



**Board Meeting:** December 8, 2025

**Title:** 2025-2027 Data Metrics Plan Board Update

**Type:** Action

**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 2025-2027 Data Metrics Plan represents the next phase of the district's Comprehensive Assessment System. This system guides how data are collected, analyzed, and applied to align district initiatives with the 2020-2030 Strategic Plan and to drive continuous system-level improvement. Through the creation and implementation of the Data Metrics Plan, Edina Public Schools continues its commitment to each and every student.

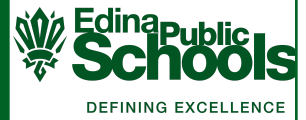
The 2025-2027 two-year plan builds upon the 2023-2025 framework. The 2025-2027 goals are the goals articulated in the 2023-2025 Data Metrics Plan. In order to attain each two year goal, teams will work together to create implementation plans from the responses outlined in the "Where Are We Going" section in the 2023-2025 plan for each focus area. An update on the progress towards spring 2027 goals will be provided in the fall of 2026.

**Recommendation:** This report is recommending approval of the 2025-2027 Edina Data Metrics Plan.

**Desired Outcomes for the Board:** Approve the 2025-2027 Edina Data Metrics Plan.

# Edina Public School District

## 2025-27 Data Metrics Plan Executive Summary



### Overview

The Edina Public Schools 2025–2027 Data Metrics Plan serves as the district’s guiding framework for measuring, interpreting, and using data to drive continuous improvement. It defines systemwide performance expectations, aligns directly with the Strategic Plan, and supports a culture of data-informed decision making. By examining system-level data, the district identifies areas of strength, recognizes opportunities for improvement, and directs resources toward strategies that have the greatest impact on student success and well-being.

### Focus Areas

The 2025–2027 Data Metrics Plan centers on six key focus areas:

- English Language Arts
- Mathematics
- Science
- Social and Emotional Learning
- Unique Learners (Extended and Accelerated Learning, Special Education, and English Learners)
- College and Career Readiness

For each focus area, the plan includes:

- A rationale explaining its importance and connection to district priorities.
- The data elements used to monitor progress.
- The goals to be achieved by spring 2027.

### Alignment and Intent

The 2025–2027 plan builds on the foundation of the 2023–2025 Data Metrics Plan, ensuring continuity while deepening coherence across initiatives. Goals are ambitious yet attainable, generally targeting 3–6% growth over two years, representing steady, sustainable improvement in a high-performing district.

By linking longitudinal data from the 2023–2025 cycle with the new 2025–2027 goals, Edina Public Schools continues to strengthen a reliable and transparent data culture that informs strategic decisions and fosters collective accountability.

Findings from each focus area outlined in the 2023–2025 plan overview sections, together with the detailed spring 2025 data in this report, will inform the implementation plans that outline action steps being created in order to reach the outlined goals. An update on the progress towards spring 2027 goals will be provided in the fall of 2026 ensuring a strong connection between analysis and improvement.

### Commitment to Excellence

Through intentional focus on these six key areas, Edina Public Schools continues its commitment to continuous improvement and educational excellence. The district’s goal is not only to sustain high levels of achievement but also to ensure that every learner experiences growth, feels a strong sense of belonging, and graduates prepared to thrive as a Well-Rounded Edina Graduate.

## Table of Contents

Executive Summary-----	1
Overview-----	1
Focus Areas-----	1
The 2025–2027 Data Metrics Plan centers on six key focus areas:-----	1
Alignment and Intent-----	1
Commitment to Excellence-----	2
Summary Statement-----	2
Literacy-----	2
English Language Arts (ELA): Overall Proficiency & Gap Reduction-----	2
English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data)-----	5
English Language Arts (ELA): Growth Metrics-----	12
English Language Arts (ELA): Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall-----	15
Mathematics-----	18
Mathematics: Overall Proficiency & Gap Reduction-----	18
Mathematics: Multiple Measures of Proficiency (Triangulated Data)-----	21
Mathematics - Universal Screening Growth Metrics-----	28
Mathematics: Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall-----	31
Mathematics - Algebra Completion & Proficiency-----	34
Science-----	37
Science - Statewide Assessment Proficiency-----	37
Social Emotional Learning (SEL)-----	40
Social Emotional Learning (SEL): Supporting Whole-Child Development-----	40
SEL: Participation in Extra Curricular and/or Co-Curricular Activities-----	43
Unique Learners-----	46
Acceleration and Advanced Classes Within the Talent Development Framework-----	46
Special Education Learners-----	52
English Language Learners-----	55
ACCESS for ELLs Reading and Writing Domain Growth-----	58
College and Career Ready-----	61
Graduation Rates-----	61
Edina High School College and Career Readiness Core Indicators:-----	64
Edina High School College and Career Expanded Opportunities:-----	71
College Persistence:-----	73
Edina High School Consistent Attendance-----	75
Appendix-----	78

## English Language Arts (ELA): Overall Proficiency & Gap Reduction

### Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Monitoring subgroup performance highlights where targeted support is needed to help every student excel.

### Data Elements

- Spring FastBridge earlyReading Risk Level (K-1)
- Spring FastBridge CBMr Risk Level (Grade 2)
- Spring FastBridge aReading Risk Level (Grades 3-9)
  - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
  - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
  - Students without a risk level are omitted.
- Student demographic data

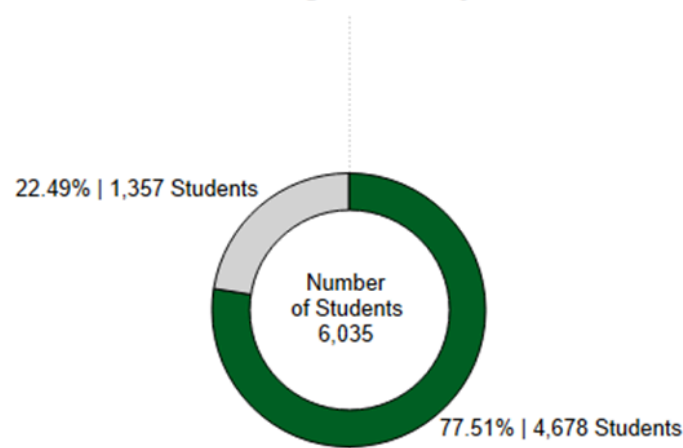
### 2025-2027 Goals

By Spring 2027, the percentage of students in grades K-9 who demonstrate reading proficiency on the spring literacy universal screening assessment will increase from 77% to 80%. In addition, the gap in proficiency between the highest and lowest-performing student subgroups will decrease by at least 2 percentage points.

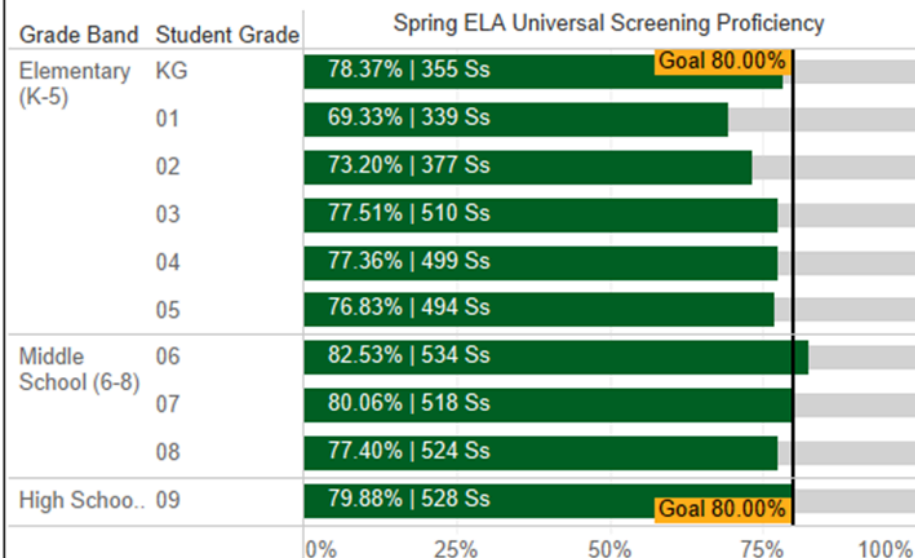


## English Language Arts (ELA): Overall Universal Screener Fastbridge Proficiency Data Charts and Graphs

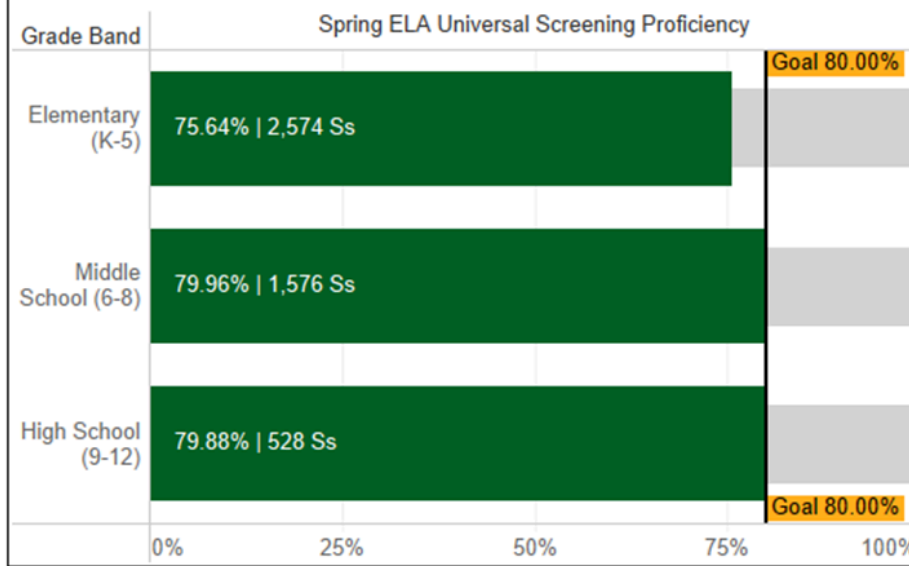
Spring ELA Universal Screening Proficiency



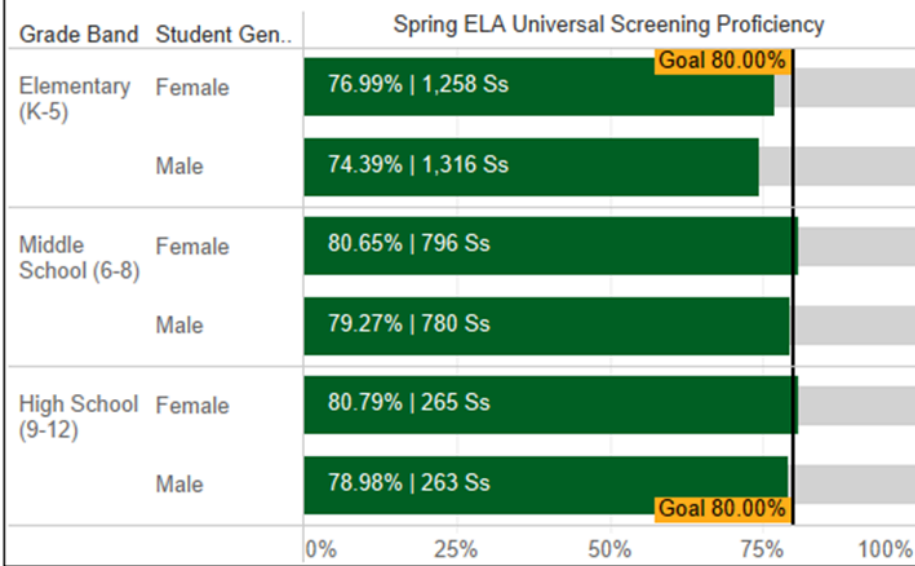
Spring ELA Universal Screening Proficiency by Student Grade Band by Student Grade



Spring ELA Universal Screening Proficiency by Student Grade Band



Spring ELA Universal Screening Proficiency by Student Grade Band by Student Gender

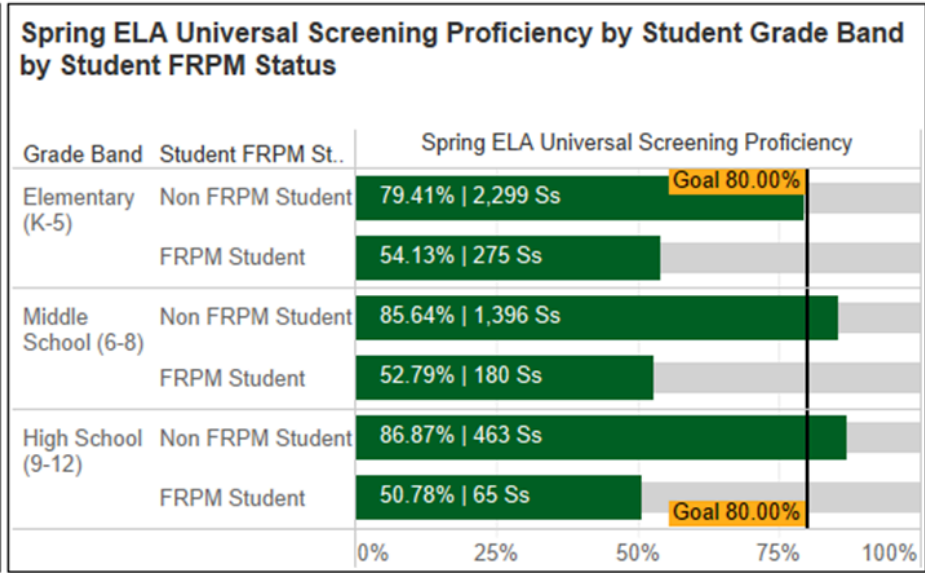
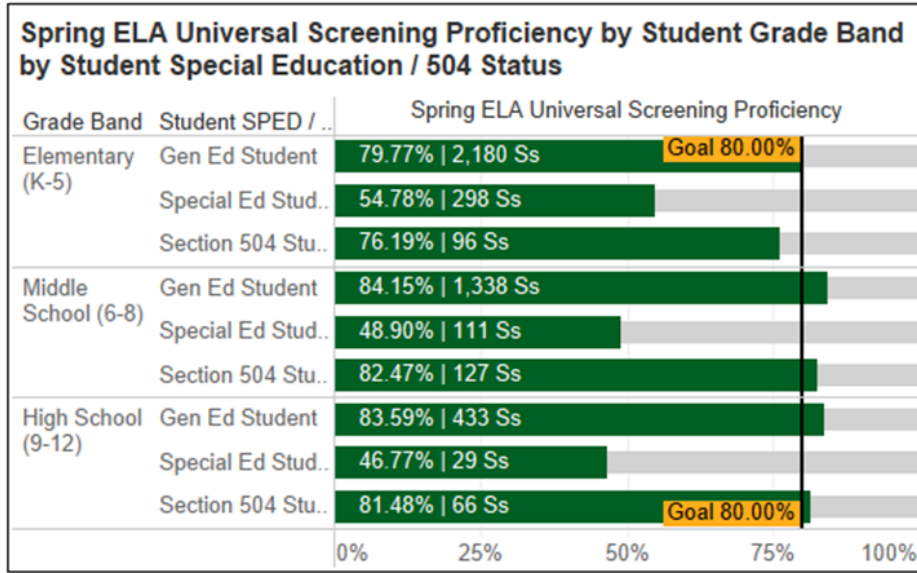
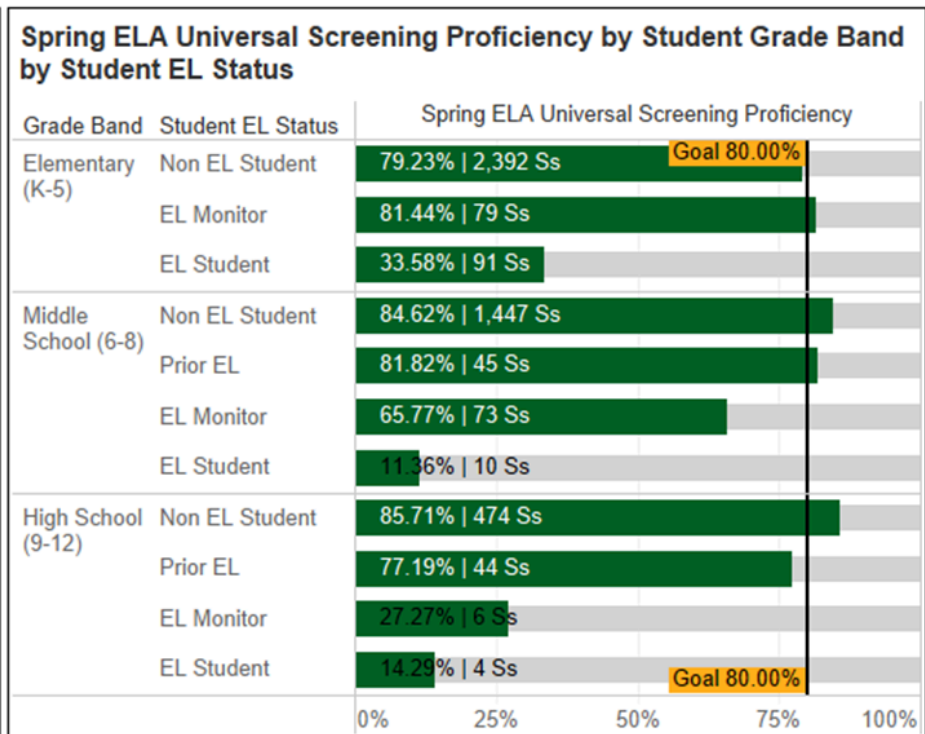
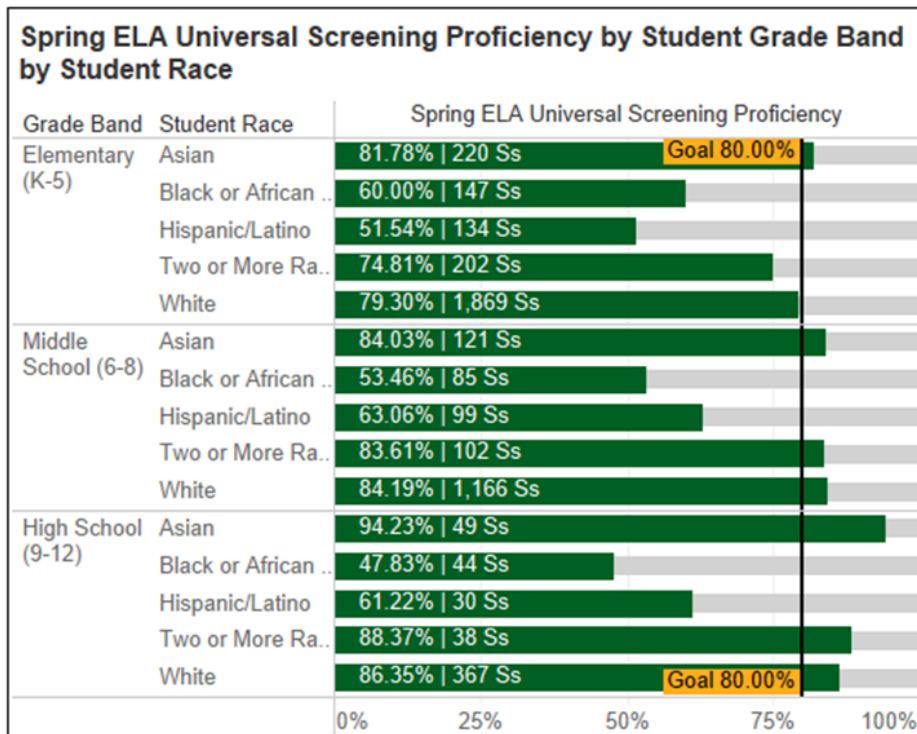


