Title: Edina Public Schools Data Metrics Plan Update: K-5th 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 K-5th 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 K-5th 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.

Elementary (K-5)

Key Findings	Key Action Steps
Literacy: ● 77.27% of K-1 students achieved proficiency on the FASTBridge Early Reading assessment. ● 69% of 2nd grade students demonstrated proficiency on the FASTBridge R-CBM assessment. ● 79% of 3rd grade students demonstrated proficiency on the FASTBridge R-CBM assessment. ● In grades 3-5, 72% of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards.These benchmarks were; end of subject grade, FASTBridge aReading and MCA Reading assessments. ● 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 ● align resources for Tier 1 and Tier 2 and 3 ● implement interventions and progress monitor all 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 collaborative PLC structures to respond to the data and to make instructional shifts as needed K-5 ● continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum in K-5 ● provide Intentional coaching in all K-5 classrooms and during PLCs ● implement LETRs PD in K-3 (3rd new this year), and ASPIRE 4-5th ● 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: ● 88.04% of K-1 students achieved proficiency on the FASTBridge Early Math assessment. ● 78.89% of 2nd grade students demonstrated proficiency on the aMath assessment. ● In grades 3-5, 80.32% of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards. These benchmarks were; end of subject grade, FASTBridge aMath and MCA Math assessments. ● While we continue to outperform the nation on the FASTBridge math assessments and the state on MCA achievement, *there is still an achievement gap to address in Edina.*	**We will:** ● continue full implementation of Math in Focus and the use of IXL as a supplementary resource ● use collaborative building PLC and data teams structures to help determine best interventions for students not demonstrating proficiency on screen ● implement interventions and progress monitor students who score below proficiency on the FASTBridge screener and make instructional shifts, as well as those who demonstrate need through different measures ● monitor common assessment data at the PLC level to determine additional core instructional needs ● 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.*

Social and Emotional Learning (SEL):	We will:
According to the Panorama Student Competency and Well-Being measures: ● 88% of 3rd-5th grade students report that they have a teacher or other adult from school who they can count on to help them no matter what. ● 87% of 3-5 grade students reported favorably that in the past week, they often feel excited about learning	● pilot Character Strong Tier 1 SEL curriculum in three elementary schools this year. Implement the plan in place this year (2023-2024) to support buildings with implementation of the curriculum with fidelity and to monitor student SEL outcomes ● support one elementary school in growing their Character Strong pilot to include Tier 2 supports with needs identified through Character Strong Tier 1 screening data. Tier 2 supports are provided through small group pull-out or whole class push-in by the social worker ● deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student SEL needs ● deepen Professional Development in Restorative Practices with all staff ● provide PREPaRE school crisis training with district administrators and mental health staff ● continue to expand student leadership opportunities. *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 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 D3: Develop students as leaders, encourage student voice and promote civic engagement.*

Additional Observations:
● 30.53% 3-5 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year
● 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
● 75.79% of K-5 students meeting or making adequate progress on special education IEP goals in the spring of 2023
● 59.03% of ML students in grades 1st - 5th met their growth target as defined by MDE
	We will:
	● begin implementation of the board approved COGAT pilot to all grade 2 students at two elementary sites with the goal of growing access for each and every student in Talent Development
	● deepen the implementation of strategies to increase access and opportunity, as well as success, for each and every in Talent Development:
	  ○ portfolio approach to "identification"
	  ○ Curiosity Lab and Front Loading
	  ○ pathway development with a focus on Extension and Acceleration
	● collaborate with Special Education to enhance:
	  ○ LETRS PD
	  ○ align resources across Tier 1, Tier 2, and Tier 3 as well as with structured literacy
	● collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students.
	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.

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 World's Best Workforce and starting July 2023 in alignment with the Minnesota Reading to Ensure Academic Development (READ) Act.

Reasoning:

Reading at or above grade level by third grade is a key aspect of legislation. In addition, possessing sound foundational literacy skills is the gateway to higher level learning. As one measure cannot accurately assess all areas of foundational literacy skills, it is important to triangulate the data.

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.

2022-23 Results
- Grades K-1 literacy proficiency **How will it be measured:** FASTBridge earlyReading universal screener

77.27% of all K-1 students achieved proficiency in the spring 2023

	Proficient	**Not Proficient**
K-1 Student Literacy Proficiency	77.27%	22.73%
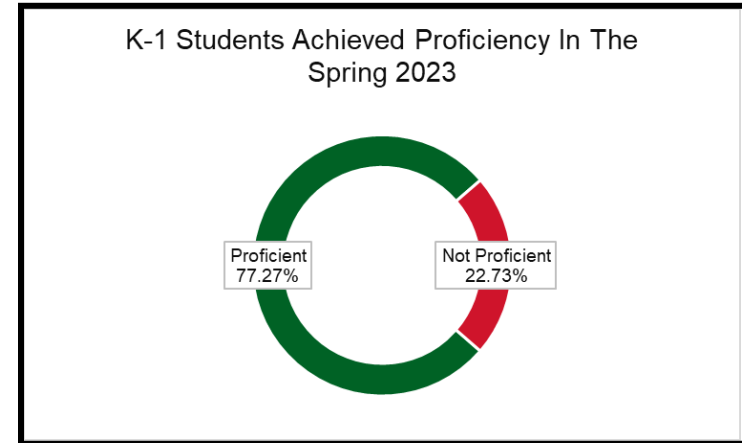
K-1 Students Achieved Proficiency In The Spring 2023

Proficient 77.27% Not Proficient 22.73%

K-1 Student Literacy Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	84.95%	15.05%
Black or African American	62.03%	37.97%
Hispanic/Latino	57.14%	42.86%
Two or More Races	82.35%	17.65%
White	79.51%	20.49%

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

K-1 Student Literacy Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	53.13%	46.87%
Gen Ed Student	82.53%	17.47%

504 Students have been excluded due to numbers being identifiable.

K-1 Student Literacy Proficiency by Student ML Status		
ML Status	Proficient	Not Proficient
ML Students	49.07%	50.93%
Non ML Student	80.60%	19.40%

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

K-1 Student Literacy Proficiency by Student FRPM Status		
FRPM Status	Proficient	Not Proficient
FRPM Student	60.49%	39.51%
Non FRPM Student	80.68%	19.32%

2022-23 Results
- Grade 2 literacy proficiency **How will it be measured:** FASTBridge R-CBM universal screener

69.40% of all 2nd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Second Grade Literacy Proficiency	69.40%	30.60%

