Edina Public Schools
DEFINING EXCELLENCE

Title: Data Metrics Plan Goals

Type: Discussion

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Description: Edina Public Schools (EPS) is a dynamic learning community that focuses on educational excellence. EPS uses a comprehensive assessment monitoring plan that uses a variety of data points to help determine when and how we are meeting our Vision, Mission, and Strategic Plan priorities. This comprehensive assessment monitoring plan is called the Edina Data Metrics Plan. This plan was used to create the Edina Data Metrics Goals to ensure the Edina tradition of excellence and continuous improvement continues through monitoring growth and proficiency in alignment with the 2020-2027 Strategic Plan.The Edina Data Metrics Goals were collaboratively developed by the Edina District Instructional Leadership Team (DILT) under the leadership and direction of Superintendent Dr. Stanley. Through consensus, DILT elected to set two year goals, and with the 2022 approval of the school board used 2023 spring data as baseline for setting goals.

Recommendation: This report is for school board discussion.

Desired Outcomes from the Board: Review the Data Metrics Plan Goals and be prepared with questions and feedback.

Attachments:
1. Report
2. APPENDIX A: District Instructional Leadership Team Membership
3. APPENDIX B: Glossary
4. APPENDIX C: 2023-2025 Board Approved EPS Assessment Plan
5. APPENDIX D: FASTBridge Assessment Guide
6. APPENDIX E: MCA Opt Out Data
7. Board Presentation

Edina Data Metrics Goals Executive Summary:

Edina Public Schools (EPS) is a dynamic learning community that focuses on educational excellence. EPS uses a comprehensive assessment monitoring plan that uses a variety of data points to help determine when and how we are meeting our Vision, Mission, and Strategic Plan priorities. This comprehensive assessment monitoring plan is called the Edina Data Metrics Plan. Through the intentional focus on the components named in the Data Metrics Plan, EPS has a marked track for continuous improvement. This plan was used to create the Edina Data Metrics Goals to ensure the Edina tradition of excellence and continuous improvement continues through monitoring growth and proficiency in alignment with the 2020-2027 Strategic Plan.

The superintendent formally convenes a collaborative team of both E-12 building and district administration named District Instructional Leadership Team (DILT). Under the leadership and direction of the superintendent, during the winter and spring of 2023, DILT used preliminary data to engage in discussions about district wide goal setting. Through consensus, DILT elected to set two year goals, and with the 2022 approval of the school board used 2023 spring data as baseline for setting goals.

Setting two year goals provides vision & clarity related to the district's strategic plan benchmarks, establishes purpose, allows the organization to make intentional decisions aligned with this purpose, and fosters collective efficacy and motivation. Goals are established in alignment with the 2020-2027 Strategic Plan and MDE's [Balanced Assessment system](#). Principal Lisa Masica, Principal Dr. Tim Anderson, Principal Toya Pryor, Principal Andy Beaton, Assistant Principal Dr. Tami Jo Cook and Dr. Anne Marie Leland on behalf of ELC, partnered with district leaders to establish two year goals.

The metrics outlined in this plan and, thus the Data Metrics Goals, utilize local, state, and national assessments that monitor proficiency on Minnesota State Standards and growth for all students. Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who perform across percentiles (high and low) and allows educators to establish goals that will meet the needs of students at all learning levels throughout the learning process.

Board updates will be provided according to the following cycle:

> Fall 2023: Created two year *Data Metrics Goals* shared with the board for discussion
> Fall 2023: *Data Metrics Plan* with updated spring 2023 data demonstrating progress towards goals to be shared with the board for discussion
> Fall 2024: *Data Metrics Plan* with updated spring 2024 data demonstrating progress towards goals to be shared with the board for discussion
> Fall 2025: Updated two year *Data Metrics Goals* with celebrations and opportunities for continued growth to be shared with the board for discussion
> Fall 2026: *Data Metrics Plan* with updated spring 2025 data demonstrating progress towards goals to be shared with the board for discussion
> Fall 2027: Updated two year *Data Metrics Goals* with celebrations and opportunities for continued growth to be shared with the board for discussion

ELC (Pre-K, ECSE, ECFE)

Focus Area	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Edina ELC students are prepared for kindergarten.	Current research demonstrates that school preparedness is a key indicator of success in school and benchmarks such as on grade level literacy and numeracy skills.	Resident student enrollment rate in the Edina Early Learning Center	Student Enrollment Report	86.42% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents	In the spring of the 2025 school year, enrollment in ECPE and ECSP will be **90%** Edina students.

			ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold)	Identified Benchmarks in TS Gold	95% of 4 year olds in ECPE & ECSE meeting SEL benchmarks	In the spring of 2025 school year, students enrolled in the ELC PreK will score **97%** on the identified Social Emotional objective.
		ELC Students Literacy Benchmarks in TS Gold	Teaching Strategies Gold Spring Assessment	99% of 4 year olds in ECPE & ECSE meeting literacy benchmarks	In the spring of 2025 school year, students enrolled in the ELC PreK will score **99%** on the identified literacy objective.
		ELC Students Numeracy Benchmarks in TS Gold	Teaching Strategies Gold Spring Assessment	97% of 4 year olds in ECPE & ECSE meeting numeracy benchmarks	In the spring of 2025 school year, students enrolled in the ELC PreK will score **98%** on the identified Numeracy objective
		Fall Reading Benchmark	ELC enrolled student at grade level performance on fall kindergarten literacy FAST Assessment	73.12% Edina Kindergarten students who were enrolled in ECPE and ECSP in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener	In September 2024, **80%** of kindergarten students who attended the ELC for the 2023-2024 school year will demonstrate benchmark proficiency on the literacy FASTbridge assessment.
		Fall Math Benchmark	ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment	68.32% Edina Kindergarten students who were enrolled in ECPE and ECSP in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyMath universal screener	In September 2024, **80%** of kindergarten students who attended the ELC for the 2023-2024 school year will demonstrate benchmark proficiency on the math FASTbridge assessment.

		Attendance (pulled from ADM/ADA Detail report in campus)	Registered ELC student Attendance Rates	99.19% attendance for ECPS and ECSE students	In the spring of 2025, the attendance rate for ECPS and ECSE students will be **99.5%**.
		ECFE Participation	Parent Participation of registered ELC students.	308 enrollments	In the spring of 2025, the parent participation of registered ELC Students will increase by **10%** to 338 or more enrollments.

Grades K-5

Focus Area: Literacy Foundations	Reasoning	Metric	How Will it be measured?	2022-23 End of Year Results	Goal
Students meet learning targets to ensure strong foundational Literacy: Edina students read well by the end of 3rd grade.	Reading at or above grade level by third grade is a key aspect of the World's Best Workforce Legislation. In addition, possessing sound foundational literacy skills is the gateway to higher level learning. As one measure cannot accurately assess all areas of foundational literacy skills, it is important to triangulate the data.	Grades K-1 literacy proficiency	FASTBridge earlyReading universal screener	77.27% of all K-1 students achieved proficiency in the spring 2023	In the spring of 2025, **82%** of K-1 students will have met literacy proficiency as evidenced by performance in the FASTBridge earlyReading universal screener.
		Grade 2 literacy proficiency	R-CBM aReading universal screener	69.40% of all 2nd grade students achieved proficiency in the spring 2023	In the spring of 2025, **77.40%** of 2nd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.
		Grade 3 literacy proficiency	R-CBM aReading universal screener	79.13% of all 3rd grade students achieved proficiency in the spring 2023	In the spring of 2025, **84%** of 3rd grade students will have met literacy proficiency as evidenced by performance on the FASTBridge R-CBM aReading universal screener.
	Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher	Grade K-3 literacy growth	FASTBridge early Reading / aReading	26.77% of all K-3 students achieved aggressive growth from fall 2022 to Spring 2023

38.75% of all K-3 | In the spring of 2025, **37%** of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. *

In the spring of 2025, **60%** of all K-3 students will have achieved typical growth |

				students achieved typical growth from fall 2022 to spring 2023	from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. * *National Norm for aggressive growth is 25%.* *National Norm for typical growth is 60%.*
K-1 FASTBridge earlyReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.				25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023	In the spring of 2025, **40%** of K-1 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge earlyReading universal screener.* *National Norm for aggressive growth is 25%*
2nd-5th FASTBridge aReading students demonstrating below grade level reading performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring. Aggressive growth is imperative for students performing below grade level to reach grade level before moving into middle school.				49.01% of 2nd-5th grade students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth on the FASTBridge in the spring of 2023	In the spring of 2025, **50%** of 2nd-5th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge R-CBM aReading universal screener.* *National Norm for aggressive growth is 25%*

