Board Meeting: November 9, 2026

Title: 2025-2026 Data Metrics Mid- Plan Board Update

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; and Greg Guswiler**,** Teaching & Learning Data Programming Analyst and Coordinator

Description: The Edina Public Schools 2025–2027 Data Metrics Plan represents the first phase of the district's Comprehensive Assessment System. This system guides how data are collected, analyzed, and applied to align district initiatives with the 2020–2030 Strategic Plan and to drive continuous system-level improvement. Through the creation and implementation of the Data Metrics Plan, Edina Public Schools continues its commitment to each and every student.

This report serves as a Year 1 progress update for the two-year 2025–2027 Data Metrics Plan, reflecting student outcomes and baseline progress from the 2025–2026 school year. This mid-plan report tracks early movement toward our Spring 2027 goals, outlining key systemwide celebrations, persistent challenges, and targeted response strategies designed to drive continuous growth through Year 2.

Recommendation: No recommendation is being made at this time. This report has been prepared for board discussion.

Desired Outcomes for the Board: Please be prepared to share reactions and questions with the presenters.

Attachments:

2023-2025 Data Metrics Plan Board Update.pdf

2025- 2027 Data Metrics Plan Board Update - Meeting ACTION.pdf

Executive Summary:

2025-2027 Edina Data Metrics Plan Progress Report

Edina Public Schools
DEFINING EXCELLENCE

Overview

The Edina Data Metrics Plan serves as the top level of the district's Comprehensive Assessment System, providing a cohesive framework for monitoring student progress, instructional effectiveness, and alignment with the 2020–2030 Edina Strategic Plan. This plan identifies key indicators across academic achievement, college and career readiness, and student engagement to guide data-informed decision-making and continuous improvement at every level of the organization.

Edina Public Schools uses a continuous improvement framework to establish growth targets that are both meaningful and attainable. Most goals across the 2025–2027 plan target 3–6% growth over two years, representing steady and sustainable improvement within a high-performing district where many indicators already meet or exceed state and national benchmarks.

While this top-level plan provides a broad district view, greater specificity occurs within the District Continuous Improvement Plans (C-DIP) and Site Improvement Plans (C-SIP), which guide department level, school-level, grade-level, and individual teacher goals. This structure mirrors a funnel, where data flow from the system level to the classroom. The most impactful work occurs when teams analyze data results, respond to celebrations, and analyze areas for improvement creating targeted action steps for continuous improvement within our Multi-Tiered System of Supports (MTSS) and Culturally Proficient School Systems (CPSS) integrated strategic priorities.

In This Executive Summary

1. An overview of key findings by targeted areas of focus, including action steps being taken in response to data patterns.
2. The top three celebrations from the 2025–2026 Data Metrics Plan mid-plan update.
3. The top three challenges from the 2025–2026 Data Metrics Plan mid-plan update.
4. An analysis of trend data from the 2023-2025 Data Metrics Plan and the 2025-2026 Data Metrics Plan mid-plan update which focuses on 2026 data.
5. An overview of professional development response strategies within the MTSS and CPSS system-wide frameworks.

Overview of Key Findings

- English Language Arts (ELA): Despite the implementation of new standards and resources over a two year period of time K-12, overall reading proficiency on the FastBridge Universal Screener remained stable with a minor shift to 76.70% (down 0.30% from the 77.00% baseline, goal: 80.00%). Research shows (NIRN) when implementing a new K-12 curriculum, standardized test scores typically decline for 1 to 2 school years before stabilizing and

improving in year 3 to 4. Research further shows these initial drops are a normal result of systemic change rather than immediate evidence of curriculum and/or instructional failure. Along with new curriculum implementation, staff have been invested in Science of Reading training and this is reflected in reading growth showing positive movement: 60.66% of K–9 students achieved typical or aggressive growth (up +1.66% toward the 62.00% goal), and K–9 students starting below benchmark achieving aggressive growth rose to 22.91% (+1.91% toward the 25.00% goal). Demographically, proficiency gaps for Hispanic/Latino students decreased across multiple grade bands, while gaps for Black/African American students expanded in elementary screener scores. Triangulated 3–8 ELA proficiency did drop to 68.74% (-9.26%), reflecting the need for deeper alignment across screeners, state tests, classroom grading, instruction, and curriculum resources. Response steps focus on full-fidelity implementation of new curricula (Benchmark Advance, StudySync, Into Literature), diagnostic use of Capti ReadBasix, and Science of Reading (LETRS/STRIVE) completion, implementation, and coaching.

- Mathematics: K–8 FastBridge math proficiency stood at 81.23% (-2.16% from the 83.39% baseline, goal: 85.00%), while 3–8 triangulated math proficiency dipped slightly to 78.90% (-0.71%, goal: 82.00%). K–9 student growth remained steady at 62.90% (-0.38%, goal: 66.00%), while aggressive growth for students starting below benchmark dropped to 28.31% (-4.73%, goal: 36.00%). 8th-grade Algebra I completion with a 'B' or better stood at 79.76% (-0.48%, goal: 83.00%). Subgroup analysis showed positive gap reductions for Black/African American students in K–5 and 6–8 screeners and growth metrics. Response steps prioritize core fact fluency, deep conceptual understanding through inquiry math practices, systemwide alignment to new MN Math Standards with early implementation of new curricular resources and MTSS math intervention support.

- Science: Science performance demonstrated a clear systemwide rebound, with districtwide MCA proficiency across 5th grade, 8th grade, and EHS Biology rising +8.55 percentage points to 55.31% (rapidly approaching the 57.00% goal) and exceeding adjacent metro district averages by nearly 10 percentage points. Across Minnesota, Science MCA scores are historically lower than Reading and Math, making science performance a statewide outlier when evaluating standardized test achievement. While 5th and 8th-grade MCAs measure cumulative multi-year standards, high school testing evaluates a single year of targeted content, yielding a phenomenal 83.11% MCA proficiency rate in EHS Biology. Strong post-secondary preparation is further confirmed by advanced coursework, where 87% of students taking AP Science courses demonstrate proficiency. Response steps focus on maintaining full implementation of *Mystery Science* (K–5) and STEAM Cornerstone Projects (3–5), aligning K–12 instruction with MCA-IV rigor, and leveraging FLEX time for targeted 6–8 support.

- Social and Emotional Learning (SEL): While academic achievement gaps remain a primary area of focus, student perception data reveal a compelling systemic strength: belonging and engagement gaps are far less pronounced. Across nearly all demographic subgroups, student-reported levels of belonging and engagement closely mirror those of majority White, non-Special Education, and non-English Learner peers. This strong cultural foundation is reflected in our secondary Panorama survey results, where grades 6–12 met their 2027 goals early in both Sense of Belonging (67.00%, +2.33%) and Engagement (34.00%, +1.33%). While elementary (3–5) rates experienced slight decreases (Belonging:

75.00%; Engagement: 58.00%), co-curricular participation surged to 70.19% at the High School (Goal MET) and 41.85% in Middle School (+7.79% toward the 57.00% goal). Moving forward, priority actions focus on embedding SEL and Culturally Proficient School Systems (CPSS) strategies directly into Tier 1 core instruction, expanding student leadership, and sustaining adult wellness initiatives aligned with building C-SIPs.

- Unique Learners:
    - Talent Development (Extended & Accelerated Learning): Advanced course participation expanded in High School to 59.26% (+3.88%, goal: 60.00%) and Middle School to 50.05% (+0.59%, goal: 55.00%). Elementary participation dipped to 15.17% due to rostering irregularities, which are being addressed in the Elementary Acceleration Review. Advanced coursework performance remained high: 100% of elementary advanced ELA and 99.39% of elementary advanced math students maintained top grades, while HS advanced math grades grew to 74.59% (+3.63%).
    - Special Education Learners: Students receiving special education services continue to show exceptional performance. IEP progress targets were met or exceeded across grade bands: K–5 at 99.68% (Goal MET), 6–8 at 98.59% (Goal MET), Early Learning at 97.03% (+1.45%), and High School at 95.29% (+1.81%). The district remains on track toward its systemwide goal of maintaining ≥97.48% progress.
    - English Learners (EL): Overall MDE annual growth target attainment stood at 31.41% (-9.08%), though Elementary ELs met the goal at 45.15%. Reading and writing sub-domains remain the primary focus areas. Action steps include expanding co-teaching models, sheltered ELA courses at EHS, Benchmark Express adoption, and WIDA standards-aligned co-planning.
- College and Career Readiness: Edina High School's 4-year graduation rate remained strong at 95.07% (goal: 98.00%). Pre-Calculus course proficiency surged to 70.17% (Goal MET). National Merit recognition exceeded 2027 goals with 19 Semifinalists (Goal MET) and 19 Finalists (Goal MET), alongside 25 Commended Scholars. ACT composite benchmark attainment (score ≥22) stood at 70.04% (-2.41%), and Bilingual Seal attainment was 75.16% (-3.59%). Dual enrollment and PSEO participation remain (107 PSEO, 233 Dual Enrolled) as outreach strategies and new opportunities to increase college readiness have been added with College in the Schools (CIS).
- Consistent Attendance: High School consistent attendance (students attending ≥90% of class periods) stood at 76.73% (-0.22% from the 76.95% baseline, goal: 82.00%). Action steps focus on connecting attendance with SEL belonging, engaging instruction, and building-level MTSS monitoring.

Top Three Systemwide Celebrations

1. Significant Achievement & Growth in Science MCA Performance: Districtwide Science MCA proficiency jumped by +8.55 percentage points to 55.31%, nearing the Spring 2027 goal of 57.00%. This MCA achievement continues to be one of the highest among high performing

districts in the west metro. High School Biology reached an outstanding 83.11% proficiency rate, demonstrating strong teacher leadership, standards alignment, and effective curriculum implementations and instructional transitions following the state assessment reset.

2. Surpassing 2027 Goals in Secondary SEL, Student Engagement, & National Merit Distinction: Secondary students achieved their 2027 Panorama benchmark goals early for Sense of Belonging (67.00%) and Engagement (34.00%), complemented by 70.19% High School co-curricular participation. Additionally, Edina High School students demonstrated academic distinction by exceeding 2027 targets with 19 National Merit Semifinalists and 19 Finalists.

3. Sustained Excellence in IEP Goal Attainment & Advanced Mathematics Progress: Over 98% to 99% of elementary and middle school students receiving special education services met their IEP progress goals, with high school and early learning showing growth. Concurrently, High School Pre-Calculus course proficiency rose to 70.17%, surpassing its 2027 target and reflecting strong foundational math pathways.

Top Three Systemwide Challenges

1. Eliminating Persistent Achievement and Language Learning Gaps: While overall Tier 1 universal proficiency (FASTBridge data) across the district remains strong (despite slight dips in reading to 76.70% and math to 81.23%), disaggregating student data continues to reveal persistent achievement gaps in Tier 1/Classroom instruction. These disparities are most pronounced for Black/African American students, Hispanic/Latino students, Free/Reduced-Price Meal eligible students, and English Learners. Systemic efforts will focus on strengthening Tier 1 core classroom instruction through high-functioning Professional Learning Communities (PLC's) that leverage equity strategies to elevate student strengths and maintain high instructional rigor for each and every Edina student.

2. Accelerating Growth & Catch-Up for Students Below Grade Level in Literacy & Math: While aggressive growth for students starting below benchmark in reading showed slight positive movement (+1.91% to 22.91%) and math experienced a decline (-4.73 to 28.31%), both remain well short of target goals. This indicates that the vast majority of students starting the year behind are not yet making the accelerated progress needed to catch up, even over multiple years. Strengthening intervention structures and resources, using diagnostic assessments, and progress monitoring are critical across all grade bands to accelerate learning for struggling students, and intentionally support students below grade level across multiple years through a cohesive and targeted plan.

3. Aligning Assessment Rigor and Grading Practices Across Multiple Measures: District data reveals a noticeable disconnect between universal screener scores, state MCA performance, and end-of-year classroom course grades, highlighted by the dip in triangulated 3–8 ELA proficiency (68.74%). To ensure classroom grades and local assessments reliably reflect state standards and growth benchmarks, systemic efforts must focus on building PLC team

capacity around common formative assessments in alignment with state standards while maintaining rigorous standards.

Analyzing Trend Data

Analyzing the longitudinal trends across the 2023–2025 Data Metrics Plan (linked above under attachments) and the 2025–2027 Data Metrics mid-plan update focusing on 2026 data, reveals several distinct macro-level patterns across the district's assessment ecosystem:

1. Implementation Science Patterns Across Curricula

- Across major content rollouts, overall Tier 1 universal proficiency scores temporarily plateau or slightly dip during early implementation stages. For example, ELA universal screener proficiency shifted slightly from a 77.00% baseline to 76.70% during initial ELA curriculum changes, while Math screener scores dipped from 83.39% to 81.23% during the beginning of standards shifts.
- When state assessments undergo standard resets (such as the Science MCA-IV transition in 2024), scores experience an immediate drop statewide. However, trend data demonstrate that Edina recovers quickly once instructional alignment takes hold, evidenced by the +8.55 percentage point rebound in Science MCA proficiency (to 55.31%) in 2025–2026.

2. Upward Student Growth Despite Static Cohort Proficiency Rates

- While overall proficiency figures appear relatively flat during instructional transitions, underlying growth metrics show consistent positive momentum.
- In ELA, for instance, even with minor assessment screening fluctuations, student reading growth increased to 60.66% (+1.66%), and aggressive growth for students starting below benchmark rose to 22.91% (+1.91%). This indicates that Tier 1 core instruction is driving individual student gains even before whole-grade level proficiency rates reflect a full rebound.

3. Divergence Between Course Performance and Standardized Assessments

- Students consistently demonstrate exceptional achievement in targeted, single-year coursework and advanced opportunities. This is highlighted by High School Biology MCA proficiency at 83.11%, Pre-Calculus proficiency reaching 70.17%, 87% proficiency in AP Science, and surpassing National Merit targets.
- Trend lines across triangulated data (combining screeners, state exams, and classroom grades) frequently reveal lower combined proficiency (e.g., 68.74% in 3–8 ELA). This signals a systemic trend where local classroom grading practices and universal screeners do not always align perfectly in rigor with multi-year cumulative state tests.
    - At the high school, data shows push beyond baseline state standards to equip students with complex reasoning, lab skills, and college-level rigor.
    - In K–8, data shows more of an assessment alignment challenge.

4. Strong Culture/SEL Foundation

- Social-emotional perception metrics show strong and improving trends. Secondary students achieved 2027 benchmark goals early in Sense of Belonging (67.00%) and Engagement (34.00%), alongside high co-curricular participation (70.19% at the high school).

5. Persistent "Catch-Up" Gaps

- Despite strong climate trends, longitudinal data reveal persistent achievement and growth gaps for Black/African American, Hispanic/Latino, Free/Reduced-Price Meal eligible, and English Learner students. While growth is occurring, students starting below grade level are not yet making aggressive growth at rates high enough (e.g., math aggressive growth dropped to 28.31%) to rapidly eliminate multi-year learning gaps.

Overall, the trend data shows that Edina is a high-performing district navigating continual systemic curriculum, standards, and legislative updates with foundational climate and secondary outcomes remaining exceptionally strong, while the main growth opportunities center on eliminating achievement gaps and accelerating multi-year intervention pathways for learners who are behind grade level expectations.

Professional Learning

Edina Public Schools integrates the Multi-Tiered System of Supports (MTSS) framework with Culturally Proficient School Systems (CPSS) to ensure academic, social-emotional, and behavioral supports are coherent, responsive, and data-driven so that each and every student discovers their possibilities and thrives. Systemwide professional development for the 2026–2027 school year directly targets identified data patterns and achievement gaps in the following way:

- Professional Learning Communities (PLCs) – Core Classroom Instruction (Tier 1) Engine: PLCs serve as the primary vehicle for driving classroom instructional rigor for all and eliminating classroom achievement data gaps. Anchored by the district's newly established *"PLC Tights and Looses"* guidance document, school leaders maintain consistent systemwide expectations while providing teacher teams flexibility in instructional delivery. Job-embedded coaching equips PLC teams to analyze disaggregated student data and strengthen the rigor of Tier 1 core instruction for all.
- Mathematics – Standards Alignment & Programmatic Review: To strengthen foundational numeracy and accelerate student growth, the district is actively engaged in a comprehensive K–12 Math Curriculum Review. This work encompasses adopting updated instructional resources, refining course sequencing pathways, and embedding core fact fluency and deep conceptual understanding through inquiry math practices.. These actions ensure full alignment with updated Minnesota Department of Education (MDE) Academic Standards in Mathematics while strengthening math intervention structures.
- Literacy – READ Act & Science of Reading: Expanding Science of Reading professional learning (LETRS and STRIVE) across grade bands and utilizing Year 2 Capti ReadBasix diagnostic data in grades 4–12 to design targeted interventions. STRIVE serves as the approved Phase 2 MDE READ Act reading professional development, equipping 4–5 classroom teachers and 6–12 ELA educators with evidence-based Science of Reading instructional practices. Complementing this professional learning, Capti ReadBasix enters Year 2 of implementation as the READAct designated diagnostic assessment for students in grades 4–12, providing targeted reading data to match student need to interventions.

- Science – MCA-IV Alignment: Deepening curriculum alignment and assessment techniques to match the rigor of the new statewide MCA-IV assessment, alongside full implementation of STEAM Cornerstone Projects in grades 3–5.
- Social-Emotional Learning & Belonging: Embedding CPSS and SEL routines directly into daily classroom instruction, expanding student leadership opportunities, and supporting adult wellness across all school sites.

Concurrently, the district is conducting a comprehensive, systemwide review of our intervention practices and schedules. While newly implemented diagnostic tools, such as Capti ReadBasix and FastBridge subtest, are already elevating our daily classroom level data and improving targeted responses for individual students, this review will focus on building long-term system cohesion. By designing predictable intervention pathways, standardizing entry and exit criteria, and establishing multi-year plans for accelerated growth, we will ensure that students performing below grade level receive consistent, high-impact support across grade bands. Crucially, this design work will focus on equipping intervention educators with targeted professional learning and coaching support to deliver specialized resources with full instructional fidelity, paving the way for districtwide implementation improvements starting in the 2027–2028 school year.

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English Language Arts (ELA): Overall Proficiency & Gap Reduction

Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Monitoring subgroup performance highlights where targeted support is needed to help every student excel.

Data Elements

- Spring FastBridge earlyReading Risk Level (K–1)
- Spring FastBridge CBMr Risk Level (Grade 2)
- Spring FastBridge aReading Risk Level (Grades 3–9)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of students in grades K–9 who demonstrate reading proficiency on the spring literacy universal screening assessment will increase from 77% to 80%. In addition, the gap in proficiency between the highest and lowest-performing student subgroups will decrease by at least 2 percentage points.

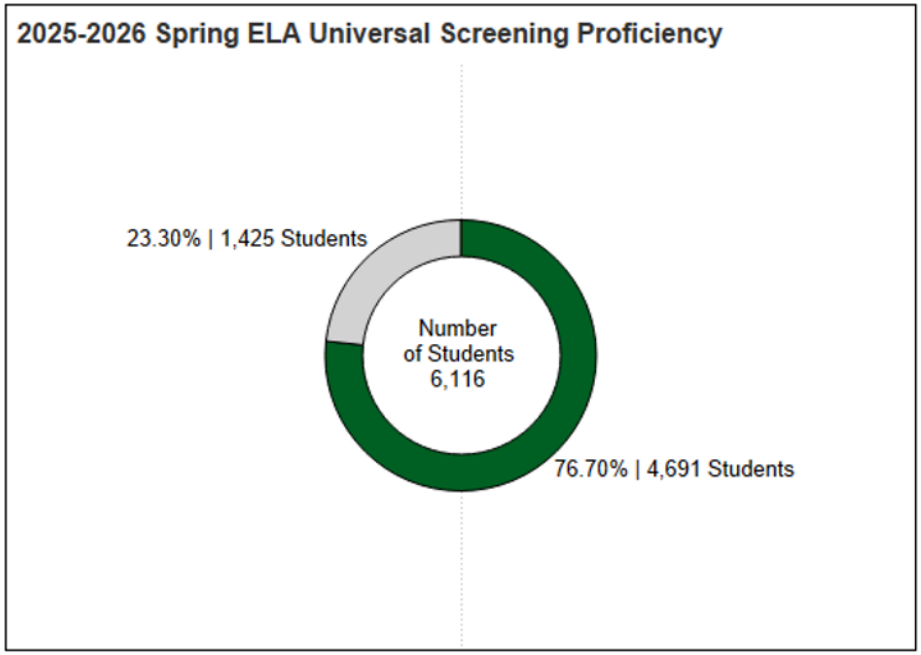
English Language Arts (ELA): Overall Universal Screener Fastbridge Proficiency Goal Progress

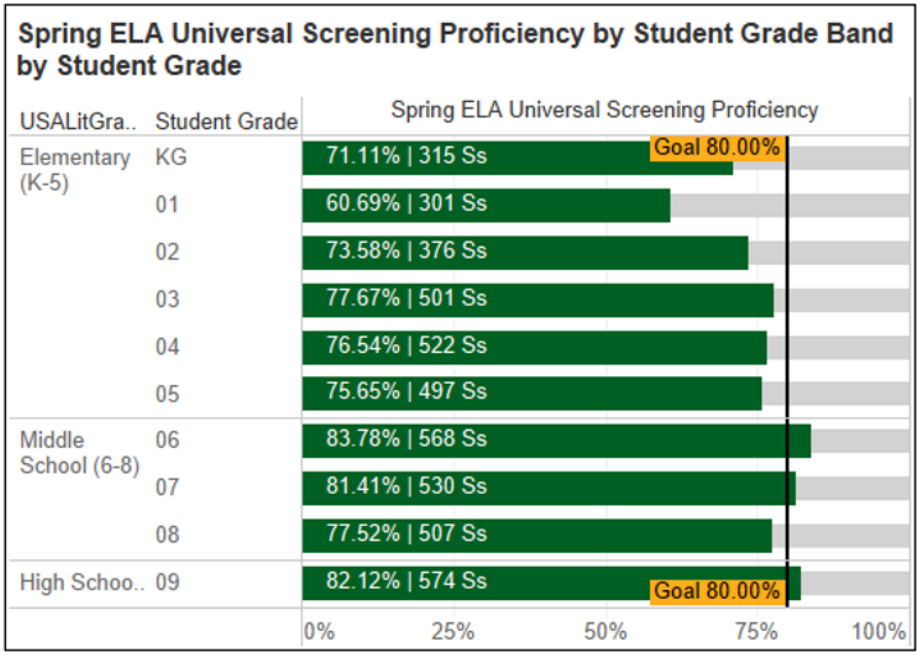
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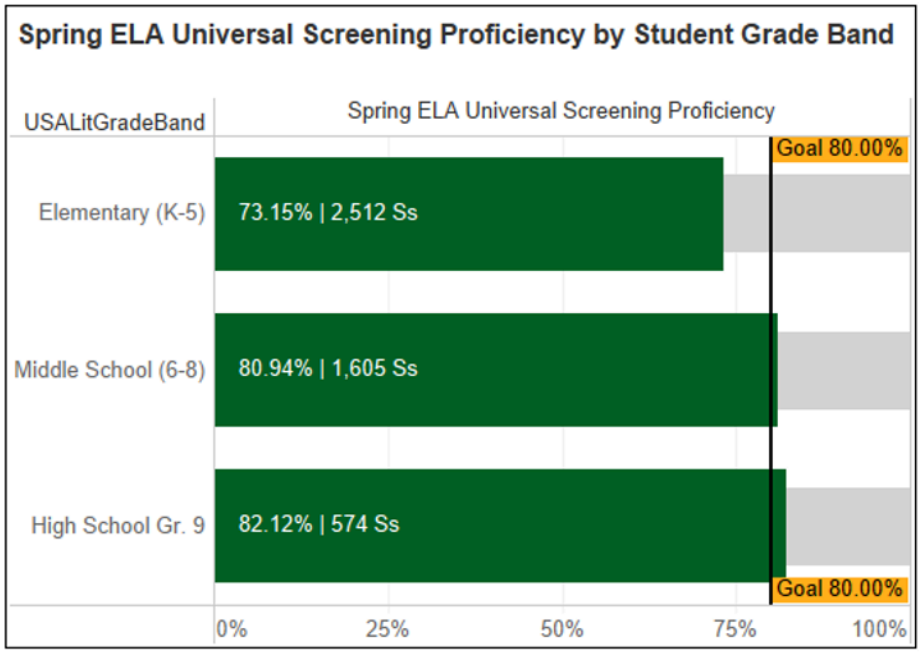
Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	80.00%			77.00%			76.70%	-0.30%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	80.00%	75.64%	60.00%	15.64%	73.15%	53.26%	19.89%	4.25%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	80.00%	75.64%	51.54%	24.10%	73.15%	53.26%	19.89%	-4.21%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	80.00%	79.96%	53.49%	26.47%	80.94%	56.89%	24.05%	-2.42%	Gap Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	80.00%	79.96%	63.06%	16.90%	80.94%	60.90%	20.04%	3.14%	Gap Not Reduced
Proficiency Gap (Race 9-12) *Black or African American	80.00%	79.88%	47.83%	32.05%	82.12%	57.97%	24.15%	-7.90%	Gap Reduced
Proficiency Gap (Race 9-12) *Hispanic / Latino	80.00%	79.88%	61.22%	18.66%	82.12%	61.22%	20.90%	2.24%	Gap Not Reduced

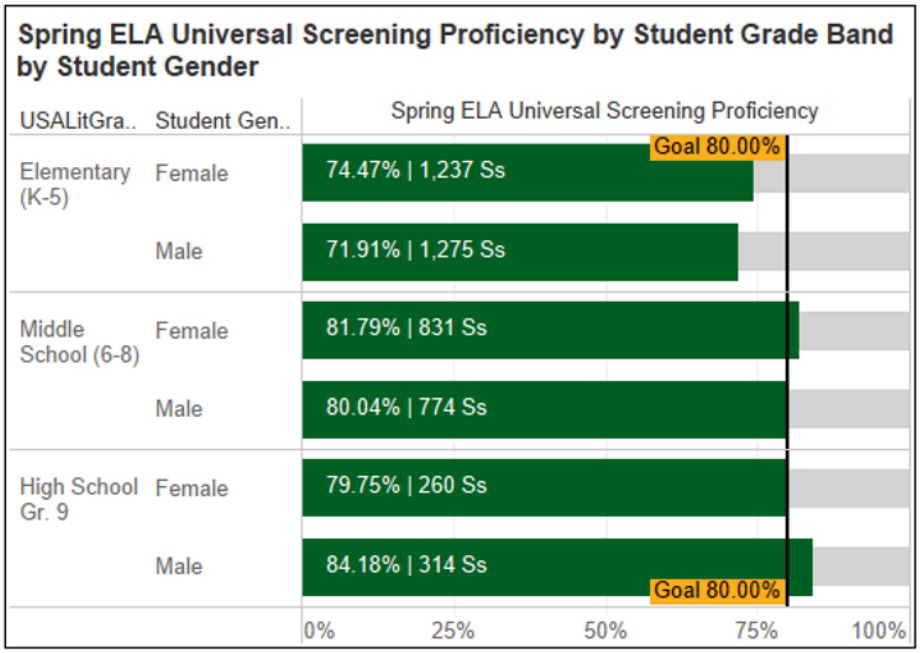
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

English Language Arts (ELA): Overall Universal Screener Fastbridge Proficiency Data Charts and Graphs









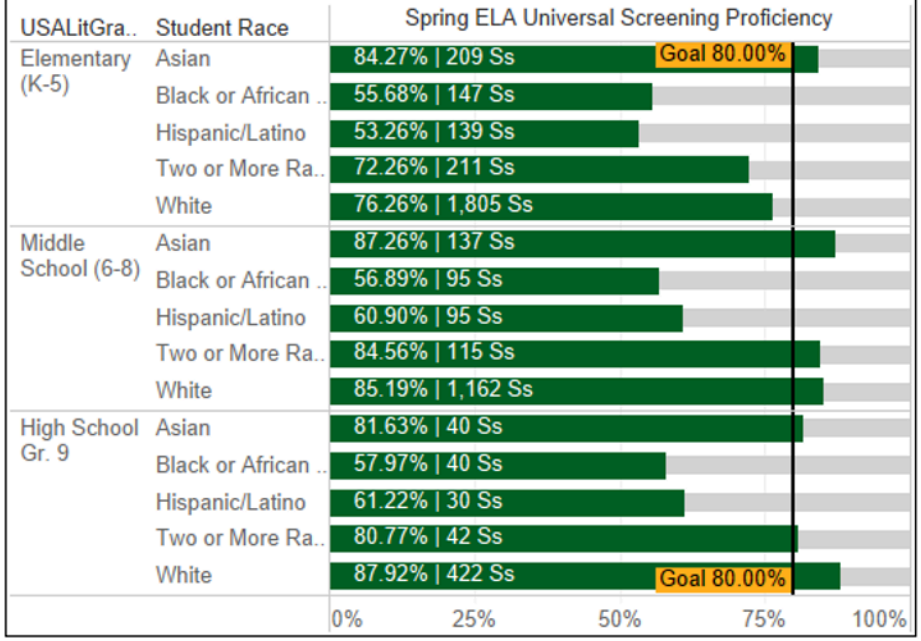
Spring ELA Literacy Proficiency

Proficient Not Proficient

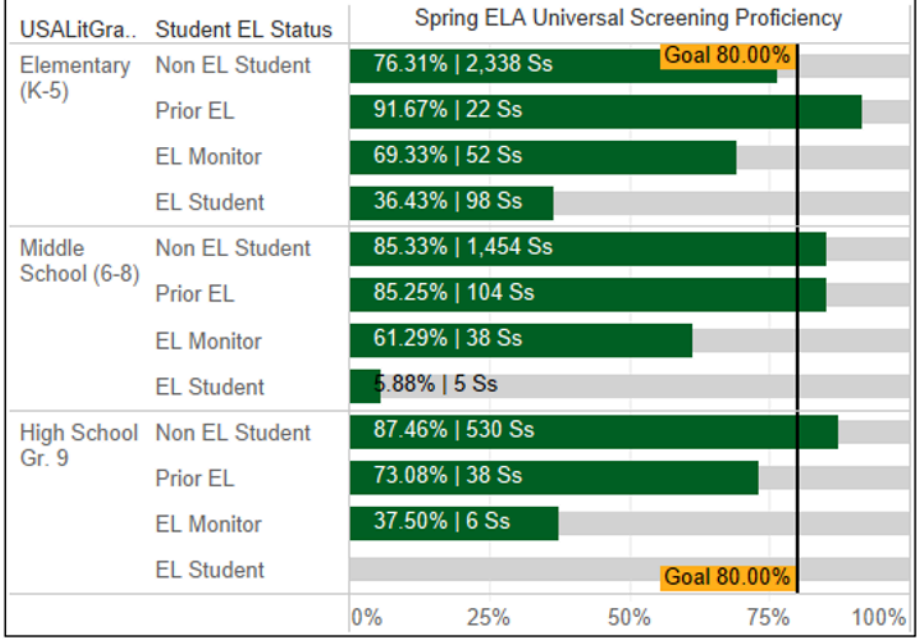
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Overall Proficiency Data Charts and Graphs Cont.

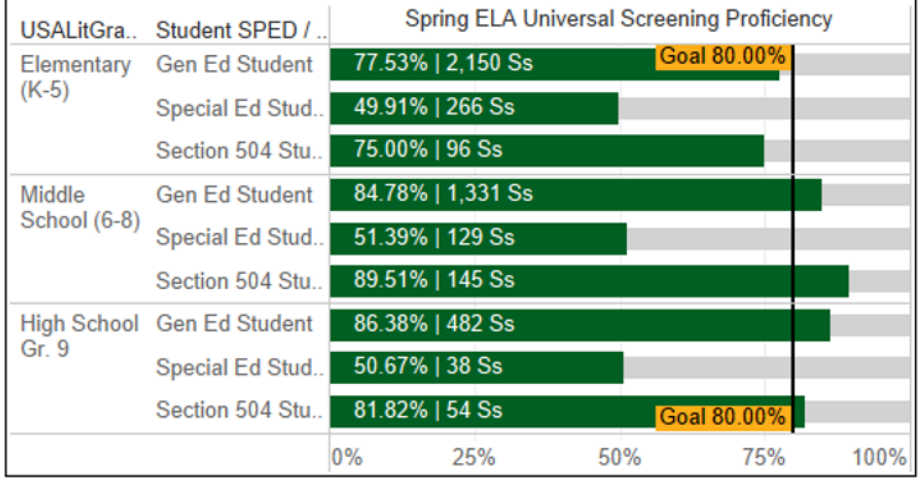
Spring ELA Universal Screening Proficiency by Student Grade Band by Student Race



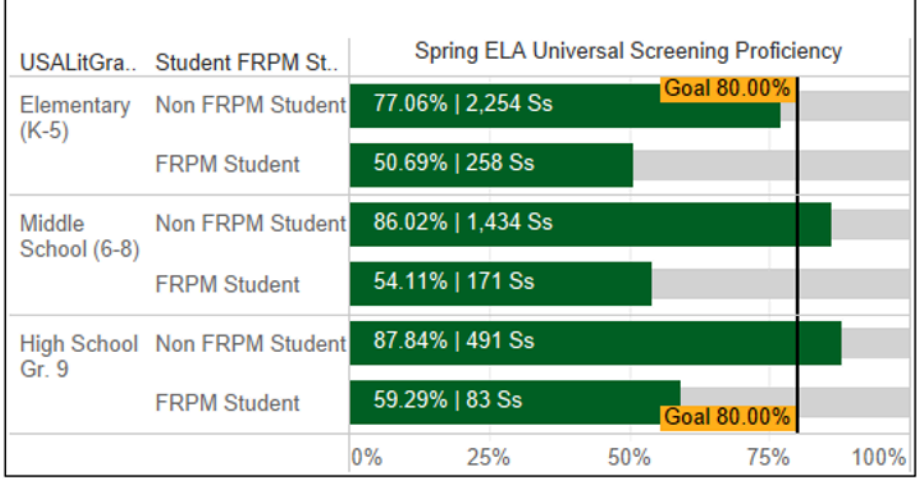
Spring ELA Universal Screening Proficiency by Student Grade Band by Student EL Status



Spring ELA Universal Screening Proficiency by Student Grade Band by Student Special Education / 504 Status



Spring ELA Universal Screening Proficiency by Student Grade Band by Student FRPM Status



Spring ELA Literacy Proficiency
Proficient Not Proficient

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

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data)

Rationale
Looking at more than one source of data gives a fuller and more accurate picture of how students are doing in reading and writing. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

Data Elements

- Reading Universal Fastbridge Screener
    - Spring aReading Risk Level (Grades 3–8)
        - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
        - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
        - Students without a risk level are omitted.
    - 10th Grade Students are omitted as they do not have all 3 data elements.
- End-of-the year ELA course grade
    - Elementary students with a score of 3 or 4 on 80% of assessed ELA standards as reported on the students report card.
    - Secondary students with a score of B or better
- MCA Reading calculated together as one data point
    - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
    - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 9th Grade are omitted as they do not have all three data elements.
- Student demographic data

2025-2027 Goals
By Spring 2027, the percentage of students in grades 3–8 who show proficiency in English Language Arts will increase from 78% to 81%. Students will be considered proficient if they meet at least two of the three measures:

- Reading FastBridge Universal Screener (spring) 1 of 3 Page 4
- MCA Reading assessment 2 of 3 Page 10
- Classroom proficiency (end-of-year ELA grades) 3 of 3 Page 12

Progress will be monitored across all student subgroups.

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Goal Progress

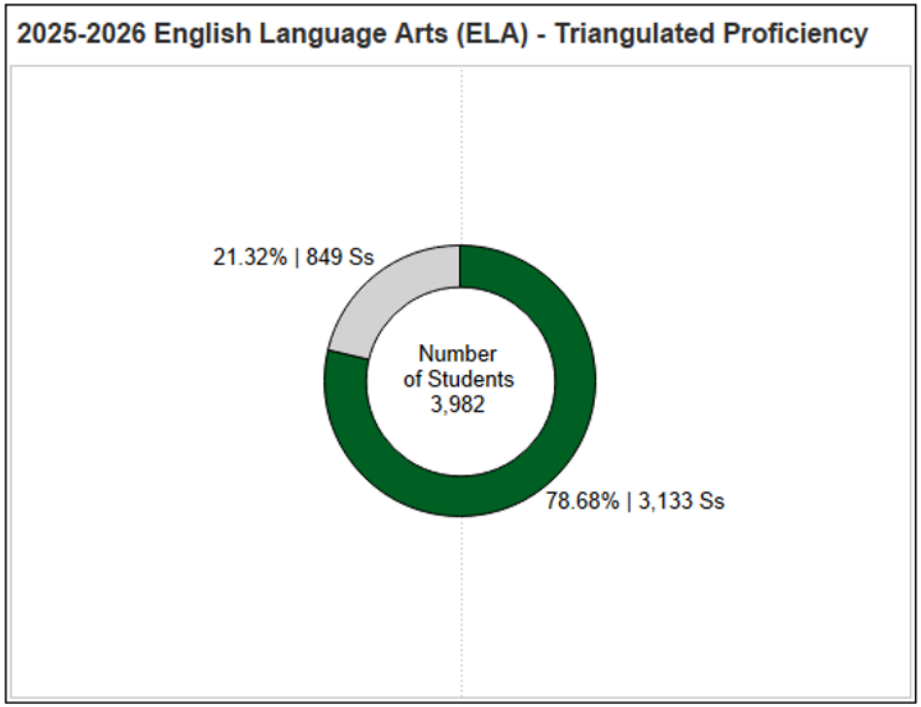
2025-2027 Goal

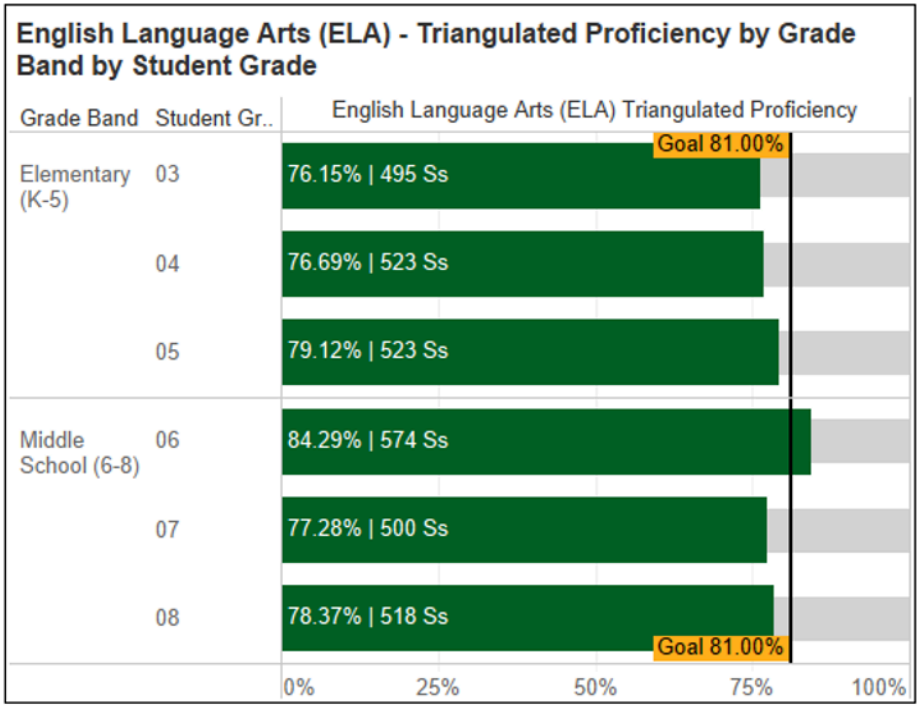
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*Reading FastBridge Universal Screener (spring)
*MCA Reading assessment
*Classroom proficiency (end-of-year ELA grades)

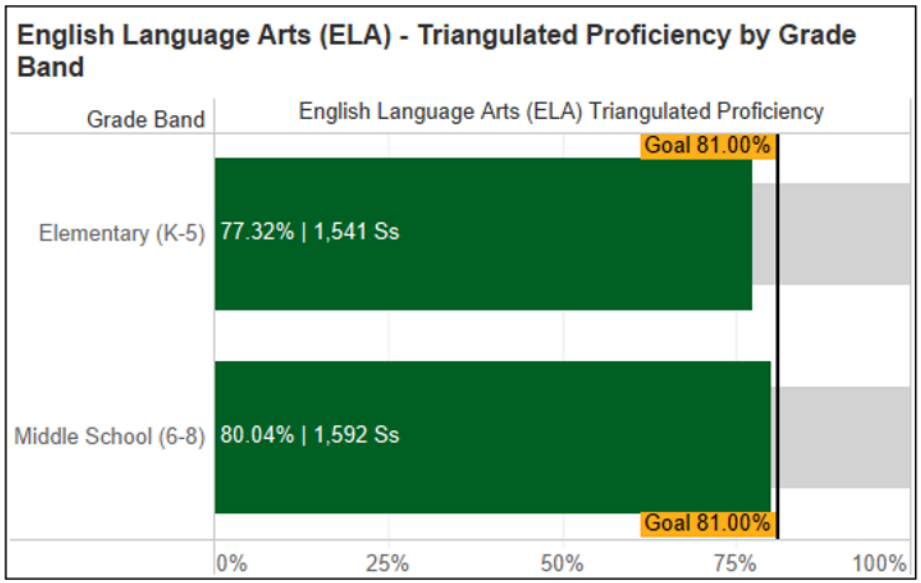
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	81.00%			78.00%			78.68%	0.68%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	81.00%	77.01%	45.45%	31.56%	77.32%	48.63%	28.69%	-2.87%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	81.00%	77.01%	49.35%	27.66%	77.32%	58.02%	19.30%	-8.36%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	81.00%	79.77%	46.84%	32.93%	80.04%	43.86%	36.18%	3.25%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	81.00%	79.77%	63.51%	16.26%	80.04%	61.59%	18.45%	2.19%	Gap Not Reduced

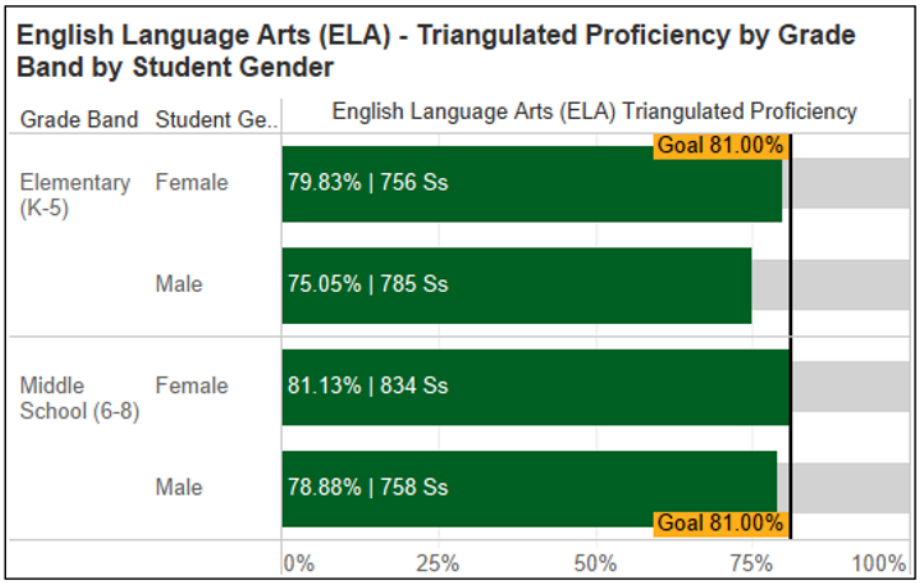
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs









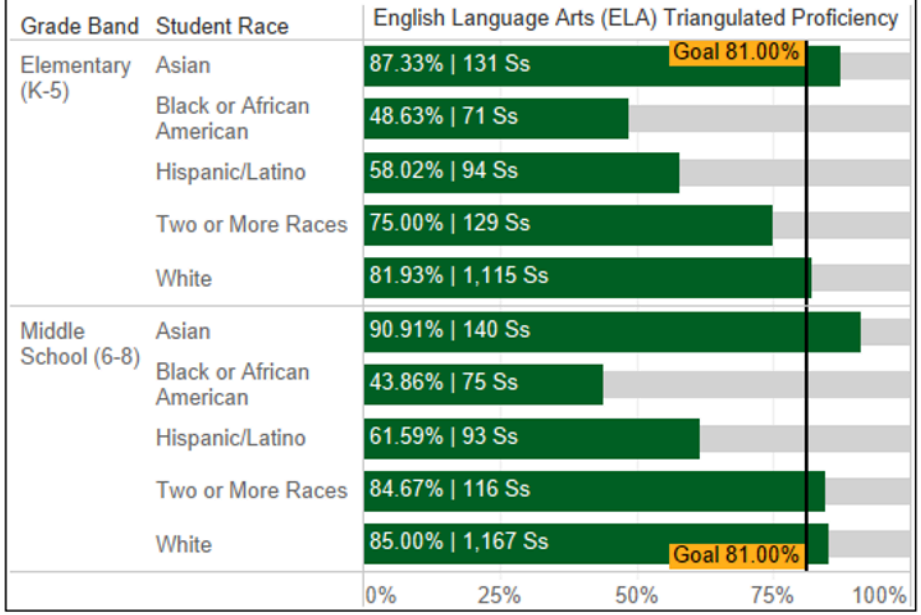
2 of 3 Data Elements Proficiecy

Proficient in 2 of 3 Data Elements Not Proficient in 2 of 3 Data Elements

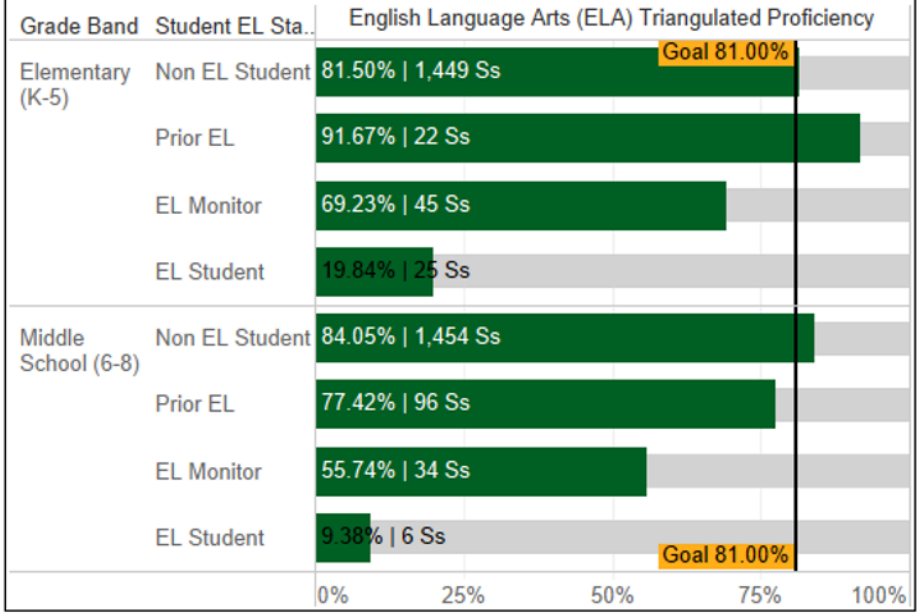
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.

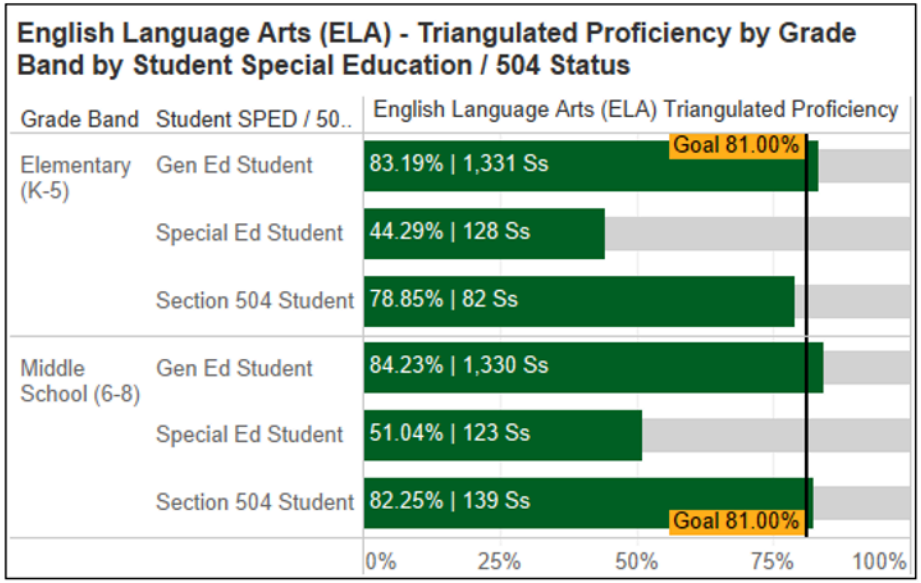
English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student Race



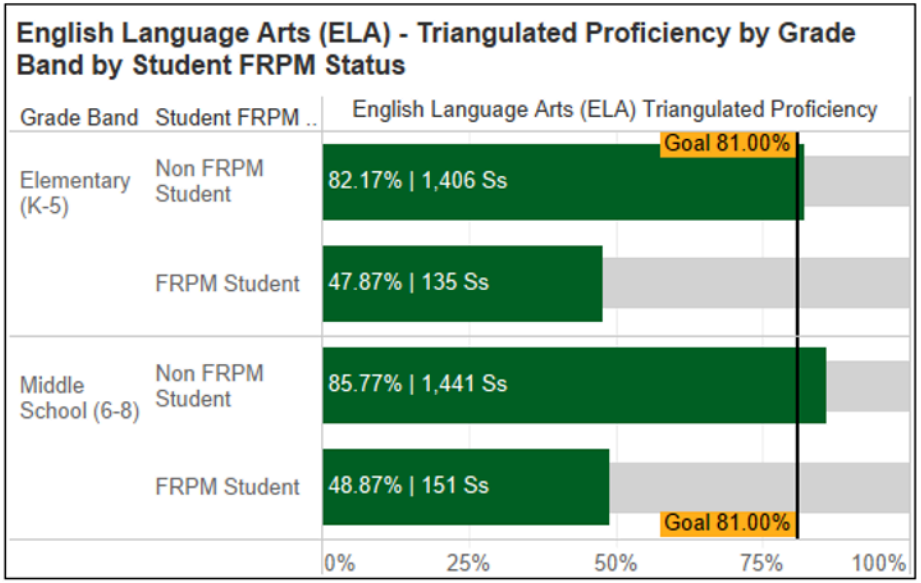
English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student EL Status



English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student Special Education / 504 Status



English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student FRPM Status

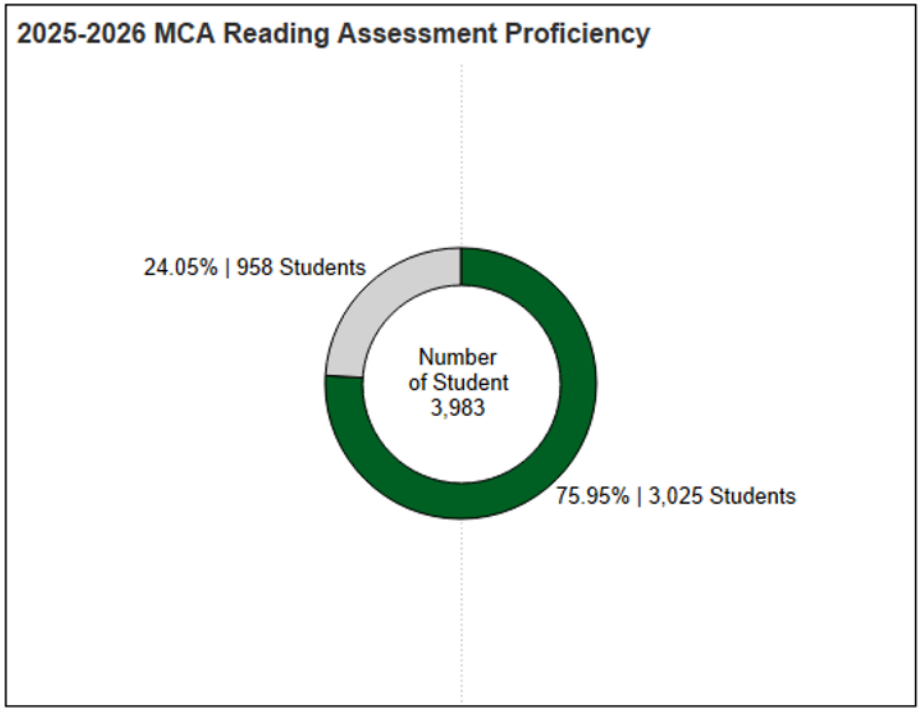


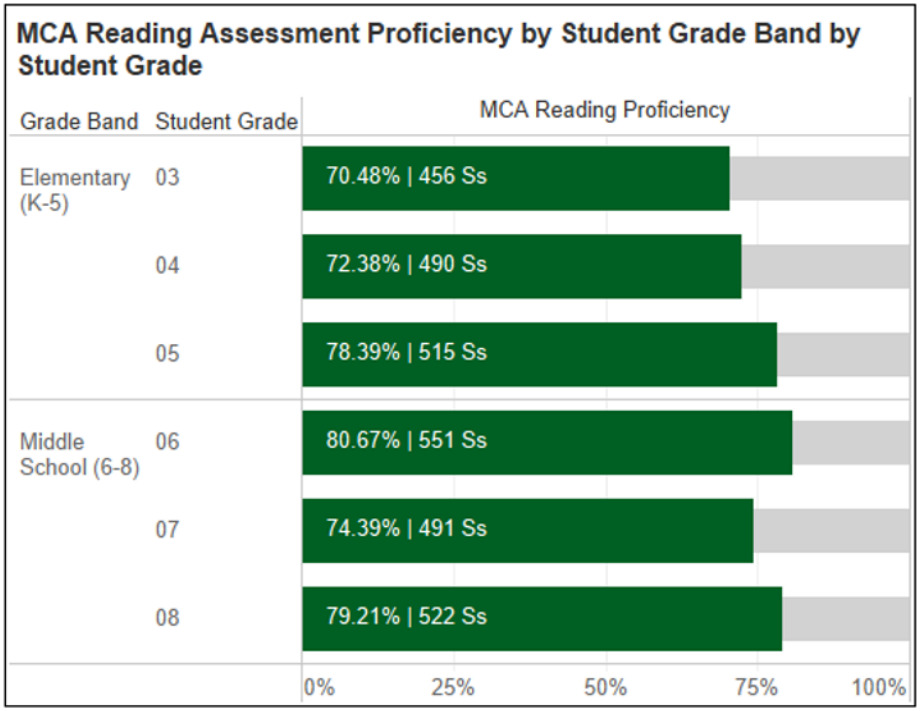
2 of 3 Data Elements Proficiecy

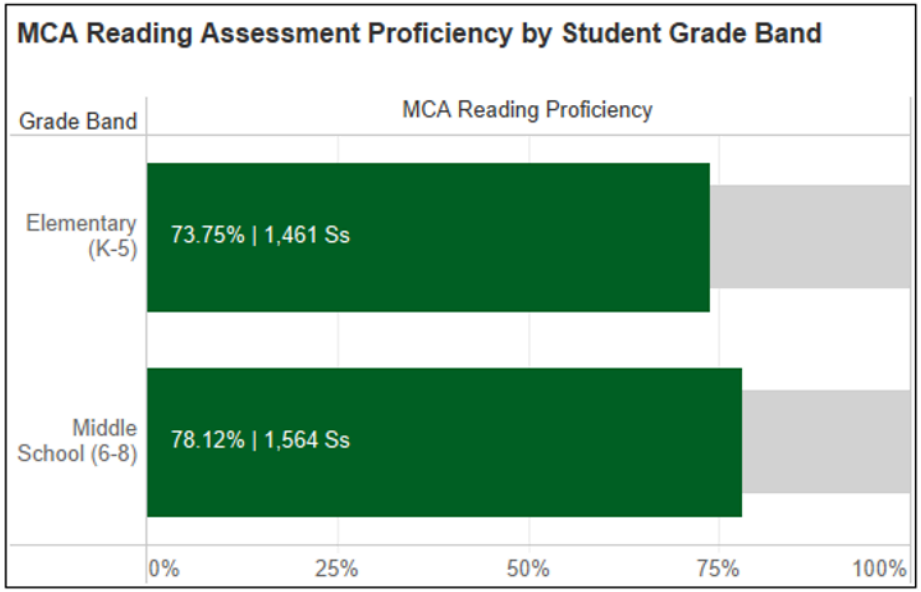
Proficient in 2 of 3 Data Elements Not Proficient in 2 of 3 Data Elements

