Board Meeting: 10.7.24

Title: Elementary (K-5) 2024-25 Data Metrics Board Update

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2024 Edina Public Schools Data Metrics Plan update reflects spring 2023 data and is a midpoint progress check after one year of the two year plan. The plan as a whole is broken down into four grade level bands. This report is the Elementary (K-5) grade level band.

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

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

Edina Data Metrics Plan Executive Summary

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 Elementary (K-5) age band, as well as additional key findings that demonstrate critical benchmarks in *preparing each and every student to realize their full potential.* It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a ***green*** asterisk.

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Key Findings

Elementary (K-5)	
Key Findings	**Key Action Steps**
Literacy: ● Overall percentages of proficiency went up and all proficiency categories have at least 70% ● Third grade has a larger discrepancy from spring 2023 to spring 2024 data in comparison to other grades ● There are increases in proficiency from 2023 in kindergarten, first and second grade ● Gaps between student groups persist	**We will:** ● continue to focus on literacy coaching and intervention support as aligned to MTSS. ● continue Science of Learning professional development and its application. ● work to strengthen the implementation of Tier 1 vocabulary and comprehension and intensify in 3rd grade. ● implement intentional EL coaching for classroom teachers. ● at a district level, monitor progress data to determine additional needs around instructional changes both at the building and district level. **Strategy A.1: Design and deliver curriculum instruction, and assessment.* **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy A.4. Implement a review of all literacy programs at EPS.* **Strategy D.2: Provide robust and balanced professional development.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*
Math: ● Increased proficiency levels across all areas: K-1 Early Math, 2-3 aMath and 3-5 across 2 of 3 measures (aMath, MCA and End of Subject Course Grade) ● There is a persistent achievement gap for our Black or African American and Latino/Hispanic students that becomes more pronounced at the 3-5th grade levels ● Growth levels for students that are not at grade level are very strong in aMath and Early Math	**We will:** ● begin a Design Team to examine our current reality for K-5 math instruction. ● continue curricular refinement with core instructional materials across all buildings. ● provide targeted interventions for students who score below proficiency on the aMath screener or other in-class assessments. ● use of the IXL Diagnostic tools to help determine individual needs and target those needs through in class and small group instruction. ● at a district level, monitor progress data to determine additional needs around instructional changes both at the building and district level. **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*

SEL:
According to the Panorama Student Competency and Well-Being measures:
● 89% of 3-5 grade students reported that they have a teacher or other adult from school you can count on no matter what
  ○ Increase of 1% from the previous school year
● 88% of 3-5 grade students reported that in the past week they often feel excited about learning
  ○ Increase of 1% from the previous school year
	We will:
	● continue the work of the Tier 1 SEL design team.
	● continue to support Character Strong curriculum implementation at 3 schools and continue to monitor student SEL outcomes.
	● support 2 elementary schools with Tier 2 Character Strong implementation - these supports will address specific needs of students identified through screening data.
	● deepen professional development with student support staff around utilizing Panorama resources (Playbook, reporting features, etc) to respond to student SEL needs.
	● evaluate the ICCCAR assessment tool through a CPSS lens.

	**Strategy B.2:Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.* **Strategy B.3: Support equity by identifying and eliminating structural barriers to success.* **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.* **Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.* **Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*
Unique Learners: **<u>Talent Development:</u>** ● Talent Development program participation increased by nearly 3% ● Talent Development program participation of current EL students grew from 0 to 8 but is not noted in the data with the n number being less than 20. ● Talent Development program proficiency increased by more than 4% to 94.07% ● The percentage of Black/African American students who participated in Talent Development opportunities increased, but not significantly **<u>English Learners (EL):</u>** ● The proficiency of English Learners dropped from kindergarten to 3rd grade ● In K- 5 70% of English Learners make typical to aggressive growth compared to 80% of non-English Learners ● SEL for English Learners is higher on both Panorama questions compared to non English Learners ● There is a decrease from 22-23 of 59.48% of English Learners who made their growth targets to 56.58% in 23-24 ● In 3rd -5th grade 77% of EL students are not proficiency on 2 of 3 Literacy Assessment Elements **<u>Student Support Services:</u>** ● 98.39% of K-5 students in special education made adequate progress on IEP goals ● While over 95% of all student racial demographic groups made adequate progress, Black and African American and Hispanic/ Latino were slightly lower than other racial groups ● A slightly lower percentage of special education students who are also English Learners made adequate progress than those who are not EL ● Special education students eligible for free or reduced-price meals made adequate progress on	**We will:** **<u>Talent Development:</u>** ● continue to increase access to Talent Development opportunities. ● deepen professional development with second grade teachers on utilization of CogAT scores. ● evaluate students' sense of belonging while they participate in Talent Development opportunities. **Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically* **Strategy B.2:Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.* **Strategy B.3: Support equity by identifying and eliminating structural barriers to success.* **Strategy D.4: Develop and maintain a culture of continuous improvement* **<u>English Learners:</u>** ● hire an Elementary English Learner Literacy coach to work with classroom teachers on providing support and expertise on working with English Learners. ● determine how to apply the Science of Reading. ● collaborate with teachers to understand the intersections of planning using state stands and the WIDA English Language Standards Framework **Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.* **Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy B.3: Support equity by identifying and eliminating structural barriers to success.* **Strategy D.2: Provide robust and balanced professional development.* **Strategy D.4: Develop and maintain a culture of continuous improvement.* . **<u>Student Support Services:</u>** ● train and support teachers to write standards-based goals and data collection. ● continue to write meaningful and appropriate IEP goals that are achievable during the school year. ● implement the new writing and math curriculum. ● continue to support teacher training for LETRS. **Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.*

their IEP goals at a slightly lower percentage ● The percentage of students making adequate progress on IEP goals was the highest at the elementary grade level	**Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.* **Strategy B.3: Support equity by identifying and eliminating structural barriers to success.* **Strategy D.2: Provide robust and balanced professional development.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*

Students meet learning targets to ensure strong foundational Literacy: Edina students reading at or above grade level by the end of 3rd grade in alignment with the Minnesota Reading to Ensure Academic Development (READ) Act.

Reasoning:
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. In addition, the goal of READ Act legislation is to have every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals

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.

Metrics:
- Grades K-1 literacy proficiency
- Grade 2 literacy proficiency
- Grade 3 literacy proficiency
- Grade K- 3 literacy growth
- 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.
- 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.

K-5 Literacy Foundations Goal Progress

Focus Area: Literacy Foundations	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets to ensure strong foundational Literacy: Edina students read well by the end of 3rd grade.	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.	77.27%	78.36%	Positive Growth or Statistically Neutral
	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.	69.40%	75.10%	Positive Growth or Statistically Neutral
	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.	79.13%	71.88%	Not On Track
	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. *National Norm for aggressive growth is 25%*	26.77%	34.65%	Positive Growth or Statistically Neutral
	In the spring of 2025, 60% of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Reading/aReading universal screener. * *National Norm for typical growth is 60%.*	38.75%	45.54%	Positive Growth or Statistically Neutral
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.	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%	25.34%	24.58%	Positive Growth or Statistically Neutral
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.	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%	49.01%	42.86%	Not On Track

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period

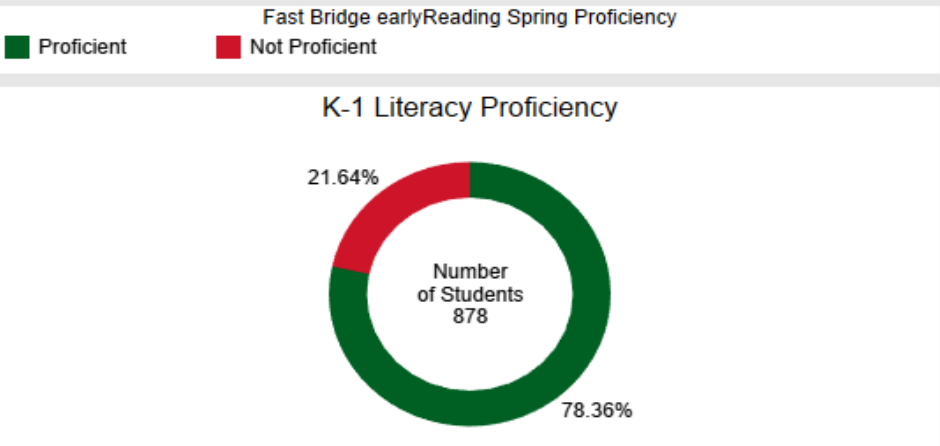
2023-24 Results

- Grades K-1 Literacy proficiency **How will it be measured:** FASTBridge earlyReading universal screener