Spring ELA Literacy Proficiency

■ Proficient ■ Not Proficient

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

## English Language Arts (ELA): Overall Proficiency Data Charts and Graphs Cont.



Spring ELA Literacy Proficiency  
■ Proficient ■ Not Proficient

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

## English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data)

### Rationale

Looking at more than one source of data gives a fuller and more accurate picture of how students are doing in reading and writing. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

### Data Elements

- Reading Universal Fastbridge Screener
  - Spring aReading Risk Level (Grades 3–8)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
  - 10th Grade Students are omitted as they do not have all 3 data elements.
- End-of-the year ELA course grade
  - Elementary students with a score of 3 or 4 on 80% of assessed ELA standards as reported on the students report card.
  - Secondary students with a score of B or better
- MCA Reading calculated together as one data point
  - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
  - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 9th Grade are omitted as they do not have all three data elements.
- Student demographic data

### 2025-2027 Goals

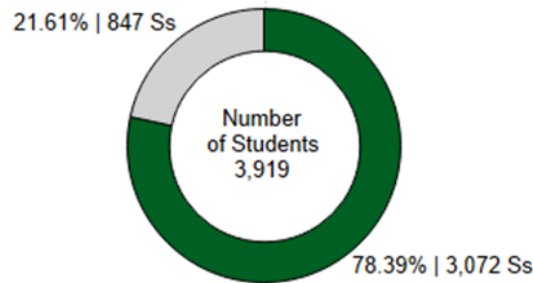
By Spring 2027, the percentage of students in grades 3–8 who show proficiency in English Language Arts will increase from 78% to 81%. Students will be considered proficient if they meet at least two of the three measures:

- Reading FastBridge Universal Screener (spring)
- MCA Reading assessment
- Classroom proficiency (end-of-year ELA grades)

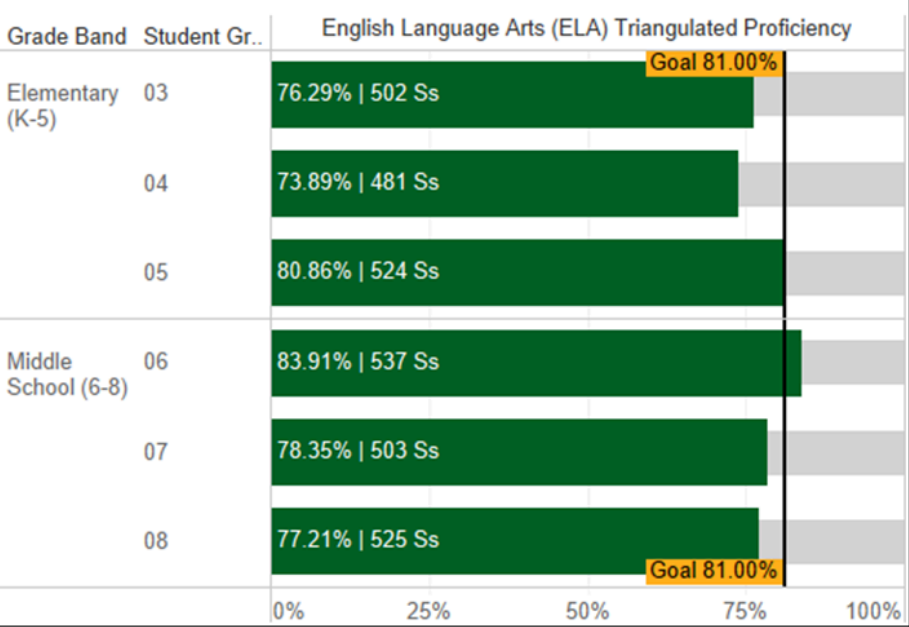
Progress will be monitored across all student subgroups.

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs

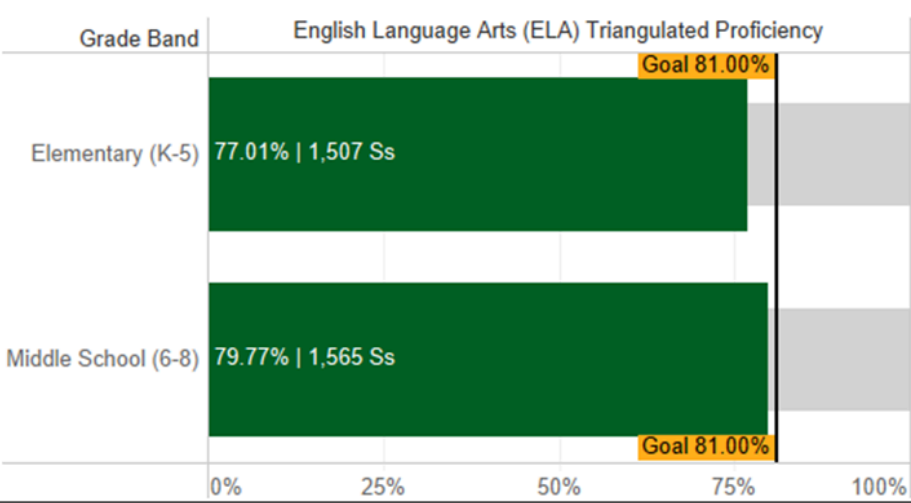
English Language Arts (ELA) - Triangulated Proficiency



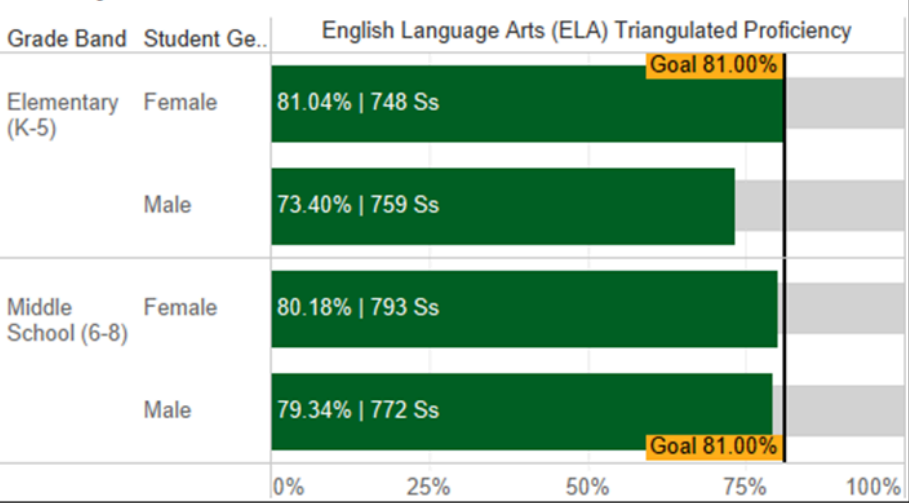
English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student Grade



English Language Arts (ELA) - Triangulated Proficiency by Grade Band



English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student Gender

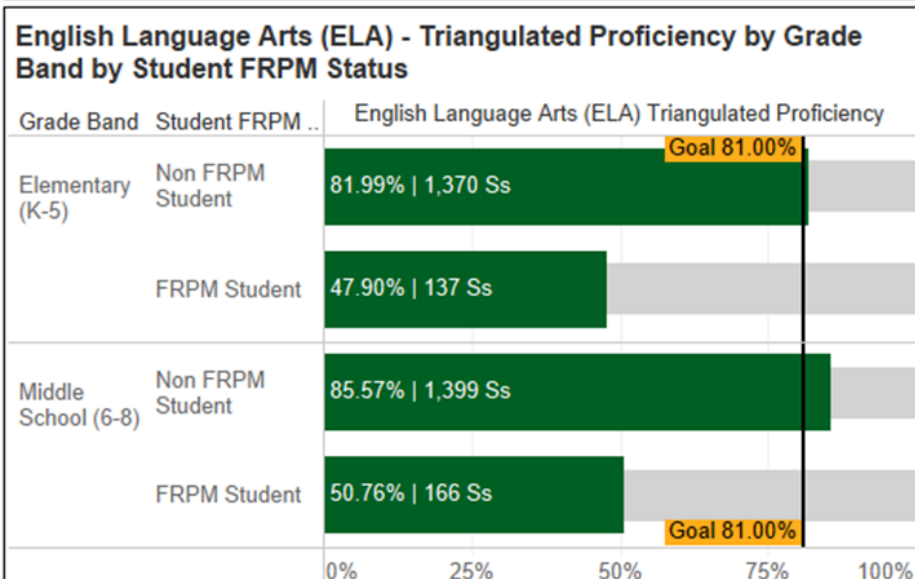
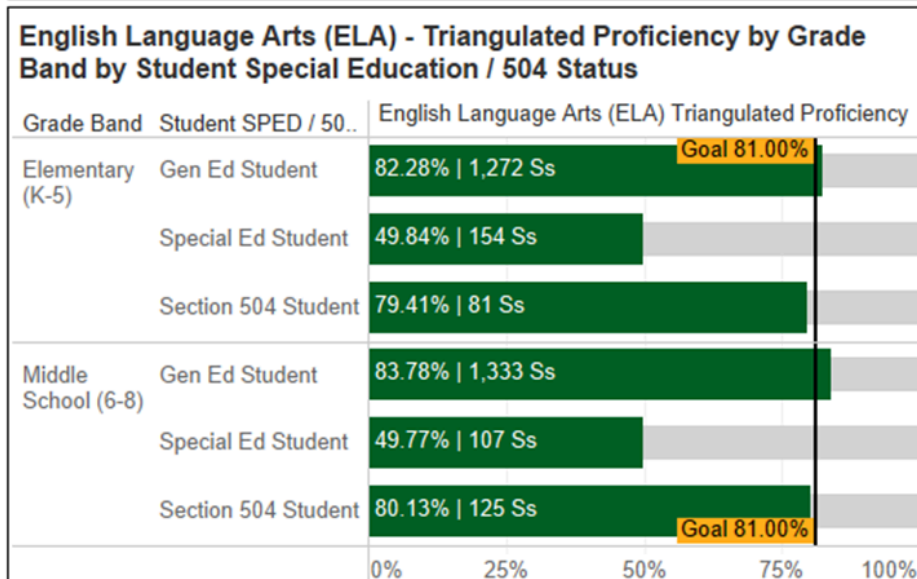
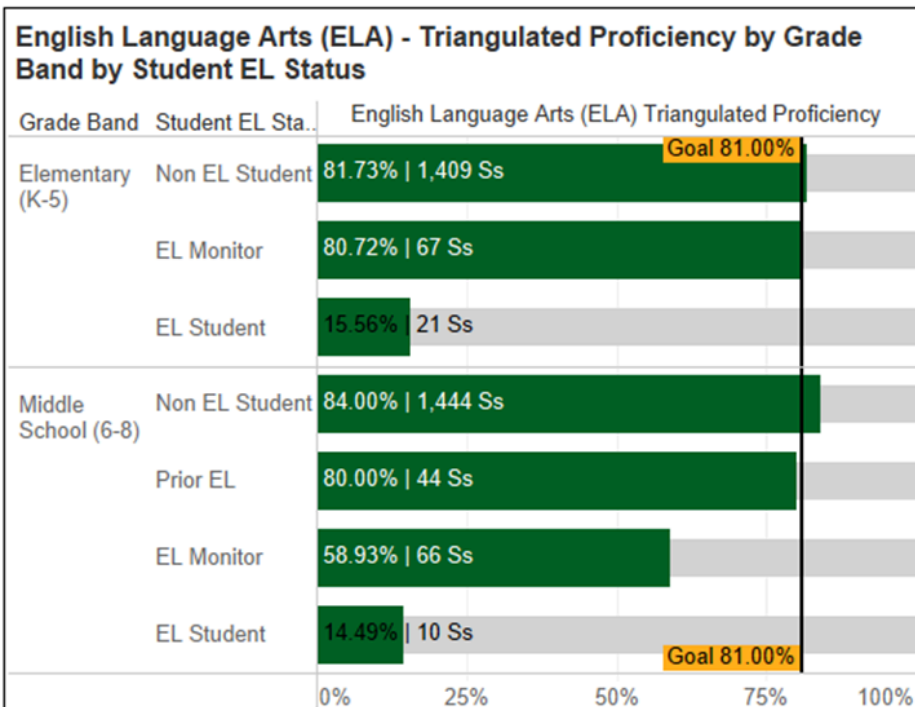
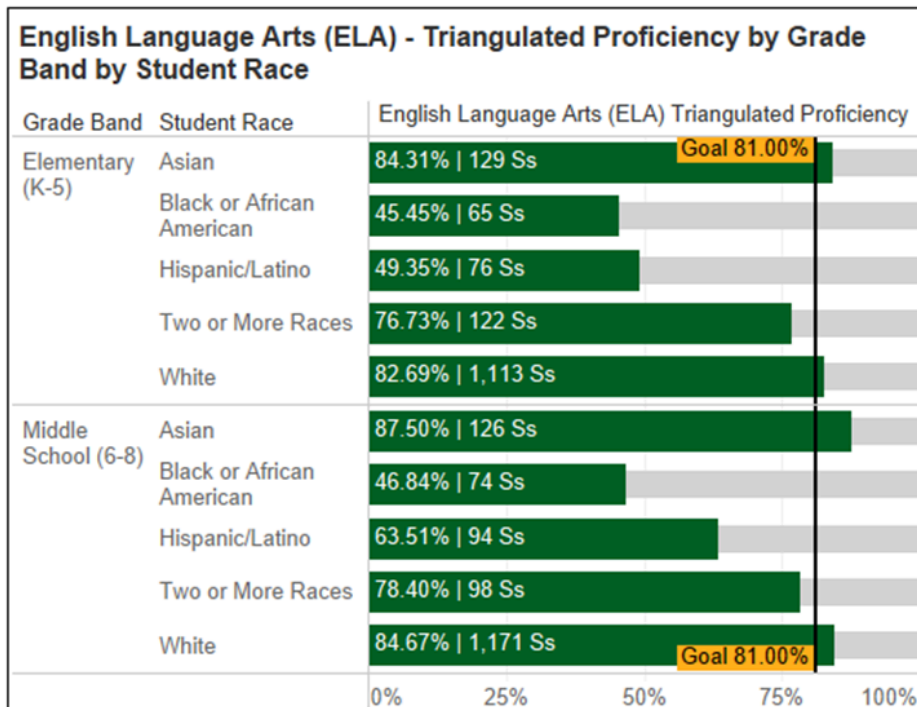