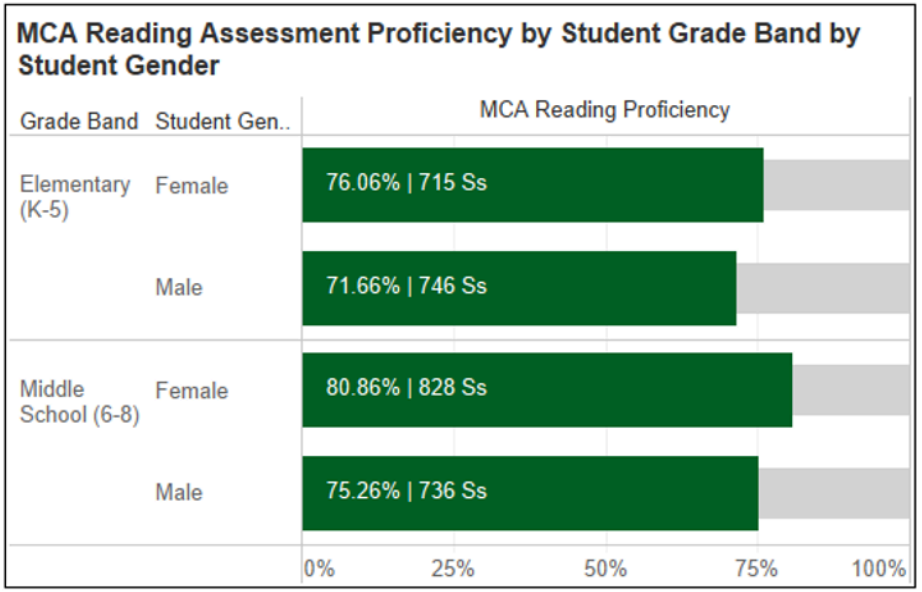
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): MCA Reading Assessment Charts and Graphs - 2 of 3 Triangulated Components







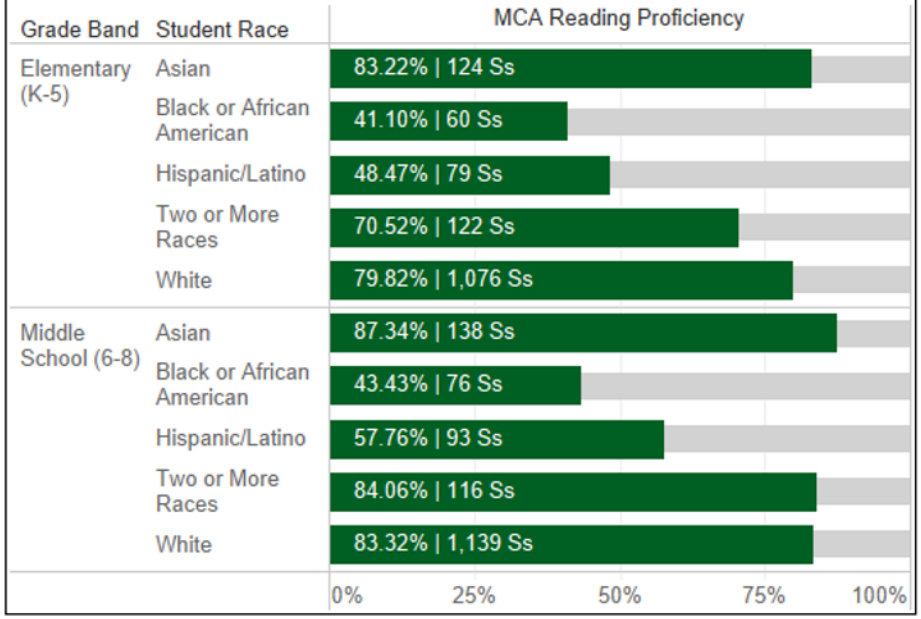


MCA Reading Proficiency
Proficient Not Proficient

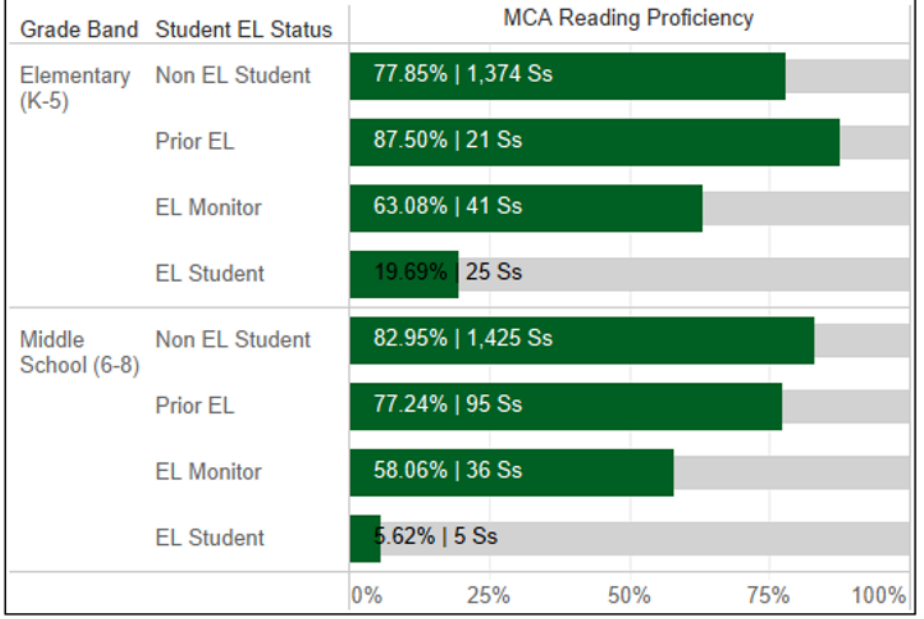
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): MCA Reading Assessment Charts and Graphs Cont. - 2 of 3 Triangulated Components

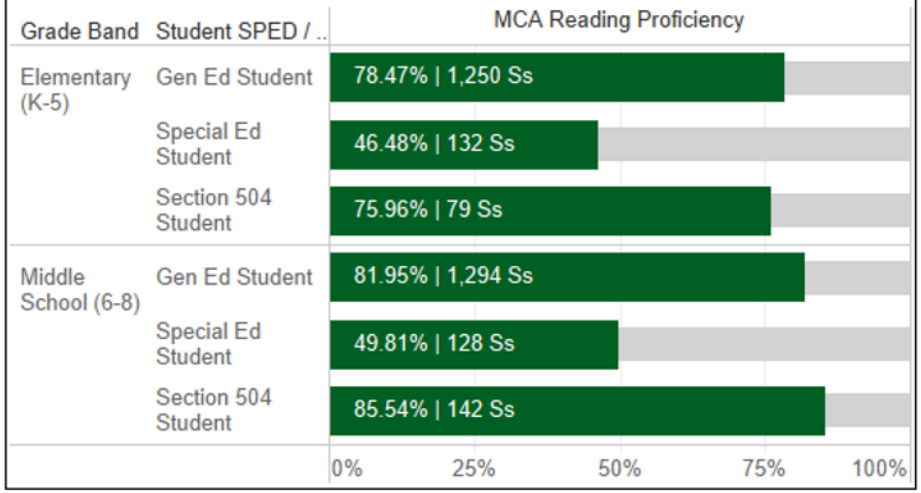
MCA Reading Assessment Proficiency by Student Grade Band by Student Race



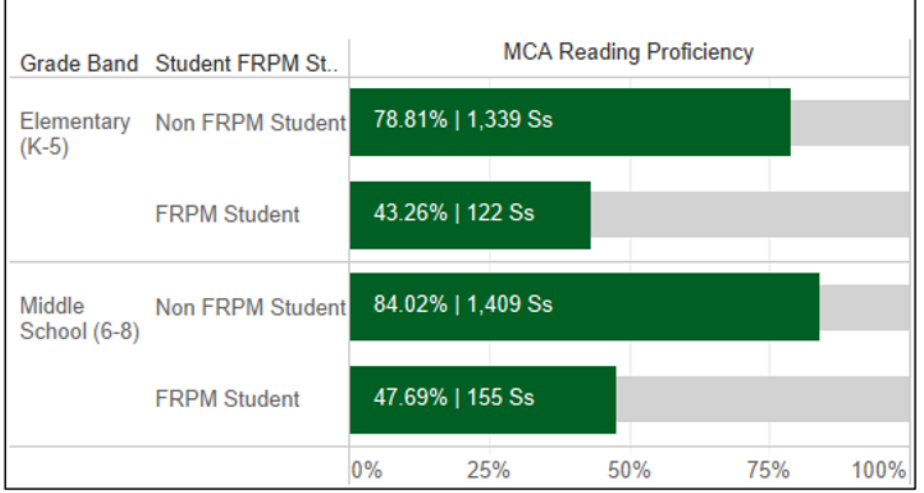
MCA Reading Assessment Proficiency by Student Grade Band by Student EL Status



MCA Reading Assessment Proficiency by Student Grade Band by Student Special Education / 504 Status



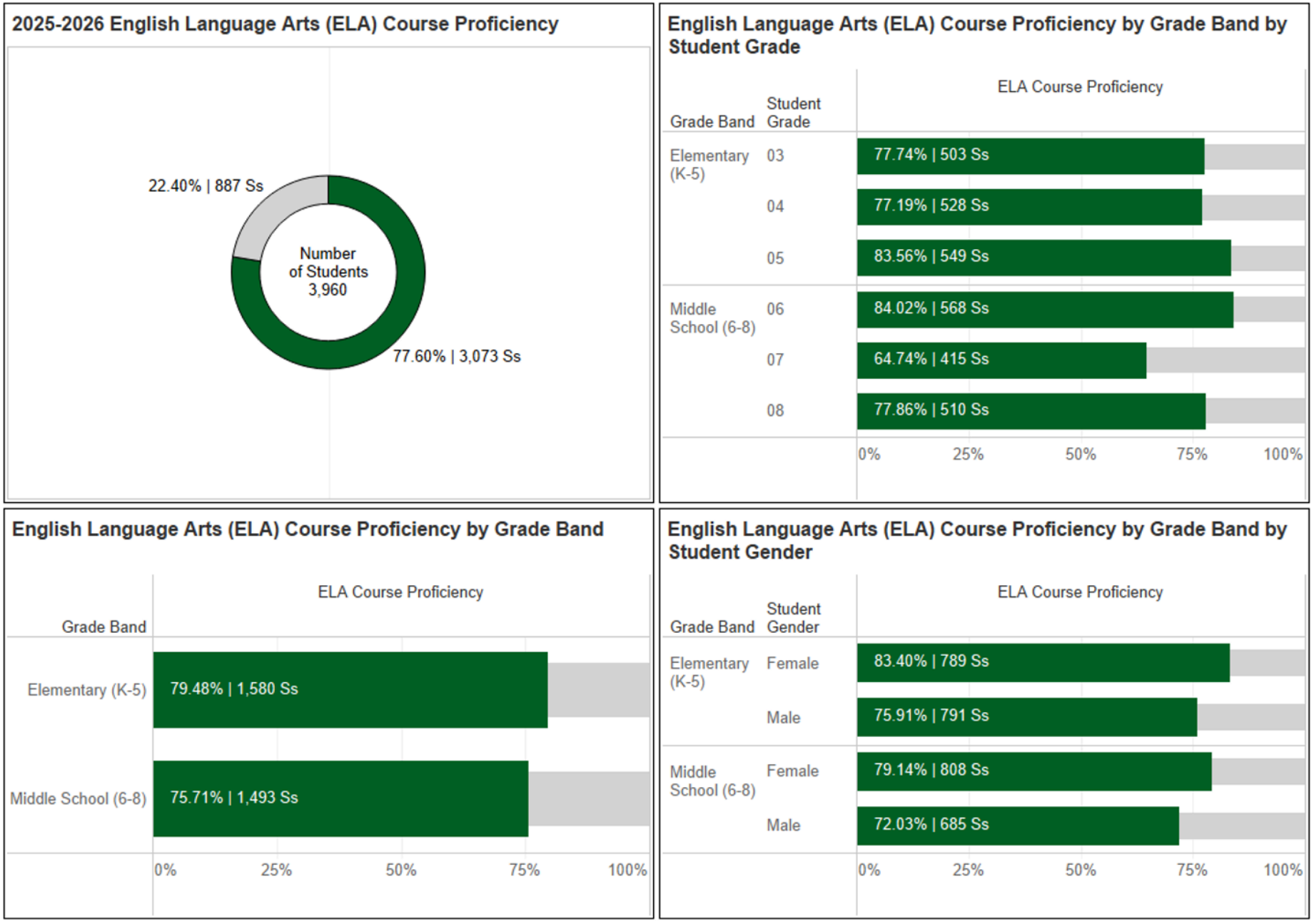
MCA Reading Assessment Proficiency by Student Grade Band by Student FRPM Status



MCA Reading Proficiency
Proficient
Not Proficient

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

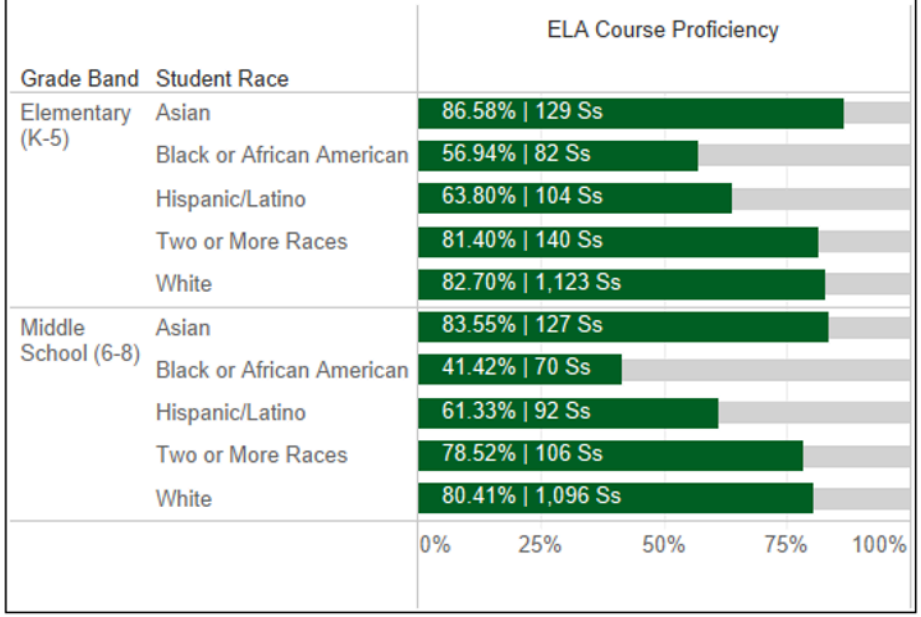
English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs 3 of 3 Triangulated Components



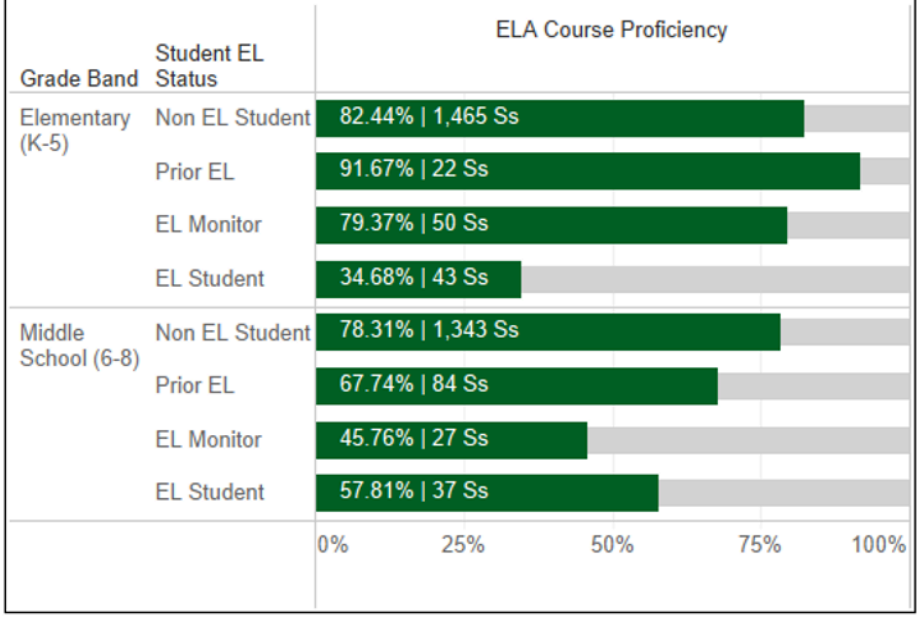
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs Cont. - 3 of 3 Triangulated Components

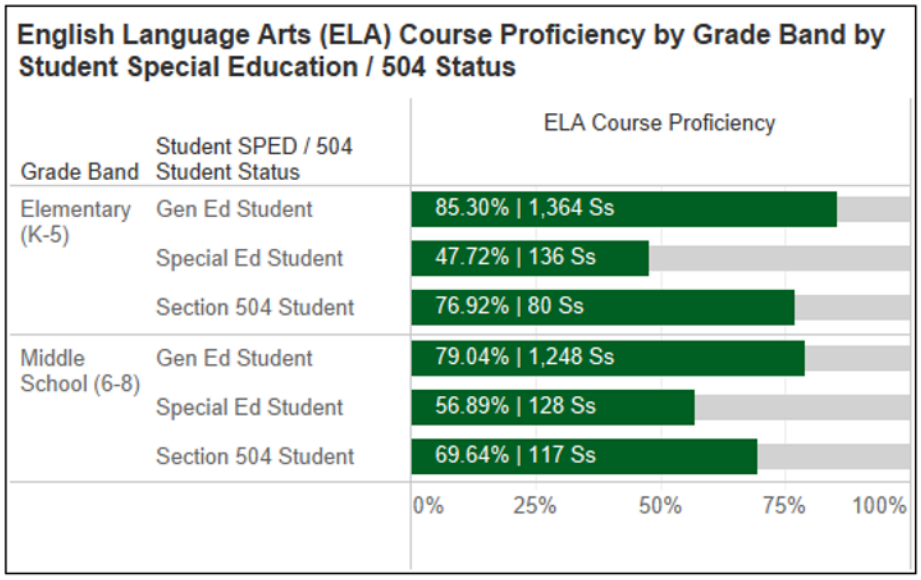
English Language Arts (ELA) Course Proficiency by Grade Band by Student Race



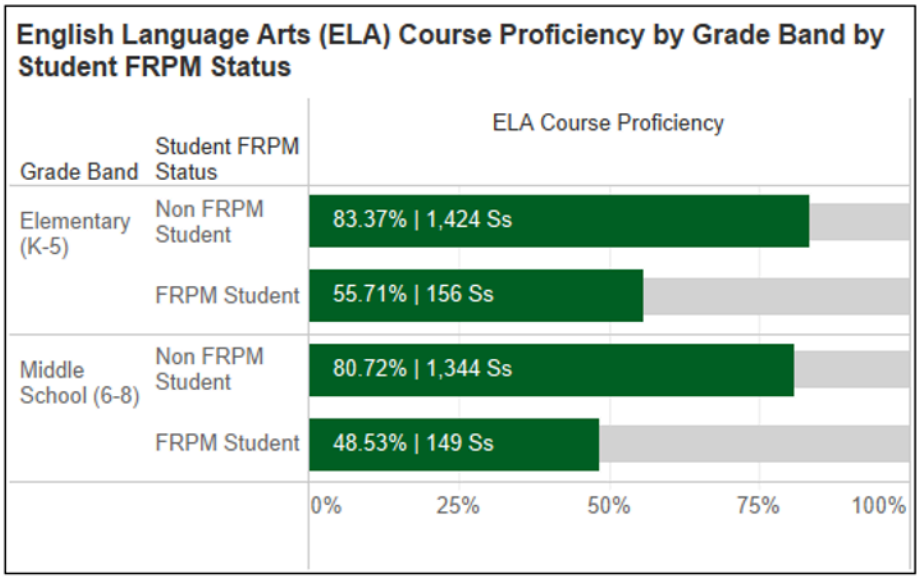
English Language Arts (ELA) Course Proficiency by Grade Band by Student EL Status



English Language Arts (ELA) Course Proficiency by Grade Band by Student Special Education / 504 Status



English Language Arts (ELA) Course Proficiency by Grade Band by Student FRPM Status



LA Course Proficiency
Proficient Not Proficent

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

English Language Arts (ELA): Growth Metrics

Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

Data Elements

- FASTBridge earlyReading (K–1), Growth level Fall and Spring by Start Score
- FASTBridge CBMr (Grade 2) Growth Level Fall to Spring by Start Score
- FASTBridge aReading (Grades 3–9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
    - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
    - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K–9 students achieving Aggressive or Typical Growth Fall to Spring on the universal reading screener will increase by 3 percentage points, from 59% to 62%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

English Language Arts (ELA:) FastBridge Universal Screening Growth Metrics Goal Progress

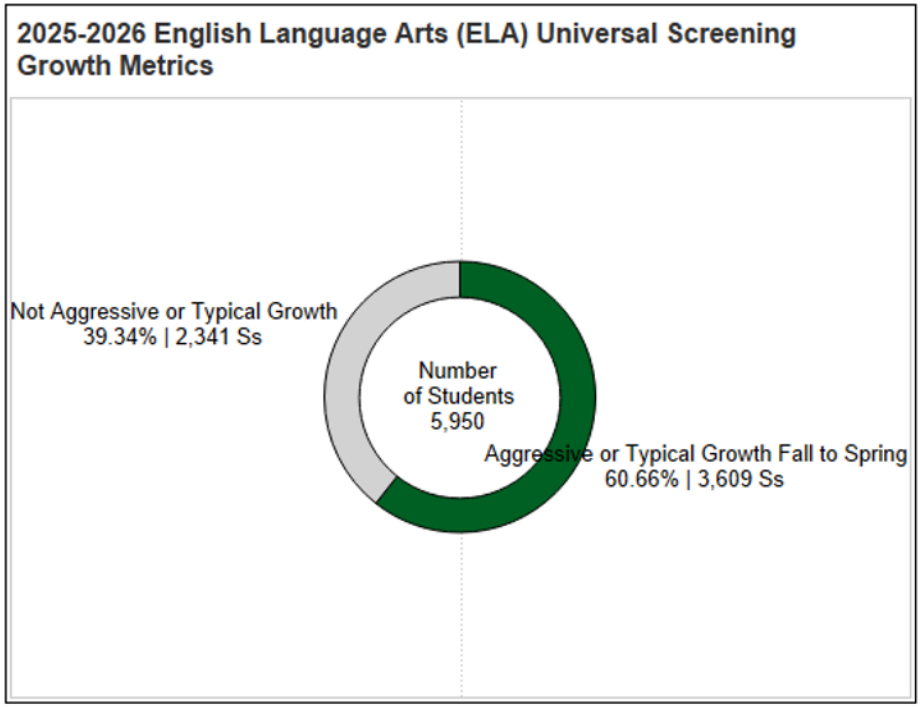
2025-2027 Goal

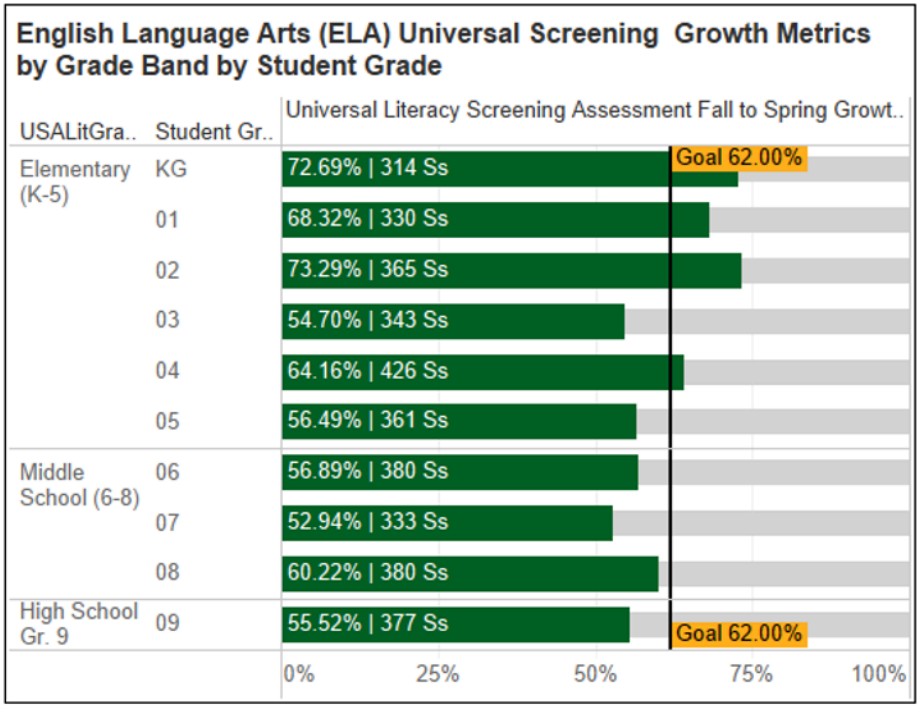
By Spring 2027, the percentage of K–9 students achieving Aggressive or Typical Growth Fall to Spring on the universal reading screener will increase by 3 percentage points, from 59% to 62%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

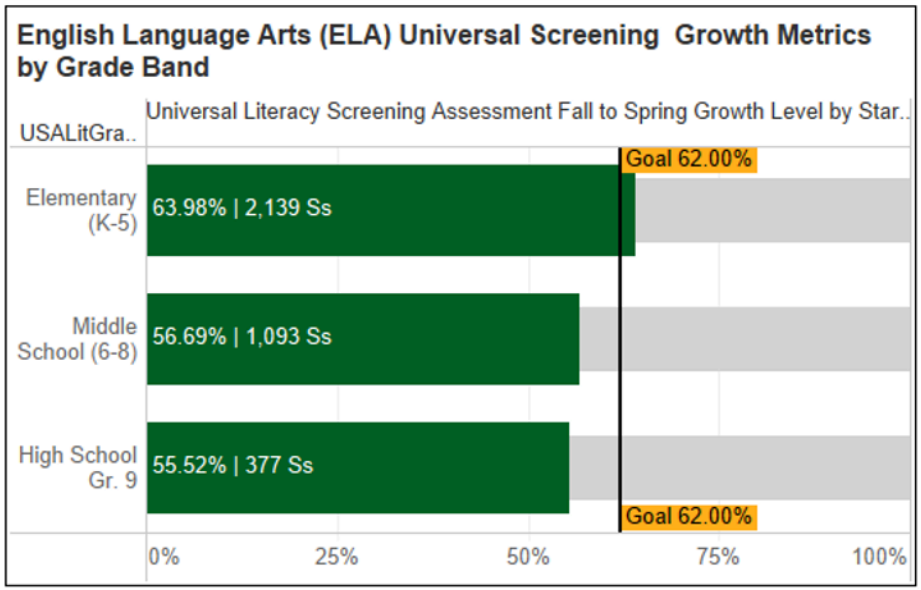
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	62.00%			59.00%			60.66%	1.66%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	62.00%	63.42%	55.60%	7.82%	63.98%	52.34%	11.64%	3.82%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	62.00%	63.42%	53.28%	10.14%	63.98%	60.83%	3.15%	-6.99%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	62.00%	53.76%	44.37%	9.39%	56.69%	45.22%	11.47%	2.08%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	62.00%	53.76%	50.67%	3.09%	56.69%	63.16%	-6.47%	-9.56%	Gap Reduced
Proficiency Gap (Race 9th Gr) *Black or African American	62.00%	60.59%	49.43%	11.16%	55.52%	50.00%	5.52%	-5.64%	Gap Reduced
Proficiency Gap (Race 9th Gr) *Hispanic / Latino	62.00%	60.59%	48.94%	11.65%	55.52%	47.73%	7.79%	-3.86%	Gap Reduced

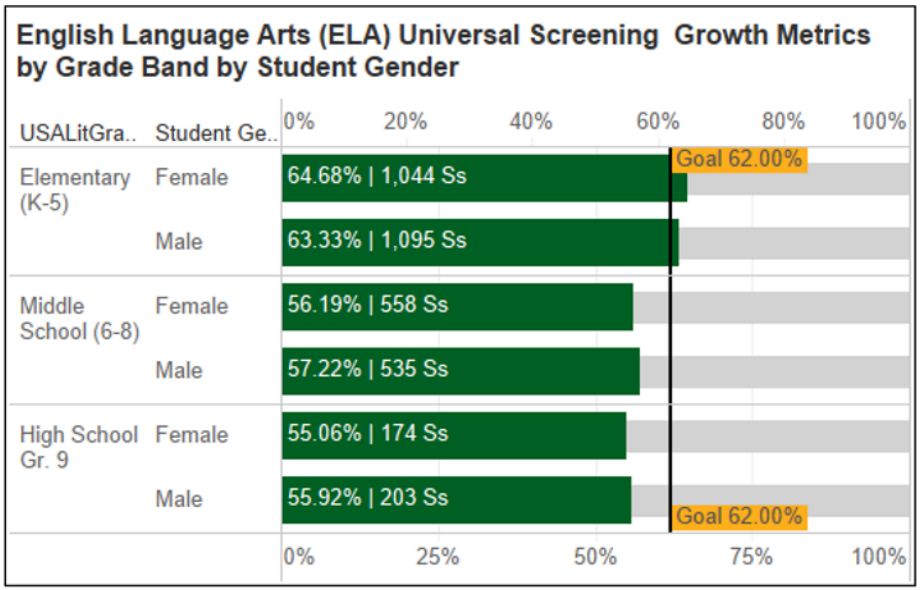
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

English Language Arts (ELA:) FastBridge Universal Screening Growth Metrics Charts and Graphs





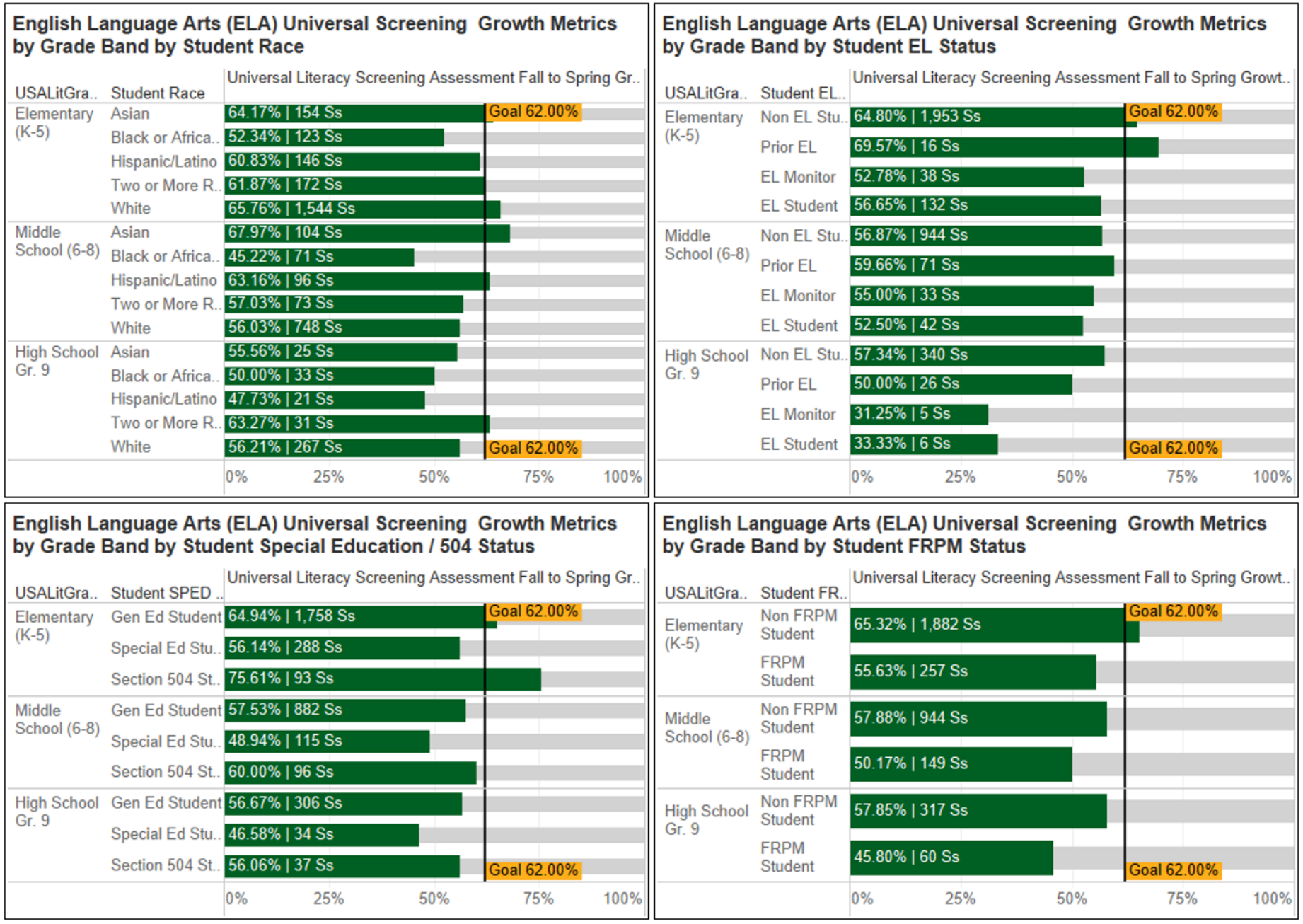




Fall to Spring ELA Growth Level by Start Score
Aggressive or Typical Growth Fall to Spring
Not Aggressive or Typical Growth

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

English Language Arts (ELA): FastBridge Growth Metrics Charts and Graphs Cont.



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

English Language Arts (ELA): Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall

Rationale

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

Data Elements

- FASTBridge earlyReading (K–1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyReading (K–1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge CBMr (Grade 2), Fall Risk Level of someRisk or highRisk
- FASTBridge CBMr (Grade 2), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aReading (Grades 3–9), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 3–9), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 (starting Fall 2025), the percentage of K–9 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal reading screener will increase by 4 percentage points, from 21% to 25%.

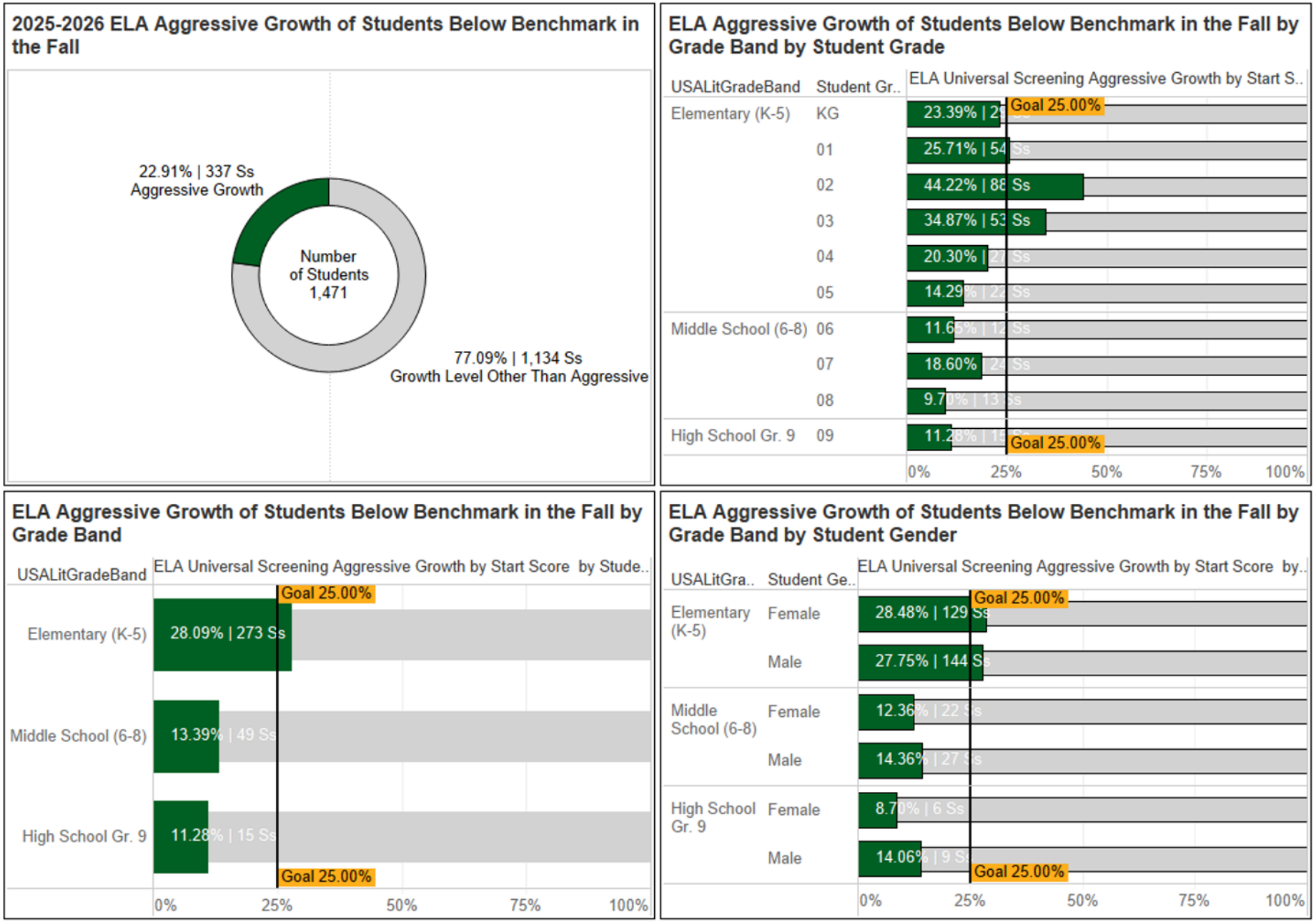
English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below BenchmarK in the Fall Goal Progress

2025-2027 Goal
By Spring 2027 (starting Fall 2025), the percentage of K–9 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal reading screener will increase by 4 percentage points, from 21% to 25%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	25.00%			21.00%			22.91%	1.91%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	25.00%	28.34%	26.97%	1.37%	28.09%	26.09%	2.00%	0.63%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	25.00%	28.34%	27.35%	0.99%	28.09%	24.39%	3.70%	2.71%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	25.00%	12.89%	10.29%	2.60%	13.39%	10.45%	2.94%	0.34%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	25.00%	12.89%	12.28%	0.61%	13.39%	20.00%	-6.61%	-7.22%	Gap Reduced
Proficiency Gap (Race 9-12) *Black or African American	25.00%	18.90%	13.64%	5.26%	11.28%	10.00%	1.28%	-3.98%	Gap Reduced
Proficiency Gap (Race 9-12) *Hispanic / Latino	25.00%	18.90%	21.05%	-2.15%	11.28%	20.00%	-8.72%	-6.57%	Gap Reduced

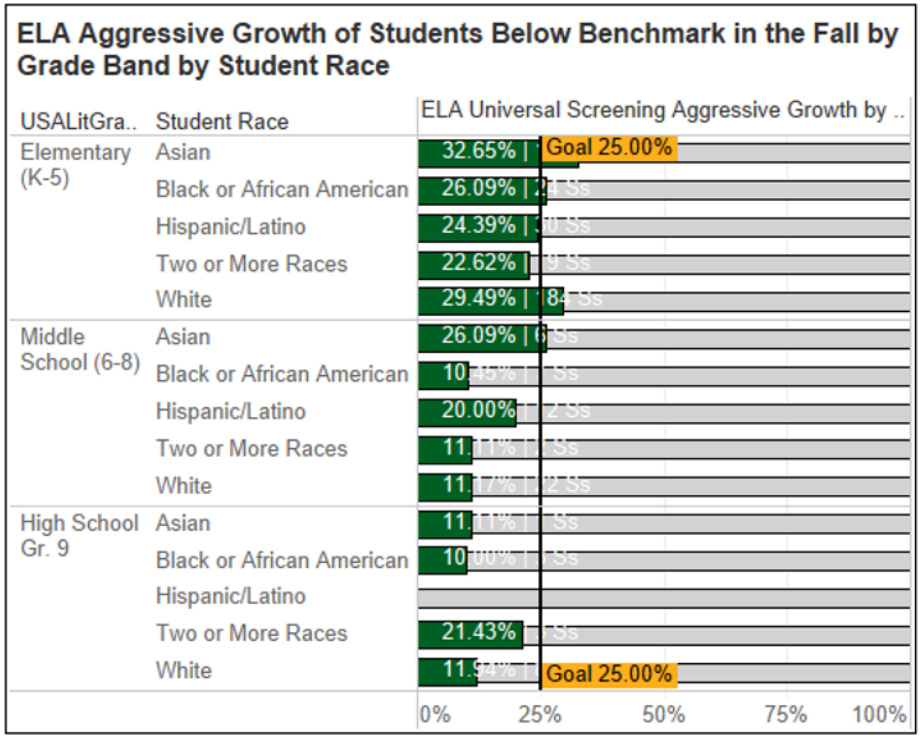
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline.
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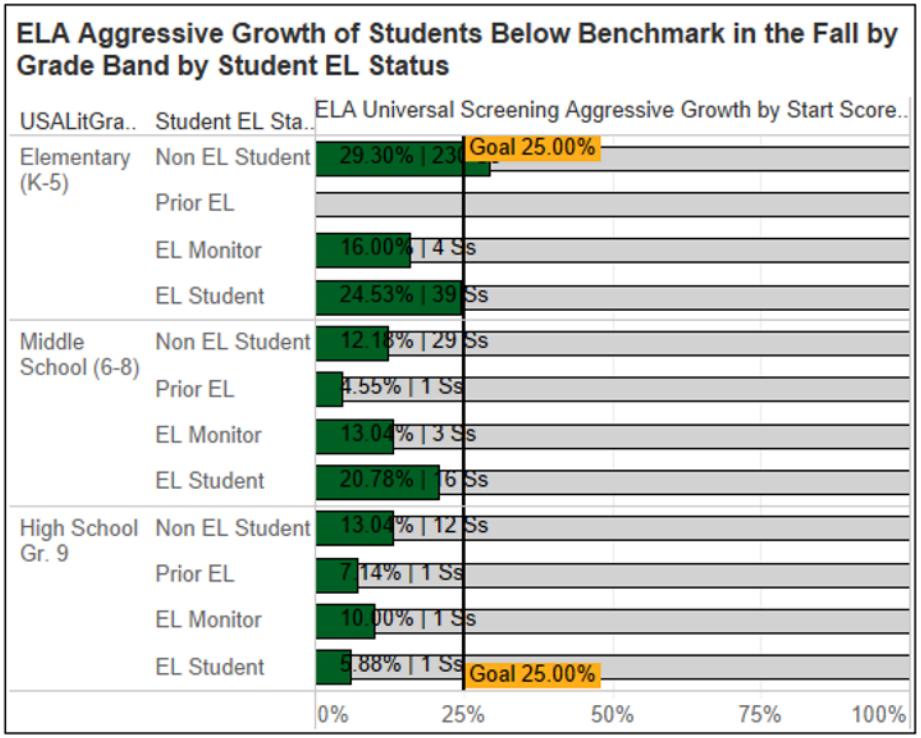
English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below BenchmarK in the Fall Charts

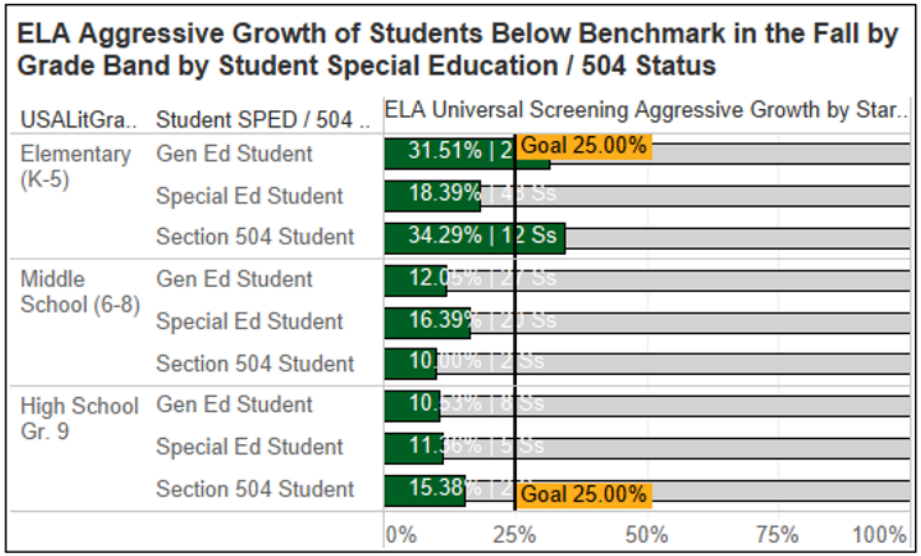


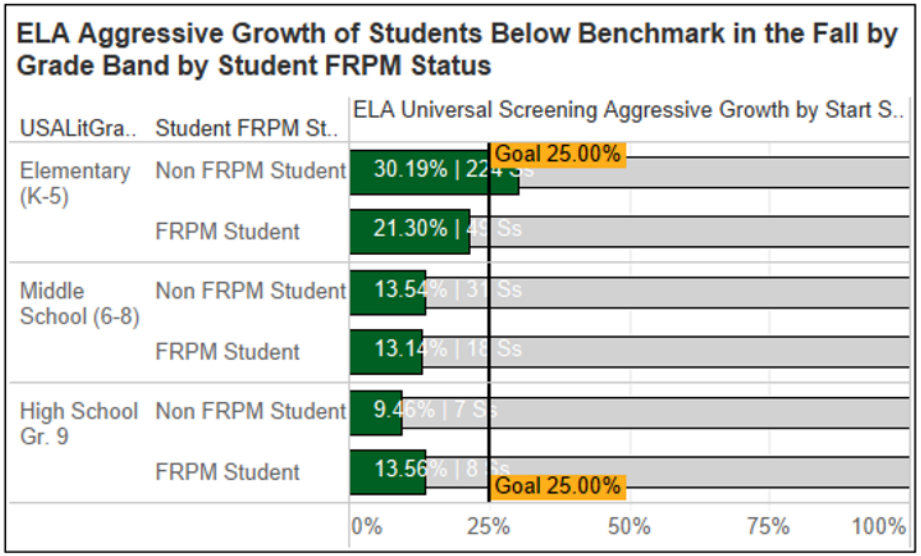
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English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below BenchmarK in the Fall Charts Cont.









Fall to Spring ELA Aggressive Growth Level by Start Score

Aggressive Growth | Growth Level Other Than Aggressive

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

English Language Arts (ELA): Early Learning and Family Center (ELFC) Literacy

Rationale

Developing mastery of uppercase forms, lowercase forms, and corresponding letter sounds prior to kindergarten entry provides a critical foundation for long-term reading success. Within the Teaching Strategies GOLD (TSG) framework, these essential competencies are monitored through **Objective 16 (Demonstrates knowledge of the alphabet)**, differentiating between letter identification (16a) and sound recognition (16b).

Establishing this core proficiency before kindergarten is vital for several key reasons:

- **Unlocking the Alphabetic Principle:** Understanding that abstract visual symbols correspond to spoken language is the crucial first step in learning to read. Connecting letter sounds to print bridges familiar oral language with graphemic representations.
- **Accelerating Automaticity for Decoding:** Because lowercase characters comprise the majority of written text, learners must identify upper and lowercase letters effortlessly. Instant recognition frees up working memory needed for word blending and reading comprehension.
- **Supporting Early Writing and Encoding (Spelling):** Progress in TSG **Objective 19 (Demonstrates writing skills)** relies directly on alphabet fluency. When constructing written thoughts or labels, young learners must retrieve letter shapes, select appropriate cases, and align them with target phonemes.
- **Meeting Kindergarten Standards:** Primary academic standards expect incoming students to possess foundational literacy skills. Children who enter with established letter-sound knowledge transition seamlessly into phonics instruction and decoding rather than requiring immediate intervention.

Data Elements

- Capital Letters
- Lowercase Letters
- Letter Sounds

2026-2027 Goals

By Spring 2027, 100% Edina Early Learning Family Center 4-year-olds will know all 26 capital and lowercase letters and all 31 letter sounds.

***Note:** *Over the past year, our ELFC staff engaged in dedicated, collaborative work to align early literacy pedagogy with Science of Reading professional learning. In addition to engaging in learning and implementing instructional shifts, staff refined internal systems to ensure the ongoing reliability, validity, and consistency of Teaching Strategies (TS) GOLD data collection and review.*

The mid-year TS GOLD ELA results presented in this report represents a strong baseline made possible by the commitment, hard work, and thoughtful reflection of our early childhood educators. With this strong foundational framework now established for literacy, the ELFC is actively working to parallel these data collection and input systems for Mathematics and Social-Emotional Learning (SEL). These parallel frameworks will establish formal baseline data in Math and SEL to be incorporated into the 2027–2029 Data Metrics Plan.

English Language Arts (ELA): Early Learning and Family Center Literacy Goal Progress

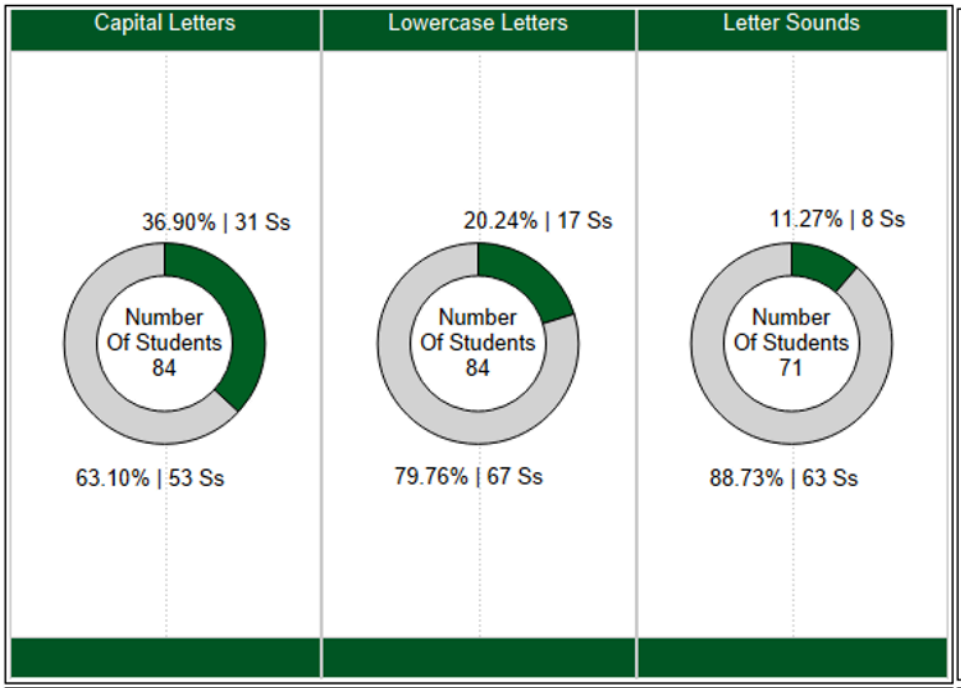
2025-2027 Goal
By Spring 2027, 100% Edina Early Learning Family Center 4-year-olds will know all 26 Capital and Lowercase letters and 31 letter sounds.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Capital Letters	100%						36.90%		
Lowercase Letters	100%						20.24%		
Letter Sounds	100%						11.27%		
Proficiency Gap (Race) Capital Letters *Black or African American	100%				36.90%	33.33%	-3.57%		
Proficiency Gap (Race) Capital Letters *Hispanic / Latino	100%				39.90%	0.00%	-39.90%		
Proficiency Gap (Race) Lowercase Letters *Black or African American	100%				20.24%	25.00%	4.76%		
Proficiency Gap (Race) Lowercase Letters *Hispanic / Latino	100%				20.24%	0.00%	-20.24%		
Proficiency Gap (Race) Letter Sounds *Black or African American	100%				11.27%	8.33%	-2.94%		
Proficiency Gap (Race) Letter Sounds *Hispanic / Latino	100%				11.27%	0.00%	-11.27%		

The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline.
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced.