2023-24 78.36% of all K-1 students achieved proficiency in the spring 2024
2022-23 77.27% of all K-1 students achieved proficiency in the spring 2023

K-1 Literacy Proficiency

K-1 ELA Label	Fast Bridge earlyReading Spring Proficiency			
	Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	78.36%	688	21.64%	190



K-1 Literacy Proficiency by Student Race

K-1 ELA Label	Student Race	Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Asian	81.93%	68	18.07%	15
	Black or African American	62.67%	47	37.33%	28
	Hispanic / Latino	55.81%	24	44.19%	19
	Two or More Races	86.36%	57	13.64%	9
	White	80.52%	492	19.48%	119

K-1 Literacy Proficiency by Student Special Ed / 504 Status

K-1 ELA Label	SPED / 504 Student Status	Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Gen Ed Student	82.95%	574	17.05%	118
	Special Ed Student	61.64%	90	38.36%	56

K-1 Literacy Proficiency by Student EL Status

K-1 ELA Label	Student EL Status	Fast Bridge earlyReading Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Non EL Student	80.92%	619	19.08%	146
	EL Student	59.74%	46	40.26%	31

K-1 Literacy Proficiency by Student FRPM Status

K-1 ELA Label	Student FRPM Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
K-1 Student Literacy Proficiency	Non FRPM Student	67.84%	483	32.16%	229
	FRPM Student	40.88%	56	59.12%	81

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

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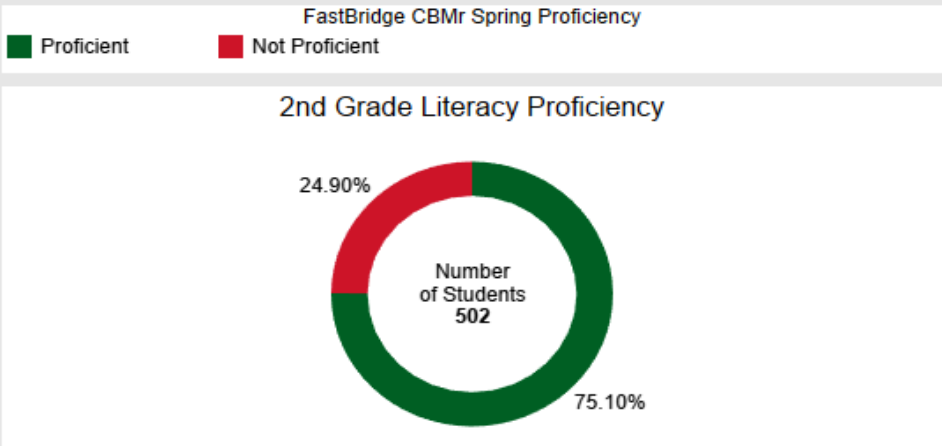
2023-24 Results

- Grade 2 Literacy proficiency **How will it be measured:** FASTBridge R-CBM universal screener

2023-24 75.10% of all 2nd grade students achieved proficiency in the spring | **2022-23 69.40%** of all 2nd grade students achieved proficiency in the spring

2nd Grade Literacy Proficiency

2nd Grade ELA Label	FastBridge CBMr Spring Proficiency			
	Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	75.10%	377	24.90%	125



2nd Grade Literacy Proficiency by Student Race

2nd Grade ELA Label	Student Race	FastBridge CBMr Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	Asian	77.78%	35	22.22%	10
	Black or African American	57.50%	23	42.50%	17
	Hispanic / Latino	53.85%	21	46.15%	18
	Two or More Races	86.67%	26	13.33%	4
	White	78.16%	272	21.84%	76

2nd Grade Literacy Proficiency by Student Special Ed / 504 Status

2nd Grade ELA Label	SPED / 504 Student Status	FastBridge CBMr Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	Gen Ed Student	81.20%	311	18.80%	72
	Special Ed Student	50.48%	53	49.52%	52

2nd Grade Literacy Proficiency by Student EL Status

2nd Grade ELA Label	Student EL Status	FastBridge CBMr Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	Non EL Student	79.41%	347	20.59%	90
	EL Student	37.50%	21	62.50%	35

2nd Grade Literacy Proficiency by Student FRPM Status

2nd Grade ELA Label	Student FRPM Status	FastBridge CBMr Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Second Grade Student ELA Proficiency	Non FRPM Student	80.05%	325	19.95%	81
	FRPM Student	54.17%	52	45.83%	44

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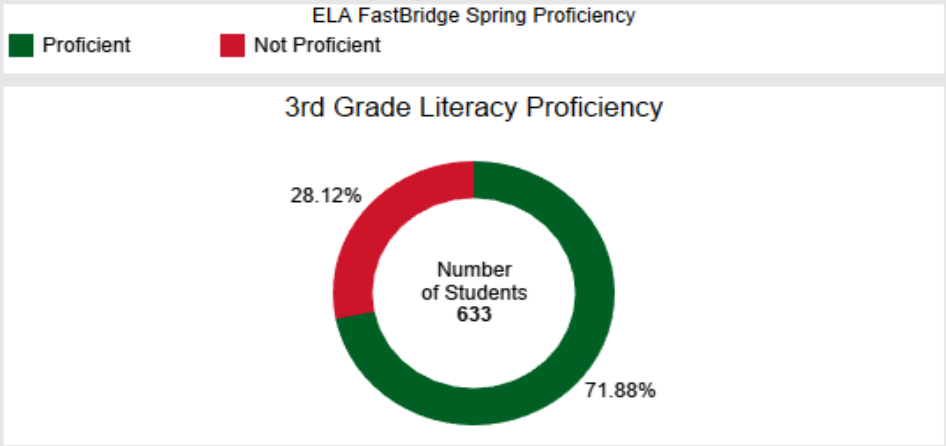
2023-24 Results

- Grade 3 Literacy proficiency **How will it be measured:** FASTBridge aReading universal screener

2023-24 71.88% of all 3rd grade students achieved proficiency in the spring
2022-23 79.13% of all 3rd grade students achieved proficiency in the spring

3rd Grade Literacy Proficiency

3rd Grade ELA Label	ELA FastBridge Spring Proficiency	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Proficient	71.88%	455
	Not Proficient	28.12%	178



3rd Grade Literacy Proficiency by Student Race

3rd Grade ELA Label	Student Race	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Asian	87.50%	42	12.50%	6
	Black or African American	45.65%	21	54.35%	25
	Hispanic / Latino	41.30%	19	58.70%	27
	Two or More Races	64.62%	42	35.38%	23
	White	77.34%	331	22.66%	97

3rd Grade Literacy Proficiency by Student Special Ed / 504 Status

3rd Grade ELA Label	SPED / 504 Student Status	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Gen Ed Student	75.82%	370	24.18%	118
	Special Ed Student	54.70%	64	45.30%	53
	Section 504 Student	75.00%	21	25.00%	7

3rd Grade Literacy Proficiency by Student EL Status

3rd Grade ELA Label	Student EL Status	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Stude..
Third Grade Student ELA Proficiency	Non EL Student	76.80%	427	23.20%	129
	EL Student	23.33%	14	76.67%	46

3rd Grade Literacy Proficiency by Student FRPM Status

3rd Grade ELA Label	Student FRPM Status	ELA FastBridge Spring Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Third Grade Student ELA Proficiency	Non FRPM Student	78.49%	416	21.51%	114
	FRPM Student	37.86%	39	62.14%	64

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2023-24 Results

- Grade K- 3 Literacy growth **How will it be measured:** FASTBridge early Reading/aReading

2023-24 34.65% of all K-3 students achieved **aggressive growth** fall to spring | **2023-24 45.54%** of all K-3 students achieved **typical growth** fall to spring
2022-23 26.77% of all K-3 students achieved **aggressive growth** fall to spring | **2022-23 38.75%** of all K-3 students achieved **typical growth** fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.* | **Based on National Norms we would expect 35% of our students to have typical growth.*

****When looking at the complete data set (typical & aggressive growth together), the normed expectation is 60% of total students have aggressive & typical growth calculated together. To have total growth of more than 60% is higher than expected.***

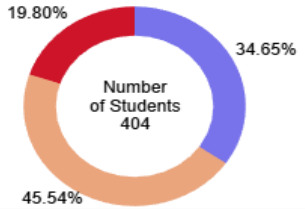
K-3 ELA Growth Table

Grade Band	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive	34.65%	140
	Typical	45.54%	184
	Not Aggressive or Typical Growth	19.80%	80

K-3 Fall to Spring Growth

Aggressive | Typical | Not Aggressive or Typical..

