Edina Public Schools

DEFINING EXCELLENCE

Board Meeting: November 9, 2026

Title: Curriculum Implementation Update

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Sarah Klitzke, Assistant Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator; and Jamie Hawkinson, Creek Valley Administrative Dean

Description: A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content or subject area. It most often results in a change to resources used to teach that content area. Over the last four years there have been changes to resources in K-12 Science, English Language Arts, Social Studies, and Mathematics. This report provides an overview of the curriculum review process used in Edina Public Schools and a highlight of where Science, English Language Arts, Social Studies, and Mathematics are in this process.

Recommendation: There is no recommendation at this time.

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key information presented.

Background Materials:
Policy 603

Appendices:
Appendix I: Comprehensive List of Design Team Members

Appendix I of Policy 603 states:

> *In Edina, a core belief we share is "Professional Excellence." This means that, "We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices." This is done through the use of "district design teams."*

District design teams are intentionally created to ensure representation of key educators that will be impacted by the change created while advancing strategic and innovative initiatives.

District design teams are formed when there is a strategic and/or innovative initiative to make a collective decision on changes and even more importantly to collectively engage in the implementation phase once the decision making is completed.

What is a District Design Team:

- Design teams are formed with representation of all educators impacted by potential change.
- Design teams are the decision makers for change recommendations.
- Design teams shift to implementation teams after decisions are made to ensure the conditions are set for successful implementation of the change.
- Design teams support successful implementation for multiple years following the initial implementation to ensure the greatest impact on student outcomes.

What is a Curriculum Review:

- A curriculum review is an example of a strategic and innovative initiative.
- A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content area.
- A curriculum review follows Implementation Science in Edina.

What is Implementation Science:

- The study of how to implement evidence-based practices and resources so that they have the greatest impact.

Implement with Impact, Pizzuto & Carney, page 23

Why Implementation Science:

- It ensures that we go beyond the what and include the who, why, where, when and how.
- It utilizes "design teams" (a decision and implementing team) to lead through the transitions that occur with change.
- It uses various forms of data to drive decision making and continuous improvement.
- It develops capacity through systems that create ongoing opportunities to increase knowledge and skills associated with the new implementation.
- It ensures the voices of the implementers are included and matter.

Implement with Impact, Pizzuto & Carney, page 25

The Stages of Implementation Science:

Design teams of educators participate in all of the following stages. Their input, experience, and
professional excellence is critical to every stage of the process.

Exploration: **Critical to Assess Need, Select Action/Resource, Assess Readiness through a CPSS lens*	• Assemble your design team • Define current reality & identify the issue that needs to be addressed and understand why it needs to be addressed • Develop the goal to articulate what implementation will achieve • Identify the evidence based solutions that may work • Assess fit and feasibility of the possible solutions to address the changes needed • Assess organizational readiness • Collect stakeholder input/feedback • Use CPSS • Select and define the practice/program
Installation: The Plan & Prepare Stage ** Critical to set the conditions for success by creating infrastructures, systems and training for readiness.*	• Create an Implementation Team (can be the same as the design team and it may be different) • Create an implementation plan • Define the core components responsible for program's efficacy (active ingredients/commitments) • Select the implementation strategies (define what will get in the way of implementation and create plans to overcome) • Create an ongoing Professional Development plan • Develop a plan to monitor the implementation
Early Implementation: **Critical to test, problem-solve and refine.*	• Some educators begin using the program/practice • Build supportive foundations • Cultivate a learning culture with improvement cycles • Data is collected around both implementation and student outcomes • Harness data for strategic action
Full Implementation: The Spread and Sustain Stage **Critical to long-term integration through attention to consistency, quality, and outcomes.*	• All educators begin using the program/practice • Spread and sustain through monitoring and improving support infrastructures • Monitor student data to celebrate improved outcomes and implementation success

Edina Teaching and Learning utilizes the following Implementation Science Resources to follow the process outlined above:

National Implementation Research Network: NIRN
Implement with Impact: A Strategic Framework for Leading School and District Initiatives: By: Jenic Pizzuto and Steven Carney

Current Edina Content Areas that are in installation to full implementation:

School Year:	***Content Area:***
2024-2025	K-5 Science
2025-2026	K-12 ELA 6-12 Social Studies
2026-2027	K-5 Social Studies
2027-2028	K-12 Mathematics

K-12 Science:
K-12 Science curriculum reviews across all grade spans are in Full Implementation. A key highlight of the 2025–2026 school year is a clear rebound in MCA Science proficiency, reflecting the positive impact of consistent curriculum implementation and targeted instruction. Furthermore, Edina Public Schools continues to demonstrate strong regional leadership, maintaining a science proficiency rate that exceeds adjacent neighboring metro district averages by nearly 10 percentage points.

Across Minnesota, Science MCA proficiency rates are historically lower than Math and Reading scores, making science performance an outlier when evaluating standardized student achievement. To properly understand the why behind this, it is essential to consider the unique design of state science assessments alongside our district's rigorous course pathways:

- **Multi-Year Cumulative Standards:** The 5th-grade and 8th-grade MCA assessments evaluate cumulative, multi-year state standards (K–5 and 6–8 content, respectively) rather than specific curriculum taught during one testing year.
- **Accelerated Learning Pathways:** In addition, Edina provides opportunities for students to accelerate learning in Science. This is done in middle school when students have the option to compact 7th and 8th grade standards into one year at 7th grade and transition into the high school-level Physical Earth Science in 8th grade. As a result, many 8th graders master high school credit requirements while taking a state middle school MCA exam designed around general 6–8 standards.
- **Baseline Proficiency vs. Post-Secondary Readiness:** State MCAs measure proficiency aligned with grade-level standards. They do not measure whether students possess the advanced scientific reasoning, formal laboratory skills, or depth required for college STEM pathways.

To more accurately gauge advanced college and career readiness in science it is important that we triangulate data. Edina does this by tracking student performance in high-rigor secondary coursework and advanced quantitative experiences in our Edina Data Metrics Plan. Key metrics confirming robust preparation for post-secondary STEM success include:

- **High School Biology Course Proficiency:** 74.12%
- **Pre-Calculus Course Proficiency:** 70.17%
- **Advanced STEM Coursework Proficiency:** 87% (students taking AP Biology, AP Chemistry, AP Physics 1, AP Physics C Mechanics, and AP Environmental Science)

Next Steps:

- **Instructional & Assessment Alignment:** Teaching and Learning will continue working with grade-level and department leaders to align classroom instruction and assessment tasks with MDE's Performance Level Descriptors (PLDs), while utilizing WIN and FLEX times to address targeted student learning needs.
- **Targeted Secondary Resource Support:** Leadership will engage in collaborative review and support of resources for secondary science classes as budget and space capacity permits.
- **Long-Term Standards Cycle:** EPS will sustain full implementation and continuous improvement with our current science materials while preparing for the next Minnesota Department of Education (MDE) standards review and revision cycle, which is scheduled to begin in 2028–2029.

Science Curriculum Update Aligned with Implementation Science Stages:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 & 2026-2027
K-5	**Exploration** Tier I Curriculum	COVID Break	**Installation** Tier I Curriculum (Mystery Science)	**Early** Implementation Tier I Curriculum (Mystery Science)	**Full** Implementation Tier I Curriculum (Mystery Science)	**Full** Implementation Tier I Curriculum (Mystery Science) **New MCA Assessment 5th Grade**	**Full** Implementation Tier I Curriculum (Mystery Science)
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
6-8	**Exploration** Physical Earth Science	**Installation** Physical Earth Science	**Early Implementation** Physical Earth Science	**Full** Implementation Physical Earth Science	**Full** Implementation Physical Earth Science	**Full** Implementation Physical Earth Science	**Full** Implementation Physical Earth Science