Focus Area: Foundational Numeracy	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students meet learning targets to ensure strong foundational numeracy.	Possessing fluency with foundational numeracy is a gateway to critical thinking.	Grades K-1 mathematical proficiency	FASTBridge earlyMath universal screener	88.04% of all K-1 students achieved proficiency in the spring 2023	In the spring of 2025, **90%** of K-1 students will have met math proficiency as evidenced by performance on the FASTBridge earlyMath universal screener.
		Grade 2	FASTBridge	78.54% of all 2nd	In the spring of 2025, **83%** of 2nd grade

		mathematical proficiency	FASTtrack Math universal screener	grade students achieved proficiency in the spring 2023	students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.
		Grade 3 mathematical proficiency	FASTBridge FASTtrack Math universal screener	75% of all 3rd grade students achieved proficiency in the spring 2023	In the spring of 2025, **80%** of 3rd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.
	Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.	K-3 mathematical growth	FASTBridge earlyMath/ FASTtrack Math universal screener	21.84% of all K-3 students achieved aggressive growth fall 2022 to spring 2023 34.09% of all K-3 students achieved typical growth fall 2022 to spring 2023	In the spring of 2025, **32%** of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener.* In the spring of 2025, **55%** of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener.* *National Norm for aggressive growth is 25%. *National Norm for typical growth is 60%.
K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring				70.83% of K-1 students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023	In the spring of 2025, **75%** of K-1 students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge Early Math universal screener.* *National Norm for aggressive growth is 25%
2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring.				14.07% of 2nd-5th grade students demonstrating below grade level math performance	In the spring of 2025, **25%** of 2nd - 5th grade students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the

| | in the fall of 2022 achieved aggressive growth in the spring of 2023 | FASTBridge FASTtrack Math universal screener.

National Norm for aggressive growth is 25% |
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Focus Area: Literacy and Mathematics Standards	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students meet learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.	Grades 3-5 literacy proficiency	Proficiency in 2 of 3 determined assessment elements (end of subject grade: literacy, FASTBridge & MCA)	71.59% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards	In the spring of 2025, **79.59%** of 3-5 grade students will demonstrate meeting literacy learning targets based on proficiency in 2 of 3 determined assessments aligned with MN State Standards.
		Grades 3-5 mathematics proficiency	Proficiency in 2 of 3 determined assessments (end of subject grade: mathematics, FASTBridge & MCA)	76.51% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards	In the spring of 2025, **82%** of 3-5 grade students will demonstrate meeting math learning targets based on proficiency in 2 of 3 determined assessments aligned with MN state standards.

Focus Area: Social Emotional Learning (SEL)	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations.	Grades 3rd-5th SEL	3rd-5th Panorama *Do you have a teacher or other adult from school who you can count on to help you no matter what?*	88% of 3-5 grade students reported favorably that they have a teacher or other adult from school they can count on	In the spring of 2025, **93%** of 3rd-5th grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.
			During the past week, how often did you feel excited about learning?	87% of 3-5 grade students reported favorably that in the past week, they often feel excited about learning	In the spring of 2025, **92%** of students in 3rd-5th will report that they feel excited about learning in the past week.
Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools. 1. Accepts Responsibility 2. Completes Work On Time 3. Demonstrates a Positive Attitude 4. Follows Directions 5. Follows School / Classroom Rules 6. Handles Conflict Appropriately 7. Organizes and Uses Time Appropriately 8. Repects Rights, Diversity, Feelings and Property of Others				% of K-2 students that are demonstrating proficiency on the separated ICCAR values: 1. 90.95% 2. 87.47% 3. 95.68% 4. 85.11% 5. 85.21% 6. 88.74% 7. 82.21% 8. 95.21%	In the spring of 2025 the % of K-2 students reported as proficient with a score of 3 or better on each ICCAR Values element will be at or above **90%** for each element.
Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade				70.21% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL instead of individual values as noted above	In the spring of 2025 school year the % of K-2 students reported as proficient with a score of 3 or better on all ICCAR Values calculated as one data point will all be at or above **75%**.