Second Grade Literacy Proficiency
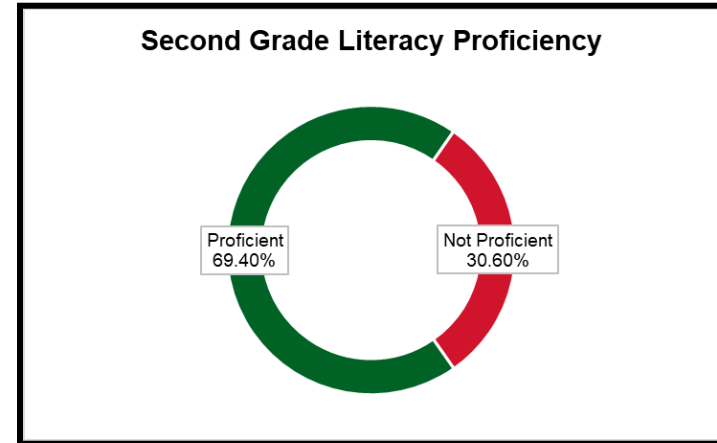
Second Grade Literacy by Student Race		
Student Race	Proficient	Not Proficient
Asian	80.00%	20.00%
Black or African American	47.83%	52.17%
Two or More Races	60.47%	39.53%
White	75.44%	24.56%

Hispanic/Latino students have been excluded due to numbers being identifiable.

Second Grade Literacy by Student ML Status		
Student ML STatus	Proficient	Not Proficient
ML Student	32.26%	67.74%
Non ML Student	74.59%	25.41%

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

Second Grade Literacy by Student Special Education Status		
Student Special Ed Status	Proficient	Not Proficient
Special Education Students	46.15%	53.85%
General Education Students	74.94%	25.06%

504 Students have been excluded due to numbers being identifiable.

Second Grade Literacy by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	41.11%	58.89%
Non FRPM Student	75.61%	24.39%

2022-23 Results

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

79.13% of all 3rd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Third Grade Literacy Proficiency	79.13%	20.87%
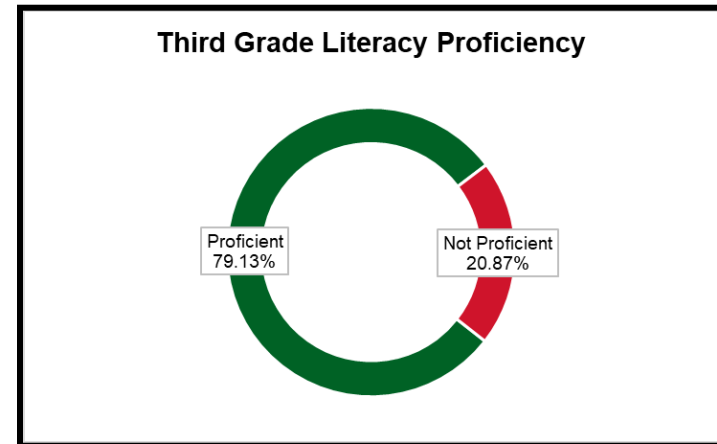
Third Grade Literacy Proficiency

Proficient 79.13%

Not Proficient 20.87%

Third Grade Literacy Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	87.27%	12.73%
Black or African American	51.85%	48.15%
Hispanic/Latino	56.10%	43.90%
Two or More Races	88.64%	11.36%
White	82.94%	17.06%

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

Third Grade Literacy Proficiency by Student ML Status		
ML Status	Proficient	Not Proficient
ML Monitor	95.65%	4.35%
ML Student	32.79%	67.21%
Non ML Student	83.99%	16.01%

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

Third Grade Literacy Proficiency by Student Special Ed Status		
Special Education Status	Proficient	Not Proficient
Special Ed Student	55.86%	44.14%
Gen Ed Student	84.95%	15.05%

504 Students have been excluded due to numbers being identifiable.

Third Grade Literacy Proficiency by Student FRPM Status		
FRPM Status	Proficient	Not Proficient
FRPM Student	51.89%	48.11%
Non FRPM Student	84.72%	15.28%

2022-23 Results
- Grade K- 3 literacy growth **How will it be measured:** FASTBridge early Reading / aReading

26.77% of all K-3 students achieved aggressive growth from fall 2022 to Spring 2023

38.75% of all K-3 students achieved typical growth from fall 2022 to spring 2023

Growth Metric	Percentage of Students
K-3 Students Achieving Aggressive Growth from Fall to spring	26.77%
K-3 Students Achieving Typical Growth from Fall to spring	38.75%

National Norm for aggressive growth is 25%
National Norm for typical growth is 60%

K-3 Student Aggressive and Typical Growth by Student Race		
Student Race	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Asian	25.97%	35.36%
Black or African American	19.28%	34.34%
Hispanic/Latino	31.78%	37.98%
Two or More Races	26.17%	38.26%
White	27.32%	39.82%

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

K-3 Student Aggressive and Typical Growth by Student Special Education Status		
Student Special Education Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Special Ed Student	23.61%	37.50%
Gen Ed Student	27.32%	39.23%

504 Students have been excluded due to numbers being identifiable.

K-3 Student Aggressive and Typical Growth by Student ML Status		
Student ML Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
ML Student	29.33%	32.21%
Non ML Student	26.99%	39.34%

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

K-3 Student Aggressive and Typical Growth by Student FRPM Status		
Student FRPM Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
FRPM Student	24.47%	35.65%
Non FRPM Student	27.21%	39.35%

2022-23 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.

25.34% of K-1 students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percentage of Students
K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall of 2022 Who Achieved Aggressive Growth Fall to Spring of 2023	25.34%

National Norm for aggressive growth is 25%.

K-1 Literacy Growth After Demonstrating Below Grade Level Proficiency in the Fall

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Race	
Student Race	Percent of Students Achieving Aggressive Growth Fall to Spring
White	25.51%

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.