K-3 ELA Growth Chart



K-3 ELA Growth Table by Student Race

Grade Band	Student Race	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive	55.26%	21
		Typical	34.21%	13
		Not Aggressive or Typical Growth	10.53%	4
	Black or African American	Aggressive	27.50%	11
		Typical	27.50%	11
		Not Aggressive or Typical Growth	45.00%	18
	Two or More Races	Aggressive	23.08%	6
		Typical	57.69%	15
		Not Aggressive or Typical Growth	19.23%	5
	White	Aggressive	35.42%	102
		Typical	46.88%	135
		Not Aggressive or Typical Growth	17.71%	51

K-3 ELA Growth Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive	36.97%	122
		Typical	45.45%	150
		Not Aggressive or Typical Growth	17.58%	58
	Special Ed Student	Aggressive	20.59%	14
		Typical	48.53%	33
		Not Aggressive or Typical Growth	30.88%	21

K-3 ELA Growth Table by Student EL Status

Grade Band	Student EL Status	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive	35.42%	130
		Typical	45.78%	168
		Not Aggressive or Typical Growth	18.80%	69
	EL Student	Aggressive	27.03%	10
		Typical	43.24%	16
		Not Aggressive or Typical Growth	29.73%	11

K-3 ELA Growth Table by Student FRPM Status

Grade Band	Student FRPM Status	K-3 Fall to Spring Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive	35.63%	119
		Typical	47.31%	158
		Not Aggressive or Typical Growth	17.07%	57
	FRPM Student	Aggressive	30.00%	21
		Typical	37.14%	26
		Not Aggressive or Typical Growth	32.86%	23

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

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Appendix

2023-24 Results

- 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.

2023-24 24.58% of K-1 students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

2022-23 25.34% of K-1 students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

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

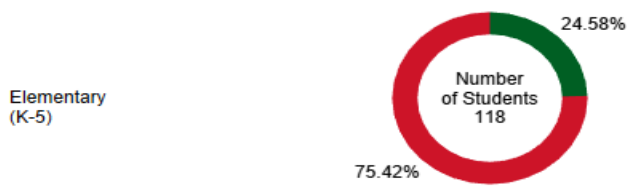
K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table

Grade Band	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive	24.58%	29
	Not Aggressive Growth	75.42%	89

K-1 Fall to Spring Aggressive Growth

Aggressive Not Aggressive Growth

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Chart



K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Race

Grade Band	Student Race	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Black or African American	Aggressive	23.81%	5
		Not Aggressive Growth	76.19%	16
	White	Aggressive	27.78%	20
		Not Aggressive Growth	72.22%	52

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive	27.17%	25
		Not Aggressive Growth	72.83%	67
	Special Ed Student	Aggressive	16.00%	4
		Not Aggressive Growth	84.00%	21

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student EL Status

Grade Band	Student EL Status	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive	25.00%	24
		Not Aggressive Growth	75.00%	72
	EL Student	Aggressive	22.73%	5
		Not Aggressive Growth	77.27%	17

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student FRPM Status

Grade Band	Student FRPM Status	K-1 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive	20.78%	16
		Not Aggressive Growth	79.22%	61
	FRPM Student	Aggressive	31.71%	13
		Not Aggressive Growth	68.29%	28

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

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2023-24 Results

- 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.

2023-24 42.86% of 2nd -5th grade students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

2022-23 49.01% of 2nd -5th grade students demonstrating below grade level reading performance in the fall who achieved **aggressive growth** fall to spring

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

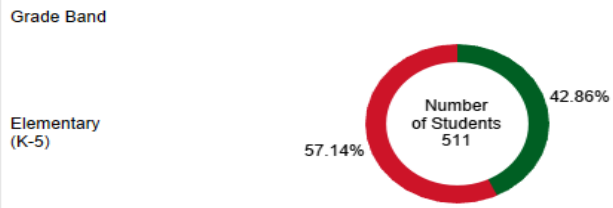
2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table

Grade Band	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	42.86%	219
	Not Aggressive Growth	57.14%	292

2-5 Fall to Spring Aggressive Growth

Aggressive Growth Not Aggressive Growth

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Chart



2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Race

Grade Band	Student Race	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive Growth	62.50%	20
		Not Aggressive Growth	37.50%	12
	Black or African American	Aggressive Growth	37.31%	25
		Not Aggressive Growth	62.69%	42
	Hispanic / Latino	Aggressive Growth	43.04%	34
		Not Aggressive Growth	56.96%	45
	Two or More Races	Aggressive Growth	41.94%	13
		Not Aggressive Growth	58.06%	18
	White	Aggressive Growth	42.05%	127
		Not Aggressive Growth	57.95%	175

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	47.55%	136
		Not Aggressive Growth	52.45%	150
	Special Ed Student	Aggressive Growth	37.31%	75
		Not Aggressive Growth	62.69%	126
	Section 504 Student	Aggressive Growth	33.33%	8
		Not Aggressive Growth	66.67%	16

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student EL Status

Grade Band	Student EL Status	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	41.29%	154
		Not Aggressive Growth	58.71%	219
	EL Student	Aggressive Growth	48.44%	62
		Not Aggressive Growth	51.56%	66

2-5 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2023 Achieved Aggressive Growth in the Spring of 2024 Table by Student FRPMStatus

Grade Band	Student FRPM Status	2-5 Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	43.24%	147
		Not Aggressive Growth	56.76%	193
	FRPM Student	Aggressive Growth	42.11%	72
		Not Aggressive Growth	57.89%	99

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

Students meet learning targets to ensure strong foundational numeracy.

Reasoning:
Possessing fluency with foundational numeracy is a gateway to critical thinking. As one measure cannot accurately assess all areas of foundational numeracy skills, it is important to triangulate the data.

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.

Metrics:

- Grades K-1 mathematical proficiency
- Grade 2 mathematical proficiency
- Grade 3 mathematical proficiency
- K-3 mathematical growth
- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring
- 2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

K-5 Foundational Numeracy Goal Progress

Focus Area: Foundational Numeracy	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets to ensure strong foundational numeracy.	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.	88.04%	88.61%	Positive Growth or Statistically Neutral
	In the spring of 2025, 83% of 2nd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	78.89%	83.71%	Goal Met
	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.	74.84%	77.02%	Positive Growth or Statistically Neutral
	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.* *National Norm for aggressive growth is 25%.	21.93%	22.02%	Positive Growth or Statistically Neutral
	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 typical growth is 60%.	34.05%	34.44%	Positive Growth or Statistically Neutral
K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring	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%	56.28%	62.35%	Positive Growth or Statistically Neutral
2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring.	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 FASTBridge FASTtrack Math universal screener. *National Norm for aggressive growth is 25%	40.94%	35.81%	Goal Met

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period

2023-24 Results

- Grades K-1 Mathematical proficiency **How will it be measured:** FASTBridge earlyMath universal screener

2023-24 88.61% of all K-1 students achieved proficiency in the spring

2022-23 88.04% of all K-1 students achieved proficiency in the spring

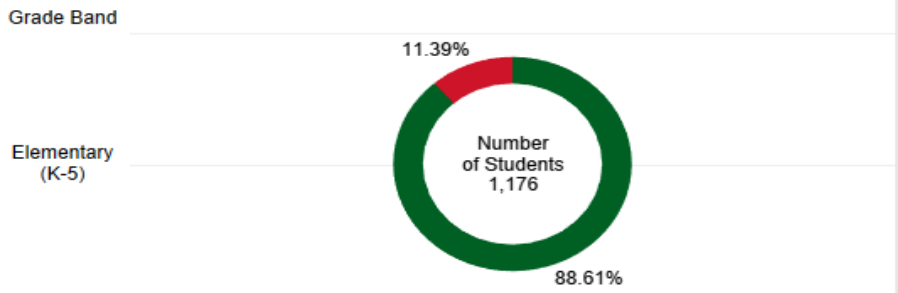
Percent of K-1 Students Who Achieved Proficiency in the Spring Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Proficient	88.61%	1,042
	Not Proficient	11.39%	134

FastBridge Spring Math Proficiency

Proficient Not Proficient

Percent of K-1 Students Who Achieved Proficiency in the Spring Chart



Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	Proficient	94.62%	88
		Not Proficient	5.38%	5
	Black or African American	Proficient	67.95%	53
		Not Proficient	32.05%	25
	Hispanic/Latino	Proficient	70.11%	61
		Not Proficient	29.89%	26
	Two or More Races	Proficient	93.55%	87
		Not Proficient	6.45%	6
	White	Proficient	91.27%	753
		Not Proficient	8.73%	72

Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Proficient	90.12%	857
		Not Proficient	9.88%	94
	Special Ed Student	Proficient	81.73%	161
		Not Proficient	18.27%	36
	Section 504 Student	Proficient	85.71%	24
		Not Proficient	14.29%	4

Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Proficient	90.93%	972
		Not Proficient	9.07%	97
	EL Student	Proficient	63.64%	63
		Not Proficient	36.36%	36

Percent of K-1 Students Who Achieved Proficiency in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Proficient	91.81%	919
		Not Proficient	8.19%	82
	FRPM Student	Proficient	70.29%	123
		Not Proficient	29.71%	52

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

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2023-24 Results

- Grade 2 Mathematical proficiency **How will it be measured:** FASTBridge FASTtrack Math universal screener

2023-24 83.71% of all 2nd grade students achieved proficiency in the spring

2022-23 78.89% of all 2nd grade students achieved proficiency in the spring

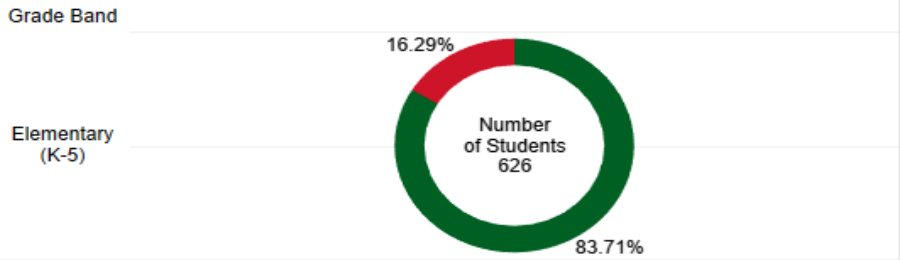
Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Proficient	83.71%	524
	Not Proficient	16.29%	102

FastBridge Spring Math Proficiency

Proficient Not Proficient

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Chart



Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	Proficient	80.00%	44
		Not Proficient	20.00%	11
	Black or African American	Proficient	55.56%	25
		Not Proficient	44.44%	20
	Hispanic/Latino	Proficient	60.87%	28
		Not Proficient	39.13%	18
	Two or More Races	Proficient	86.84%	33
		Not Proficient	13.16%	5
	White	Proficient	89.14%	394
		Not Proficient	10.86%	48

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Proficient	87.53%	428
		Not Proficient	12.47%	61
	Special Ed Student	Proficient	67.80%	80
		Not Proficient	32.20%	38
	Section 504 Student	Proficient	80.95%	17
		Not Proficient	19.05%	4

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Proficient	87.21%	491
		Not Proficient	12.79%	72
	EL Student	Proficient	46.43%	26
		Not Proficient	53.57%	30

Percent of 2nd Grade Students Who Achieved Proficiency in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Proficient	89.23%	464
		Not Proficient	10.77%	56
	FRPM Student	Proficient	56.48%	61
		Not Proficient	43.52%	47

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

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2023-24 Results

- Grade 3 Mathematical proficiency **How will it be Measured:** FASTBridge FASTtrack Math universal screener

2023-24 77.02% of all 3rd grade students achieved proficiency in the spring

2022-23 74.84% of all 3rd grade students achieved proficiency in the spring

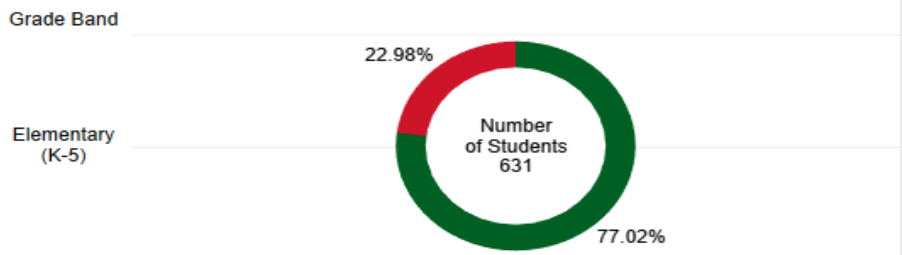
Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Proficient	77.02%	486
	Not Proficient	22.98%	145

FastBridge Spring Math Proficiency

Proficient Not Proficient

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Chart



Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	Proficient	82.98%	39
		Not Proficient	17.02%	8
	Black or African American	Proficient	44.44%	20
		Not Proficient	55.56%	25
	Hispanic/Latino	Proficient	55.56%	25
		Not Proficient	44.44%	20
	Two or More Races	Proficient	75.38%	49
		Not Proficient	24.62%	16
	White	Proficient	82.28%	353
		Not Proficient	17.72%	76

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Proficient	80.58%	390
		Not Proficient	19.42%	94
	Special Ed Student	Proficient	62.18%	74
		Not Proficient	37.82%	45
	Section 504 Student	Proficient	78.57%	22
		Not Proficient	21.43%	6

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Proficient	81.05%	449
		Not Proficient	18.95%	105
	EL Student	Proficient	36.67%	22
		Not Proficient	63.33%	38

Percent of 3rd Grade Students Who Achieved Proficiency in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Proficient	82.42%	436
		Not Proficient	17.58%	93
	FRPM Student	Proficient	49.02%	50
		Not Proficient	50.98%	52

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

2023-24 Results

- K-3 Mathematical growth **How will it be measured:** FASTBridge earlyMath/FASTtrack Math universal screener

2023-24 22.02% of all K-3 students achieved **aggressive growth** fall to spring | **2023-24 34.44%** of all K-3 students achieved **typical growth** fall to spring

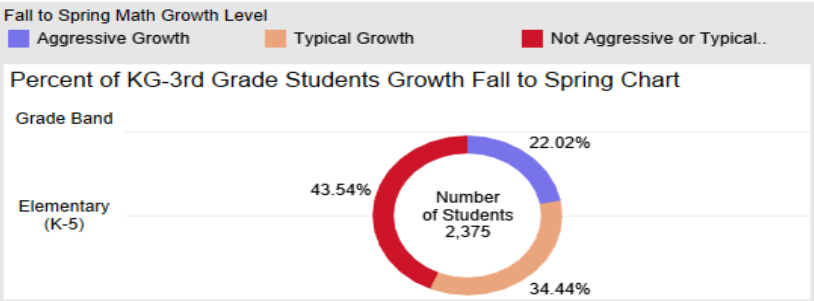
2022-23 21.93% of all K-3 students achieved **aggressive growth** fall to spring | **2022-23 34.05%** of all K-3 students achieved **typical growth** fall to spring

**Based on National Norms we would expect 25% of our students to have aggressive growth.* | **Based on National Norms we would expect 35% of our students to have typical growth.*

****When looking at the complete data set (typical & aggressive growth together), the normed expectation is 60% of total students have aggressive & typical growth calculated together. To have total growth of more than 60% is higher than expected.***

Percent of KG-3rd Grade Students Growth Fall to Spring Table

Grade Band	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	22.02%	523
	Typical Growth	34.44%	818
	Not Aggressive or Typical Growth	43.54%	1,034



Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student Race

Grade Band	Student Race	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive Growth	22.51%	43
		Typical Growth	36.13%	69
		Not Aggressive or Typical Growth	41.36%	79
	Black or African American	Aggressive Growth	23.57%	37
		Typical Growth	29.30%	46
		Not Aggressive or Typical Growth	47.13%	74
	Hispanic/Latino	Aggressive Growth	29.07%	50
		Typical Growth	29.65%	51
		Not Aggressive or Typical Growth	41.28%	71
	Two or More Races	Aggressive Growth	23.40%	44
		Typical Growth	35.64%	67
		Not Aggressive or Typical Growth	40.96%	77
	White	Aggressive Growth	20.94%	349
		Typical Growth	35.09%	585
		Not Aggressive or Typical Growth	43.97%	733

Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	22.09%	416
		Typical Growth	34.63%	652
		Not Aggressive or Typical Growth	43.28%	815
	Special Ed Student	Aggressive Growth	21.29%	89
		Typical Growth	33.49%	140
		Not Aggressive or Typical Growth	45.22%	189
	Section 504 Student	Aggressive Growth	25.00%	19
		Typical Growth	34.21%	26
		Not Aggressive or Typical Growth	40.79%	31

Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student EL Status

Grade Band	Student EL Status	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	21.31%	457
		Typical Growth	35.06%	752
		Not Aggressive or Typical Growth	43.64%	936
	EL Monitor	Aggressive Growth	19.35%	6
		Typical Growth	35.48%	11
		Not Aggressive or Typical Growth	45.16%	14
	EL Student	Aggressive Growth	30.30%	60
		Typical Growth	27.78%	55
		Not Aggressive or Typical Growth	41.92%	83

Percent of KG-3rd Grade Students Growth Fall to Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	Fall to Spring Math Growth Level	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	21.13%	425
		Typical Growth	34.86%	701
		Not Aggressive or Typical Growth	44.01%	885
	FRPM Student	Aggressive Growth	27.05%	99
		Typical Growth	31.97%	117
		Not Aggressive or Typical Growth	40.98%	150

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

2023-24 Results

- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

2023-24 62.35% of K-1 students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

2022-23 56.28% of K-1 students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

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

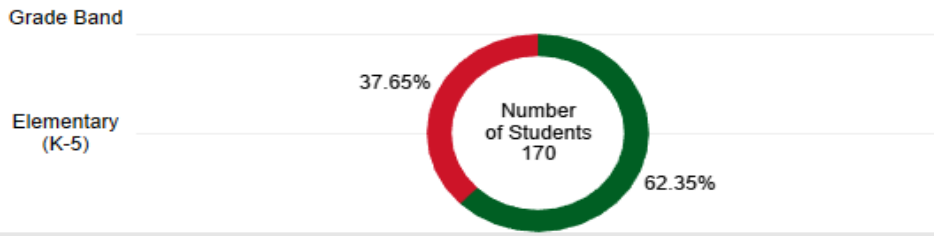
Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table

Grade Band	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	62.35%	106
	Not Aggressive Growth	37.65%	64

Fall to Spring Math Aggressive Growth

Aggressive Growth Not Aggressive Growth

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Chart



Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Black or African American	Aggressive Growth	37.04%	10
		Not Aggressive Growth	62.96%	17
	Hispanic/Latino	Aggressive Growth	60.61%	20
		Not Aggressive Growth	39.39%	13
	White	Aggressive Growth	67.42%	60
		Not Aggressive Growth	32.58%	29

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	66.38%	77
		Not Aggressive Growth	33.62%	39
	Special Ed Student	Aggressive Growth	54.00%	27
		Not Aggressive Growth	46.00%	23
	Section 504 Student	Aggressive Growth	50.00%	2
		Not Aggressive Growth	50.00%	2

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	65.38%	85
		Not Aggressive Growth	34.62%	45
	EL Student	Aggressive Growth	52.50%	21
		Not Aggressive Growth	47.50%	19

Percent of KG-1 Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	68.93%	71
		Not Aggressive Growth	31.07%	32
	FRPM Student	Aggressive Growth	52.24%	35
		Not Aggressive Growth	47.76%	32

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

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2023-24 Results

- 2nd - 5th grade FASTtrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

2023-24 35.81% of 2nd-5th grade students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

2022-23 40.94% of 2nd-5th grade students demonstrating below grade level math performance in the fall who achieved **aggressive growth** in the spring

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

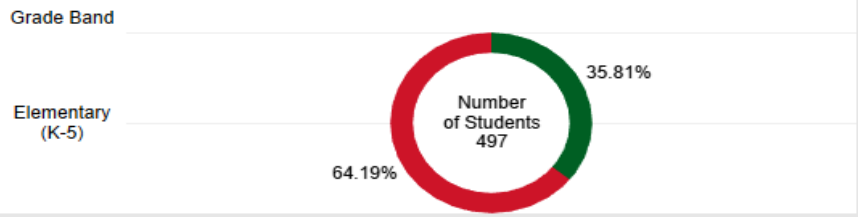
Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table

Grade Band	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Aggressive Growth	35.81%	178
	Not Aggressive Growth	64.19%	319

Fall to Spring Math Aggressive Growth

Aggressive Growth Not Aggressive Growth

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Chart



Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Asian	Aggressive Growth	38.24%	13
		Not Aggressive Growth	61.76%	21
	Black or African American	Aggressive Growth	27.96%	26
		Not Aggressive Growth	72.04%	67
	Hispanic/Latino	Aggressive Growth	42.67%	32
		Not Aggressive Growth	57.33%	43
	Two or More Races	Aggressive Growth	18.75%	6
		Not Aggressive Growth	81.25%	26
	White	Aggressive Growth	38.40%	101
		Not Aggressive Growth	61.60%	162

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat..	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Aggressive Growth	42.39%	131
		Not Aggressive Growth	57.61%	178
	Special Ed Student	Aggressive Growth	21.25%	34
		Not Aggressive Growth	78.75%	126
	Section 504 Student	Aggressive Growth	46.43%	13
		Not Aggressive Growth	53.57%	15

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Aggressive Growth	37.97%	131
		Not Aggressive Growth	62.03%	214
	EL Student	Aggressive Growth	30.83%	41
		Not Aggressive Growth	69.17%	92

Percent of 2nd-5th Students Demonstrating Below Grade Level Math Performance in the Fall Who Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	Fall to Spring Math Aggressive Growth	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Aggressive Growth	39.80%	121
		Not Aggressive Growth	60.20%	183
	FRPM Student	Aggressive Growth	29.53%	57
		Not Aggressive Growth	70.47%	136

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

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Students meet learning targets based on MN state standards.

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

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

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

Metrics:
- Grades 3-5 literacy proficiency
- Grades 3-5 mathematics proficiency

K - 5 Literacy and Mathematics Standards Goal Progress

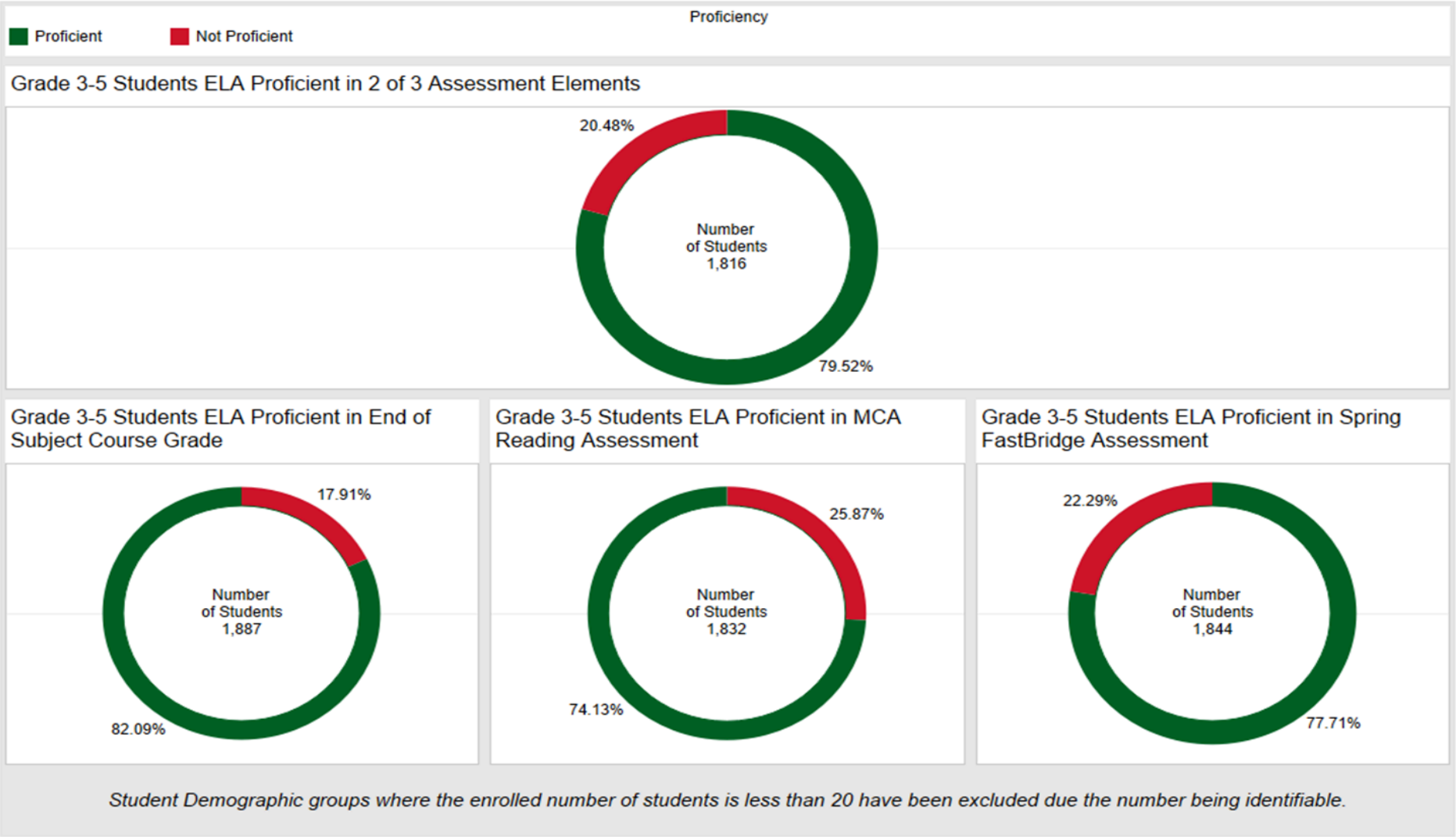
Focus Area: Literacy and Mathematics Standards	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet learning targets based on MN state standards.	In the spring of 2025, 79.59% of 3-5 grade students will demonstrate meeting literacy learning targets based on proficiency in 2 of 3 determined assessments aligned with MN State Standards.	75.93%	79.52%	Positive Growth or Statistically Neutral
	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.	80.32%	80.62%	Positive Growth or Statistically Neutral