Focus Area: Unique Learners	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Talent Development	To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.	Talent Development program participation	Student enrollment in extended and/or accelerated talent development pathways in grades 3-5. *4-5 grade extended literacy *3-5 grade accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab	30.53% 3-5 students enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year	In the spring of 2025 the % of 3-5 students in extended and/or accelerated talent development pathways will increase to **41%**.
		Talent Development program performance	Student grades in extended and/or accelerated talent development pathways are proficient with no score lower than a 3 in grades 3-5. *3-5 grade extended literacy *3-5 accelerated math *3rd grade literacy curiosity lab *2nd grade math	89.76% 3-5 students in extended and/or accelerated talent development pathways who demonstrated proficiency with no score lower than a 3 in the spring of 2023	In the spring of 2025, **95%** of students in grades 3-5 in extended and/or accelerated talent development pathways will be proficient with no score lower than a 3 on their report card.

				curiosity lab	
Students with an individual education program (IEP) are making progress toward goals	The goals set in an IEP are aligned with state standards and are the foundation toward ensuring an excellent & developmentally appropriate education for students.	IEP goals	% of students meeting or making adequate progress on special education IEP goals	75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023	In the spring of 2025, **81%** of K-5 students with an individual education program will meet and/or make adequate progress towards their Individual Education Program goals.
Percent of ML students who met their MDE provided growth target for the year	It is imperative to use an English Language development assessment in addition to academic assessments to ensure that multilingual students are making expected growth toward English Language Proficiency. With the goal of ensuring students move out of service as defined by ACCESS in 6 to 7 years.	ACCESS	Percent of ML students who met their MDE provided growth target for the year	59.03% of students in grades 1st - 5th met their growth target as defined by MDE	In the spring of 2025, **70%** of ML students in grades 1-5 will meet their growth target as defined by MDE.

Grades 6-8

Focus Area: Literacy Foundations	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
6th grade students are reading at grade level.	As students transition from elementary to middle school the texts that they read become more complex and increasingly non-fiction. As a result, it is important to continue to monitor reading development.	6th grade literacy proficiency	FASTBridge FASTtrack Reading universal screener	77.41% of all 6th grade students achieved proficiency in the spring 2023	In the spring of 2025, **83%** of 6th students will have met literacy proficiency as evidenced by performance on the FASTBridge aReading universal screener.
	Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.	6-8 grade literacy growth	FASTBridge FASTtrack Reading universal screener	20.63% of all 6-8 students achieved aggressive growth fall 2022 to spring 2023 39.08% of all 6-8 students achieved typical growth fall 2022 to spring 2023	In the spring of 2025, at least **32%** of 6-8 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* In the spring of 2025, at least **55%** of 6-8 students will have typical aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25% *National Norm for typical growth is 60%

Focus Area: Mathematical Foundations	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
6th grade students apply mathematical knowledge at grade level.	As students transition from elementary to middle school the problems that they solve become more	6th grade mathematical proficiency	FASTBridge FASTtrack Math universal screener	79.82% of all 6th grade students achieved proficiency in the spring 2023	In the spring of 2025, **85%** of 6th students will have met math proficiency on the FASTBridge FASTtrack Math universal screener.

	complex and increasingly require application as foundational skills. As a result, it is important to continue to monitor math development.				
	Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.	6-8 grade mathematical growth	FASTBridge FASTtrack Math universal screener	39.58% of all 6-8 students achieved aggressive growth fall 2022 to spring 2023 34.53% of all 6-8 students achieve typical growth fall 2022 to spring 2023	In the spring of 2025, at least **50%** of all 6-8 students will have achieved aggressive growth from fall to spring on the FASTBridge aMath universal screener.* In the spring of 2025, at least **50%** of all 6-8 students will have achieved typical growth from fall to spring on the FASTBridge aMath universal screener.* *National Norm for aggressive growth is 25%.* *National Norm for typical growth is 60%.*

Focus Area: Literacy and Mathematics Standards	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students meet math and literacy learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.	Grades 6-8 mathematical proficiency	Proficient in 2 of 3 determined assessments (End of year course grade ≥ B: math, FASTBridge FASTtrack, & MCA)	75.08% 6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards.	In the spring of 2025, **81%** of 6-8 grade students will demonstrate meeting math learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.
		Grades 6-8 literacy proficiency	Proficient in 2 of 3 determined assessments (End of the year course grade ≥ B: ELA,	70.36% 6-8 grade students demonstrated literacy proficiency by meeting learning	In the spring of 2025, **78%** of 6-8 grade students will demonstrate meeting literacy learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.