2 of 3 Data Elements Proficiency  
■ Proficient in 2 of 3 Data Elements    □ Not Proficient in 2 of 3 Data Elements

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



## English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.



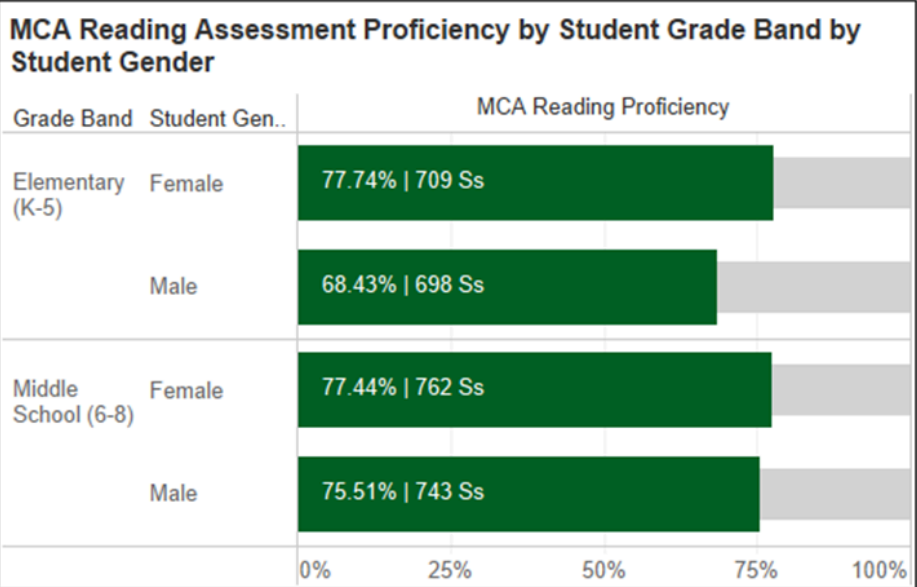
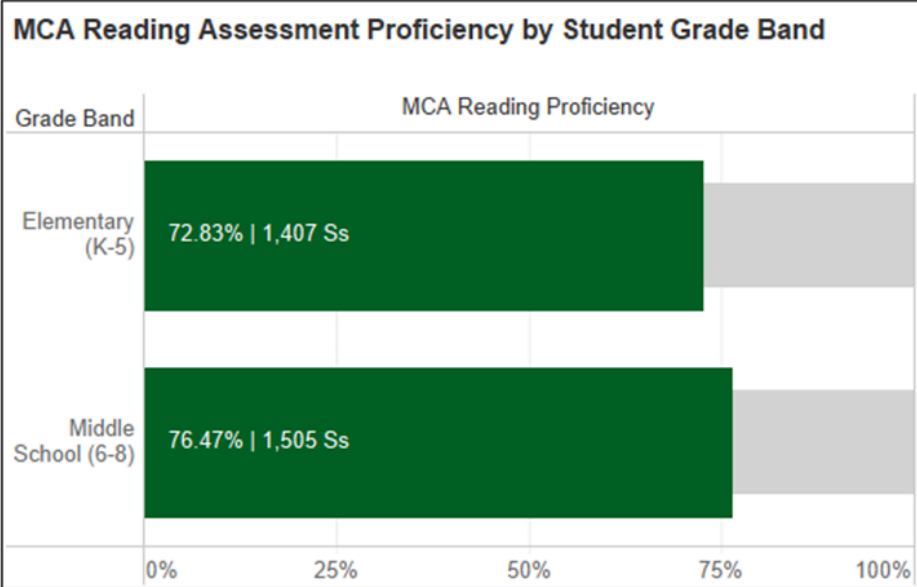
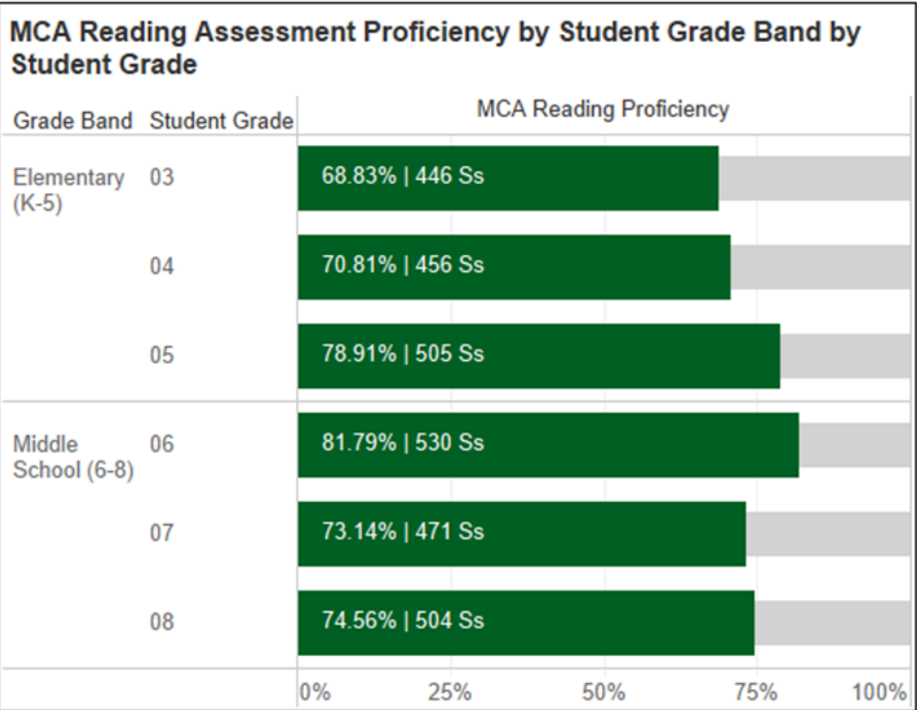
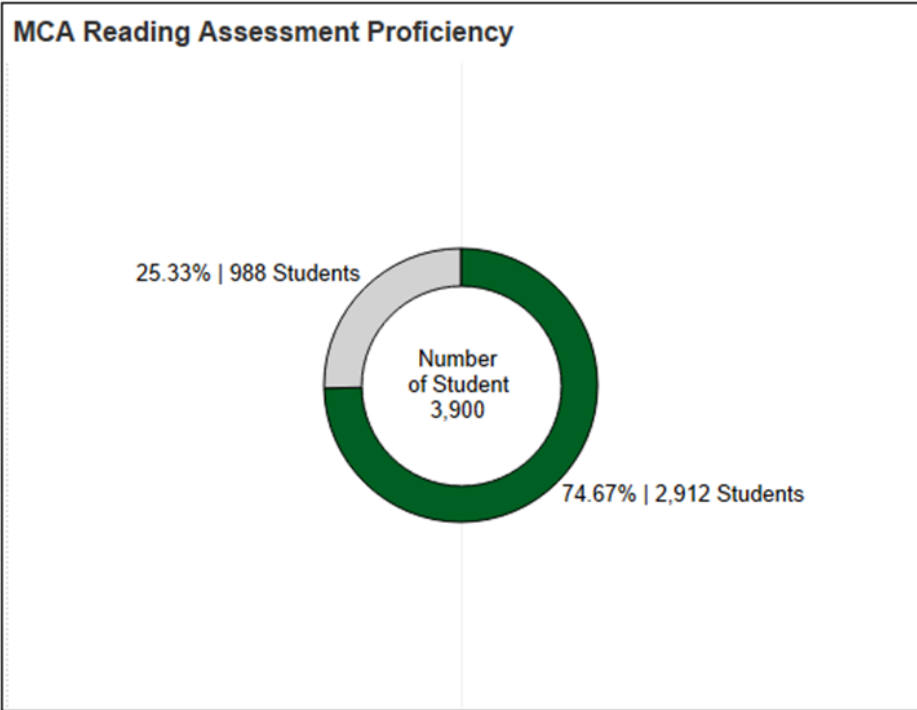
2 of 3 Data Elements Proficiency

Proficient in 2 of 3 Data Elements

Not Proficient in 2 of 3 Data Elements

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

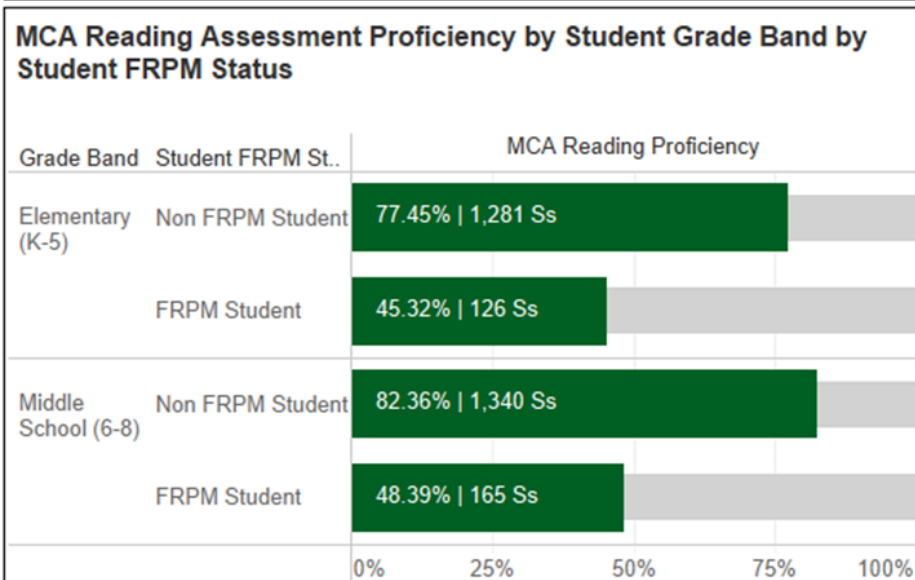
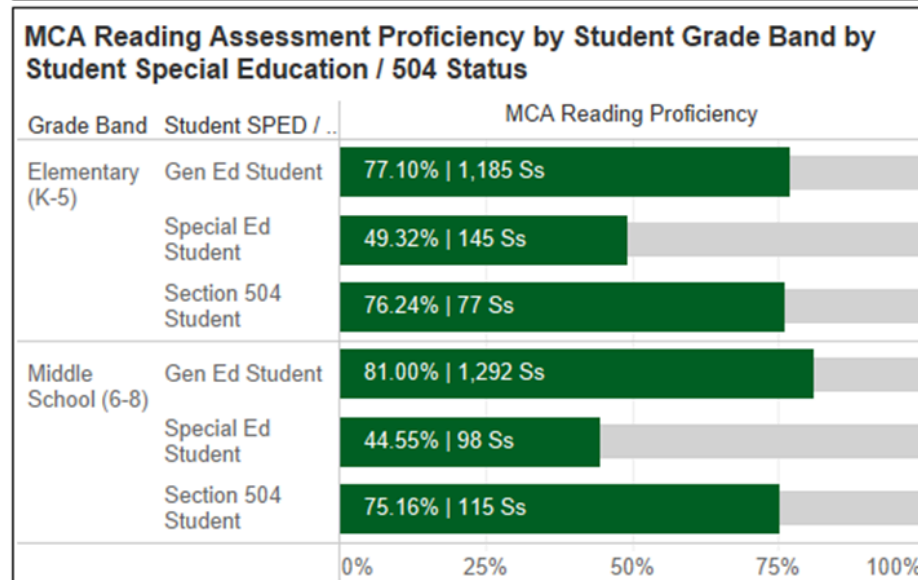
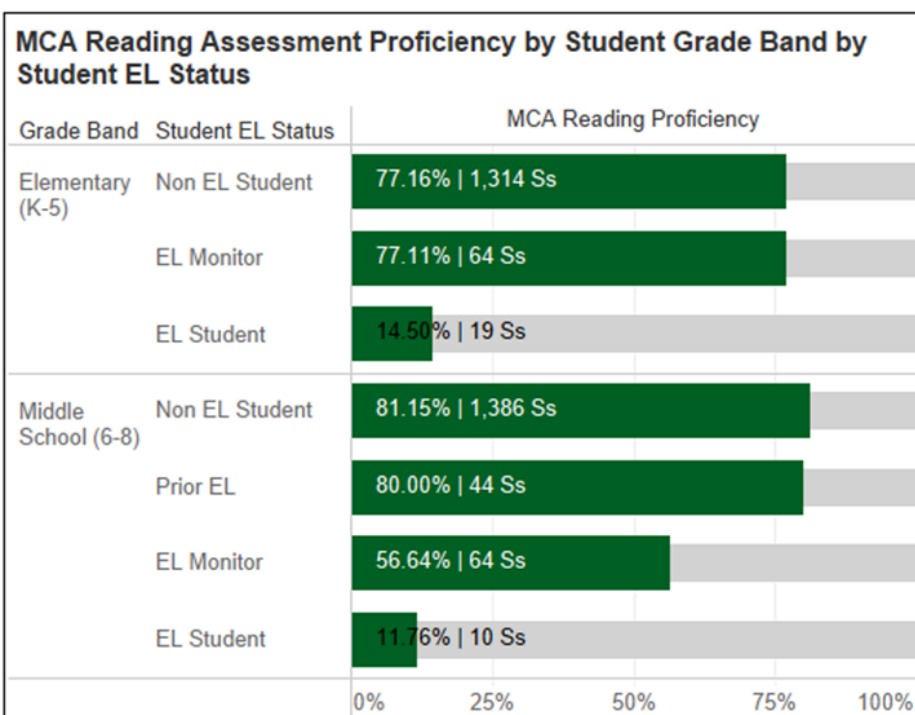
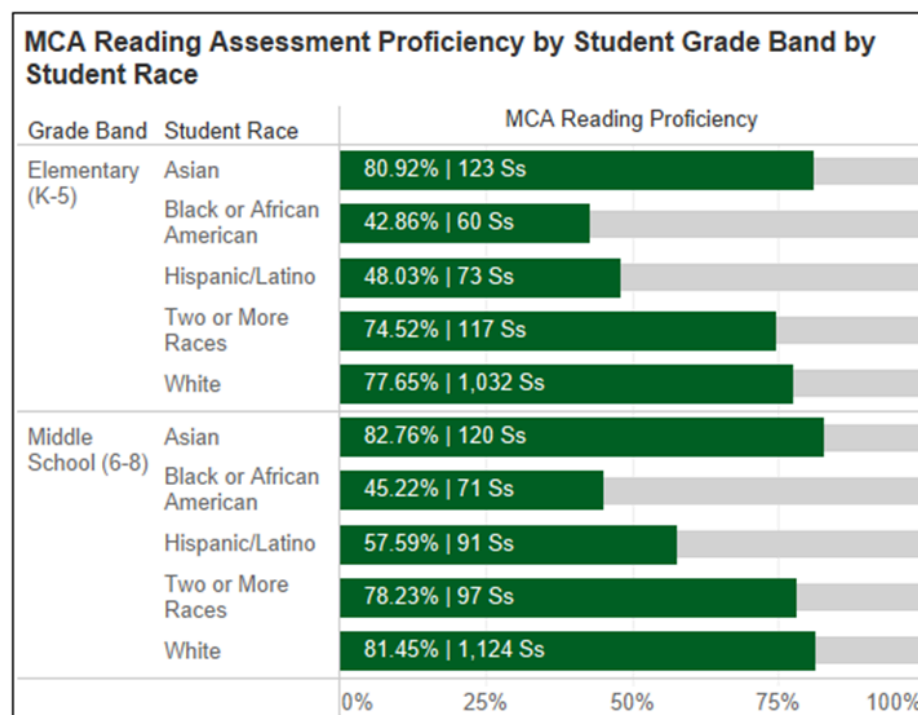
English Language Arts (ELA): MCA Reading Assessment Charts and Graphs - 1 of 3 Triangulated Components