	Exploration Tier I Curriculum **Early Implementation** Compacted Pathway	**Exploration** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Installation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Early Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Full Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Full Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway **New MCA Assessment 8th Grade**	**Full Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway *Adjusted to 7th and 8th grade instead of 6-8th.
9-12	**Exploration** Tier I Curriculum all disciplines	COVID Break	**Exploration** Chemistry Biology Physics **Installation** Physical Earth Science	**Installation** Chemistry Biology Physics **Early Implementation** Physical Earth Science	**Early Installation** Chemistry Biology Physics **Full Implementation** Physical Earth Science	**Full Implementation** Chemistry Biology Physics Physical Earth Science **New MCA Assessment Biology**	**Full Implementation** Chemistry Biology Physics Physical Earth Science

E-12 English Language Arts (ELA):
In an ongoing commitment to the Edina E-12 Comprehensive Literacy Plan, Edina Public Schools has made significant strides across all levels of learning in literacy. Early Learning, Elementary, Middle School, and High School ELA frameworks are currently in Early Implementation to Full Implementation. Our instructional practices and curriculum resources align core classroom instruction with Science of Reading and the requirements of the Minnesota READ Act.

To evaluate both literacy proficiency and growth, multiple academic indicators are measured. The following highlights are outlined in the Edina Data Metrics Plan:

- **Universal Screener Stability & Student Growth**: On the FastBridge Universal Screener (K–9), overall reading proficiency was 76.70%. In alignment with implementation research, when launching a new curriculum, standardized test scores typically experience an initial dip during the first **1 to 2 years** of implementation before leveling out and demonstrating accelerated long-term growth by **Years 2 to 3**. As importantly, growth metrics demonstrate a strong

upward trajectory: 60.66% of K–9 students achieved typical or aggressive growth (+1.66% over baseline), and 22.91% of students starting the year below benchmark achieved aggressive growth (+1.91%).

- **Multiple Measures of Proficiency (Triangulated Data)**: When combining three distinct measures, FastBridge Universal Screener, MCA Reading, and end-of-year classroom course grades, 78.68% of students in grades 3–8 demonstrated triangulated ELA proficiency.
- **Early Literacy Mastery (ELFC)**: At the Early Learning and Family Center, 4-year-old baseline tracking on Teaching Strategies (TS) GOLD Objective 16 reflects dedicated alignment with Science of Reading instructional strategies, establishing clear baselines for uppercase letters (36.90%), lowercase letters (20.24%), and letter sounds (11.27%) proficiency prior to kindergarten entry.

Implementation Updates by Level

- **Early Learning (PreK)**: The use of *Creative Curriculum* is in full implementation. With robust infrastructure in place, the Early Learning Literacy Administrative team continues to maintain fidelity and refine data collection frameworks to ensure strong kindergarten readiness.
- **Elementary Level (K–5)**: Edina is in year 2 of full implementation of *Benchmark Advance*, *Benchmark Adelante* (Spanish Dual Language), and *Benchmark Express* (English Learners) across all elementary sites.
- **Middle School Level (6–8)**: Entering Year 3 of *StudySync* implementation, secondary ELA instruction continues to yield positive results across FASTBridge aReading and local assessments.
- **High School Level (9–12) Course Redesign & Registration Updates:** Grounded in student choice, academic rigor, and expanded college credit access, high school ELA is now in full implementation across all three phases of its curriculum redesign. In direct response to student feedback, select 11th and 12th-grade semester electives for 2026–2027 have been adjusted to fulfill both fiction and nonfiction graduation requirements, offering maximum scheduling flexibility while maintaining high academic standards

Next Steps

- **ELFC & K-1 Collaboration**: District leadership will expand collaboration between the Early Learning and Family Center (ELFC) and K–1 educators to align foundational literacy instruction, standardize early assessment frameworks, and ensure seamless student transitions into primary grades.
- **Elementary Implementation & Data Review**: The Elementary Literacy Lead Team continues to meet as an active implementation team to build supportive structures around year 2 implementation commitments with *Benchmark Advance*.