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period

2023-24 Results

- Grades 3-5 ELA/Literacy proficiency **How will it be measured:** Proficiency in 2 of 3 determined assessment elements (end of subject grade: literacy, FASTBridge & MCA)

2023-24 79.52% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards
2022-23 75.93% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards



3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Race

		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Literacy Proficiency	Student Race	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements	Asian	88.31%	136	11.69%	18
	Black or African American	48.82%	62	51.18%	65
	Hispanic / Latino	51.91%	68	48.09%	63
	Two or More Races	77.54%	107	22.46%	31
	White	83.02%	1,051	16.98%	215

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Literacy Proficiency	SPED / 504 Student Status	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements	Gen Ed Student	83.66%	1,167	16.34%	228
	Special Ed Student	53.64%	162	46.36%	140
	Section 504 Student	79.83%	95	20.17%	24

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student EL Status

		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Literacy Proficiency	Student EL Status	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements	Non EL Student	83.25%	1,317	16.75%	265
	EL Monitor	90.41%	66	9.59%	7
	EL Student	22.82%	34	77.18%	115

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

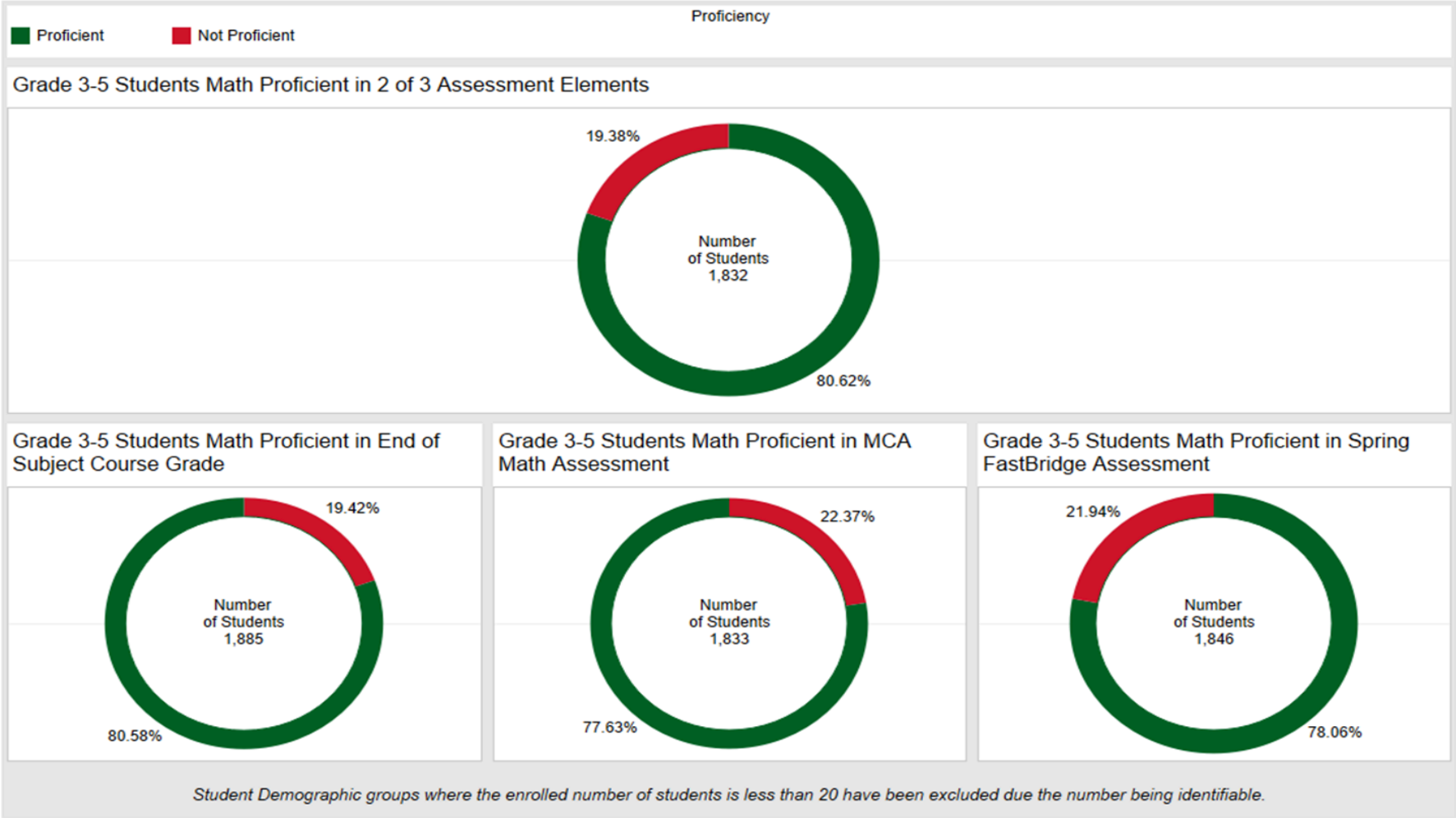
		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Literacy Proficiency	Student FRPM Status	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements	Non FRPM Student	84.45%	1,293	15.55%	238
	FRPM Student	45.96%	131	54.04%	154

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

2023-24 Results

- Grades 3-5 Mathematics proficiency **How will it be measured:** Proficiency in 2 of 3 determined assessments (end of subject grade: mathematics, FASTBridge & MCA)

2023-24 80.62% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards
2022-23 80.32% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards



3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student Race

		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Math Proficiency	Student Race	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements	Asian	87.66%	135	12.34%	19
	Black or African American	41.41%	53	58.59%	75
	Hispanic / Latino	53.73%	72	46.27%	62
	Two or More Races	79.71%	110	20.29%	28
	White	86.23%	1,102	13.77%	176

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Math Proficiency	SPED / 504 Student Status	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements	Gen Ed Student	84.71%	1,191	15.29%	215
	Special Ed Student	59.02%	180	40.98%	125
	Section 504 Student	83.47%	101	16.53%	20

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student EL Status

		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Math Proficiency	Student EL Status	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements	Non EL Student	84.90%	1,355	15.10%	241
	EL Monitor	84.00%	63	16.00%	12
	EL Student	31.54%	47	68.46%	102

3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
3rd-5th Grade Students Math Proficiency	Student FRPM Status	Percent of Students	Number of Students	Percent of Students	Number of Students
3rd-5th Grade Students Math Proficiency in 2 of 3 Assessment Elements	Non FRPM Student	86.51%	1,334	13.49%	208
	FRPM Student	47.59%	138	52.41%	152

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

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.

