%	30
		Not Proficient Score	67.39%	62

9-12 students Demonstrated Proficiency on End of Year Math Course Grade Table by Student FRPM Status

Grade Band	Student FRPM Status	Math Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score	72.17%	1,426
		Not Proficient Score	27.83%	550
	FRPM Student	Proficient Score	43.93%	217
		Not Proficient Score	56.07%	277

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Proficiency in Statewide assessments, MCA Math

2023-24 69.81% of 11th grade students demonstrated proficiency on MCA Math Assessment

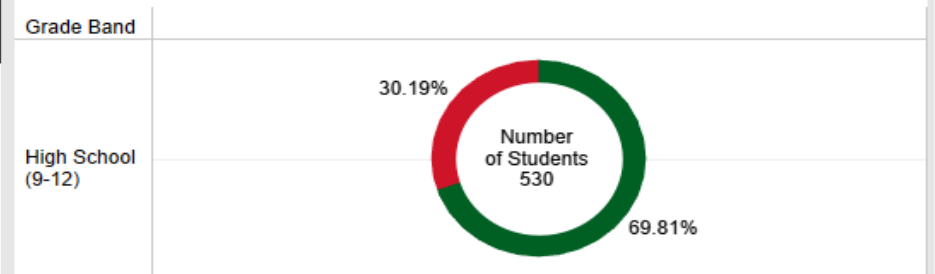
2022-23 62.64% of 11th grade students demonstrated proficiency on MCA Math Assessment

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table

Grade Band	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient	69.81%	370
	Not Proficient	30.19%	160

MCA Math Proficiency
■ Proficient ■ Not Proficient

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Chart



11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student Race

Grade Band	Student Race	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient	91.30%	42
		Not Proficient	8.70%	4
	Black or African American	Proficient	31.82%	14
		Not Proficient	68.18%	30
	Hispanic / Latino	Proficient	47.37%	18
		Not Proficient	52.63%	20
	Two or More Races	Proficient	69.70%	23
		Not Proficient	30.30%	10
	White	Proficient	73.98%	273
		Not Proficient	26.02%	96

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient	73.17%	319
		Not Proficient	26.83%	117
	Special Ed Student	Proficient	42.31%	11
		Not Proficient	57.69%	15
	Section 504 Student	Proficient	58.82%	40
		Not Proficient	41.18%	28

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student EL Status

Grade Band	Student EL Status	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient	73.35%	355
		Not Proficient	26.65%	129

11th Grade Students Demonstrated Proficiency on MCA Math Assessment Table by Student FRPM Status

Grade Band	Student FRPM St.	MCA Math Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient	75.50%	339
		Not Proficient	24.50%	110
	FRPM Student	Proficient	38.27%	31
		Not Proficient	61.73%	50

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 9-12 academic proficiency in Science **How will it be measured:** Proficiency on end of the year science course grades (Score of B or better Semester 2).

2023-24 72.71% of 9-12 students demonstrated proficiency on end of the year Science course grade

2022-23 76.11% of 9-12 students demonstrated proficiency on end of the year Science course grade

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table			
Grade Band	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient Score	72.71%	1,740
	Not Proficient Score	27.29%	653

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student Race				
Grade Band	Student Race	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score	83.66%	169
		Not Proficient Score	16.34%	33
	Black or African American	Proficient Score	44.01%	125
		Not Proficient Score	55.99%	159
	Hispanic / Latino	Proficient Score	47.85%	89
		Not Proficient Score	52.15%	97
	Two or More Races	Proficient Score	66.90%	97
		Not Proficient Score	33.10%	48
	White	Proficient Score	79.95%	1,260
		Not Proficient Score	20.05%	316

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student Special Ed / 504 Status				
Grade Band	SPED / 504 Student Status	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score	77.04%	1,480
		Not Proficient Score	22.96%	441
	Special Ed Student	Proficient Score	38.69%	77
		Not Proficient Score	61.31%	122
	Section 504 Student	Proficient Score	67.03%	183
		Not Proficient Score	32.97%	90

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student EL Status				
Grade Band	Student EL Status	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score	76.59%	1,606
		Not Proficient Score	23.41%	491
	Prior EL	Proficient Score	54.40%	68
		Not Proficient Score	45.60%	57
	EL Monitor	Proficient Score	33.85%	22
		Not Proficient Score	66.15%	43
	EL Student	Proficient Score	43.56%	44
		Not Proficient Score	56.44%	57

9-12 Students Demonstrated Proficiency on End of the Year Science Course Grade Table by Student FRPM Status				
Grade Band	Student FRPM Status	Science Course Proficiency	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score	79.58%	1,512
		Not Proficient Score	20.42%	388
	FRPM Student	Proficient Score	46.25%	228
		Not Proficient Score	53.75%	265

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Proficiency in Statewide assessments, MCA Science

2023-24 88.32% of Biology students demonstrated proficiency on MCA Science Assessment

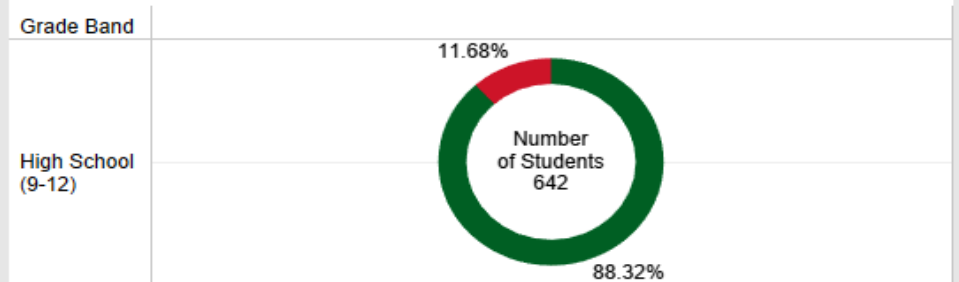
2022-23 89.19% of Biology students demonstrated proficiency on MCA Science Assessment

Biology Students Demonstrated Proficiency on MCA Science Assessment Table

Grade Band	MCA Science Proficiency	Percent of Students	Number of Students
High School (9-12)	Proficient	88.32%	567
	Not Proficient	11.68%	75

MCA Science Proficiency
■ Proficient ■ Not Proficient

Biology Students Demonstrated Proficiency on MCA Science Assessment Chart



Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student Race

Grade Band	Student Race	MCA Science Proficiency	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient	95.65%	66
		Not Proficient	4.35%	3
	Black or African American	Proficient	57.50%	23
		Not Proficient	42.50%	17
	Hispanic / Latino	Proficient	51.16%	22
		Not Proficient	48.84%	21
	Two or More Races	Proficient	89.47%	34
		Not Proficient	10.53%	4
White	Proficient	93.36%	422	
	Not Proficient	6.64%	30	

Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	MCA Science Proficiency	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient	90.47%	484
		Not Proficient	9.53%	51
	Special Ed Student	Proficient	53.33%	16
		Not Proficient	46.67%	14
	Section 504 Student	Proficient	87.01%	67
		Not Proficient	12.99%	10

Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student EL Status

Grade Band	Student EL ..	MCA Science Proficiency	Percent of Students	Number of Studen..
High School (9-12)	Non EL Student	Proficient	91.98%	539
		Not Proficient	8.02%	47
	Prior EL	Proficient	73.08%	19
		Not Proficient	26.92%	7