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Special Education Status	
Student Special Education Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Gen Ed Student	30.00%

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

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student ML Status	
Student ML Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Non ML Student	27.46%

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

K-1 Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student FRPM Status	
Student FRPM Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Non FRPM Student	27.11%

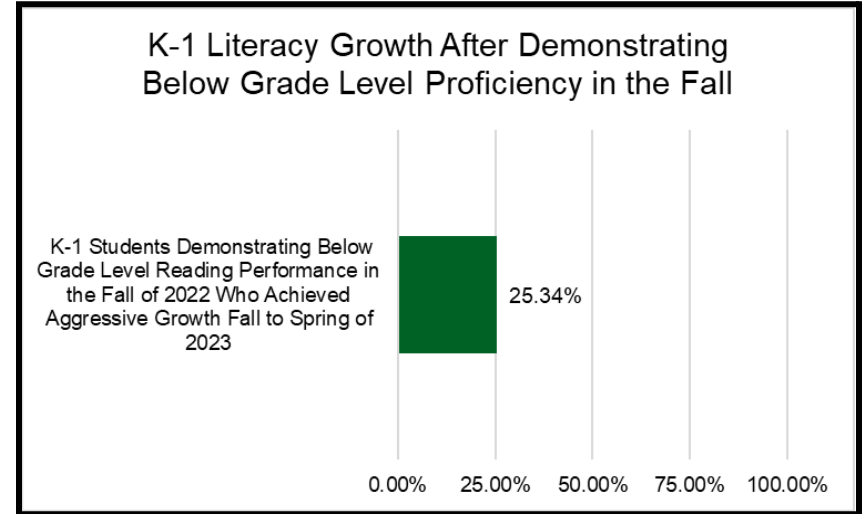*FRPM students have been excluded due to numbers being identifiable.*

2022-23 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.

49.01% of 2nd -5th grade students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percentage of Students
2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive growth Fall to Spring	49.01%

National Norm for aggressive growth is 25%.

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Race	
Student Race	Percent of Students Achieving Aggressive Growth Fall to Spring
Asian	50.00%
Black or African American	44.90%
Hispanic/Latino	42.86%
Two or More Races	51.16%
White	51.02%

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

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student Special Education Status	
Student Special Education Status	Percent of Students Achieving Aggressive Growth Fall to Spring
Special Ed Student	34.63%
Gen Ed Student	55.21%

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

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student ML Status	
Student ML Status	Percent of Students Achieving Aggressive Growth Fall to Spring
ML Student	48.55%
Non ML Student	49.18%

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

2nd -5th Grade Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieved Aggressive Growth Fall to Spring by Student FRPM Status	
Student FRPM Status	Percent of Students Achieving Aggressive Growth Fall to Spring
FRPM Student	41.83%
Non FRPM Student	52.35%

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

2022-23 Results
- Grades K-1 mathematical proficiency **How will it be measured:** FASTBridge earlyMath universal screener

88.04% of all K-1 students achieved proficiency in the spring 2023

	Proficient	Not Proficient
K-1 Student Mathematics Proficiency	88.04%	11.96%
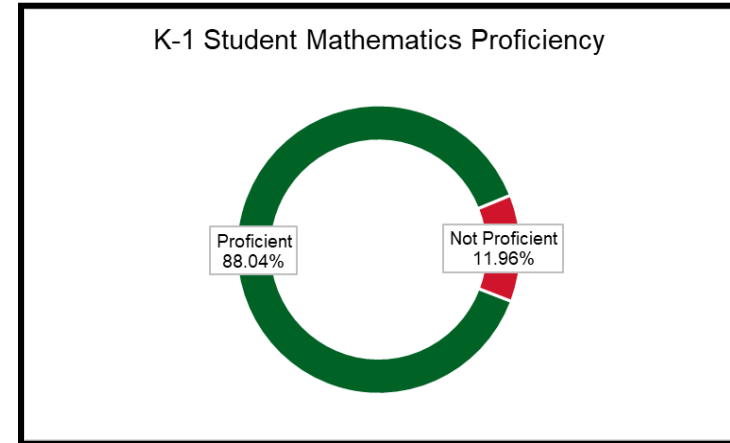
K-1 Student Mathematics Proficiency

Proficient 88.04%

Not Proficient 11.96%

K-1 Student Mathematics Proficiency by Student Race

Student Race	Proficient	Not Proficient
Asian	85.19%	14.81%
Black or African American	70.93%	29.07%
Hispanic/Latino	77.53%	22.47%
Two or More Races	86.05%	13.95%
White	91.41%	8.59%

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

K-1 Student Mathematics Proficiency by Student ML Status

Student ML Status	Proficient	Not Proficient
ML Student	65.45%	34.55%
Non ML Student	90.37%	9.63%

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

K-1 Student Mathematics Proficiency by Student Special Education Status

Student Special Education Status	Proficient	Not Proficient
Special Ed Student	76.92%	23.08%
Gen Ed Student	90.17%	9.83%

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

K-1 Student Mathematics Proficiency by Student FRPM Status

Student FRPM Status	Proficient	Not Proficient
FRPM Student	73.18%	26.82%
Non FRPM Student	90.60%	9.40%

2022-23 Results
- Grade 2 mathematical proficiency **How will it be measured:** FASTBridge FASTtrack Math universal screener

78.89% of all 2nd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Second Grade Student Mathematics Proficiency	78.89%	21.11%
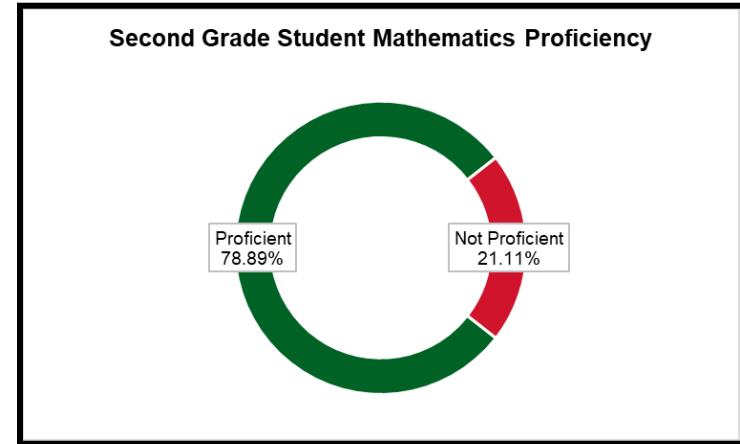
Second Grade Student Mathematics Proficiency

Proficient 78.89% Not Proficient 21.11%

Second Grade Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	83.67%	16.33%
Black or African American	54.35%	45.65%
Hispanic/Latino	47.73%	52.27%
Two or More Races	70.18%	29.82%
White	85.25%	14.75%

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

Second Grade Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	38.24%	61.76%
Non ML Student	83.79%	16.21%

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

Second Grade Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	67.26%	32.74%
Gen Ed Student	81.49%	19.51%

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

Second Grade Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	53.85%	46.15%
Non FRPM Student	83.84%	16.16%

2022-23 Results
- Grade 3 mathematical proficiency **How will it be Measured:** FASTBridge FASTtrack Math universal screener

