



Board Meeting Date: 10.16.23

Title: Edina Public Schools Data Metrics Plan Update: Early Learning

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 Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the Early Learning grade level band.

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

Desired Outcomes for the Board: Review the structure of the report, have questions prepared, and provide feedback on the purpose of the Data Metrics Plan as a guiding tool to support the implementation to the strategic plan.

Background Materials:

[2.14.22 Approved Data Metrics Plan](#)

[9.11.23 Data Metrics Goals](#)

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

[Data Metrics Report Board Presentation 10.16.23](#)

Attachments:

Board Report (below)

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

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

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

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

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

Early Learning Center: Early Childhood Preschool Education (ECPE) & Early Childhood Special Education (ECSE)	
Key Findings	Key Action Steps
Literacy: <ul style="list-style-type: none"> 94.06% of students in ECPE & ECSE are meeting or exceeding literacy benchmarks 	We will: <ul style="list-style-type: none"> align resources for Tier 1 and Tier 2 and 3 implement interventions and progress monitor all students who score below proficiency on the Teaching Strategies Gold assessment use collaborative Professional Learning Community (PLC) structures to respond to the data and to make instructional shifts as needed continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in Early Learning use a peer partner system to implement Creative Curriculum within Early Learning classrooms implement LETRs Professional Development. <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy A.5: Provide robust early childhood education.</i></p>
Math: <ul style="list-style-type: none"> 95.86% of students in ECPE & ECSE meeting numeracy benchmarks 	We will: <ul style="list-style-type: none"> continue with full implementation of Numeracy and Mathematical skills from Creative Curriculum building PLC's and Data teams along with individual teachers, will help determine best interventions for students in need ensure progress monitoring of students receiving intervention services continue to monitor common assessment data at determine additional core instructional needs. <p><i>*Strategy A.5: Provide robust early childhood education.</i></p>
SEL: <ul style="list-style-type: none"> 87% of students in ECPE & ECSE meeting SEL benchmarks 	We will: <ul style="list-style-type: none"> continue to implement the Pyramid Framework provide professional development for new staff engage in monthly review of Behavior Incident Reports (BIR) data with staff to develop school wide focus on supporting SEL skills for students. <p><i>*Strategy A.5: Provide robust early childhood education.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p>
Additional Observations: <ul style="list-style-type: none"> The attendance rate for ELC enrolled students is high at 98.07%. Most families participating in our ELC programming are residents of Edina. 	We will: <ul style="list-style-type: none"> continue to use purposeful and targeted marketing gather feedback from families on how their child/children feel when at the ELC give priority to Edina residents when considering use of School Readiness or Pathway 2 dollars. <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>

Pre K: Edina Learning Center (ELC) Programming supports parent/family development and prepares students for kindergarten	5
• Resident student enrollment rate in Early Learning Center (ELC) How will it be measured: The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system.	6
• ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) How will it be measured: Identified Benchmarks in TS Gold	7
• ELC Students Literacy Benchmarks in TS Gold How will it be measured: Teaching Strategies Gold Spring Assessment	7
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Edina ELC students are prepared for kindergarten.

Reasoning: Edina Public Schools (EPS) offers a dynamic learning environment that focuses on educational excellence. EPS seeks to serve the majority of its resident preschool age students. Current research demonstrates that school preparedness is a key indicator of success in school and on grade level literacy and numeracy performance. Strong social emotional development is at the heart of quality self-confidence and the ability to develop healthy relationships. We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share the responsibility for learning. Early engagement and partnerships play a crucial role toward student success as they progress through school.

Assessment of kindergarten readiness is complex and requires the use of multiple data points to ensure we take a comprehensive approach to monitor for school preparedness. To that end the following type of metrics are used to measure kindergarten readiness.