English Language Arts (ELA): Early Learning and Family Center Literacy Charts and Graphs

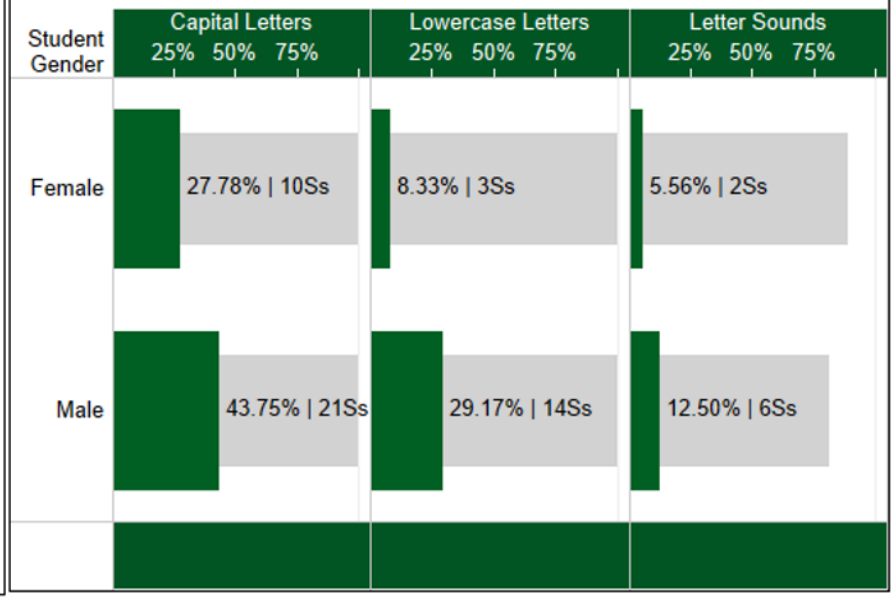
2025-26 English Language Arts (ELA): Early Learning and Family Center Literacy



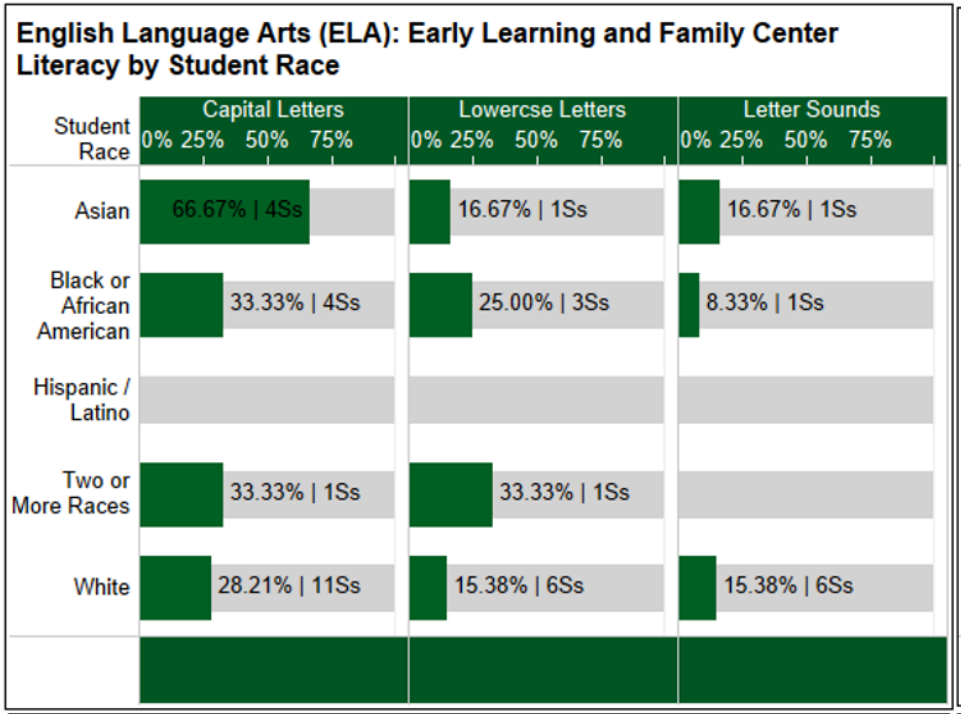
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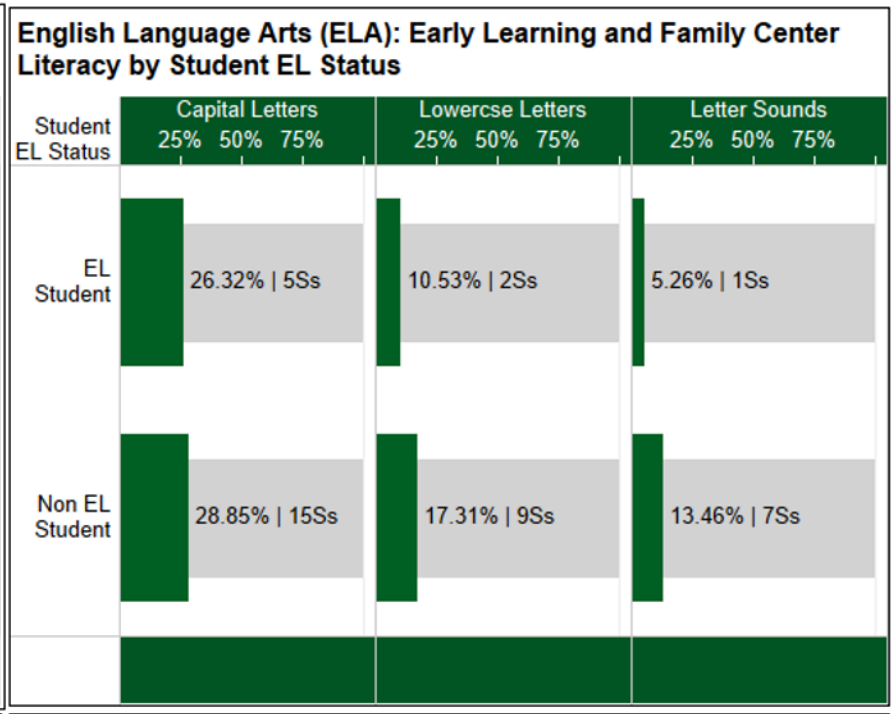
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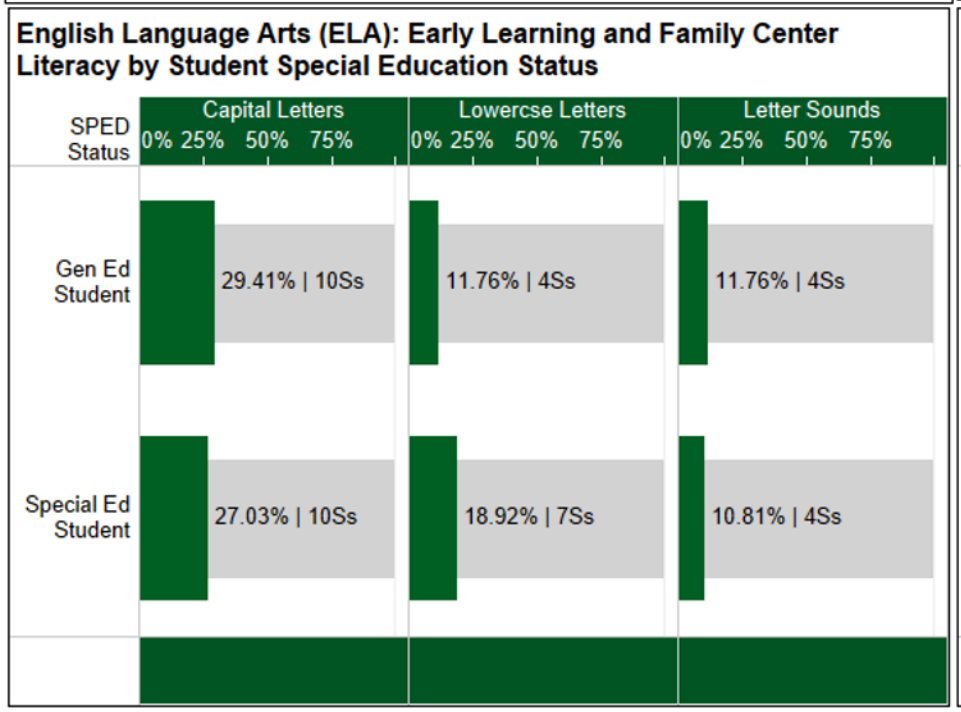
English Language Arts (ELA): Early Learning and Family Center Literacy by Student Gender

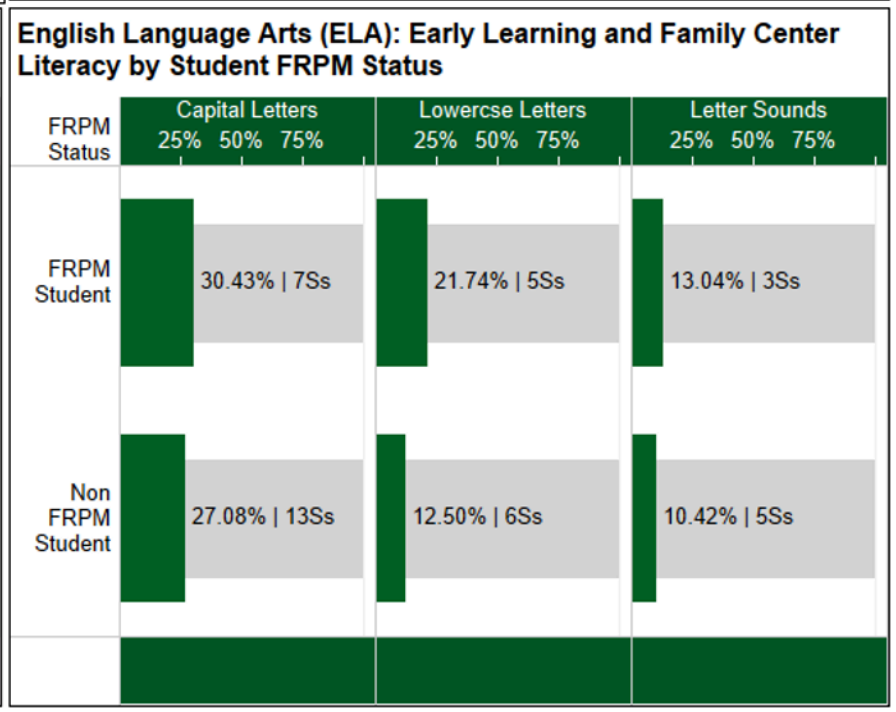


English Language Arts (ELA): Early Learning and Family Center Literacy Charts and Graphs Cont.









English Language Arts (ELA) Early Learning and Family Center Kindergarten Year Literacy Proficiency

Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Monitoring subgroup performance highlights where targeted support is needed to help every student excel.

Data Elements

- Spring FastBridge earlyReading Risk Level
- Student Demographic Data

2026-2027 Goals

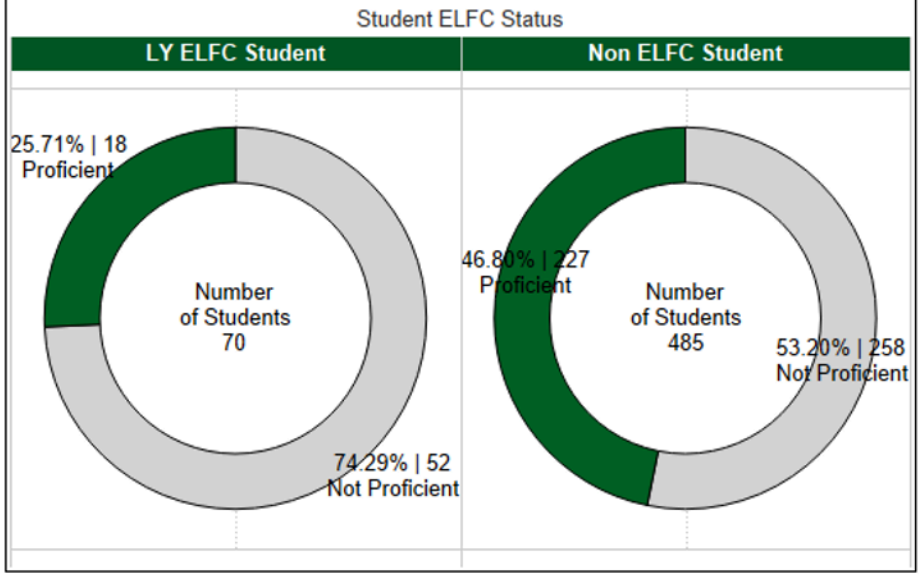
By Fall 2027, the percentage of incoming Edina Kindergarten students previously enrolled in the Early Learning and Family Center (ELFC) who demonstrate proficiency on the Fall FASTBridge earlyReading universal screener will increase from 25.71% to 35.00%, narrowing the achievement gap between the former ELFC students and the districtwide Kindergarten baseline of 46.80%.

***Note for Understanding Our Baseline Data: FASTBridge Kindergarten Screening:** The FASTBridge earlyReading assessment given at the start of Kindergarten is a universal screening tool designed to measure where incoming students are in their early literacy journey as they enter our schools. Because this assessment takes place prior to formal instruction, lower starting proficiency rates are expected and are intended to serve as a baseline. This data allows our educators to align classroom instruction and early interventions from day one to Science of Reading pedagogy and new curriculum resources.*

Please note that current baseline scores cannot be directly compared to prior years' figures. Edina Public Schools updated the specific FASTBridge subtests used during screening to align with evolving Minnesota Department of Education (MDE) READ Act requirements. We fully support these updated requirements, as they reflect evidence-based practices that ensure the strongest possible reading foundation for our students.

English Language Arts (ELA) Early Learning and Family Center Kindergarten Year Literacy Proficiency Charts and Graphs

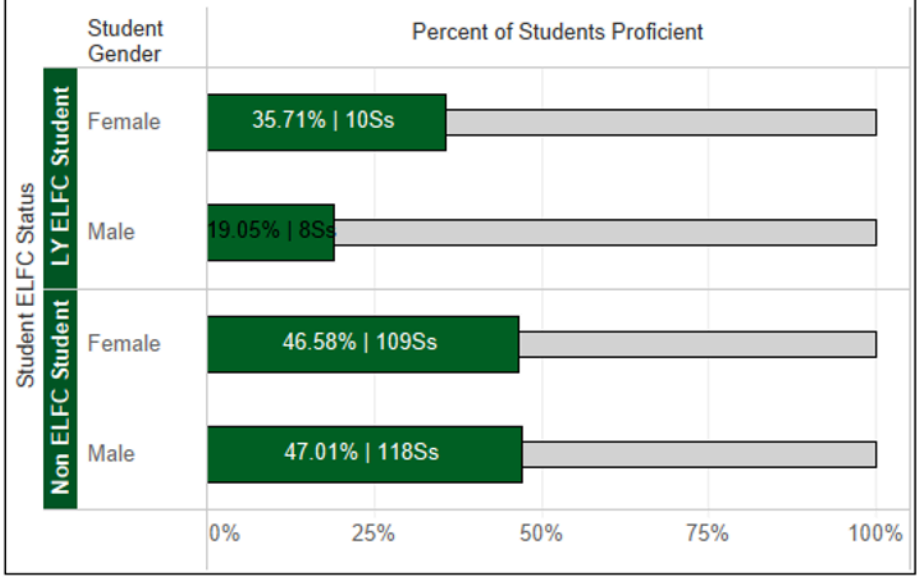
2026-2027 Kindergarten Fall Literacy Proficiency by Last Year Student ELFC Status



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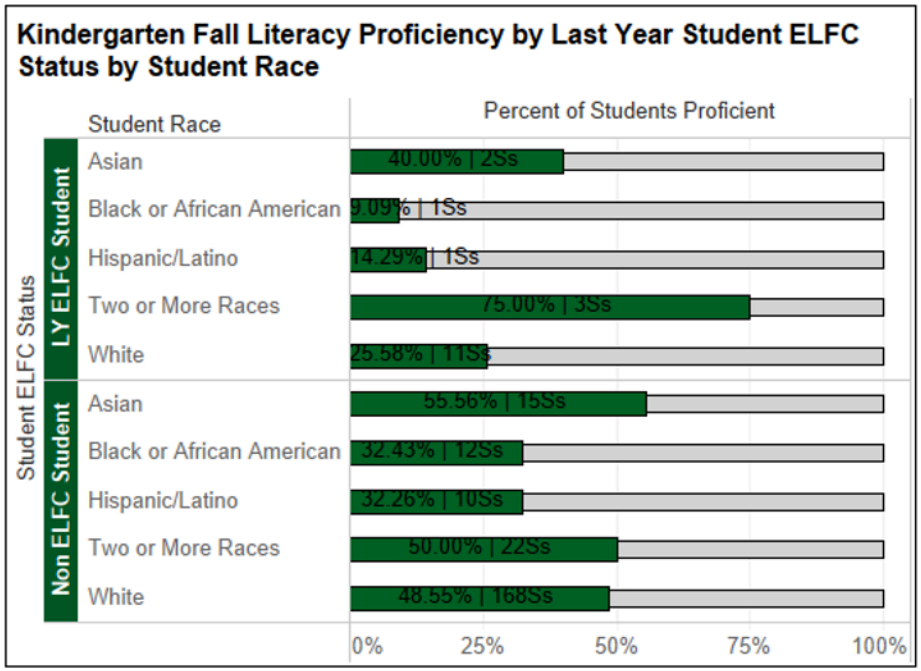
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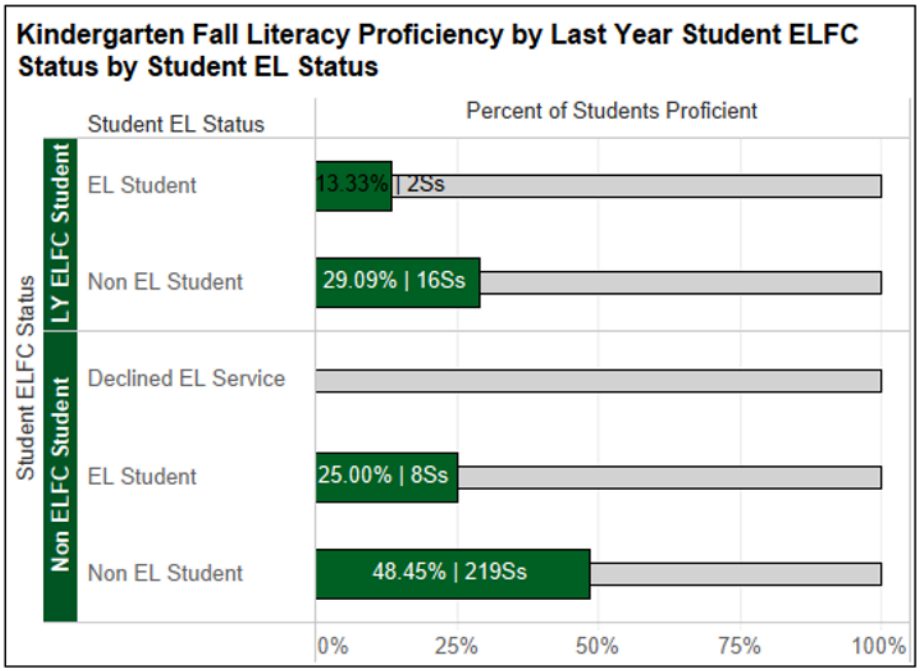
Kindergarten Fall Literacy Proficiency by Last Year Student ELFC Status by Student Gender

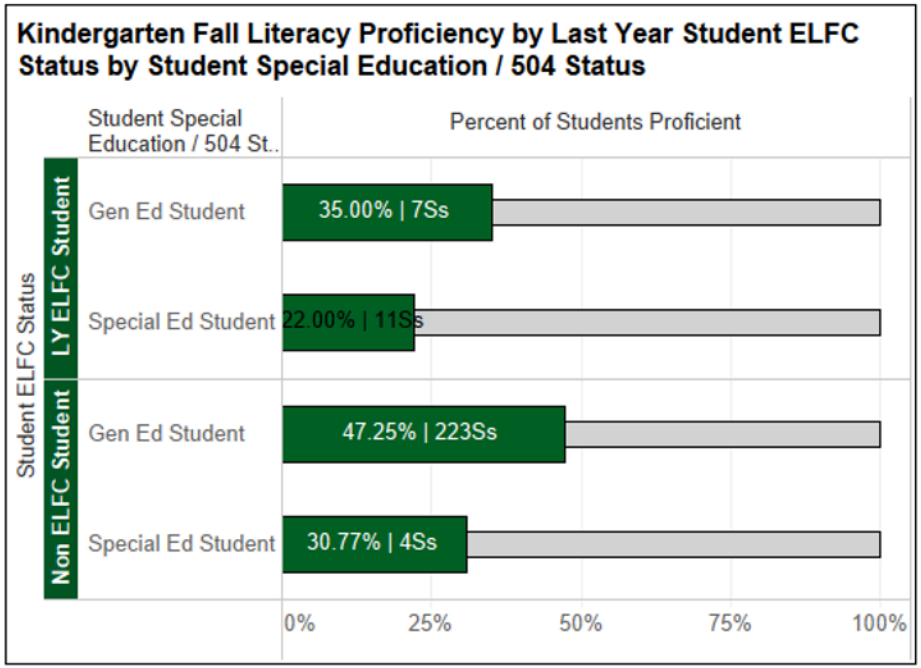


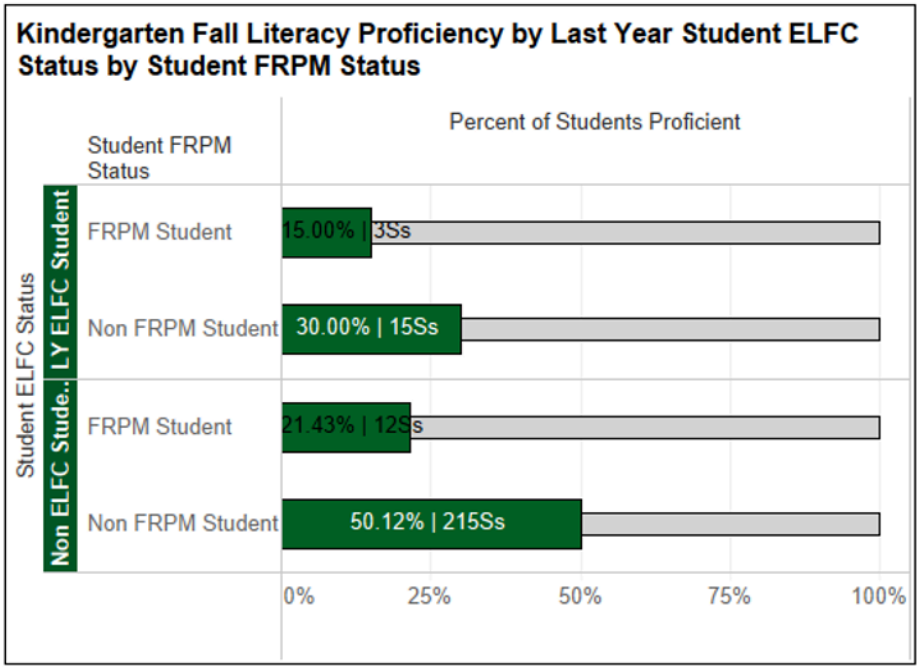
Fall Literacy Proficiency
Proficient
Not Proficient

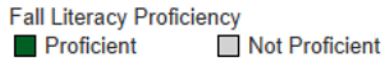
English Language Arts (ELA) Early Learning and Family Center Kindergarten Year Literacy Proficiency Charts and Graphs Cont.











Mathematics: Overall Proficiency & Gap Reduction

Rationale

Strong math skills are essential for every student. Fluency with foundational numeracy opens the door to critical thinking and problem-solving. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the math skills they need for future success. Monitoring subgroup performance highlights where targeted support is needed to help every Edina student excel.

Data Elements

- Spring FastBridge earlyMath Risk Level (K–1)
- Spring aMath Risk Level (Grades 2–8)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K–8 students demonstrating math proficiency will increase by 2 percentage points, from 83% to 85%. At the same time, no student subgroup's proficiency will fall more than 10 points below the district average.

Math: Overall Proficiency Data Goal Progress

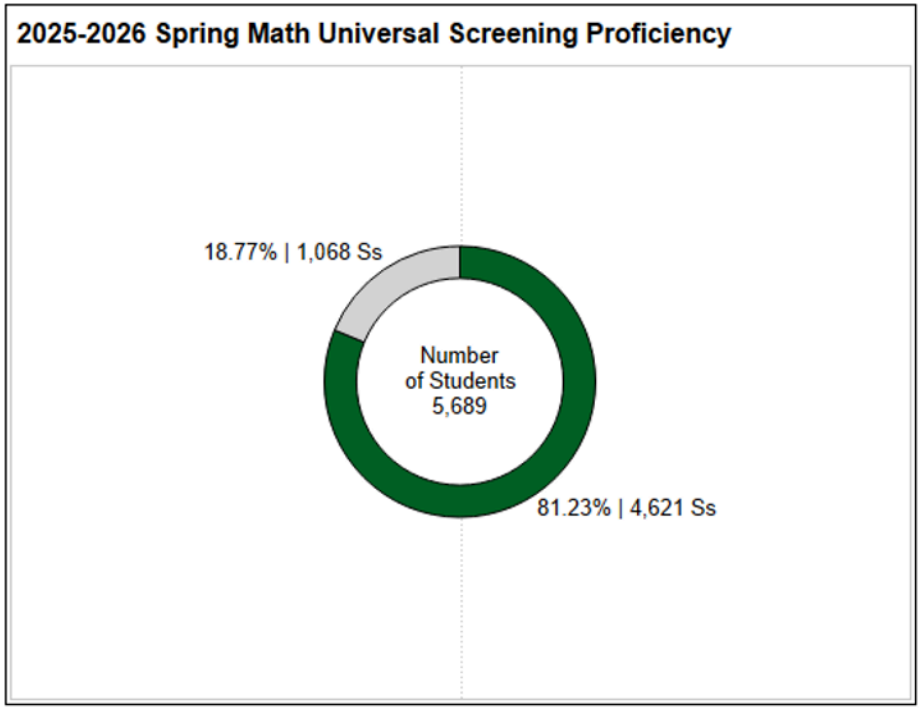
2025-2027 Goal

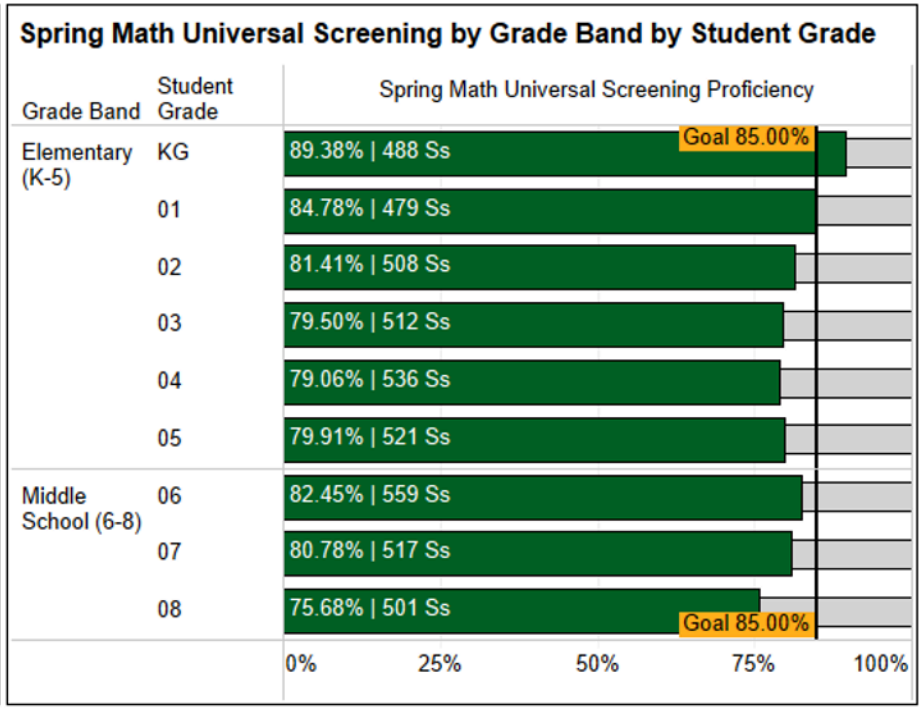
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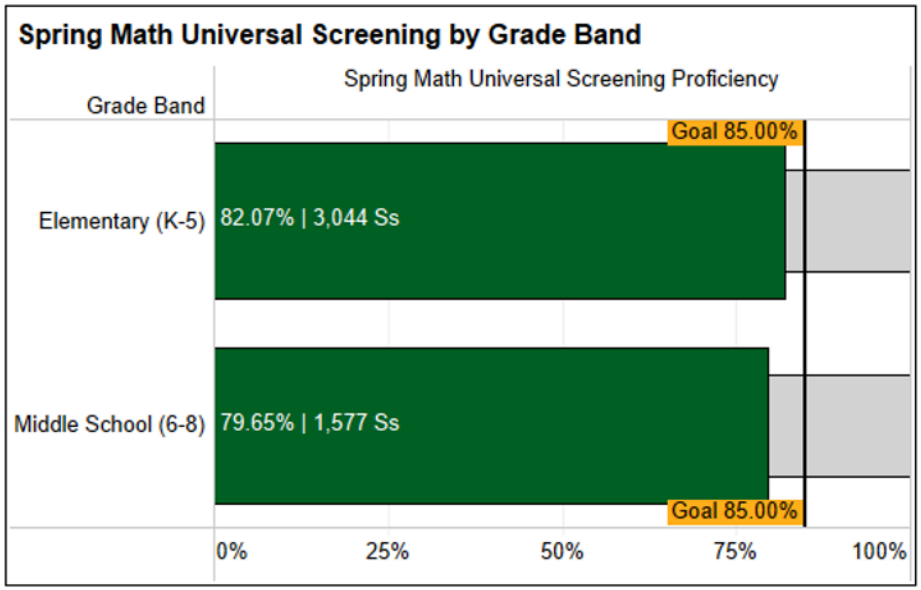
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	85%			83.39%			81.23%	-2.16%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	85%	84.83%	60.63%	24.20%	82.07%	57.99%	24.08%	-0.12%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	85%	84.83%	64.62%	20.21%	82.07%	58.72%	23.35%	3.14%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	85%	80.67%	44.03%	36.64%	79.65%	43.27%	36.38%	-0.26%	Gap Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	85%	80.67%	60.00%	20.67%	79.65%	58.71%	20.94%	0.27%	Gap Not Reduced

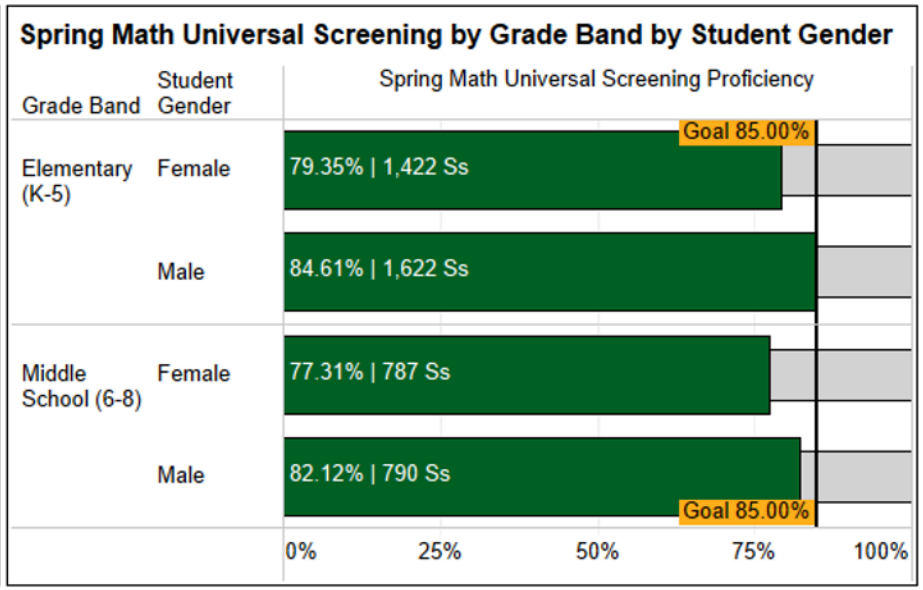
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

Math: Overall Proficiency Data Charts and Graphs







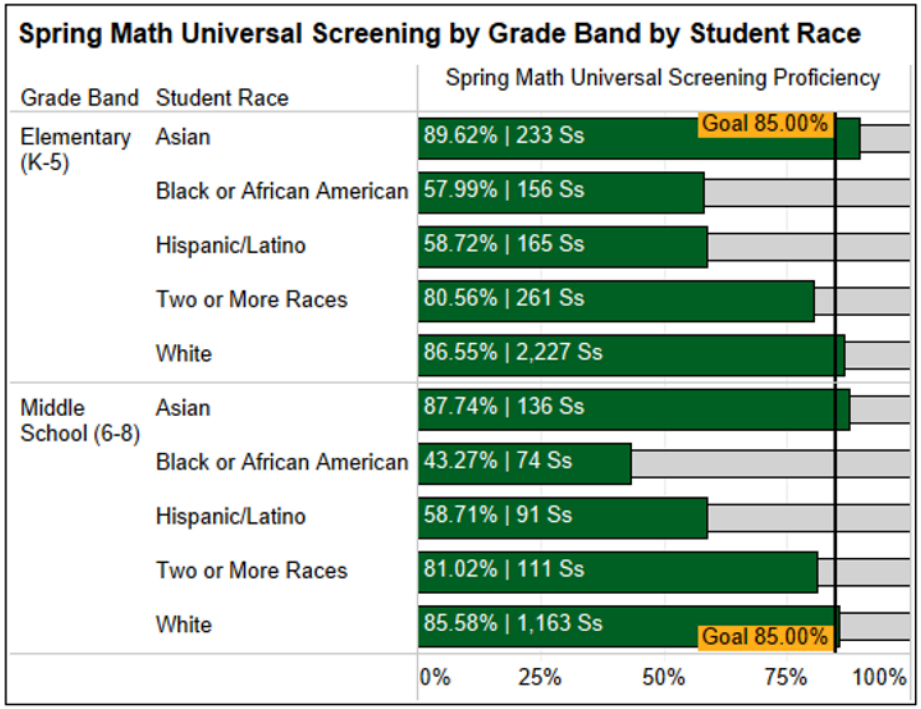


Spring Math Universal Screening Proficiency
Proficient Not Proficient

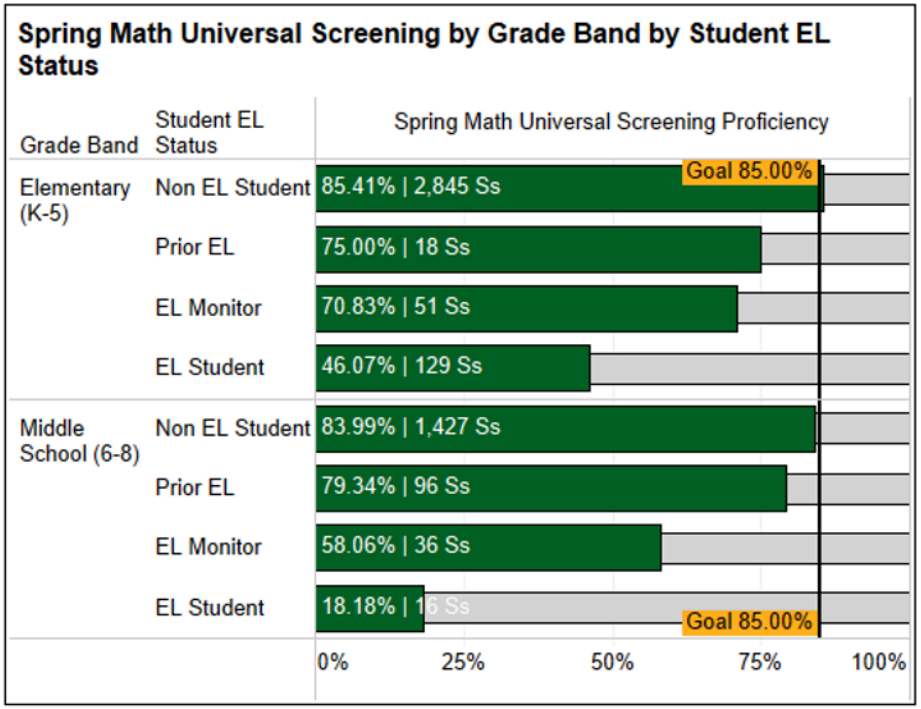
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: Overall Proficiency Data Charts and Graphs Cont

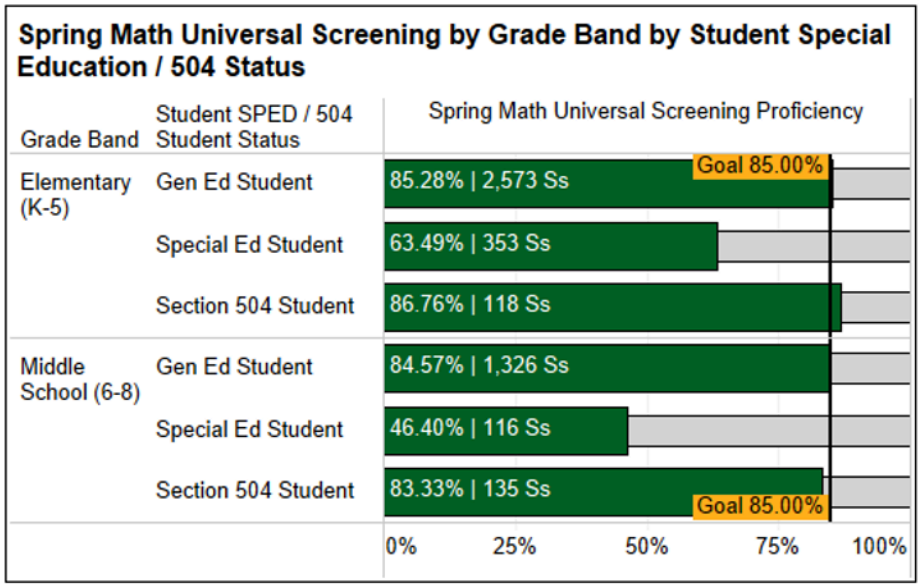
Spring Math Universal Screening by Grade Band by Student Race



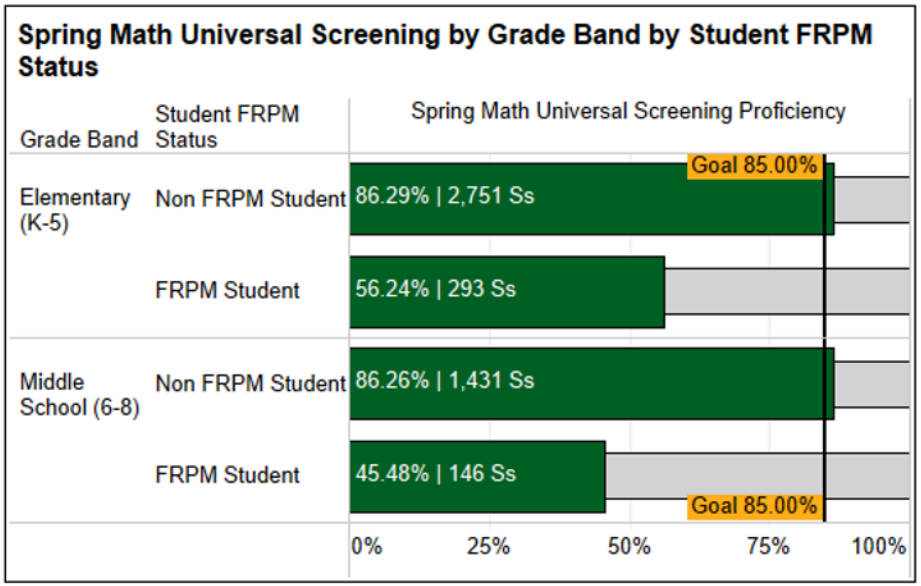
Spring Math Universal Screening by Grade Band by Student EL Status



Spring Math Universal Screening by Grade Band by Student Special Education / 504 Status



Spring Math Universal Screening by Grade Band by Student FRPM Status



Spring Math Universal Screening Proficiency
Proficient Not Proficient

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

Mathematics: Multiple Measures of Proficiency (Triangulated Data)

Rationale

Looking at more than one measure of student learning gives a fuller and more accurate picture of math proficiency. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

Data Elements

- Math Universal Fastbridge Screener Proficiency on Spring aMath Risk Level (Grades 3–8)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
- End-of-the year Math course grade
    - Elementary students with a score of 3 or 4 on 80% of assessed Math standards as reported on the students report card.
    - Secondary students with a score of B or better
- MCA Math Assessment Proficiency
    - Students are classified as Proficient when they have an achievement level of Exceeds or Meets on the MCA Math Assessment from the prior year.
    - Students are classified as Not Proficient when they have an achievement level of Partially Meets or Does Not Meet on the MCA Math Assessment from the prior year.
- Students in Grades K-2 and 11th Grade are omitted as they do not have all three data elements.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of students in grades 3–8 who show proficiency in Math will increase from 80% to 82%. Students will be considered proficient if they meet at least two of the three measures:

- Math FastBridge Universal Screener (spring) 1 of 3 Page 24
- MCA Math assessment 2 of 3 Page 28
- Classroom proficiency (end-of-year Math grades) 3 of 3 Page 30

Progress will be monitored across all student subgroups.

Math: Multiple Measures of Proficiency (Triangulated Data) Goal Progress

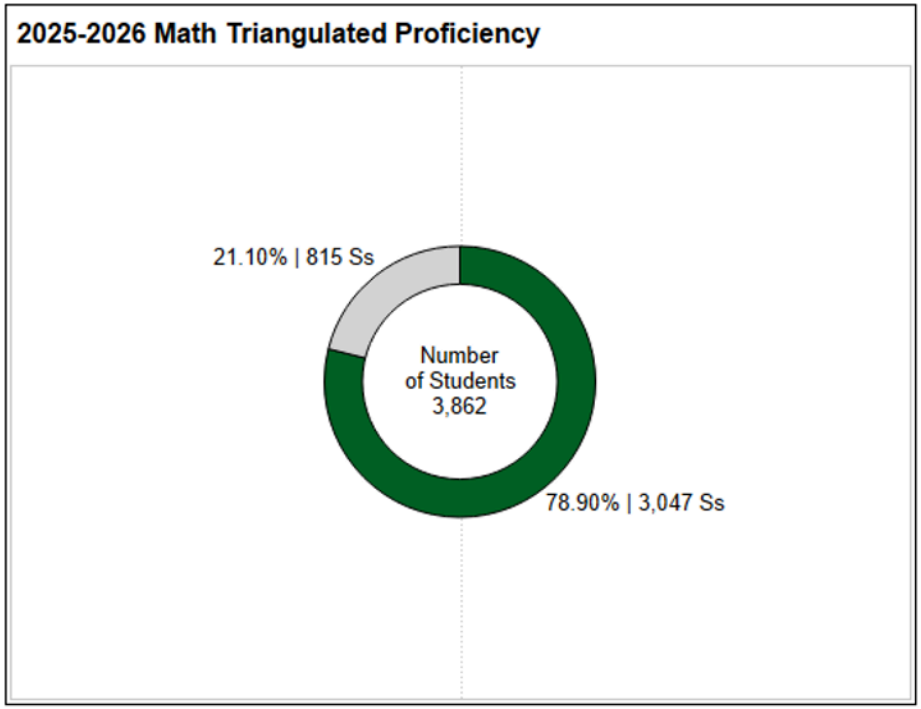
2025-2027 Goal

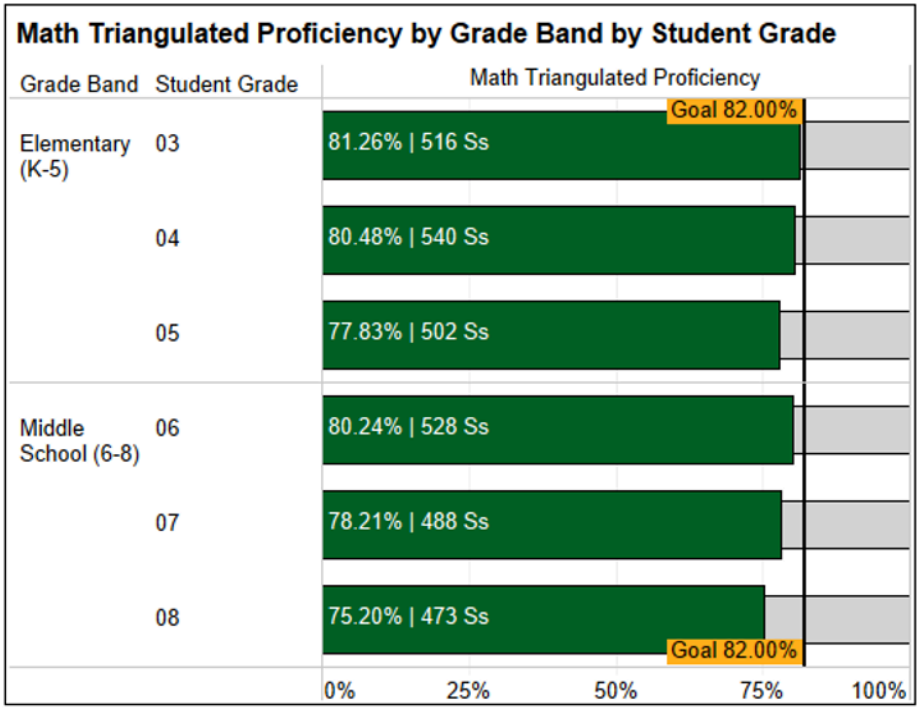
By Spring 2027, the percentage of students in grades 3–8 who show proficiency in Math will increase from 80% to 82%. Students will be considered proficient if they meet at least two of the three measures:
*Math FastBridge Universal Screener (spring)
*MCA Math assessment
*Classroom proficiency (end-of-year Math grades)

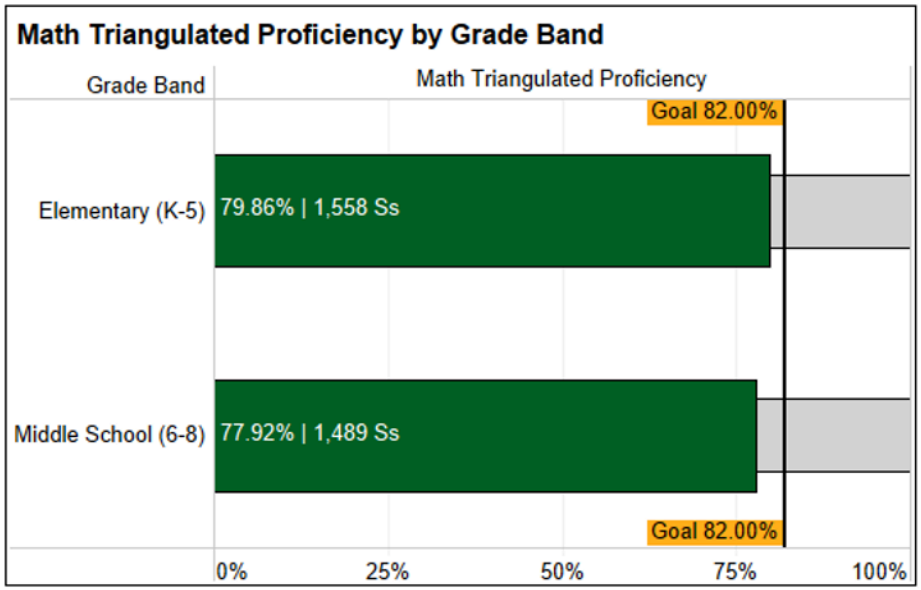
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	82%			79.61%			78.90%	-0.71%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	82%	80.45%	48.20%	32.25%	79.86%	43.97%	35.89%	3.64%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	82%	80.45%	55.03%	25.42%	79.86%	55.28%	24.58%	-0.84%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	82%	78.77%	36.67%	42.10%	77.92%	30.72%	47.20%	5.10%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	82%	78.77%	54.79%	23.98%	77.92%	57.05%	20.87%	-3.11%	Gap Reduced

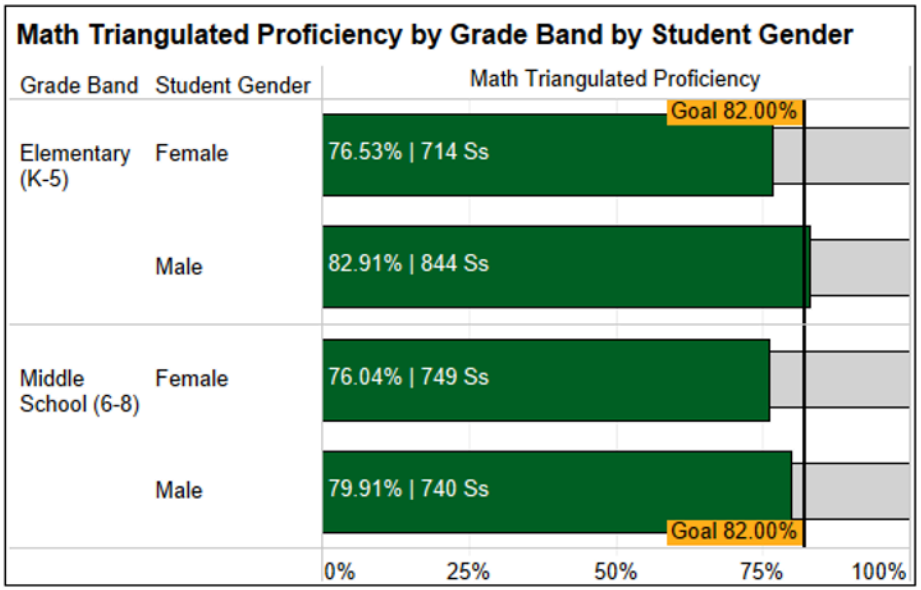
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs









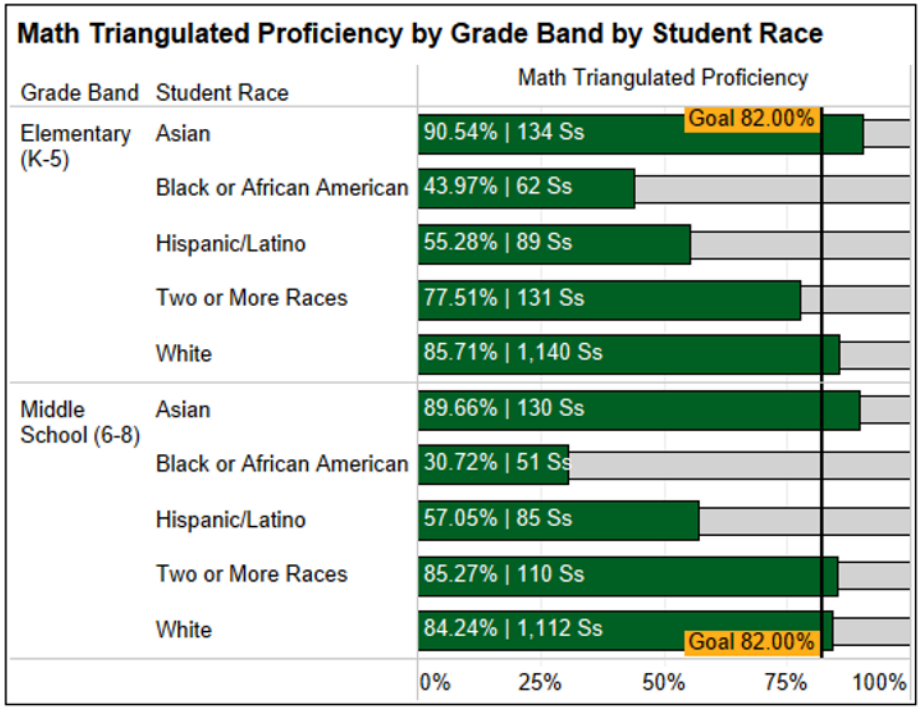
Proficient in 2 of 3 Math Data Elements

Proficient in 2 of 3 Math Data Elements | Not Proficient in 2 of 3 Math Data Elements

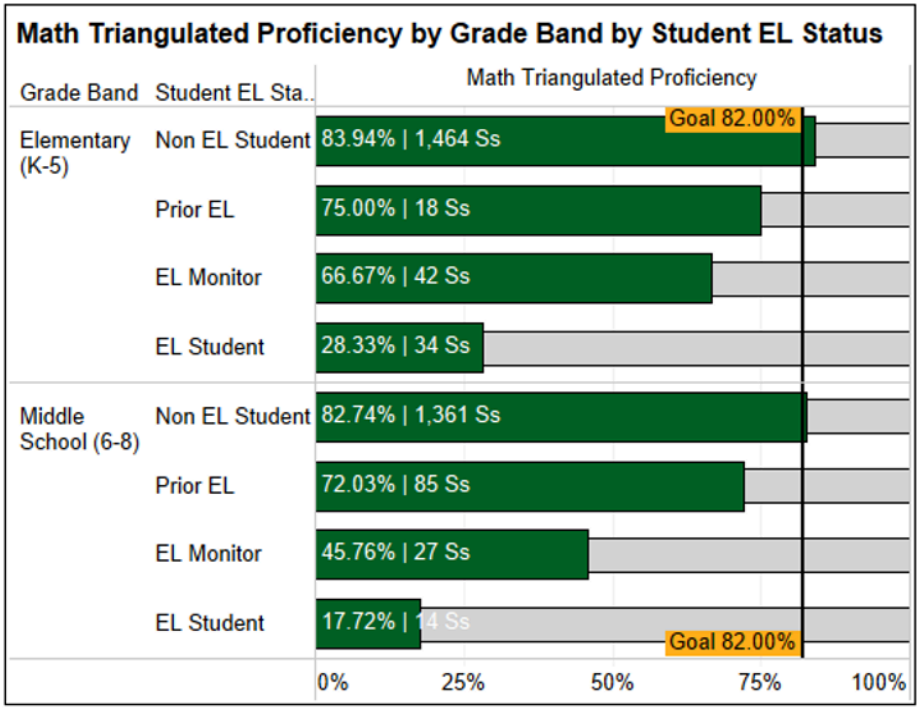
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.