English Language Arts Curriculum Update Aligned with Implementation Science Stages:

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
PreK	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum (Creative Curriculum)	**Early Implementation** Tier 1 Curriculum (Creative Curriculum)	**Full Implementation** Tier 1 Curriculum (Creative Curriculum)	**Full Implementation** Tier 1 Curriculum (Creative Curriculum)	**Full Implementation** Tier 1 Curriculum (Creative Curriculum)
K-5	**Exploration** Tier 1 Curriculum	**Exploration** Tier 1 Curriculum	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum (Benchmark Advance)	**Early Implementation** Benchmark Advance, Benchmark Adelante (SDL) and Benchmark Advance (EL) **Grades 3-5 New MCA Assessment**	**Full Implementation** Benchmark Advance, Benchmark Adelante (SDL) and Benchmark Advance (EL)
6-12		**Exploration** Tier 1 Instruction	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum and ELA Courses 6-8 (Study Sync) 9-10 (Into Literature & Rewards) 9-10 Round Table CIS Courses	**Full Implementation** Tier 1 Curriculum and ELA Courses 6-8 (Study Sync) 9-10 (Into Lit. & Rewards) 9-10 Round Table CIS Courses **New MCA Assessment** **Early Implementation** of Phase 2 courses	**Full Implementation** Tier 1 Curriculum and ELA Courses 6-8 (Study Sync) 9-10 (Into Lit. & Rewards) 9-10 Round Table CIS Courses and Phase 2 Courses

K-12 Social Studies:

In preparation for the required 2026–2027 Minnesota Academic Standards in Social Studies, Edina Public Schools is in full implementation with new curriculum resources. Across all levels, social studies instruction focuses on developing critical reading, primary source evaluation, evidence-based writing, and global citizenship.

While statewide standardized testing (MCA) is not administered in Social Studies, the district tracks student achievement through high school course proficiency and participation in advanced pathways:

- **High School Course Proficiency**: In U.S. History, 71.82% of students demonstrated course proficiency (measured by earning an end-of-year grade of B or better).
- **Advanced Coursework & Distinction**: High school students continue to demonstrate strong engagement in advanced social studies coursework, including AP Human Geography, AP African American History, and Cultural Geography.
- **Literacy Integration**: Social studies coursework directly reinforces districtwide literacy goals by embedding Document-Based Questions (DBQs), structured primary source analysis, and evidence-based writing routines.

Implementation Updates by Level

- **Elementary Level (K–5)**: Teachers are currently in full implementation of *Studies Weekly*. Elementary classroom teachers engaged in initial professional development to connect students to updated content. The Elementary Social Studies Implementation Team is meeting quarterly to analyze data, refine instructional expectations, and ensure equitable, high-quality learning experiences across all elementary sites.
- **Middle School Level (6–8)**: Middle schools are in year 2 of full implementation of the board-approved *Savvas MyWorld* curriculum in 7th and 8th grades. Building teams collaborate with Teaching and Learning to ensure consistent, aligned instruction across sites. Additionally, the 7th-grade department adopted *American History and Civics Mini-DBQ* (document-based questions) resources. This adoption directly supports district literacy efforts by building students' skills in evidence-based writing, critical reading, and primary source evaluation.
- **High School Level (9–12)**: EHS social studies offerings continue expanding to provide rich, rigorous options. Courses currently in Full Implementation of updated resources include *Cultural Geography*, *AP Human Geography*, and *AP African American History*, *AP Economics* and *AP Government* resources.