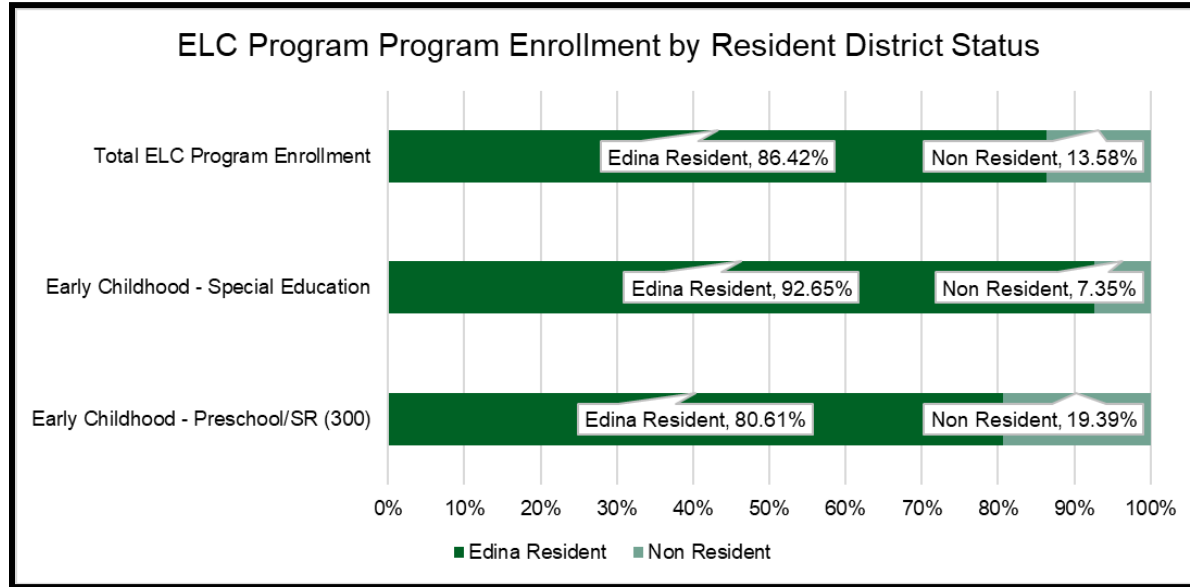
Metrics:

- Resident student enrollment rate in Early Learning Center
- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold)
- ELC Students Literacy Benchmarks in TS Gold
- ELC Students Numeracy Benchmarks in TS Gold
- Fall Reading Benchmark
- Fall Math Benchmark
- Attendance
- ECCE Participation

2022-23 Results

- Resident student enrollment rate in Early Learning Center (ELC) **How will it be measured:** The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system.

86.42% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents



ELC Program Program Enrollment Demographic Breakdown by Student Race		
ELC Program	Student Race	Percent of Students
Early Childhood - Special Education	Asian	8.16%
	Black or African American	9.39%
	Hispanic/Latino	6.94%
	Native Hawaiian or Other Pacific Islander	0.82%
	Two or More Races	8.16%
	White	66.53%

ELC Program Program Enrollment Demographic Breakdown by Student Race		
ELC Program	Student Race	Percent of Students
Early Childhood - Preschool/SR (300)	Asian	12.93%
	Black or African American	13.31%
	Hispanic/Latino	9.51%
	Two or More Races	4.56%
	White	59.70%

ELC Program Program Enrollment Demographic Breakdown by Student FRPM Status		
ELC Program	Student FRPM Status	Percent of Students
Early Childhood - Special Education	FRPM Student	18.37%
	Non FRPM Student	81.63%

ELC Program Program Enrollment Demographic Breakdown by Student FRPM Status		
ELC Program	Student FRPM Status	Percent of Students
Early Childhood - Preschool/SR (300)	FRPM Student	22.43%
	Non FRPM Student	77.57%

2022-23 Results

- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) **How will it be measured:** Identified Benchmarks in TS Gold **87%** of students in ECPE & ECSE meeting or exceeding SEL benchmarks;

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Social Emotional objective within the Teaching Strategies Gold screener.	87%	13%

2022-23 Results

- ELC Students Literacy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment **94.06%** of students in ECPE & ECSE meeting literacy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Literacy objective within the Teaching Strategies Gold screener.	94.06%	5.94%

2022-23 Results

- ELC Students Numeracy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment **95.86%** of students in ECPE & ECSE meeting numeracy benchmarks