			FASTBridge FASTtrack & MCA)	targets based on MN state standards.	
6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring				45.77% of 6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023	In the spring of 2025, **50%** of 6-8 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%*
6th-8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring				34.78% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023	In the spring of 2025, **50%** of 6-8 students demonstrating below grade level reading performance will have achieved aggressive or typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%*

Focus Area	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students meet science learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.	Grade 8 Science proficiency	Science MCA	38.82% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2023	In the spring of 2025, **49%** of 8th grade Science students will demonstrate meeting science learning targets based on MN state standards by meeting proficiency on the 8th Grade Science MCA.

Focus Area	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal

Students will pass Algebra I by the end of 8th grade.	Algebra I is a gateway course to higher level mathematics and science courses. Students who successfully complete Algebra I apply foundational math skills built in earlier grades, which allow them to refine problem solving and critical thinking skills.	Algebra I course completion	Percentage of students who successfully complete the Algebra I course by the end of 8th; earning a B grade or higher.	74.67% of students successfully competed Algebra I by the end of 8th grade with a B or higher	In the spring of 2025, **80%** of students will have successfully completed the Algebra I course with a B grade or higher.

Focus Area: Social and Emotional Learning (SEL)	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students acquire and apply the social emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations.	Grades 6-8 SEL	6-8 Panorama *Do you have a teacher or other adult from school who you can count on to help you no matter what?*	77.67% of 6-8 grade students reported favorably that they have a teacher or other adult from school they can count on	In the spring of 2025, **85%** of all 6-8 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.
			During the past week, how often did you feel excited about learning?	83% of 6-8 grade students reported favorably that in the past week, they often feel excited about learning	In the spring of 2025, **92%** of all 6-8 grade students will report favorably about how often they feel excited in the past week.

Focus Area: Extracurricular and Co-curricular Involvement	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.	Involvement in extracurricular and co-curricular activities allow students to build increased self confidence. When middle school students are engaged in activities that they enjoy, find challenging and personally meaningful, the results include a greater sense of positive mental health and well-being, and greater executive management, all which can lead to better performance in the classroom and therefore better grades.	Student participation in extracurricular & co-curricular activities	Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes.	32.22% participated in at least 1 extracurricular and/or co-curricular activity during the 2022-23 school year	In the spring of 2025, **42%** of 6-8 students will participate in robust Edina extracurricular and co-curricular opportunities.

Focus Area: Unique Learners	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Talent Development	To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.	Talent Development program participation	% of 6-8 grade student enrollment in talent development extended or accelerated pathways "Enriched" Reading and Social Studies Accelerated Science Accelerated Math	51.47% 6-8 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year	In the spring of 2025, the % of 6-8 students enrolled in extended and/or accelerated talent development pathways will be **62%**.
		Talent Development program performance	Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in "Enriched" Reading and Social Studies Accelerated Science Accelerated Math	73.69% 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a 3 in the spring of 2023	In the spring of 2025, **80%** of students in grades 6-8 in extended and/or accelerated talent development pathways in ELA/Math/Science will be proficient with no score lower than a B on their S2 report card.
Students with an Individual Education Program (IEP) are making progress toward goals	The goals set in an IEP are aligned with state standards and are the foundation toward ensuring an excellent & developmentally appropriate education for students.	Progress on Special Education IEP goals	% of 6-8 students meeting or making adequate progress on special education program goals	73.84% of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023	In the spring of 2025, **79%** of 6-8 students with an individual education plan will be meeting and/or making adequate progress towards their Individual Education Program goals.

Percent of ML students who met their MDE provided growth target for the year	It is imperative to use an English Language development assessment in addition to academic assessments to ensure that multilingual students are making expected growth toward English Language Proficiency. With the goal of ensuring students move out of service as defined by ACCESS in 6 to 7 years.	ACCESS	Percent of 6-8 ML students who met their MDE provided growth target for the year	19.23% of 6th - 8th grade students met their growth target as defined by MDE	In the spring of 2025, **40%** of ML students in grades 6-8 will meet their growth target as defined by MDE.