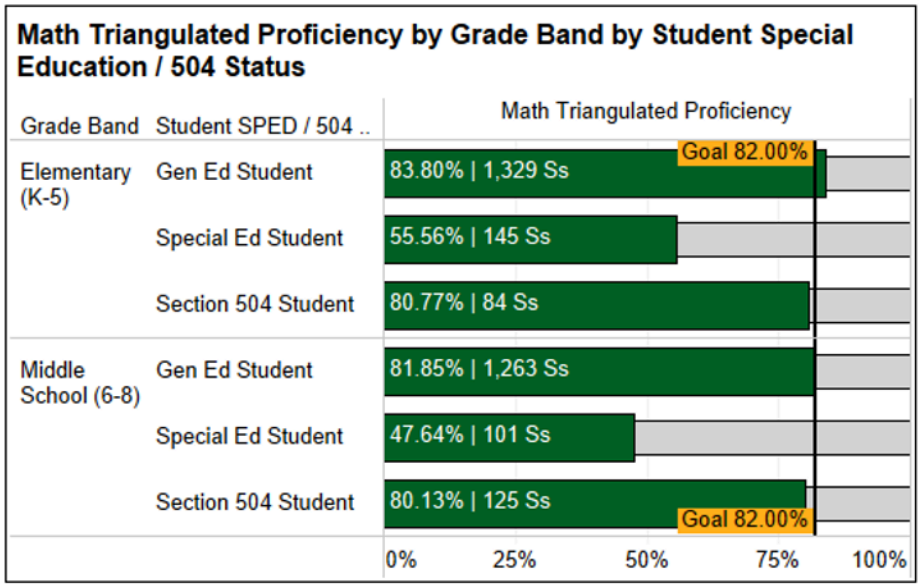
Math Triangulated Proficiency by Grade Band by Student Race



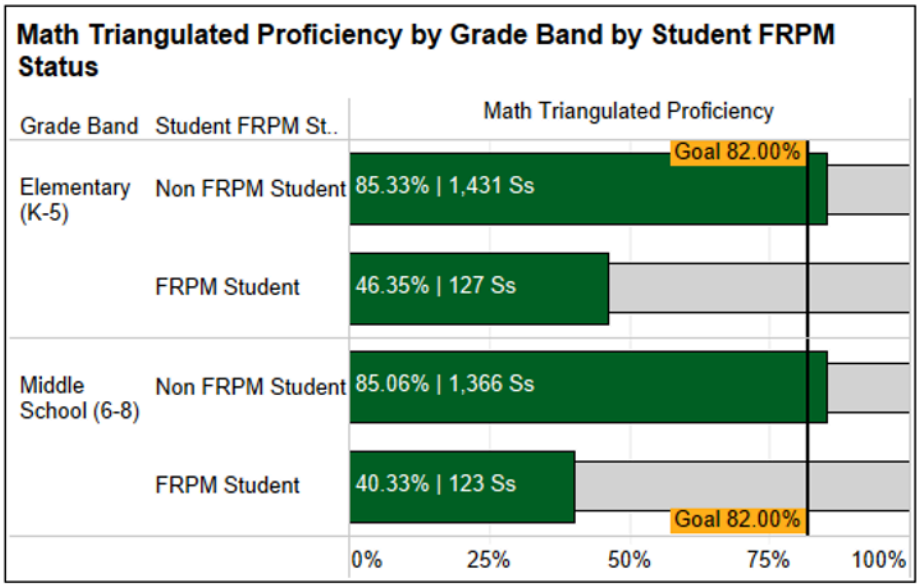
Math Triangulated Proficiency by Grade Band by Student EL Status



Math Triangulated Proficiency by Grade Band by Student Special Education / 504 Status



Math Triangulated Proficiency by Grade Band by Student FRPM Status



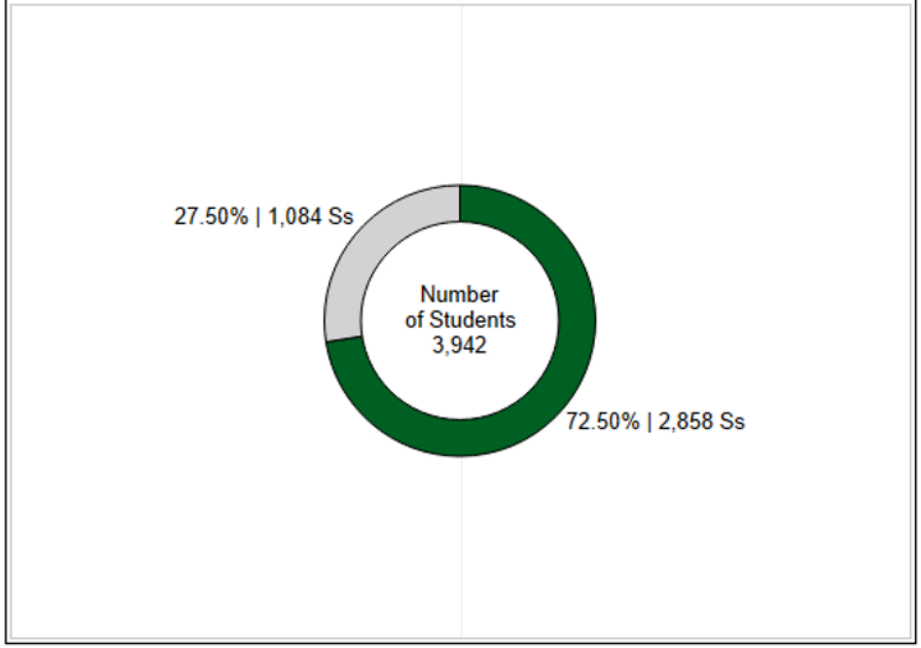
Proficient in 2 of 3 Math Data Elements

Proficient in 2 of 3 Math Data Elements | Not Proficient in 2 of 3 Math Data Elements

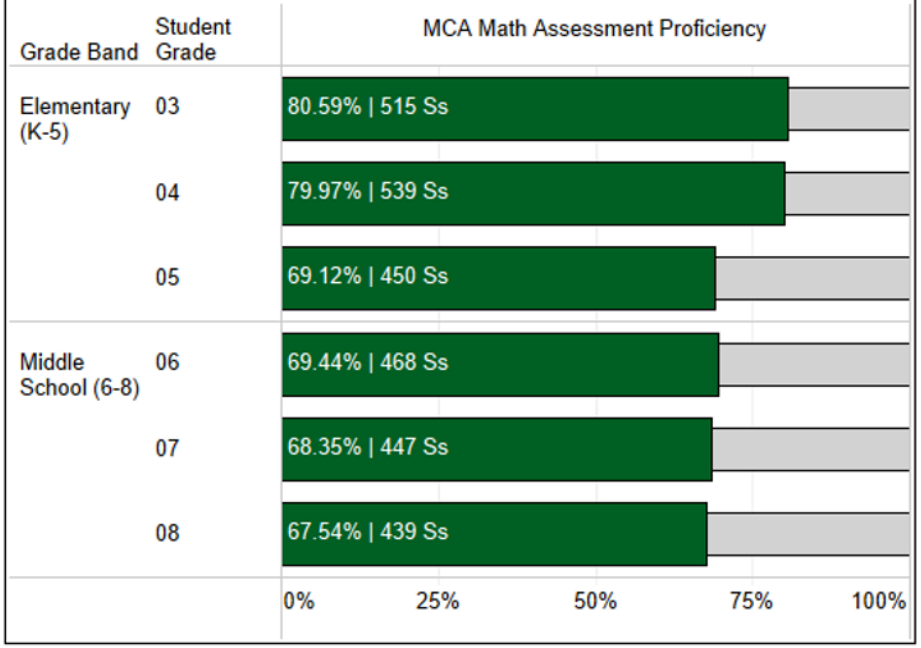
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Math: MCA Math Assessment Charts and Graphs - 2 of 3 Triangulated Components

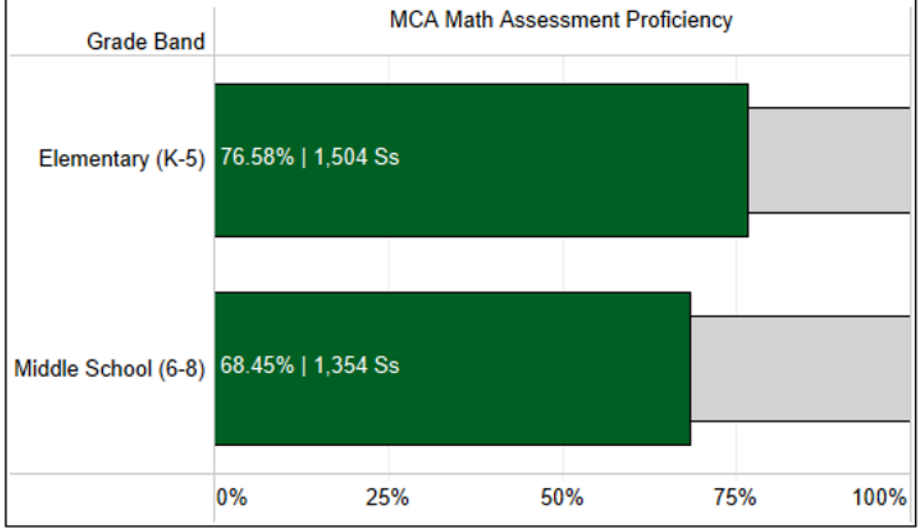
2025-2026 MCA Math Assessment Proficiency



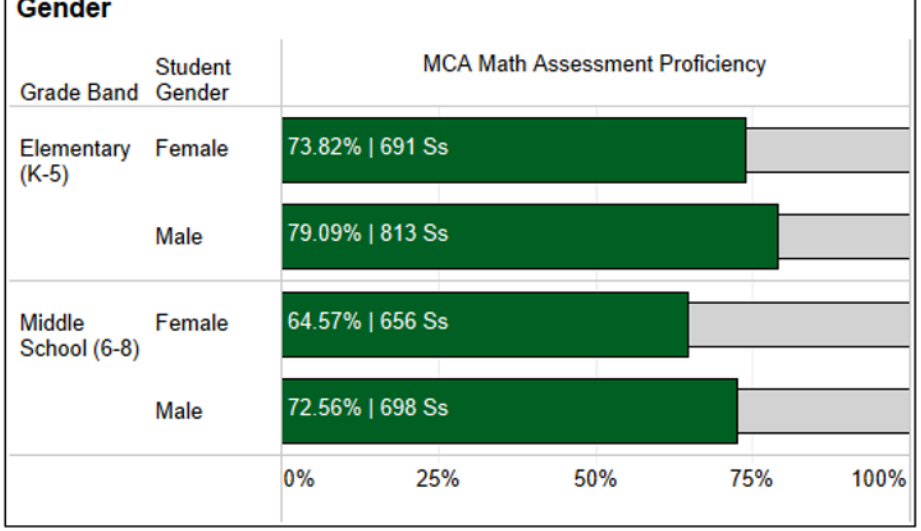
MCA Math Assessment Proficiency by Grade Band by Student Grade



MCA Math Assessment Proficiency by Grade Band



MCA Math Assessment Proficiency by Grade Band by Student Gender

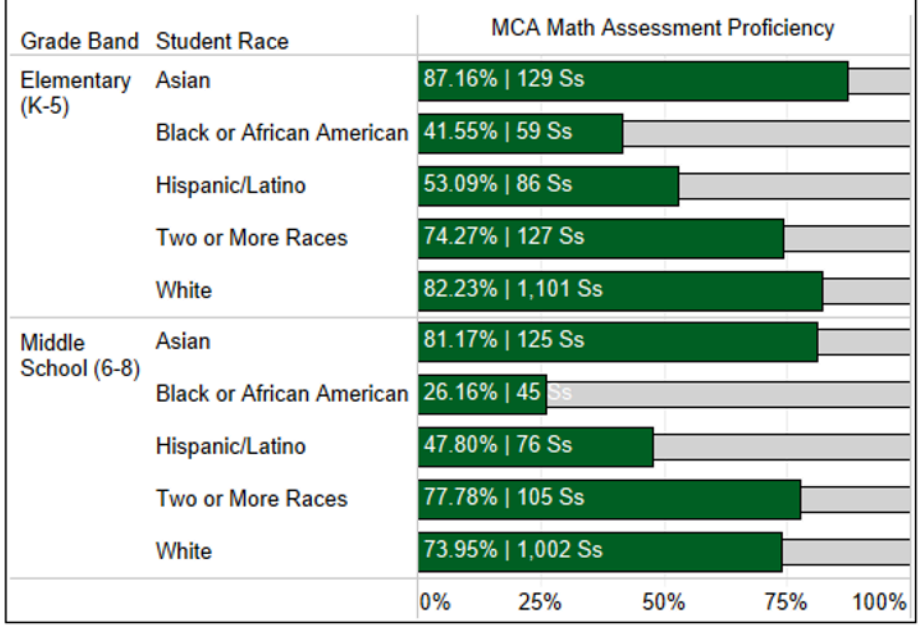


MCA Math Proficiency
Proficient Not Proficient

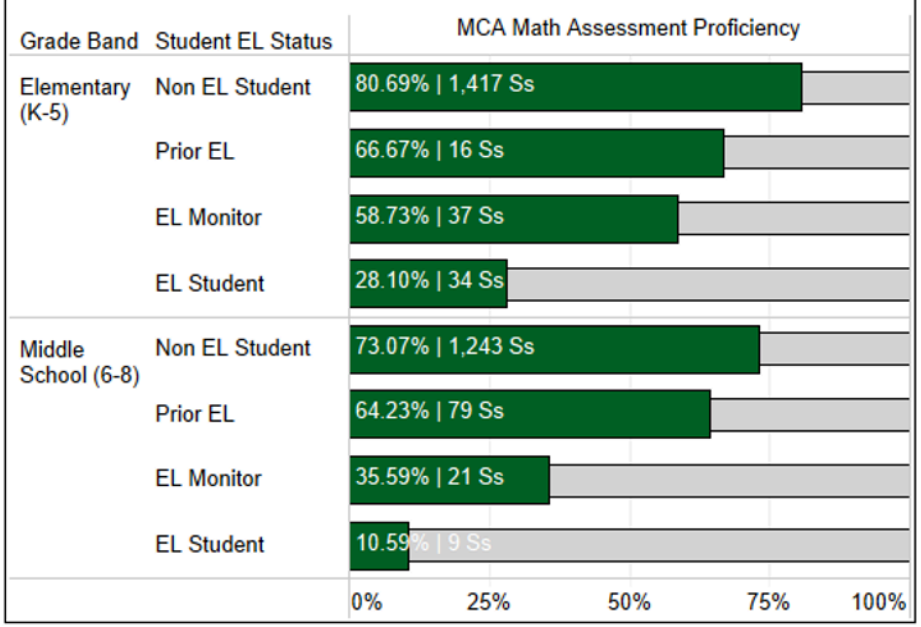
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Math: MCA Math Assessments Charts and Graphs - 2 of 3 Triangulated Components

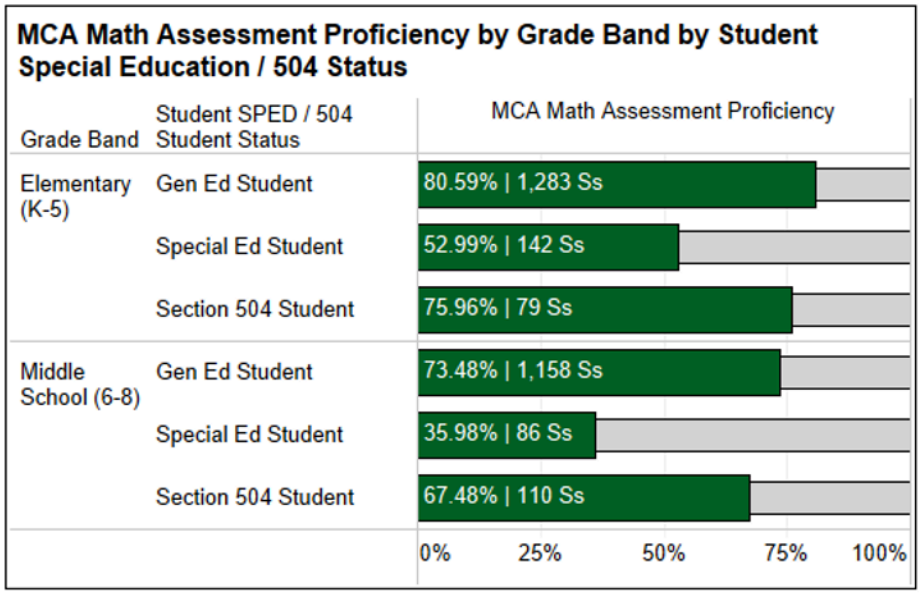
MCA Math Assessment Proficiency by Grade Band by Student Race



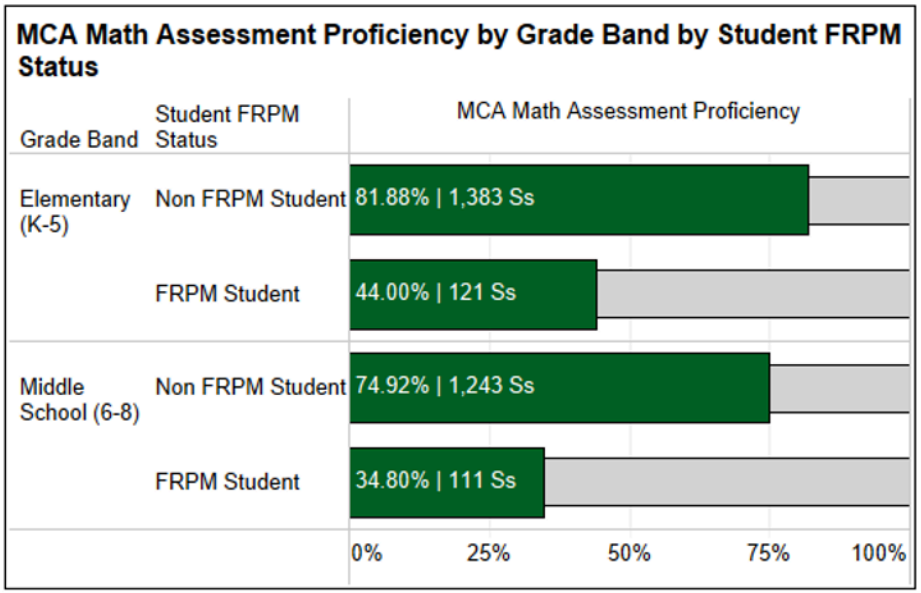
MCA Math Assessment Proficiency by Grade Band by Student EL Status



MCA Math Assessment Proficiency by Grade Band by Student Special Education / 504 Status



MCA Math Assessment Proficiency by Grade Band by Student FRPM Status

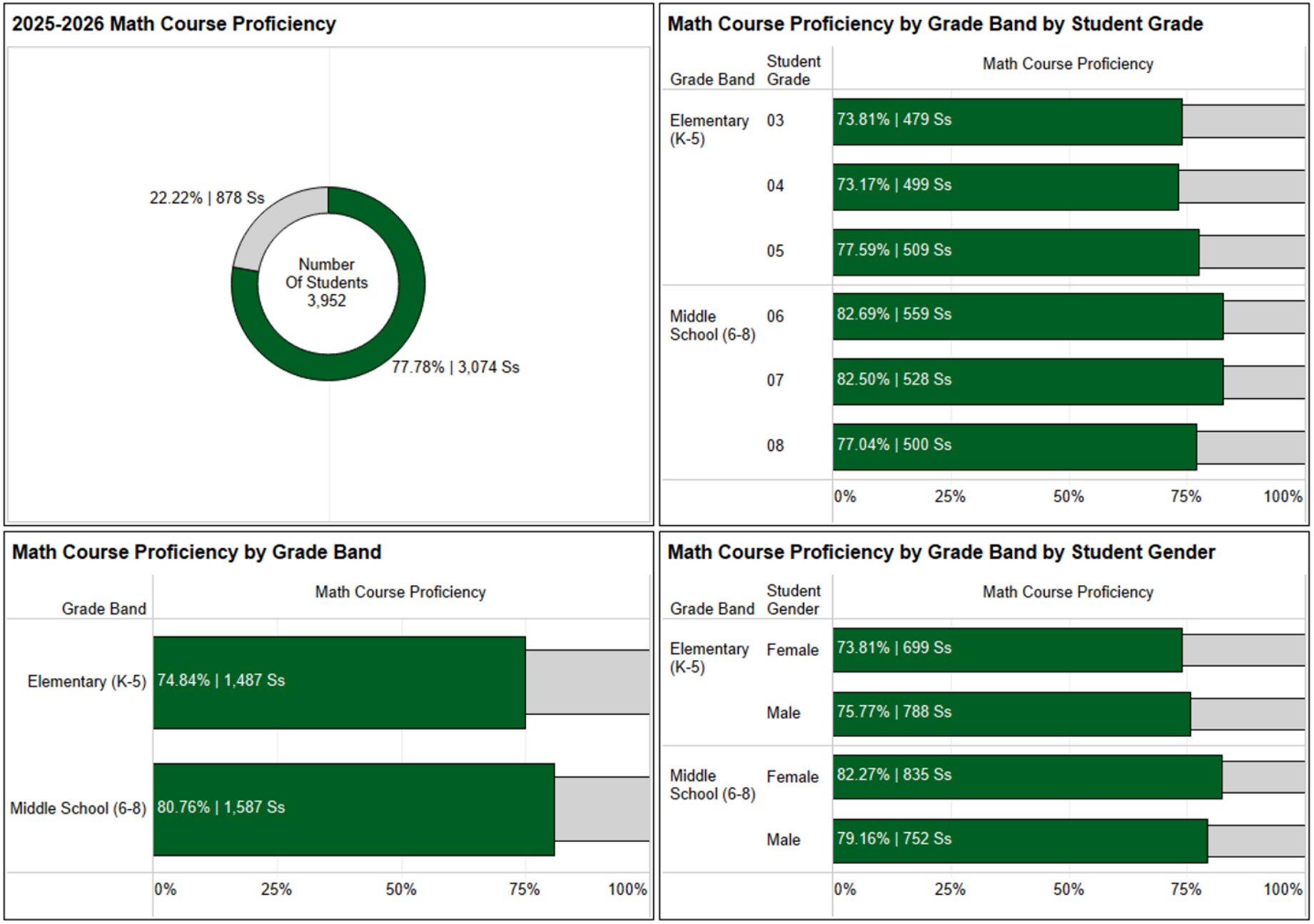


MCA Math Proficiency

Proficient Not Proficient

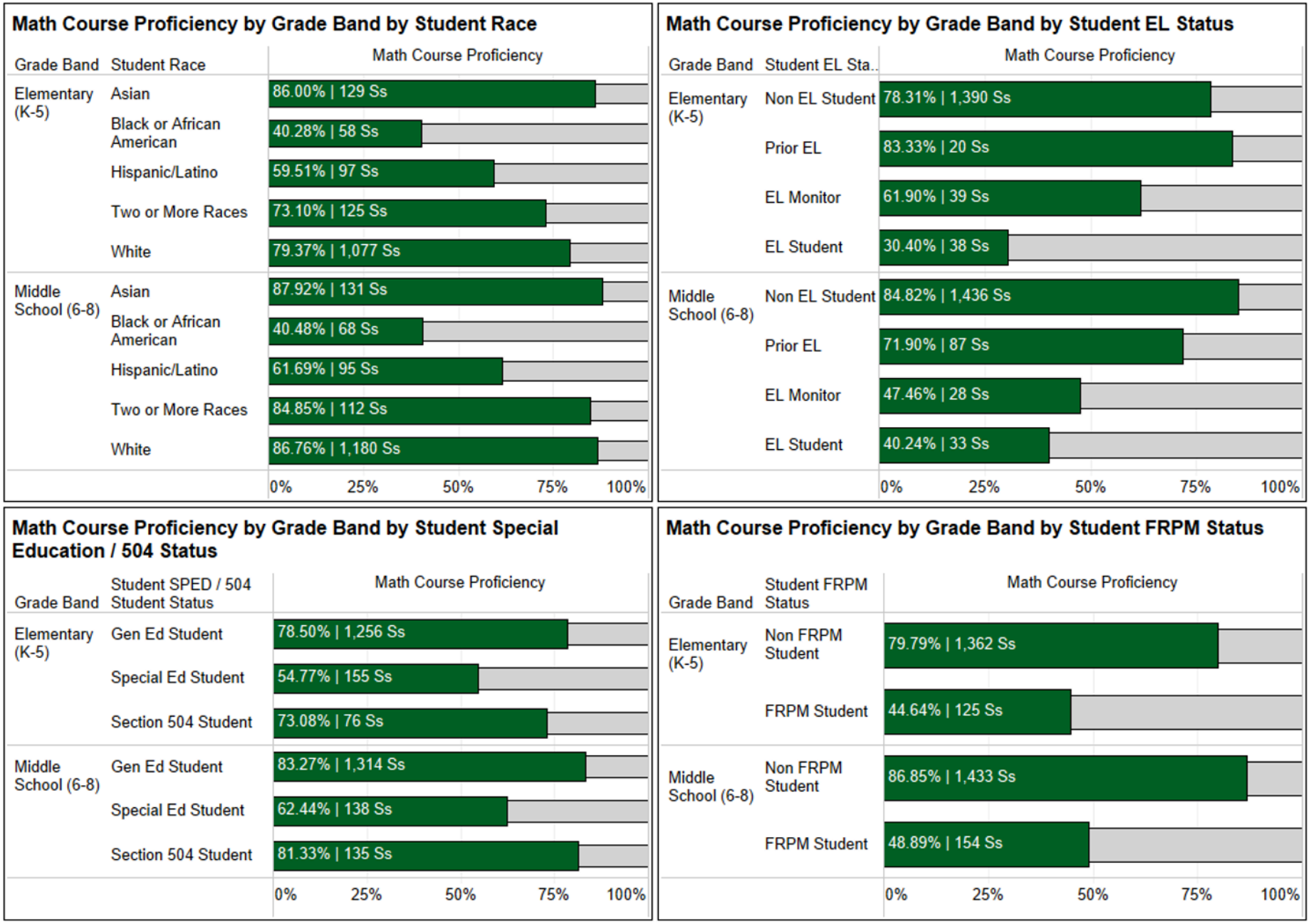
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: End-of-the-Year Math Grades Proficiency Charts and Graphs - 3 of 3 Triangulated Components



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

Math: End-of-the-Year Math Grades Proficiency Charts and Graphs Cont. - 3 of 3 Triangulated Components



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

Mathematics - Universal Screening Growth Metrics

Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

Data Elements

- FASTBridge earlyMath (K–1), Growth level Fall and Spring by Start Score
- FASTBridge aMath (Grades 2–9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
    - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
    - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K–8 students meeting or exceeding their expected growth on the universal reading screener will increase by 3 percentage points, from 63% to 66%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

Mathematics: FastBridge Universal Screening Growth Metrics Goal Progress

2025-2027 Goal

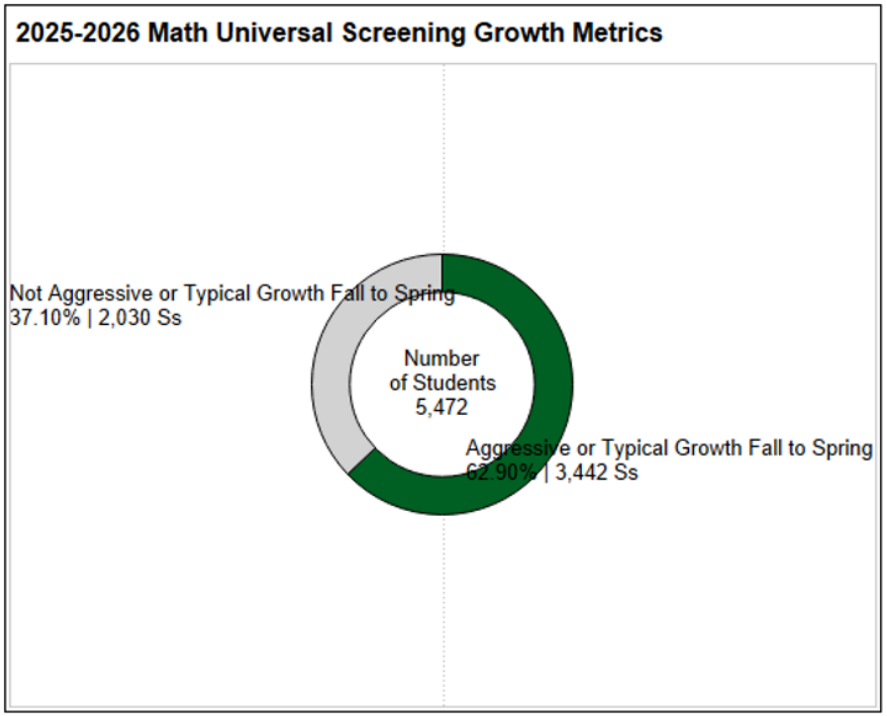
By Spring 2027, the percentage of K–9 students meeting or exceeding their expected growth on the universal Math screener will increase by 3 percentage points, from 63% to 66%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

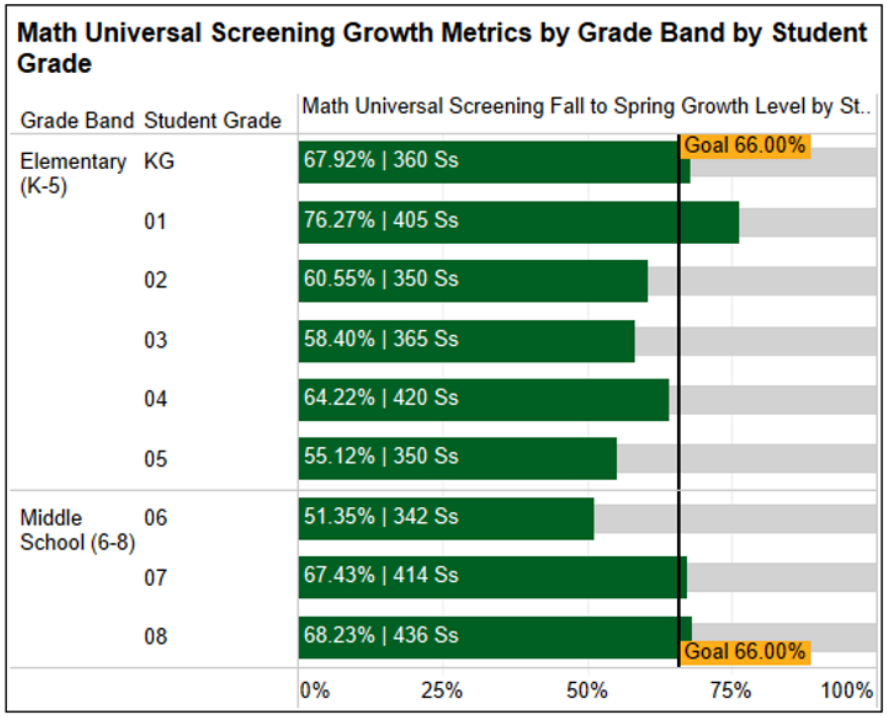
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	66%			63.28%			62.90%	-0.38%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	66%	63.16%	52.10%	11.06%	63.33%	61.16%	2.17%	-8.89%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	66%	63.16%	65.02%	-1.86%	63.33%	55.95%	7.38%	9.24%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	66%	63.50%	47.62%	15.88%	62.12%	51.57%	10.55%	-5.33%	Gap Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	66%	63.50%	55.03%	8.47%	62.12%	61.18%	0.94%	-7.53%	Gap Reduced

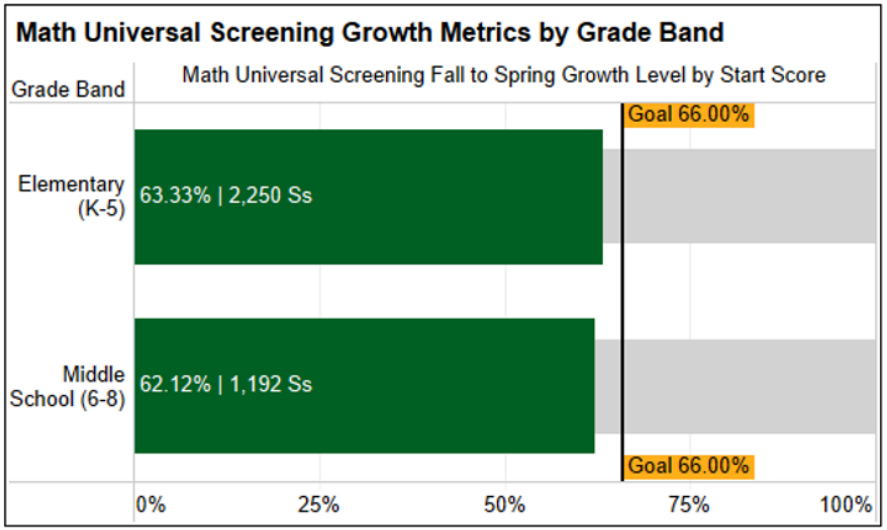
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

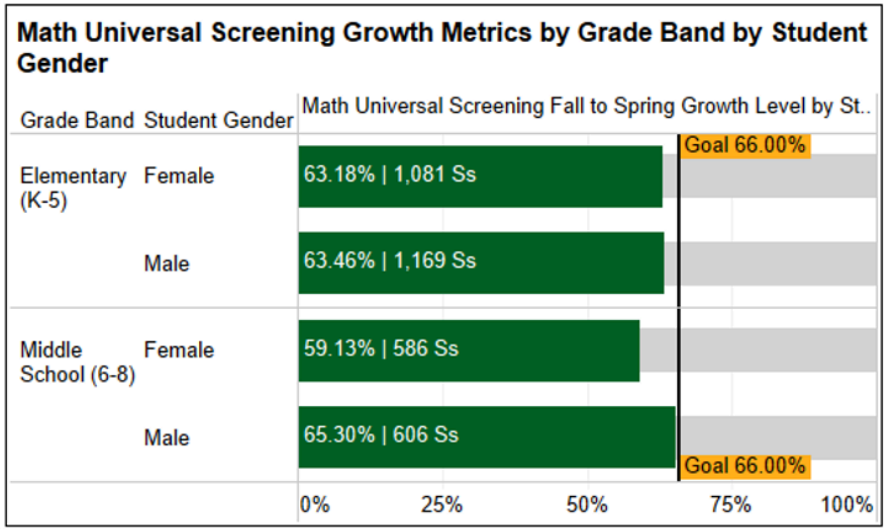
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs







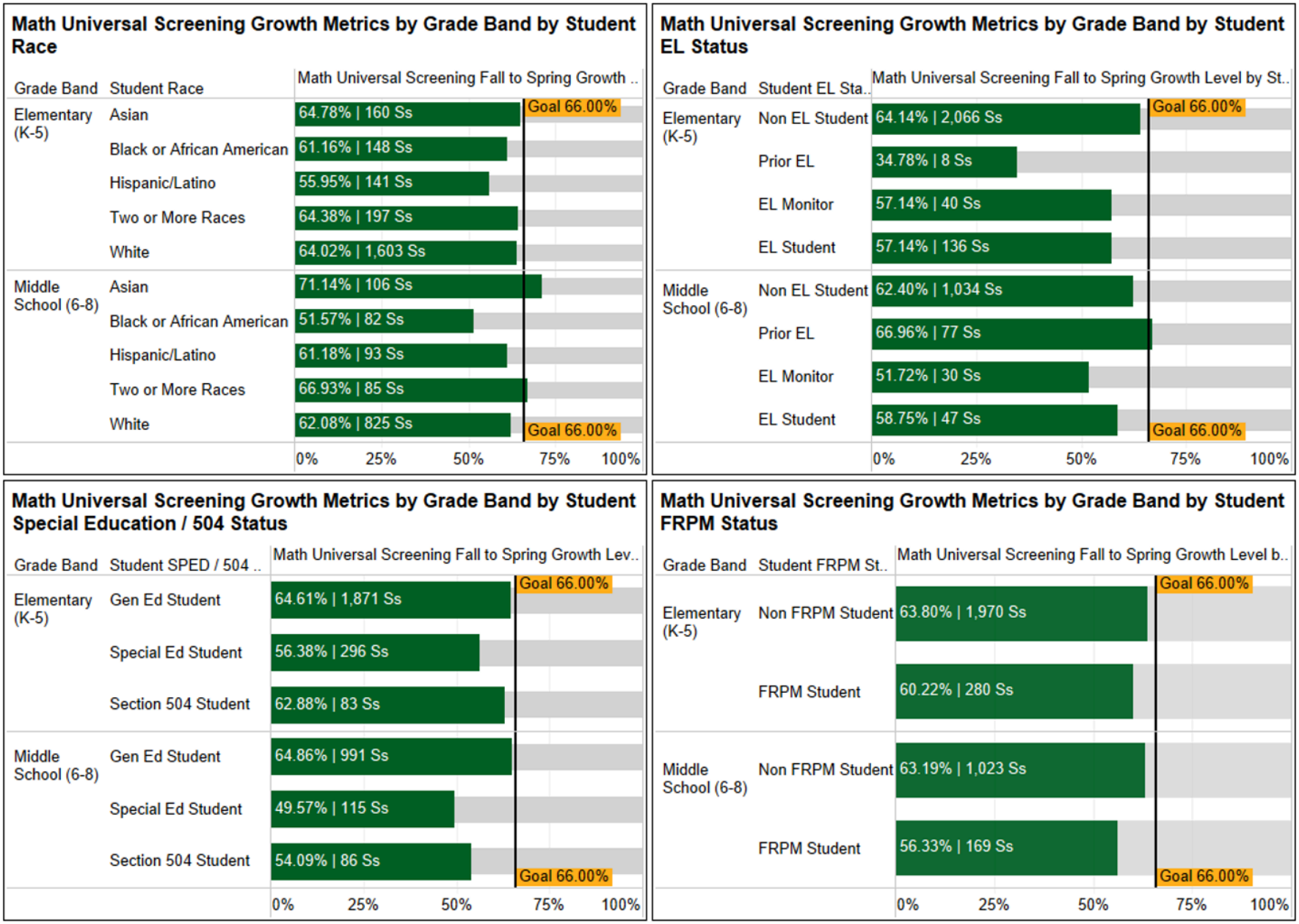


Aggressive or Typical Growth Fall to Spring

■ Aggressive or Typical Growth Fall to Spring ☐ Not Aggressive or Typical Growth Fall to Spring

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

Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs



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

Mathematics: Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall

Rationale

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

Data Elements

- FASTBridge earlyMath (K–1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyMath (K–1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aMath (Grades 2–8), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 2-8), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 (starting Fall 2025), the percentage of K–8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Goal Progress

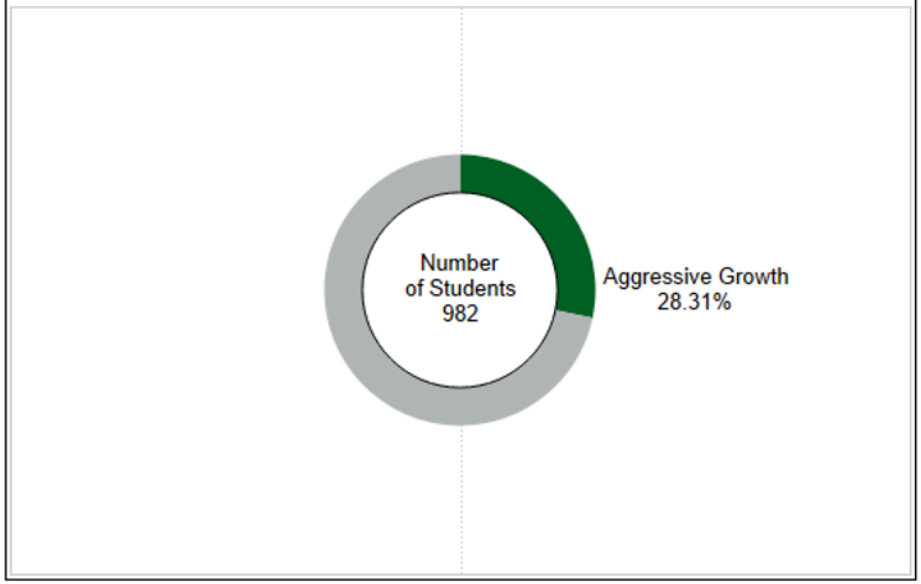
2025-2027 Goal
By Spring 2027 (starting Fall 2025), the percentage of K–8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	36%			33.04%			28.31%	-4.73%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	36%	41.86%	30.34%	11.52%	32.51%	33.96%	-1.45%	-12.97%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	36%	41.86%	37.50%	4.36%	32.51%	21.78%	10.73%	6.37%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	36%	18.24%	17.44%	0.80%	21.54%	17.24%	4.30%	3.50%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	36%	18.24%	16.67%	1.57%	21.54%	15.38%	6.16%	4.59%	Gap Not Reduced

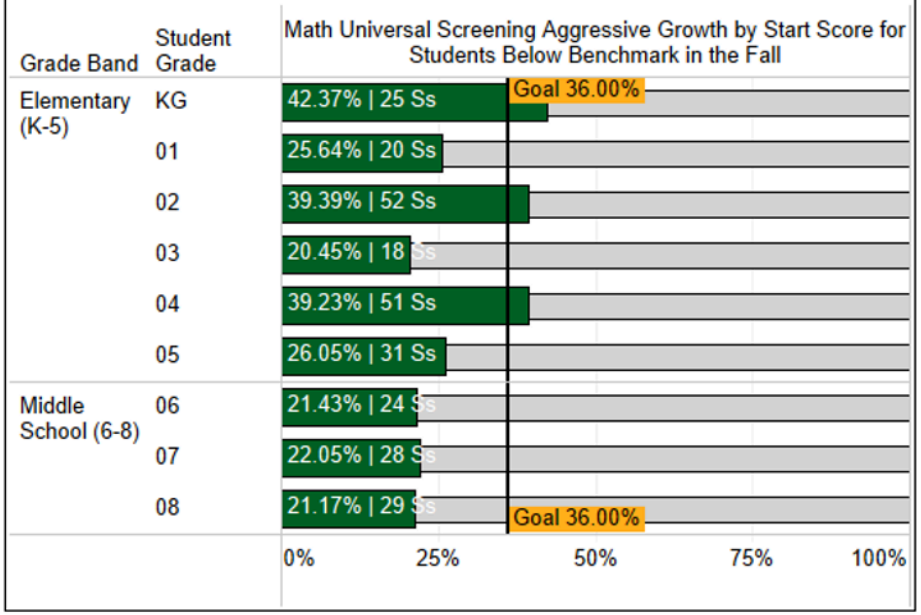
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

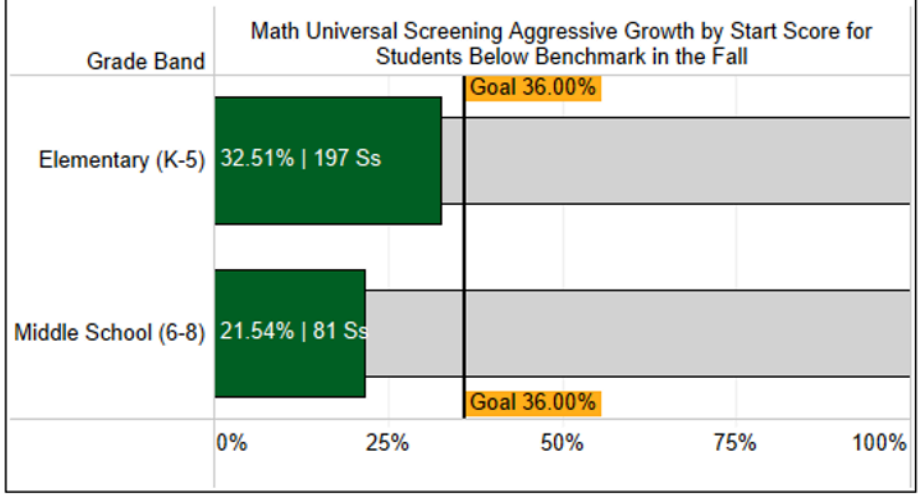
2025-2026 Math Aggressive Growth of Students Below Benchmark in the Fall



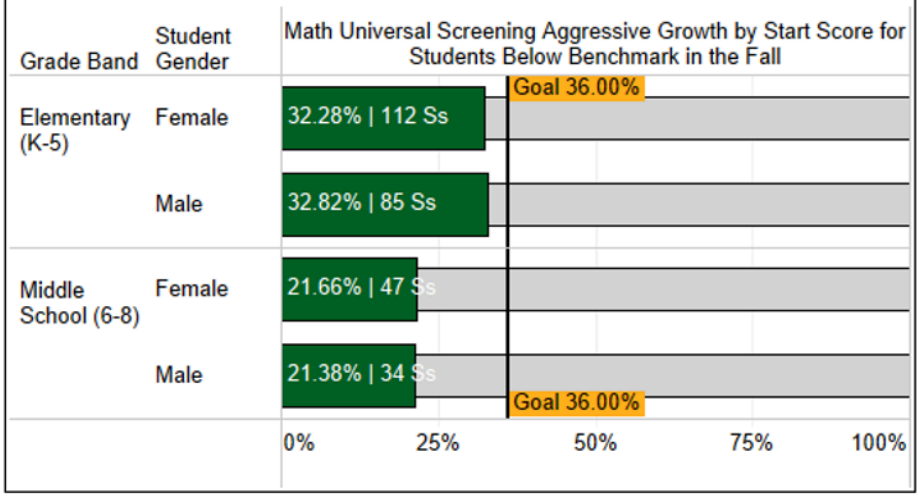
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Grade



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Gender



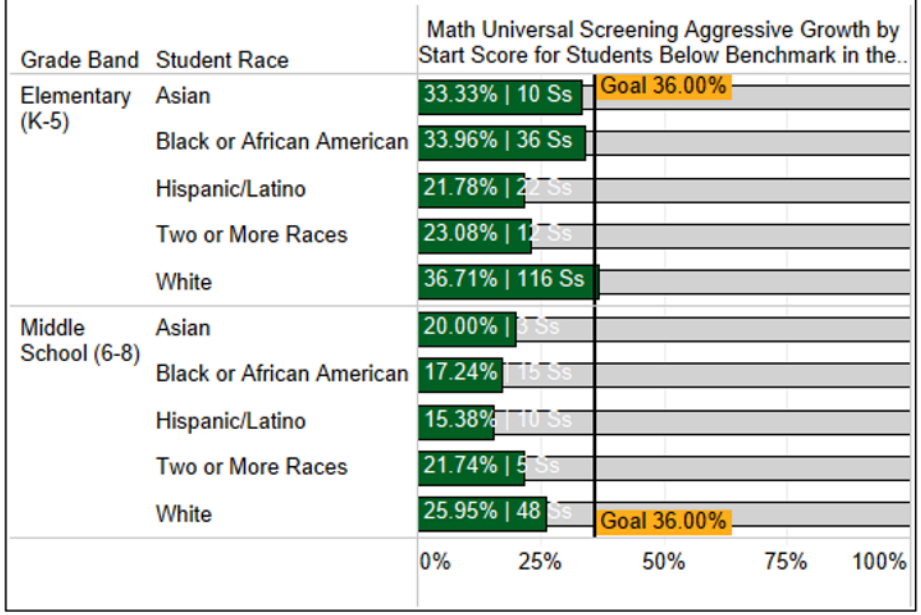
Fall to Spring Math Growth Level by Start Score

Aggressive Gro.. | Typical Growth | Modest Growth | Flat Growth

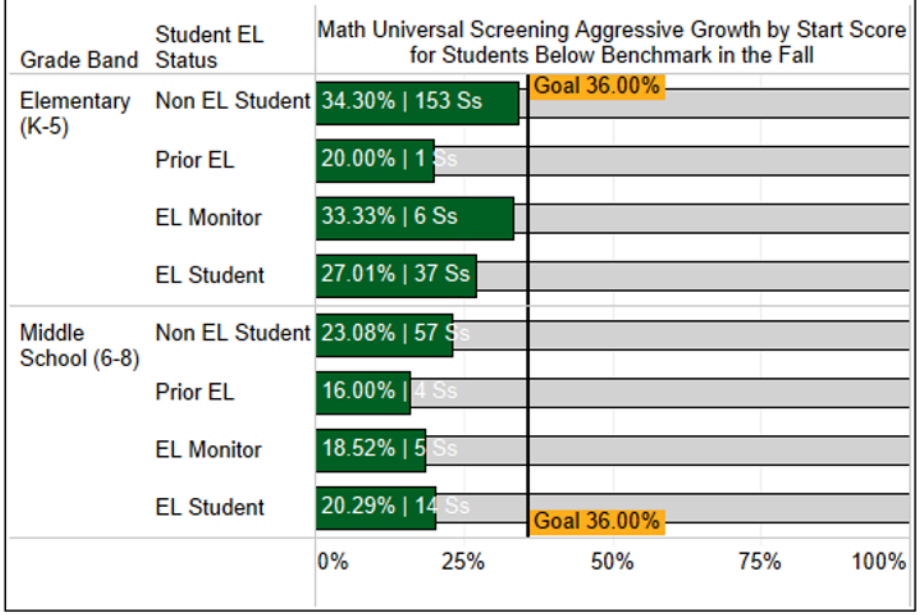
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

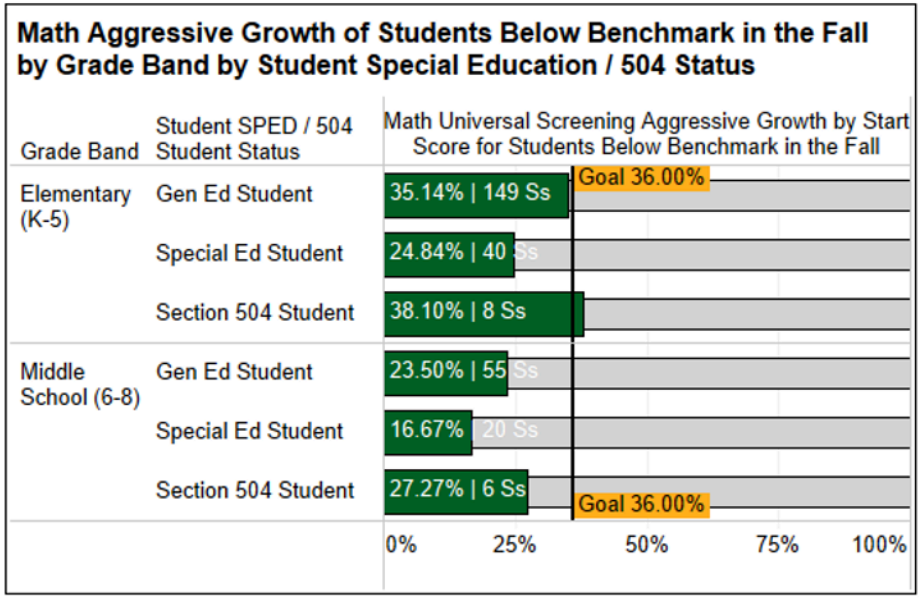
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Race



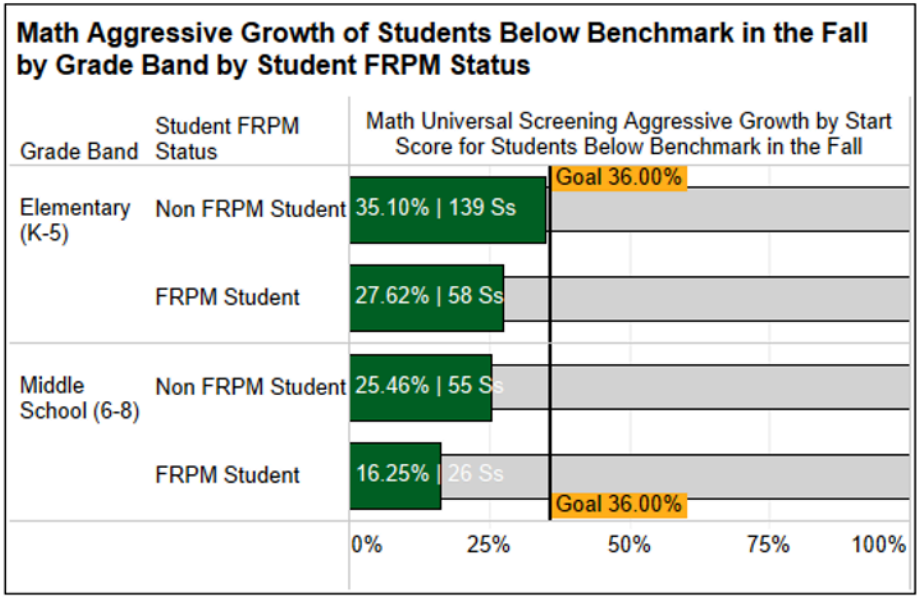
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student EL Status



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Special Education / 504 Status



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student FRPM Status



Fall to Spring Math Aggressive Growth Level by Start Score

Aggressive Growth | Growth Level Other than Aggressive

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

Mathematics - Algebra Completion & Proficiency

Rationale

Successful completion of Algebra by 8th grade is a strong predictor of future success in higher-level mathematics and STEM fields. This goal ensures that Tier 1 math instruction effectively prepares students for rigorous secondary mathematics, promoting equitable access to advanced coursework and fostering foundational algebraic understanding for all students.

Data Elements

- Final course grades in Algebra (specifically 'B' or better) for 8th-grade students.
- Student enrollment data for Algebra courses in 8th grade
- Student demographic data for subgroup analysis

2025-2027 Goals

By Spring 2027 school year the percentage of 8th-grade students successfully completing Algebra with a letter grade of 'B' or better shall increase by **percentage points** from a Spring 2025 baseline of **80.24%** to **83%**. This improvement will be monitored for equitable outcomes across all student subgroups.

Math Data Metrics - Algebra Completion & Proficiency Goal Progress

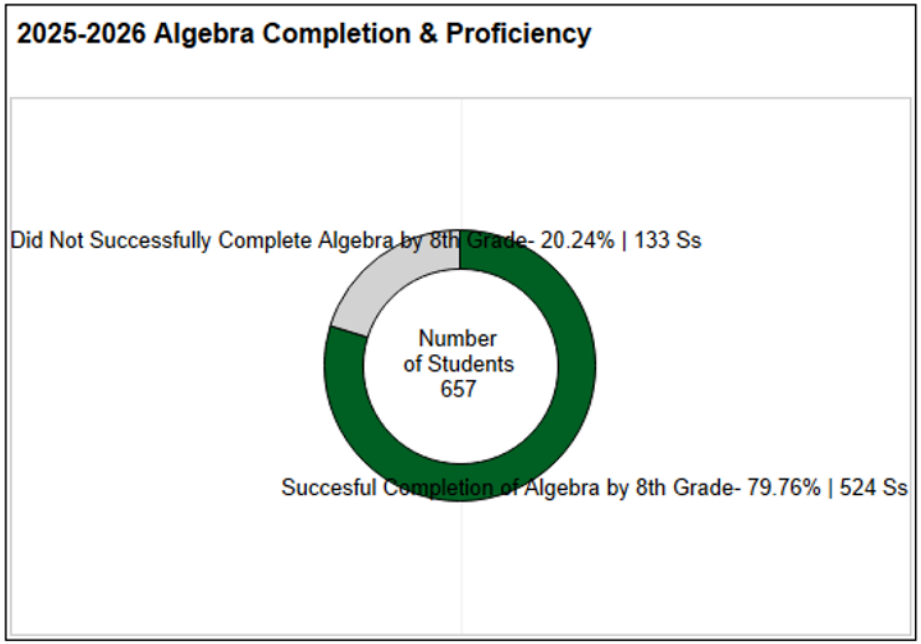
2025-2027 Goals

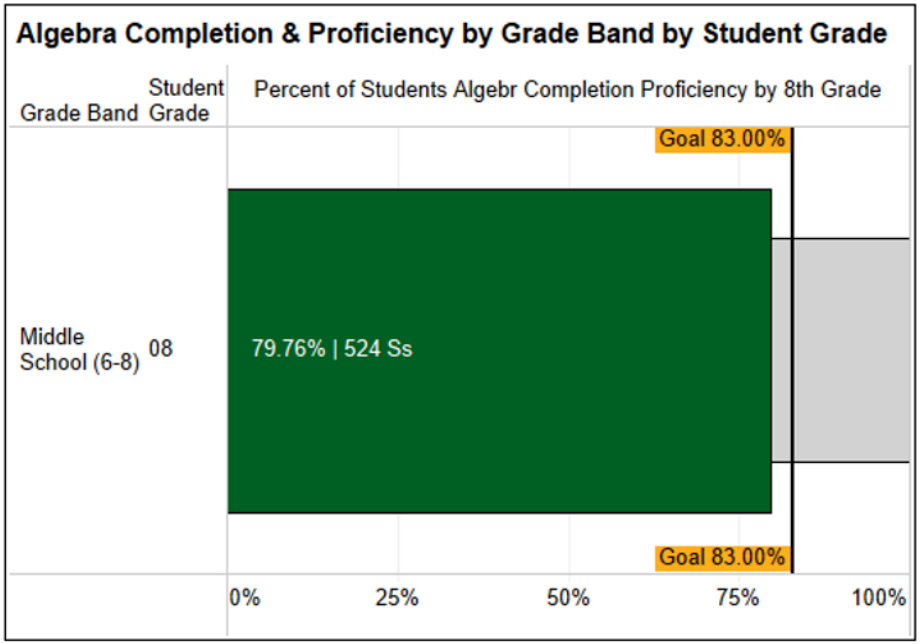
By Spring 2027 school year the percentage of 8th-grade students successfully completing Algebra with a letter grade of 'B' or better shall increase by percentage points from a Spring 2025 baseline of 80.24% to 83%. This improvement will be monitored for equitable outcomes across all student subgroups.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	83%			80.24%			79.76%	-0.48%	Proficiency Decline

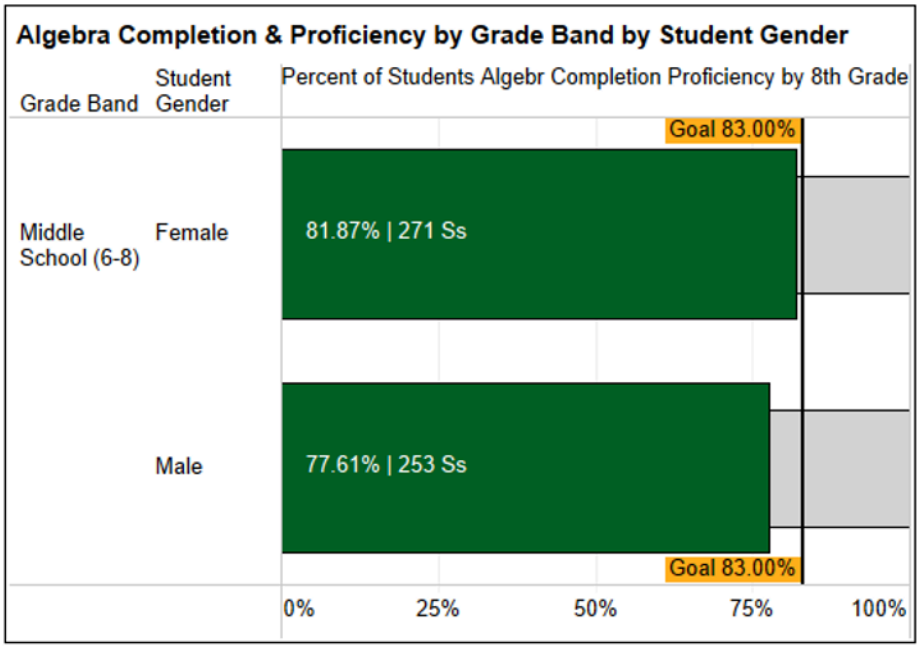
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs





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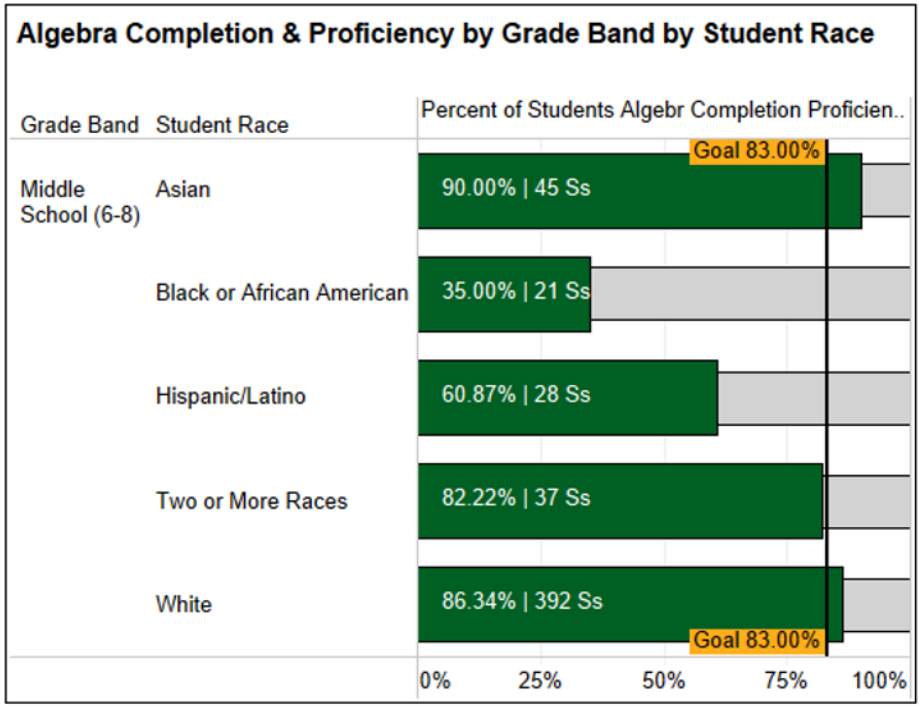


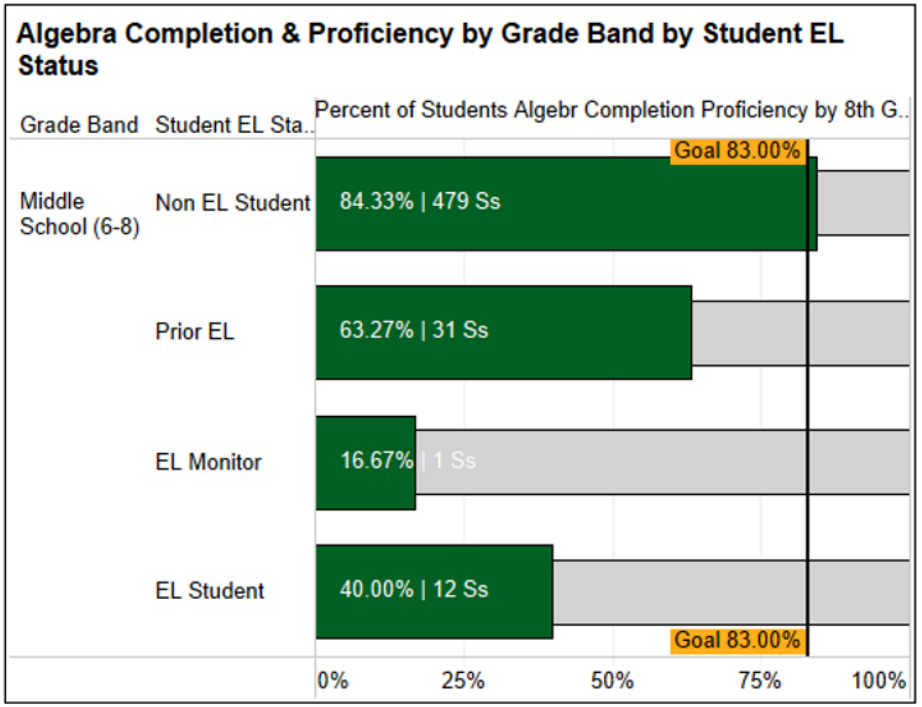
Algebra Completion Status

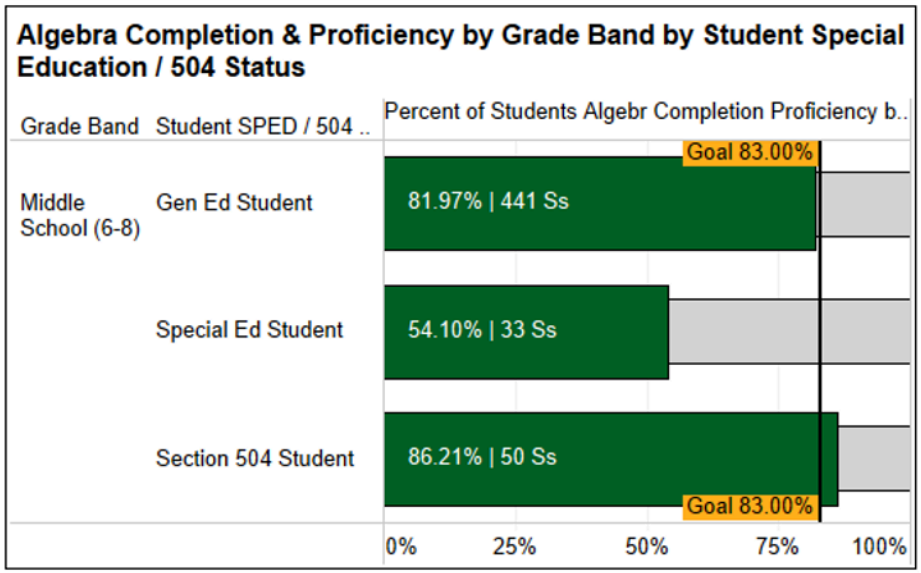
Succesful Completion of Algebra by 8th Grade Did Not Successfully Complete Algebra by 8th Grade

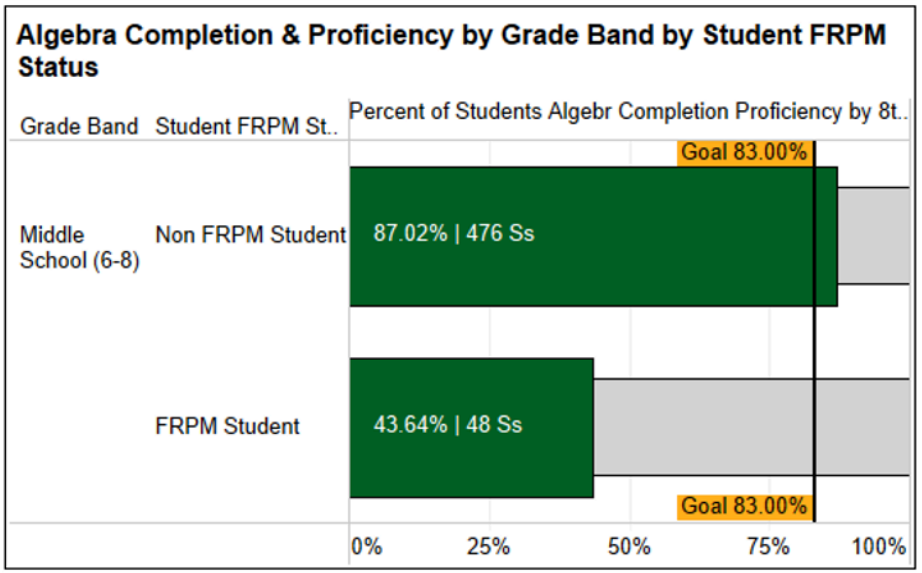
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs Cont.