Biology Students Demonstrated Proficiency on MCA Science Assessment Table by Student FRPM Status

Grade Band	Student FR..	MCA Science Proficiency	Percent of Students	Number of Studen..
High School (9-12)	Non FRPM Student	Proficient	92.81%	516
		Not Proficient	7.19%	40
	FRPM Student	Proficient	59.30%	51
		Not Proficient	40.70%	35

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- 9th grade FASTtrack students demonstrating below grade level reading performance in the fall who achieve aggressive growth at 75th percentile fall to spring

2023-24 **26.09%** of 9th grade students demonstrating below grade level reading performance in the fall who achieve aggressive growth fall to spring

2022-23 **54.59%** of 9th grade students demonstrating below grade level reading performance in the fall who achieve aggressive growth fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.*

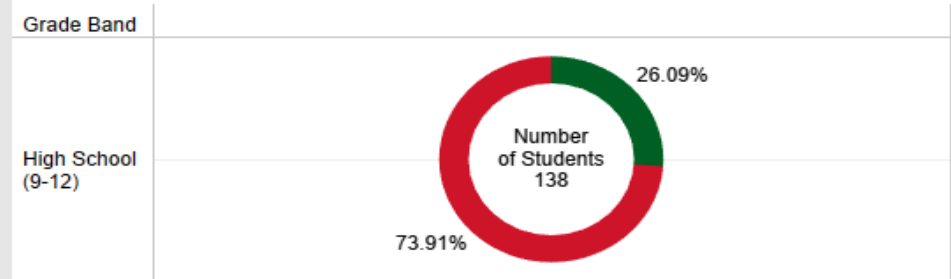
9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table

Grade Band	Students Achieving Aggressive Growth	Percent of Students	Number of Students
High School (9-12)	Aggressive Growth	26.09%	36
	Not Aggressive Growth	73.91%	102

Students Achieving Aggressive Growth

■ Aggressive Growth ■ Not Aggressive Growth

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Chart



9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student Race

Grade Band	Student Race	Students Achieving Agg..	Percent of Stude..	Number of Stude..
High School (9-12)	Black or African American	Aggressive Growth	31.03%	9
		Not Aggressive Growth	68.97%	20
	White	Aggressive Growth	28.38%	21
		Not Aggressive Growth	71.62%	53

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 ..	Students Achieving Agg..	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Aggressive Growth	26.19%	22
		Not Aggressive Growth	73.81%	62
	Special Ed Student	Aggressive Growth	15.79%	6
		Not Aggressive Growth	84.21%	32

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student EL Status

Grade Band	Student EL Status	Students Achieving Aggressive Growth	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Aggressive Growth	22.22%	22
		Not Aggressive Growth	77.78%	77

9th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall who Achieve Aggressive Growth Fall to Spring Table by Student FRPM Status

Grade Band	Student FR..	Students Achieving Agg..	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Aggressive Growth	28.24%	24
		Not Aggressive Growth	71.76%	61
	FRPM Student	Aggressive Growth	22.64%	12
		Not Aggressive Growth	77.36%	41

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Each and Every student is College Ready.

Reasoning:

Edina Public Schools has a strong reputation for the preparation of students to go on to post-secondary learning. Post secondary education is directly attributed to the quality of life in areas such as health equity, housing sustainability, and income attainment.

Metrics:

- Bilingual Seals earned by 9-12 students
- Dual Enrollment Options: Concurrent Enrollment and College in the Schools (CIS)
- ACT performance
- State Longitudinal Education Data System (SLEDS)
- Selected end of course unit scores
- National Merit Scholars
- Alumni Survey

2023-24 Results

Bilingual Seals earned by 9-12 students **How will it be measured:** Number of Bilingual Seals earned

2023-24 268 9-12 students earned a Bilingual Seal

2022-23 214 9-12 students earned a Bilingual Seal

2023-24 Results

Dual Enrollment Options **How will it be measured:** Number of students taking classes to earn college credit while in high school

Post Secondary Education Options (PSEO) College courses taken at a college campus

2023-24

- Semester 1- **100** Semester 2- **87** Total-**187**

2022-23

- Semester 1- **96** Semester 2- **93** Total-**189**

Concurrent Enrollment college or the College in the Schools (CIS) college courses taught at Edina High School

2023-24

- CIS Latin- **13** CIS ELA-**197** Concurrent STEM- **61** Concurrent Math- **135** Total-**406**
**newly added classes*

2022-23

- CIS Latin- **7** CIS ELA-**0** Concurrent STEM- **47** Concurrent Math- **254** Total-**308**
**no classes offered*

2023-24 Results

ACT performance **How will it be measured:** Students Earning 22 on ACT composite

- o ACT College Readiness score: English ACT
- o College Readiness score: Mathematics

2023-24 Results 75.36% of 9-12 students earned a 22 or higher on the ACT composite.

2022-23 Results 71.13% of 9-12 students earned a 22 or higher on the ACT composite.

** If multiple tests were taken, the highest score was used to determine this percentage*

2023-24 Results

ACT Composite Score Greater Than 22		ACT Composite Score Not Greater than 22	
Percent of Students	Number of Students	Percent of Students	Number of Students
75.36%	477	24.64%	156

** If multiple tests were taken, the highest score was used to determine this percentage*

State Longitudinal Education Data System (SLEDS) **How will it be measured:**

- o Students persisting from first year of college to second year of college
- o Students persisting from second year of college to third year of college

Class of 2021 94% of students persist onto their 2nd year of college

Class of 2021 85% of students persist from their 2nd to 3rd year of college.

**The graduating class of 2021. is the most recent class data available in the Statewide Longitudinal Education Data System (SLEDS)*

2023-24 Results

- National Merit Scholars **How will it be measured:** Number of Students Commended, Semi Finalist and Finalist

2023-24	Commended	16	Semi Finalist	13	Finalist	13
2022-23	Commended	20	Semi Finalist	12	Finalist	11

9-12 Each and Every student is College Ready Goal Progress

Focus Area: College Ready	Goal	2022-23 Results	2023-24 Results	Goal Status	
Each and every student is College Ready.	In the spring of 2025, 230 Bilingual Seals will be earned.	214	268	Goal Met	
	In the spring of 2025, the number of students taking PSEO classes will increase to 120 students in each semester.	Semester 1	96	100	Positive Growth or Statistically Neutral
		Semester 2	93	87	Not On Track
	In the spring of 2025, the number of students taking Dual Enrollment classes will increase to 340 total.	308	406	Goal Met	
	In the spring of 2025, 76% of students will earn a 22 on ACT composite College Readiness score. *33% of all students who take the ACT have a composite score at or above a 22	71.13%	75.36%	Positive Growth or Statistically Neutral	
	No recent SLEDS information is available at this time. This data point will be continually monitored.	94.00%	94.00%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 82% of Biology students will earn a final grade of B or better in semester 2.	78.93%	79.49%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 82% of US Literature and Comp students will earn a final grade of B or better in semester 2.	77.19%	80.21%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 70% of students taking Pre-calculus will earn a final grade of B or better in semester 2.	58.33%	68.27%	Positive Growth or Statistically Neutral	
	In the spring of 2025 the number of Edina National Merit Scholars will increase to: 30, 18, 15	Commended	20	16	Not On Track
Semi Finalists		12	13	Positive Growth or Statistically Neutral	
Finalists		11	13	Positive Growth or Statistically Neutral	