74.84% of all 3rd grade students achieved proficiency in the spring 2023

	Proficient	Not Proficient
Third Grade Student Mathematics Proficiency	74.84%	25.16%
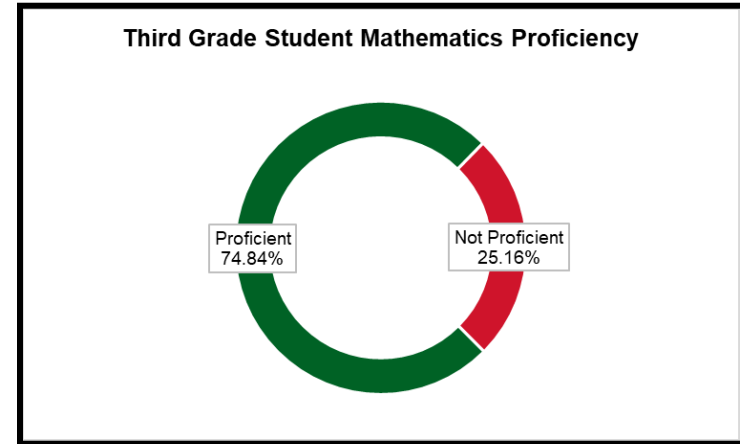
Third Grade Student Mathematics Proficiency

Proficient
74.84%

Not Proficient
25.16%

Third Grade Student Mathematics Proficiency by Student Race		
Student Race	Proficient	Not Proficient
Asian	88.33%	11.67%
Black or African American	37.04%	62.96%
Hispanic / Latino	58.14%	41.86%
Two or More Races	77.27%%	22.73%
White	79.30%	20.70%

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

Third Grade Student Mathematics Proficiency by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	30.30%	69.70%
ML Monitor	92.00%	8.00%
Non ML Student	79.78%	20.22%

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

Third Grade Student Mathematics Proficiency by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	62.28%	37.72%
Section 504 Student	77.78%	22.22%
Gen Ed Student	77.60%	22.40%

Third Grade Student Mathematics Proficiency by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	38.89%	61.11%
Non FRPM Student	82.25%	17.75%

2022-23 Results
- K-3 mathematical growth **How will it be measured:** FASTBridge earlyMath/FASTtrack Math universal screener

21.93% of all K-3 students achieved aggressive growth fall 2022 to spring 2023
34.04% of all K-3 students achieved typical growth fall 2022 to spring 2023

K-3 Mathematical Growth Fall to Spring	Percent of Students
K-3 Students Achieved Aggressive Growth Fall 2022 To Spring 2023	21.93%
K-3 Students Achieved Typical Growth Fall 2022 To Spring 2023	34.05%

National Norm for aggressive growth is 25%.
National Norm for typical growth is 60%.

K-3 Mathematical Growth Fall to Spring
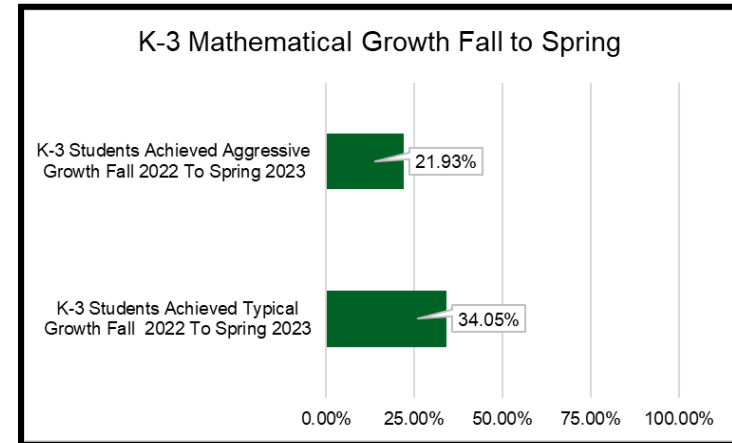
K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Race

Student Race	Percent of Aggressive	Percent of Typical
Asian	24.14%	33.50%
Black or African American	26.32%	33.33%
Hispanic/Latino	28.57%	39.13%
Two or More Races	22.22%	36.67%
White	20.49%	33.45%

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

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student ML Status

Student ML Status	Percent of Aggressive	Percent of Typical
ML Student	35.68%	30.05%
Non ML Student	20.67%	34.53%

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

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Special Education Status

Student Special Education Status	Percent of Aggressive	Percent of Typical
Special Ed Student	20.45%	36.36%
Section 504 Student	34.38%	
Gen Ed Student	21.82%	33.72%

K-3 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student by Student FRPM Status

Student FRPM Status	Percent of Aggressive	Percent of Typical
FRPM Student	25.85%	34.38%
Non FRPM Student	21.25%	33.99%

2022-23 Results
- K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring

56.28% of K-1 students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023	56.28%

National Norm for aggressive growth is 25%.

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
White	58.39%

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.

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Special Education Status	Percent of Students
Special Ed Student	42.86%
Gen Ed Student	59.41%

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

K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student ML Status	Percent of Students
ML Student	48.00%
Non ML Student	58.56%

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

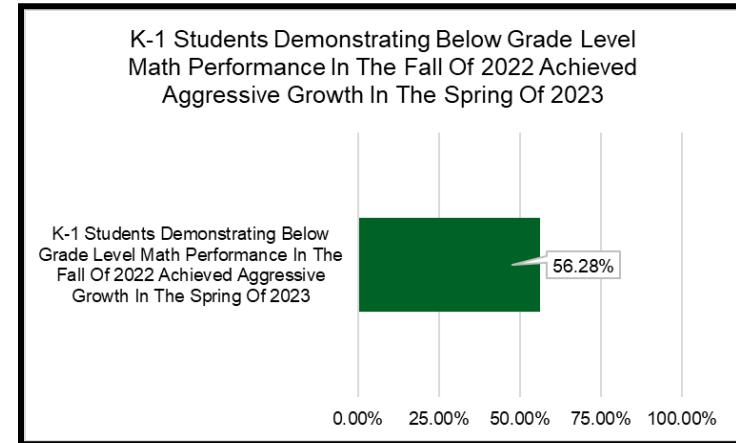| K-1 Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student FRPM Status	Percent of Students
FRPM Student	50.00%
Non FRPM Student	58.58%

2022-23 Results

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

40.94% of 2nd-5th grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023	40.94%

National Norm for aggressive growth is 25%.