Next Steps

- **2026–2027 Standards Transition**: Finalize all instructional resources, pacing guides, and professional learning supports to ensure seamless, full districtwide implementation when the new Minnesota Social Studies Standards take effect in 2026–2027.
- **Interdisciplinary Literacy Alignment**: Expand the use of Mini-DBQ primary source analysis and evidence-based writing across secondary grade levels to strengthen cross-curricular alignment with district ELA goals.
- **Resource Acquisition & Course Phasing:** Maintain continued support for purchasing required instructional resources as we enter the final stages of phasing in new social studies courses districtwide.

Social Studies Curriculum Update Aligned with Implementation Science Stages:

	2023-2024	2024-2025	2025-2026	2026-2027 Standards must be implemented
K-5	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum	**Early Implementation** Studies Weekly	**Full Implementation** Studies Weekly
6-8	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum	**Full Implementation** Savaas MyWorld	**Full Implementation** Savaas MyWorld
9-12	**Exploration** Tier 1 Curriculum **Installation** Cultural Geography AP Human Geography-9 and AP Human Geography (Human Geography a Spatial Perspective)	**Exploration** Tier 1 Curriculum	**Full Implementation** • Cultural Geography • AP Human Geography • AP African American History	**Full Implementation** • AP Econ • AP US Gov

K-12 Mathematics:
In preparation for the required 2027–2028 Minnesota Academic Standards in Mathematics, Edina Public Schools is in early implementation across elementary, middle, and high school levels. Mathematics instruction is focused on meeting the demand for equal emphasis on conceptual understanding, procedural fluency and application through student-led inquiry and the use of mathematical tasks.

To evaluate numeracy proficiency, multiple academic indicators are measured. The following highlights are outlined in the Edina Data Metrics Plan:

- **High School:** Demonstrated strong upper-level coursework, highlighted by Pre-Calculus proficiency rising to 70.17%. Performance in advanced high school math courses also expanded, with 74.59% of enrolled students maintaining top course grades compared to 70.96% in the baseline year.
- **Middle School:** Middle school math proficiency reached 79.65% on the FastBridge screener and 77.92% across triangulated measures, representing a slight dip from baseline performance.
- **Elementary:** On the FastBridge universal screener, K–5 students achieved an overall math proficiency rate of 82.07%, while 79.86% demonstrated proficiency

across triangulated measures including screeners, classroom grades, and MCA scores.

Implementation Updates by Level

- **Elementary Level (K–5)**: Teachers are currently in Early Implementation of *Amplify Desmos Math*. There is one team of early implementers at all grade levels, in addition we have implementers at both our Spanish Dual Language and our Continuous Progress programs. These teachers have engaged in initial professional development for the use of these new resources. All teachers have had an introduction to the new standards and how they can begin to address the changes. The Math Implementation team will be meeting throughout the 26-27 school year to ensure a smooth transition to full implementation in 27-28.
- **Secondary (6–12)**: Teachers are currently in Early Implementation of Imagine IM in Math 6, Pre-Algebra, Algebra 1 and Intermediate Algebra. All teachers have had professional development on the new standards and use of these new curricular resources. Continued development will occur throughout the 26-27 school year both through cross district and in building Professional Learning Communities. The Secondary Math Implementation Team will be meeting throughout the 26-27 school year as we work towards full implementation. The additional course of Compacted Algebra/Geometry 1 is also under development by this team.

	2024-2025	2025-2026	2026-2027
K-5	**Exploration** Tier 1 Curriculum	**Exploration and Installation** Tier 1 Curriculum	**Early Implementation** Amplify Desmos Math
6-8	**Exploration** Tier 1 Curriculum	**Exploration and Installation** Tier 1 Curriculum	**Early Implementation** Math 6, Pre-Algebra, Algebra 1 and Intermediate Algebra
9-12	**Exploration** Tier 1 Curriculum	**Exploration and Installation** Tier 1 Curriculum	**Early Implementation** Intermediate Algebra

Appendix I: Design Team Members

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Sarah Burgess (ELA)
Patrick Burley (Social Studies)
Mark Carlson (Science)
Drew Cole (Science)
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