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Selected end of course, Biology, scores with a final grade of B or better in semester 2

2023-24 79.49% of students taking Biology who earned a B or better in semester 2

2022-23 78.93% of students taking Biology who earned a B or better in semester 2

Biology Course Proficiency Table

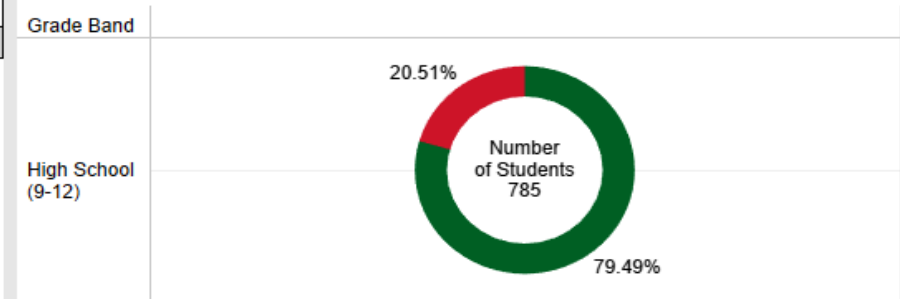
Grade Band	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Proficient Score of B or Better	79.49%	624
	Not Proficient Score of B or Better	20.51%	161

Course Score Status

■ Proficient Score of B or Better

■ Not Proficient Score of B or Better

Biology Course Proficiency Chart



Biology Course Proficiency Table by Student Race

Grade Band	Student Race	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score of B or Better	88.89%	72
		Not Proficient Score of B or Better	11.11%	9
	Black or African American	Proficient Score of B or Better	63.75%	51
		Not Proficient Score of B or Better	36.25%	29
	Hispanic / Latino	Proficient Score of B or Better	46.43%	26
		Not Proficient Score of B or Better	53.57%	30
	Two or More Races	Proficient Score of B or Better	81.63%	40
		Not Proficient Score of B or Better	18.37%	9
White	Proficient Score of B or Better	83.82%	435	
	Not Proficient Score of B or Better	16.18%	84	

Biology Course Proficiency Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score of B or Better	83.20%	530
		Not Proficient Score of B or Better	16.80%	107
	Special Ed Student	Proficient Score of B or Better	43.48%	20
		Not Proficient Score of B or Better	56.52%	26
	Section 504 Student	Proficient Score of B or Better	72.55%	74
		Not Proficient Score of B or Better	27.45%	28

Biology Course Proficiency Table by Student EL Status

Grade Band	Student EL ...	Course Score Status	Percent of St..	Number of St..
High School (9-12)	Non EL Student	Proficient Score of B or Better	82.47%	574
		Not Proficient Score of B or Better	17.53%	122
	Prior EL	Proficient Score of B or Better	61.54%	24
		Not Proficient Score of B or Better	38.46%	15
	EL Student	Proficient Score of B or Better	54.05%	20
		Not Proficient Score of B or Better	45.95%	17

Biology Course Proficiency Table by Student FRPM Status

Grade Band	Student FRPM Status	Course Score Status	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score of B or Better	84.39%	546
		Not Proficient Score of B or Better	15.61%	101
	FRPM Student	Proficient Score of B or Better	56.52%	78
		Not Proficient Score of B or Better	43.48%	60

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Selected end of course, US Literature and Composition scores with a final grade of B or better in semester 2

2023-24 80.21% of students taking US Literature and Composition who earned a B or better in semester 2

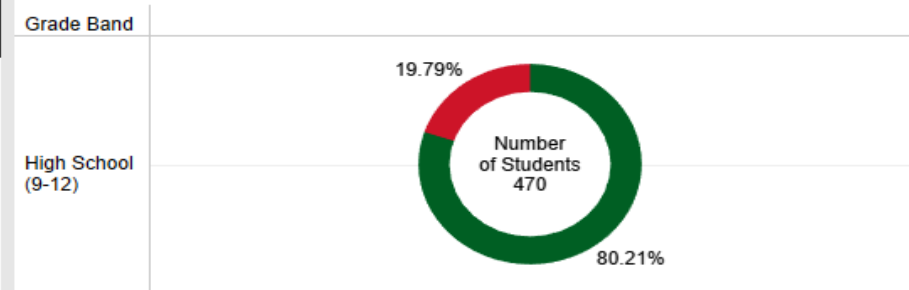
2022-23 77.19% of students taking US Literature and Composition who earned a B or better in semester 2

Grade Band	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Proficient Score of B or Better	80.21%	377
	Not Proficient Score of B or Better	19.79%	93

US Literature and Composition Score Status

■ Proficient Score of B or Better
 ■ Not Proficient Score of B or Better

US Literature and Composition Course Proficiency Chart



US Literature and Composition Course Proficiency Table by Student Race

Grade Band	Student Race	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score of B or Better	82.76%	24
		Not Proficient Score of B or Better	17.24%	5
	Black or African American	Proficient Score of B or Better	51.85%	28
		Not Proficient Score of B or Better	48.15%	26
	Hispanic / Latino	Proficient Score of B or Better	45.95%	17
		Not Proficient Score of B or Better	54.05%	20
Two or More Races	Proficient Score of B or Better	86.67%	26	
	Not Proficient Score of B or Better	13.33%	4	
White	Proficient Score of B or Better	88.13%	282	
	Not Proficient Score of B or Better	11.88%	38	

US Literature and Composition Course Proficiency Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score of B or Better	84.15%	308
		Not Proficient Score of B or Better	15.85%	58
	Special Ed Student	Proficient Score of B or Better	54.29%	19
		Not Proficient Score of B or Better	45.71%	16
	Section 504 Student	Proficient Score of B or Better	72.46%	50
		Not Proficient Score of B or Better	27.54%	19

US Literature and Composition Course Proficiency Table by Student EL Status

Grade Band	Student EL Status	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score of B or Better	83.61%	352
		Not Proficient Score of B or Better	16.39%	69
	Prior EL	Proficient Score of B or Better	63.64%	14
		Not Proficient Score of B or Better	36.36%	8

US Literature and Composition Course Proficiency Table by Student FRPM Status

Grade Band	Student FRPM Status	US Literature and Composition Score Status	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score of B or Better	86.09%	328
		Not Proficient Score of B or Better	13.91%	53
	FRPM Student	Proficient Score of B or Better	55.06%	49
		Not Proficient Score of B or Better	44.94%	40

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Selected end of course, Pre Calculus, scores with a final grade of B or better in semester 2

2023-24 68.27% of students taking Pre Calculus who earned a B or better in semester 2

2022-23 58.33% of students taking Pre Calculus who earned a B or better in semester 2

Pre Calculus Course Proficiency Table			
Grade Band	Pre Calculus Course Score Status	Percent of Students	Number of Students
High School (9-12)	Proficient Score of B or Better	68.27%	241
	Not Proficient Score of B or Better	31.73%	112

Pre Calculus Course Proficiency Chart	
Grade Band	
High School (9-12)	<p>Number of Students: 353</p>