Grades 9-12

Focus Area: Literacy, Mathematics and Science Standards	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Students meet learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.	9-12 academic proficiency in English Language Arts, Math, & Science	Proficiency on end of the year course grades *(Score of B or better Semester 2 in Math and ELA Course)* and Reading, Math & Science Preliminary MCA Assessments of students who took the MCA.	End of the year math course grade: 62.14% of 9-12 students demonstrated proficiency MCA Math Proficiency: 62.9% of 11th grade students demonstrated proficiency	In the spring of 2025, **70%** of 9 -12 students will demonstrate proficiency with a B or higher on end of year math grade. In the spring of 2025, **72%** of 11th grade students will demonstrate proficiency on the Math MCA.
				End of the year ELA course grade: 68.90% of 9-12 students demonstrated proficiency MCA Reading Proficiency: 85.40% of 10th grade students demonstrated proficiency 76.23% of 9th grade students demonstrated proficiency on the spring 2023 FASTTrack reading	In the spring of 2025, **78%** of 9-12 students will demonstrate proficiency in literacy with a B or higher on the common summative assessment end of year ELA grade. In the spring of 2025, **88%** of 10th grade students will demonstrate proficiency on the Reading MCA. In the spring of 2025, **82%** of 9th grade students will demonstrate proficiency on the FASTrack reading screener.
				End of the year Science course grade:	In the spring of 2025, **76%** of 9-12 students will demonstrate proficiency in

				71.91% of 9-12 students demonstrated proficiency	science with a B or higher on the common summative assessment end of year science grade.
				MCA Science Proficiency: 88.8% of Biology students demonstrated proficiency	In the spring of 2025, **90%** of 11th grade students will demonstrate proficiency on the Science MCA.
9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring				37.58% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023	In the spring of 2025, **50%** of 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%*

Focus Area: College Ready	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Each and every student is College Ready.	Edina Public Schools has a strong reputation for the preparation of students to go on to post-secondary learning. Post secondary education is directly attributed to the quality of life in areas such as health equity, housing sustainability, and income attainment.	Bilingual Seals earned by 9-12 students	Number of Bilingual Seals earned	214 9-12 students earned a Bilingual Seal	In the spring of 2025, **230** Bilingual Seals will be earned.
		Dual Enrollment Options	Number of students taking classes to earn college credit while in high school	PSEO (at a college campus) S1- 96 S2- 93 Dual Enrollment (at EHS) CIS Latin- 7 CIS STEM- 47 CIS MATH- 254 Total-308	In the spring of 2025, the number of students taking PSEO classes will increase to **120** students in each semester. In the spring of 2025, the number of students taking Dual Enrollment classes will increase to **340** total.
		ACT performance	Students Earning 22 on ACT composite ACT College Readiness score: English ACT College Readiness score: Mathematics	71.13% 9-12 students earned a 22 or higher on the ACT composite. *If multiple tests were taken, the highest score was used to determine this percentage.*	In the spring of 2025, **76%** of students will earn a 22 on ACT composite College Readiness score. *33% of all students who take the ACT have a composite score at or above a 22*
		State Longitudinal Education Data System (SLEDS)	1.Students persisting from first year of college to second year of college 2.Students persisting from second year of college to third year of college	94% of students persist onto their 2nd year of college 82% of students persist from their 2nd to 3rd year of college. *Class of 2020	==No recent SLEDS information is available at this time. This data point will be continually monitored.==

		Selected end of course unit scores	Course completion with a final grade ≥ to a B in semester 2	Biology- 78.93% 10-12th grade students earned a B or better in semester 2 US Literature and Comp- 77.19%11th grade students earned a B or better in semester 2 Pre-Calculus- 58.33% 9-12 students earned a B or better in semester 2	In the spring of 2025, **82%** of Biology students will earn a final grade of B or better in semester 2. In the spring of 2025, **82%** of US Literature and Comp students will earn a final grade of B or better in semester 2. In the spring of 2025, **70%** of students taking Pre-calculus will earn a final grade of B or better in semester 2.

