Title: Edina Public Schools Data Metrics Plan Update: 9th - 12th Grade

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the 9th -12th grade band.

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

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

Background Materials:
2.14.22 Approved Data Metrics Plan
9.11.23 Data Metrics Goals
2023-2025 Board Approved EPS Assessment Plan
Data Metrics Report Board Presentation 10.16.23

Attachments:
Board Report (below)

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

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

The Edina Public Schools Data Metrics Plan in its entirety has four grade level bands and district wide data to summarize:
1. Early Learning
2. Elementary School
3. Middle School
4. High School

This summary includes key findings in math, literacy, and social and emotional learning data in the 9th - 12th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential.* It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a *green* asterisk.

High School (9-12)

Key Findings	Key Action Steps
Literacy: ● Proficiency on 10th Grade MCA scores increased by 13%. ● 73.44% of 9th grade students demonstrated proficiency on the spring 2023 FASTTrack reading. ● 54.59% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023 ● While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● deepen the intentional implementation of the Comprehensive Literacy Plan ● implement and strengthen 9th grade College Reading Readiness ● implement interventions and progress monitor students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed ● use PLC structures to respond to the data and to make instructional shifts as needed 9-12 ● continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in 9-12 ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **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: Review, develop, and implement an improved literacy program at EPS PK-12.* **Strategy D.2: Provide robust and balanced professional development.* **Strategy D.4: Develop and maintain a culture of continuous improvement.*
Math: ● Slightly more than 61% of all students in grades 9-12 demonstrated proficiency by achieving at least a B in their math course. ● A little less than 63% of students were proficient on the 11th grade MCA Math assessment. ● While we continue to outperform the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● continue with the full implementation of our core tier 1 instructional materials (Envision Math) across all math courses ● engage in PLC's to respond to student needs and to ensure instructional alignment and content rigor across all math courses. ● provide instructional support provided through Bridge classes, Student Prep, Flex time and structured office hours ● ensure appropriate math course selection through math team and counselor collaboration ● implement a new non-AP Calculus course to better meet the needs of some learners ● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. **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.4: Develop and maintain a culture of continuous improvement.*

SEL: According to the Panorama Student Competency and Well-Being measures: ● 77.5% of 9-12 grade students reported favorably that they have a teacher or other adult from school they can count on. ● 77.75% of 9-12 grade students reported favorably that in the past week, they often feel excited about learning.	**We will:** ● pilot the Tier 1 Character Strong curriculum in select advisory and intervention classes. The plan for 2023-24 is to support EHS with implementation of the curriculum with fidelity and to monitor student SEL outcomes in the selected classes. ● deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student SEL needs ● provide PREPaRE school crisis training with district administrators and mental health staff ● implement advisory with an intentionality around belonging that includes connecting with peers and advisors, as well as reflecting on identity, agency, and goal setting ● engage in building wide work on the first phase of a review of and support for ensuring a healthy building wide staff culture. *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 C.2: Ensure staff are equipped with long-term wellness strategies leading to a strong sense of belonging and positive climate and culture.* *Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction*.

Additional Observations:
● 66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year.
● 54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023.
● 86% of Edina students earn a 3+ or higher on AP exams.
● 68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023.
● 20.00% of 9th-12th grade students met their growth target as defined by MDE.
● There is an opportunity gap for Black and Hispanic, as well as ML, Special Ed, and FRMP students, and their participation in extra-curricular and co curricular activities.
	We will:
	● continue to offer a wide range of advanced courses that maximize college readiness for students while broadening access
	● collaborate with Special Education to enhance:
	  ○ implementation of structured literacy aligned resources
	  ○ align instructional resources across Tier 1, Tier 2, and Tier 3 and ensure alignment with structured literacy
	● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students and decreasing the opportunity gap for participation in extra-curricular and co curricular activities.
	Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, 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.

Edina Data Metrics Plan Table of Contents

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)

Science is the process of exploring and explaining the processes, structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices including making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate classroom communities make observations of the world around them, design investigations to answer questions, make connections between ideas across the science disciplines, and solve problems using technologies for an ever-changing world. (MDE)

Metrics:
- 9-12 academic proficiency in English Language Arts (ELA/Literacy)
- 9-12 academic proficiency in Mathematics
- 9-12 academic proficiency in Science
- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

2022-23 Results
- 9-12 academic proficiency in English Language Arts (ELA/Literacy) **How will it be measured:** Proficiency on end of the year ELA course grades (Score of B or better Semester 2 ELA Course) and Reading MCA Assessments of students who took the MCA, and FASTtrack Reading

70.85% of 9-12th grade proficiency end of the year **ELA course grade**

	Proficient	Not Proficient
9-12 students demonstrated proficiency on end of the year ELA course grade	70.85%	29.15%
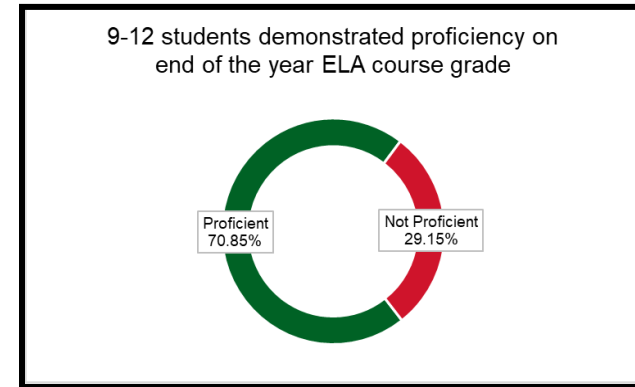
9-12 students demonstrated proficiency on end of the year ELA course grade

Proficient 70.85% Not Proficient 29.15%

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student Race		
Student Race	**Proficient**	**Not Proficient**
Asian	83.98%	16.02%
Black or African American	36.86%	63.14%
Hispanic/Latino	52.20%	47.80%
Two or More Races	71.43%	28.57%
White	76.85%	23.15%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Special Ed Student	35.88%	64.12%
Section 504 Student	62.25%	37.75%
Gen Ed Student	74.78%	25.22%

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
ML Monitor	40.00%	60.00%
Prior ML	64.55%	35.45%
Non ML Student	73.73%	26.27%

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

9-12 Students Demonstrated Proficiency on End of the Year ELA Course Grade by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	40.62%	59.38%
Non FRPM Student	77.62%	22.38%

85.40% of 10th grade proficiency on **MCA Reading Assessment**

	Proficient	Not Proficient
10th grade students demonstrated proficiency on MCA Reading Assessment	85.40%	14.60%