MCA Reading Proficiency  
■ Proficient    ■ Not Proficient

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

## English Language Arts (ELA): MCA Reading Assessment Charts and Graphs Cont. - 1 of 3 Triangulated Components

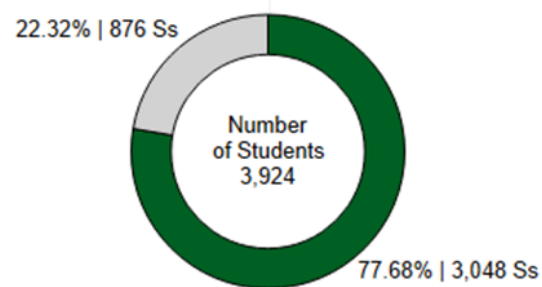


MCA Reading Proficiency  
■ Proficient ■ Not Proficient

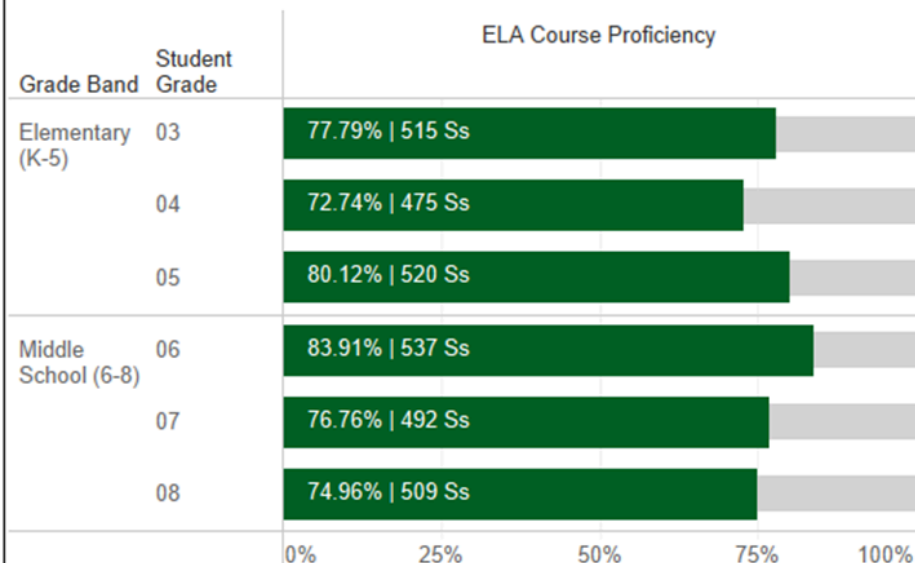
*Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.*

## English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs - 1 of 3 Triangulated Components

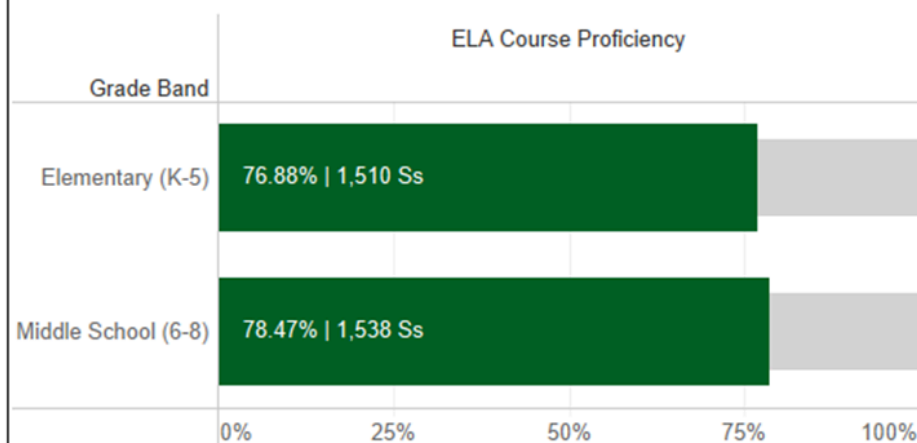
English Language Arts (ELA) Course Proficiency



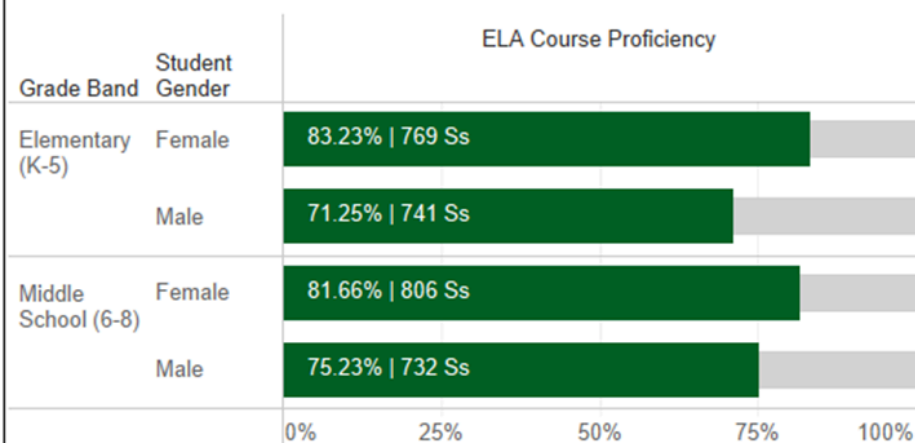
English Language Arts (ELA) Course Proficiency by Grade Band by Student Grade



English Language Arts (ELA) Course Proficiency by Grade Band



English Language Arts (ELA) Course Proficiency by Grade Band by Student Gender

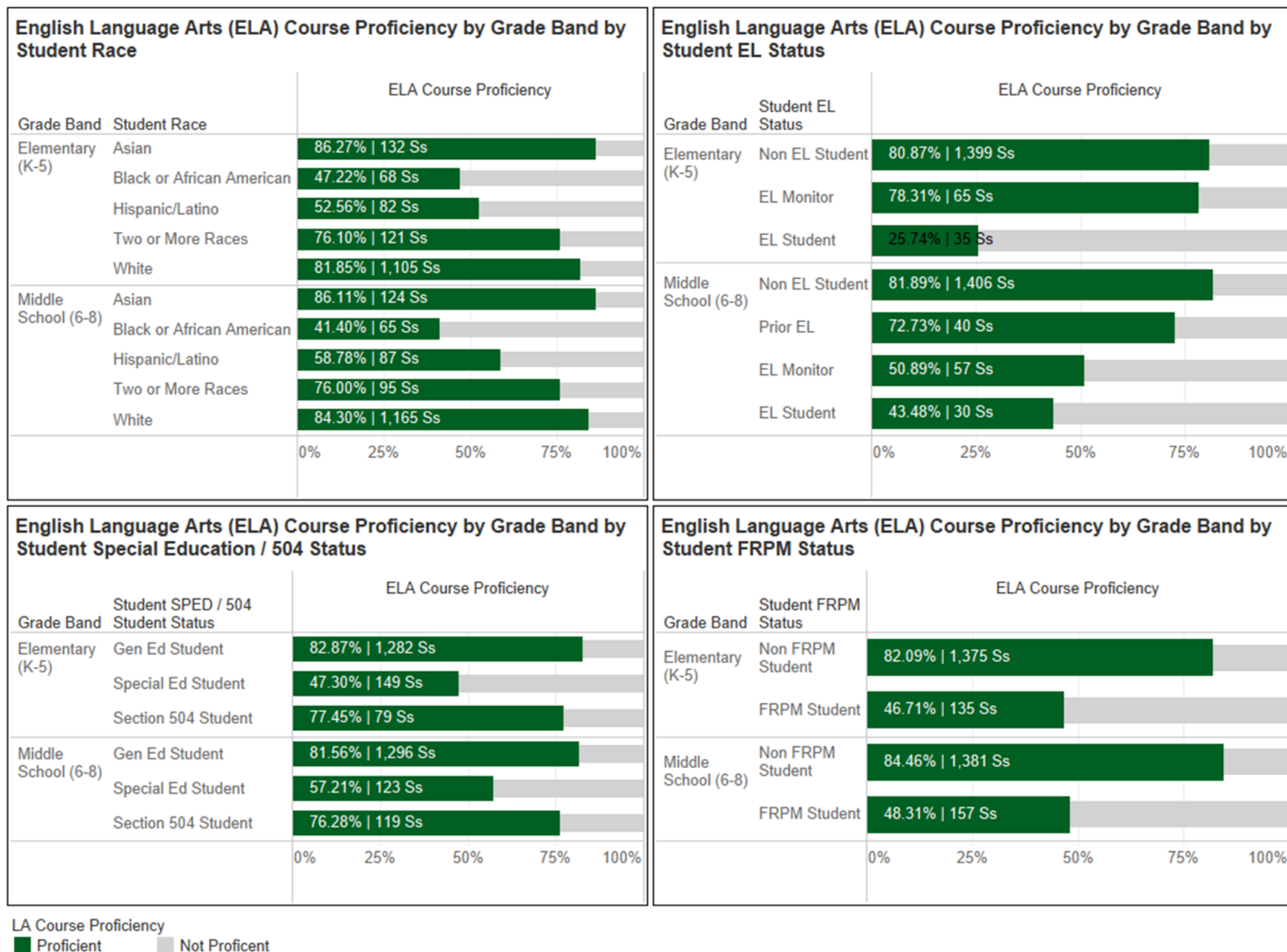


LA Course Proficiency  
■ Proficient ■ Not Proficient

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



## English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs Cont. - 1 of 3 Triangulated Components



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

## English Language Arts (ELA): Growth Metrics

### Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

### Data Elements

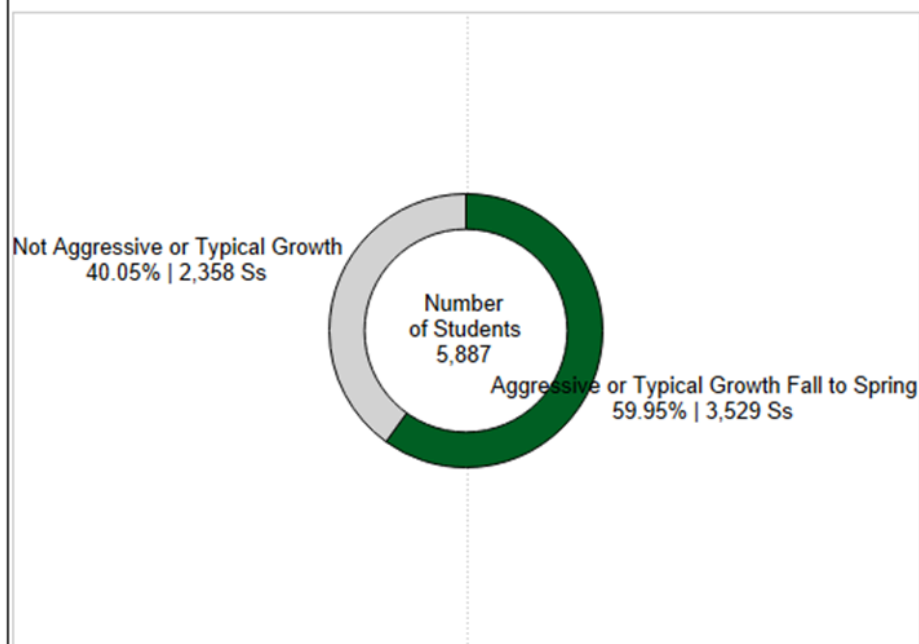
- FASTBridge earlyReading (K-1), Growth level Fall and Spring by Start Score
- FASTBridge CBMr (Grade 2) Growth Level Fall to Spring by Start Score
- FASTBridge aReading (Grades 3-9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
  - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
  - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

### 2025-2027 Goals

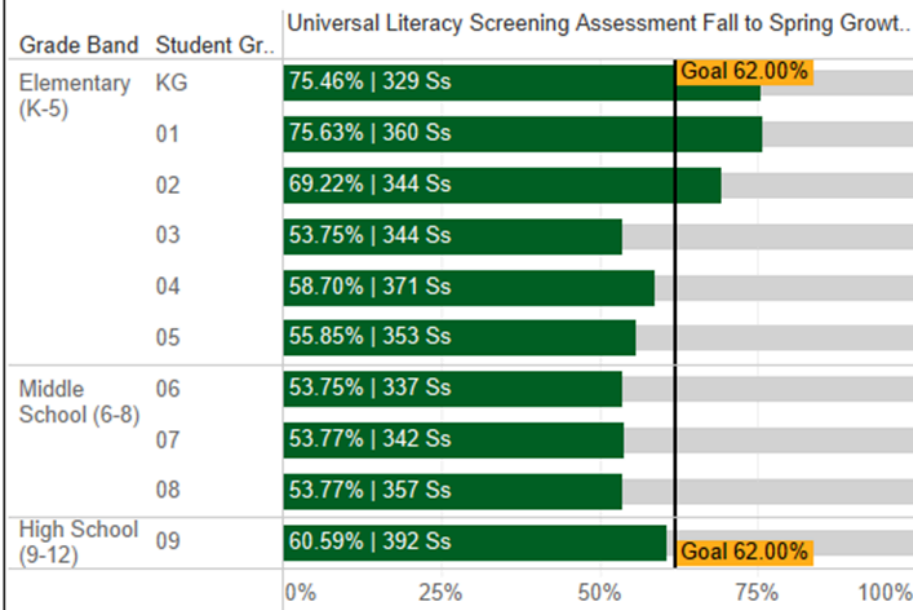
By Spring 2027, the percentage of K-9 students achieving Aggressive or Typical Growth Fall to Spring on the universal reading screener will increase by 3 percentage points, from 59% to 62%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

## English Language Arts (ELA) FastBridge Universal Screening Growth Metrics Charts and Graphs

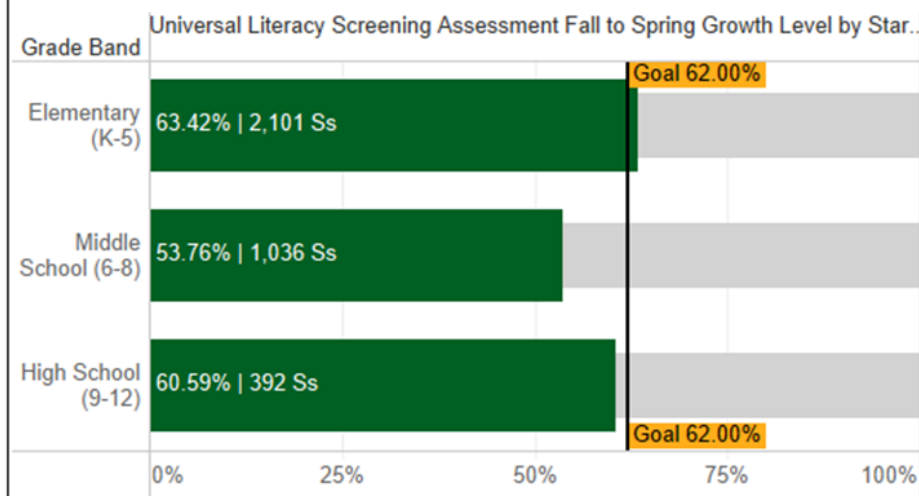
English Language Arts (ELA) Universal Screening Growth Metrics