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
Asian	62.50%
Black or African American	28.81%
Hispanic/Latino	33.75%
Two or More Races	42.00%
White	44.41%

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

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status	
Student ML Status	Percent of Students
ML Student	38.26%
Non ML Student	41.39%

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

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status	
Student Special Education Status	Percent of Students
Special Ed Student	29.89%
Gen Ed Student	45.21%

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

2nd-5th Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	29.31%
Non FRPM Student	47.55%

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

2022-23 Results
- Grades 3-5 literacy proficiency **How will it be measured:** Proficiency in 2 of 3 determined assessment elements (end of subject grade: literacy, FASTBridge & MCA)

75.93% 3-5 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards

Grade 3-5 Students Literacy Proficient in 2 of 3 Assessment Elements

Proficient 75.93%

Not Proficient 24.07%

Grade 3-5 Students Literacy Proficient in End of Subject Grade

Proficient 62.38%

Not Proficient 37.62%

Grade 3-5 Students Proficient in MCA Reading Assessment

Proficient 71.06%

Not Proficient 28.94%

Grade 3-5 Students Proficient in FastBridge Literacy

Proficient 74.18%

Not Proficient 25.82%
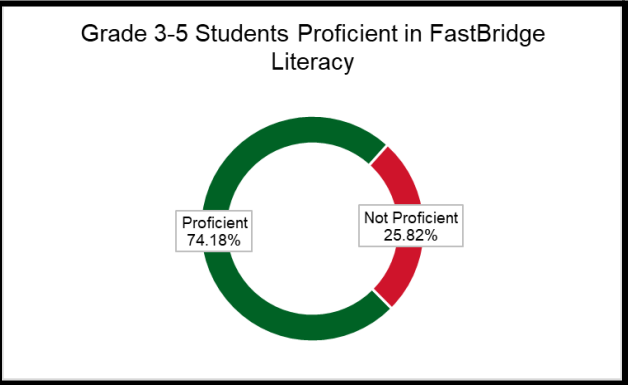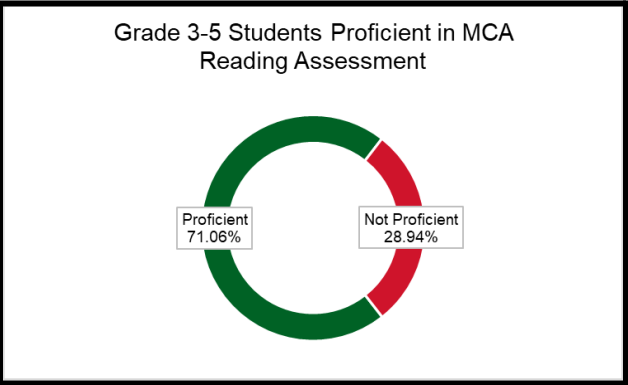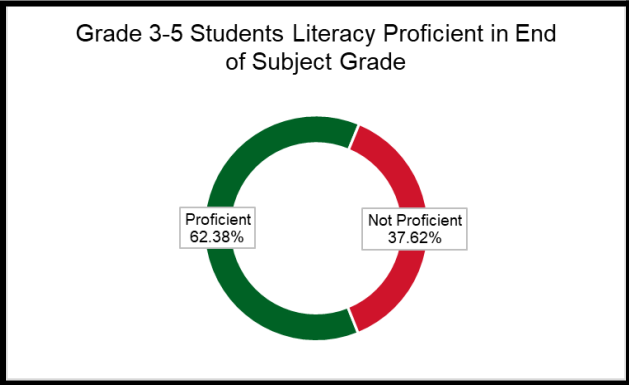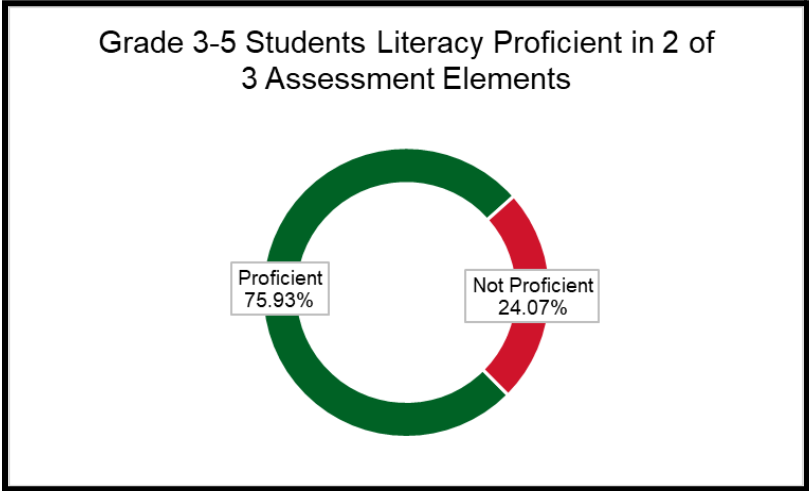
	Percent of Students
Grade 3-5 Students Literacy Proficient in 2 of 3 Assessment Elements	75.93%
Grade 3-5 Students Proficient in End of Subject Grade	62.38%
Grade 3-5 Students Proficient in MCA Reading	71.06%
Grade 3-5 Students Proficient in FastBridge Literacy	74.18%

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements Demographic Breakdown

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student Race		
Student Race	Proficient	Not Proficient
Asian	81.03%	18.97%
Black or African American	46.67%	53.33%
Hispanic/Latino	51.91%	48.09%
Two or More Races	78.40%	21.60%
White	80.75%	19.25%

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

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	23.38%	76.62%
ML Monitor	82.52%	17.48%
Non ML Student	80.74%	19.26%

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

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	45.13%	54.87%
Section 504 Student	79.17%	20.83%
Gen Ed Student	82.89%	17.11%

3rd-5th Grade Students Literacy Proficiency in 2 of 3 Assessment Element by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	46.85%	53.15%
Non FRPM Student	82.15%	17.85%

2022-23 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)

80.32% 3-5 grade students demonstrated mathematics proficiency by meeting learning targets based on MN state standards

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements

Proficient 80.32% Not Proficient 19.68%

Grade 3-5 Students Mathematics Proficient in End of Subject Grade

Proficient 52.43% Not Proficient 47.57%

Grade 3-5 Students Proficient in MCA Math

Proficient 73.81% Not Proficient 26.19%

Grade 3-5 Students Proficient in FastBridge Mathematics

Proficient 81.64% Not Proficient 18.36%

	Percent of Students
Grade 3-5 Students Proficient in 2 of 3 Assessment Elements	80.32%
Grade 3-5 Students Proficient in End of Subject Grade	52.43%
Grade 3-5 Students Proficient in MCA Math	73.81%
Grade 3-5 Students Proficient in FastBridge Mathematics	81.64%