10th grade students demonstrated proficiency on MCA Reading Assessment

Proficient 85.40%

Not Proficient 14.60%

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student Race		
Student Race	**Proficient**	**Not Proficient**
Asian	90.20%	9.80%
Black or African American	61.97%	38.03%
Hispanic/Latino	66.67%	33.33%
Two or More Races	91.18%	8.82%
White	90.54%	9.46%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
Non ML Student	89.98%	10.02%

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

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Special Ed Student	54.29%	45.71%
Section 504 Student	77.42%	22.58%
Gen Ed Student	88.62%	11.38%

10th Grade Students Demonstrated Proficiency on MCA Reading Assessment by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	62.93%	37.07%
Non FRPM Student	90.91%	9.09%

73.44% of 9th grade proficiency on the **spring 2023 FASTtrack reading**

	Proficient	Not Proficient
9th grade students demonstrated proficiency on the spring 2023 FASTtrack reading	73.44%	26.56%
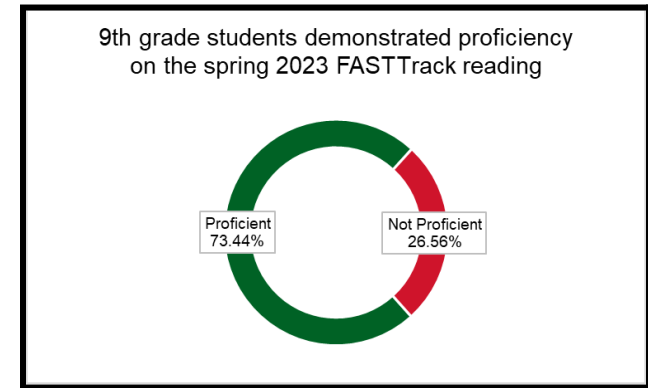
9th grade students demonstrated proficiency on the spring 2023 FASTTrack reading

Proficient 73.44%   Not Proficient 26.56%

9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student Race		
Student Race	**Proficient**	**Not Proficient**
Asian	87.04%	12.96%
Black or African American	48.84%	51.16%
Hispanic/Latino	57.41%	42.59%
Two or More Races	71.79%	28.21%
White	78.86%	21.14%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student Special Education Status		
Student Special Education Status	**Proficient**	**Not Proficient**
Special Ed Student	33.78%	66.22%
Section 504 Student	75.68%	24.32%
Gen Ed Student	78.51%	21.49%

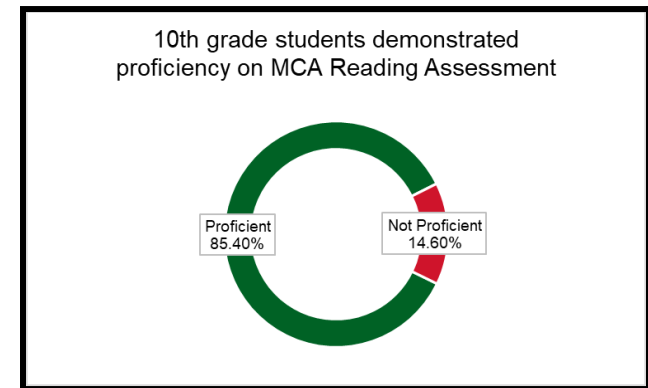| 9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student ML Status		
Student ML Status	**Proficient**	**Not Proficient**
Prior ML	79.41%	20.59%
Non ML Student	77.53%	22.47%

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

9th Grade Students Demonstrated Proficiency on the Spring 2023 FASTTrack reading by Student FRPM Status		
Student FRPM Status	**Proficient**	**Not Proficient**
FRPM Student	52.55%	47.45%

2022-23 Results

- 9-12 academic proficiency in Mathematics **How will it be measured:** Proficiency on end of the year course math grades (Score of B or better in Semester 2 in Math), MCA Assessments of students who took the MCA.

61.03% of 9-12 students demonstrated proficiency on end of year math course grade

	Proficient	Not Proficient
9-12 Students Demonstrated Proficiency On End Of Year Course Math Grade	61.03%	38.97%

9-12 Students Demonstrated Proficiency On End Of Year Course Grade

Proficient 61.03% Not Proficient 38.97%

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student Race		
Student Race	Proficient	Not Proficient
Asian	75.27%	24.73%
Black or African American	34.38%	65.63%
Hispanic/Latino	50.29%	49.71%
Two or More Races	60.31%	39.69%
White	64.90%	35.10%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	34.67%	65.33%
Section 504 Student	52.65%	47.35%
Gen Ed Student	64.00%	36.00%

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student ML Status		
Student ML Status	Proficient	Not Proficient
Prior ML	56.48%	43.52%
Non ML Student	63.07%	36.93%

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

9-12 Students Demonstrated Proficiency on End of Year Course Math Grade by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	38.42%	61.58%
Non FRPM Student	65.96%	34.04%

62.64% of 11th grade students demonstrated proficiency on MCA Math Assessment

	Proficient	Not Proficient
11th Grade Students Demonstrated Proficiency On MCA Math Assessment	62.64%	37.36%
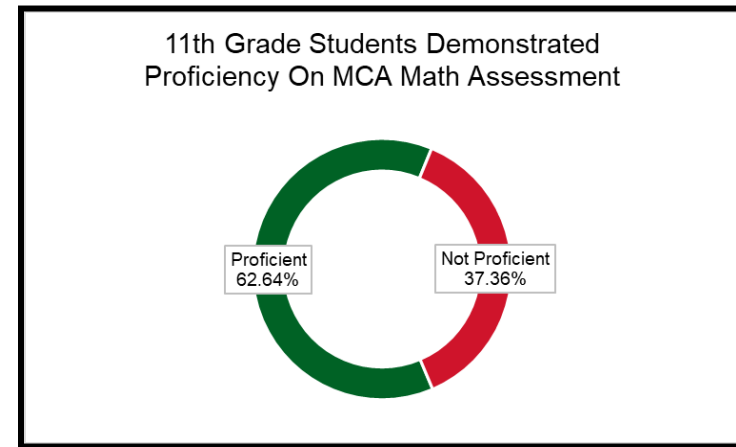
11th Grade Students Demonstrated Proficiency On MCA Math Assessment

Proficient 62.64%   Not Proficient 37.36%

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student Race		
Student Race	Proficient	Not Proficient
Asian	79.41%	20.59%
White	68.80%	31.20%

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

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Section 504 Student	57.14%	42.86%
Gen Ed Student	67.12%	32.88%