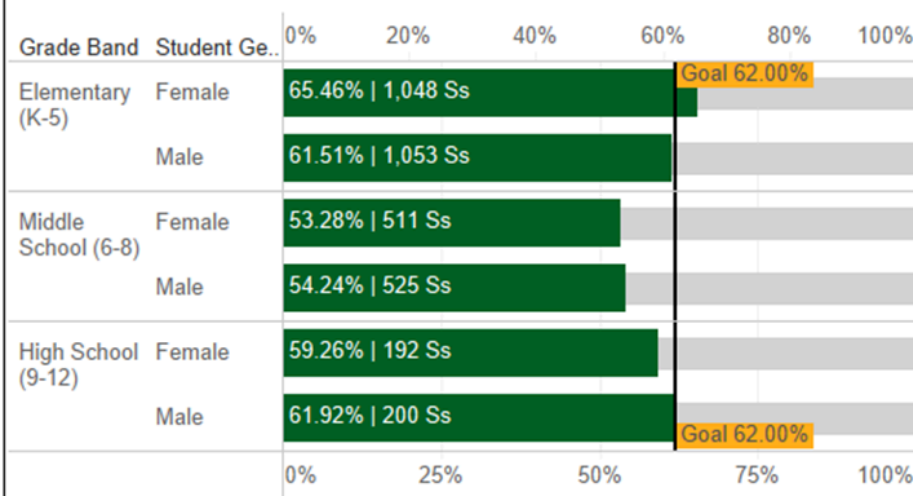
English Language Arts (ELA) Universal Screening Growth Metrics by Grade Band by Student Grade



English Language Arts (ELA) Universal Screening Growth Metrics by Grade Band



English Language Arts (ELA) Universal Screening Growth Metrics by Grade Band by Student Gender



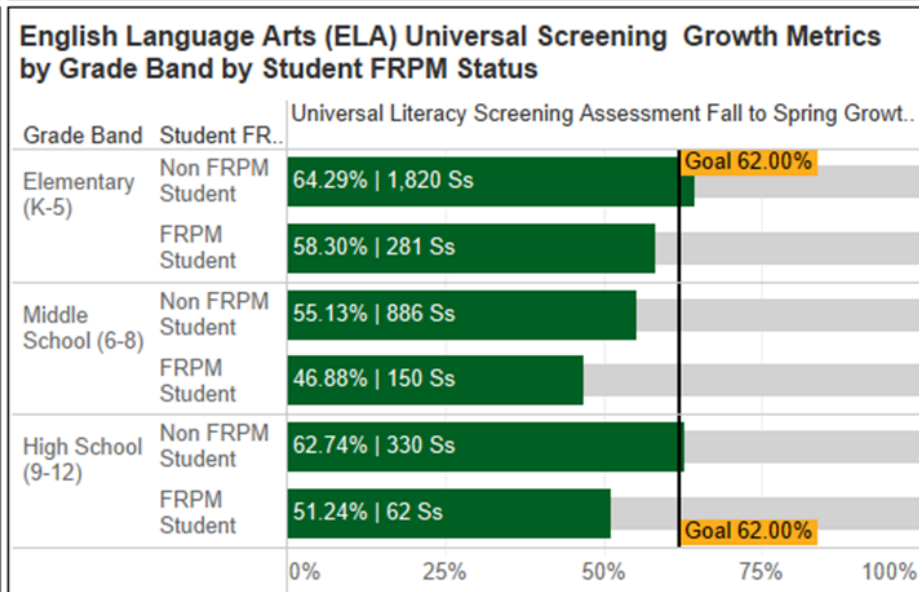
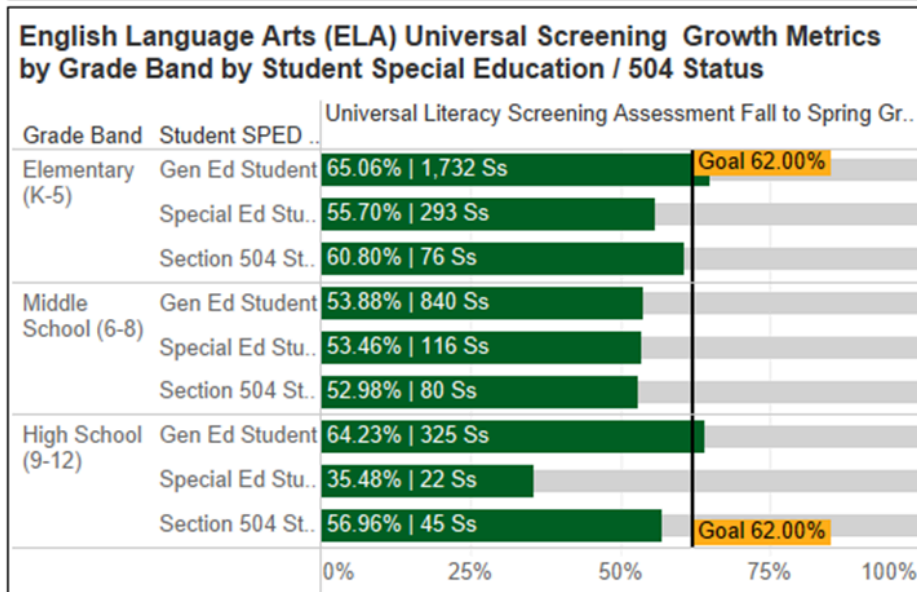
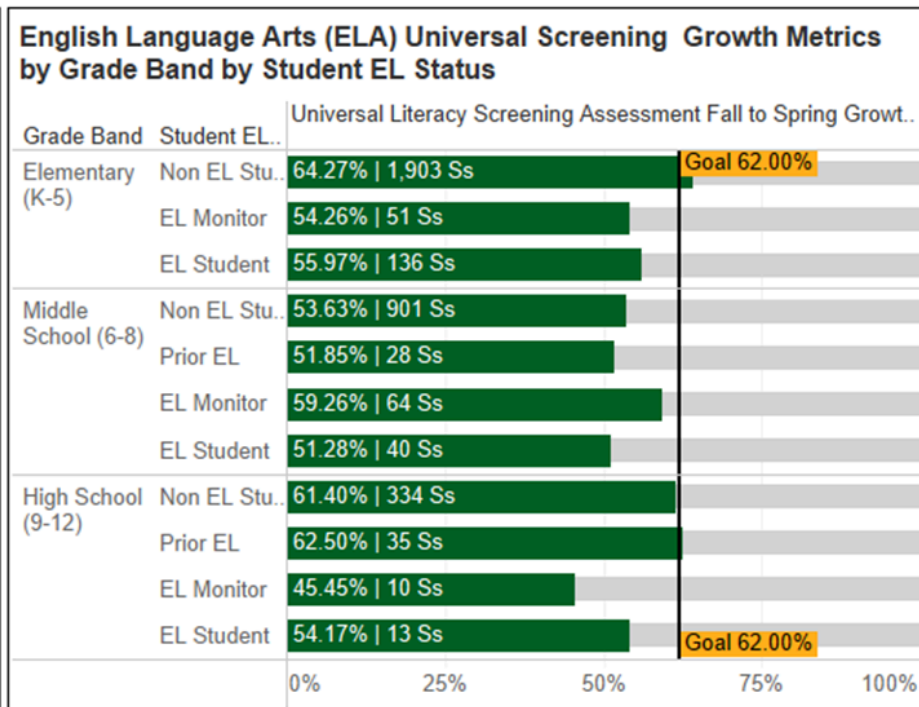
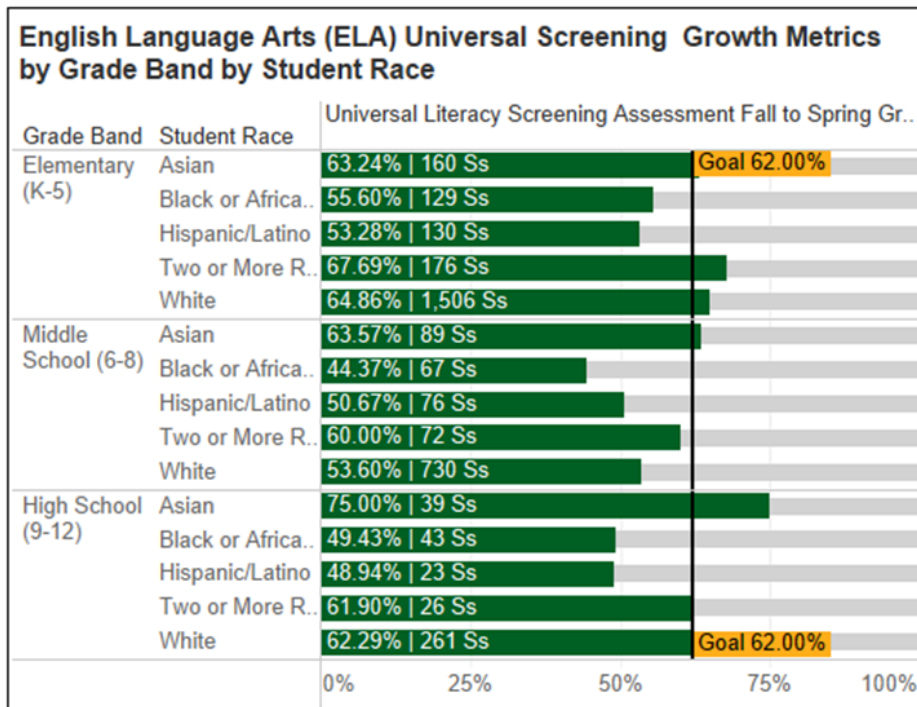
Fall to Spring ELA Growth Level by Start Score

Aggressive or Typical Growth Fall to Spring

Not Aggressive or Typical Growth

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

## English Language Arts (ELA): FastBridge Growth Metrics Charts and Graphs Cont.



Fall to Spring ELA Growth Level by Start Score

■ Aggressive or Typical Growth Fall to Spring    ■ Not Aggressive or Typical Growth

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

## **English Language Arts (ELA): Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall**

### **Rationale**

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

### **Data Elements**

- FASTBridge earlyReading (K–1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyReading (K–1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge CBMr (Grade 2), Fall Risk Level of someRisk or highRisk
- FASTBridge CBMr (Grade 2), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aReading (Grades 3–9), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 3–9), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

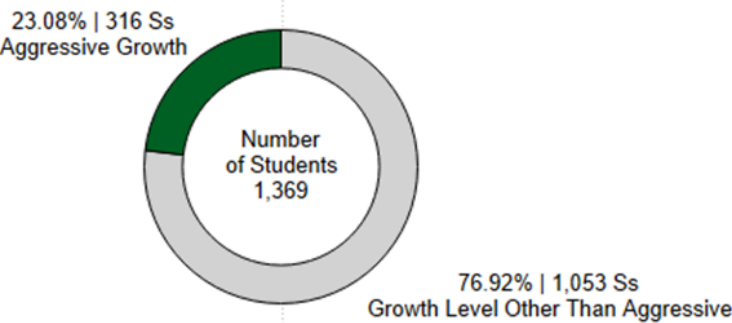
### **2025-2027 Goals**

By Spring 2027 (starting Fall 2025), the percentage of K–9 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal reading screener will increase by 4 percentage points, from 21% to 25%.

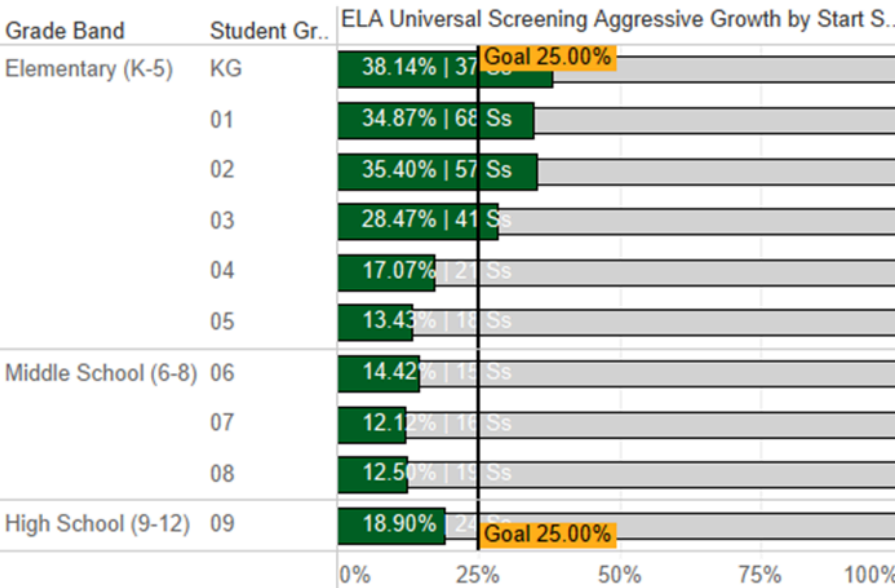


English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below Benchmark in the Fall Charts

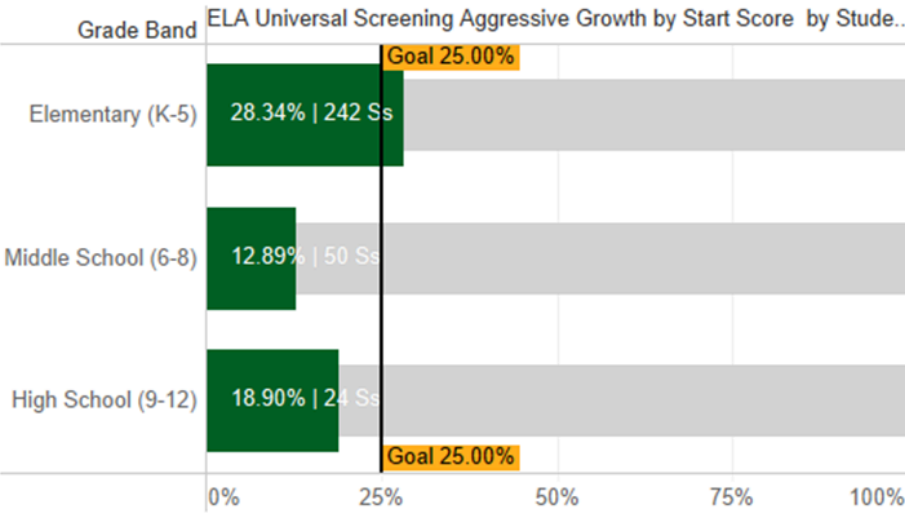
ELA Aggressive Growth of Students Below Benchmark in the Fall



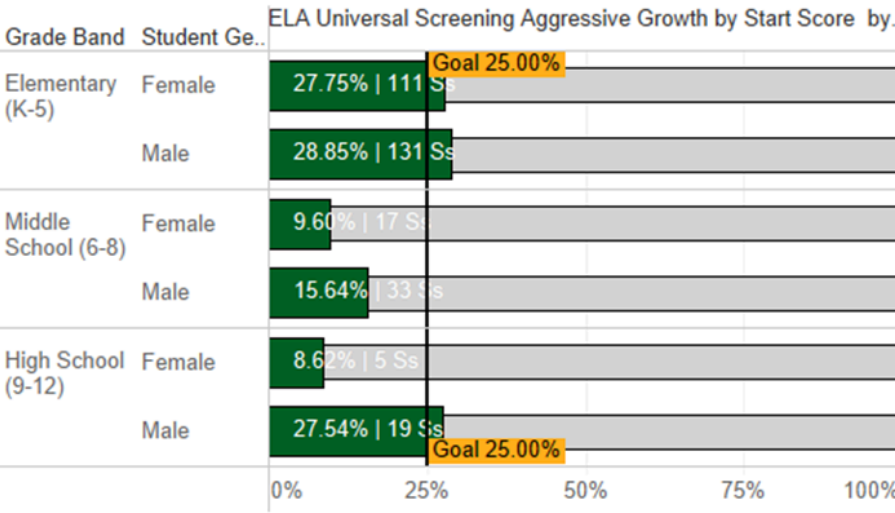
ELA Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Grade