Pre Calculus Course Proficiency Table by Student Race				
Grade Band	Student Race	Pre Calculus Course Score Status	Percent of Students	Number of Students
High School (9-12)	Asian	Proficient Score of B or Better	73.33%	22
		Not Proficient Score of B or Better	26.67%	8
	Hispanic / Latino	Proficient Score of B or Better	37.50%	9
		Not Proficient Score of B or Better	62.50%	15
	Two or More Races	Proficient Score of B or Better	67.86%	19
		Not Proficient Score of B or Better	32.14%	9
White	Proficient Score of B or Better	72.16%	184	
	Not Proficient Score of B or Better	27.84%	71	

Pre Calculus Course Proficiency Table by Student Special Ed / 504 Status				
Grade Band	SPED / 504 Student Stat.	Pre Calculus Course Score Status	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Proficient Score of B or Better	70.39%	214
		Not Proficient Score of B or Better	29.61%	90
	Special Ed Student	Proficient Score of B or Better	42.86%	6
		Not Proficient Score of B or Better	57.14%	8
	Section 504 Student	Proficient Score of B or Better	60.00%	21
		Not Proficient Score of B or Better	40.00%	14

Pre Calculus Course Proficiency Table by Student EL Status				
Grade Band	Student EL Status	Pre Calculus Course Score Status	Percent of Students	Number of Students
High School (9-12)	Non EL Student	Proficient Score of B or Better	68.75%	220
		Not Proficient Score of B or Better	31.25%	100
	Prior EL	Proficient Score of B or Better	68.00%	17
		Not Proficient Score of B or Better	32.00%	8

Pre Calculus Course Proficiency Table by Student FRPM Status				
Grade Band	Student FRPM Status	Pre Calculus Course Score Status	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Proficient Score of B or Better	70.03%	222
		Not Proficient Score of B or Better	29.97%	95
	FRPM Student	Proficient Score of B or Better	52.78%	19
		Not Proficient Score of B or Better	47.22%	17

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.

Reasoning:

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.

Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations. ([MDE](#))

In addition, each and every student needs to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide and support the development of quality tools and strategies, centralize and disseminate resources, and develop and promote models that successfully implement multiple pathways to postsecondary training or college.

Metrics:

- 9-12 SEL
- Students enrolled in internships or apprenticeships
- Extra-curricular or co curricular participation by each student group

9-12 Career Ready Goal Progress

Focus Area: Career Ready	Goal	2022-23 Results	2023-24 Results	Goal Status
Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.	In the spring of 2025, 87% of 9-12 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	77.67%	80.75%	Positive Growth or Statistically Neutral
	In the spring of 2025, 87% of 9-12 grade students will report favorably about how often they feel excited in the past week.	83.00%	84.00%	Positive Growth or Statistically Neutral
	Students enrolled in internships or apprenticeships		212	
	In the spring of 2025, 70% of 9-12 students will participate in robust Edina extracurricular and co-curricular opportunities.	60.64%	63.06%	Positive Growth or Statistically Neutral

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Grades 9th-12th SEL **How will it be Measured:** 9th-12th Panorama SEL Survey Questions

2023-24 **80.75%** of 9-12 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

2022-23 **77.67%** of 9-12 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

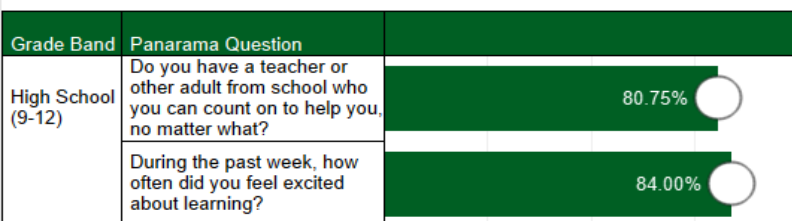
2023-24 **84.00%** of 9-12 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

2022-23 **83%** of 9-12 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Table

Grade Band	Panorama Question			
	Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
	Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	80.75%	19.25%	84.00%	16.00%

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Chart



High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Race

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	Asian	79.00%	21.00%	84.00%	16.00%
	Black or African American	73.00%	27.00%	82.00%	18.00%
	Hispanic/Latino	77.00%	23.00%	80.00%	20.00%
	Two or More Races	75.00%	25.00%	79.00%	21.00%
	White	80.00%	20.00%	86.00%	14.00%

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	Non EL Student	79.00%	21.00%	85.00%	15.00%
	EL Student	79.00%	21.00%	78.00%	22.00%

High School (9-12) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
High School (9-12)	Gen Ed	78.00%	22.00%	86.00%	14.00%
	Special Ed Student	83.00%	17.00%	76.00%	24.00%
	Section 504 Student	80.00%	20.00%	85.00%	15.00%

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Students enrolled in internships or apprenticeships
 - **How will it be measured:** Percent of students enrolled in internships or apprenticeships

Student Race	Number of Students
Asian	49
White	120
Other Races With Enrollment less than 20 Students	43
Total	212

Student Gender	Number of Students
Female	45
Male	167
Total	212

Student Special Ed Status	Number of Students
Special Ed Student	36
Gen Ed Students	176
Total	212

Student FRPM Status	Number of Students
FRPM Student	35
Non FRPM Student	177
Total	212

2023-24 Results

- Extra-curricular or co curricular participation by each student group **How will it be measured:** Percent of students 9-12 participating in at least one Edina sponsored extra-curricular or co curricular leadership or service experience

2023-24 63.06% 9-12 students participated in at least one extra curricular or co-curricular activity

2022-23 60.64% 9-12 students participated in at least one extra curricular or co-curricular activity

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table

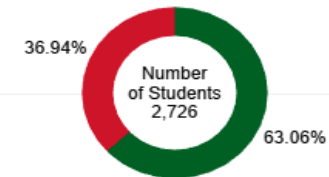
Grade Band	Extra / Co-Curricular Activity Status			
	Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	63.06%	1,719	36.94%	1,007

Extra / Co-Curricular Activity Status

■ Participating in at Least One Extra/Co-Curricular Activity

■ Not Participating in Extra/Co-Curricular Activity

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Chart



Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Race

Grade Band	Student Race	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	75.55%	173	24.45%	56
	Black or African American	23.37%	79	76.63%	259
	Hispanic / Latino	41.74%	96	58.26%	134
	Two or More Races	67.65%	115	32.35%	55
	White	71.40%	1,256	28.60%	503

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	66.03%	1,419	33.97%	730
	Special Ed Student	32.97%	90	67.03%	183
	Section 504 Student	69.08%	210	30.92%	94

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student EL Status

Grade Band	Student EL Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	67.50%	1,601	32.50%	771
	Prior EL	44.81%	69	55.19%	85
	EL Monitor	35.71%	25	64.29%	45
	EL Student	18.70%	23	81.30%	100

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student FRPM Status

Grade Band	Student FRPM Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	71.89%	1,529	28.11%	598
	FRPM Student	31.72%	190	68.28%	409

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Students deserve and need learning opportunities that help them discover, extend, accelerate, and apply their talents. The pathways are designed to meet the needs of each and every learner including those who have demonstrated high performance or show high levels of reasoning.

Reasoning:

To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.