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements Demographic Breakdown

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student Race		
Student Race	Proficient	Not Proficient
Asian	90.80%	9.20%
Black or African American	50.00%	50.00%
Hispanic/Latino	60.31%	39.69%
Two or More Races	76.80%	23.20%
White	84.89%	15.11%

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

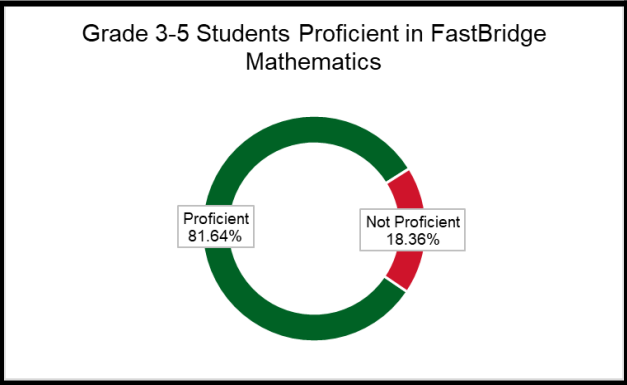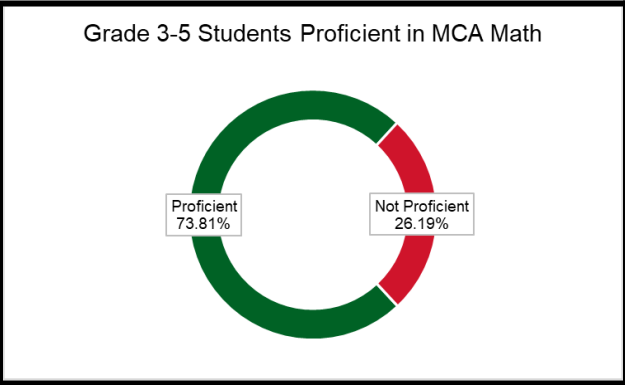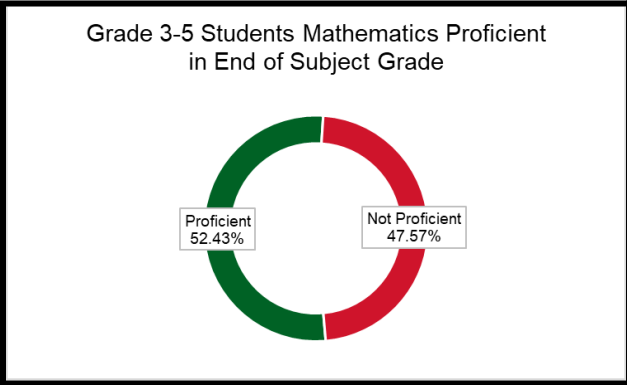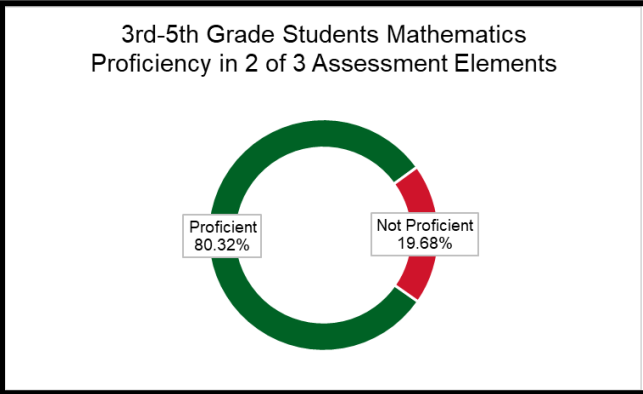| 3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Student	41.56%	58.44%
ML Monitor	89.32%	10.68%
Non ML Student	83.57%	16.43%

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

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	56.34%	43.66%
Section 504 Student	83.33%	16.67%
Gen Ed Student	85.70%	14.30%

3rd-5th Grade Students Mathematics Proficiency in 2 of 3 Assessment Elements by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	53.75%	46.25%
Non FRPM Student	86.00%	14.00%

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 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)

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

2022-23 Results

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Question "*Do you have a teacher or other adult from school who you can count on to help you no matter what?*"

88% of 3-5 grade students reported favorably that they have a teacher or other adult from school they can count on

	Percent Favorable	Percent Unfavorable
3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On	88%	12%
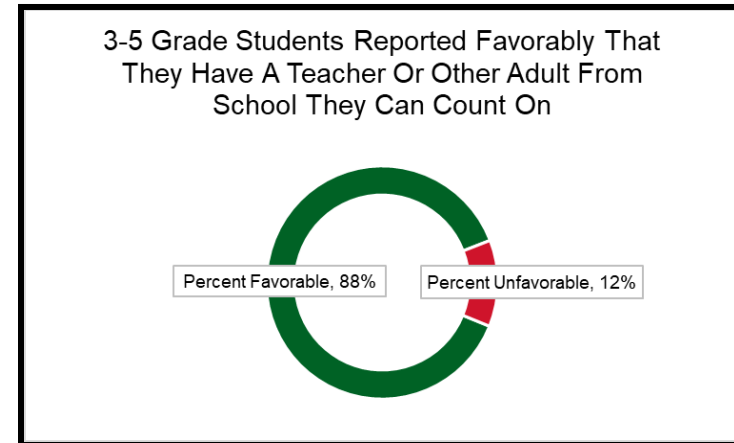
3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On

Percent Favorable, 88%   Percent Unfavorable, 12%

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student Race

Student Race	Percent Favorable	Percent Unfavorable
Asian	89%	11%
Black or African American	87%	13%
Hispanic/Latino	88%	12%
Two or More Races	81%	19%
White	88%	12%

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

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student ML Status

Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	92%	8%
Non ML Student	88%	12%

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.