ELA Aggressive Growth of Students Below Benchmark in the Fall by Grade Band



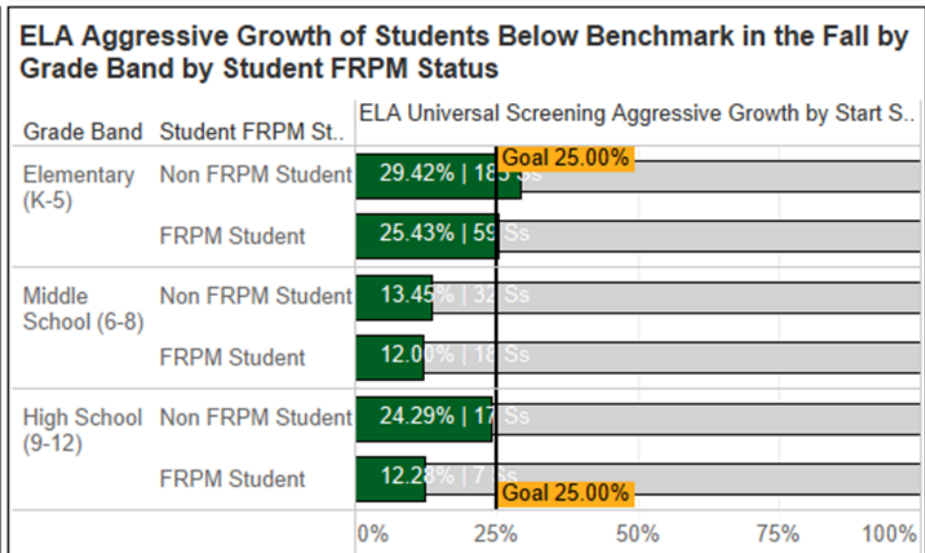
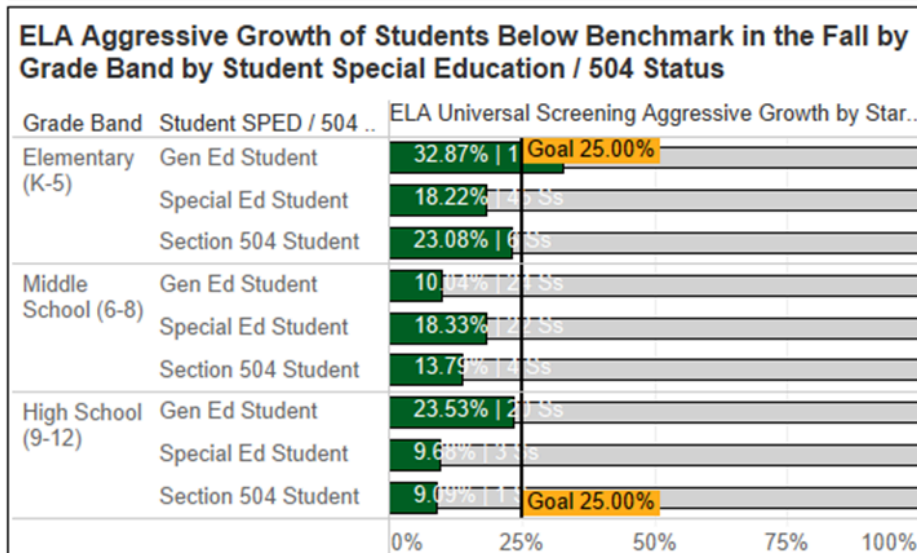
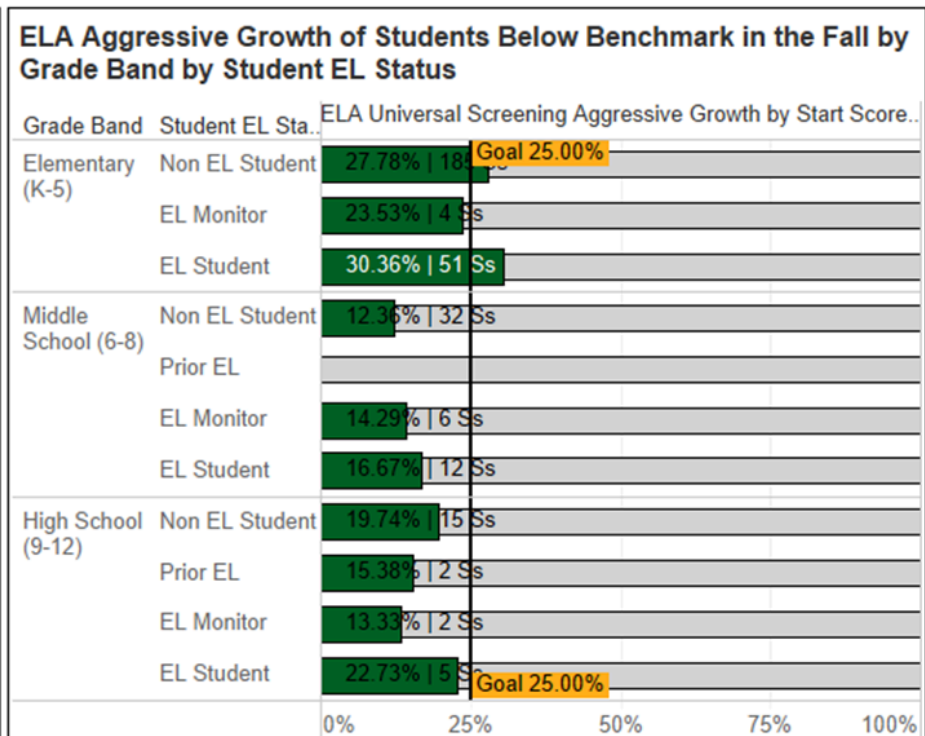
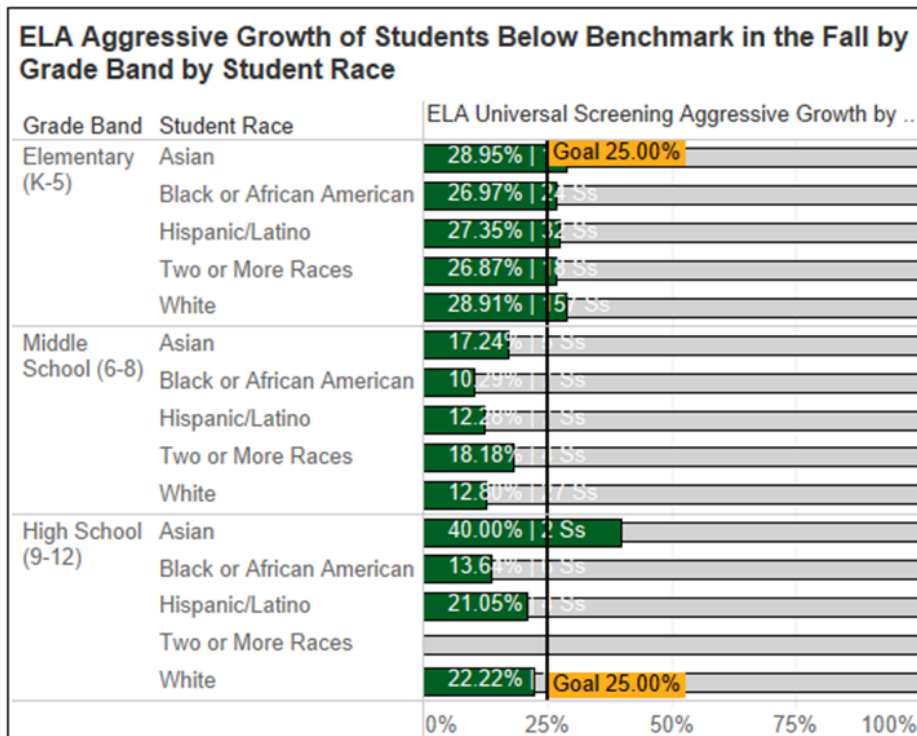
ELA Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Gender



Fall to Spring ELA Aggressive Growth Level by Start Score  
■ Aggressive Growth      ■ Growth Level Other Than Aggressive

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

## English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below Benchmark in the Fall Charts Cont.



Fall to Spring ELA Aggressive Growth Level by Start Score

■ Aggressive Growth      □ Growth Level Other Than Aggressive

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

## Mathematics: Overall Proficiency & Gap Reduction

### Rationale

Strong math skills are essential for every student. Fluency with foundational numeracy opens the door to critical thinking and problem-solving. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the math skills they need for future success. Monitoring subgroup performance highlights where targeted support is needed to help every Edina student excel.

### Data Elements

- Spring FastBridge earlyMath Risk Level (K-1)
- Spring aReading Risk Level (Grades 2-9)
  - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
  - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
  - Students without a risk level are omitted.
- Student demographic data

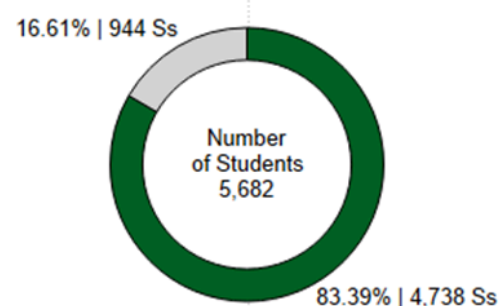
### 2025-2027 Goals

By Spring 2027, the percentage of K-8 students demonstrating math proficiency will increase by 2 percentage points, from 83% to 85%. At the same time, no student subgroup's proficiency will fall more than 10 points below the district average.

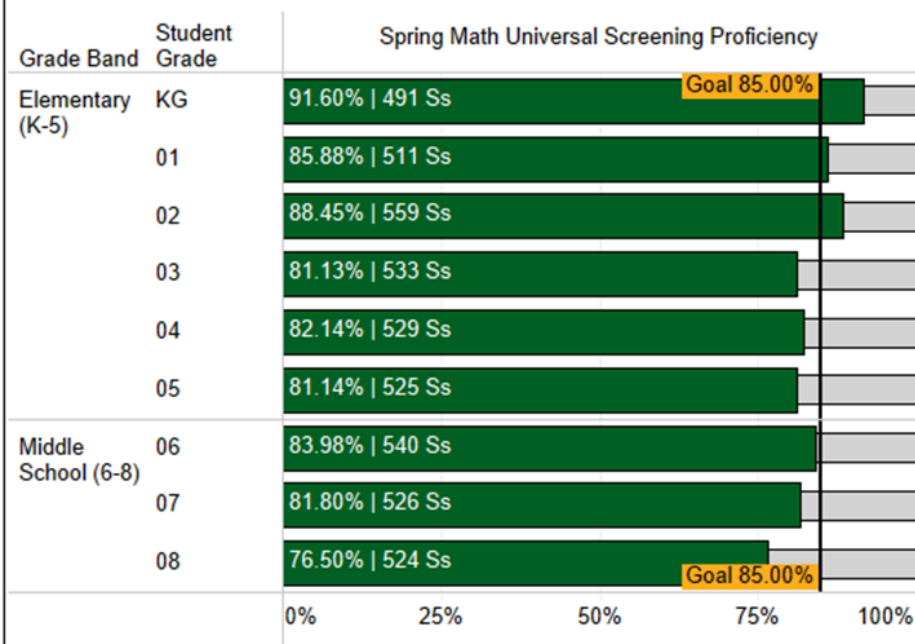


# Math: Overall Proficiency Data Charts and Graphs

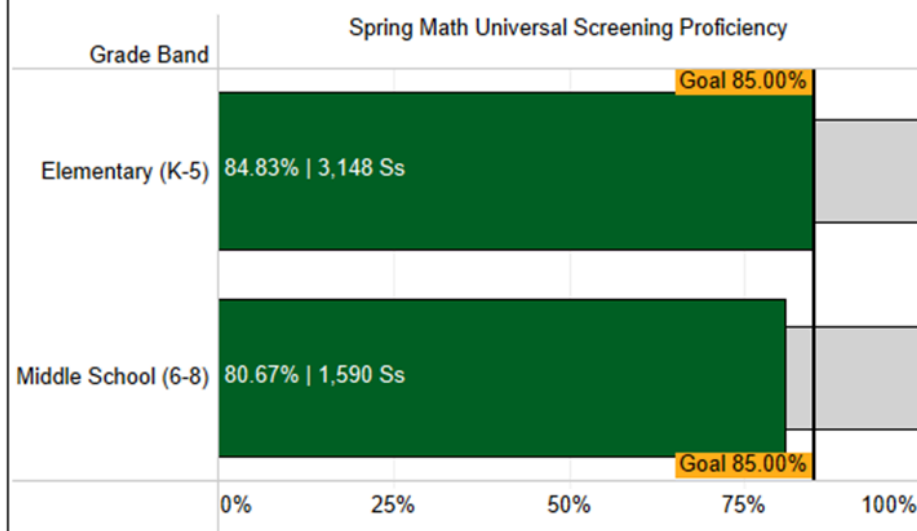
## Spring Math Universal Screening Proficiency



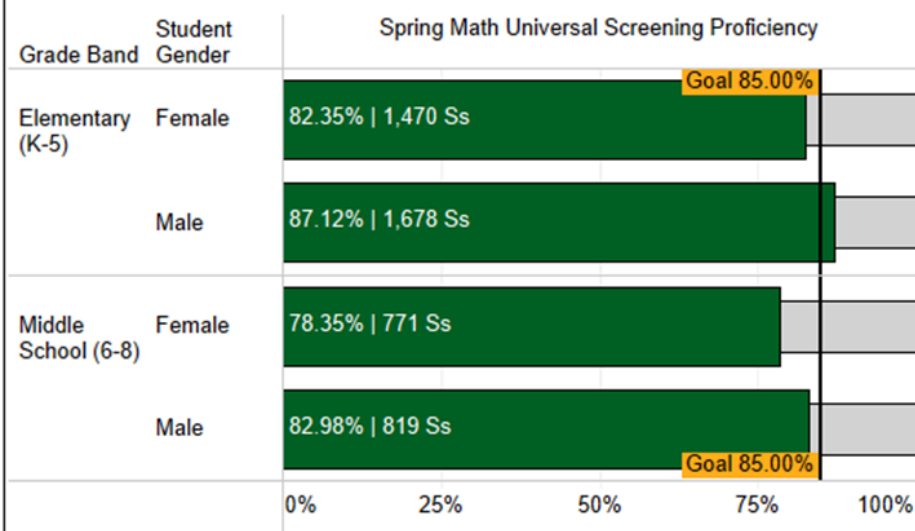
## Spring Math Universal Screening by Grade Band by Student Grade