11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	66.04%	33.96%

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

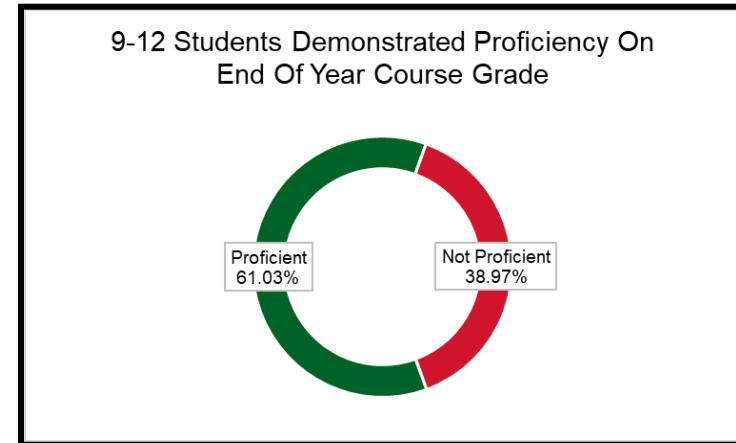| 11th Grade Students Demonstrated Proficiency On MCA Math Assessment by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	30.77%	69.23%
Non FRPM Student	69.76%	30.24%

2022-23 Results

- 9-12 academic proficiency in Science **How will it be measured:** Proficiency on end of the year science course grades (Score of B or better Semester 2) Science MCA Assessments of students who took the MCA.

76.11% of 9-12 students demonstrated proficiency on end of the year Science course grade:

	B or Better	Not B or Better
9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade	76.11%	23.89%

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade

B or Better 76.11%

Not B or Better 23.89%

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student Race

Student Race	B or Better	Not B or Better
Asian	81.13%	18.87%
Black or African American	36.07%	63.93%
Hispanic/Latino	51.72%	48.28%
Two or More Races	80.00%	20.00%
White	84.62%	15.38%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student Special Education Status

Student Special Education Status	B or Better	Not B or Better
Special Ed Student	54.55%	45.45%
Section 504 Student	78.13%	21.88%
Gen Ed Student	78.28%	21.72%

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student ML Status

| Student ML Status	B or Better	Not B or Better
Non ML Student	80.67%	19.33%

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

9-12 Students Demonstrated Proficiency On End Of The Year Science Course Grade by Student FRPM Status

Student FRPM Status	B or Better	Not B or Better
FRPM Student	45.30%	54.70%
Non FRPM Student	83.47%	16.53%

89.19% of Biology students demonstrated proficiency on MCA Science Assessment

	Proficient	Not Proficient
Biology Students Demonstrated Proficiency On MCA Science Assessment	89.19%	10.81%
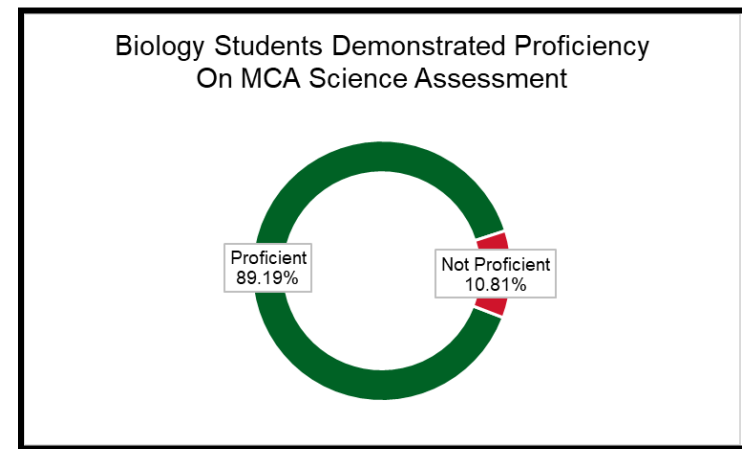
Biology Students Demonstrated Proficiency On MCA Science Assessment

Proficient 89.19%   Not Proficient 10.81%

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student Race		
Student Race	Proficient	Not Proficient
Asian	93.62%	6.38%
Black or African American	66.67%	33.33%
Hispanic/Latino	62.50%	37.50%
Two or More Races	87.50%	12.50%
White	94.21%	5.79%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	62.16%	37.84%
Section 504 Student	85.71%	14.29%
Gen Ed Student	92.00%	8.00%

Biology Students Demonstrated Proficiency On MCA Science Assessment by Student ML Status		
Student ML Status	Proficient	Not Proficient
Non ML Student	92.83%	7.17%

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

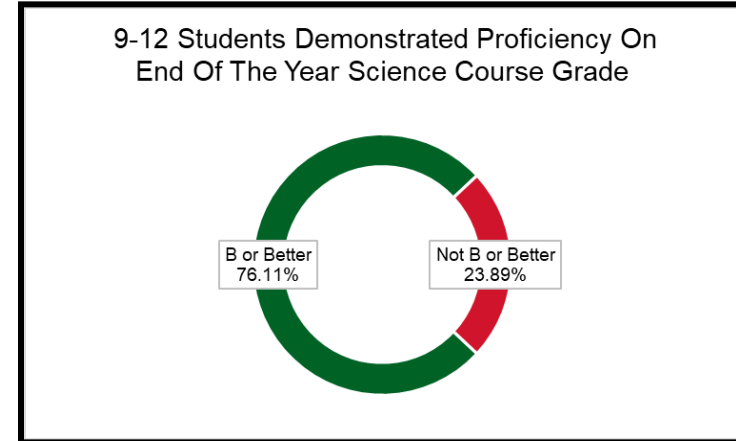| Biology Students Demonstrated Proficiency On MCA Science Assessment by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	67.90%	32.10%
Non FRPM Student	93.14%	6.86%

2022-23 Results

- 9th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

54.59% of 9th grade students who were below grade level in the fall 2022 and achieved aggressive growth from fall 2022 to spring 2023

	Percent of Students
9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring	54.59%

National Norm for aggresive growth is 25%

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Gr

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student Race	
Student Race	Percent of Students
White	58.18%

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

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student Special Education Status	
Student Special Education Status	Percent of Students
Gen Ed Student	55.32%

Special Education and Section 504 students have been excluded due to numbers being identifiable.