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student Special Education Status

Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	92%	8%
Section 504 Student	83%	17%
Gen Ed Student	88%	12%

3-5 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On by Student FRPM Status

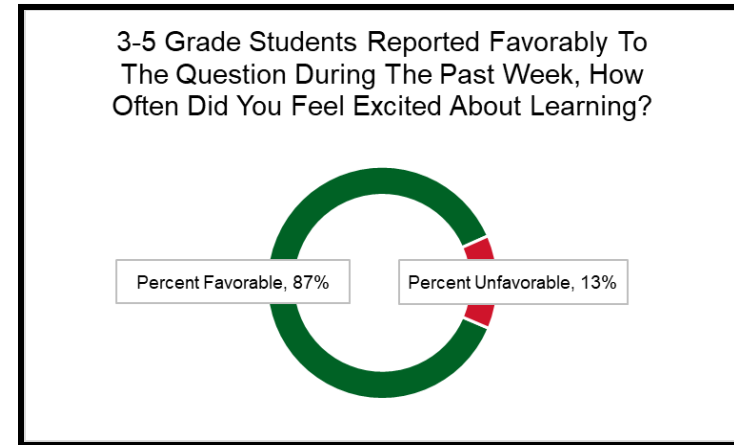| Student FRPM Status	Percent Favorable	Percent Unfavorable
FRPM Student	N/A	N/A
Non FRPM Student	N/A	N/A

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

- Grades 3rd-5th SEL **How will it be Measured:** 3rd-5th Panorama SEL Survey Question *"During the past week, how often did you feel excited about learning?"*

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

	Percent Favorable	Percent Unfavorable
3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning?	87%	13%

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning?

Percent Favorable, 87%   Percent Unfavorable, 13%

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student Race		
Student Race	Percent Favorable	Percent Unfavorable
Asian	87%	13%
Black or African American	88%	12%
Hispanic/Latino	80%	20%
Two or More Races	84%	16%
White	87%	13%

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

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student ML Status		
Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Student	87%	13%

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.

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You Feel Excited About Learning? by Student Special Education Status		
Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	86%	14%
Section 504 Student	84%	16%
Gen Ed Student	87%	13%

3-5 Grade Students Reported Favorably To The Question During The Past Week, How Often Did You 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

- 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:

ICCAR Element	Percent of Students Proficient *(Score of 3 or Better)*
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%

2022-23 Results

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

70.21% of K-2 students who demonstrated proficiency on the ICCAR Values calculated together as one measure of SEL instead of individual values as noted above

	All 3 or Better	Not All 3 or Better
K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above	70.21%	29.79%
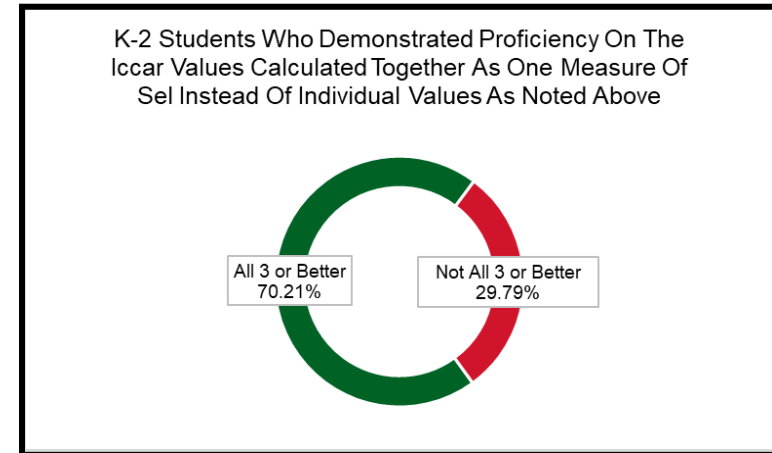
K-2 Students Who Demonstrated Proficiency On The Iccar Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above

All 3 or Better 70.21% Not All 3 or Better 29.79%

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student Race

Student Race	All 3 or Better	Not All 3 or Better
Asian	78.26%	21.74%
Black or African American	52.45%	47.55%
Hispanic/Latino	69.78%	30.22%
Two or More Races	71.33%	28.67%
White	71.19%	28.81%

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

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student ML Status

Student ML Status	All 3 or Better	Not All 3 or Better
ML Student	57.73%	42.27%
Non ML Student	71.64%	28.36%

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

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student Special Education Status

Student Special Education Status	All 3 or Better	Not All 3 or Better
Special Ed Student	54.65%	45.35%
Section 504 Student	53.85%	46.15%
Gen Ed Student	74.02%	25.98%

K-2 Students Who Demonstrated Proficiency On The ICCAR Values Calculated Together As One Measure Of Sel Instead Of Individual Values As Noted Above by Student FRPM Status

Student FRPM Status	All 3 or Better	Not All 3 or Better
FRPM Student	54.37%	45.63%
Non FRPM Student	73.29%	26.71%

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 everyone so students can 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
- ML Student Progress Toward Proficiency

2022-23 Results

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

30.53% 3-5 students enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year.

	TD Participant	Non TD Participant
3-5 Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year.	30.53%	69.47%
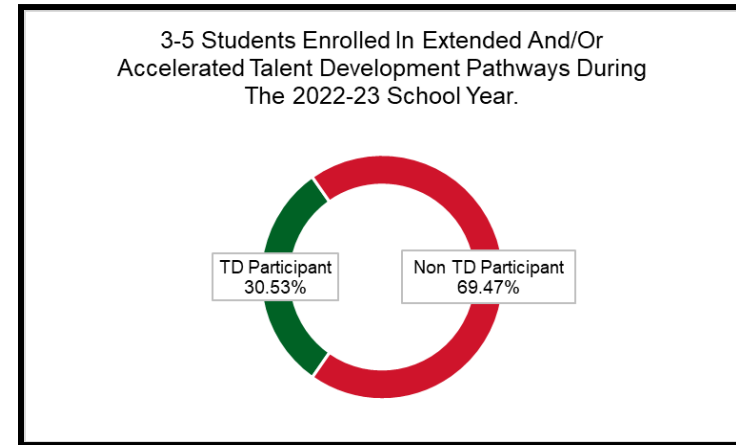
3-5 Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year.

TD Participant 30.53%

Non TD Participant 69.47%

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Race		
Student Race	TD Participant	Non TD Participant
Asian	50.00%	50.00%
Black or African American	19.33%	80.67%
Hispanic/Latino	27.48%	72.52%
Two or More Races	43.20%	56.80%
White	28.37%	71.63%

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

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student ML Status		
Student ML Status	TD Participant	Non TD Participant
ML Monitor	43.69%	56.31%
Non ML Student	32.18%	67.82%

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

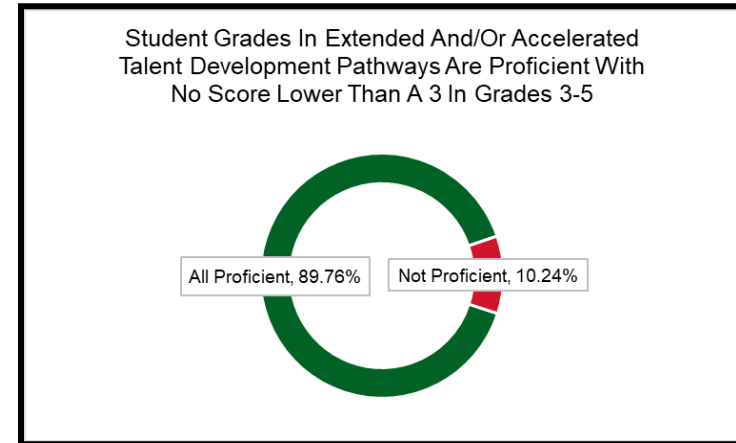| Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Special Education Status		
Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	15.04%	84.96%
Section 504 Student	25.00%	75.00%
Gen Ed Student	34.50%	65.50%