## Spring Math Universal Screening by Grade Band



## Spring Math Universal Screening by Grade Band by Student Gender

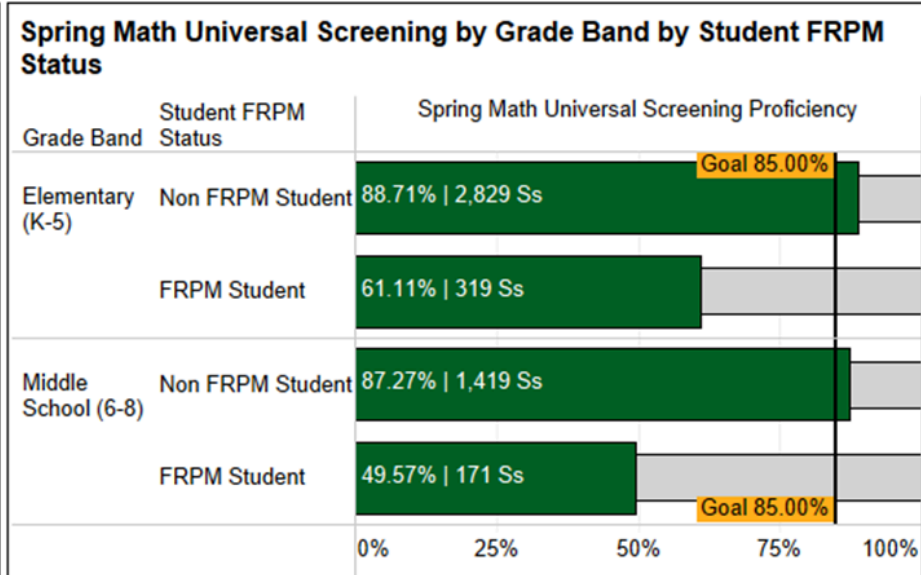
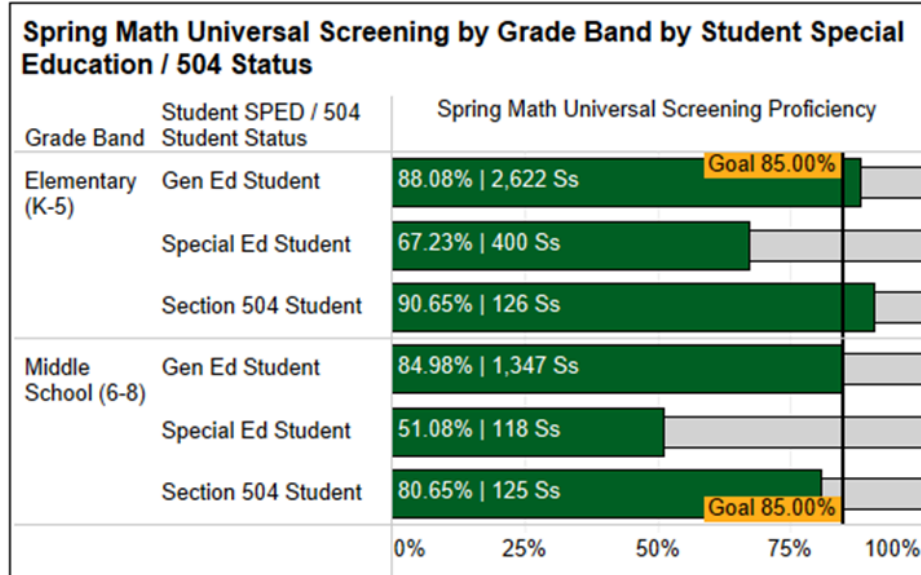
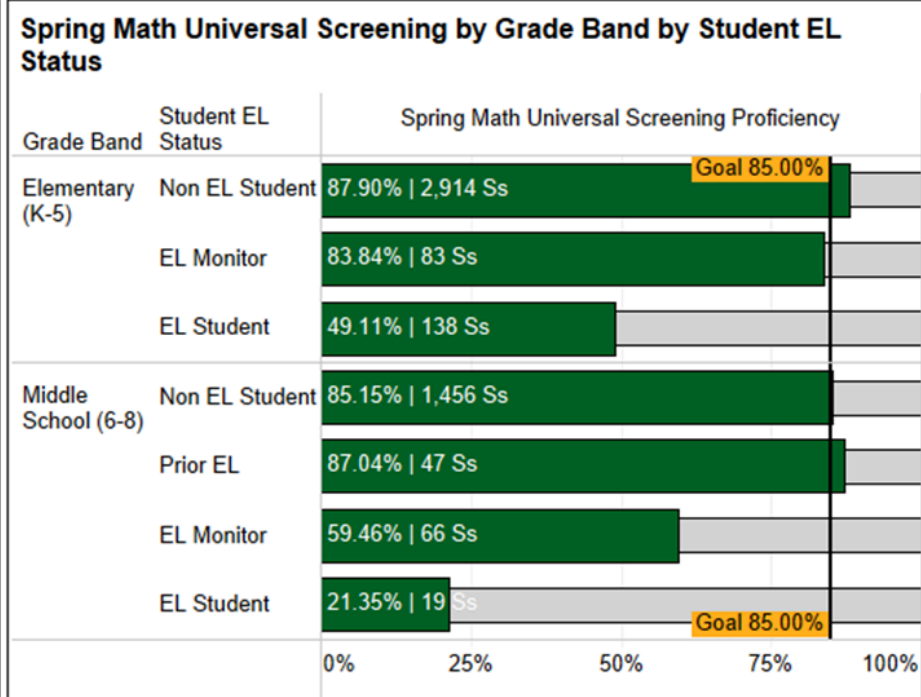
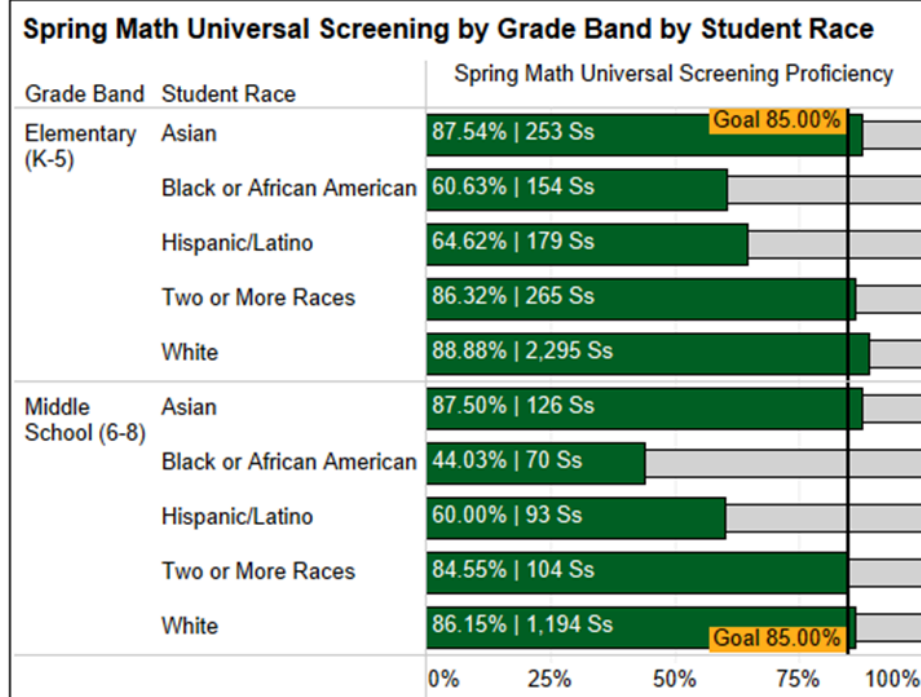


Spring Math Universal Screening Proficiency

Proficient Not Proficient

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

# Math: Overall Proficiency Data Charts and Graphs Cont



Spring Math Universal Screening Proficiency  
■ Proficient ■ Not Proficient

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

## Mathematics: Multiple Measures of Proficiency (Triangulated Data)

### Rationale

Looking at more than one measure of student learning gives a fuller and more accurate picture of math proficiency. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

### Data Elements

- Math Universal Fastbridge Screener Proficiency on Spring aMath Risk Level (Grades 3–8)
  - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
  - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
  - Students without a risk level are omitted.
- End-of-the year Math course grade
  - Elementary students with a score of 3 or 4 on 80% of assessed Math standards as reported on the students report card.
  - Secondary students with a score of B or better
- MCA Math Assessment Proficiency
  - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
  - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 11th Grade are omitted as they do not have all three data elements.
- Student demographic data

### 2025-2027 Goals

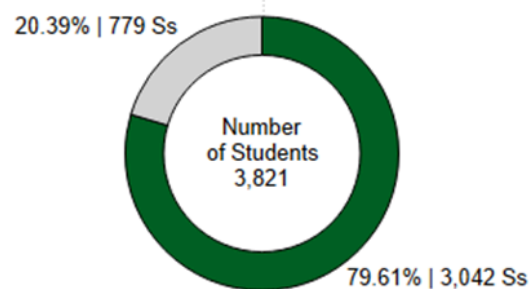
By Spring 2027, the percentage of students in grades 3–8 who show proficiency in Math will increase from 80% to 82%. Students will be considered proficient if they meet at least two of the three measures:

- Math FastBridge Universal Screener (spring)
- MCA Math assessment
- Classroom proficiency (end-of-year Math grades)

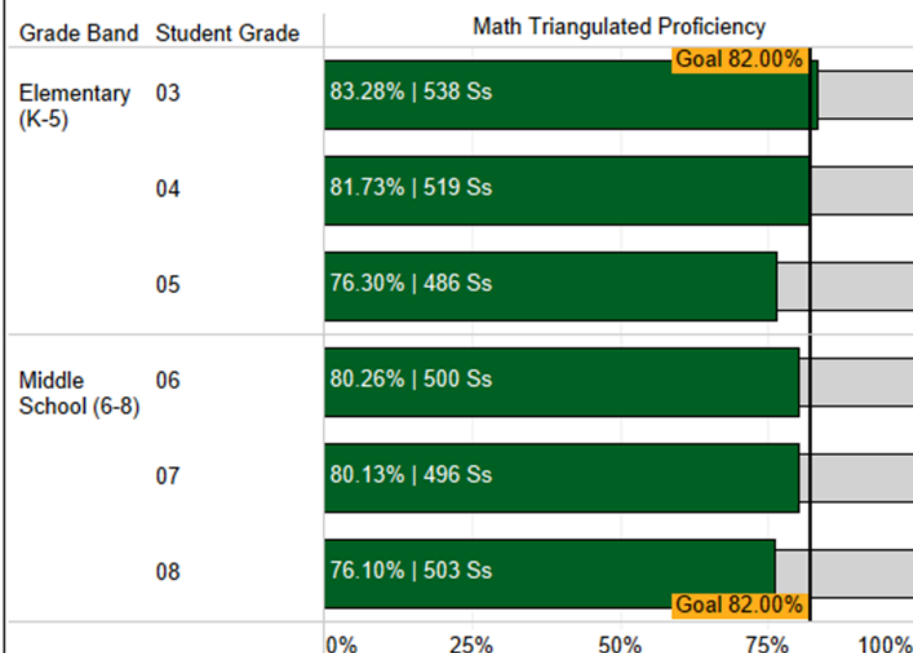
Progress will be monitored across all student subgroups.

## Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs

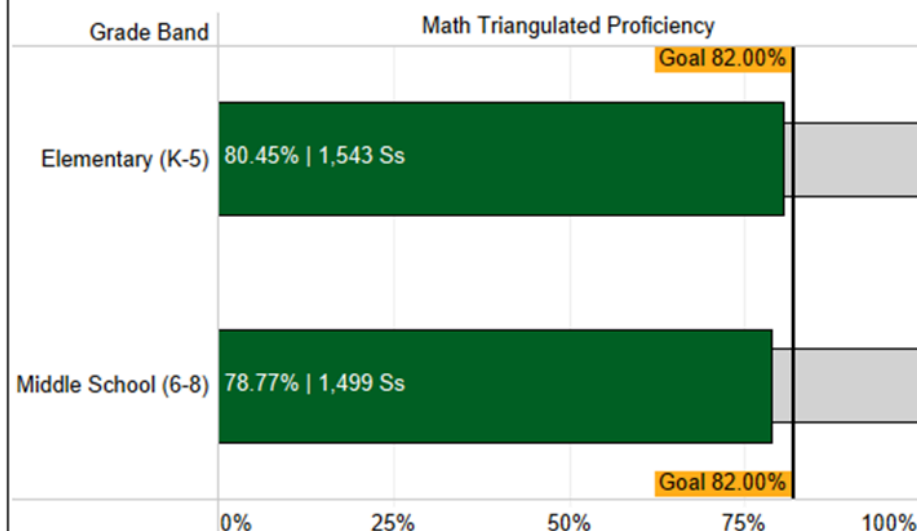
**Math Triangulated Proficiency**



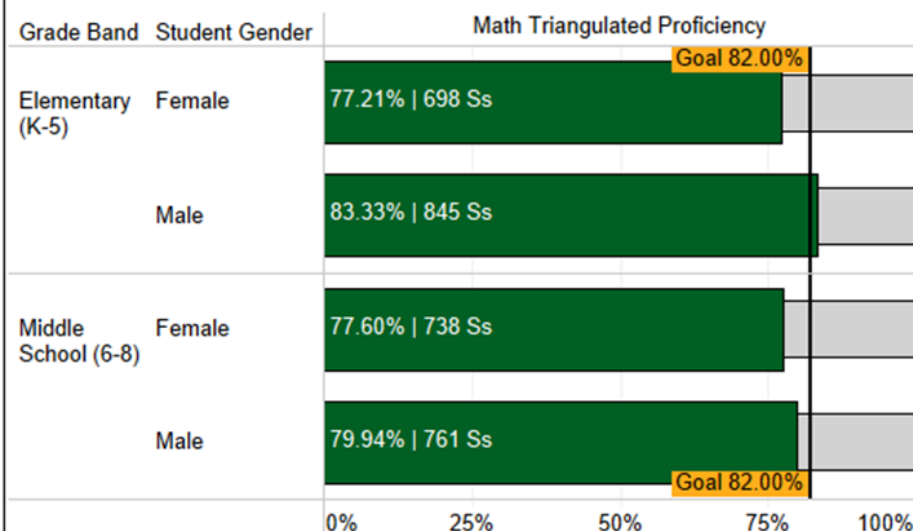
**Math Triangulated Proficiency by Grade Band by Student Grade**