		National Merit Scholars	Number of Students
			-Commended
			-Semi Finalist
			-Finalist
				Number of Students
				 -Commended- 20
				-Semi Finalist- 12
				-Finalist- 11
					In the spring of 2025 the number of Edina National Merit Scholars will increase to:
					    Commended: 30
					    Semi Finalists: 18
					    Finalists: 15

		Alumni Survey	% of Alumni reporting well prepared for the rigor of post secondary learning	Baseline data needed	Baseline data to be collected 2023-24.

Focus Area: Career Ready	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.	We believe that inspiring students to grow as critically-thinking collaborative learners will prepare them to be productive, accountable, self-motivated and responsible citizens. Monitoring this area ensures we are meeting our focus on whole student support.	11 grade MN Civics test	Number of students successfully passing at B grade or higher	95.28% 11th grade students successfully passed with a B or better	Beginning in the 2023-24 school year, districts will no longer need to administer the civics test (Minnesota Statutes 2022, section 120B.02, subdivision 3). ***Admin recommends rescinding this benchmark**
		9-12 SEL	Panorama questions *Do you have a teacher or other adult from school who you can count on to help you no matter what?*	77.5% of 9-12 grade students reported favorably that they have a teacher or other adult from school they can count on *This data is currently in the 80% of nationally normed data.*	In the spring of 2025, **87%** of 9-12 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.
			During the past week, how often did you feel excited?	77.75% of 9-12 grade students reported favorably that in the past week, they often feel excited about learning *This data is currently in the 90% of nationally normed data.*	In the spring of 2025, **87%** of 9-12 grade students will report favorably about how often they feel excited in the past week.
		Students enrolled in internships or apprenticeships	% of students enrolled in internships or apprenticeships	As this program expands as part of the strategic plan a centralized process will need to be developed to track this data.	A process to accurately track this data will be developed in 2023-24.

		Extra-curricular or co curricular participation by each student group	% of students 9-12 participating in at least one Edina sponsored extra-curricular or co curricular leadership or service experience	60.64%	In the spring of 2025, **70%** of 9-12 students will participate in robust Edina extracurricular and co-curricular opportunities.

Focus Area Unique Learners	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Talent Development	To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.	Talent Development program participation	9-12 student enrollment in talent development extended or accelerated pathways	66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year	In the spring of 2025, the % of 9-12 students in extended and/or accelerated talent development pathways will be **72%**.
		Talent Development program performance	9-12 student grades in talent development pathways	54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a 3 in the spring of 2023	In the spring of 2025, **65%** of students in grades 9-12 in extended and/or accelerated talent development pathways in ELA, Math, & Science will be proficient with a grade no lower than a B on their report card.
		AP Exam of 3+	% of students earning 3 or higher	86% of 9-12 students taking an AP exam earned a 3 or higher	In the spring of 2025, **88%** of students taking an AP exam will earn a 3 or higher. *In 2022 988 students took at least one AP exam.* *In 2023 1,092 students took at least one AP exam.*
Students with an individual	The goals set in an IEP are aligned with state	IEP Goals	% of 9-12 students meeting or making	68.34% of 9-12 students met or made	In the spring of 2025, **74%** of 9-12 students with an individual education program will

education program (IEP) are making progress toward goals	standards and are the foundation toward ensuring an excellent & developmentally appropriate education for students.		adequate progress on special education IEP Goals	adequate progress on special education IEP goals in the spring of 2023	meet and/or make adequate progress towards their goals on Special Education progress reports.
Percent of ML students who met their MDE provided growth target for the year	It is imperative to use an English Language development assessment in addition to academic assessments to ensure that multilingual students are making expected growth toward English Language Proficiency. With the goal of ensuring students move out of service as defined by ACCESS in 6 to 7 years.	ACCESS	Percent of ML students who met their MDE provided growth target for the year	20.00% of 9th-12th grade students met their growth target as defined by MDE	In the spring of 2025, 40% of ML students in grades 9-12 will meet their growth target as defined by MDE.

K-12 Attendance & Graduation Rates

Focus Area: Engagement	Reasoning	Metric	How Will it be measured?	2022-23 Results	Goal
Attendance	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	Percent In attendance	K-12 attendance rates by student group	94.22% of K-12 students attendance rates	In the spring of 2025, attendance for all Edina students K-12 will increase to **96.22%**.

	and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent				
Graduation Rates	Edina Public Schools is proud of its reputation for post secondary matriculation. A high school diploma serves as a pathway to greater levels of educational attainment. In addition, earning a high school diploma is directly correlated with income attainment, greater career opportunities, a healthier lifestyle, and self confidence.	4 & 7 year graduation rates	Graduation rates by student group	4 year- 93.58% *Final data pull to be submitted to MDE will occur on 9.15.23. Students have until this date to finish credits for graduation.*	In the Fall of 2025, graduation rates for all Edina students will be 98%.