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student ML Status	
Student ML Status	Percent of Students
Non ML Student	57.43%

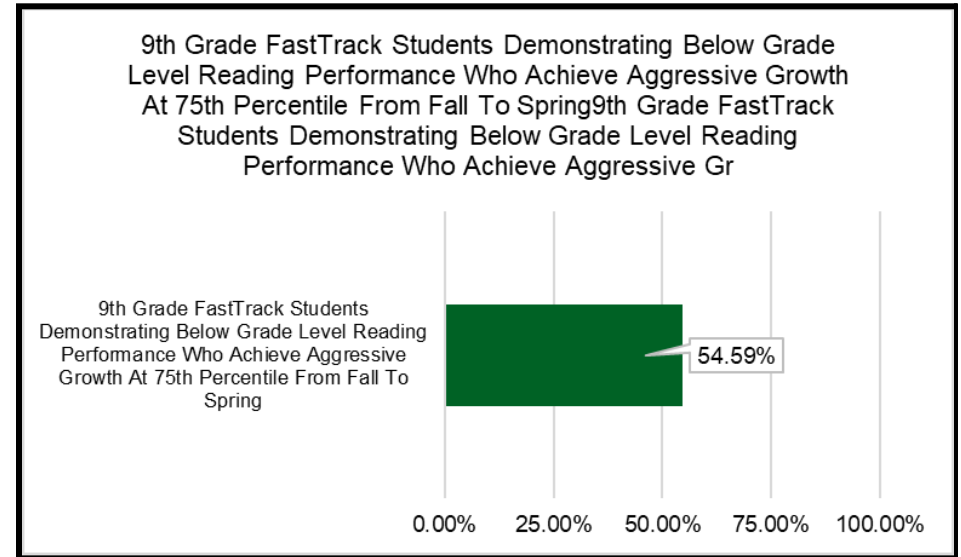*Students who Declined ML Service, ML Students, ML Monitors and Prior ML students have been excluded due to numbers being identifiable.*

9th Grade FastTrack Students Demonstrating Below Grade Level Reading Performance Who Achieve Aggressive Growth At 75th Percentile From Fall To Spring by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	43.10%
Non FRPM Student	59.84%

Each and every student is College Ready.

Reasoning:
Edina Public Schools has a strong reputation for the preparation of students to go on to post-secondary learning. Post secondary education is directly attributed to the quality of life in areas such as health equity, housing sustainability, and income attainment.

Metrics:
- Bilingual Seals earned by 9-12 students
- Dual Enrollment Options
- ACT performance
- State Longitudinal Education Data System (SLEDS)
- Selected end of course unit scores
- National Merit Scholars
- Alumni Survey

2022-23 Results

Bilingual Seals earned by 9-12 students
      a. **How will it be measured:** Number of Bilingual Seals earned
214 9-12 students earned a Bilingual Seal

2022-23 Results

Dual Enrollment Options
      b. **How will it be measured:** Number of students taking classes to earn college credit while in high school
PSEO (at a college campus)
- S1- 96
- S2- 93

Dual Enrollment (at EHS)
- CIS Latin- 7
- CIS STEM- 47
- CIS MATH- 254
- Total-308

2022-23 Results

ACT performance
- **How will it be measured:** Students Earning 22 on ACT composite
    a. ACT College Readiness score: English ACT
    b. College Readiness score: Mathematics

71.13% 9-12 students earned a 22 or higher on the ACT composite.
* If multiple tests were taken, the highest score was used to determine this percentage

State Longitudinal Education Data System (SLEDS)
- **How will it be measured:**
    a. Students persisting from first year of college to second year of college
    b. Students persisting from second year of college to third year of college

94% of students persist onto their 2nd year of college

82% of students persist from their 2nd to 3rd year of college.
*Class of 2021

2022-23 Results

- National Merit Scholars
    a. **How will it be measured:** Number of Students Commended, Semi Finalist and Finalist
        1. **Commended 20**
        2. **Semi Finalist 12**
        3. **Finalist 11**

- Alumni Survey
    a. **How will it be measured:** Percent of Alumni reporting well prepared for the rigor of post secondary learning

No Data Available - Baseline data to be collected 2023-24

Biology- 78.93% 10-12th grade students earned a B or better in semester 2

	B or Better	Not B or Better
10-12th Grade Students Earned A B Or Better in Biology in Semester 2	78.93%	21.07%
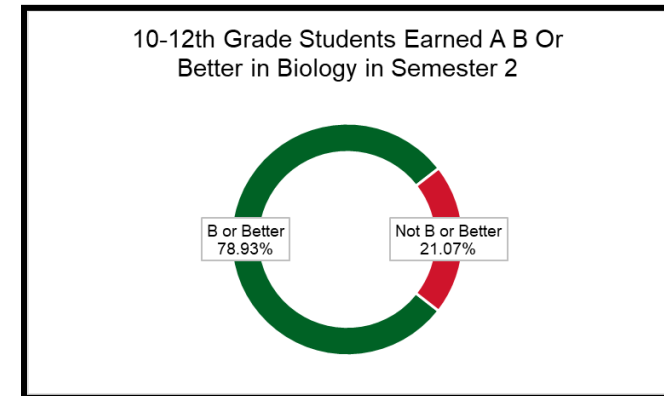
10-12th Grade Students Earned A B Or Better in Biology in Semester 2

B or Better 78.93%

Not B or Better 21.07%

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race		
Student Race	B or Better	Not B or Better
Asian	84.00%	16.00%
Black or African American	42.31%	57.69%
Hispanic/Latino	50.00%	50.00%
Two or More Races	82.14%	17.86%
White	86.39%	13.61%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student Special Education Status		
Student Special Education Status	B or Better	Not B or Better
Special Ed Student	57.78%	42.22%
Section 504 Student	77.78%	22.22%
Gen Ed Student	81.19%	18.81%

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student ML Status		
Student ML Status	B or Better	Not B or Better
Non ML Student	82.74%	17.26%

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

10-12th Grade Students Earned A B Or Better in Biology in Semester 2 by Student Race by Student FRPM Status		
Student FRPM Status	B or Better	Not B or Better
FRPM Student	48.98%	51.02%
Non FRPM Student	85.28%	14.72%

US Literature and Comp- 77.19% 11th grade students earned a B or better in semester 2

	B or Better	Not B or Better
11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2	77.19%	22.81%

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student Race		
Student Race	B or Better	Not B or Better
Asian	84.00%	16.00%
Black or African American	39.29%	60.71%
Hispanic/Latino	58.14%	41.86%
White	85.67%	14.33%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student Special Education Status		
Student Special Education Status	B or Better	Not B or Better
Special Ed Student	55.26%	44.74%
Section 504 Student	77.97%	22.03%
Gen Ed Student	79.19%	20.81%