Metrics:

- Talent Development program participation
- Talent Development program performance
- AP Exam score of 3 or higher
- Progress Toward IEP Goals
- EL Student Progress Toward Proficiency

9-12 Unique Learners Goal Progress

Focus Area Unique Learners	Goal	2022-23 Results	2023-24 Results	Goal Status
Talent Development	In the spring of 2025, the % of 9-12 students in extended and/or accelerated talent development pathways will be 72%.	66.31%	67.06%	Positive Growth or Statistically Neutral
	In the spring of 2025, 65% of students in grades 9-12 in extended and/or accelerated talent development pathways in ELA, Math, & Science will be proficient with a grade no lower than a B on their report card.	54.49%	78.32%	Goal Met
Percent of students earning a 3 or higher	In the spring of 2025, 88% of students taking an AP exam will earn a 3 or higher. *In 2022 988 students took at least one AP exam. *In 2023 1,092 students took at least one AP exam.	86.00%	90.47%	Goal Met
Students with an individual education program (IEP) are making progress toward goals	In the spring of 2025, 74% of 9-12 students with an individual education program will meet and/or make adequate progress towards their goals on Special Education progress reports.	68.34%	93.36%	Goal Met
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 9-12 will meet their growth target as defined by MDE.	20.00%	15.38%	Not On Track

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

- Talent Development program participation **How will it be measured:** 9-12 student enrollment in talent development extended or accelerated pathways

2023-24 67.06% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2023-24 school year

2022-23 66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

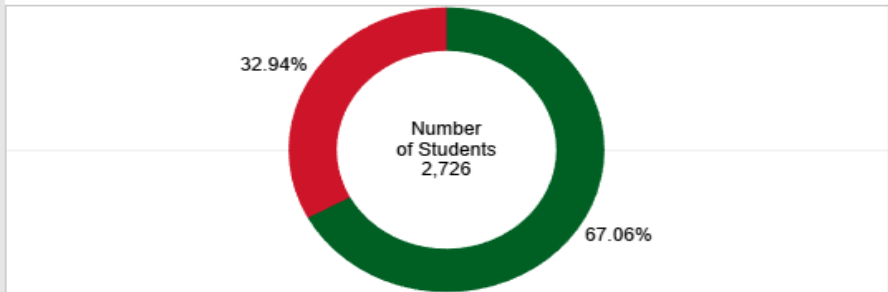
Talent Development Participation Data

Grade Band	Talent Development Status			
	Participating in Talent Development Programming		Not Participating in Talent Development Programming	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	67.06%	1,828	32.94%	898

Talent Development Status

- Participating in Talent Development Programming
- Not Participating in Talent Development Programming

Talent Development Participation Chart



Talent Development Participation Data by Student Race

Grade Band	Student Race	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	84.72%	194	15.28%	35
	Black or African American	44.67%	151	55.33%	187
	Hispanic / Latino	53.91%	124	46.09%	106
	Two or More Races	73.53%	125	26.47%	45
	White	70.15%	1,234	29.85%	525

Talent Development Participation Data by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	71.48%	1,536	28.52%	613
	Special Ed Student	30.77%	84	69.23%	189
	Section 504 Student	68.42%	208	31.58%	96

Talent Development Participation Data by Student EL Status

Grade Band	Student EL Status	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	69.01%	1,637	30.99%	735
	Prior EL	68.18%	105	31.82%	49
	EL Monitor	64.29%	45	35.71%	25
	EL Student	30.08%	37	69.92%	86

Talent Development Participation Data by Student FRPM Status

Grade Band	Student FRPM Status	Talent Development Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	72.31%	1,538	27.69%	589
	FRPM Student	48.41%	290	51.59%	309

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

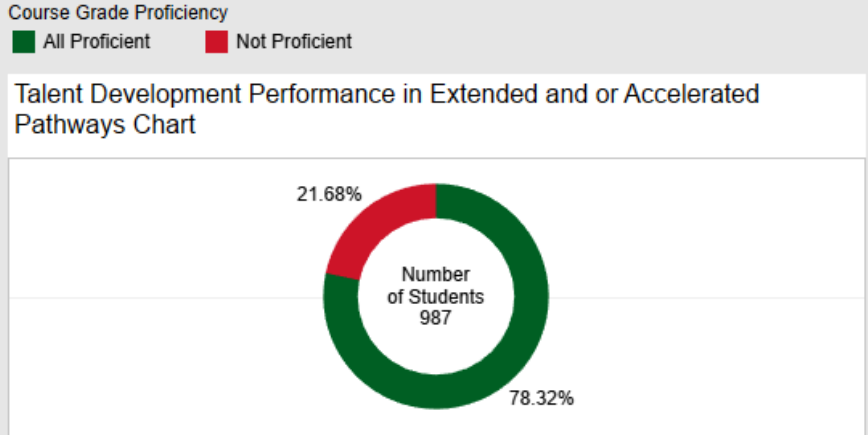
- Talent Development program performance **How will it be measured:** 9-12 student grades in talent development pathways

2023-24 78.32% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than B in the spring

2022-23 54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than B in the spring

Talent Development Performance in Extended and or Accelerated Pathways Table

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	78.32%	773	21.68%	214



Talent Development Performance in Extended and or Accelerated Pathways by Student Race

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	79.73%	118	20.27%	30
	Black or African American	43.33%	13	56.67%	17
	Hispanic / Latino	75.00%	48	25.00%	16
	Two or More Races	67.14%	47	32.86%	23
	White	81.04%	547	18.96%	128

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	79.84%	693	20.16%	175
	Special Ed Student	54.55%	12	45.45%	10
	Section 504 Student	70.10%	68	29.90%	29

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	78.78%	724	21.22%	195
	Prior EL	70.59%	36	29.41%	15

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	80.27%	724	19.73%	178
	FRPM Student	57.65%	49	42.35%	36

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

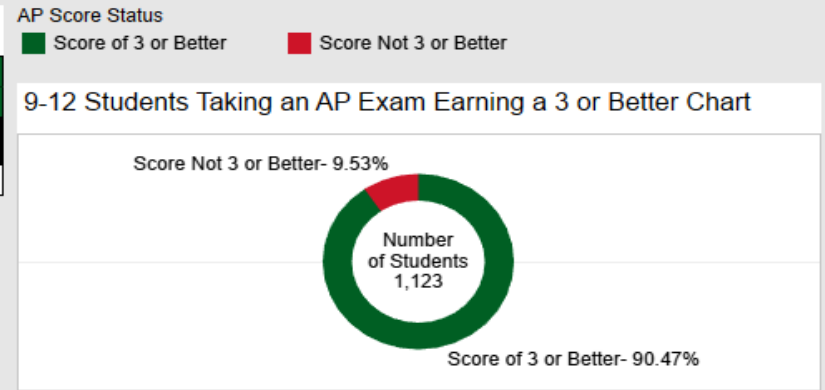
- AP Exam of 3+ **How will it be measured:** Percent of students earning a 3 or higher

2023-24 **90.47%** of 9-12 students taking an AP exam earned a 3 or higher

2022-23 **86%** of 9-12 students taking an AP exam earned a 3 or higher

9-12 Students Taking an AP Exam Earning a 3 or Better Data

Grade Band	AP Score Status			
	Score of 3 or Better		Score Not 3 or Better	
	Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	90.47%	1,016	9.53%	107



9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student Race

Grade Band	Student Race	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Asian	94.59%	140	5.41%	8
	Black or African American	79.07%	34	20.93%	9
	Hispanic / Latino	89.29%	50	10.71%	6
	Two or More Races	88.46%	69	11.54%	9
	White	90.60%	723	9.40%	75