Algebra Completion Status

Succesful Completion of Algebra by 8th Grade Did Not Successfully Complete Algebra by 8th Grade

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

Science

Science - Statewide Assessment Proficiency

Rationale

Performance on statewide science assessments provides an external validation of the effectiveness of Tier 1 science instruction and its alignment with state standards. These assessments are a critical measure for ensuring that all students are developing the knowledge and skills necessary for future science learning, while also helping the district identify and address systemic disparities in achievement across student groups. It is important to note that the statewide transition to a new science assessment this year resulted in a significant drop in scores, both locally and across Minnesota. Such decreases are a common occurrence when new standards are introduced and assessed for the first time, as instruction and curriculum adjust to the revised expectations. Over time, as teaching practices and student learning align more closely with the updated standards, performance is expected to stabilize and improve.

Data Elements

- MCA Science assessment scores (Grades 5, 8, HS Students taking Biology).
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 school year, the percentage of students in grades 5, 8, and EHS Biology demonstrating proficiency on the Minnesota Comprehensive Assessments (MCA) Science assessment shall increase by 10 percentage points from 47% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

Science Data Metrics Charts and Goal Progress

2025-2027 Goals

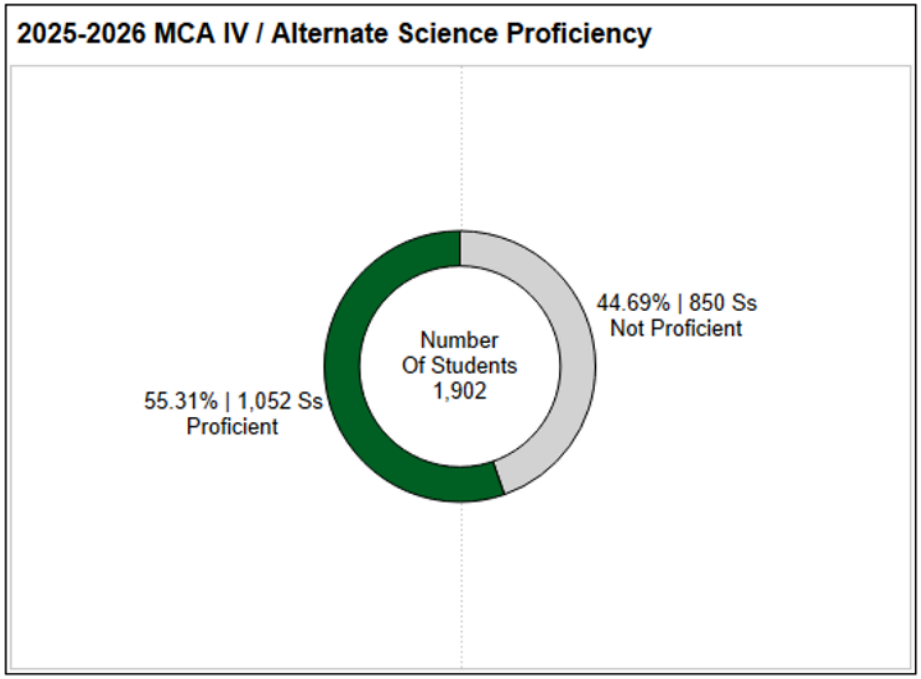
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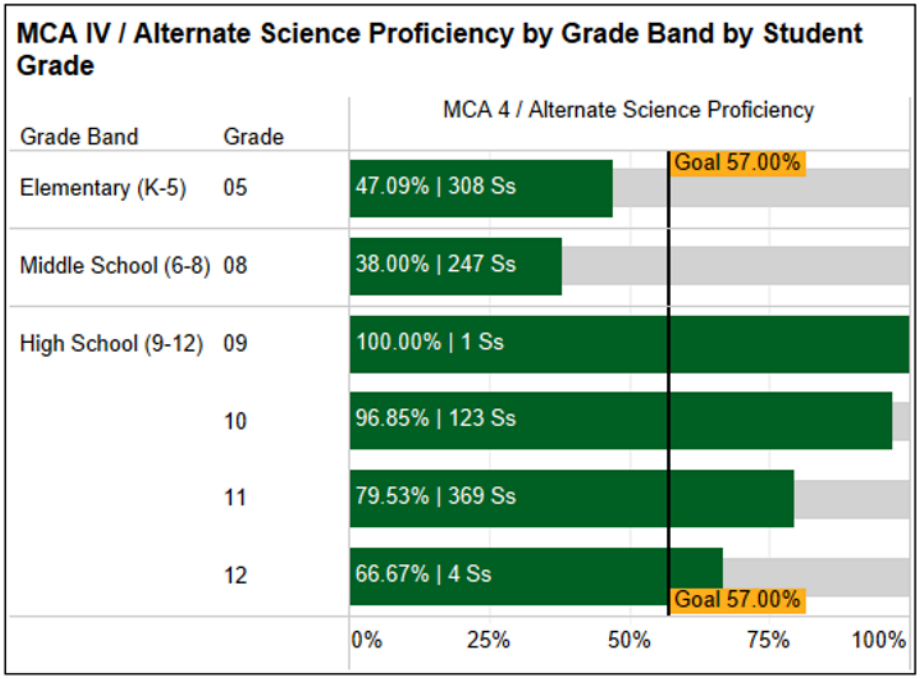
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	57%			46.76%			55.31%	8.55%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	57%	40.22%	12.00%	28.22%	47.09%	15.91%	31.18%	2.96%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	57%	40.22%	31.37%	8.85%	47.09%	29.63%	17.46%	8.61%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	57%	36.87%	10.53%	26.34%	38.00%	4.76%	33.24%	6.90%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	57%	36.87%	21.15%	15.72%	38.00%	20.83%	17.17%	1.45%	Gap Not Reduced
Proficiency Gap (Race Biology Students) *Black or African American	57%	66.79%	34.78%	32.01%	83.11%	53.57%	29.54%	-2.47%	Gap Reduced
Proficiency Gap (Race Biology Students) *Hispanic / Latino	57%	66.79%	46.34%	20.45%	83.11%	58.14%	24.97%	4.52%	Gap Not Reduced

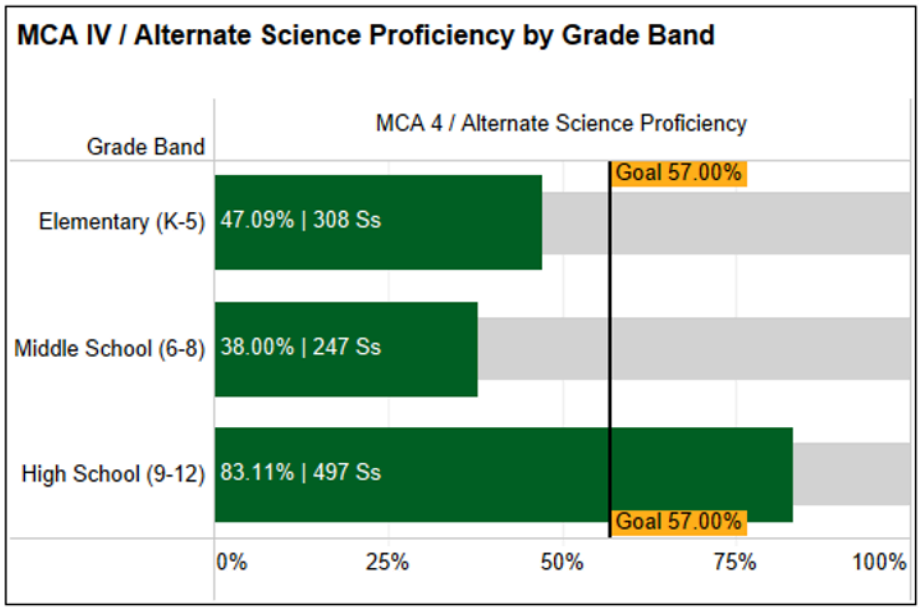
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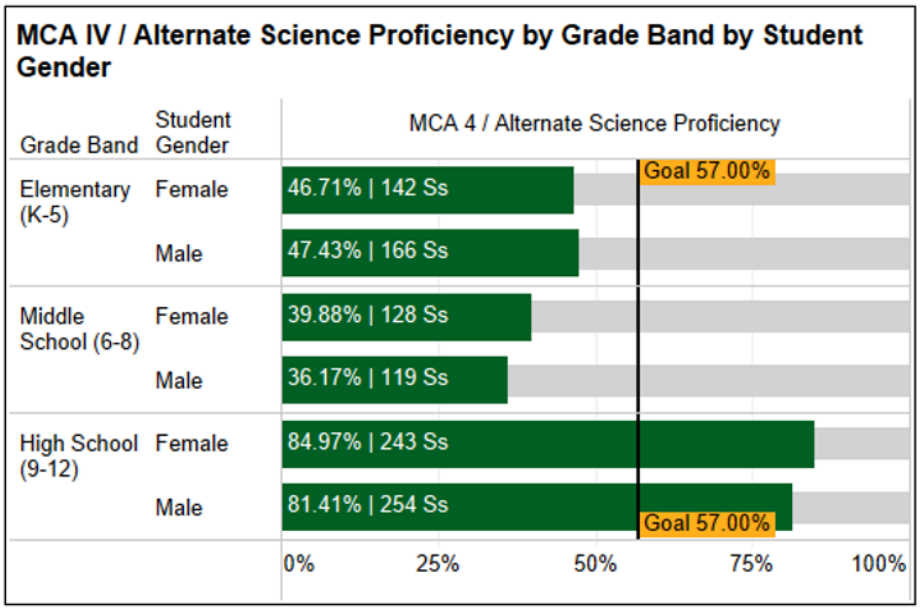
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Science Data Metrics Charts and Graphs







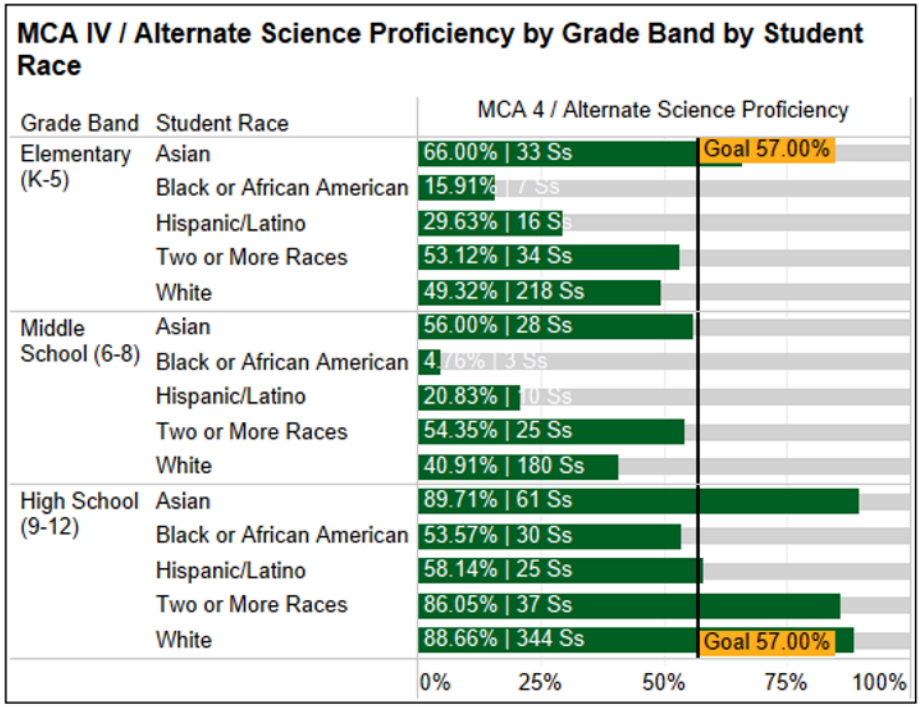


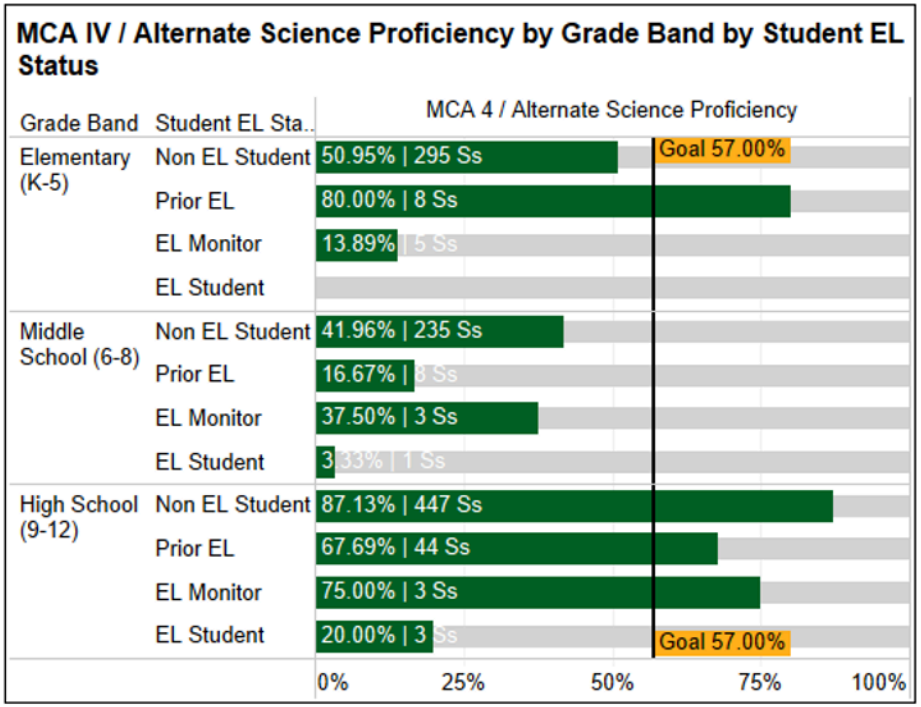
MCA IV / Alternate Science Proficiency

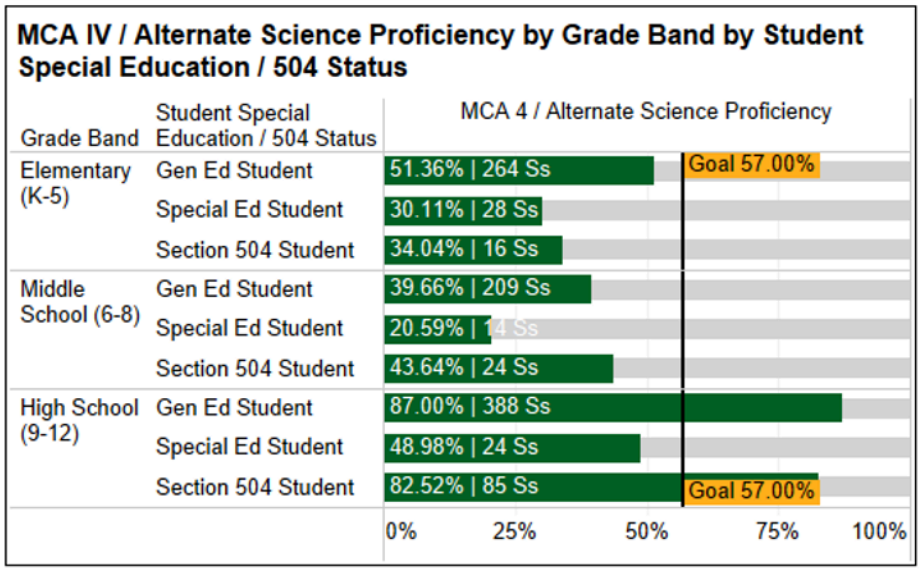
Proficient Not Proficient

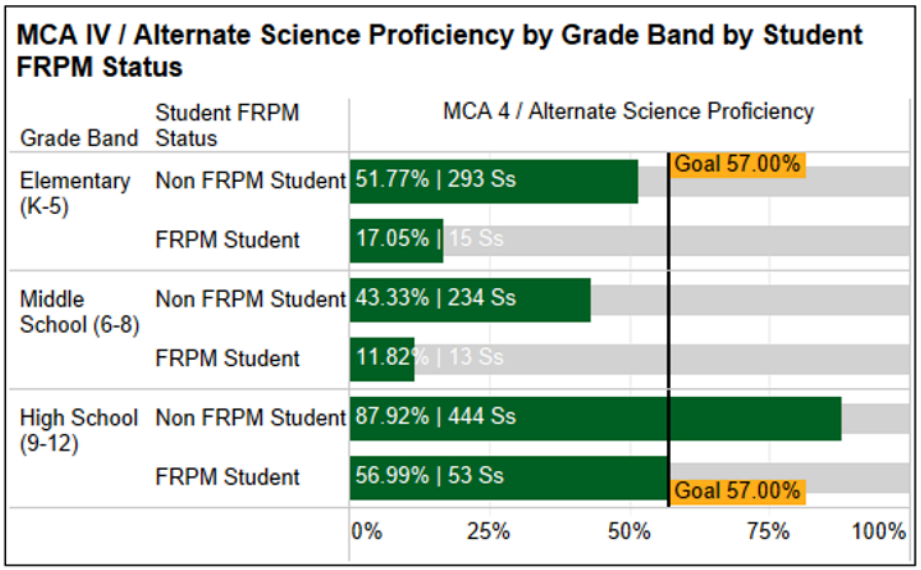
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Science Data Metrics Charts and Graphs Cont.









MCA IV / Alternate Science Proficiency
Proficient
Not Proficient

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

Social Emotional Learning (SEL)

Social Emotional Learning (SEL): Supporting Whole-Child Development

Rationale

Social and Emotional Learning is essential for student well-being, engagement, and academic success. Measuring SEL shows how students are building skills like self-awareness, self-management, and relationship-building, ensuring they are supported both academically and emotionally. Students with strong SEL skills are more resilient, adaptable, and able to form healthy relationships.

Data Elements

- Panorama Survey

2025-2027 Goals

By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

- Grades 3-5 engagement will increase from 60% to 63%
- Grades 3-5 belonging will increase from 76% to 79%
- Grades 6-12 engagement will increase from 29% to 32%
- Grades 6-12 belonging will increase from 59% to 62%

Concurrently, all student subgroups are expected to demonstrate an increase of at least 1.5 percentage points.

Social Emotional Learning (SEL): Supporting Whole-Child Development Goal Progress

2025-2027 Goals

By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

*Grades 3-5 engagement will increase from 60% to 63%

*Grades 3-5 belonging will increase from 76% to 79%

*Grades 6-12 engagement will increase from 29% to 32%

*Grades 6-12 belonging will increase from 59% to 62%

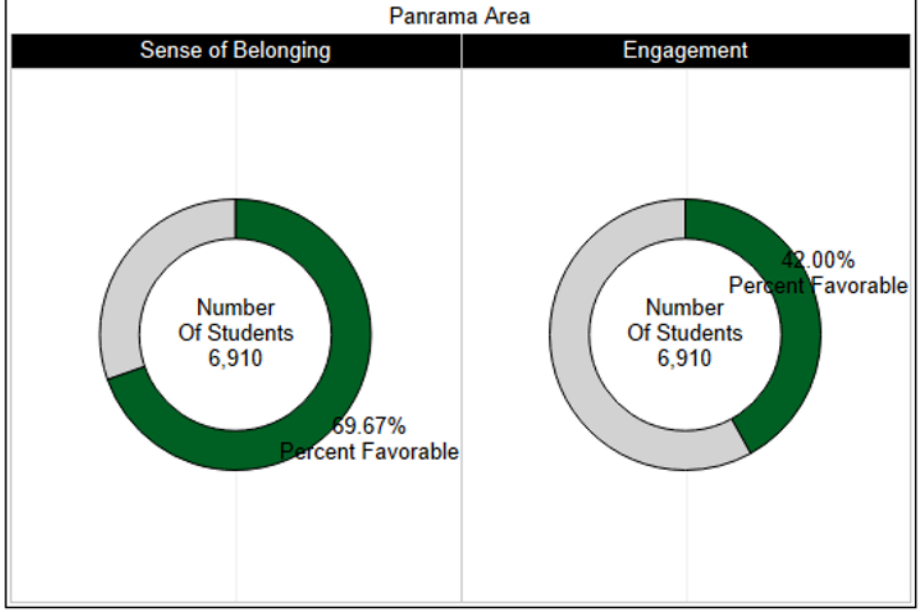
Concurrently, all student subgroups are expected to demonstrate an increase of at least 1.5 percentage points.

Goal Component	Goal	GradeBand Prof	Component Prof	2024-25 Baseline	GradeBand Prof	Component Prof	2025-26 Result	Change from LY	Status
Sense of Belonging									
Overall Proficiency (Elementary 3-5)	79%			76.33%			75.00%	-1.33%	Negative Growth
Overall Proficiency (Secondary 6-12)	62%			64.67%			67.00%	2.33%	Goal Met
Engagement									
Overall Proficiency (Elementary 3-5)	63%			59.67%			58.00%	-1.67%	Negative Growth
Overall Proficiency (Secondary 6-12)	32%			32.67%			34.00%	1.33%	Goal Met

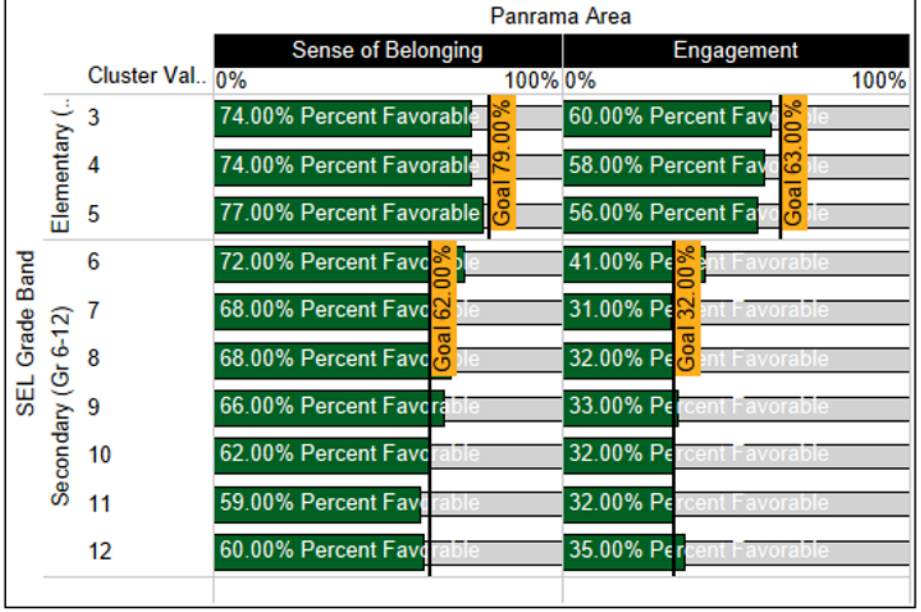
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

Social Emotional Learning (SEL): Supporting Whole-Child Development Charts and Graphs 3-12

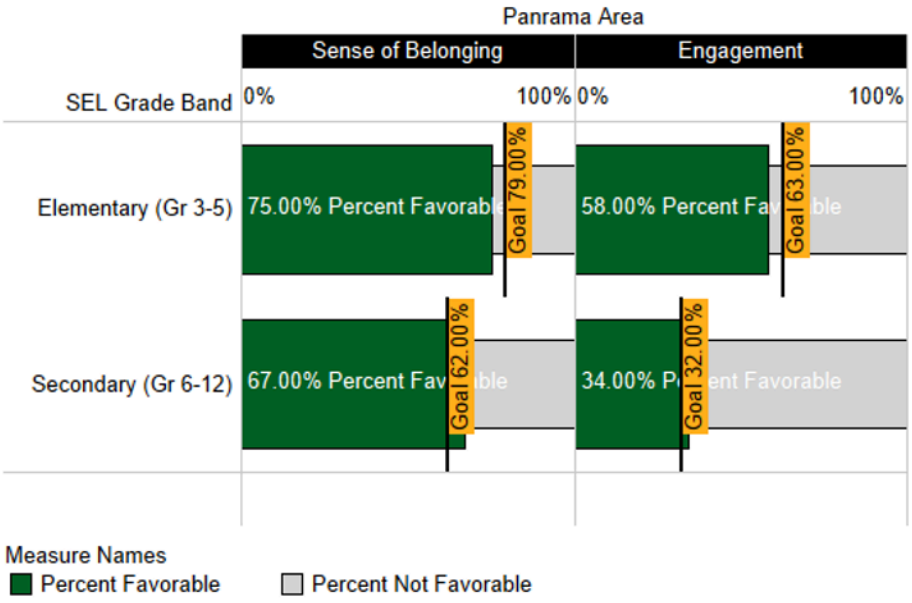
2025-2026 Social Emotional Learning (SEL): Supporting Whole-Child Development



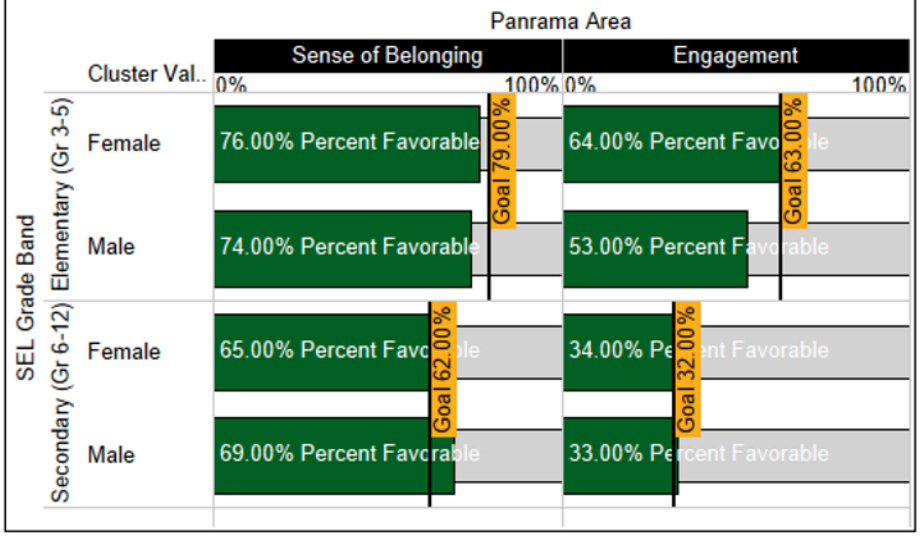
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Grade



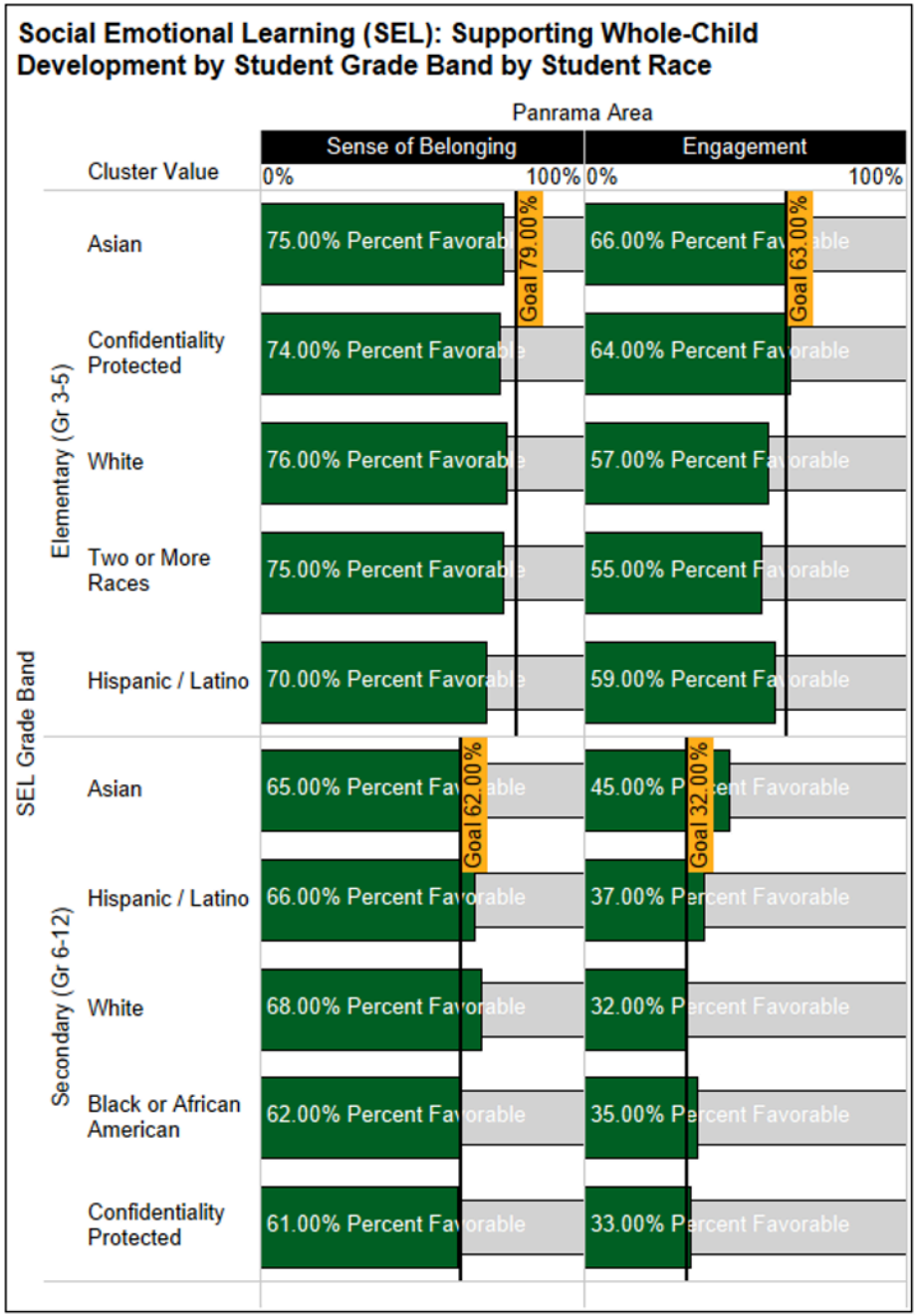
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band

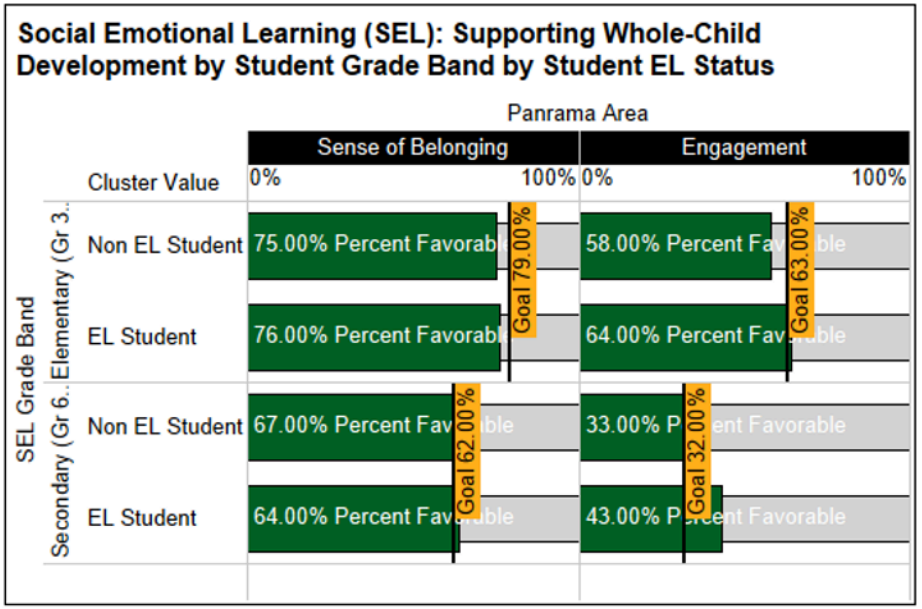


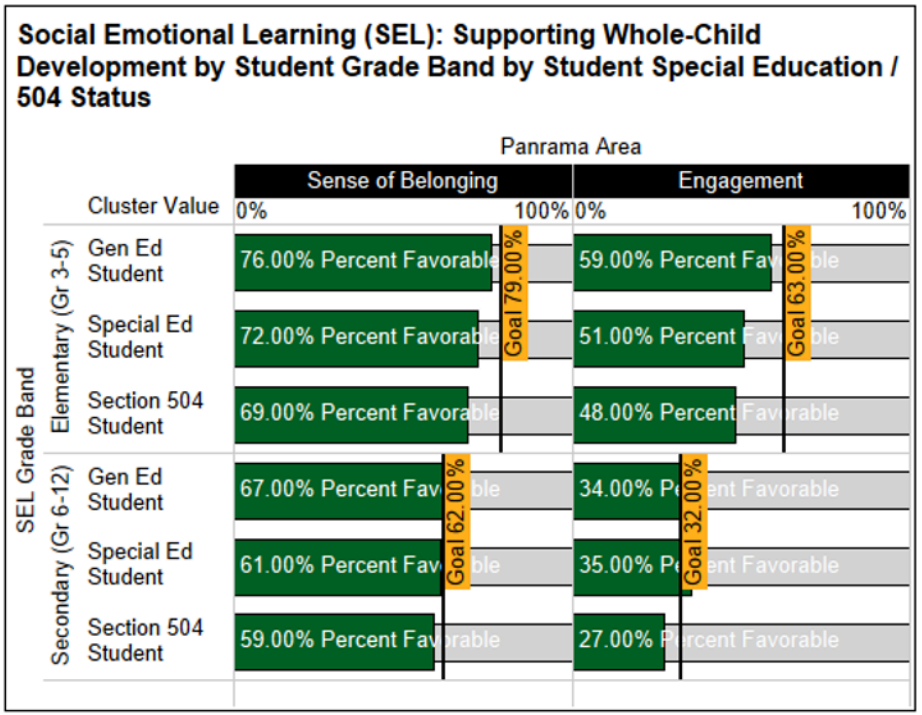
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Gender



Social Emotional Learning (SEL): Supporting Whole-Child Development Charts and Graphs 3-12 Cont.







SEL: Participation in Extra Curricular and/or Co-Curricular Activities

Rationale
Involvement in extracurricular and co-curricular activities further strengthens belonging and connection by providing opportunities to engage with peers and trusted adults in the Edina community. Extracurricular activities extend beyond the classroom based on student interests, while co-curricular activities are directly connected to and reinforce academic learning.

Data Elements
- Program participation data from Edina High School and Edina Community Education.
- Student demographic data for subgroup analysis.

2025-2027 Goals
By the Spring 2027 school year the percentage of students in grades 6-12 who participate in at least one cocurricular or extracurricular activity shall increase by 5 percentage points from 53% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

Students Participating in Co / Extra Curricular Activities Goal Progress

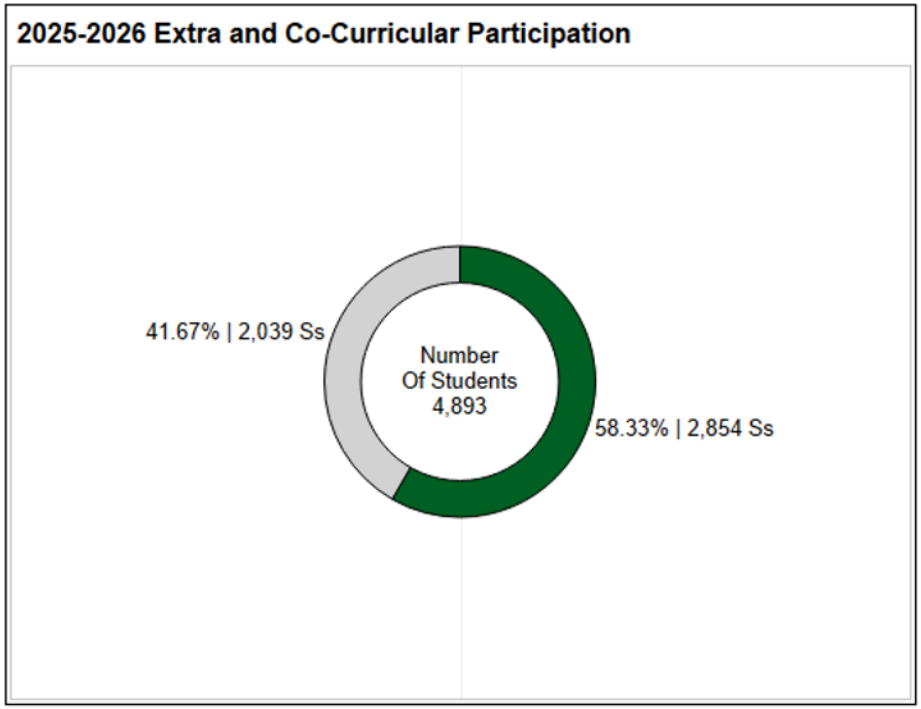
2025-2027 Goals

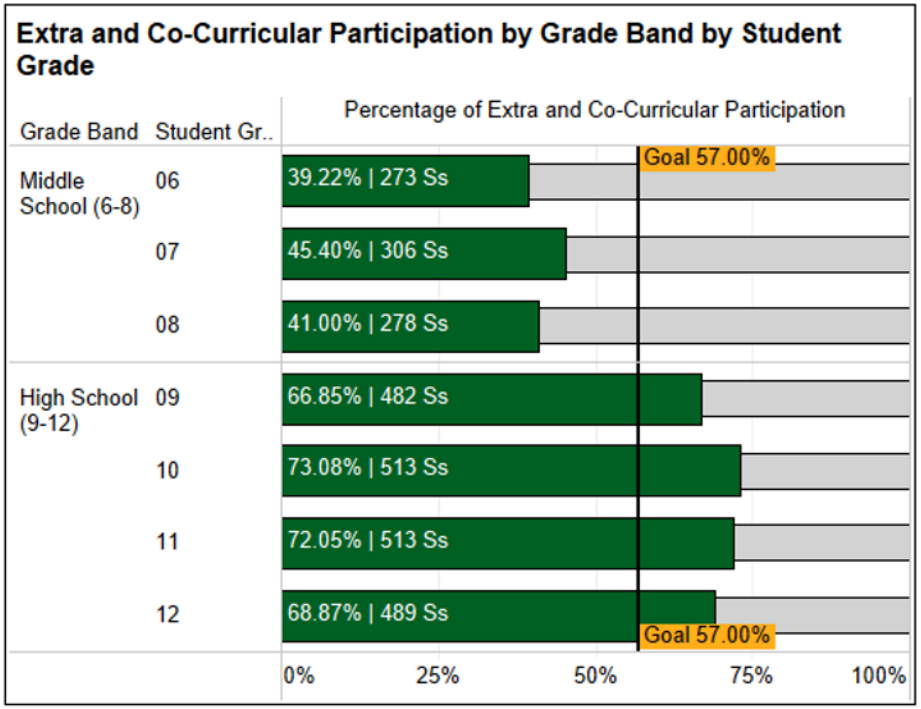
By the Spring 2027 school year the percentage of students in grades 6-12 who participate in at least one cocurricular or extracurricular activity shall increase by 5 percentage points from 53% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

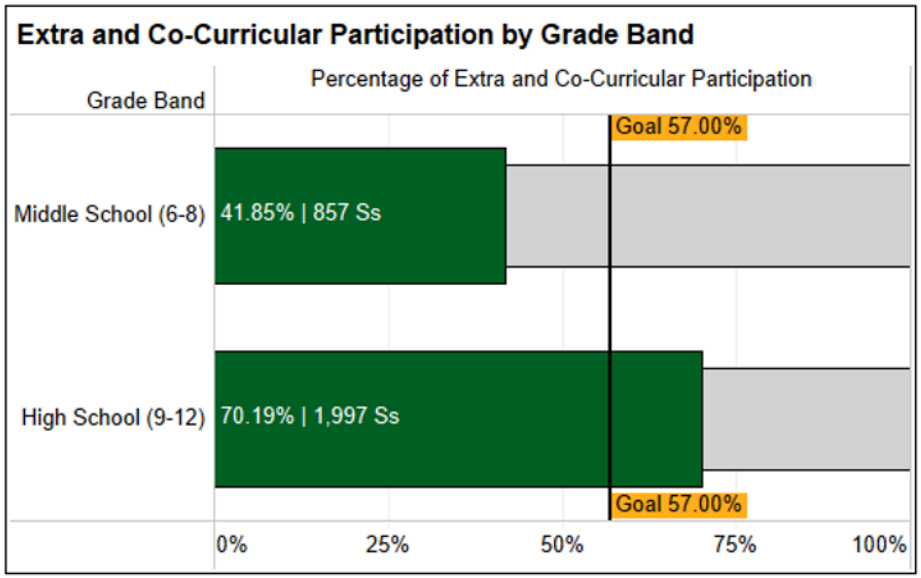
Goal Component	Goal	GradeBand Prof	Component Prof	2024-25 Baseline	GradeBand Prof	Component Prof	2025-26 Result	Change from LY	Status
Participation in Extra and Co-Curricular Middle School (6-8)	57%			34.06%			41.85%	7.79%	Positive Growth
Participation in Extra and Co-Curricular High School (9-12)	57%			66.62%			70.19%	3.57%	Goal Met

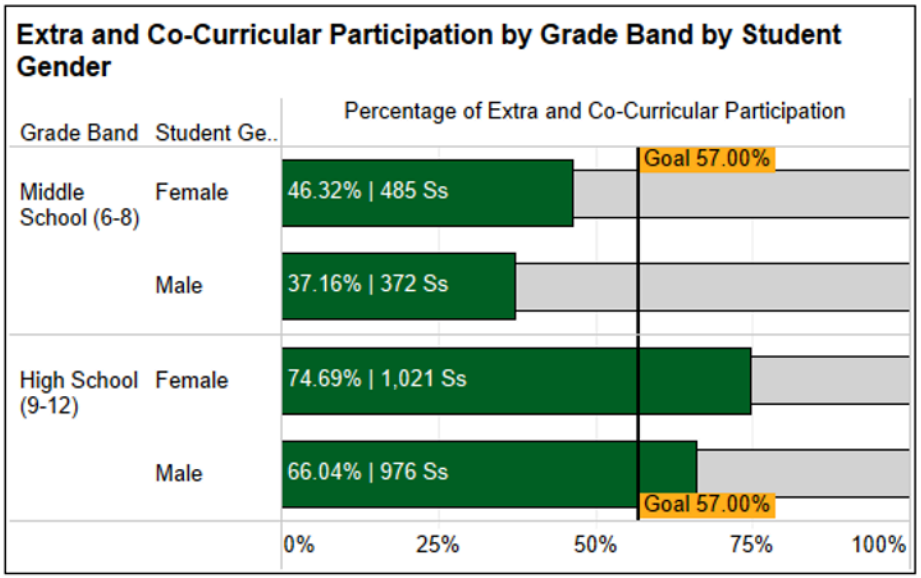
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

Students Participating in Co / Extra Curricular Activities Charts and Graphs





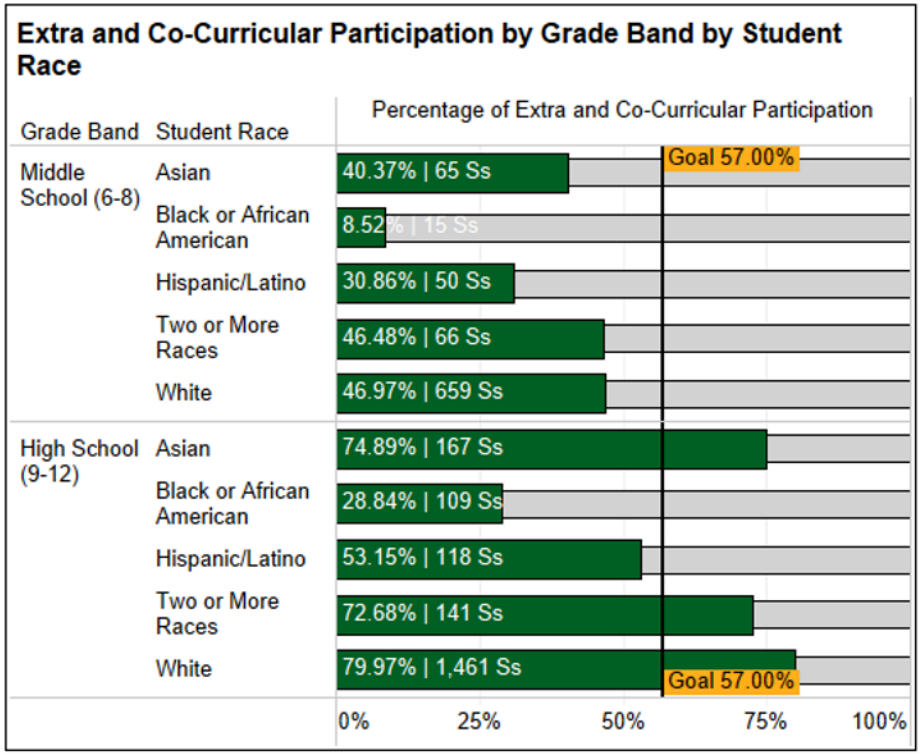


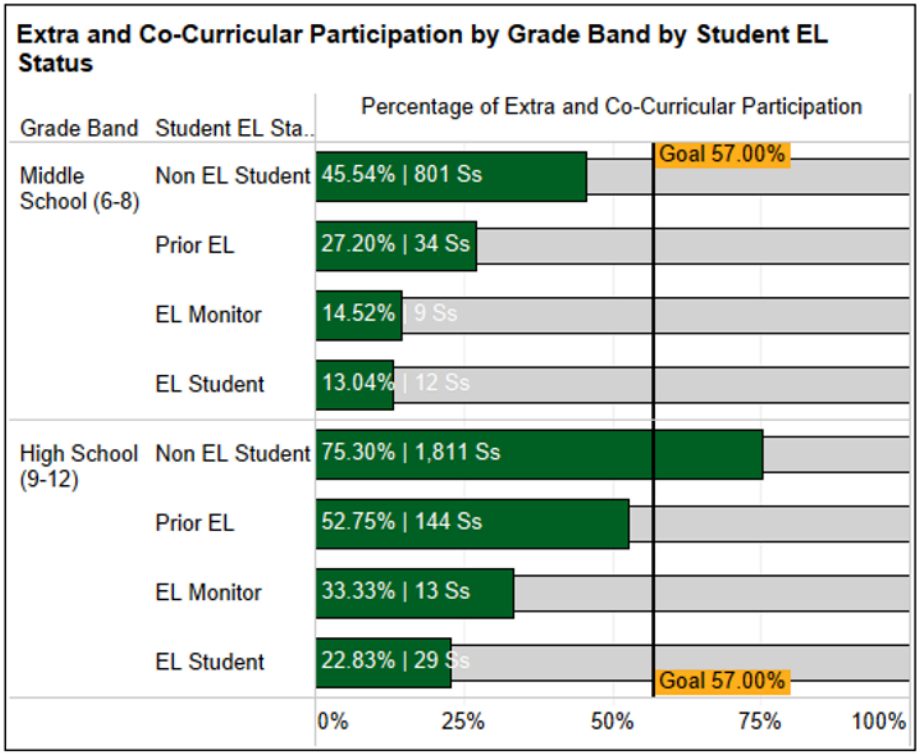


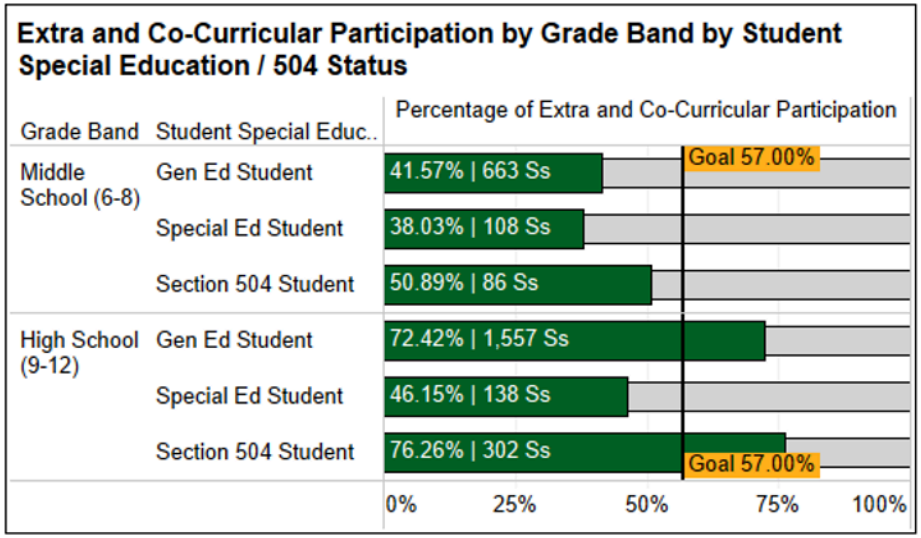
Extra / Co-Curricular Participation Status
Participating In Extra / Co-Curricular
Not Participating In Extra / Co-Curricular

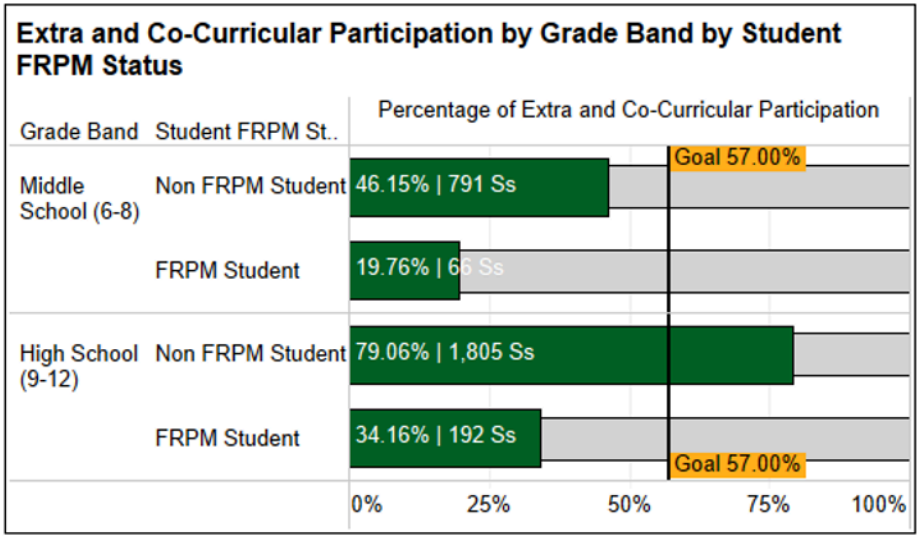
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Students Participating in Co / Extra Curricular Activities Charts and Graphs Cont.









Extra / Co-Curricular Participation Status

Participating In Extra / Co-Curricular Not Participating In Extra / Co-Curricular

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

Acceleration and Advanced Classes Within the Talent Development Framework

Rationale
Measuring the growth and mastery of students in Talent Development and advanced coursework ensures the district is effectively nurturing the abilities of high-potential learners. Accelerated and advanced courses provide rigorous, fast-paced, or in-depth learning experiences that prepare students for future academic success, including college-level expectations within the Edina Talent Development Framework. These opportunities are essential for challenging students who demonstrate advanced reasoning skills, while also ensuring equitable access and support so that each and every learner can discover their possibilities and thrive. Tracking participation and success in these courses helps the district evaluate both the effectiveness of programming and the extent to which students are being supported to reach their optimal growth.

In tracking participation it is important to recognize that participation rates will naturally differ across grade levels. At the elementary level, students are still undergoing significant developmental changes, and the entire Talent Development Framework is intentionally used to explore the best instructional matches for each learner. Because of this, participation numbers at this stage are and should be lower. When this foundation is implemented thoughtfully, students gain the confidence, skills, and awareness of their strengths that prepare them for more formalized acceleration. As students move into middle school and high school, where they begin to self-select into advanced and accelerated courses, participation rates increase. This progression demonstrates the effectiveness of elementary programming.

Data Elements
- End-of-the year ELA grade (4-12) for students in Accelerated and/or Advance ELA Classes.
- End-of-the year Math grades for 3-12 students in Accelerated and/or Advance Math Classes.
- Student participation rates in Talent Development programs.
- Student demographic data.

2025-2027 Goals

Participation Goal
By Spring 2027, Elementary participation in Accelerated classes will remain in the 22 to 25% range with Middle School participation in Accelerated and Advance classes increasing to 55% and High School participation in Accelerated and Advance classes increasing to 60% range.

**This goal will be monitored for equitable outcomes across all student subgroups.*

**This goal will also be reviewed during the 2025-26 review of Elementary Acceleration.*

Performance Goal English Language Arts
By Spring 2027, the percentage of students in advanced ELA courses in grades 4–8 who demonstrate literacy performance success measured by end of the year advanced course grades will increase from 87% to 90%.

Performance Goal Math
By Spring 2027, the percentage of students in advanced math courses in grades 3–8 who demonstrate math performance success measured by end of the year advanced course grades will increase from 90% to 93%.

***Note:** Due to building-level variations in how accelerated courses (talent development groups) were rostered in the student information system during the 2025–2026 school year, reported elementary participation rates (15.17%) reflect data capturing irregularities rather than a reduction in student services. Core classroom direct instruction through accelerated classroom (including 3rd and 4th grade advanced math) occurred across all elementary sites, but differed in local building course coding. The district's current Elementary Acceleration Review is establishing standardized, systemwide rostering protocols to ensure accurate, consistent data reporting across all buildings moving forward.*

TD Participation Goal Update

2025-2027 Goals
Participation Goal
By Spring 2027, Elementary participation in Accelerated classes will remain in the 22 to 25% range with Middle School participation in Accelerated and Advance classes increasing to 55% and High School participation in Accelerated and Advance classes increasing to 60% range.
*This goal will be monitored for equitable outcomes across all student subgroups.
*This goal will also be reviewed during the 2025-26 review of Elementary Acceleration.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Elementary (K-5) *2025-26 Decrease Due to Rostering Irregularities.	25.00%			21.87%			15.17%	-6.70%	Participation Decline
Middle School (6-8)	55.00%			49.46%			50.05%	0.59%	Participation Growth
High School (9-12)	60.00%			55.38%			59.23%	3.88%	Participation Growth

The Change from LY is calculated by the difference of the current period and the previous period. A positive number represents Growth, a negative number represents Decline

TD Participation Goal Update Cont.