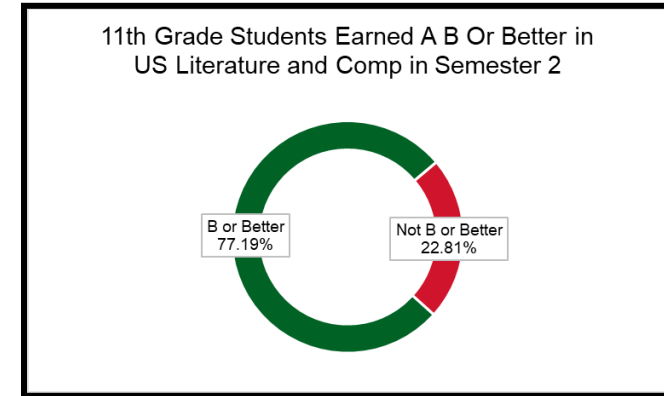| 11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student ML Status		
Student ML Status	B or Better	Not B or Better
Non ML Student	80.14%	19.86%

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

11th Grade Students Earned A B Or Better in US Literature and Comp in Semester 2 by Student FRPM Status		
Student FRPM Status	B or Better	Not B or Better
FRPM Student	46.88%	53.13%
Non FRPM Student	84.56%	15.44%

Pre-Calculus- 58.33% 9-12 students earned a B or better in semester 2

	B or Better	Not B or Better
9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2	58.33%	41.67%

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2

B or Better 58.33%

Not B or Better 41.67%

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student Race		
Student Race	B or Better	Not B or Better
Asian	86.67%	13.33%
White	56.89%	43.11%

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

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student Special Education Status		
Student Special Education Status	B or Better	Not B or Better
Gen Ed Student	60.29%	39.71%

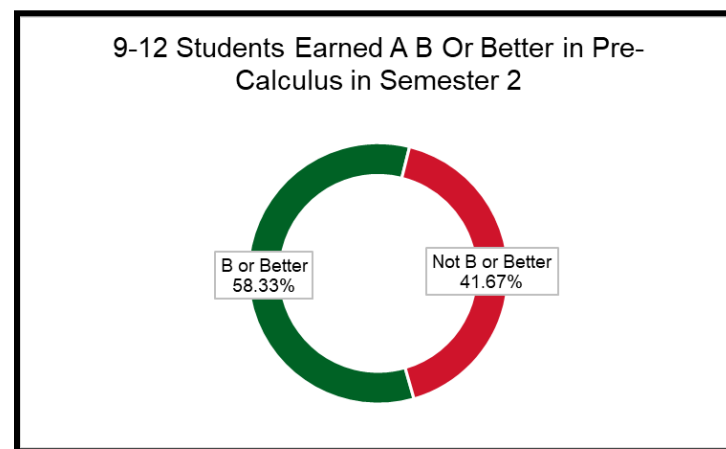| 9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student ML Status		
Student ML Status	B or Better	Not B or Better
Non ML Student	58.25%	41.75%

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

9-12 Students Earned A B Or Better in Pre-Calculus in Semester 2 by Student FRPM Status		
Student FRPM Status	B or Better	Not B or Better
Non FRPM Student	60.58%	39.42%

Each & Every student is Future Ready, possessing the life skills needed to make positive contributions to the local, national and global community.

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 supports 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)

In addition, each and every student needs to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide and support the development of quality tools and strategies, centralize and disseminate resources, and develop and promote models that successfully implement multiple pathways to postsecondary training or college.

Metrics:
- 9-12 SEL
- Students enrolled in internships or apprenticeships
- Extra-curricular or co curricular participation by each student group

2022-23 Results

- 9-12 SEL **How will it be measured:** Panorama questions *"Do you have a teacher or other adult from school who you can count on to help you no matter what?"*

77.5% of 9-12 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What

	Percent Favorable	Percent Unfavorable
9-12 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What	77.5%	22.33%

This data is currently in the 80% of nationally normed data.
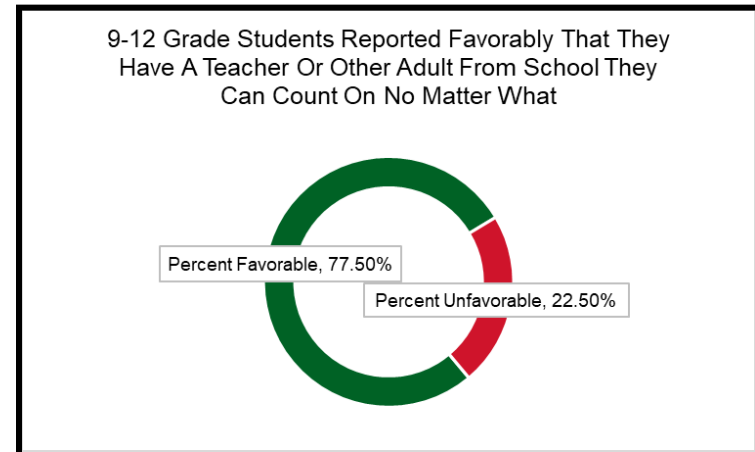
9-12 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What

Percent Favorable, 77.50%

Percent Unfavorable, 22.50%

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	76%	24%
Black or African American	75%	25%
Hispanic/Latino	77%	23%
White	79%	21%

American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	83%	17%
Non ML Studen	77%	23%

Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	84%	16%
Section 504 Student	77%	23%
Gen Ed Student	77%	23%

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.

2022-23 Results

- 9-12 SEL **How will it be measured:** Panorama questions *"During the past week, how often did you feel excited?"*

77.75% of 9-12 grade students reported favorably that in the past week, they often feel excited about learning

	Percent Favorable	Percent Unfavorable
9-12 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning	77.75%	22.25

This data is currently in the 90% of nationally normed data.
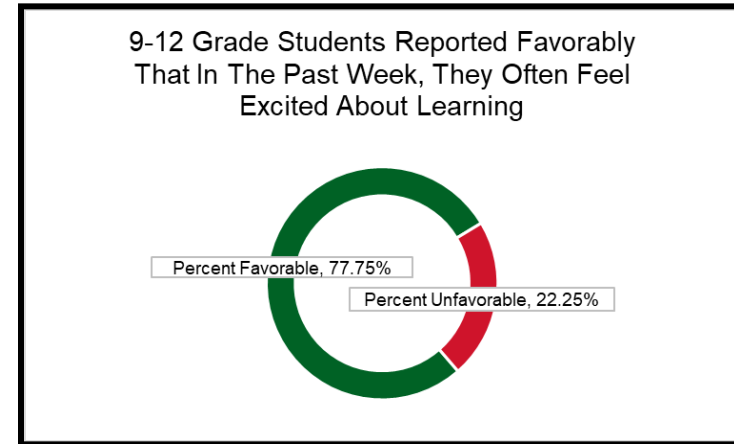
9-12 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning

Percent Favorable, 77.75%

Percent Unfavorable, 22.25%

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	74%	26%
Black or African American	79%	21%
Hispanic/Latino	77%	23%
White	82%	18%

American Indian or Alaska Native Native Hawaiian or Other Pacific Islander and Two or More Races students have been excluded due to numbers being identifiable.