9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	91.30%	903	8.70%	86
	Special Ed Student	70.37%	19	29.63%	8
	Section 504 Student	87.85%	94	12.15%	13

9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student EL Status

Grade Band	Student EL Status	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non EL Student	90.62%	956	9.38%	99
	Prior EL	88.68%	47	11.32%	6

9-12 Students Taking an AP Exam Earning a 3 or Better Data by Student FRPM Status

Grade Band	Student FRPM Status	AP Score Status			
		Score of 3 or Better		Score Not 3 or Better	
		Percent of Students	Number of Students	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	91.34%	949	8.66%	90
	FRPM Student	79.76%	67	20.24%	17

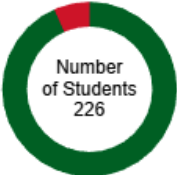
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 9-12 students meeting or making adequate progress on special education IEP Goals

2023-24 93.36% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2024

2022-23 68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023

Students Meeting or Making Adequate Progress on IEP Goals Table				IEP Goal Status					
Grade Band	IEP Goal Status	Percent of Students	Number of Students	Meeting of Making Adequate Progress on all Goals	Not Meeting or Making Adequate Progress on all Goals				
High School (9-12)	Meeting of Making Adequate Progress on all Goals	93.36%	211						
	Not Meeting or Making Adequate Progress on all Goals	6.64%	15						
Students Meeting or Making Adequate Progress on IEP Goals Table by Student Race				Students Meeting or Making Adequate Progress on IEP Goals Table by Student EL Status					
Grade Band	Student Race	IEP Goal Status	Percent of Students	Number of Students	Grade Band	Student EL Status	IEP Goal Status	Percent of Students	Number of Students
High School (9-12)	Black or African American	Meeting of Making Adequate Progress on all Goals	92.11%	35	High School (9-12)	Non EL Student	Meeting of Making Adequate Progress on all Goals	93.05%	174
		Not Meeting or Making Adequate Progress on all Goals	7.89%	3			Not Meeting or Making Adequate Progress on all Goals	6.95%	13
	Hispanic / Latino	Meeting of Making Adequate Progress on all Goals	96.30%	26	High School (9-12)	EL Student	Meeting of Making Adequate Progress on all Goals	95.83%	23
		Not Meeting or Making Adequate Progress on all Goals	3.70%	1			Not Meeting or Making Adequate Progress on all Goals	4.17%	1
	White	Meeting of Making Adequate Progress on all Goals	92.19%	118	Students Meeting or Making Adequate Progress on IEP Goals Table by Student FRPM Status				
		Not Meeting or Making Adequate Progress on all Goals	7.81%	10	Grade Band	Student FRPM Status	IEP Goal Status	Percent of Students	Number of Students
High School (9-12)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	94.00%	141	High School (9-12)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	94.00%	141
		Not Meeting or Making Adequate Progress on all Goals	6.00%	9			Not Meeting or Making Adequate Progress on all Goals	6.00%	9
	FRPM Student	Meeting of Making Adequate Progress on all Goals	92.11%	70	High School (9-12)	FRPM Student	Meeting of Making Adequate Progress on all Goals	92.11%	70
		Not Meeting or Making Adequate Progress on all Goals	7.89%	6			Not Meeting or Making Adequate Progress on all Goals	7.89%	6

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

- EL Student Progress Toward Proficiency **How will it be measured:** Percent of EL Students who met their MDE provided growth target for the year

2023-24 15.38% of 9th-12th grade students met their growth target as defined by MDE

2022-23 20.00% of 9th-12th grade students met their growth target as defined by MDE

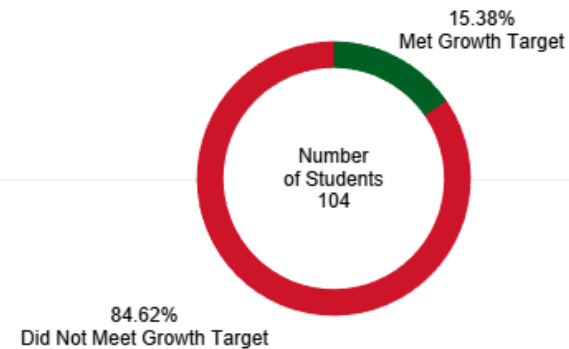
EL Growth Data as Defined by The Minnesota Department of Education Table

Grade Band	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	Met Growth Target	15.38%	16
	Did Not Meet Growth Target	84.62%	88

EL Growth Metric as Defined by The Minnesota Department of Education

■ Met Growth Target
 ■ Did Not Meet Growth Target

EL Growth Data as Defined by The Minnesota Department of Education



EL Growth Data as Defined by The Minnesota Department of Education Table by Student Race

Grade Band	Student Race	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	Black or African American	Met Growth Target	3.77%	2
		Did Not Meet Growth Target	96.23%	51
	Hispanic / Latino	Met Growth Target	26.19%	11
		Did Not Meet Growth Target	73.81%	31

EL Growth Data as Defined by The Minnesota Department of Education Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	Gen Ed Student	Met Growth Target	20.55%	15
		Did Not Meet Growth Target	79.45%	58
	Special Ed Student	Did Not Meet Growth Target	100.00%	30

EL Growth Data as Defined by The Minnesota Department of Education Table by Student FRPM Status

Grade Band	Student FRPM Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
High School (9-12)	FRPM Student	Met Growth Target	13.19%	12
		Did Not Meet Growth Target	86.81%	79

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:

Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

Attendance Metrics:

- Students Percent in Attendance

Graduation Rates Reasoning:

Edina Public Schools is proud of its reputation for post secondary matriculation. A high school diploma serves as a pathway to greater levels of educational attainment. In addition, earning a high school diploma is directly correlated with income attainment, greater career opportunities, a healthier lifestyle, and self confidence.

Graduation Rates Metrics:

- 4 & 7 year graduation rates

K-12 Attendance & Graduation Rates Goal Progress

Focus Area: Engagement	Goal	2022-23 Results	2023-24 Results	Goal Status
Attendance	In the spring of 2025, attendance for all Edina students K-12 will increase to 96.22%.	94.22%	93.41%	Positive Growth or Statistically Neutral
Graduation Rates	In the Fall of 2025, graduation rates for all Edina students will be 98%.	93.58%	92.81%	Positive Growth or Statistically Neutral