Students Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student FRPM Status		
Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	19.52%	80.48%
Non FRPM Student	32.88%	67.12%

2022-23 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*

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

	All Proficient	Not Proficient
Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5	89.76%	10.24%

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5

All Proficient, 89.76%   Not Proficient, 10.24%

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student Race		
Student Race	All Proficient	Not Proficient
Asian	93.10%	6.90%
Black or African American	75.86%	24.14%
Hispanic/Latino	86.11%	13.89%
Two or More Races	88.89%	11.11%
White	90.51%	9.49%

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

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student ML Status		
Student ML Status	All Proficient	Not Proficient
ML Monitor	93.33%	6.67%
Non ML Student	89.85%	10.15%

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

Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student Special Education Status		
Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	72.55%	27.45%
Gen Ed Student	91.83%	8.17%

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

| Student Grades In Extended And/Or Accelerated Talent Development Pathways Are Proficient With No Score Lower Than A 3 In Grades 3-5 by Student FRPM Status		
Student FRPM Status	All Proficient	Not Proficient
FRPM Student	81.54%	18.46%
Non FRPM Student	90.80%	9.20%

2022-23 Results

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

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

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
K-5 Students Meeting Or Making Adequate Progress On Special Education Iep Goals In The Spring Of 2023	75.79%	24.21%

K-5 Students Meeting Or Making Adequate Progress
On Special Education Iep Goals In The Spring Of 2023

Percent Meeting or Making Progress, 75.79%

Percent Not Meeting or Making Progress, 24.21%
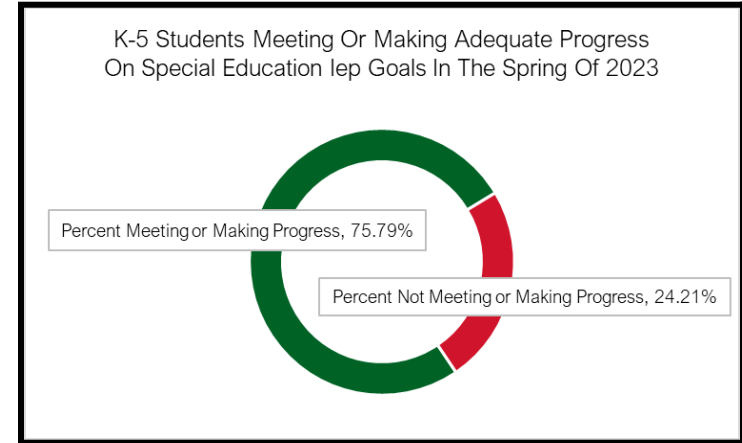
2022-23 Results

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

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

	Met Growth Target	Did Not Meet Growth Target
Students In Grades 1st - 5h Met Their Growth Target As Defined By Mde	59.03%	40.97%

Students In Grades 1st - 5th Met Their
Growth Target As Defined By Mde

Met Growth Target, 59.03%

Did Not Meet Growth Target, 40.97%
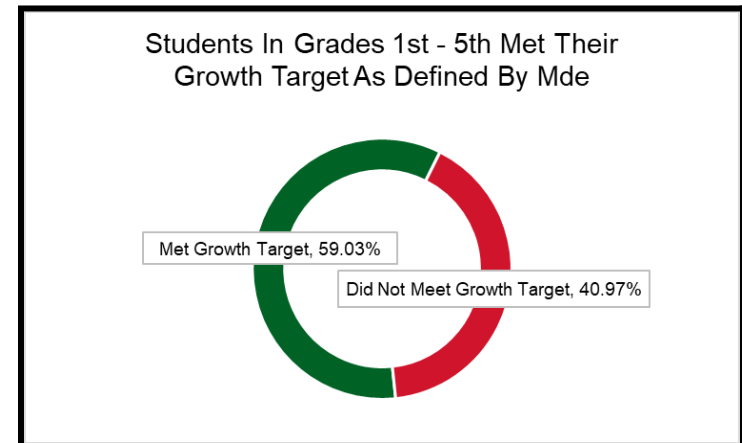
Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

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

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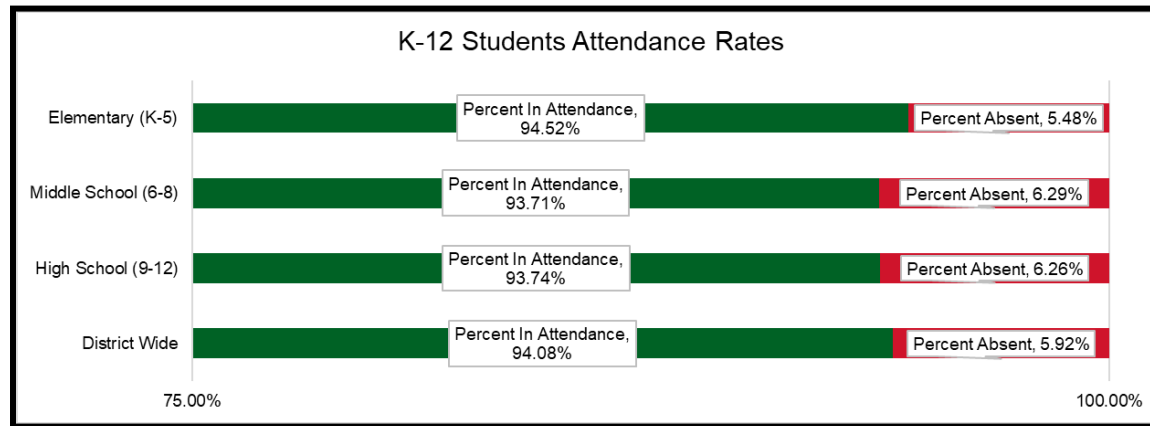
Grade Band	Percent In Attendance	Percent Absent
High School (9-12)	93.74%	6.26%
Middle School (6-8)	93.71%	6.29%
Elementary (K-5)	94.52%	5.48%
District Wide	94.08%	5.92%

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%

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%