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Studen	80%	20%

Panorama, the source of this data, does not support our more detailed status of ML students which is why students who Declined ML Service, ML Monitors and Prior ML students are not listed.

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	78%	22%
Section 504 Student	76%	24%
Gen Ed Student	80%	20%

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student FRPM Status		
Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.

2022-23 Results

- Students enrolled in internships or apprenticeships
 - **How will it be measured:** Percent of students enrolled in internships or apprenticeships

No Data Available As this program expands as part of the strategic plan a centralized process will need to be developed to track this data

2022-23 Results

- Extra-curricular or co curricular participation by each student group **How will it be measured:** Percent of students 9-12 participating in at least one Edina sponsored extra-curricular or co curricular leadership or service experience

60.64% 9-12 students participated in at least one extra curricular or co curricular activities.

	Participant	Non-Participant
Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes	60.64%	39.36%
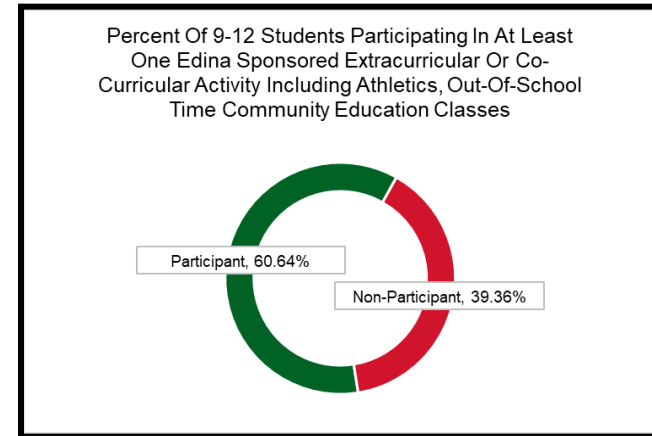
Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes

Participant, 60.64%

Non-Participant, 39.36%

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student Race		
Student Race	Participant	Non-Participant
Asian	73.78%	26.22%
Black or African American	24.18%	75.82%
Hispanic/Latino	45.62%	54.38%
Two or More Races	66.26%	33.74%
White	67.06%	32.94%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student ML Status		
Student ML Status	Participant	Non-Participant
ML Student	18.18%	81.82%
ML Monitor	36.36%	63.64%
Prior ML	46.34%	53.66%
Non ML Student	64.27%	35.73%

Students who Declined ML Service students have been excluded due to numbers being identifiable.

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student Special Education Status		
Student Special Education Status	Participant	Non-Participant
Special Ed Student	28.74%	71.26%
Section 504 Student	63.14%	36.86%
Gen Ed Student	64.00%	36.00%

Percent Of 9-12 Students Participating In At Least One Edina Sponsored Extracurricular Or Co-Curricular Activity Including Athletics, Out-Of-School Time Community Education Classes by Student FRPM Status		
Student FRPM Status	Participant	Non-Participant
FRPM Student	28.98%	71.02%
Non FRPM Student	68.78%	31.22%

Edina Public Schools offers multiple pathways to appropriately challenge and engage learners across our system. Students deserve and need learning opportunities that help them discover, extend, accelerate, and apply their talents. The pathways are designed to meet the needs of each and every learner including those who have demonstrated high performance or show high levels of reasoning.

Reasoning:
To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.

Metrics:
- Talent Development program participation
- Talent Development program performance
- AP Exam of 3+
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development program participation **How will it be measured:** 9-12 student enrollment in talent development extended or accelerated pathways

66.31% of 9-12 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

	TD Participant	Non TD Participant
9-12 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year	66.31%	33.69%

9-12 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year

TD Participant 66.31%   Non TD Participant 33.69%
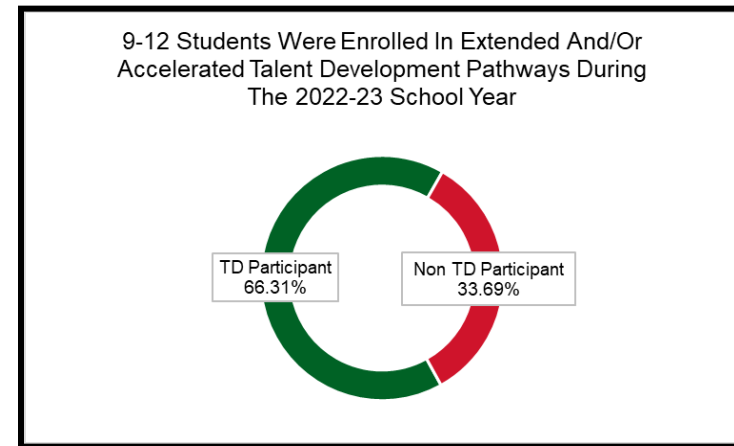
Student Race	TD Participant	Non TD Participant
Asian	81.78%	18.22%
Black or African American	45.37%	54.63%
Hispanic/Latino	53.00%	47.00%
Two or More Races	68.71%	31.29%
White	69.69%	30.31%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

Student ML Status	TD Participant	Non TD Participant
ML Student	30.00%	70.00%
ML Monitor	53.03%	46.97%
Prior ML	62.60%	37.40%
Non ML Student	68.78%	31.22%

Students who Declined ML Service have been excluded due to numbers being identifiable.

Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	33.07%	66.93%
Section 504 Student	58.03%	41.97%
Gen Ed Student	71.18%	28.82%

Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	47.94%	52.06%
Non FRPM Student	71.04%	28.96%

2022-23 Results

- Talent Development program performance **How will it be measured:** 9-12 student grades in talent development pathways

54.49% of 9-12 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a 3 in the spring of 2023

	All Proficient	Not Proficient
9-12 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A 3 In The Spring Of 2023	54.49%	45.51%

9-12 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A 3 In The Spring Of 2023

All Proficient, 54.49%   Not Proficient, 45.51%
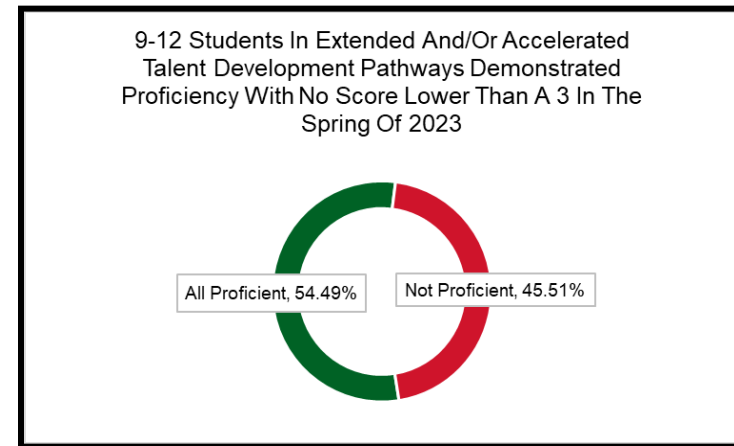
Student Race	All Proficient	Not Proficient
Asian	71.27%	28.73%
Black or African American	19.86%	80.14%
Hispanic/Latino	41.23%	58.77%
Two or More Races	55.96%	44.04%
White	57.10%	42.90%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	22.78%	77.22%
Section 504 Student	43.95%	56.05%
Gen Ed Student	57.18%	42.82%

Student FRPM Status	All Proficient	Not Proficient
FRPM Student	28.79%	71.21%
Non FRPM Student	58.82%	41.18%

Student ML Status	All Proficient	Not Proficient
Prior ML	52.05%	47.95%
Non ML Student	56.09%	43.91%

Students who Declined ML Service, ML Monitors and ML Students have been excluded due to numbers being identifiable.

2022-23 Results

- AP Exam of 3+ **How will it be measured:** Percent of students earning a 3 or higher

86% of 9-12 students taking an AP exam earned a 3 or higher

	Score of 3 or Better	Score Not Better Than 3
9-12 Students Taking An AP Exam Earned A 3 Or Higher	86%	14%

9-12 students taking an AP exam earned a 3 or higher

Score of 3 or Better, 86%   Score Not Better Than 3, 14%
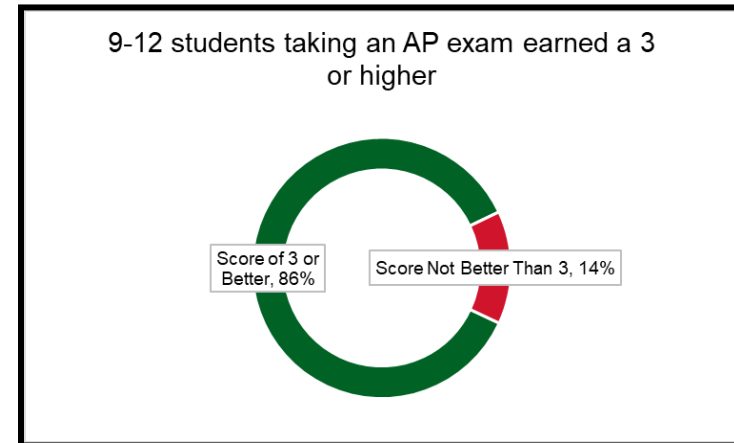
9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Race		
Student Race	Score of 3 or Better	Score Not Better Than 3
Asian	94.62%	5.38%
Hispanic/Latino	95.83%	4.17%
White	93.69%	6.31%

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

9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student ML Status		
Student ML Status	Score of 3 or Better	Score Not Better Than 3
Non ML Student	94.62%	5.38%

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

9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Race		
Student Special Education Status	Score of 3 or Better	Score Not Better Than 3
Section 504 Student	92.31%	7.69%
Gen Ed Student	93.82%	6.18%

Special Education students have been excluded due to numbers being identifiable.

9-12 Students Taking An AP Exam Earned A 3 Or Higher by Student Race		
Student FRPM Status	Score of 3 or Better	Score Not Better Than 3
FRPM Student	90.91%	9.09%
Non FRPM Student	93.93%	6.07%

2022-23 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 9-12 students meeting or making adequate progress on special education IEP Goals

68.34% of 9-12 students met or made adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
9-12 Students Met Or Made Adequate Progress On Special Education Iep Goals In The Spring Of 2023	68.34%	31.66%

9-12 Students Met Or Made Adequate Progress On Special Education Iep Goals In The Spring Of 2023

Percent Meeting or Making Progress, 68.34%

Percent Not Meeting or Making Progress, 31.66%
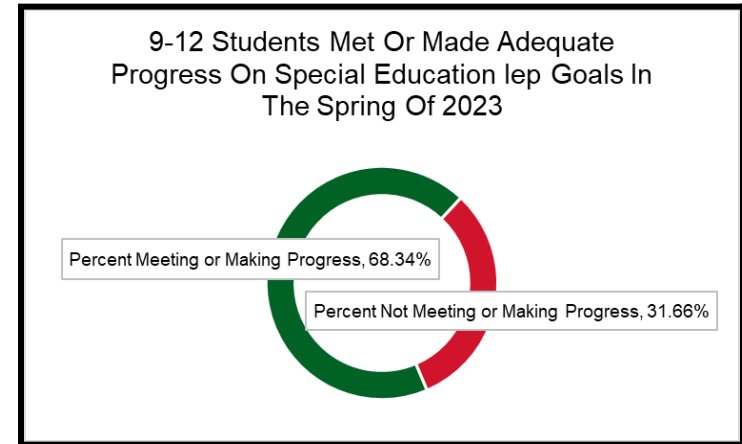
2022-23 Results

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

20.00% of 9th-12th grade students met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
9th-12th Grade Students Met Their Growth Target as Defined By MDE	20.00%	80.00%

9th-12th Grade Students Met Their Growth Target as Defined By MDE

Met Growth Target, 20.00%

Did Not Meet Growth Target, 80.00%
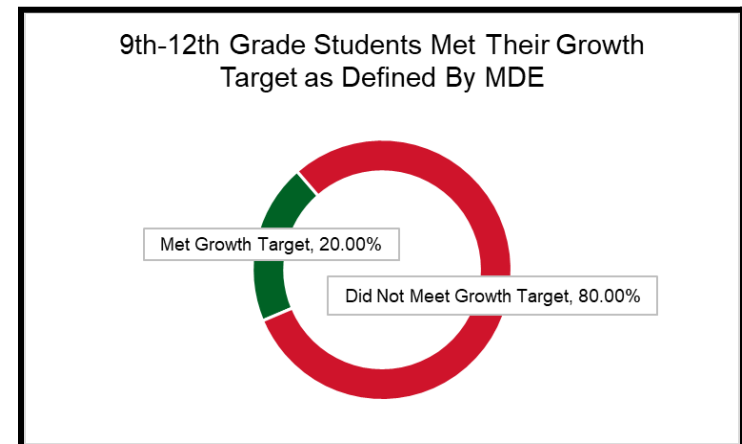
Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent

Attendance Metrics:
  ● Students Percent in Attendance

Graduation Rates Reasoning:
Edina Public Schools is proud of its reputation for post secondary matriculation. A high school diploma serves as a pathway to greater levels of educational attainment. In addition, earning a high school diploma is directly correlated with income attainment, greater career opportunities, a healthier lifestyle, and self confidence.