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance

2023-24 97.41% ELC students percent in attendance rate

2022-23 99.19% ELC students percent in attendance rate

2023-24 95.00% K-5 students percent in attendance rate

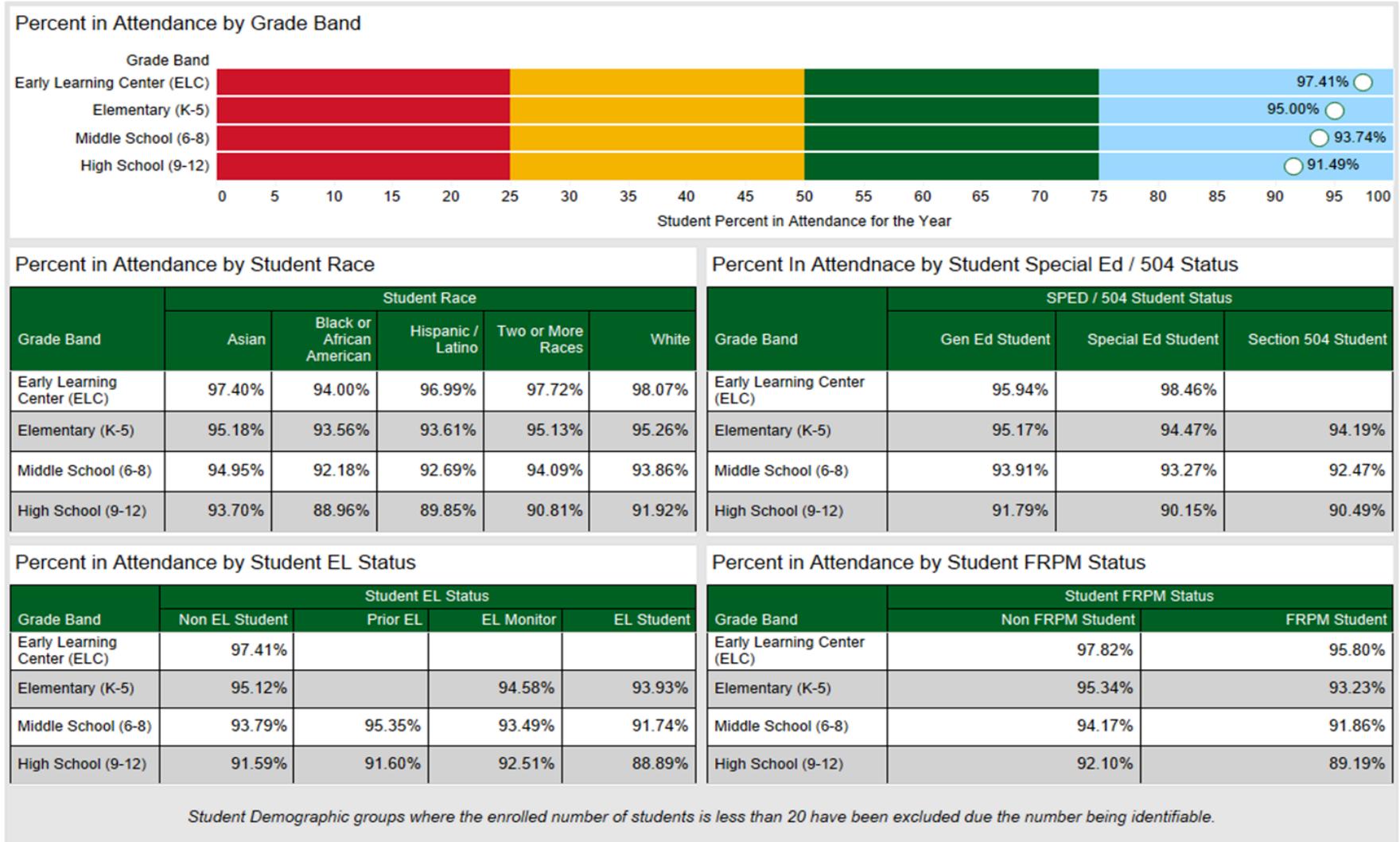
2022-23 94.52% K-5 students percent in attendance rate

2023-24 93.74% 6-8 students percent in attendance rate

2022-23 93.71% 6-8 students percent in attendance rate

2023-24 91.49% 9-12 students percent in attendance rate

2022-23 94.08% 9-12 students percent in attendance rate



2023-24 Results

- 4 & 7 year graduation rates **How will it be measured:** Graduation rates by student group
2023-24 92.81% 4 year graduation rate | **2023-24 94.93%** 7 year graduation rate
2022-23 93.58% 4 year graduation rate | **2022-23 97.52%** 7 year graduation rate

Graduation Data				
Graduation Status				
Graduate		Continuing to Work on Graduation Requirements		
Percent of Students	Number of Students	Percent of Students	Number of Students	
92.81%	620	7.19%	48	

Graduation Data by Student Race				
Student Race	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Asian	87.93%	51	12.07%	7
Black or African American	77.63%	59	22.37%	17
Hispanic / Latino	93.85%	61	6.15%	4
Two or More Races	91.18%	31	8.82%	3
White	96.09%	418	3.91%	17

Graduation Data by Student EL Status				
Student EL Status	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Non EL Student	94.43%	559	5.57%	33
Prior EL	86.11%	31	13.89%	5
EL Student	69.23%	18	30.77%	8

Graduation Data by Student FRPM Status				
Student FRPM Status	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Non FRPM Student	95.45%	503	4.55%	24
FRPM Student	82.98%	117	17.02%	24

Graduation Data by Student Special Ed / 504 Status				
SPED / 504 Student Status	Graduation Status			
	Graduate		Continuing to Work on Graduation Requirements	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Gen Ed Student	95.46%	505	4.54%	24
Special Ed Student	64.52%	40	35.48%	22
Section 504 Student	97.40%	75	2.60%	2

Graduation Chart				
7.19%- Continuing to Work on Graduation Requirements				
92.81%- Graduate				

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

APPENDIX A: Glossary

A.S.P.I.R.E.: Based on the science of reading/structured literacy, Aspire is a professional learning solution designed to meet the needs of all educators teaching students in grades 4–8. Aspire trains all educators to weave literacy skills and strategies into their instruction so they can support learners to read, comprehend, and articulate their ideas across various subjects. It is a flexible, self-paced, digital solution that empowers all educators to accelerate literacy skills among students in grades 4-8.

College in the Schools (CIS): College in the Schools (CiS) is a program in Minnesota that allows eligible high school students to take college-level courses taught by college faculty at their high school. This program is similar to concurrent enrollment and dual enrollment, but it often involves a more formal partnership between the high school and a specific college or university.

Key features of College in the Schools:

- College faculty: Courses are taught by college professors, providing a direct connection to higher education.
- College credit: Students earn college credits that can transfer to participating colleges and universities.
- Rigorous curriculum: Courses align with college-level standards and expectations.
- Access to college resources: Students may have access to college libraries, tutoring services, and other resources.

Concurrent Enrollment: is a program that allows eligible students to take college-level courses while still attending high school. These courses are typically taught by high school teachers who are certified to teach at both the high school and college levels. Students who successfully complete these courses earn both high school and college credits, which can help them save time and money on their college education.

Dual Enrollment: is essentially the same as concurrent enrollment, but it can sometimes refer to a specific program or arrangement that involves a formal partnership between a high school and a college or university.

This partnership often includes:

- Jointly offered courses: Courses are taught by college faculty at the high school, or high school students attend classes at the college campus.
- Articulation agreements: These agreements outline how college credits earned through dual enrollment will transfer to the partner college or university.
- Specific eligibility requirements: Dual enrollment programs may have more stringent requirements than concurrent enrollment, such as a minimum GPA or specific course prerequisites.

English Language Learner (ELL): A student whose home language is a language other than English and who is working towards meeting proficiency in listening, speaking, reading and writing in English.

FASTBridge: A universal screener that identifies each students' academic performance level using risk benchmarks and national norms, provides growth rates and growth norms to assess progress toward end of year goals, and indicates the concepts and skills that are above, below, and within the students instructional range (provides diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs (diagnostic information), and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.

Growth: The rate of learning improvement from one assessment window to the next. This is generally norm referenced and dependent upon a national distribution of scores.