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

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

Metrics:
- Grades 3rd-5th SEL
- 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
- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade

K - 5 Social Emotional Learning (SEL) Goal Progress

Focus Area: Social Emotional Learning (SEL)	Goal		2022-23 Results	2023-24 Results	Goal Status
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.	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.		88.00%	89.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 92% of students in 3rd-5th will report that they feel excited about learning in the past week.		87.00%	88.00%	Positive Growth or Statistically Neutral
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.	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.	Accepts Responsibility	90.95%	91.80%	Goal Met
		Completes Work On Time	87.47%	87.08%	Positive Growth or Statistically Neutral
		Demonstrates a Positive Attitude	95.68%	95.11%	Goal Met
		Follows Directions	85.11%	83.93%	Not On Track
		Follows School / Classroom Rules	85.21%	89.74%	Positive Growth or Statistically Neutral
		Handles Conflict Appropriately	88.74%	88.55%	Positive Growth or Statistically Neutral
		Organizes and Uses Time Appropriately	82.21%	83.17%	Positive Growth or Statistically Neutral
		Repects Rights, Diversity, Feelings and Property of Others	95.21%	95.22%	Goal Met
Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade	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%.		70.21%	69.05%	Not On Track

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period

2023-24 Results

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Questions

2023-24 89% of 3-5 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*
2022-23 88% of 3-5 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

2023-24 88% of 3-5 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*
2022-23 87% of 3-5 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Table

Grade Band	Panarama Question			
	Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
	Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	89.00%	11.00%	88.00%	12.00%

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Chart

Grade Band	Panarama Question	
Elementary (K-5)	Do you have a teacher or other adult from school who you can count on to help you, no matter what?	89.00%
	During the past week, how often did you feel excited about learning?	88.00%

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Race

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	Asian	87.00%	13.00%	86.00%	14.00%
	Black or African American	91.00%	9.00%	86.00%	14.00%
	Hispanic/Latino	90.00%	10.00%	91.00%	9.00%
	Two or More Races	84.00%	16.00%	85.00%	15.00%
	White	89.00%	11.00%	88.00%	12.00%

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	Non EL Student	89.00%	11.00%	88.00%	12.00%
	EL Student	92.00%	8.00%	89.00%	11.00%

Elementary (K-5) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Elementary (K-5)	Gen Ed	88.00%	12.00%	88.00%	12.00%
	Special Ed Student	92.00%	8.00%	85.00%	15.00%
	Section 504 Student	89.00%	11.00%	84.00%	16.00%

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

2023-24 Results

- 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 **How will it be measured:** % of K-2 students that are demonstrating proficiency on the separated ICCAR values:

School Year	ICCAR Element	Percent of Students Proficient *(Score of 3 or Better)*	Change from Prior Period
2023-24	Accepts Responsibility	91.80%	**+0.85%**
	Completes Work On Time	87.08%	**-0.39%**
	Demonstrates a Positive Attitude	95.11%	**-0.57%**
	Follows Directions	83.93%	**-1.18%**
	Follows School / Classroom Rules	89.74%	**+4.53%**
	Handles Conflict Appropriately	88.55%	**-0.19%**
	Organizes and Uses Time Appropriately	83.17%	**+0.96%**
	Repects Rights, Diversity, Feelings and Property of Others	95.22%	**+0.01**
2022-23	Accepts Responsibility	90.95%	
	Completes Work On Time	87.47%	
	Demonstrates a Positive Attitude	95.68%	
	Follows Directions	85.11%	
	Follows School / Classroom Rules	85.21%	
	Handles Conflict Appropriately	88.74%	
	Organizes and Uses Time Appropriately	82.21%	
	Repects Rights, Diversity, Feelings and Property of Others	95.21%	

2023-24 Results

- Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point

2023-24 69.05% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL

2022-23 70.21% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL

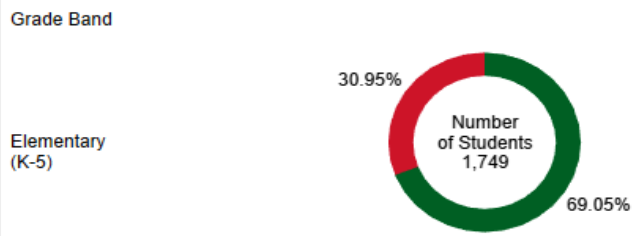
K-2 Students Who Demonstrated Proficiency On The ICCCAR Values Calculated Together As One Measure Table

Grade Band	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	All 3 or Better	69.05%	1,207
	Not All 3 or Better	30.95%	541

ICCCAR Proficiency

All 3 or Better Not All 3 or Better

K-2 Students Who Demonstrated Proficiency On The ICCCAR Values Calculated Together As One Measure Chart



K-2 Students Who Demonstrated Proficiency On The ICCCAR Values Calculated Together As One Measure Table by Student Race

Grade Band	Student Race	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Asian	All 3 or Better	73.83%	110
		Not All 3 or Better	26.17%	39
	Black or African American	All 3 or Better	42.65%	58
		Not All 3 or Better	57.35%	78
	Hispanic / Latino	All 3 or Better	68.18%	75
		Not All 3 or Better	31.82%	35
	Two or More Races	All 3 or Better	72.00%	90
		Not All 3 or Better	28.00%	35
	White	All 3 or Better	71.29%	874
		Not All 3 or Better	28.71%	352

K-2 Students Who Demonstrated Proficiency On The ICCCAR Values Calculated Together As One Measure Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	All 3 or Better	73.79%	1,008
		Not All 3 or Better	26.21%	358
	Special Ed Student	All 3 or Better	52.80%	179
		Not All 3 or Better	47.20%	160
	Section 504 Student	All 3 or Better	46.51%	20
		Not All 3 or Better	53.49%	23

K-2 Students Who Demonstrated Proficiency On The ICCCAR Values Calculated Together As One Measure Table by Student EL Status

Grade Band	Student EL Status	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	All 3 or Better	70.62%	1,113
		Not All 3 or Better	29.38%	463
	EL Student	All 3 or Better	53.85%	84
		Not All 3 or Better	46.15%	72

K-2 Students Who Demonstrated Proficiency On The ICCCAR Values Calculated Together As One Measure Table by Student FRPM Status

Grade Band	Student FRPM Status	ICCCAR Proficiency	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	All 3 or Better	72.62%	1,061
		Not All 3 or Better	27.38%	400
	FRPM Student	All 3 or Better	50.87%	146
		Not All 3 or Better	49.13%	141

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

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Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Each and Every student deserves and needs learning opportunities that help them discover, extend, accelerate, and apply their learning. The pathways are designed to meet the needs of students in all unique learners categories, including those who have demonstrated high performance or show high levels of reasoning.

Reasoning
EPS welcomes, respects, supports, and values each and every student so that they learn effectively, develop a deeper understanding of complex issues, and become empowered to contribute to the school and greater community. We strive to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically, and that barriers are eliminated.

Metrics:
- Talent Development program participation
- Talent Development program performance
- Progress Toward IEP Goals
- EL Student Progress Toward Proficiency

K - 5 Unique Learners Goal Progress

Focus Area: Unique Learners	Goal	2022-23 Results	2023-24 Results	Goal Status
Talent Development	In the spring of 2025 the % of 3-5 students in extended and/or accelerated talent development pathways will increase to 41%.	30.53%	33.28%	Positive Growth or Statistically Neutral
	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.	89.76%	94.07%	Positive Growth or Statistically Neutral
Students with an individual education program (IEP) are making progress toward goals	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.	75.79%	98.39%	Goal Met
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 70% of ML students in grades 1-5 will meet their growth target as defined by MDE.	59.03%	56.48%	Not On Track

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period

2023-24 Results

- Talent Development program participation **How will it be measured:** Student enrollment in extended and/or accelerated talent development pathways in grades 2-5. **4-5 grade extended literacy *3-5 grade accelerated math *3rd grade literacy curiosity lab *2nd grade math curiosity lab*

2023-24 33.28% 2-5 students enrolled in extended and/or accelerated talent development pathways during the 2023-24 school year.

2022-23 30.53% 2-5 students enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year.