Graduation Rates Metrics:
  ● 4 & 7 year graduation rates

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance

94.08% of K-12 students attendance rates
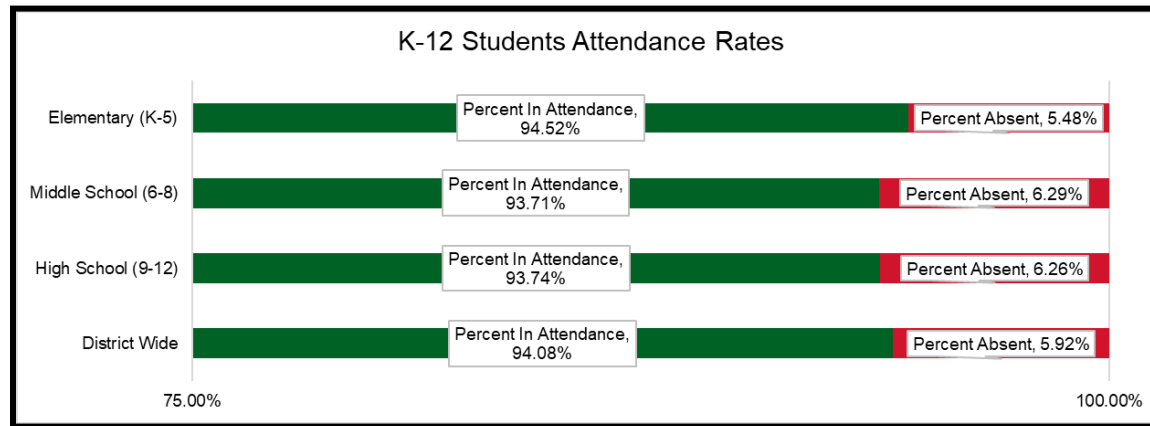
Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

K-12 Students Attendance Rates by Student Special Education Status			
Special Ed Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Special Ed Student	94.35%	92.91%	91.93%
Section 504 Student	94.39%	93.43%	92.85%
Gen Ed Student	94.57%	93.85%	94.06%

K-12 Students Attendance Rates by Student ML Status			
ML Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Declined ML Service	91.79%	92.49%	90.16%
ML Monitor	94.46%	93.87%	93.69%
ML Student	93.10%	92.74%	92.91%
Non ML Student	94.68%	93.72%	93.75%
Prior ML	93.86%	94.76%	94.69%

K-12 Students Attendance Rates by Student Race			
Student Race	Elementary (K-5)	Middle School (6-8)	High School (9-12)
American Indian or Alaska Native	89.95%	93.58%	90.26%
Asian	94.82%	95.48%	94.90%
Black or African American	92.57%	92.46%	93.35%
Hispanic/Latino	93.27%	92.62%	93.36%
Native Hawaiian or Other Pacific Islander	96.91%	96.94%	90.77%
Two or More Races	94.26%	93.02%	93.10%
White	94.87%	93.90%	93.78%

| K-12 Students Attendance Rates by Student FRPM Status			
FRPM Status	Elementary (K-5)	Middle School (6-8)	High School (9-12)
FRPM Student	92.69%	92.37%	92.55%
Non FRPM Student	94.90%	94.07%	94.04%

2022-23 Results

- 4 & 7 year graduation rates **How will it be measured:** Graduation rates by student group

93.58% 4 year graduation rate

	Graduate Percent	Did Not Graduate
4 Year Graduation Rate	93.58%	6.42%

	Graduate Percent	Did Not Graduate
7 Year Graduation Rate	97.52%	2.48%

Classes of 2015-2022

4 Year Graduation Rate

Graduate, 93.58%

Did Not Graduate, 6.42%
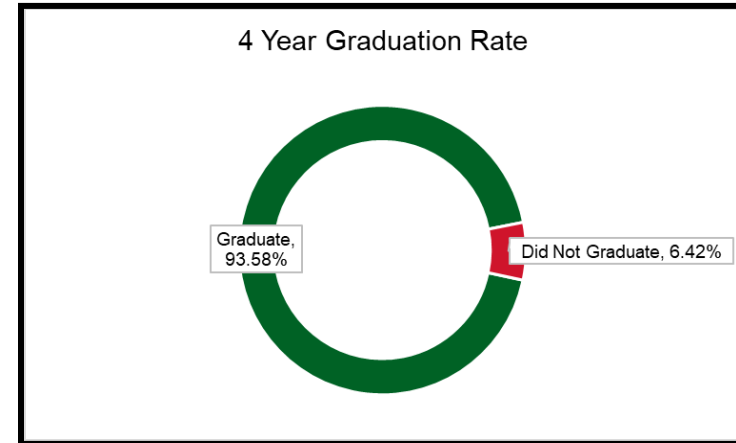
4 Year Graduation Rate by Student Race		
Student Race	Graduate Percent	Did Not Graduate
Asian	93.55%	6.45%
Black or African American	91.18%	8.82%
Hispanic/Latino	83.72%	16.28%
Two or More Races	88.89%	11.11%
White	94.88%	5.12%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have been excluded due to numbers being identifiable.

4 Year Graduation Rate by Student ML Status		
Student ML Status	Graduate Percent	Did Not Graduate
Prior ML	100.00%	0.00%
Non ML Student	94.35%	5.65%

Students who Declined ML Service, ML Monitors and ML Students have been excluded due to numbers being identifiable.

4 Year Graduation Rate by Student Special Education Status		
Student Special Education Status	Graduate Percent	Did Not Graduate
Special Ed Student	66.00%	34.00%
Section 504 Student	97.83%	2.17%
Gen Ed Student	95.06%	4.94%

4 Year Graduation Rate by Student FRPM Status		
Student FRPM Status	Graduate Percent	Did Not Graduate
FRPM Student	82.40%	17.60%
Non FRPM Student	95.74%	4.26%

APPENDIX A: Glossary

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

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

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

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

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

Typical Growth: Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
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

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

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

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

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

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

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