- *Aggressive Growth:* Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)
- *Typical Growth:* Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average. (Fastbridge assessments)

Proficiency: Meeting a defined benchmark on an assessment that places a student in a category of low risk of not meeting expectations or demonstrates that student has met benchmarks for standards. Statisticians determine proficiency of an assessment using measurement systems that align assessment research.

IXL: Online personalized learning platform. Edina systematically uses IXL in math in elementary and middle school as a diagnostic assessment and a tool to respond to diagnostic information with individualized instructional matches.

Language Essentials for Teachers of Reading and Spelling (LETRS): A training course developed by Louisa Moats and Carol Tolman, both literacy experts and consultants in the Science of Reading/Structured Literacy. LETRS instructs teachers in what literacy skills need to be taught, why, and how to teach them in an explicit, systematic and direct way in alignment with the Science of Reading/Structured Literacy. LETRS professional development takes 144 hours on average to complete and guides learners in both whole group and independent learning sessions to deepen structured literacy knowledge in all 5 pillars of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Panorama: Resource to help educators understand student, teacher, and staff perceptions of Social and Emotional Learning skills. This measurement of mindsets, behaviors, and attitudes can be strongly related to success in school and beyond the classroom. Panorama also provides support and tools to respond to the measurements collected. For example the Panorama Playbook is a professional learning library with hundreds of instructional resources and interventions.

Professional Learning Community (PLC): “An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, & Eaker, 2002)

PREPaRE Training: Training developed by the National Association of School Psychologists to help participants gain a better understanding of the organization and function of a comprehensive safety and crisis team and the knowledge and skills necessary to meet the mental health needs of students and staff in the aftermath of a crisis.

Statewide Longitudinal Education Data System (SLEDS): Minnesota Statewide Longitudinal Education Data System (SLEDS) matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

Teaching Strategies Gold (TS Gold): An authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which enables a whole-child approach to assessment.

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.


*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

- Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.
- Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.
- Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

Universal Screener: A brief, standardized assessment that is administered to all students to evaluate the efficacy of core programming and to identify those students who may be at risk for poor learning or social, emotional, and behavioral outcomes.

APPENDIX B: [2023-2025 Board Approved EPS Assessment Plan](#)

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-8	Grade 9	Grades 10-12
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English - Composite Subtests				earlyMath Composite Subtests			
GRADE	FALL	WINTER	SPRING	GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds	K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Onset Sounds	Letter Sounds	Word Segmenting	K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Letter Names	Word Segmenting	Nonsense Words*	K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
K	Letter Sounds	Nonsense Words*	Sight Words 50	1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Word Segmenting	Word Segmenting	Word Segmenting	1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Nonsense Words*	Nonsense Words*	Nonsense Words*	1	Numeral Identification NI-1	Place Value	Story Problems
1	Sight Words 150	Sight Words 150	Sight Words 150				
1	Sentence Reading	CBMreading**	CBMreading**				

[FASTBridge Assessment Overview](#): list and details of assessments

APPENDIX D: MCA Opt Out Data

MCA Math Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2024	Elementary (K-5)	Student Took Assessment	1833	98.65%
MCA Math	2024	Elementary (K-5)	Student Did Not Take Assessment	25	
MCA Math	2024	Middle School (6-8)	Student Took Assessment	1892	97.03%
MCA Math	2024	Middle School (6-8)	Student Did Not Take Assessment	58	
MCA Math	2024	High School (9-12)	Student Took Assessment	531	84.96%
MCA Math	2024	High School (9-12)	Student Did Not Take Assessment	94	
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	

MCA Reading Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Reading	2024	Elementary (K-5)	Student Took Assessment	1832	98.60%
MCA Reading	2024	Elementary (K-5)	Student Did Not Take Assessment	26	
MCA Reading	2024	Middle School (6-8)	Student Took Assessment	1898	97.33%
MCA Reading	2024	Middle School (6-8)	Student Did Not Take Assessment	52	
MCA Reading	2024	High School (9-12)	Student Took Assessment	604	90.69%
MCA Reading	2024	High School (9-12)	Student Did Not Take Assessment	62	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	

MCA Science Participation Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Science	2024	Elementary (K-5)	Student Took Assessment	592	98.67%
MCA Science	2024	Elementary (K-5)	Student Did Not Take Assessment	8	
MCA Science	2024	Middle School (6-8)	Student Took Assessment	603	94.66%
MCA Science	2024	Middle School (6-8)	Student Did Not Take Assessment	34	
MCA Science	2024	High School (9-12)	Student Took Assessment	643	92.65%
MCA Science	2024	High School (9-12)	Student Did Not Take Assessment	51	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	

Appendix E: Edina Public Schools 2023-2024 Demographic Summary

Appendix A Demographics

Demographic Make Up by Student Race

Grade Band	Student Race									
	Asian		Black or African American		Hispanic / Latino		Two or More Races		White	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	45	10.71%	49	11.67%	42	10.00%	23	5.48%	261	62.14%
Elementary (K-5)	310	8.28%	276	7.38%	276	7.38%	278	7.43%	2,602	69.54%
Middle School (6-8)	162	8.19%	212	10.72%	151	7.64%	127	6.42%	1,325	67.02%
High School (9-12)	229	8.40%	338	12.40%	230	8.44%	170	6.24%	1,759	64.53%
Total for All Grade Bands	746	8.42%	875	9.87%	699	7.88%	598	6.75%	5,947	67.08%

Demographic Make Up by Student Special Education / 504 Status

Grade Band	SPED / 504 Student Status					
	Gen Ed Student		Special Ed Student		Section 504 Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	176	41.71%	246	58.29%		
Elementary (K-5)	2,871	76.68%	701	18.72%	172	4.59%
Middle School (6-8)	1,609	81.10%	248	12.50%	127	6.40%
High School (9-12)	2,153	78.84%	274	10.03%	304	11.13%
Total for All Grade Bands	6,809	76.67%	1,469	16.54%	603	6.79%

Demographic Make Up by Student EL Status

Grade Band	Student EL Status							
	Non EL Student		Prior EL		EL Monitor		EL Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	422	100.00%						
Elementary (K-5)	3,309	88.67%			92	2.47%	331	8.87%
Middle School (6-8)	1,700	86.03%	50	2.53%	133	6.73%	93	4.71%
High School (9-12)	2,377	87.26%	154	5.65%	70	2.57%	123	4.52%
Total for All Grade Bands	7,808	88.19%	204	2.30%	295	3.33%	547	6.18%

Demographic Make Up by Student FRPM Status

Grade Band	Student FRPM Status			
	Non FRPM Student		FRPM Student	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Early Learning Center (ELC)	336	79.62%	86	20.38%
Elementary (K-5)	3,128	83.55%	616	16.45%
Middle School (6-8)	1,577	79.49%	407	20.51%
High School (9-12)	2,131	78.03%	600	21.97%
Total for All Grade Bands	7,172	80.76%	1,709	19.24%

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due the number being identifiable.

Appendix F: 2022-23 Data Metrics Reports

- [Early Learning Center \(ELC\) 2023-24 Data Metrics Board Update](#)
- [K-5 2023-24 Data Metrics Board Update](#)
- [6-8 2023-24 Data Metrics Board Update](#)
- [9-12 2023-24 Data Metrics Board Update](#)