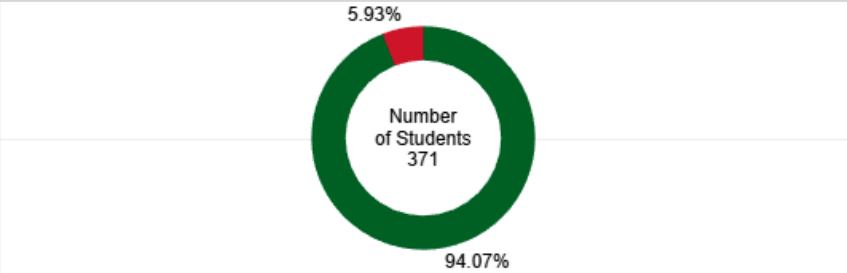
Talent Development Performance in Extended and or Accelerated Pathways Table in Students Grades 2-5

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	94.07%	349	5.93%	22

Course Grade Proficiency

All Proficient Not Proficient

Talent Development Performance in Extended and or Accelerated Pathways Chart in Students Grades 2-5



Talent Development Performance in Extended and or Accelerated Pathways by Student Race in Students Grades 2-5

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Asian	88.68%	47	11.32%	6
	Two or More Races	96.77%	30	3.23%	1
	White	94.32%	249	5.68%	15

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status in Students Grades 2-5

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	93.95%	295	6.05%	19
	Special Ed Student	90.91%	30	9.09%	3
	Section 504 Student	100.00%	24		

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status in Students Grades 2-5

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	94.46%	324	5.54%	19
	EL Monitor	86.96%	20	13.04%	3

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status in Students Grades 2-5

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	93.88%	322	6.12%	21
	FRPM Student	96.43%	27	3.57%	1

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

2023-24 Results

- Talent Development program performance **How will it be measured:** 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 curiosity lab NOTE: The Number of Students is lower than above, as Curiosity Lab TD courses do not provide grades for participating students.*

2023-24 94.07% 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 2024

2022-23 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

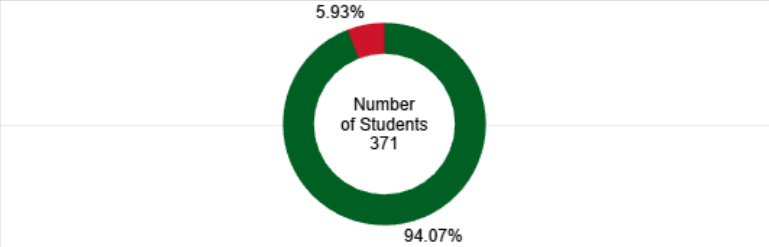
Talent Development Performance in Extended and or Accelerated Pathways Table in Students Grades 3-5

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	94.07%	349	5.93%	22

Course Grade Proficiency

All Proficient Not Proficient

Talent Development Performance in Extended and or Accelerated Pathways Chart in Students Grades 3-5



Talent Development Performance in Extended and or Accelerated Pathways by Student Race in Students Grades 3-5

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Asian	88.68%	47	11.32%	6
	Black or African American	100.00%	11		
	Hispanic / Latino	100.00%	12		
	Two or More Races	96.77%	30	3.23%	1
	White	94.32%	249	5.68%	15

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status in Students Grades 3-5

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	93.95%	295	6.05%	19
	Special Ed Student	90.91%	30	9.09%	3
	Section 504 Student	100.00%	24		

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status in Students Grades 3-5

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	94.46%	324	5.54%	19
	Prior EL	100.00%	3		
	Declined EL Service	100.00%	1		

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status in Students Grades 3-5

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	93.88%	322	6.12%	21
	FRPM Student	96.43%	27	3.57%	1

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

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2023-24 Results

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

2023-24 98.39% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2024

2022-23 75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023

Students Meeting or Making Adequate Progress on IEP Goals Table

Grade Band	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Meeting of Making Adequate Progress on all Goals	98.39%	672
	Not Meeting or Making Adequate Progress on all Goals	1.61%	11

IEP Goal Status

Meeting of Making Adequate Progress on all Goals

Not Meeting or Making Adequate Progress on all Goals

Students Meeting or Making Adequate Progress on IEP Goals Chart

Students Meeting or Making Adequate Progress on IEP Goals Table by Student Race

Grade Band	Student Race	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Asian	Meeting of Making Adequate Progress on all Goals	100.00%	41
	Black or African American	Meeting of Making Adequate Progress on all Goals	96.15%	50
		Not Meeting or Making Adequate Progress on all Goals	3.85%	2
	Hispanic / Latino	Meeting of Making Adequate Progress on all Goals	96.97%	64
		Not Meeting or Making Adequate Progress on all Goals	3.03%	2
	Two or More Races	Meeting of Making Adequate Progress on all Goals	100.00%	46
	White	Meeting of Making Adequate Progress on all Goals	98.54%	471
		Not Meeting or Making Adequate Progress on all Goals	1.46%	7

Students Meeting or Making Adequate Progress on IEP Goals Table by Student EL Status

Grade Band	Student EL Status	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Non EL Student	Meeting of Making Adequate Progress on all Goals	98.47%	580
		Not Meeting or Making Adequate Progress on all Goals	1.53%	9
	EL Student	Meeting of Making Adequate Progress on all Goals	97.50%	78
		Not Meeting or Making Adequate Progress on all Goals	2.50%	2

Students Meeting or Making Adequate Progress on IEP Goals Table by Student FRPM Status

Grade Band	Student FRPM Status	IEP Goal Status	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	98.51%	528
		Not Meeting or Making Adequate Progress on all Goals	1.49%	8
	FRPM Student	Meeting of Making Adequate Progress on all Goals	97.96%	144
		Not Meeting or Making Adequate Progress on all Goals	2.04%	3

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

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Appendix

2023-24 Results

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

2023-24 56.48% of students in grades 1st - 5th met their EL growth target as defined by MDE

2022-23 59.03% of students in grades 1st - 5th met their EL growth target as defined by MDE

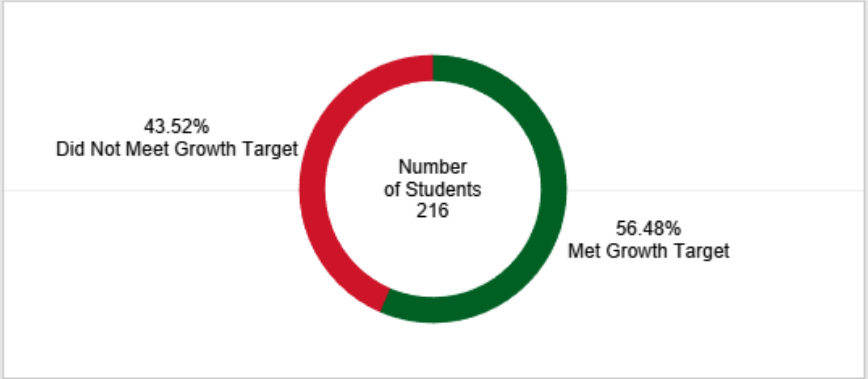
EL Growth Data as Defined by The Minnesota Department of Education Table

Grade Band	EL Growth Metric as Defined by The Minnesota Deparment of Education	Percent of Students	Number of Students
Elementary (K-5)	Met Growth Target	56.48%	122
	Did Not Meet Growth Target	43.52%	94

EL Growth Metric as Defined by The Minnesota Deparment of Education

Met Growth Target Did Not Meet Growth Target

EL Growth Data as Defined by The Minnesota Department of Education



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

Grade Band	Student Race	EL Growth Metric as Defined by The Minnesota Deparment of Education	Percent of Students	Number of Students
Elementary (K-5)	Asian	Met Growth Target	66.67%	26
		Did Not Meet Growth Target	33.33%	13
	Black or African American	Met Growth Target	52.86%	37
		Did Not Meet Growth Target	47.14%	33
	Hispanic / Latino	Met Growth Target	58.67%	44
		Did Not Meet Growth Target	41.33%	31
	White	Met Growth Target	46.15%	12
		Did Not Meet Growth Target	53.85%	14

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

Grade Band	SPED / 504 Student Status	EL Growth Metric as Defined by The Minnesota Deparment of Education	Percent of Students	Number of Students
Elementary (K-5)	Gen Ed Student	Met Growth Target	64.71%	99
		Did Not Meet Growth Target	35.29%	54
	Special Ed Student	Met Growth Target	35.00%	21
		Did Not Meet Growth Target	65.00%	39

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

Grade Band	Student FRPM Status	EL Growth Metric as Defined by The Minnesota Deparment of Education	Percent of Students	Number of Students
Elementary (K-5)	Non FRPM Student	Met Growth Target	56.14%	32
		Did Not Meet Growth Target	43.86%	25
	FRPM Student	Met Growth Target	56.60%	90
		Did Not Meet Growth Target	43.40%	69

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

APPENDIX A: Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. Talent Development can be a different class for a select group of students. However, it goes beyond that and includes opportunities for all students to learn in rigorous, highly engaging, and inquiry based settings on a day-to-day basis. Talent Development ensures that each and every student in Edina Public Schools has a clear path to discover their possibilities and thrive.
*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

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

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

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
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 D: MCA Opt Out Data

MCA Math Participation Data

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

MCA Reading Participation Data

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

MCA Science Participation Data

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

Appendix E: Edina Public Schools 2023-2024 Demographic Summary

Appendix A Demographics

Demographic Make Up by Student Race

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

Demographic Make Up by Student Special Education / 504 Status

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

Demographic Make Up by Student EL Status

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

Demographic Make Up by Student FRPM Status

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

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

Appendix F: 2022-23 Data Metrics Reports

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