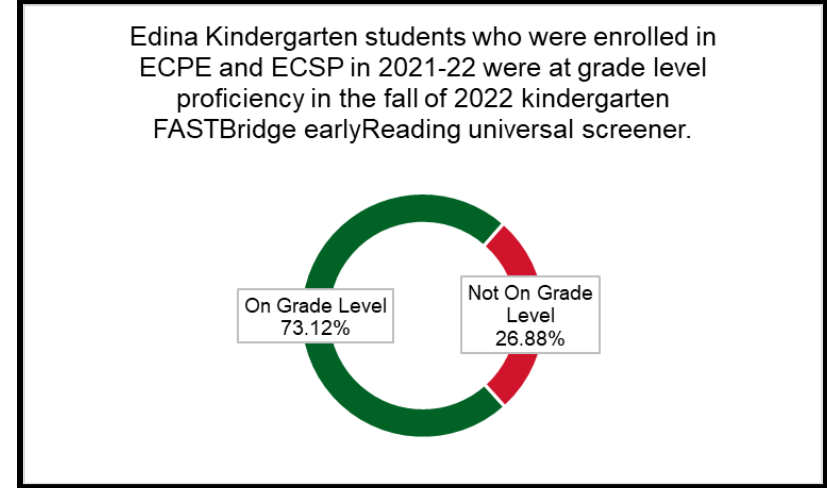
	On Grade Level	Not on Grade Level
Students who were enrolled in ECPS and ECSP in 2022-23 who were at grade level proficiency in the Spring of 2023 on the Numeracy objective within the Teaching Strategies Gold screener.	95.86%	4.14%

2022-23 Results

- Fall Reading Benchmark **How will it be measured:** ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment.

73.12% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.

	On Grade Level	Not on Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyReading universal screener.	73.12%	26.88%



ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student Race

Student Race	On Grade Level	Not On Grade Level
White	83.33%	16.67%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student Special Education Status

Student Special Education Status	On Grade Level	Not On Grade Level
Special Ed Student	70.73%	29.27%
Gen Ed Student	75.00%	25.00%

**Section 504 students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student ML Status

Student ML Status	On Grade Level	Not On Grade Level
Non ML Student	79.49%	20.51%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment by Student FRPM Status

Student FRPM Status	On Grade Level	Not On Grade Level
FRPM Student	56.52%	43.48%
Non FRPM Student	78.57%	21.43%

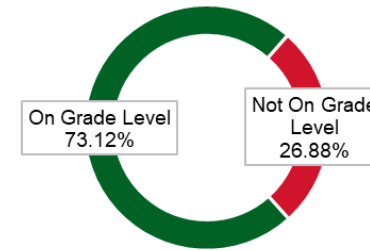
2022-23 Results

- Fall Math Benchmark **How will it be measured:** ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment

68.32% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyMath universal screener

	On Grade Level	Not On Grade Level
Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the fall of 2022 kindergarten FASTBridge earlyMath universal screener	68.32%	31.68%

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.



ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student Race

Student Race	On Grade Level	Not On Grade Level
White	71.19%	28.81%

**American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student Special Education Status

Student Special Education Status	On Grade Level	Not On Grade Level
Special Ed Student	67.39%	32.61%
Gen Ed Student	69.09%	30.91%

**Section 504 students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student ML Status

Student ML Status	On Grade Level	Not On Grade Level
Non ML Student	70.24%	29.76%

**Students who Declined ML Service, ML Monitor, Prior ML and ML students have been excluded due to numbers being identifiable.*

ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment by Student FRPM Status

Student FRPM Status	On Grade Level	Not On Grade Level
Non FRPM Student	72.37%	27.63%

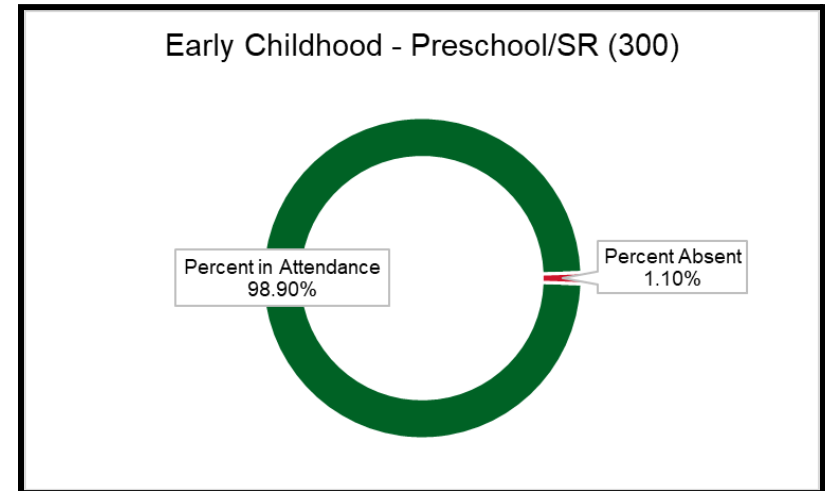
**FRPM Students have been excluded due to numbers being identifiable.*