2025-2027 Goals
Performance Goal English Language Arts
By Spring 2027, the percentage of students in advanced ELA courses in grades 4–8 who demonstrate literacy performance success measured by end of the year advanced course grades will increase from 87% to 90%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Elementary (4-5)	90.00%			100.00%			100.00%	0.00%	Goal Met
Middle School (6-8)	90.00%			85.67%			83.04%	-2.63%	Proficiency Decline
High School (9-12)	90.00%			91.88%			90.36%	-1.52%	Goal Met

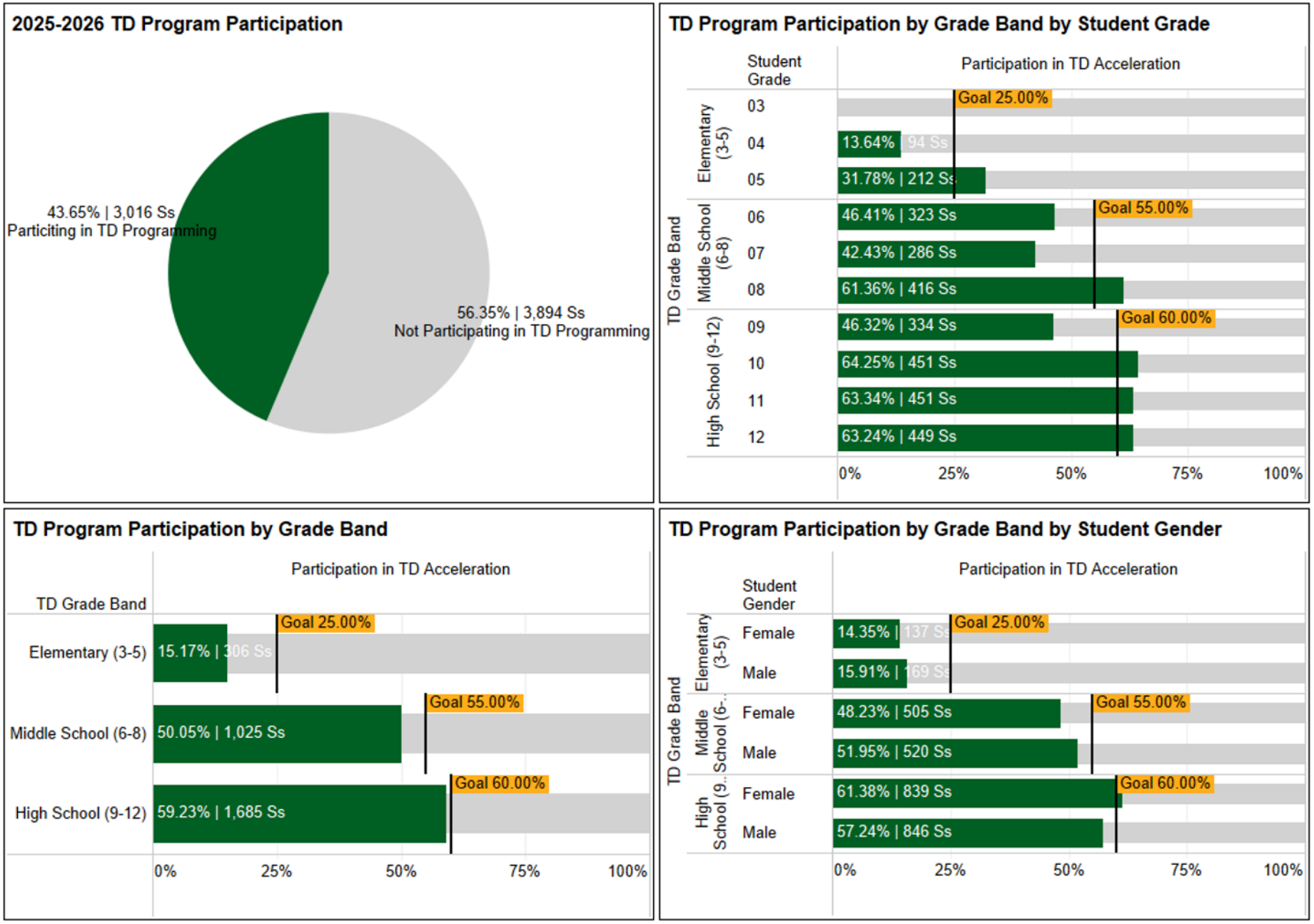
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

2025-2027 Goals
Performance Goal Math
By Spring 2027, the percentage of students in advanced math courses in grades 3–8 who demonstrate math performance success measured by end of the year advanced course grades will increase from 90% to 93%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Elementary (4-5)	93.00%			100.00%			99.39%	-0.61%	Goal Met
Middle School (6-8)	93.00%			89.62%			85.78%	-3.84%	Proficiency Decline
High School (9-12)	93.00%			70.96%			74.59%	3.63%	Proficiency Growth

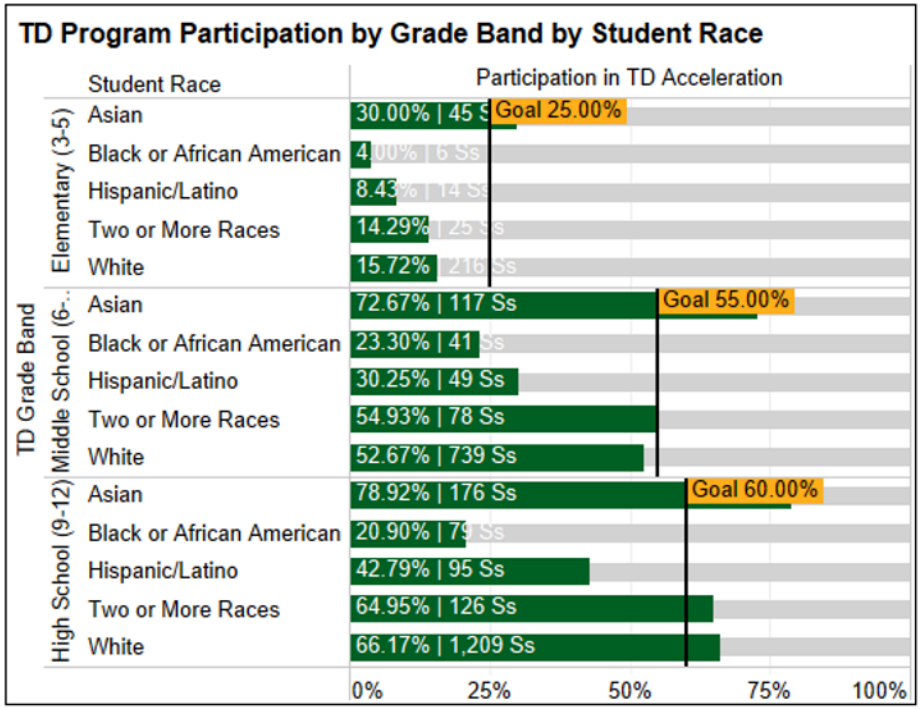
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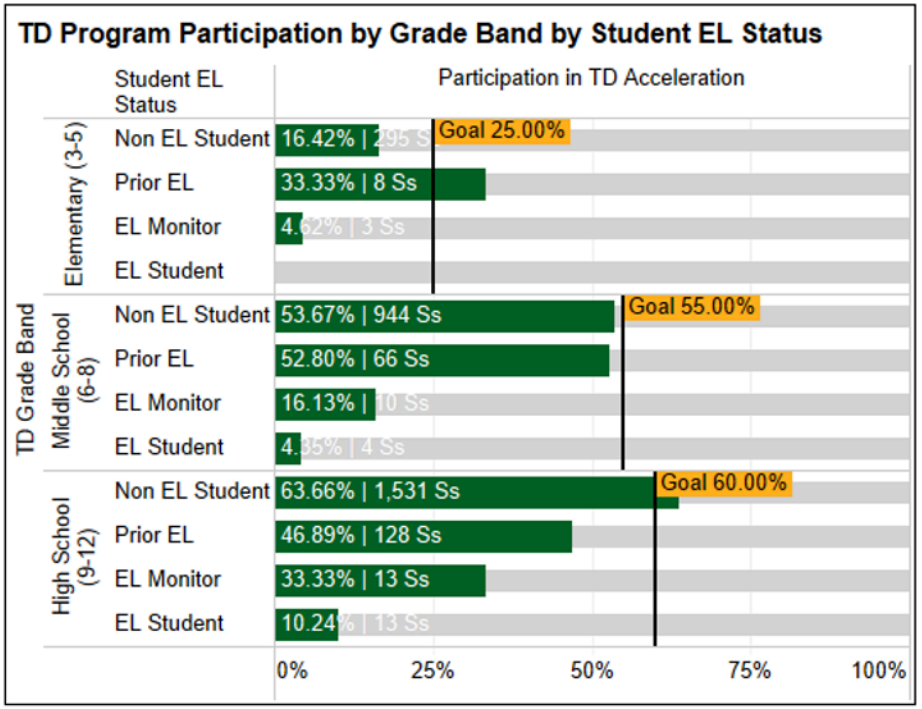
TD Participation: **2025-26 Elementary Data Reflects Rostering Irregularities*

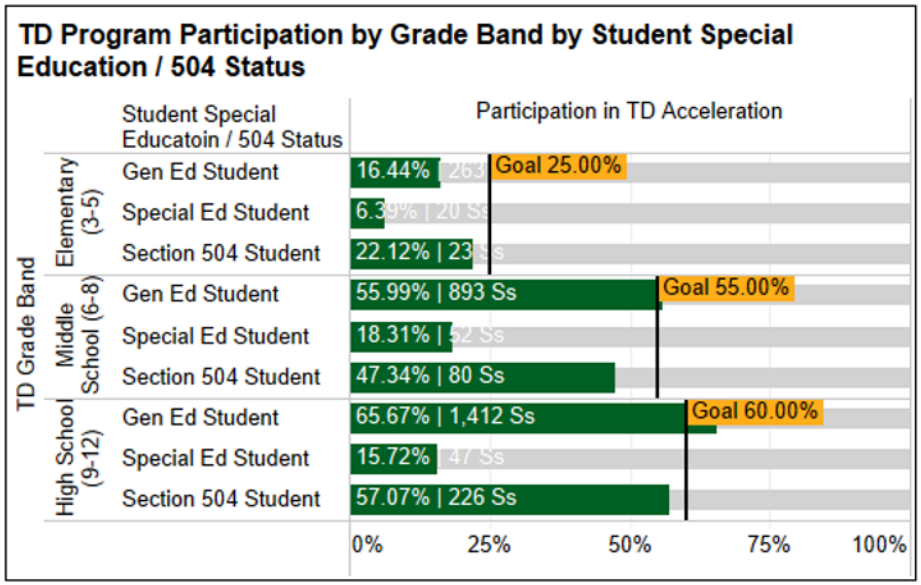


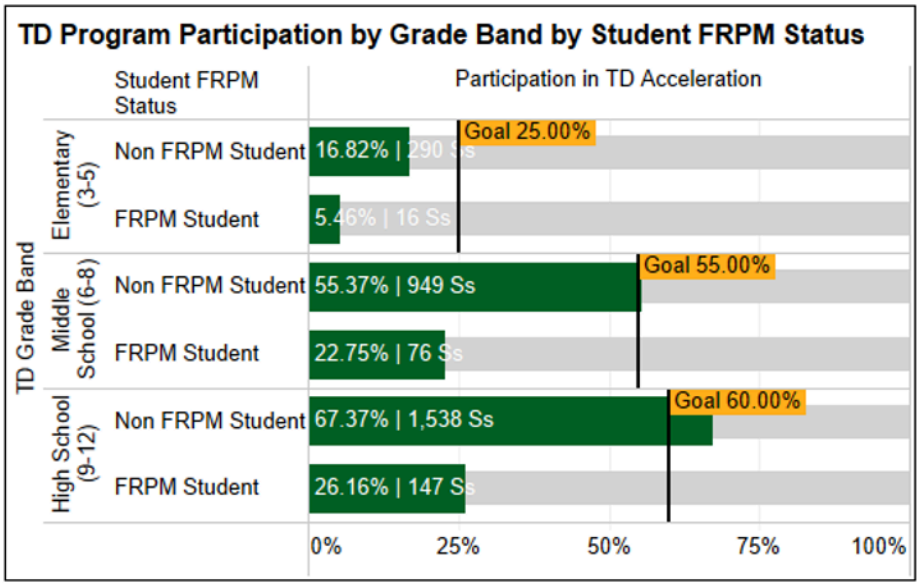
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TD Participation Cont. **2025-26 Elementary Data Reflects Rostering Irregularities and is Inaccurate*







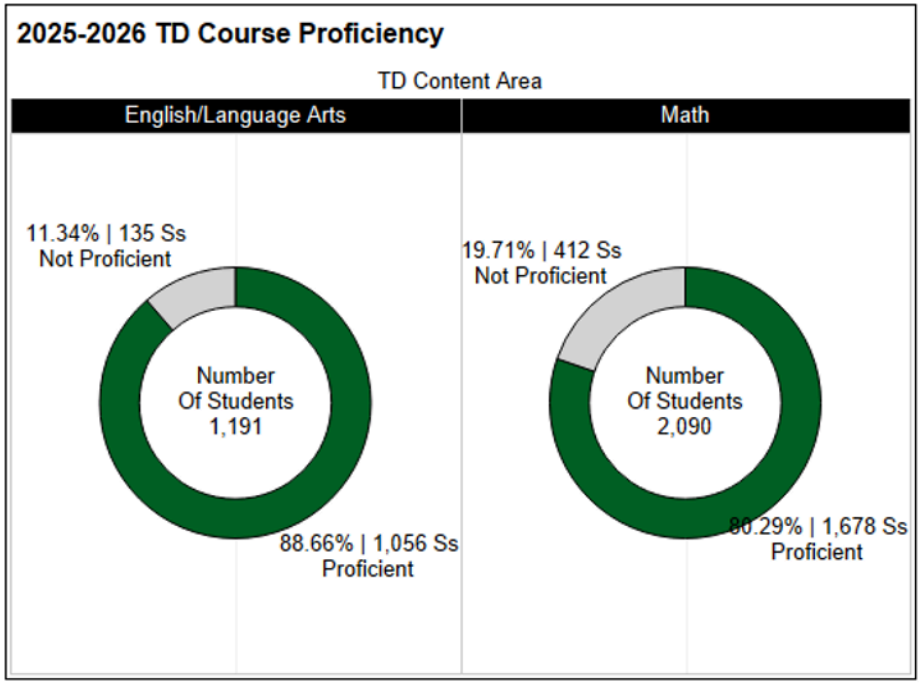


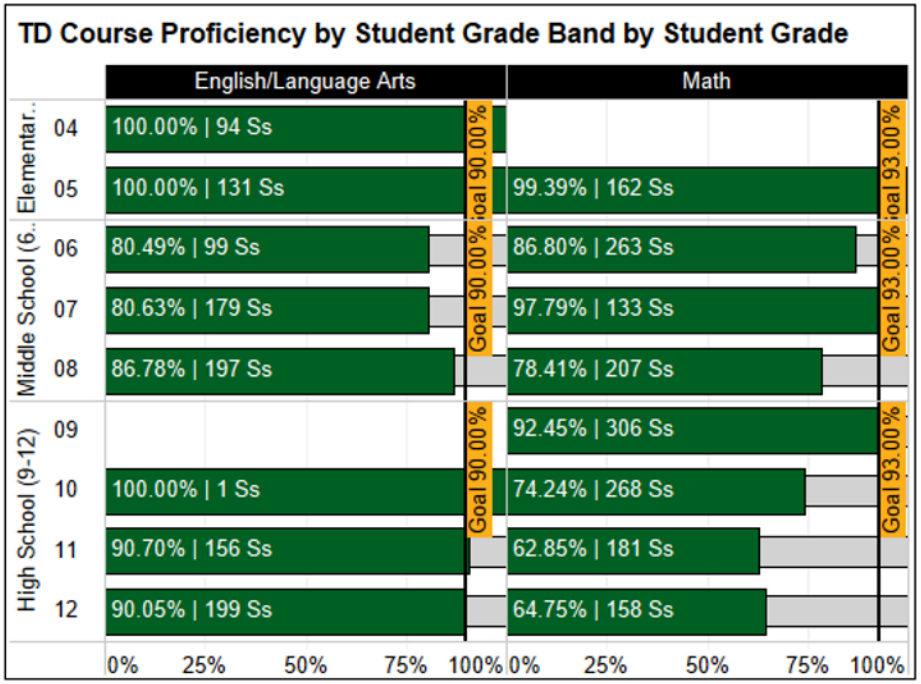
TD Course Participation

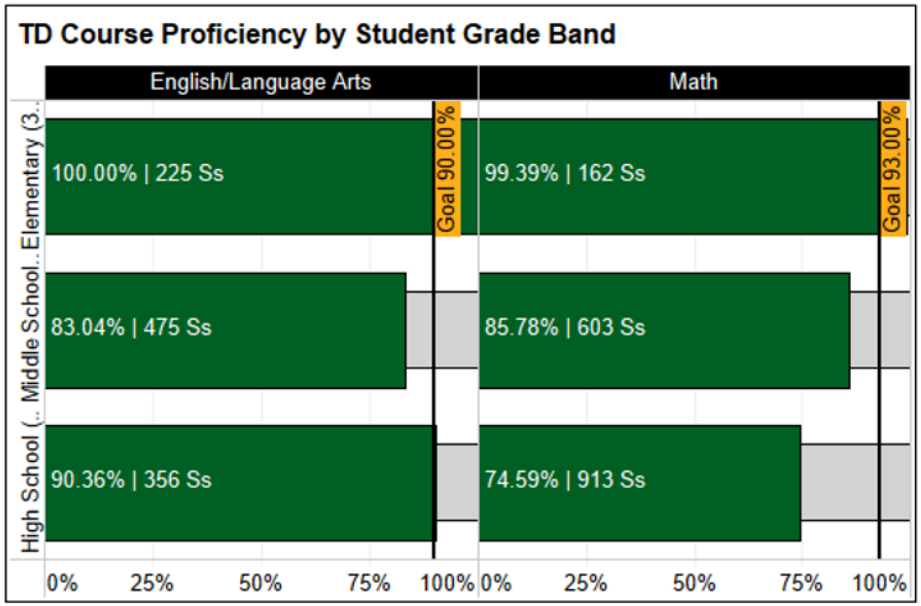
Particiting in TD Programming Not Participating in TD Programming

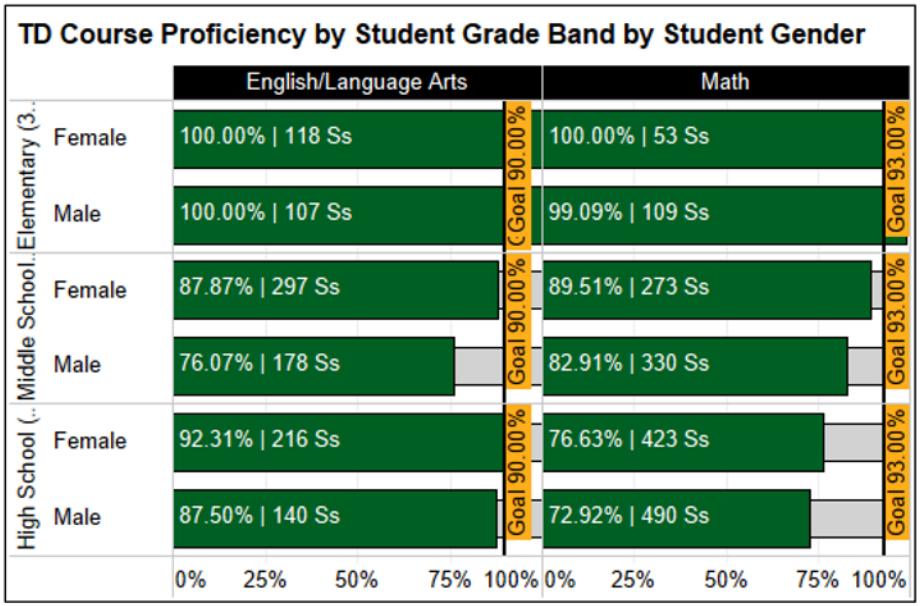
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TD Program Participation in Accelerated Courses Charts and Graphs: **2025-26 Elementary Data Reflects Rostering Irregularities and is Inaccurate*







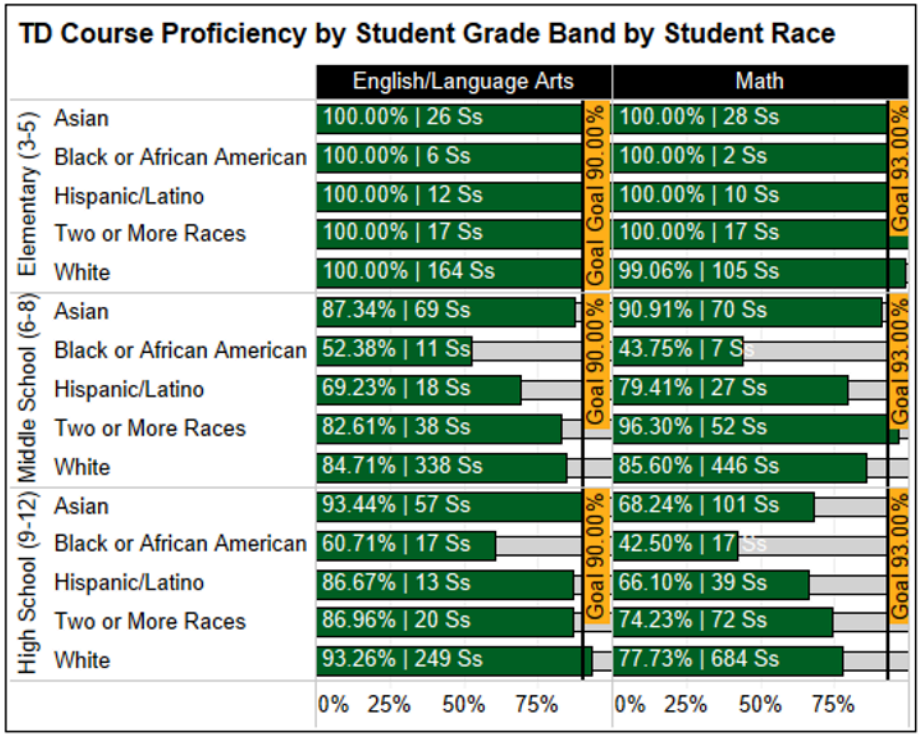


TD Course Proficiency
Proficient Not Proficient

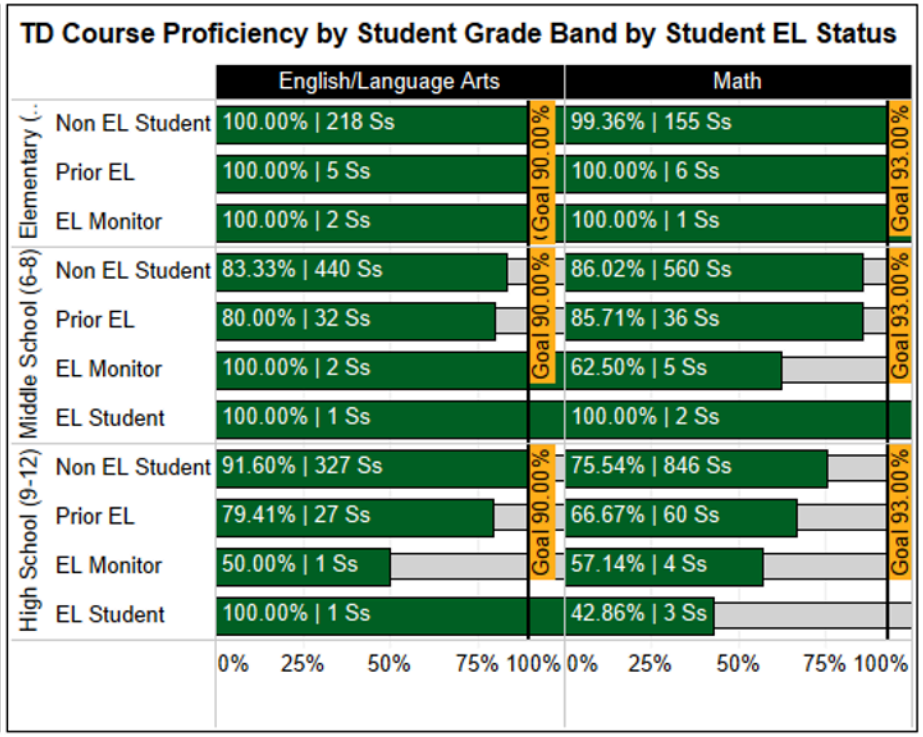
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

TD Program Participation in Accelerated Courses Charts and Graphs Cont.

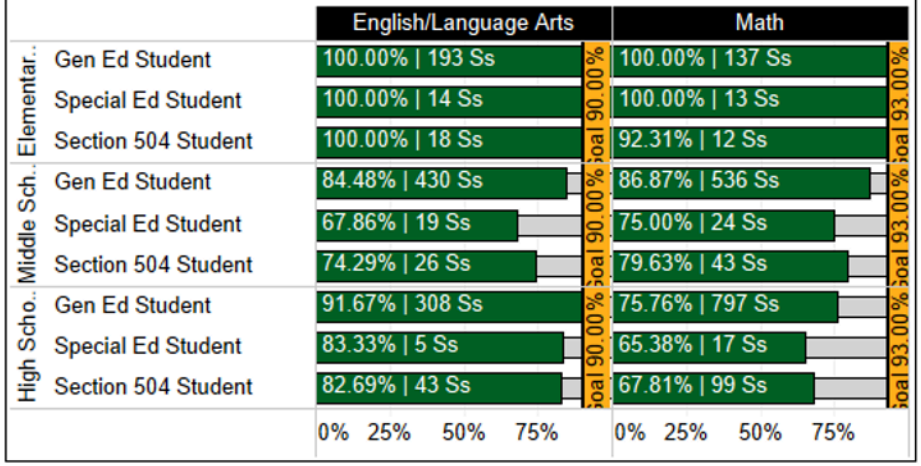
TD Course Proficiency by Student Grade Band by Student Race



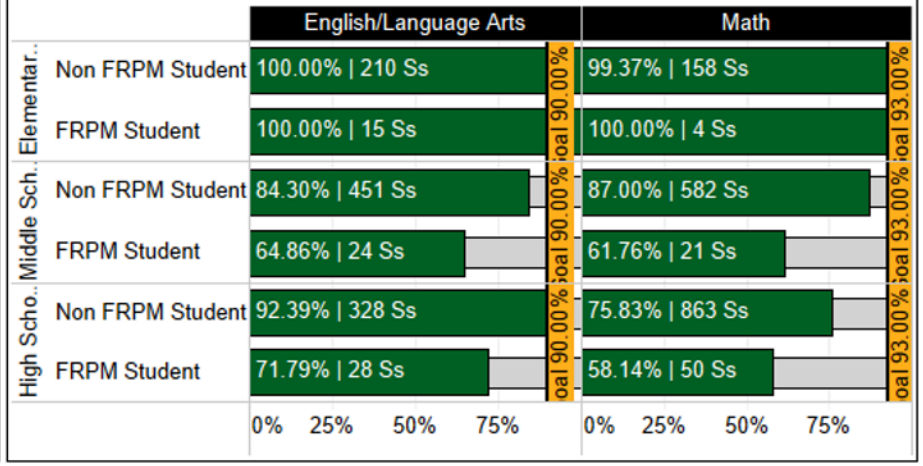
TD Course Proficiency by Student Grade Band by Student EL Status



TD Course Proficiency by Student Grade Band by Student Special Education / 504 Status



TD Course Proficiency by Student Grade Band by Student FRPM Status



TD Course Proficiency

Proficient Not Proficient

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Special Education Learners

Rationale

This goal is critical for ensuring that Tier 1 instruction, in conjunction with individualized supports, is effectively addressing the unique learning needs of students with disabilities. Measuring progress on IEP goals directly reflects the district's commitment to providing a Free Appropriate Public Education (FAPE). It ensures that these students are making meaningful academic and functional gains within the general education environment and that success extends to classroom, state, and national assessments.

Data Elements

- IEP goal attainment records.
- Students are classified as Making Adequate Progress or Meeting Goals if they make Adequate Progress or Meet 80% of their Academic Goals.
- Student demographic data for subgroup analysis (to ensure comprehensive reporting on this subgroup).

2025-2027 Goals

By the Spring of 2027, maintain the percentage of E–12 students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals at or above 97.48%.

Special Education Learners Data Metrics Goal Progress

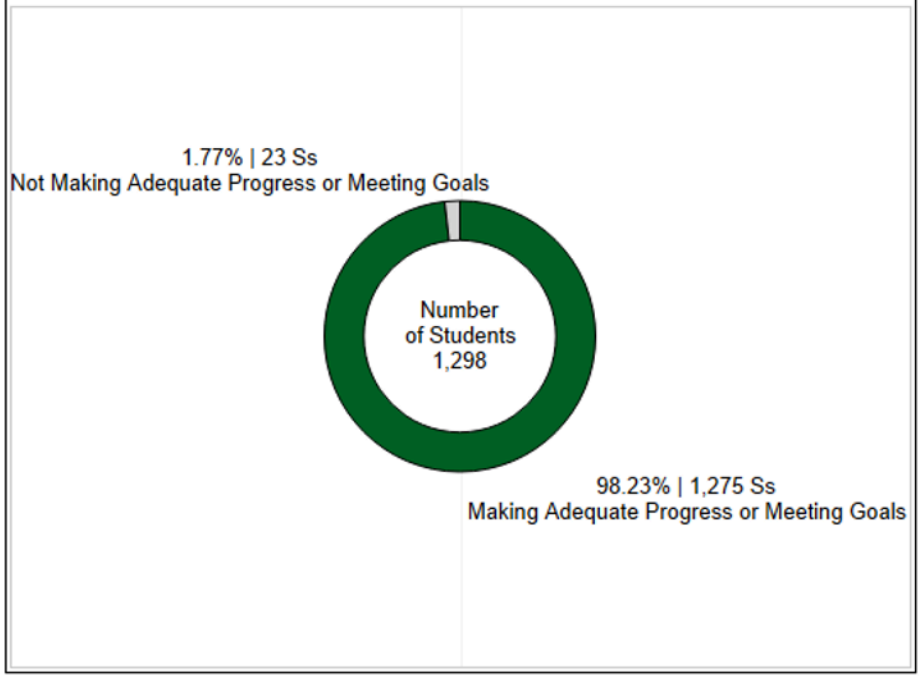
2025-2027 Goals
By the Spring of 2027, maintain the percentage of E–12 students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals at or above 97.48%

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Early Learning and Family Center (ELFC)	97.48%			95.58%			97.03%	1.45%	Proficiency Growth
Elementary (K-5)	97.48%			99.36%			99.68%	0.32%	Goal Met
Middle School (6-8)	97.48%			98.01%			98.59%	0.58%	Goal Met
High School (9-12)	97.48%			93.48%			95.29%	1.81%	Proficiency Growth

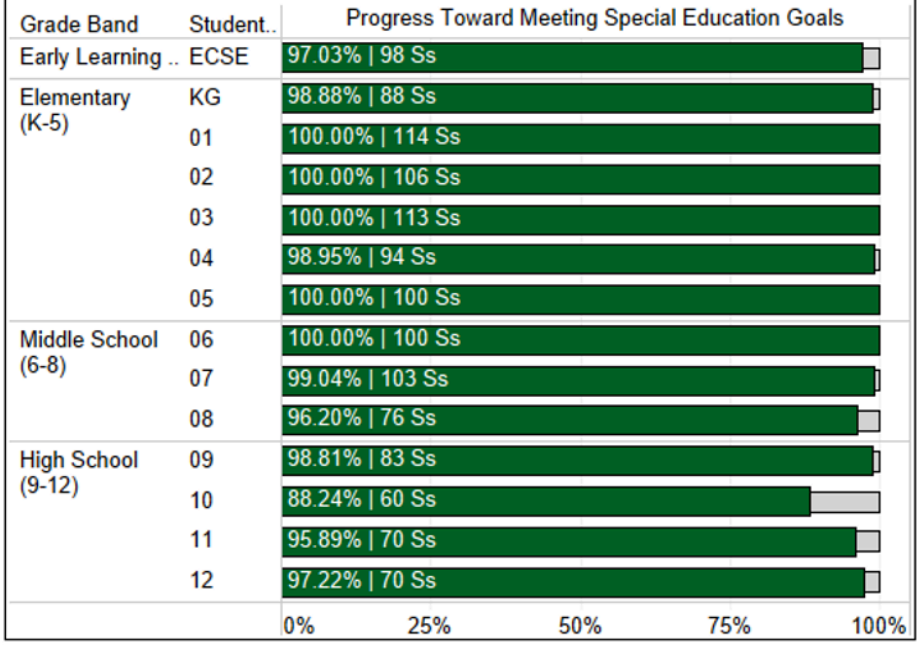
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Special Education Learners Data Metrics Charts and Graphs

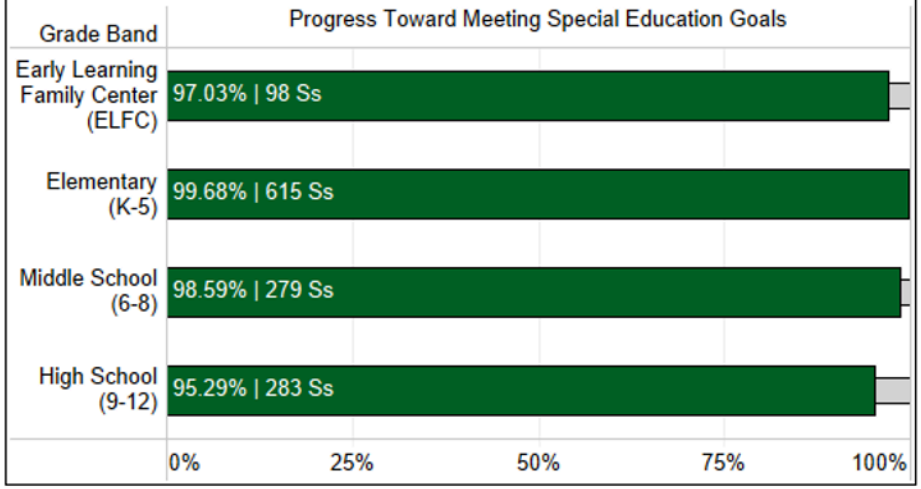
2025-2026 Progress Toward Meeting Academic Goals



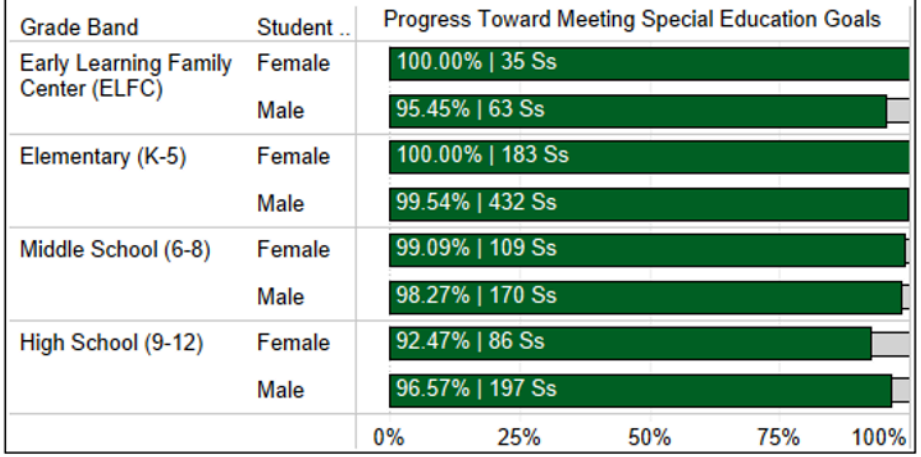
Progress Toward Meeting Academic Goals by Grade Band by Student Grade



Progress Toward Meeting Academic Goals by Grade Band



Progress Toward Meeting Academic Goals by Grade Band by Student Gender

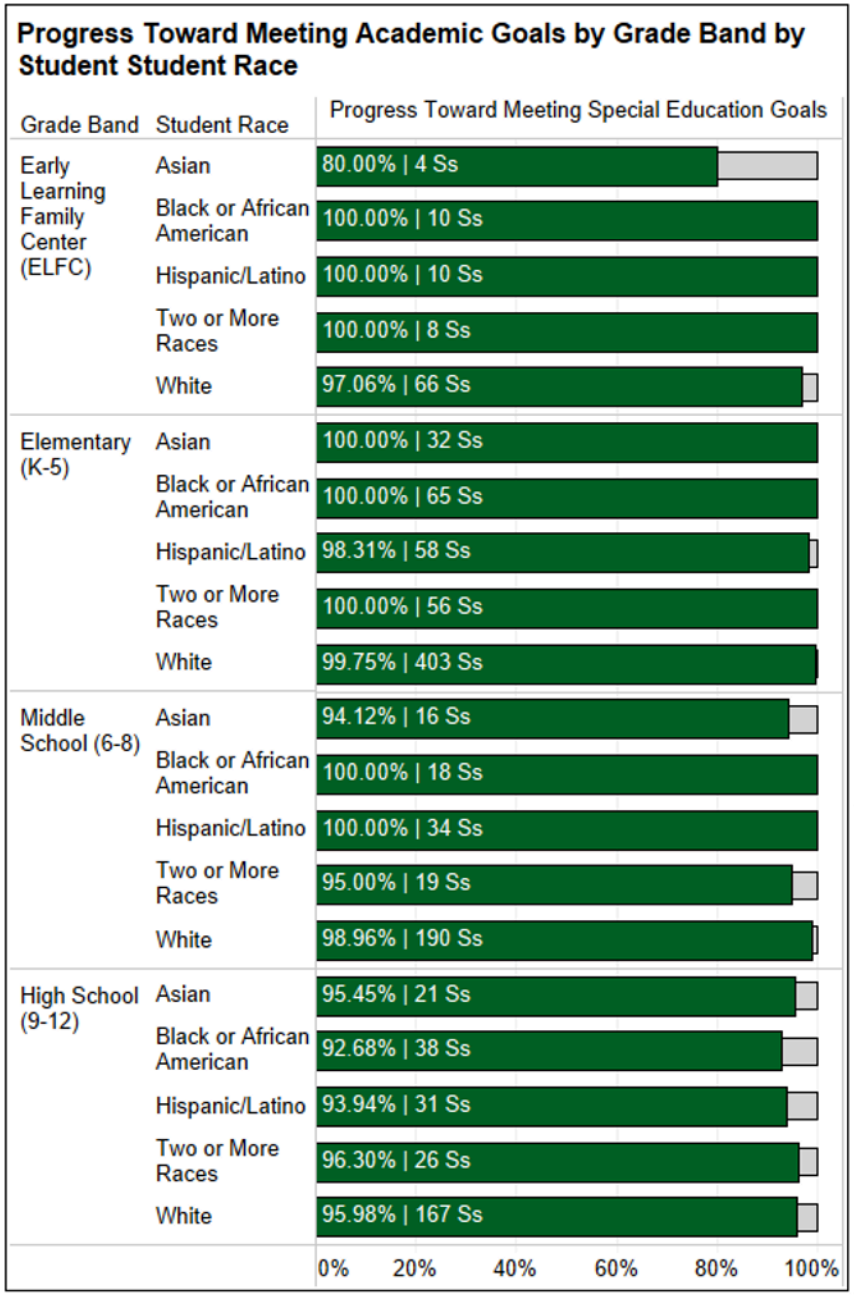


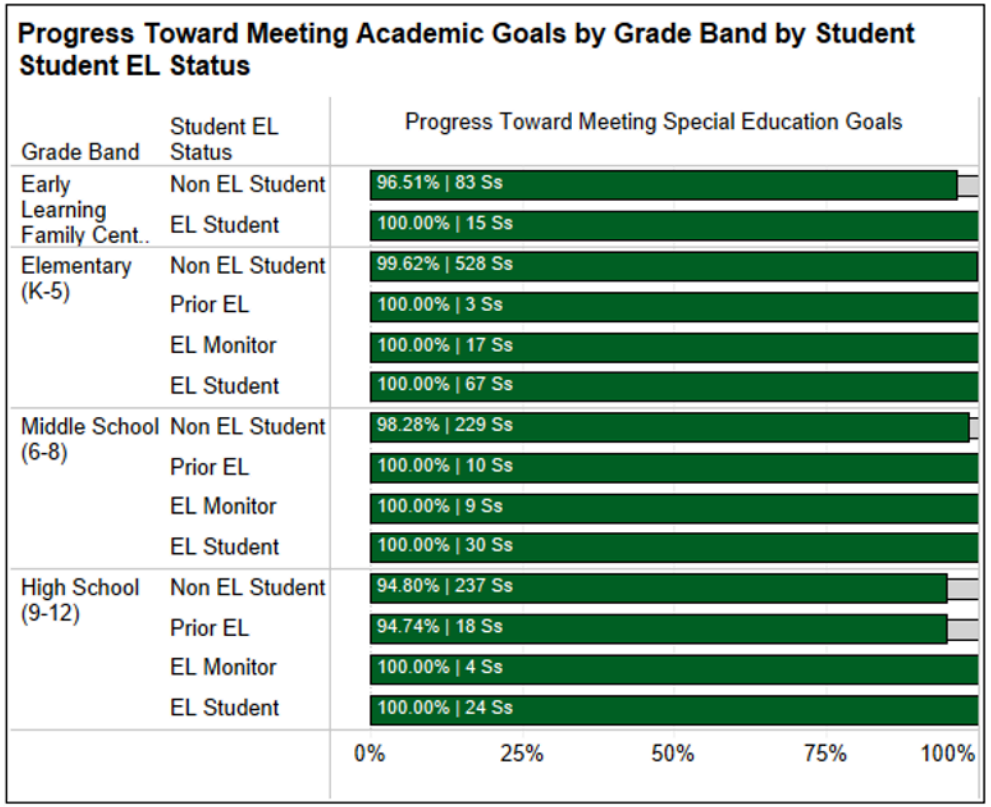
Meeting or Making Adequate Progress Toward IEP Goals

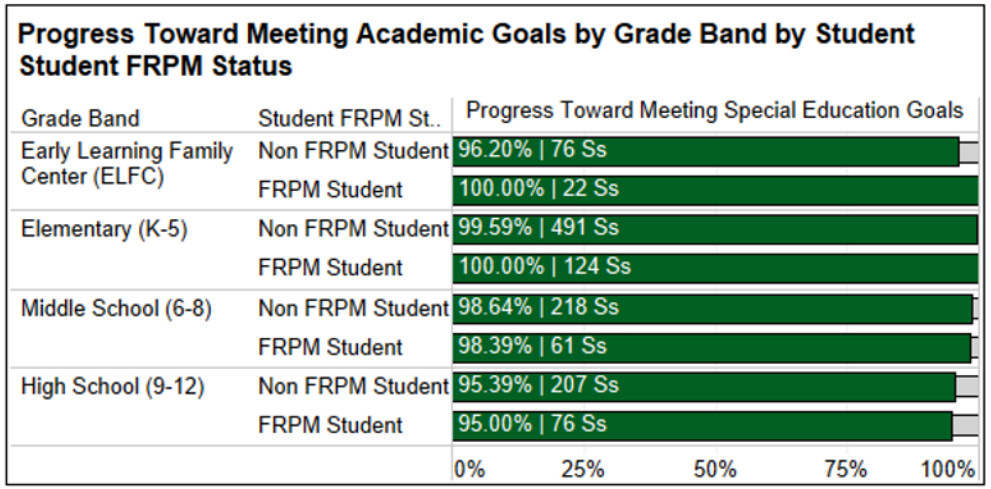
Making Adequate Progress or Meeting Goals Not Making Adequate Progress or Meeting Goals

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

Special Education Learners Data Metrics Charts and Graphs Cont.







Meeting or Making Adequate Progress Toward IEP Goals

Making Adequate Progress or Meeting Goals Not Making Adequate Progress or Meeting Goals

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

English Language Learners

Rationale

Ensuring that English Language Learners are making consistent progress in acquiring English proficiency is paramount for their academic success and full participation in the general education curriculum. This goal aligns with federal (ESSA) and state requirements, emphasizing the district's responsibility to support ELLs in developing the language skills necessary to access content and achieve academic standards.

Data Elements

- Minnesota Department of Education (MDE) provided growth metrics for ELLs (as per ESSA requirements).
    - A path to proficiency will be plotted for each student based on their initial ACCESS composite score and the grade they were in when they received that score. In general, older students and students with lower composite scores will have more time to achieve English language proficiency, while younger students and students with higher composite scores will be expected to achieve English language proficiency more quickly." https://education.mn.gov/MDE/dse/ESSA/Imp/MDE073106
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 the percentage of English Language Learners demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent School Districts (ISD) by the Minnesota Department of Education, in alignment with the Federal Every Student Succeeds Act (ESSA).

English Language Learners (ELLs) Data Metrics Goal Progress

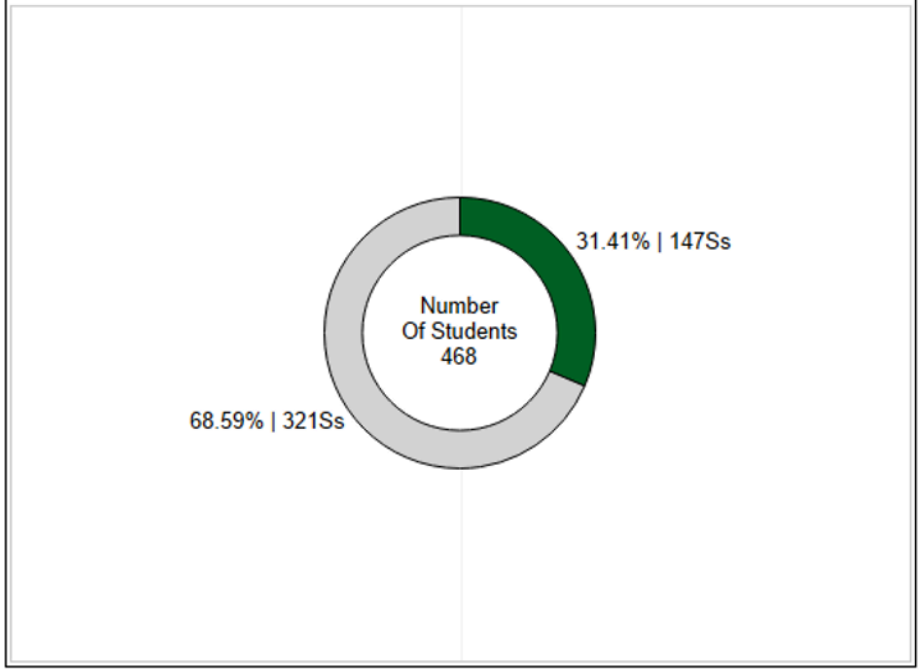
2025-2027 Goals
By Spring 2027 the percentage of English Language Learners demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent School Districts (ISD) by the Minnesota Department of Education, in alignment with the Federal Every Student Succeeds Act (ESSA).

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
EL Student Growth as Defined by the Minnesota Department of Education	43.00%			40.49%			31.41%	-9.08%	Proficiency Decline
EL Student Growth as Defined by the Minnesota Department of Education K-5	43.00%			59.91%			45.15%	-14.76%	Goal Met
EL Student Growth as Defined by the Minnesota Department of Education 6-8	43.00%			19.72%			18.68%	-1.04%	Proficiency Decline
EL Student Growth as Defined by the Minnesota Department of Education 9-12	43.00%			17.09%			8.26%	-8.83%	Proficiency Decline

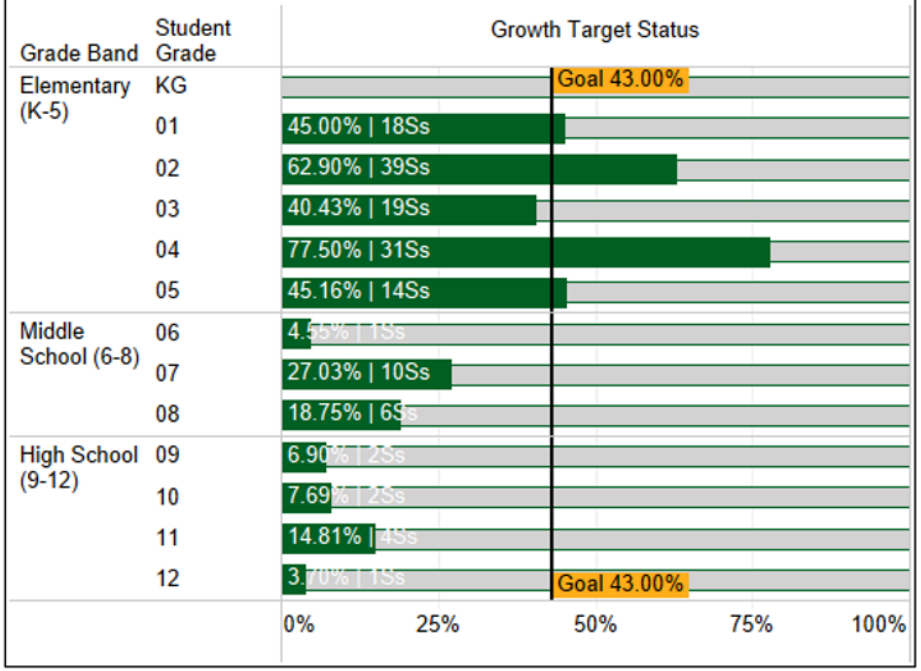
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

English Language Learners (ELLs) Data Metrics Charts and Graphs

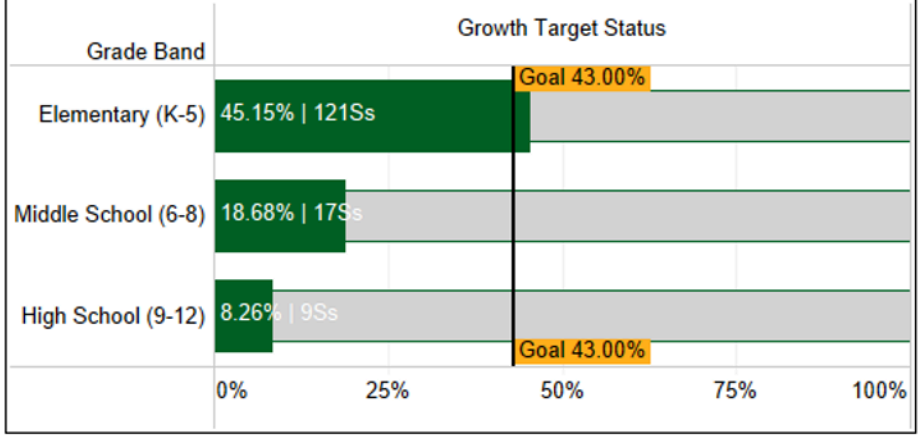
2025-2026 EL Student Growth as Defined by the MInnesota Department of Education (MDE)



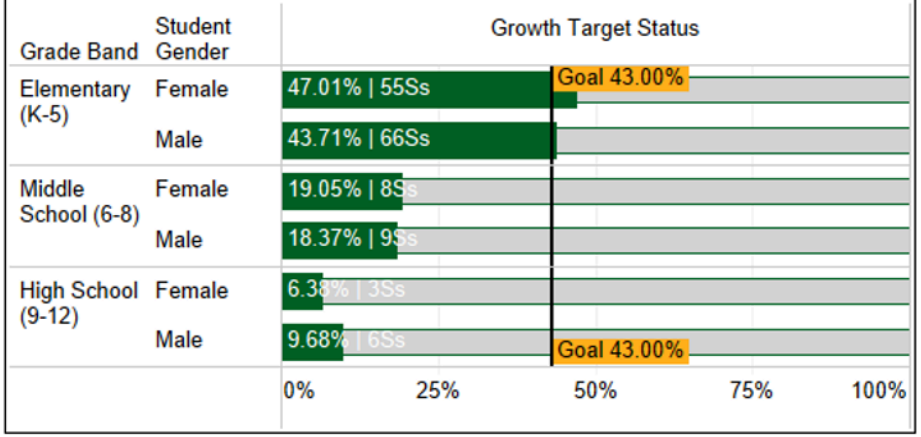
EL Student Growth as Defined by the MInnesota Department of Education (MDE) by Grade Band by Student Grade



EL Student Growth as Defined by the MInnesota Department of Education (MDE) by Grade Band



EL Student Growth as Defined by the MInnesota Department of Education (MDE) by Grade Band by Student Gender



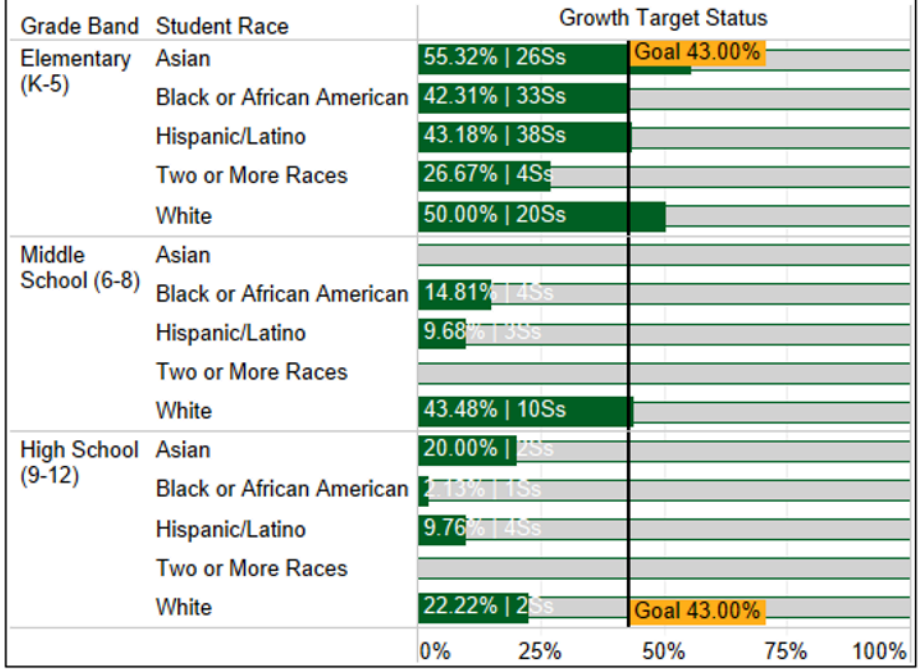
EL Growth Target Status

Growth Target Met Growth Target Not Met

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

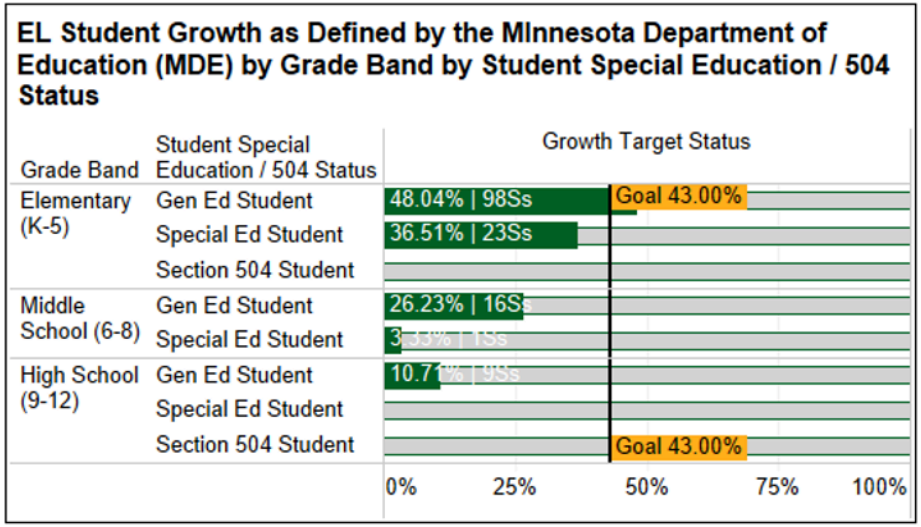
English Language Learners (ELLs) Data Metrics Charts and Graphs Cont.

EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Race

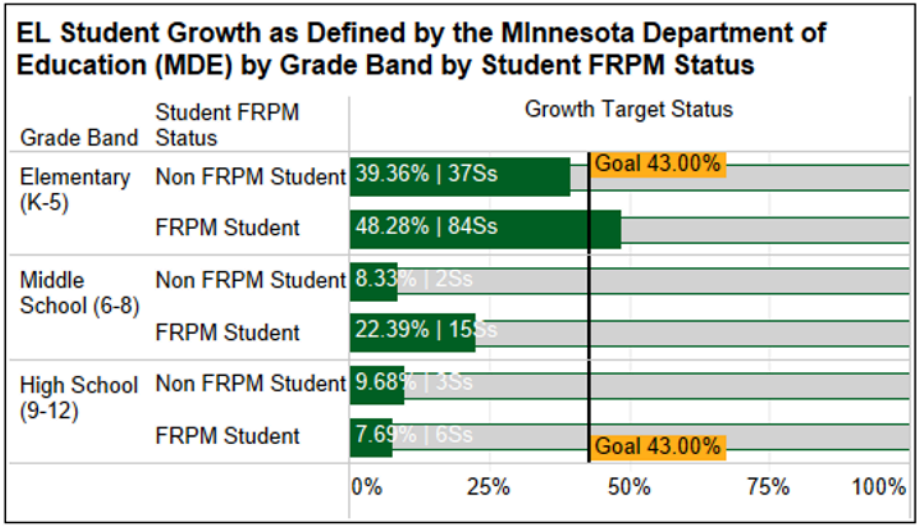


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EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Special Education / 504 Status



EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student FRPM Status



EL Growth Target Status

Growth Target Met Growth Target Not Met

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

ACCESS for ELLs Reading and Writing Domain Growth

Rationale
Research in language acquisition shows that listening and speaking skills typically develop first for English Language Learners, while reading and writing domains are the areas that hold many students back from exiting EL services and achieving English proficiency as defined by WIDA ACCESS. Data consistently shows reading and writing domains remain the most challenging areas for student growth across all grade levels.

Data Elements
- WIDA ACCESS sub-domain scores of reading and writing
- Student demographic data for subgroup analysis.

2025-2027 Goals
By Spring 2027 the percentage of English Language Learners (ELL) demonstrating positive growth from the prior year on the Reading and Writing domains of the ACCESS for ELLs assessment will increase 2% points from 83% to 85%.

ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Goal Progress

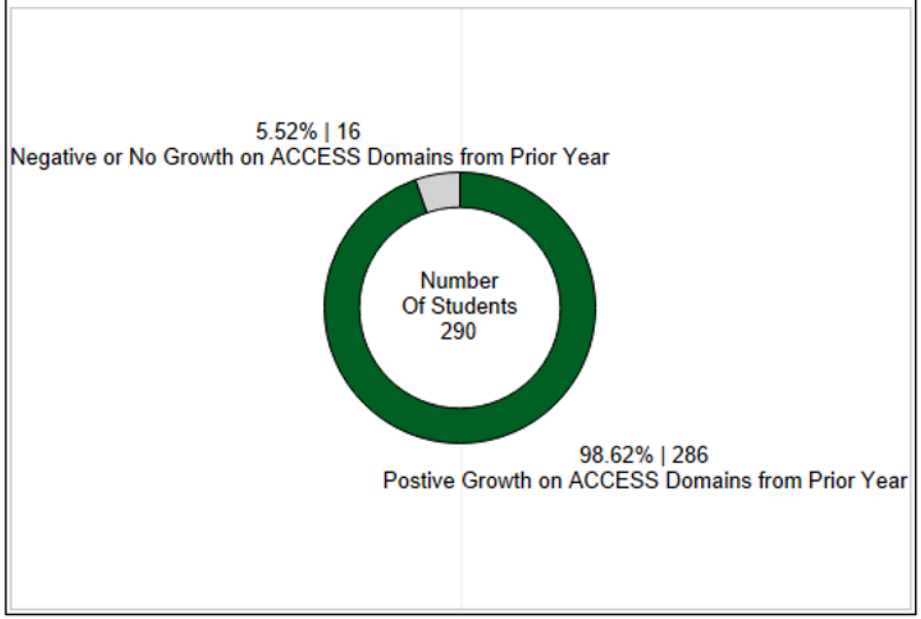
2025-2027 Goals
By Spring 2027 the percentage of English Language Learners (ELL) demonstrating positive growth from the prior year on the Reading and Writing domains of the ACCESS for ELLs assessment will increase 2%
points from 83% to 85%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
All English Language Learning (ELL) Students	85.00%			83.00%			98.62%	15.62%	Goal Met

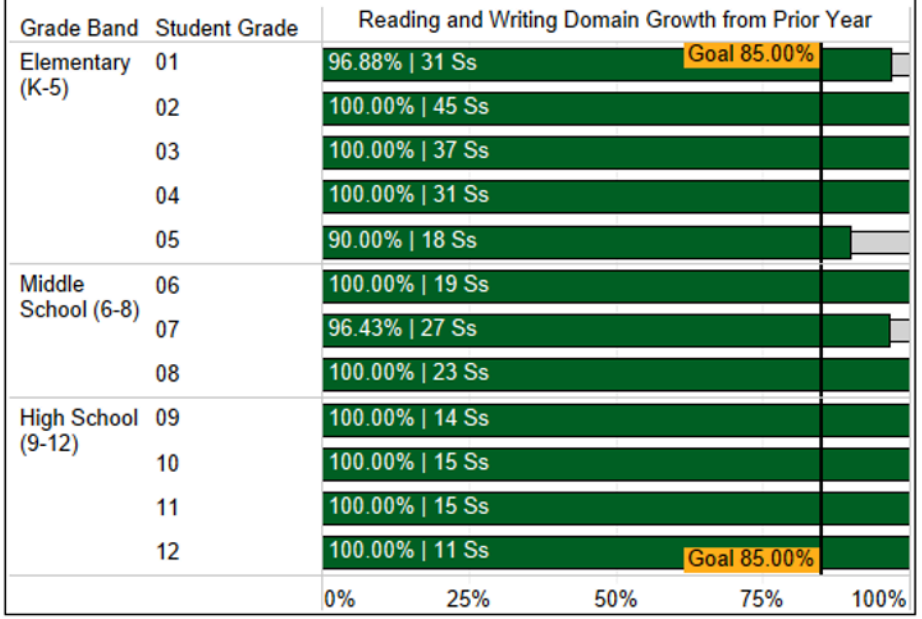
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs

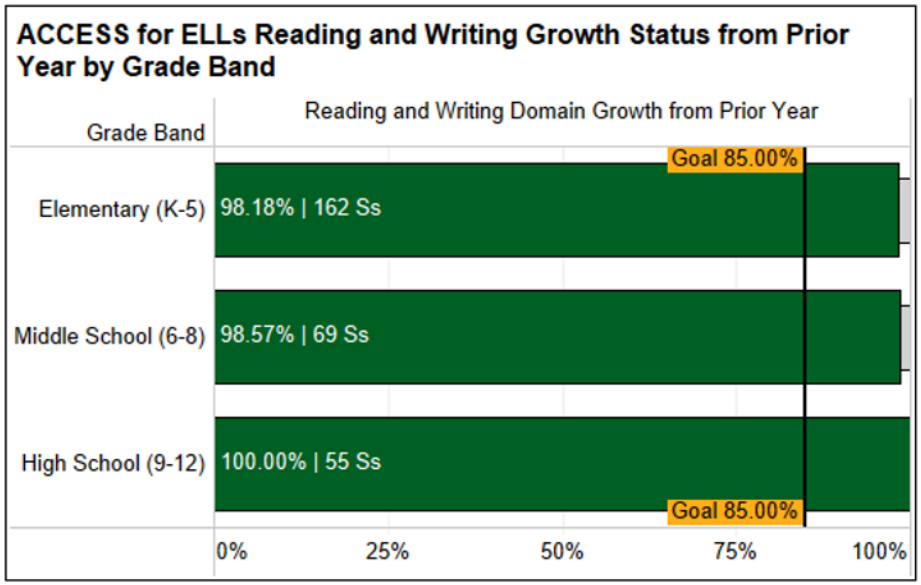
2025-2026 ACCESS for ELLs Reading and Writing Growth Status from Prior Year



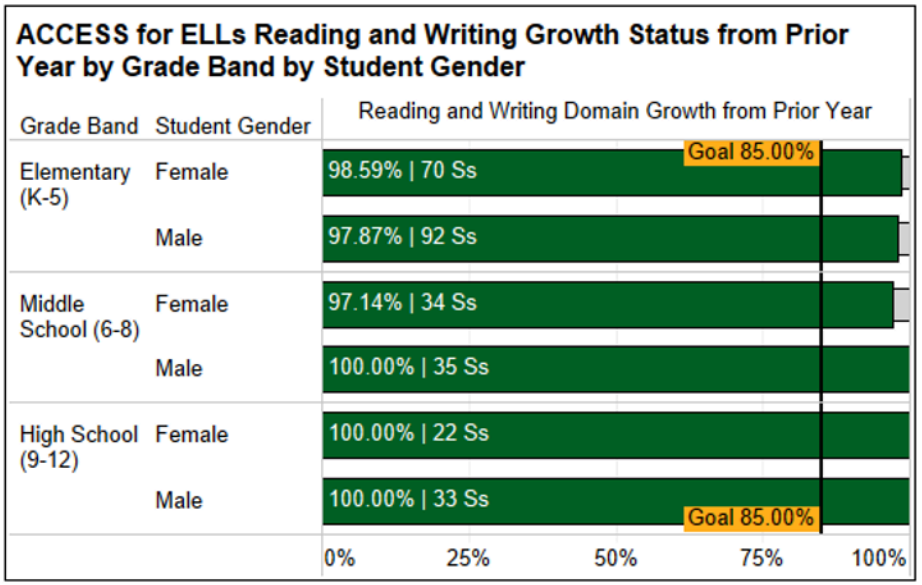
ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Grade



ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band



ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Gender



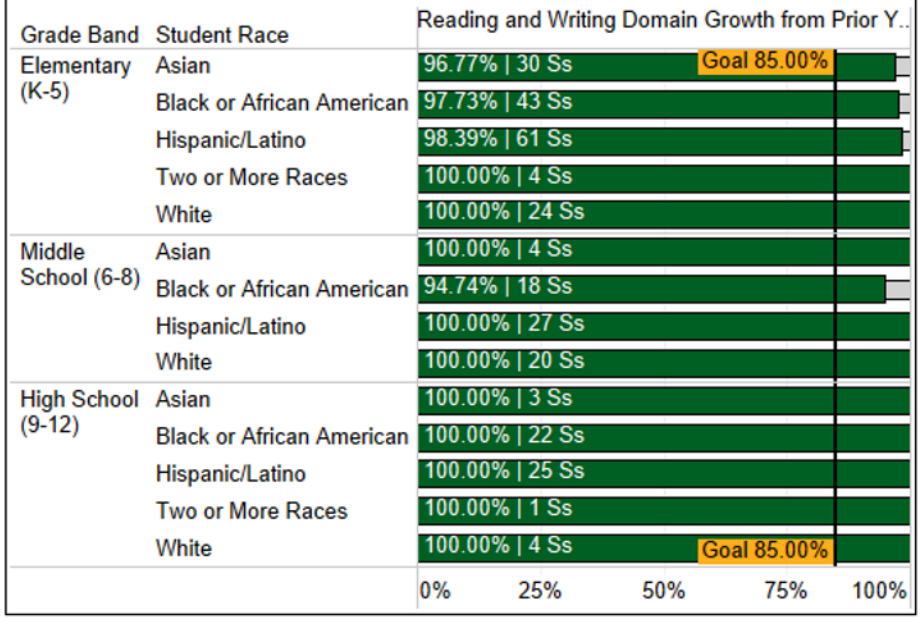
ACCESS Domain Growth from Prior Year Status

Postive Growth on ACCESS Domains from Prior Year Negative or No Growth on ACCESS Domains from Prior ..

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

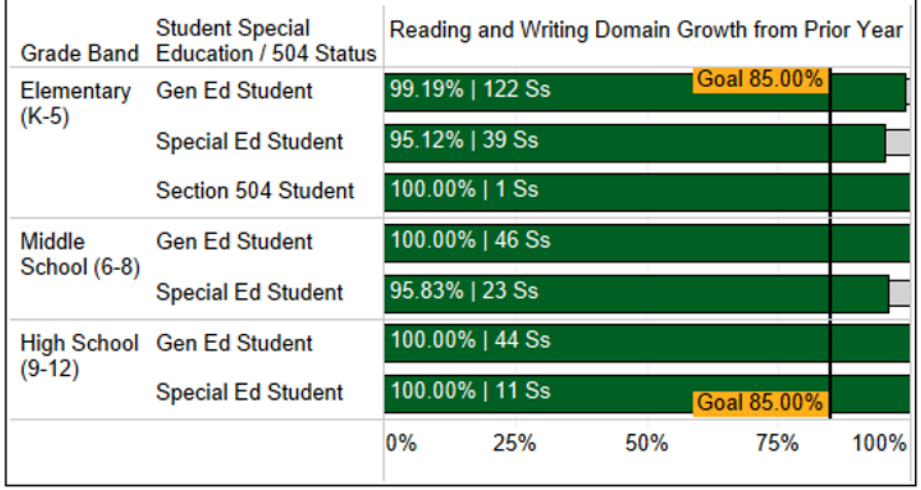
ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs Cont.

ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Race

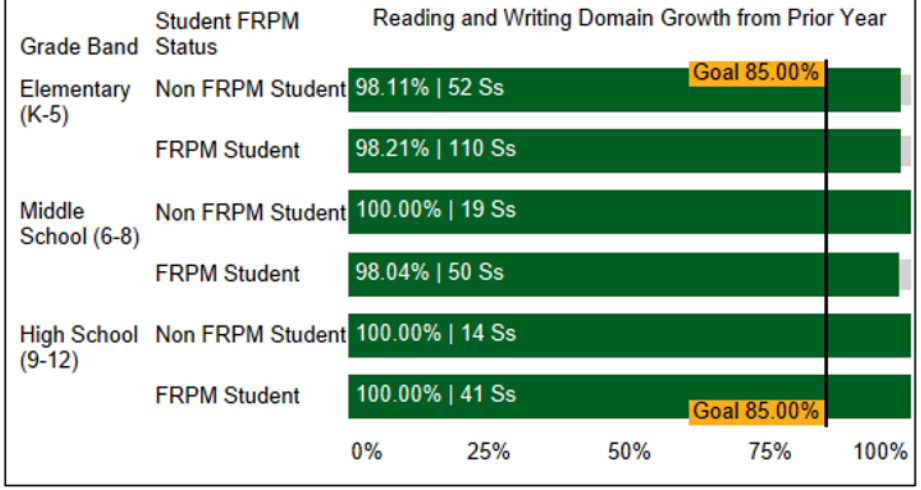


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ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Special Education / 504 Status



ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student FRPM Status



ACCESS Domain Growth from Prior Year Status

Postive Growth on ACCESS Domains from Prior Year Negative or No Growth on ACCESS Domains from Prior ..

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

College and Career Ready

Graduation Rates

Rationale

High school graduation is a critical indicator of student success and preparedness for post-secondary education or careers. Monitoring graduation rates, especially for all student subgroups, is essential for ensuring equitable outcomes and identifying systemic barriers that may prevent certain student populations from completing their high school education. This goal reflects the district's commitment to supporting every student through their academic journey to successful completion.

Data Elements

- Minnesota Department of Education (MDE) official four-year graduation rate data (overall and by subgroup).
- Student demographic data for subgroup analysis.
- Dropout rates (for contextual analysis).
- Credit attainment data.
- Attendance data (for contextual analysis).

2025-2027 Goals

By Spring 2027, the district's overall four-year graduation rate shall increase from 95.56% to 98%. This improvement will be driven by a focus on increasing graduation rates for all student subgroups, with a particular emphasis on reducing disparities such that the graduation rate for any student subgroup is no more than 10 percentage points below the overall district rate.

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Goal Progress

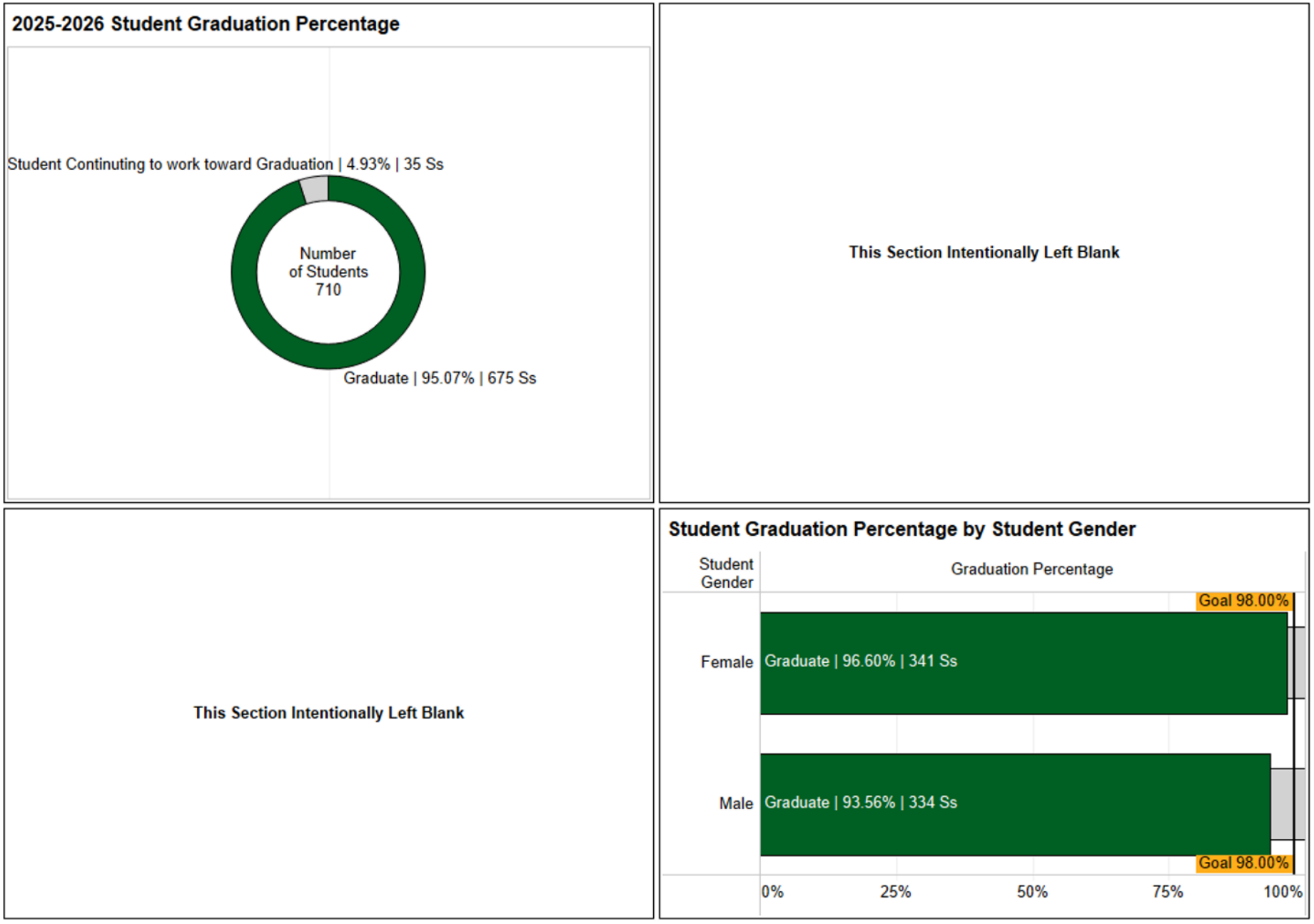
2025-2027 Goals

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Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Graduation Percentage	98%			95.56%			95.07%	-0.49%	Graduation Decline
Graduation Percentage *Black or African American	98%	95.56%	90.00%	5.56%	95.07%	84.69%	10.38%	4.82%	Gap Not Reduced
Graduation Percentage *Hispanic / Latino	98%	95.56%	92.59%	2.97%	95.07%	89.66%	5.41%	2.44%	Gap Not Reduced
Graduation Percentage *FRPM Student	98%	95.56%	87.59%	7.97%	95.07%	86.05%	9.02%	1.05%	Gap Not Reduced

The Change from LY for Graduation Percentage is calculated by the difference of the current period and the previous period. A positive number represents Growth, a negative number represents Decline
The Graduation Percentage Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents Gap Reduction, a positive number indicates a Gap Not Reduced..

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs



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

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs Cont.



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

Edina High School College and Career Readiness Core Indicators:

Rationale
College and career readiness is a vital measure of student preparedness for success beyond high school, whether in post-secondary education, technical training, or the workforce. Tracking key indicators such as completion of rigorous coursework, ACT scores, Bilingual Seal attainment and more provides a comprehensive picture of student achievement and readiness. These measures highlight both academic proficiency and essential skill readiness such as problem-solving, communication, and global competency all aligning with the Portrait of a Well-Rounded Edina Graduate. Monitoring readiness across all student subgroups ensures that every learner has equitable access to opportunities that build strong foundations for their future. This goal reflects the district's commitment to preparing each and every student to thrive in their chosen path after graduating from Edina High School.

Data Elements
- **Successful Completion of Key Coursework measured by end of year course grades in:**
  - **Biology**
    Develops scientific literacy, inquiry skills, and evidence-based reasoning.
  - **U.S. Literature and Composition**
    Strengthens reading comprehension, analytical writing, and communication required in all disciplines.
  - **Pre-Calculus**
    Builds problem-solving, logic, and persistence; strongest predictor of college completion
  - **U.S. History**
    Cultivates critical thinking, civic awareness, and the ability to evaluate sources and arguments.
- **Successful Application of Key Coursework measured by ACT Performance**: Benchmark indicators in English, Math, Reading, and Science
- **Multilingual Proficiency measured by Bilingual Seal Results**: Recognition of multilingual proficiency, global competency, and cognitive flexibility

2025-2027 Goals
Key Coursework Proficiency: End of year course grades
By Spring 2027, the percentage of students in Biology who demonstrate proficiency in science measured by the end of the year Biology course grade will increase from 78.79% to 80%.

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68.62%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 81.51%.

By Spring 2027, the percentage of students in U.S. History who demonstrate proficiency in Social Studies measured by the end of the year U.S. History course grade will increase from 78.75% to 80%.

Key Coursework Application: ACT Performance

By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

Multilingual Proficiency: Bilingual Seal Attainment

By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%.

***Note:** *Following the January 2024 Board-approved ELA Course Recommendations, Edina High School completed a phased redesign of its 11th and 12th-grade curriculum to expand student choice, increase access to College in the Schools (CIS) and AP pathways, and retire the traditional yearlong U.S. Literature course. While 2024–2025 historical data is included for baseline context, no data exists for the 2025–2026 school year and has been marked as N/A. Future longitudinal tracking will reflect student performance across the newly established ELA course options.*

Career and College Ready Course Work Proficiency Goal Progress

2025-2027 Goals

Key Coursework Proficiency: End of year course grades

By Spring 2027, the percentage of students in Biology who demonstrate proficiency in science measured by the end of the year Biology course grade will increase from 78.79% to 80%.

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68.62%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 81.51%. *Course Not Offered in 2025-26*

By Spring 2027, the percentage of students in U.S. History who demonstrate proficiency in Social Studies measured by the end of the year U.S. History course grade will increase from 78.75% to 80%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Biology Course Proficiency	80.00%			78.79%			74.12%	-4.67%	Proficiency Decline
Pre-Calculus Course Proficiency	68.62%			65.62%			70.17%	4.55%	Goal Met
U.S. Literature and Composition Course Proficiency *Course Not Offered in 2025-26*	81.51%			79.51%					
U.S. History Course Proficiency	80.00%			78.75%			71.82%	-6.93%	Proficiency Decline

2025-2027 Goals

Key Coursework Application: ACT Performance

By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
ACT composite score of 22 or greater	75.00%			72.45%			70.04%	-2.41%	Percentage Decline

Career and College Ready Course Work Proficiency Goal Progress cont.

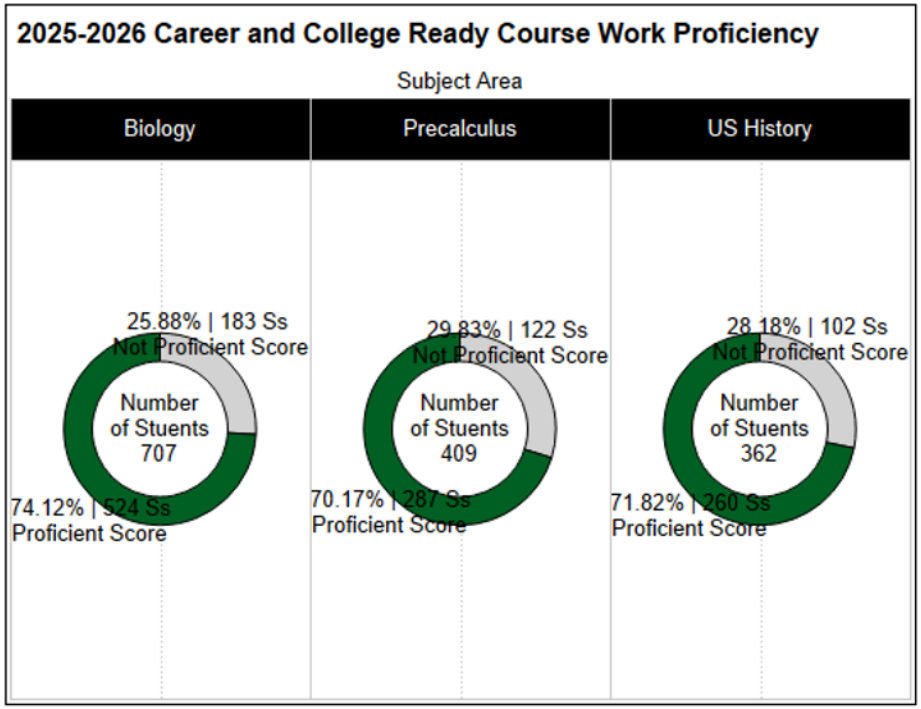
2025-2027 Goals

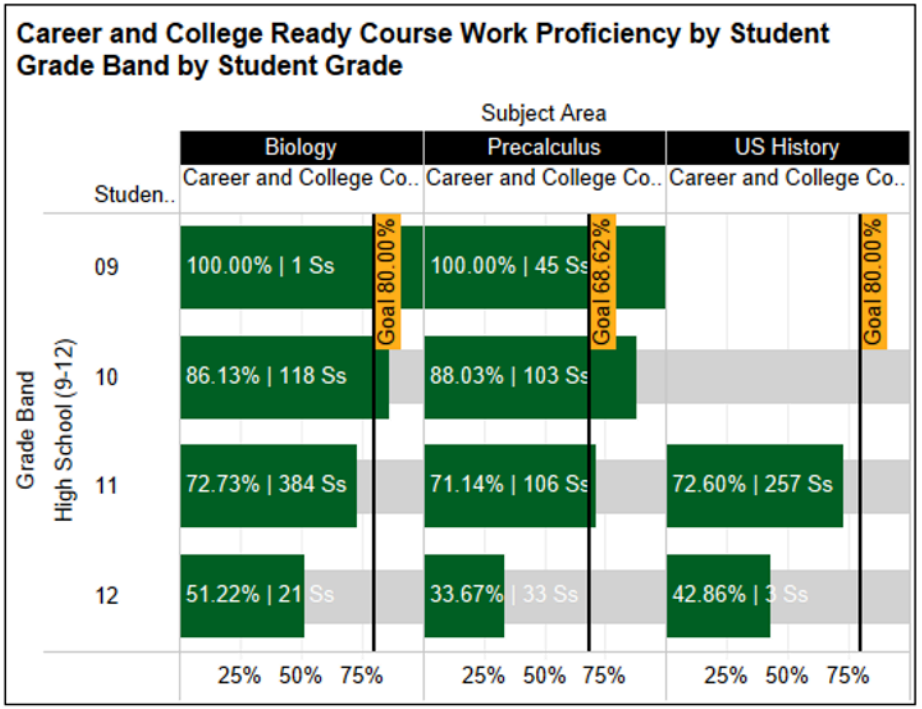
Multilingual Proficiency: Bilingual Seal Attainment

By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%

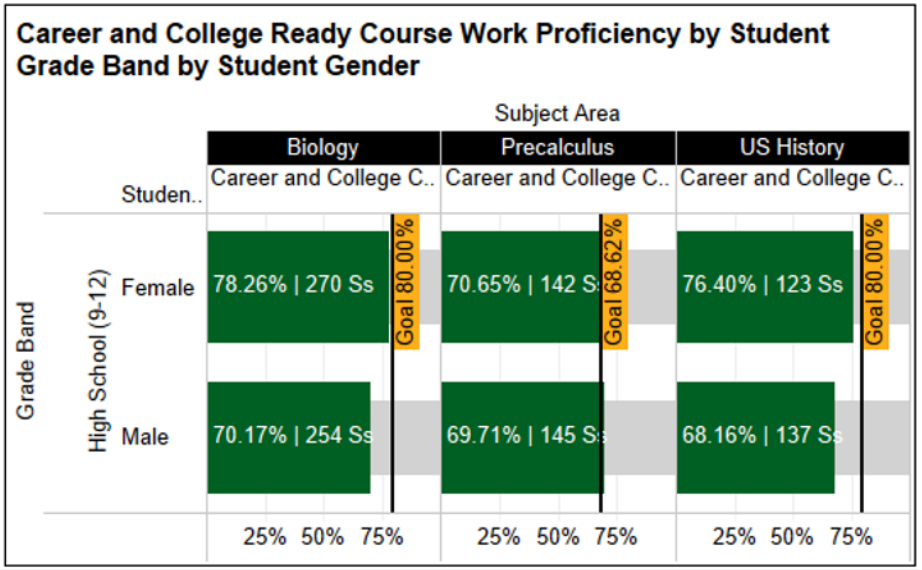
Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Percent of Students Earning Bilingual Seal	80.00%			78.75%			75.16%	-3.59%	Percentage Decline

Career and College Ready Course Work Proficiency Charts and Graphs





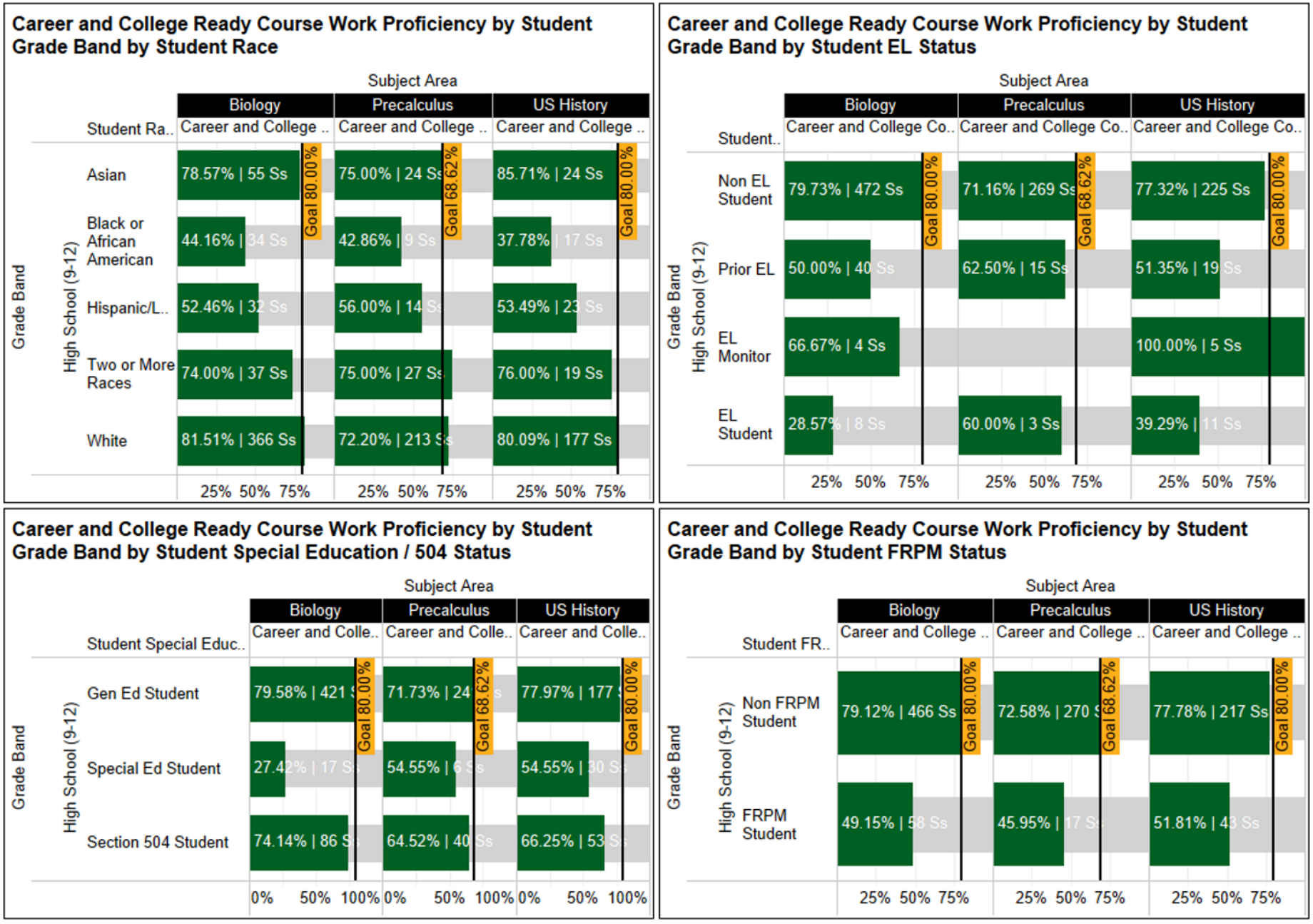
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Score Proficiency Status
Proficient Score Not Proficient Score

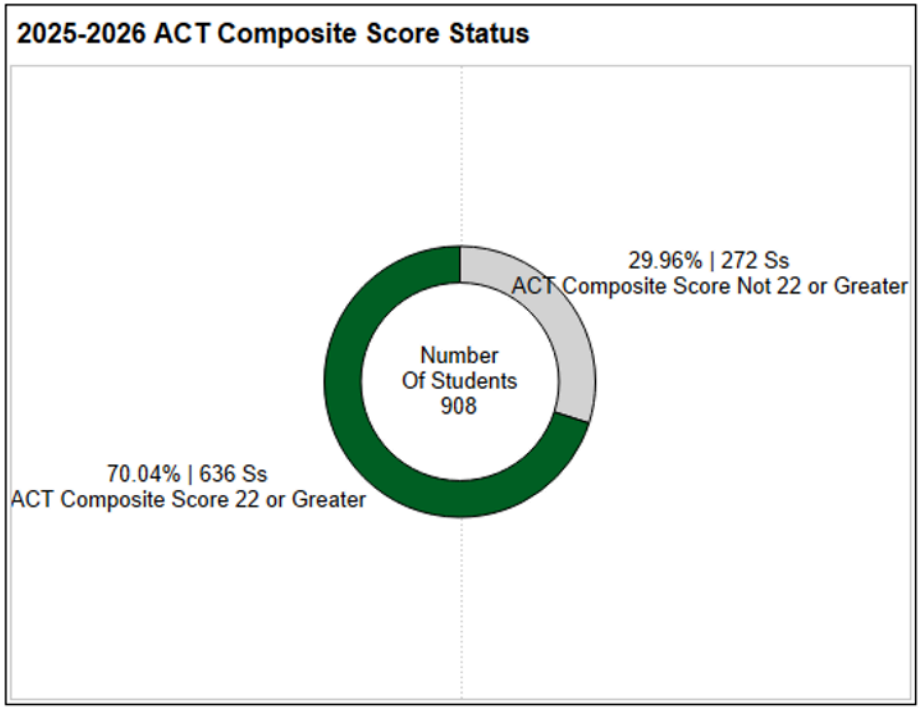
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

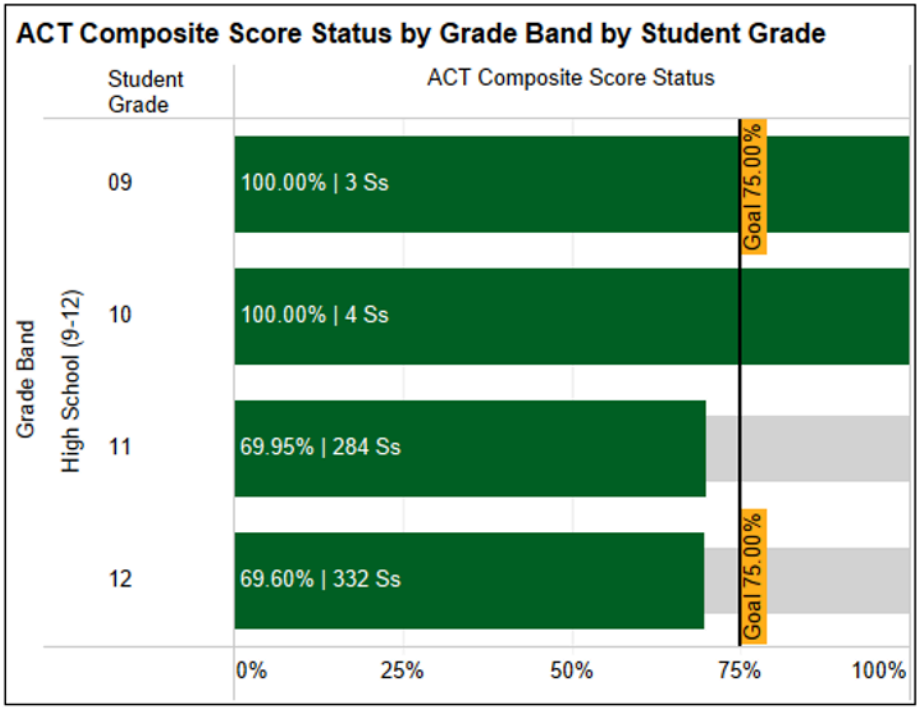
Career and College Ready Course Work Proficiency Charts and Graphs Cont.



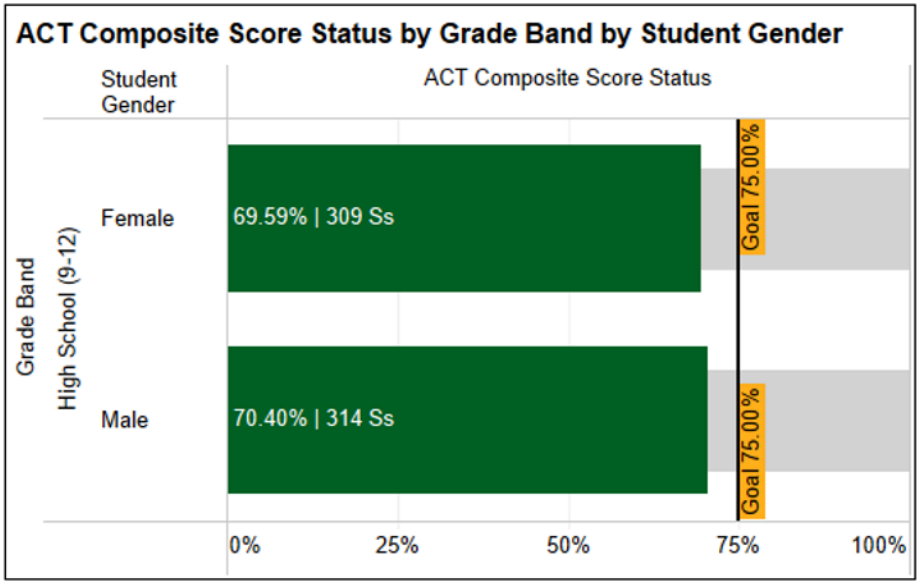
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ACT Composite Score of 22 or Better Charts and Graphs





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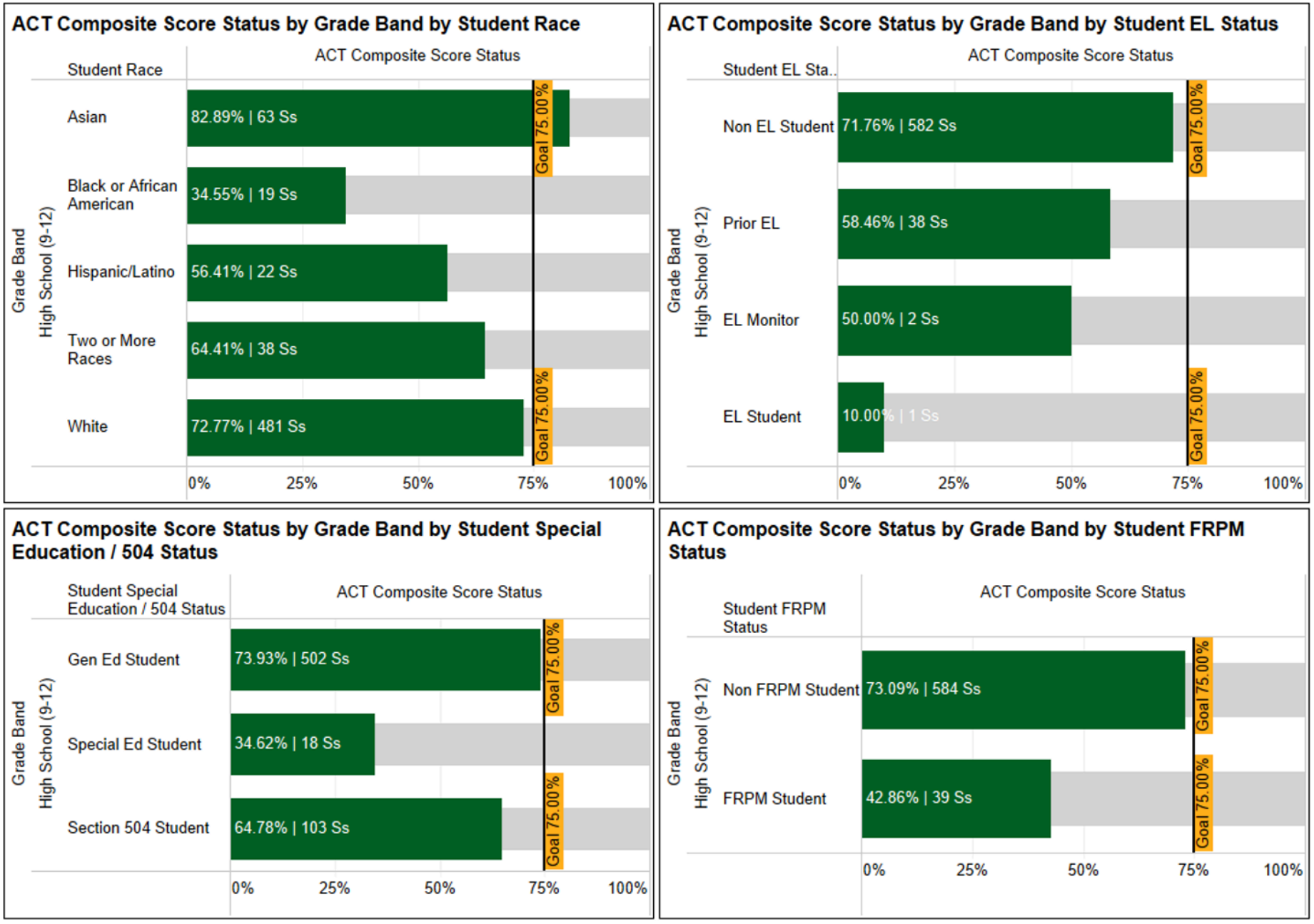


ACT Composite Score Status

ACT Composite Score 22 or Greater ACT Composite Score Not 22 or Greater

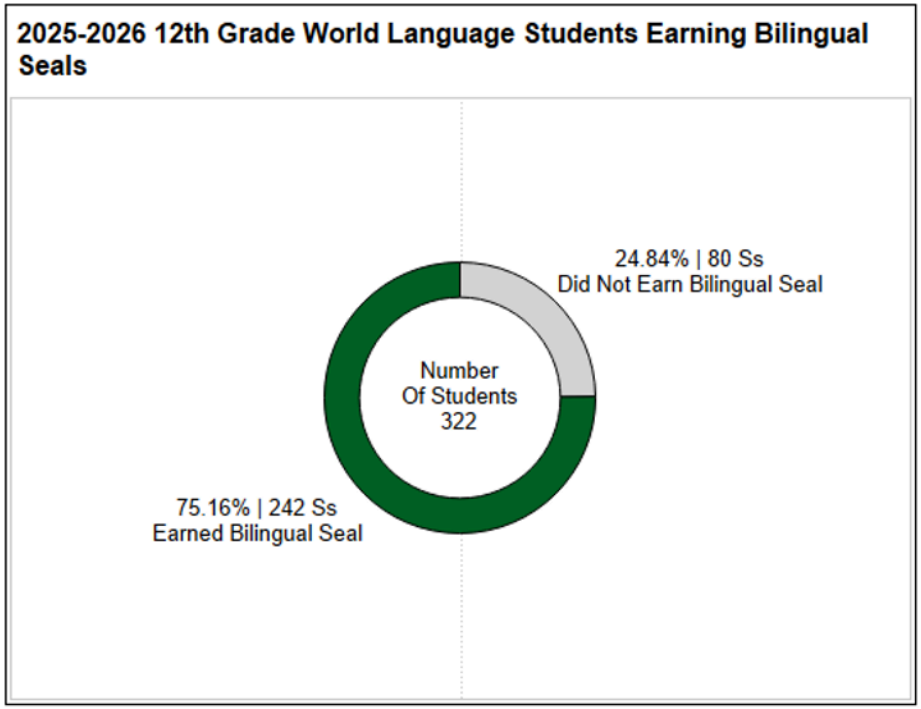
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ACT Composite Score of 22 or Better Charts and Graphs



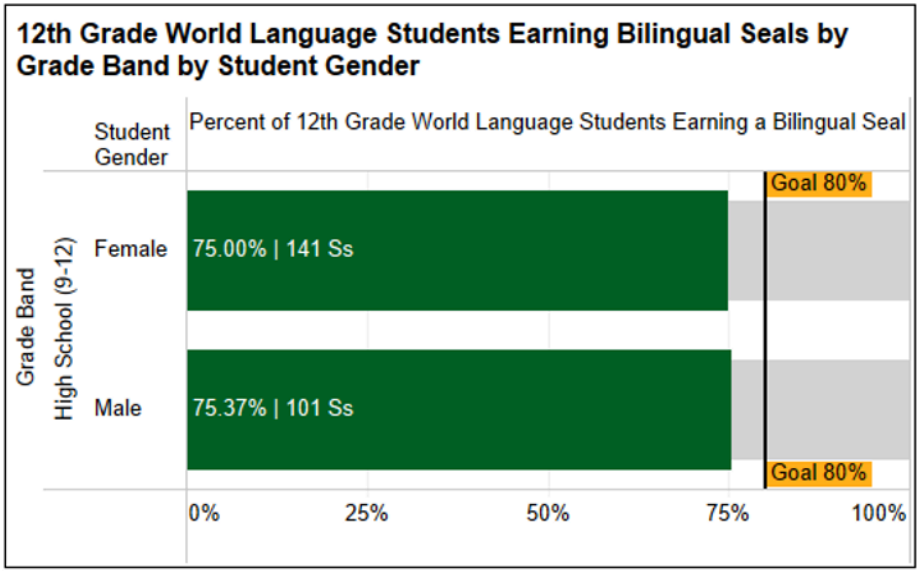
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Bilingual Seals Charts and Graphs



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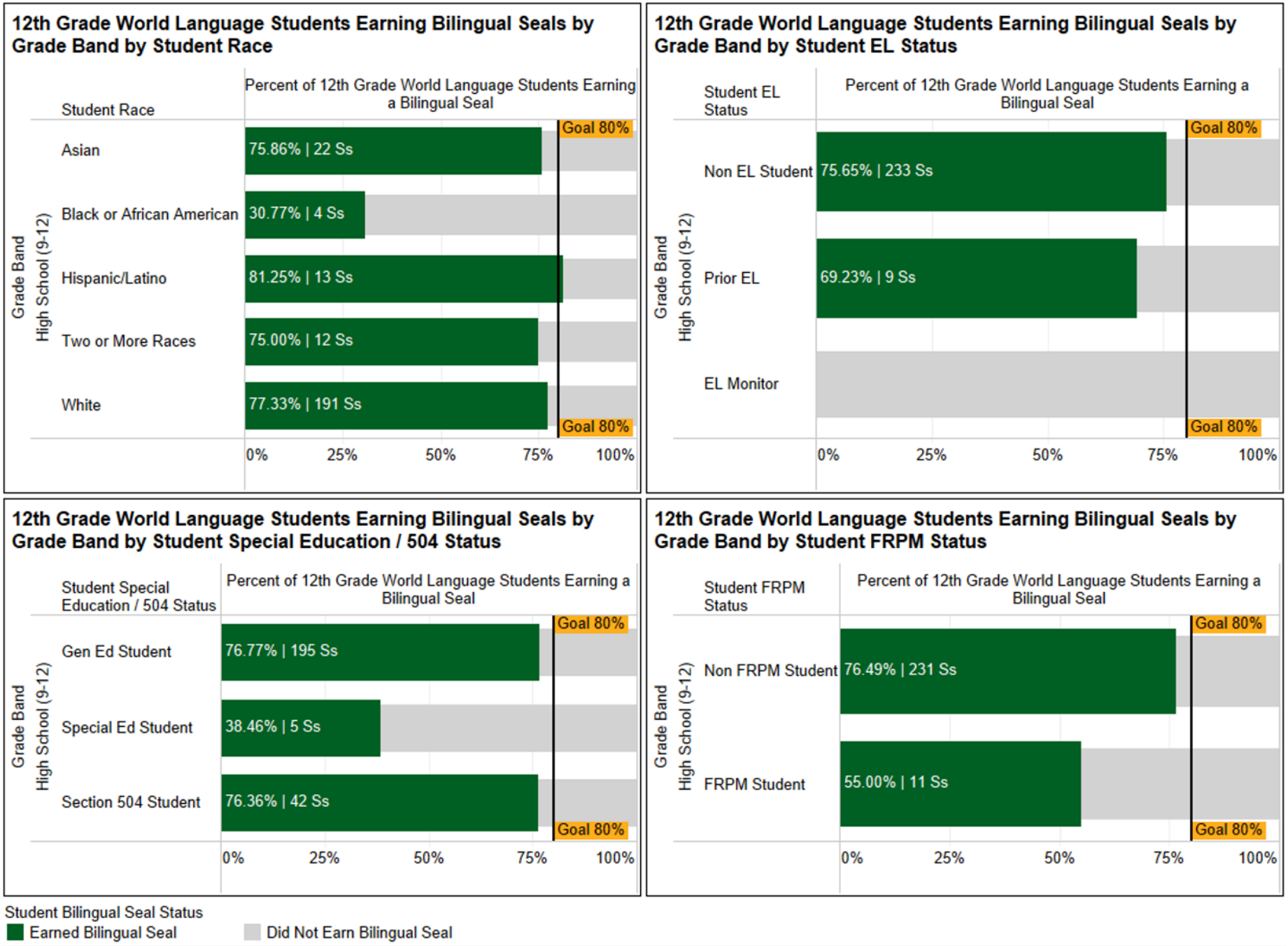


Student Bilingual Seal Status

Earned Bilingual Seal Did Not Earn Bilingual Seal

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

Bilingual Seals Charts and Graphs Cont.



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

Edina High School College and Career Expanded Opportunities:

Rationale

In addition to core measures of college and career readiness, students also benefit from pathways that provide different access to advanced learning opportunities and real-world experiences, as well as opportunities for academic distinction. Research shows that participation in PSEO, Dual Enrollment, internships, and recognition programs such as National Merit strengthens both college and career readiness. These pathways increase postsecondary persistence, build technical and professional skills, and open doors to diverse opportunities after high school. Together, they reflect the district's commitment to providing equitable access to rigorous, real-world, and high-impact learning experiences for all students.

Data Elements

- PSEO & Dual Enrollment – Early access to college-level coursework and credit.
    - Post Secondary Enrollment Options
        - Participating Colleges / Universities Normandale Community College, Minneapolis College, UofM Twin Cities & Crookston, North Hennepin Community College,
          St. Paul College, Hennepin Tech
    - University Writing: College in the Schools
        - University of Minnesota
    - Introduction to Literature: College in the Schools
    - College Algebra
        - Bemidji State
- Internships/Youth Skills Training Grant– Applied experiences that build career skills and engagement.
- National Merit Scholars – Recognition of academic excellence and pathways to selective opportunities.

2025-2027 Goals

PSEO and Dual Enrollment

By spring 2027, participation in Postsecondary Enrollment Options (PSEO) and Dual Enrollment programs will be strengthened through intentional outreach, guidance, and support for students who would most benefit from access to these pathways. The focus will not be solely on increasing total participation, but on ensuring that all students are aware of, prepared for, and supported in pursuing these opportunities when they align with their goals and readiness. Targeted growth areas and action steps for PSEO and Dual Enrollment will be refined during the Edina High School review and development of the co-designed Bold Roadmap for the Future. More specific participation goals will be established once 2026 data provide a verified baseline

Internships/Work-Based Learning

By spring 2027, the district will implement a consistent system for tracking internship and work-based learning participation and increase the number of students engaged in these experiences. Initial growth will be measured against a verified baseline established in 2025–26.

National Merit Scholars

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from *22 to 27*, Semifinalists from *8 to 10*, and Finalists from *8 to 10*. The focus will be on maintaining academic excellence, expanding opportunities for students to engage in rigorous coursework and test preparation, and ensuring that high-achieving learners from all backgrounds are encouraged and supported in pursuing recognition.

Edina High School College and Career Expanded Opportunities Data Table Goal Progress

2025-2027 Goals

PSEO and Dual Enrollment

By spring 2027, participation in Postsecondary Enrollment Options (PSEO) and Dual Enrollment programs will be strengthened through intentional outreach, guidance, and support for students who would most benefit from access to these pathways. The focus will not be solely on increasing total participation, but on ensuring that all students are aware of, prepared for, and supported in pursuing these opportunities when they align with their goals and readiness. Targeted growth areas and action steps for PSEO and Dual Enrollment will be refined during the Edina High School review and development of the co-designed Bold Roadmap for the Future. More specific participation goals will be established once 2026 data provide a verified baseline

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Number of Students Enrolled in PSEO S1				116			107	-9	Participation Decline
Number of Students Enrolled in PSEO S2				110			107	-3	Participation Decline
Number of Students Dual Enrolled				272			233	-39	Participation Decline

2025-2027 Goals

National Merit Scholars

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from 22 to 27, Semifinalists from 8 to 10, and Finalists from 8 to 10. The focus will be on maintaining academic excellence, expanding opportunities for students to engage in rigorous coursework and test preparation, and ensuring that high-achieving learners from all backgrounds are encouraged and supported in pursuing recognition.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Number of Commended Students	27			22			25	3	Participation Growth
Number of Semi Finalist Students	10			8			19	11	Goal Met
Number of Finalist Students	10			8			19	11	Goal Met

Edina High School College and Career Expanded Opportunities Data Table

Career and College Ready Other Areas of Excellence

2025-2026 PSEO Participation by Term

		Semester	
Grade Band	School Year	S1	S2
High School (9-12)	2025-2026	107	107

National Merit Scholars

Grade Band	School Year	National Merit Category	
High School (9-12)	2025-2026	Commended	25
		Semi Finialists	19
		Finalists	19

Number of Students Dual Enrolled

Grade Band	School Year	
High School (9-12)	2025-2026	233

Number of Students Participating in Internships / Apprenticeships

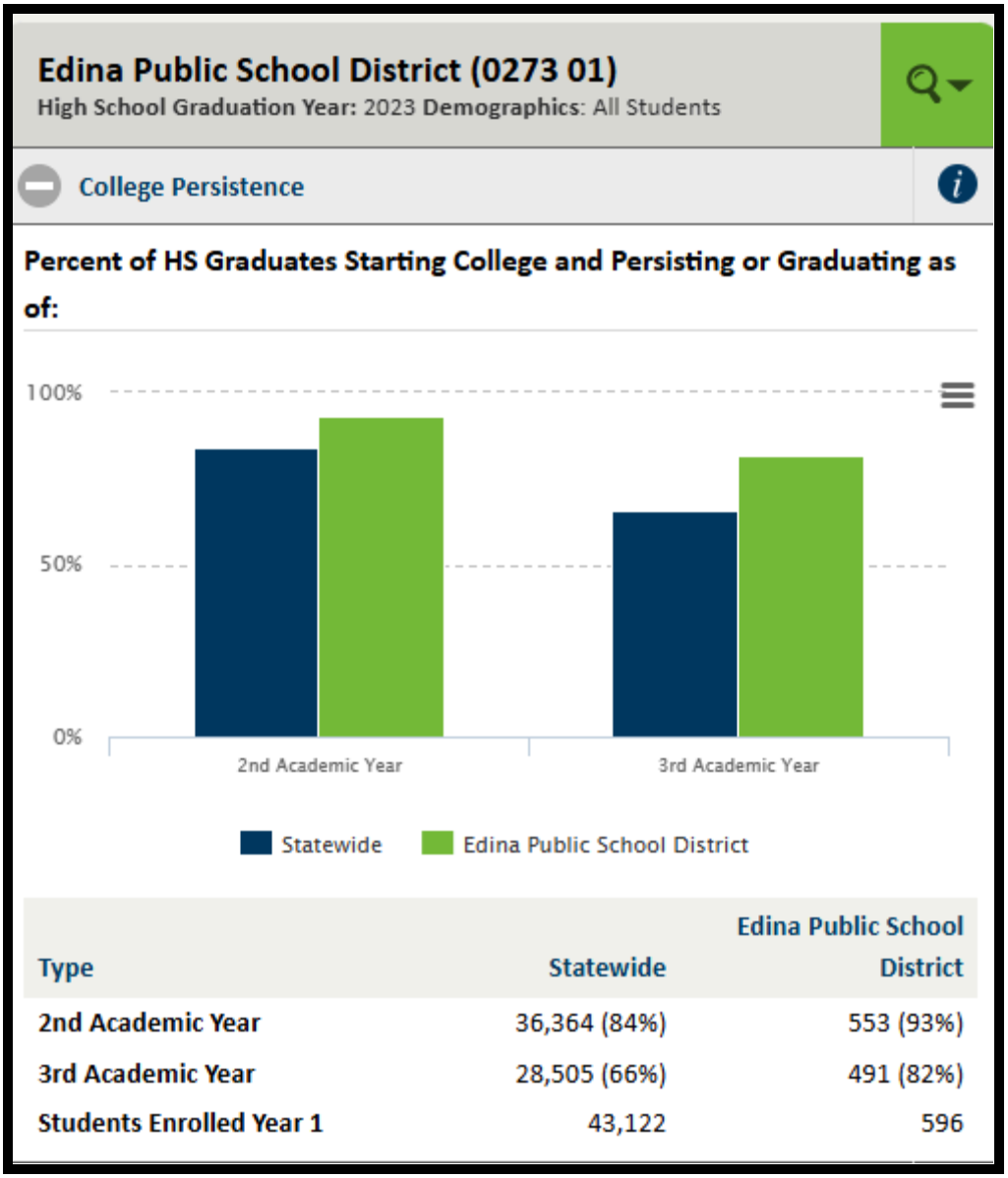
Grade Band	School Year	
High School (9-12)	2025-2026	

College Persistence:

Rationale
The Statewide Longitudinal Education Data System (SLEDS) provides valuable insights into how well Minnesota students are prepared for, transition to, and persist in postsecondary education and the workforce. By linking data from high school, college, and employment records, SLEDS helps districts like Edina understand long-term trends in college enrollment, persistence, completion, and career outcomes. Monitoring SLEDS data allows the district to evaluate the effectiveness of college and career readiness initiatives, identify opportunity gaps among student groups, and align supports to ensure every graduate has the knowledge, skills, and experiences necessary to succeed after high school.