APPENDIX A: District Instructional Leadership Team Membership

Dr. Stacie Stanley, Superintendent
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Lisa Masica, Principal Cornelia Elementary
Dr. Tim Anderson, former South View Middle School Principal
Dr. Tami Jo Cook, South View Middle School Assistant Principal
Toya Pryor, former Valley View Middle School Principal
Andy Beaton, former Edina High School Principal
Dr. Randy Smasal, Assistant Superintendent
Jody De St. Hubert, Director of Teaching and Learning
Bethany Van Osdel, Assistant Director of Teaching and Learning
Greg Guswiler, Data Programming Analyst
Jody Remsing, J.D., Director of Student Support Services

APPENDIX B: Glossary

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

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 (provides diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs (diagnostic information), and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.

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 MN State Standards.

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. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.
*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

Elementary Curiosity Lab: Support for students in grades 4-5 who participate in Extended Reading and/or Accelerated Math provided by the Curiosity Lab Teachers (Talent Development FTE). The students have access to additional time, resources and scaffolding. Students meet with a Curiosity Lab teacher to ensure success in extended and accelerated classes.

Extended Pathways: Opportunities provided to students to engage with grade level content at a deeper level.

Accelerated Pathways: Opportunities for students to compact grade level standards and be exposed to higher grade level standards at a faster pace.

Multilingual Learner: 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.

APPENDIX C: 2023-2025 Board Approved EPS Assessment Plan

APPENDIX D: FASTBridge Assessment Guide

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

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English – Composite Subtests			
GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds
K	Onset Sounds	Letter Sounds	Word Segmenting
K	Letter Names	Word Segmenting	Nonsense Words*
K	Letter Sounds	Nonsense Words*	Sight Words 50
1	Word Segmenting	Word Segmenting	Word Segmenting
1	Nonsense Words*	Nonsense Words*	Nonsense Words*
1	Sight Words 150	Sight Words 150	Sight Words 150
1	Sentence Reading	CBMreading**	CBMreading**

earlyMath Composite Subtests			
GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Numeral Identification NI-1	Place Value	Story Problems

FASTBridge Assessment Overview: list and details of assessments

APPENDIX E: MCA Opt Out Data

Assessment	School Year	Grade Band	Testing Status	Number Of Students	Participation Percentage
MCA Math	2023	Elementary (K-5)	Student Took Assessment	2341	98.20%
MCA Math	2023	Elementary (K-5)	Student Did Not Take Assessment	43	
MCA Math	2023	Middle School (6-8)	Student Took Assessment	3720	95.04%
MCA Math	2023	Middle School (6-8)	Student Did Not Take Assessment	194	
MCA Math	2023	High School (9-12)	Student Took Assessment	714	54.09%
MCA Math	2023	High School (9-12)	Student Did Not Take Assessment	606	
MCA Reading	2023	Elementary (K-5)	Student Took Assessment	1828	97.86%
MCA Reading	2023	Elementary (K-5)	Student Did Not Take Assessment	40	
MCA Reading	2023	Middle School (6-8)	Student Took Assessment	1878	96.06%
MCA Reading	2023	Middle School (6-8)	Student Did Not Take Assessment	77	
MCA Reading	2023	High School (9-12)	Student Took Assessment	590	88.59%
MCA Reading	2023	High School (9-12)	Student Did Not Take Assessment	76	
MCA Science	2023	Elementary (K-5)	Student Took Assessment	611	97.60%
MCA Science	2023	Elementary (K-5)	Student Did Not Take Assessment	15	
MCA Science	2023	Middle School (6-8)	Student Took Assessment	626	92.60%
MCA Science	2023	Middle School (6-8)	Student Did Not Take Assessment	50	
MCA Science	2023	High School (9-12)	Student Took Assessment	527	90.39%
MCA Science	2023	High School (9-12)	Student Did Not Take Assessment	56	