2022-23 Results

- Attendance **How will it be measured:** Registered ELC student Attendance Rates

99.19% In attendance for ECPE and ECSE students

	Percent In Attendance	Percent Absent
Early Childhood Preschool Attendance	98.90%	1.10%



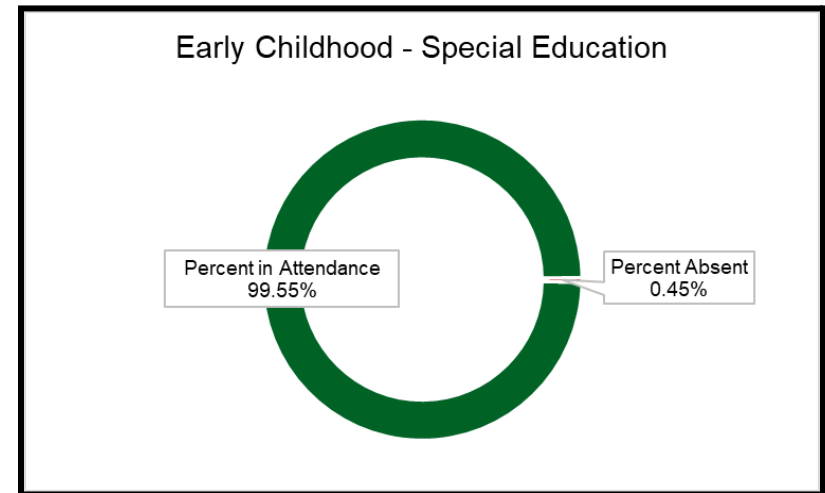
Early Childhood Preschool Attendance by Student Race	
Student Race	Percent In Attendance
Asian	99.26%
Black or African American	98.53%
Hispanic/Latino	98.25%
Two or More Races	98.69%
White	99.03%

Early Childhood Preschool Attendance by Student FRPM Status	
Student FRPM Status	Percent In Attendance
FRPM Student	98.42%
Non FRPM Student	99.04%

2022-23 Results

99.55% Early Childhood - Special Education Attendance

	Percent In Attendance	Percent Absent
Early Childhood - Special Education Attendance	99.55%	0.45%



Early Childhood Special Education Attendance by Student Race	
Student Race	Percent In Attendance
Asian	99.40%
Black or African American	97.54%
Hispanic/Latino	100.00%
Native Hawaiian or Other Pacific Islander	100.00%
Two or More Races	99.81%
White	99.79%

Early Childhood Special Education Attendance by Student FRPM Status	
Student FRPM Status	Percent In Attendance
FRPM Student	98.51%
Non FRPM Student	99.78%

2022-23 Results

- ECFE Participation **How will it be measured:** Parent Participation of registered ELC students.

308 enrollments

	Total ECFE Enrollment 22-23	Adult only Enrollment in 22-23
ECFE Enrollments	308	12

APPENDIX A: 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 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. 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.

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

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.

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

APPENDIX C: FASTBridge Assessment Guide

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

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

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

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

APPENDIX D: MCA Opt Out Data

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	

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

Edina Public Schools 2022-2023 Demographic Summary							
Percent of Students	Student Race						
Grade Band	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Elementary (K-5)	0.16%	8.84%	7.73%	7.12%	0.05%	7.25%	68.85%
Middle School (6-8)	0.15%	8.51%	11.90%	7.35%	0.05%	6.48%	65.55%
High School (9-12)	0.07%	8.24%	12.27%	7.95%	0.15%	5.97%	65.36%

Percent of Students	Special Ed Status		
Grade Band	Special Ed Student	Section 504 Student	Gen Ed Student
Elementary (K-5)	17.75%	3.56%	78.69%
Middle School (6-8)	12.16%	6.59%	81.26%
High School (9-12)	9.30%	10.03%	80.67%

Percent of Students	ML Status				
Grade Band	Declined ML Service	ML Student	ML Monitor	Prior ML	Non ML Student
Elementary (K-5)	0.29%	9.18%	3.24%	0.03%	87.26%
Middle School (6-8)	0.20%	5.12%	6.84%	2.74%	85.11%
High School (9-12)	0.51%	4.03%	2.42%	4.50%	88.54%

Percent of Students	FRPM Status	
Grade Band	FRPM Student	Non FRPM Student
Elementary (K-5)	16.93%	83.07%
Middle School (6-8)	21.02%	78.98%
High School (9-12)	20.47%	79.53%