Data Element
- 2022 MN SLEDS Data

2025-2027 Goal
By spring 2027, Edina High School graduates will demonstrate growth in **college persistence** rates as measured by the **Statewide Longitudinal Education Data System (SLEDS)**. Using the 2022 cohort as a baseline, the district will focus on supporting students in successfully transitioning to postsecondary education and remaining enrolled beyond their first year. Specific growth targets will be established once verified 2024 SLEDS data are available.



Type	Statewide	Edina Public School District
2nd Academic Year	36,364 (84%)	553 (93%)
3rd Academic Year	28,505 (66%)	491 (82%)
Students Enrolled Year 1	43,122	596

Data Source MN SLEDS 2023:
https://sleds.mn.gov/#stayingInAndCompletingCollege/orgId--027301000__groupType--district__ECODEVREGION--FOC_NONE__completingCollegeCOHORTID--2022__DISABILITY_TYPE--FOC_NONE__p--1

Edina High School Consistent Attendance

Rationale
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 as a key indicator of student engagement and overall school success. Chronic absenteeism, defined as missing 10% or more of instructional days, has been shown to negatively impact student achievement, social-emotional development, and long-term outcomes. When students are present, they build stronger connections with peers and teachers, receive rigorous and timely interventions, and develop the habits of responsibility and perseverance that will serve them well beyond their K–12 experience.

Data Elements
- **Definition:** When student percent in attendance is greater than or equal to 90% they are classified as being Consistently in Attendance. Students whose attendance is less than 90% are classified as being Not Consistently in Attendance.
- **Calculation Note:**
    - In **elementary**, attendance is recorded as a student present for the entire instructional day.
    - In **secondary**, attendance is measured by class period rather than by full day. A student's overall attendance rate reflects the percentage of class periods attended across all courses.
    - This data specifically reflects Edina High School attendance. K-12 attendance data can be viewed in the Appendix.

*This method provides a more precise measure of engagement in each instructional setting and accounts for the complexity of individualized secondary schedules.

2025-2027 Goals
By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% in 2025 to 82%.

High School Consistent Attendance Goal Progress

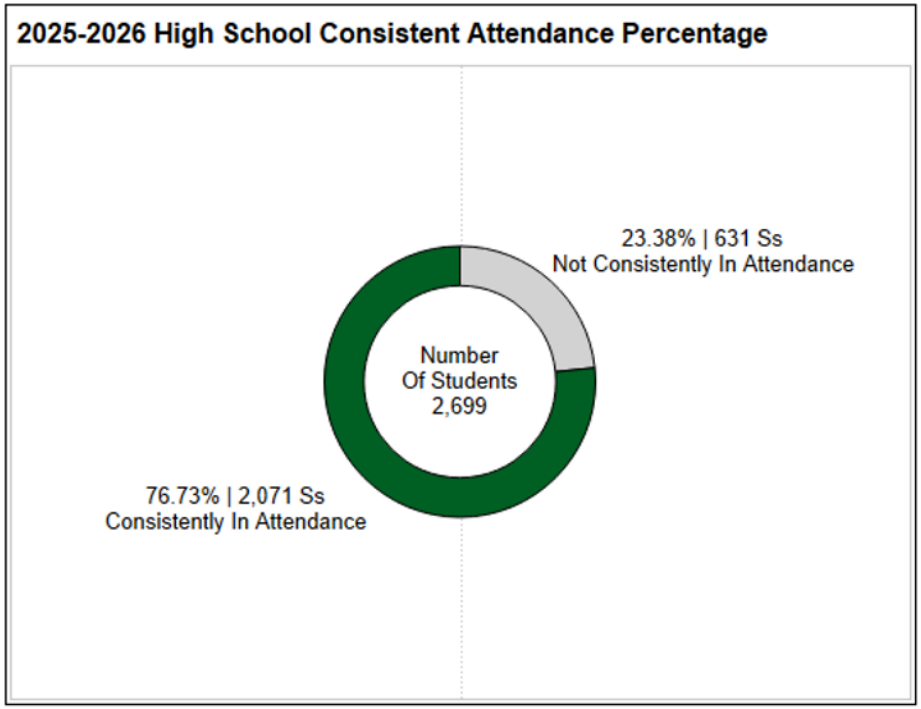
2025-2027 Goals

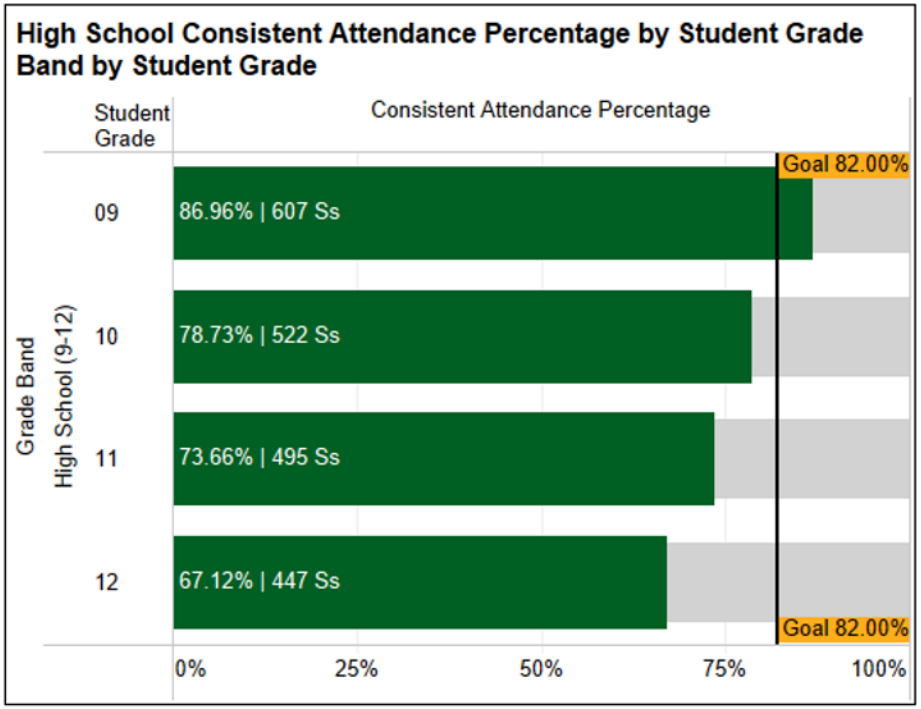
By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% in 2025 to 82%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Percent of Edina High School Students Consistently in Attendance	90.00%			76.95%			76.73%	-0.22%	Percentage Decline

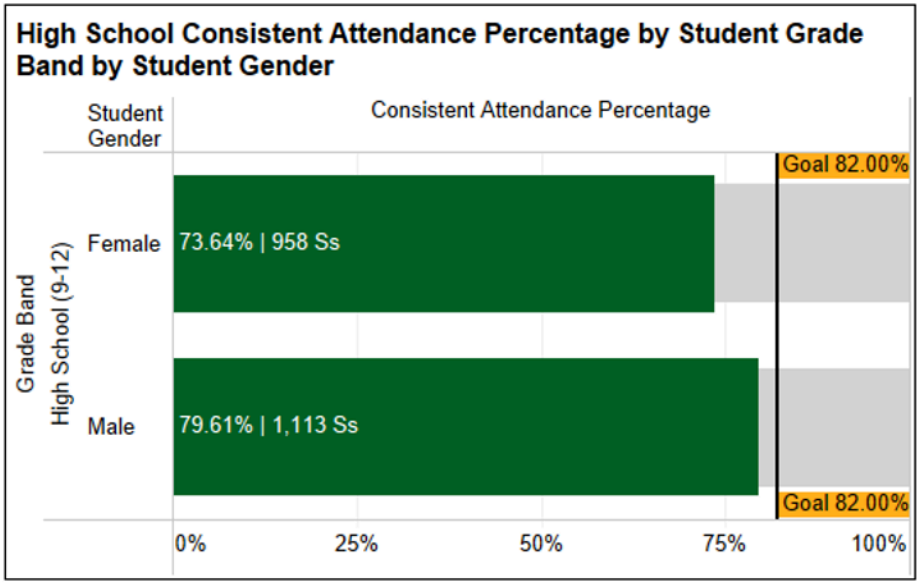
Data source: *Data is pulled from the Infinite Campus ADM/ADA Detail report which calculates a percent in attendance for each student. If a student has a percent in attendance greater than 90% they are Consistently In Attendance. If a student has a percent in attendance less than 90% They are Not Consistently in Attendance*

High School Consistent Attendance Charts and Graphs





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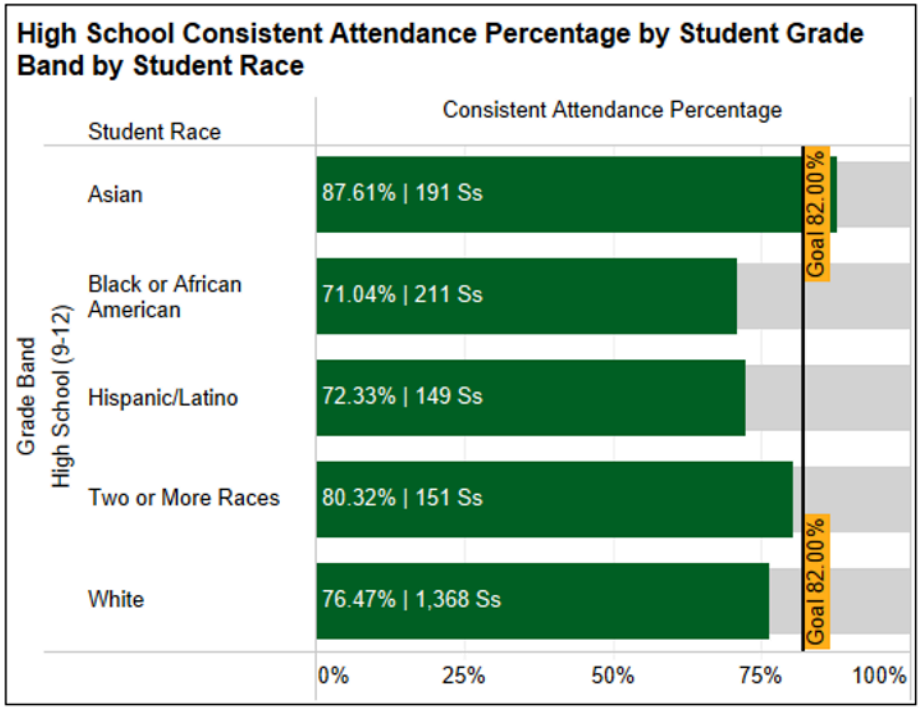


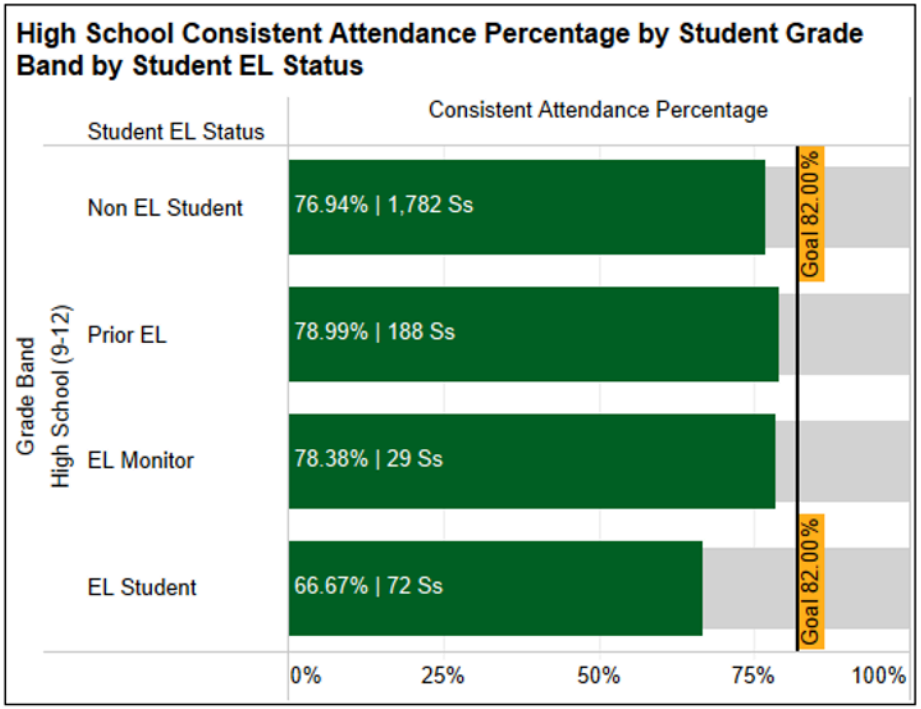
Consistent Attendance Status

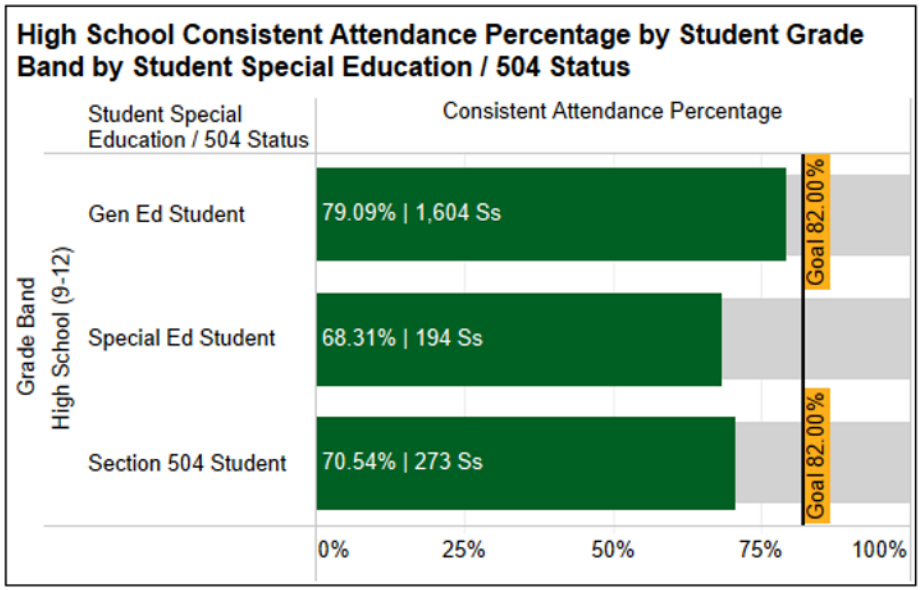
Consistently In Attendance Not Consistently In Attendance

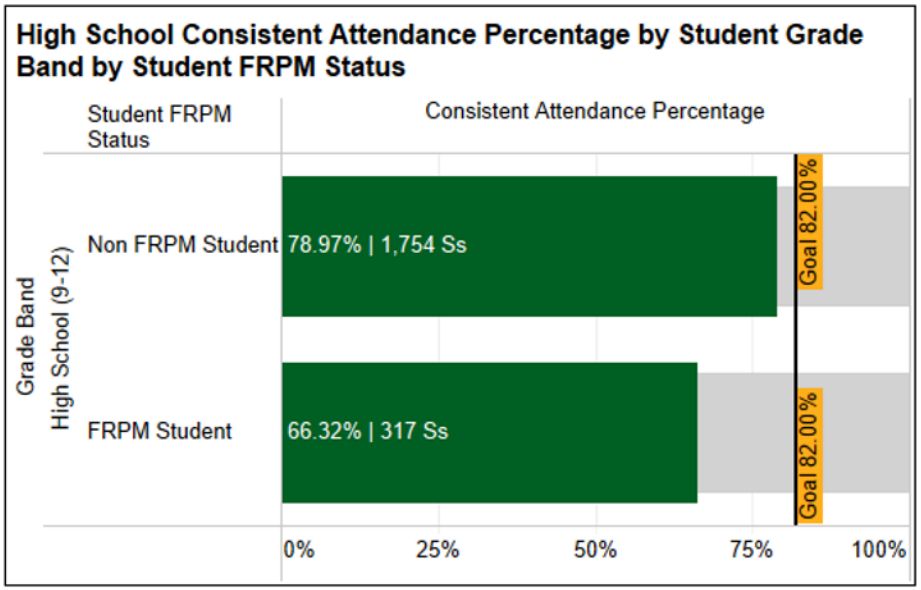
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

High School Consistent Attendance Charts and Graphs Cont.









Consistent Attendance Status
Consistently In Attendance
Not Consistently In Attendance

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

Appendix A: Glossary

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.

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 (also provides some diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs specifically in literacy, and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.
It is also important to note that the READ Act requires mandatory screening of every child in kindergarten, first, second, and third grade, including multilingual learners and students receiving special education services, using a screening tool approved by the Department of Education. Edina is using FASTBridge for this screening. It is completed three times per year to measure foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language. A specific subset of the FASTBridge assessment suite screens for characteristics of dyslexia.

Capti ReadBasix: The Minnesota READ Act requires students in grades 4 and above, who are not reading at grade level, to be assessed for reading difficulties, including characteristics of dyslexia, using a tool approved by the Department of Education. This requirement includes multilingual learners and students receiving special education services. Capti is the approved diagnostic tool based on the Science of Reading framework. It screens, diagnoses, and monitors foundational reading skills in adolescents. Edina winter of 2025 Edina will utilize this assessment and collaborate on the response plans to support student results.

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.

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.

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.

Aggressive Growth: Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)

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. In this report Accelerated and Advanced classes are the focus. These are classes that a select group of students take.

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.

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.

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)

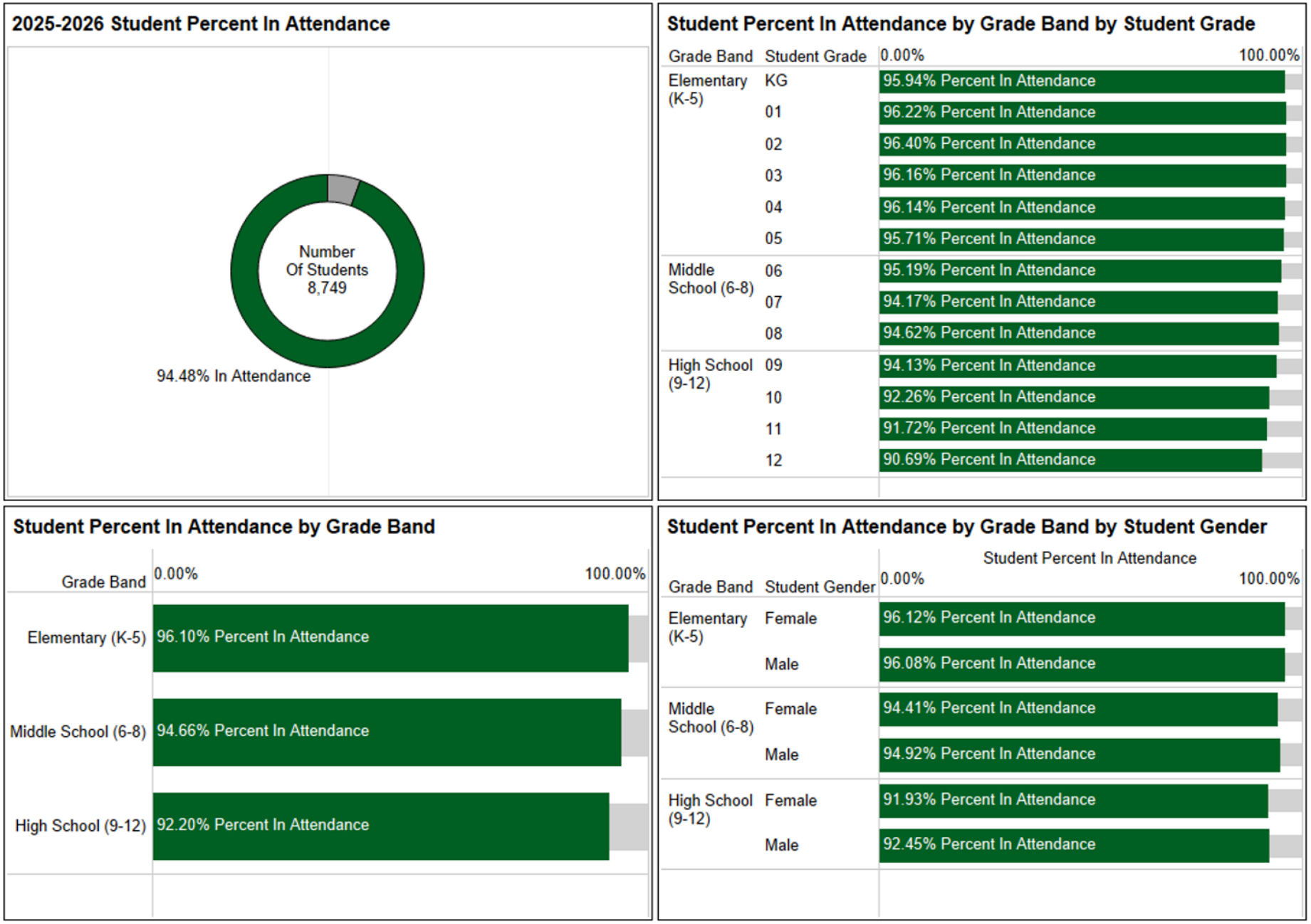
LETRS: (Language Essentials for Teachers of Reading and Spelling): A training course developed by Louisa Moats and Carol Tolman, both literacy experts and consultants in the Science of Reading/Structured Literacy. LETRS instructs teachers in what literacy skills need to be taught, why, and how to teach 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.

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.

STRIVE (Science of Reading Grades 4-12): A Minnesota READ Act approved professional development program that trains educators across content areas to integrate explicit vocabulary, advanced decoding, fluency, and comprehension routines into core Tier 1 instruction. This training supports adolescent literacy development, strengthens MTSS intervention structures, and accelerates reading growth for students performing below grade-level benchmarks in upper elementary, middle, and high school.

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.

Appendix B: K-12 Attendance Charts and Graphs



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

Appendix B: K-12 Attendance Charts and Graphs Cont.

Student Percent In Attendance by Grade Band by Student Race

Grade Band	Student Race	Student Percent In Attendance
Elementary (K-5)	Asian	97.46% Percent In Attendance
	Black or African A..	95.64% Percent In Attendance
	Hispanic/Latino	94.57% Percent In Attendance
	Two or More Races	96.20% Percent In Attendance
	White	96.17% Percent In Attendance
Middle School (6-8)	Asian	95.80% Percent In Attendance
	Black or African A..	93.95% Percent In Attendance
	Hispanic/Latino	93.28% Percent In Attendance
	Two or More Races	94.82% Percent In Attendance
	White	94.76% Percent In Attendance
High School (9-12)	Asian	94.58% Percent In Attendance
	Black or African A..	90.29% Percent In Attendance
	Hispanic/Latino	90.94% Percent In Attendance
	Two or More Races	92.84% Percent In Attendance
	White	92.42% Percent In Attendance

Student Percent In Attendance by Grade Band by Student EL Status

Grade Band	Student EL Status	Student Percent In Attendance
Elementary (K-5)	Non EL Student	96.12% Percent In Attendance
	Prior EL	97.02% Percent In Attendance
	EL Monitor	96.31% Percent In Attendance
	EL Student	95.65% Percent In Attendance
Middle School (6-8)	Non EL Student	94.74% Percent In Attendance
	Prior EL	95.14% Percent In Attendance
	EL Monitor	95.11% Percent In Attendance
	EL Student	91.78% Percent In Attendance
High School (9-12)	Non EL Student	92.39% Percent In Attendance
	Prior EL	91.78% Percent In Attendance
	EL Monitor	93.55% Percent In Attendance
	EL Student	89.33% Percent In Attendance

Student Percent In Attendance by Grade Band by Student Special Education / 504 Status

Grade Band	Student Special Education / 504 Status	Student Percent In Attendance
Elementary (K-5)	Gen Ed Student	96.18% Percent In Attendance
	Special Ed Student	95.81% Percent In Attendance
	Section 504 Student	95.46% Percent In Attendance
Middle School (6-8)	Gen Ed Student	94.95% Percent In Attendance
	Special Ed Student	93.34% Percent In Attendance
	Section 504 Student	94.04% Percent In Attendance
High School (9-12)	Gen Ed Student	92.49% Percent In Attendance
	Special Ed Student	90.84% Percent In Attendance
	Section 504 Student	91.68% Percent In Attendance

Student Percent In Attendance by Grade Band by Student FRPM Status

Grade Band	Student FRPM Status	Student Percent In Attendance
Elementary (K-5)	Non FRPM Student	96.22% Percent In Attendance
	FRPM Student	95.39% Percent In Attendance
Middle School (6-8)	Non FRPM Student	94.91% Percent In Attendance
	FRPM Student	93.27% Percent In Attendance
High School (9-12)	Non FRPM Student	92.71% Percent In Attendance
	FRPM Student	90.19% Percent In Attendance

Measure Names
Percent In Attendance Percent Absent

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

Appendix C: Demographic Summary

2025-2026 Enrollment by Grade Band by Student Grade

Grade Band	Student Grade	Number of Students	Percent of Students
Early Learning Center (ELC)	24	65	24.71%
	ECSE	198	75.29%
	Total	263	100.00%
Elementary (K-5)	KG	565	14.74%
	01	615	16.05%
	02	635	16.57%
	03	661	17.25%
	04	689	17.98%
	05	667	17.41%
	Total	3,832	100.00%
Middle School (6-8)	06	696	33.98%
	07	674	32.91%
	08	678	33.11%
	Total	2,048	100.00%
High School (9-12)	09	721	25.34%
	10	702	24.67%
	11	712	25.03%
	12	710	24.96%
	Total	2,845	100.00%
Grand Total		8,988	100.00%

Enrollment by Grade Band by Student Gender

Grade Band	Student Gender	Number of Studen..	Percent of Studen..
Early Learning Center (ELC)	Female	100	38.02%
	Male	163	61.98%
Elementary (K-5)	Female	1,838	47.96%
	Male	1,994	52.04%
Middle School (6-8)	Female	1,047	51.12%
	Male	1,001	48.88%
High School (9-12)	Female	1,367	48.05%
	Male	1,478	51.95%

Enrollment by Grade Band by Student FRPM Status

Grade Band	Student FRPM Status	Number of Stud..	Percent of Stud..
Early Learning Center (ELC)	Non FRPM Student	203	77.19%
	FRPM Student	60	22.81%
Elementary (K-5)	Non FRPM Student	3,275	85.46%
	FRPM Student	557	14.54%
Middle School (6-8)	Non FRPM Student	1,714	83.69%
	FRPM Student	334	16.31%
High School (9-12)	Non FRPM Student	2,283	80.25%
	FRPM Student	562	19.75%

Enrollment by Grade Band by Student Race

Grade Band	Student Race	Number of Stu..	Percent of Stu..
Early Learning Center (ELC)	Asian	20	7.60%
	Black or African American	33	12.55%
	Hispanic/Latino	26	9.89%
	Two or More Races	18	6.84%
	White	166	63.12%
Elementary (K-5)	Asian	267	6.97%
	Black or African American	293	7.65%
	Hispanic/Latino	291	7.60%
	Two or More Races	334	8.72%
	White	2,645	69.06%
Middle School (6-8)	Asian	161	7.88%
	Black or African American	176	8.61%
	Hispanic/Latino	162	7.93%
	Two or More Races	142	6.95%
	White	1,403	68.64%
High School (9-12)	Asian	223	7.84%
	Black or African American	378	13.29%
	Hispanic/Latino	222	7.81%
	Two or More Races	194	6.82%
	White	1,827	64.24%

Enrollment by Grade Band by Student Special Educatoin / 504 Status

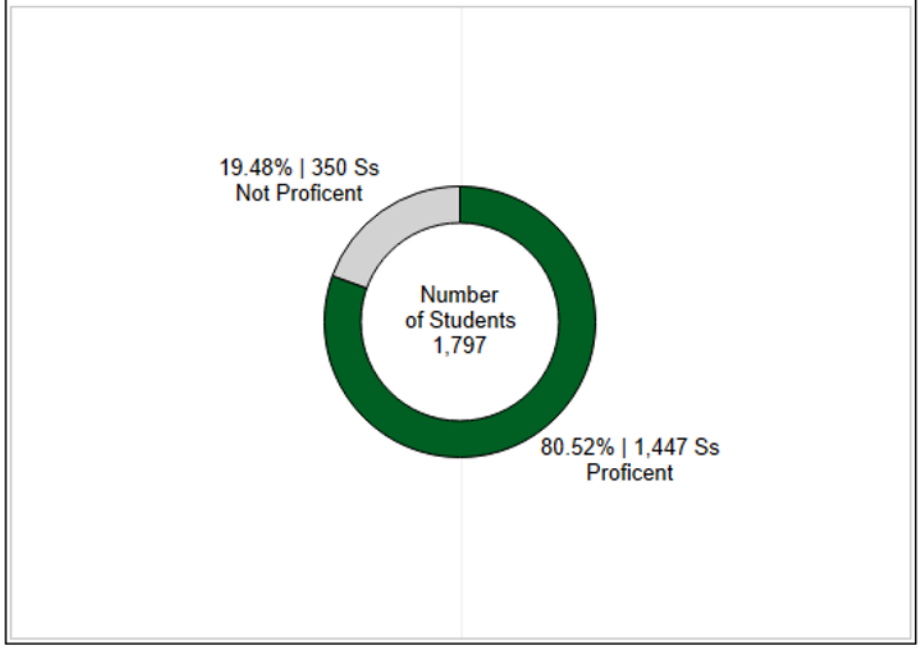
Grade Band	Student SPED / 504 Student Status	Number of Students	Percent of Students
Early Learning Center (ELC)	Gen Ed Student	92	34.98%
	Special Ed Student	171	65.02%
Elementary (K-5)	Gen Ed Student	3,063	79.93%
	Special Ed Student	633	16.52%
	Section 504 Student	136	3.55%
Middle School (6-8)	Gen Ed Student	1,595	77.88%
	Special Ed Student	284	13.87%
	Section 504 Student	169	8.25%
High School (9-12)	Gen Ed Student	2,150	75.57%
	Special Ed Student	299	10.51%
	Section 504 Student	396	13.92%

Enrollment by Grade Band by Student EL Status

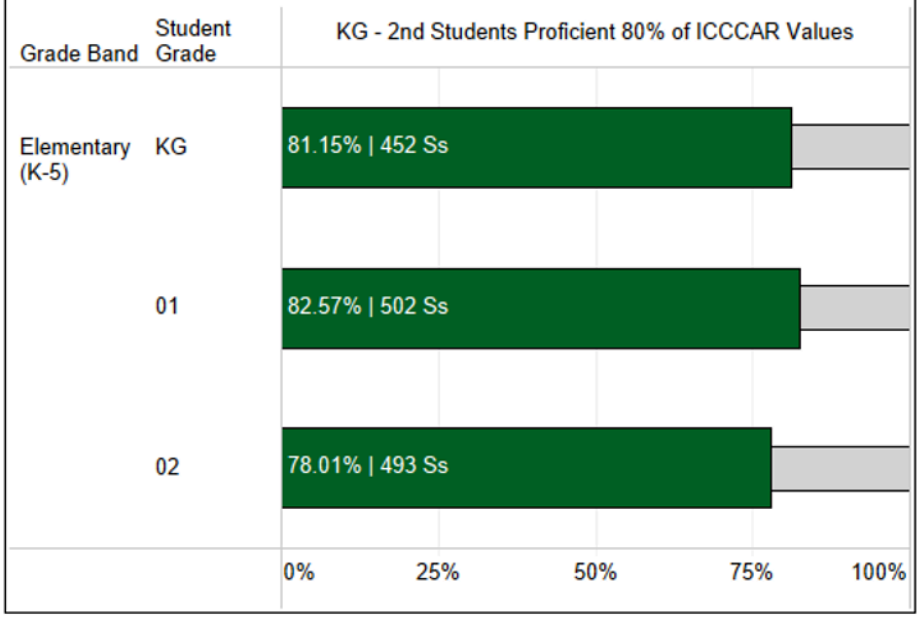
Grade Band	Student EL Status	Number of Stude..	Percent of Stude..
Early Learning Center (ELC)	Non EL Student	233	88.59%
	EL Student	30	11.41%
Elementary (K-5)	Non EL Student	3,433	89.63%
	Prior EL	24	0.63%
	EL Monitor	76	1.98%
	EL Student	297	7.75%
Middle School (6-8)	Non EL Student	1,759	86.31%
	Prior EL	125	6.13%
	EL Monitor	62	3.04%
	EL Student	92	4.51%
High School (9-12)	Non EL Student	2,405	84.56%
	Prior EL	273	9.60%
	EL Monitor	39	1.37%
	EL Student	127	4.47%

Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs

2025-2026 ICCCAR Course Standard Proficiency

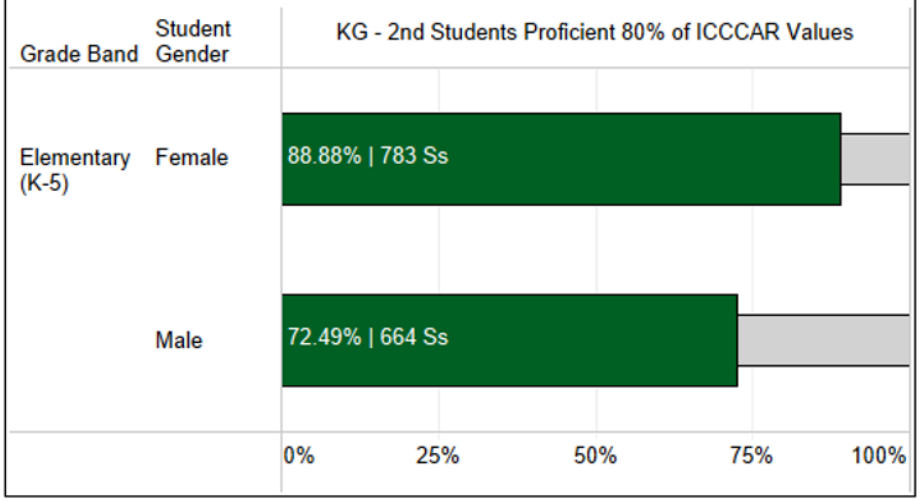


ICCCAR Course Standard Proficiency by Grade Band by Student Grade



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ICCCAR Course Standard Proficiency by Grade Band by Student Gender



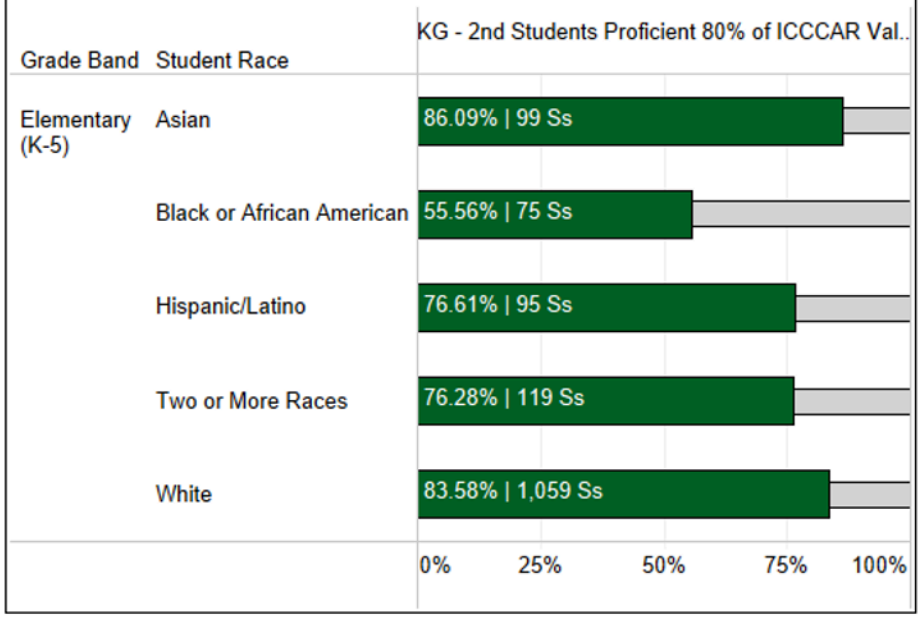
ICCCAR Proficency Status

Proficent Not Proficent

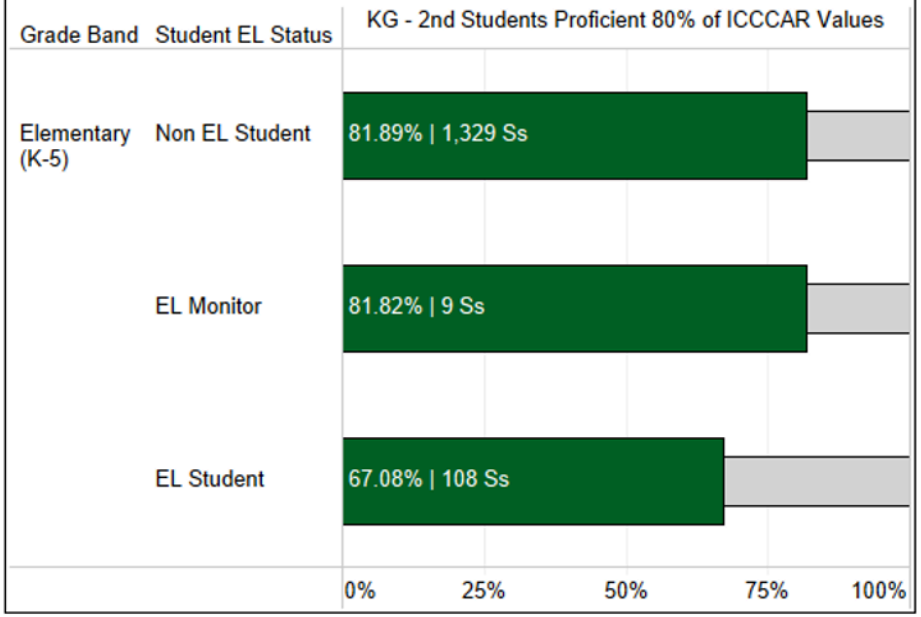
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs Cont.

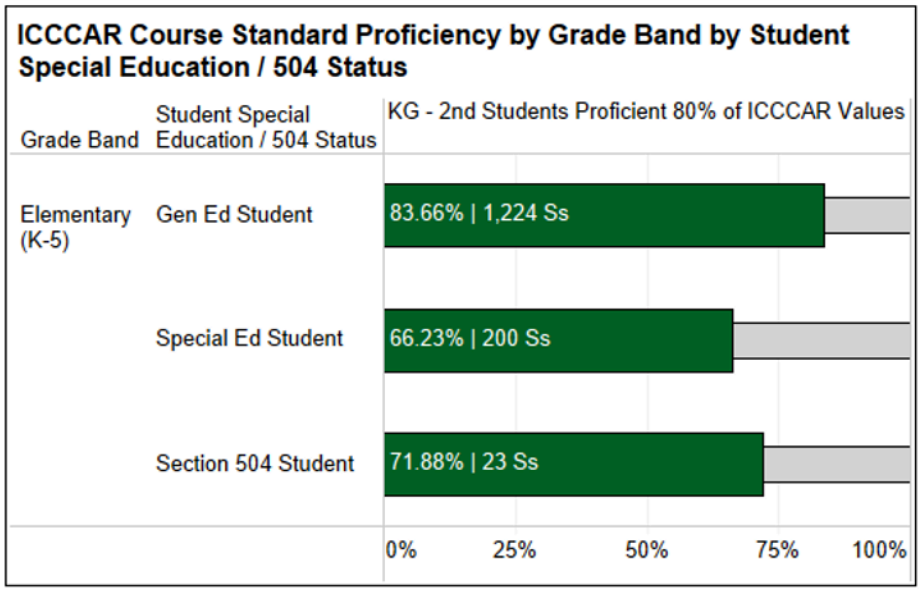
ICCCAR Course Standard Proficiency by Grade Band by Student Race



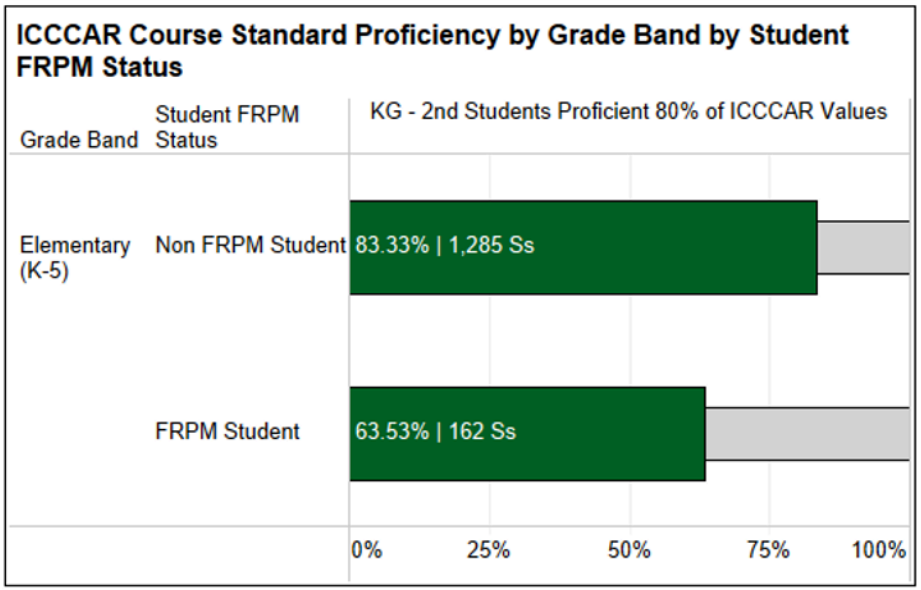
ICCCAR Course Standard Proficiency by Grade Band by Student EL Status



ICCCAR Course Standard Proficiency by Grade Band by Student Special Education / 504 Status



ICCCAR Course Standard Proficiency by Grade Band by Student FRPM Status



ICCCAR Proficency Status

Proficent Not Proficent

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

Appendix E: Career/College Ready Research

The following national studies and frameworks represent some of the most widely recognized research on college and career readiness. Together, they highlight the importance of rigorous coursework, benchmark assessments, and key skill areas as strong predictors of post-secondary success.

Sources

- Adelman, C. (2006). *The Toolbox Revisited: Paths to degree completion from high school through college*. U.S. Department of Education.
  → Completing advanced math courses (beyond Algebra II) is the strongest curriculum factor predicting college completion.
- ACT. (2023). *The Condition of College & Career Readiness 2023.* ACT, Inc.
  → College readiness benchmarks in English, math, reading, and science align with first-year college success.
  National Center for Education Statistics. (2017). *High school course-taking and college readiness: 2017 update*. U.S. Department of Education.
  → Rigorous course sequences in math, science, and English increase college enrollment and persistence.
  Partnership for 21st Century Learning. (2019). *Framework for 21st century learning*. Battelle for Kids.
  → Identifies critical thinking, communication, collaboration, and global awareness as essential readiness skills.

Together the following research highlights how these opportunities extend readiness, promote equity of access, and celebrate student distinction within our community.

Sources

- An, B. P. (2013). *The impact of dual enrollment on college degree attainment.* Educational Evaluation and Policy Analysis.
  → Dual enrollment significantly increases college enrollment and degree attainment, especially for underrepresented students.
- Advance CTE & Association for Career and Technical Education. (2018). *Work-based learning in high school: Findings from a national survey*. **
  → Work-based learning (e.g., internships) builds career readiness, applied skills, and student engagement.
- National Merit Scholarship Corporation. (2022). *Annual Report*. **
  → National Merit recognition highlights high academic achievement and expands opportunities for selective college admissions and scholarships.

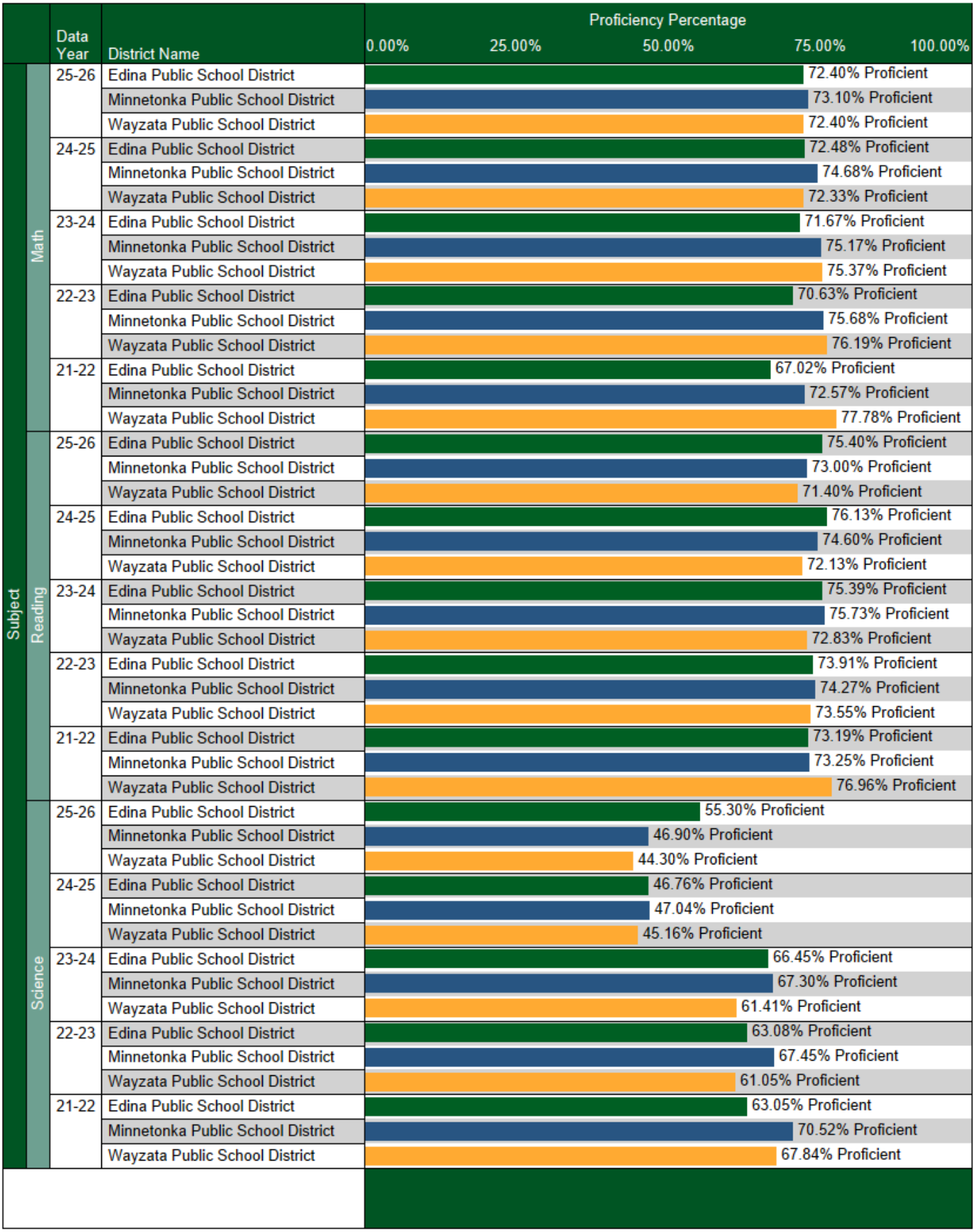
Appendix F: Program Included in Edina High School and Edina Community Education Data

- (Online) Driver's Education: Classroom Instruction & Behind the Wheel: Ages 14.5-18
- Advanced Archery: Gr. 5-12
- Alpine Ski - Boys
- Alpine Ski - Girls
- Archery 101: Gr. 5-12
- Badminton
- Badminton Club: Gr. 6-8
- Ballet 1/Pre-Teen Ballet: Ages 8-14
- Baseball
- Basketball - Boys
- Basketball - Girls
- Cheerleading
- Chess Club: Gr. 6-8
- Code Championship | Virtual Computer Coding Competition: Gr. 3-9
- Competition Chess Club and Team: Gr. 1-12
- Competition Dance
- Competitive Diving
- Cross Country - Boys
- Cross Country - Girls
- Cross Country Running Club: South View & Valley View: Gr. 6
- Debate
- Dungeon Adventures: Gr. 6-8
- Edina Gymnastics: Gr. 2-7
- Edina Gymnastics: Gr. 2-9
- Edina Winter Open Chess Tournament: Gr. 1-12
- Ella's Individual Piano Lessons - Mondays or Saturdays: Ages 6+
- Etiquette, Manners, and Social Skills: Oh My! Gr. 1-6
- Football
- Freeze Volleyball Fall Clinics: Gr. 5-8
- Girls Spring Volleyball Clinic: Gr. 1-6
- Golf - Boys
- Golf - Girls
- Gymnastics
- Hockey - Boys
- Hockey - Girls
- Intermediate Diving
- Jazz Band
- Junior High Competitive Cheer: Gr. 6-9
- Kelle's Private Voice or Piano Lessons: Age 7+
- Kung Fu – Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult
- Kung Fu – Wu Shu for Self-Defense and Fitness: Green – 2nd Purple Belt: Ages 5 - Adult
- Kung Fu – Wu Shu for Self-Defense and Fitness: Instruments & Sparring: Ages 8 - Adult
- Kung Fu – Wu Shu for Self-Defense and Fitness: White - Orange Belt: Ages 5 - Adult
- Kung Fu- Wu Shu for Self-Defense and Fitness: Beginners: Ages 5 - Adult
- Lacrosse - Boys
- Lacrosse - Girls
- Learn to Dive
- Learn to Dive: Ages 5-18
- Middle School Chess Club: Gr. 6-8
- Middle School Dance Club: South View & Valley View Gr. 6
- Mikkonen Music - Spring Piano, Guitar & Ukulele Lessons: Pick Your Number
- Mikkonen Music Lessons: Gr. 1-12
- Morning Math Team: Gr. 6-8
- Non-School Day: Pokemon Teambuilding Day Camp Gr. 1-8
- Nordic Ski - Boys
- Nordic Ski - Girls
- One Act
- Pokemon Kanto Journey: Gr. 2-8
- Quick Minds Think Alike Improv: Gr. 6-8
- Rise & Rally- Morning Pickleball Play: Gr. 6-8
- ROBOTICS- FIRST ROBOTICS COMP. (FRC)
- ROBOTICS- FIRST TECH CHALLENGE (FTC)
- Saturday Ballet 1/Pre-Teen Ballet: Ages 8-13
- Soccer - Boys
- Soccer - Girls
- Softball
- South View Middle School Boys Track & Field Gr. 6-8
- South View Middle School Girls Track & Field Gr. 6-8
- South View Middle School Wrestling: Gr. 6-8
- South View Ski & Snowboard Club: Gr. 6-8
- Speech
- Spring Open Chess Tournament: Gr. 1-12
- Stock Market, Personal Finance & Business Club: Gr. 6-12
- Strategy Game Club: Gr. 6-8
- Swim & Dive - Boys
- Swim & Dive - Girls

- Synchro Swim
- Tennis - Boys
- Tennis - Girls
- Theater
- Track & Field - Boys
- Track & Field - Girls
- Valley View Middle School Boys Track & Field Gr. 6-8
- Valley View Middle School Girls Track & Field Gr. 6-8
- Valley View Middle School Wrestling: Gr. 6-8
- Valley View Ski & Snowboard Club: Gr. 6-8
- Volleyball - Boys
- Volleyball - Girls
- Wrestling
- YEL! Fencing Club

Appendix G: District Wide MCA Assessment Performance District Comparison

All District Students



Appendix H: High School MCA Assessment Performance District Comparison

All High School School Students

Subject	Data Year	District Name	Grade 10 Proficiency Percentage (0.00% – 50.00% – 100.00%)	Grade 11 Proficiency Percentage (0.00% – 50.00% – 100.00%)	Grade HS Proficiency Percentage (0.00% – 50.00% – 100.00%)
Math	25-26	Edina Public School District		72.70% Proficient	
		Minnetonka Public School District		59.90% Proficient	
		Wayzata Public School District		77.90% Proficient	
	24-25	Edina Public School District		73.47% Proficient	
		Minnetonka Public School District		61.61% Proficient	
		Wayzata Public School District		80.17% Proficient	
	23-24	Edina Public School District		70.00% Proficient	
		Minnetonka Public School District		63.04% Proficient	
		Wayzata Public School District		78.23% Proficient	
	22-23	Edina Public School District		62.75% Proficient	
		Minnetonka Public School District		69.31% Proficient	
		Wayzata Public School District		77.87% Proficient	
	21-22	Edina Public School District		59.85% Proficient	
		Minnetonka Public School District		66.44% Proficient	
		Wayzata Public School District		78.21% Proficient	
Reading	25-26	Edina Public School District	72.10% Proficient		
		Minnetonka Public School District	66.30% Proficient		
		Wayzata Public School District	72.20% Proficient		
	24-25	Edina Public School District	86.21% Proficient		
		Minnetonka Public School District	77.27% Proficient		
		Wayzata Public School District	78.70% Proficient		
	23-24	Edina Public School District	88.65% Proficient		
		Minnetonka Public School District	79.05% Proficient		
		Wayzata Public School District	80.37% Proficient		
	22-23	Edina Public School District	85.42% Proficient		
		Minnetonka Public School District	71.62% Proficient		
		Wayzata Public School District	82.46% Proficient		
	21-22	Edina Public School District	71.85% Proficient		
		Minnetonka Public School District	72.00% Proficient		
		Wayzata Public School District	81.01% Proficient		
Science	25-26	Edina Public School District			83.10% Proficient
		Minnetonka Public School District			54.60% Proficient
		Wayzata Public School District			57.80% Proficient
	24-25	Edina Public School District			66.79% Proficient
		Minnetonka Public School District			56.08% Proficient
		Wayzata Public School District			62.25% Proficient
	23-24	Edina Public School District			88.44% Proficient
		Minnetonka Public School District			77.41% Proficient
		Wayzata Public School District			67.87% Proficient
	22-23	Edina Public School District			88.59% Proficient
		Minnetonka Public School District			72.81% Proficient
		Wayzata Public School District			67.53% Proficient
	21-22	Edina Public School District			87.39% Proficient
		Minnetonka Public School District			78.85% Proficient
		Wayzata Public School District			70.38% Proficient