**Math Triangulated Proficiency by Grade Band**



**Math Triangulated Proficiency by Grade Band by Student Gender**



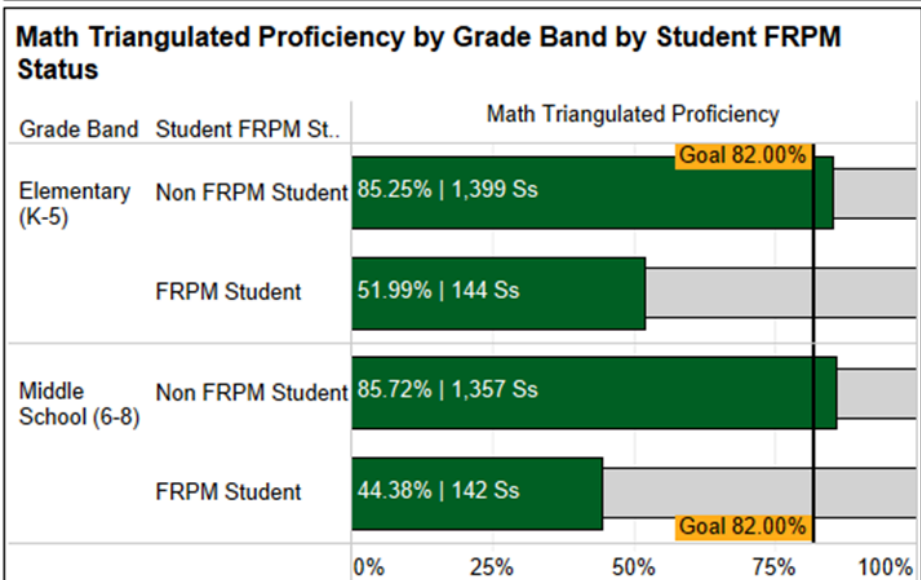
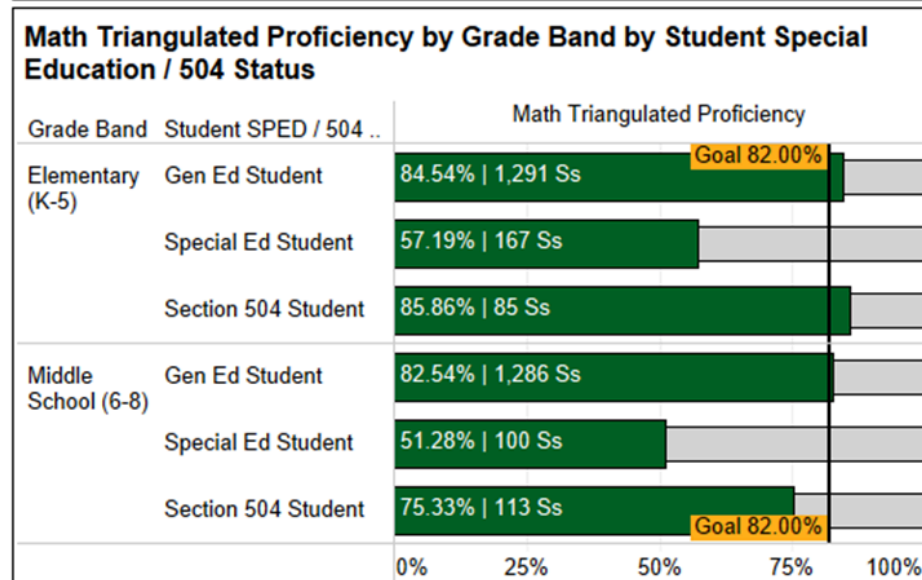
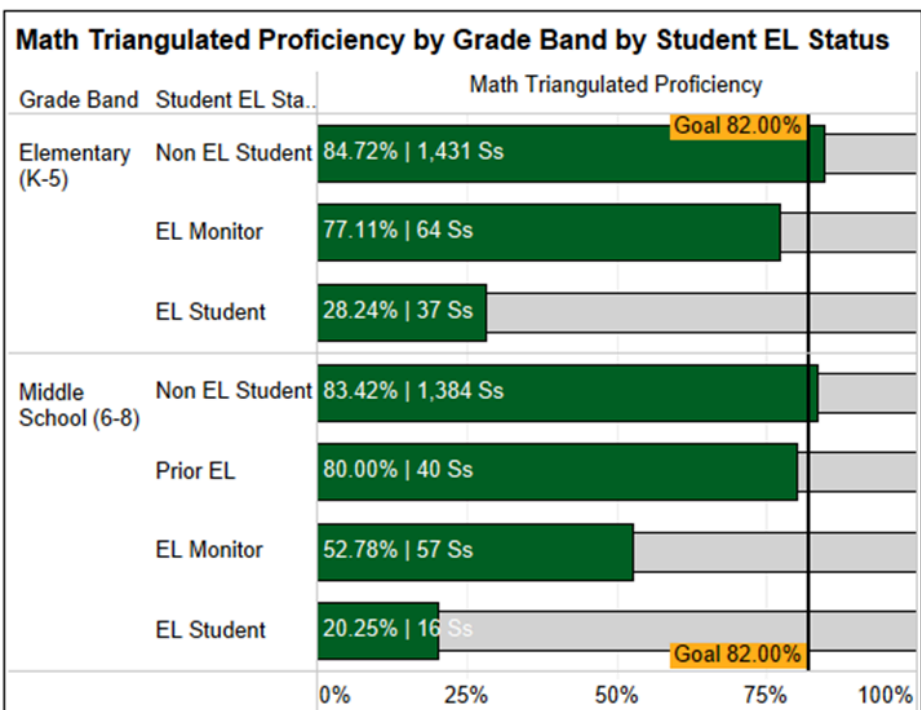
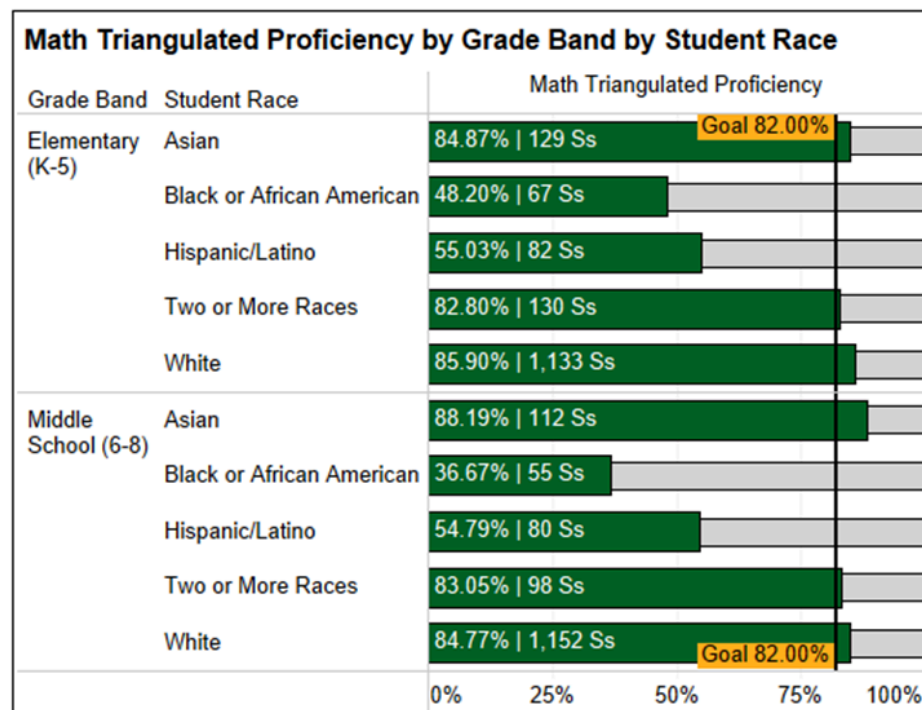
Proficient in 2 of 3 Math Data Elements

Proficient in 2 of 3 Math Data Elements

Not Proficient in 2 of 3 Math Data Elements

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

# Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.



Proficient in 2 of 3 Math Data Elements

Proficient in 2 of 3 Math Data Elements

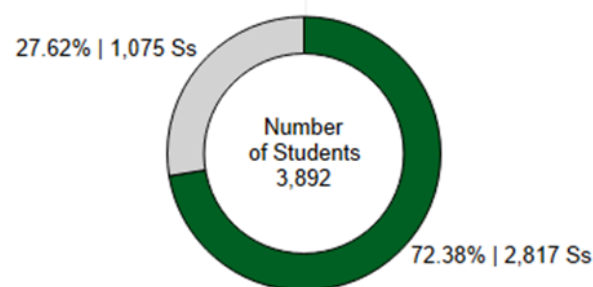
Not Proficient in 2 of 3 Math Data Elements

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

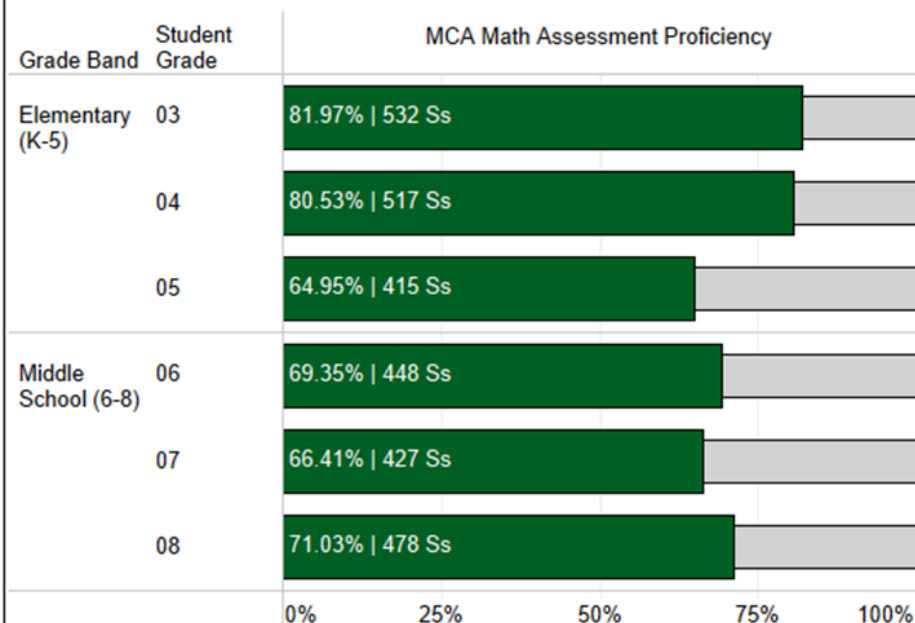


## Math: MCA Math Assessment Charts and Graphs - 1 of 3 Triangulated Components

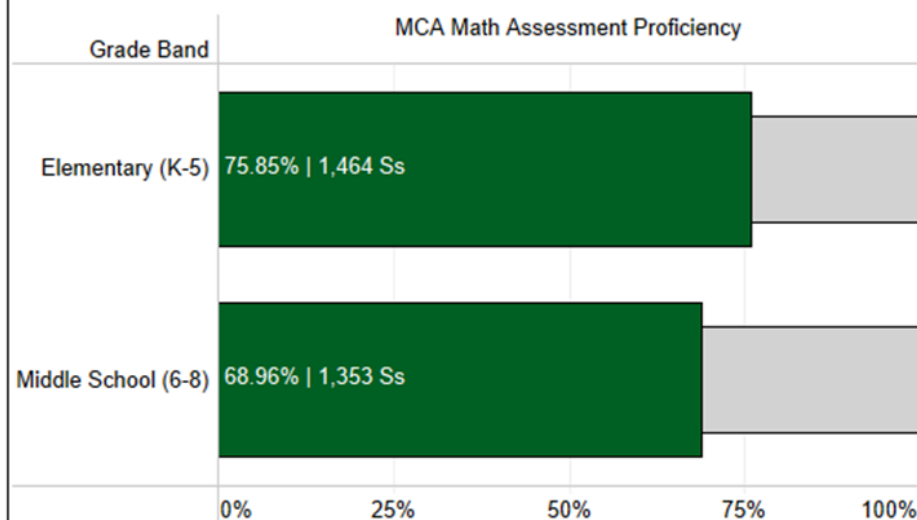
**MCA Math Assessment Proficiency**



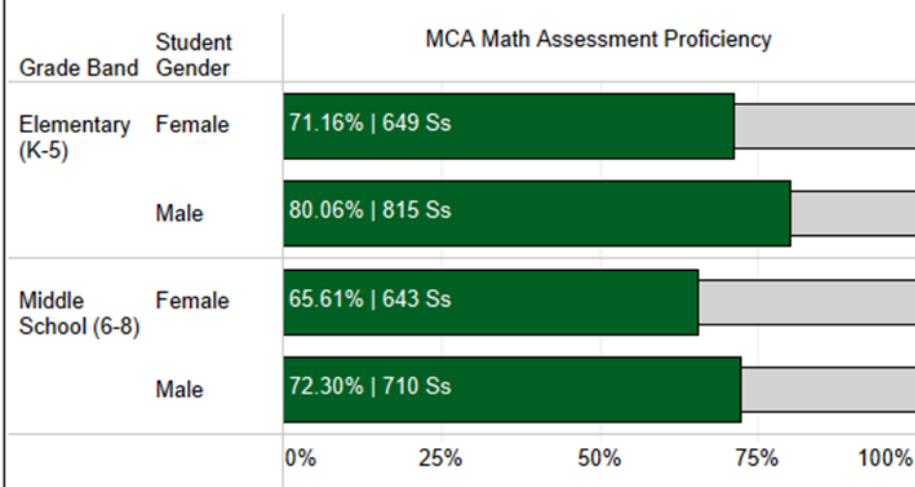
**MCA Math Assessment Proficiency by Grade Band by Student Grade**



**MCA Math Assessment Proficiency by Grade Band**



**MCA Math Assessment Proficiency by Grade Band by Student Gender**

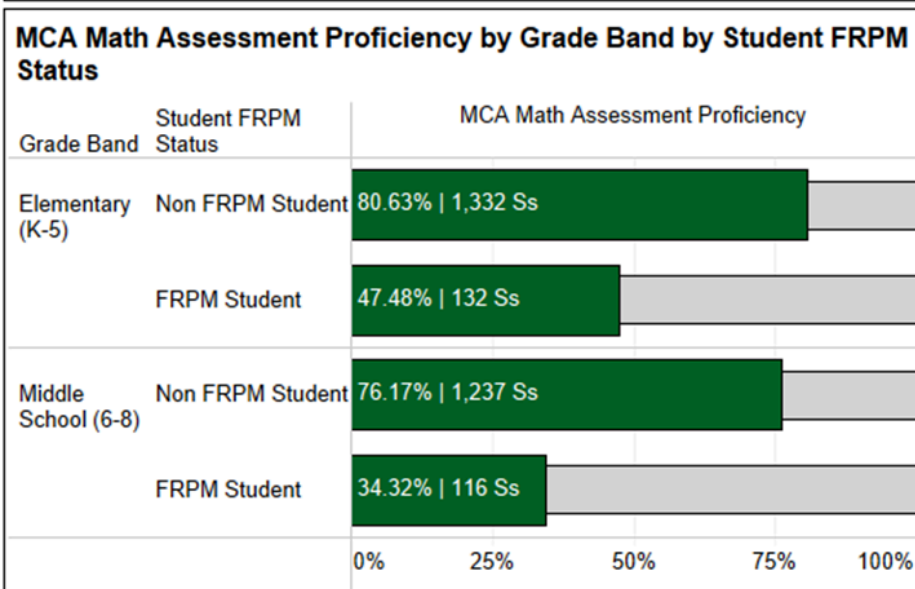
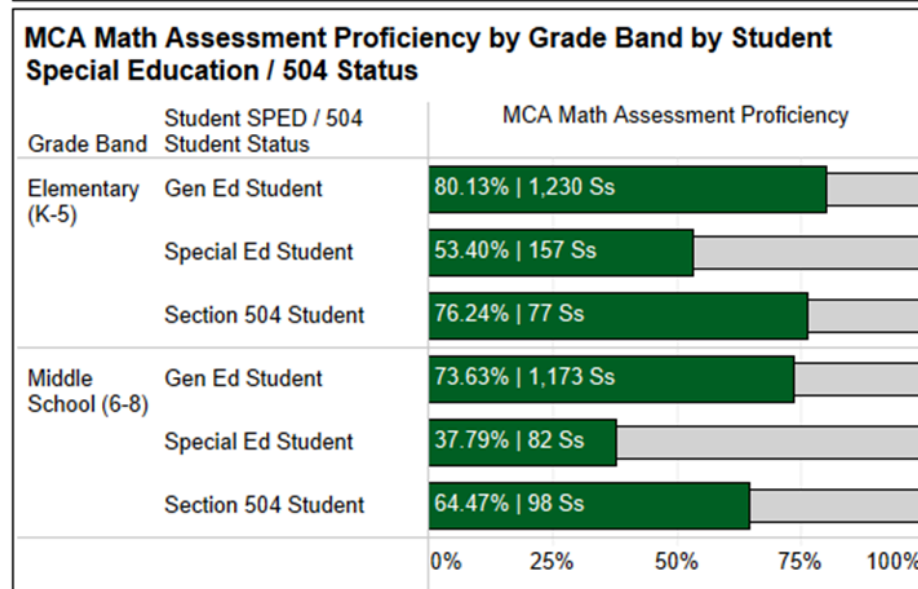
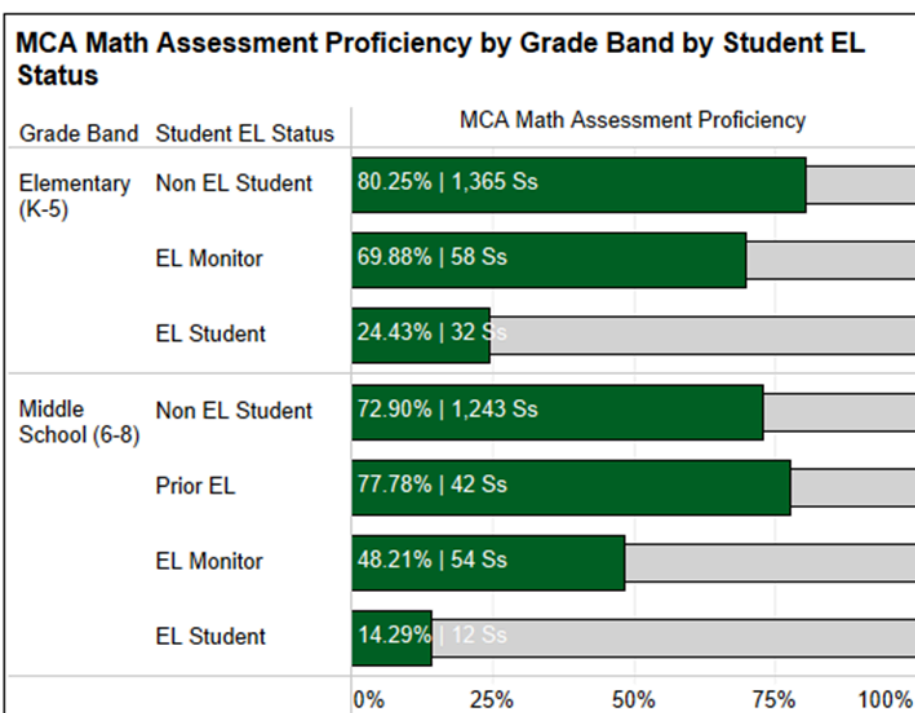
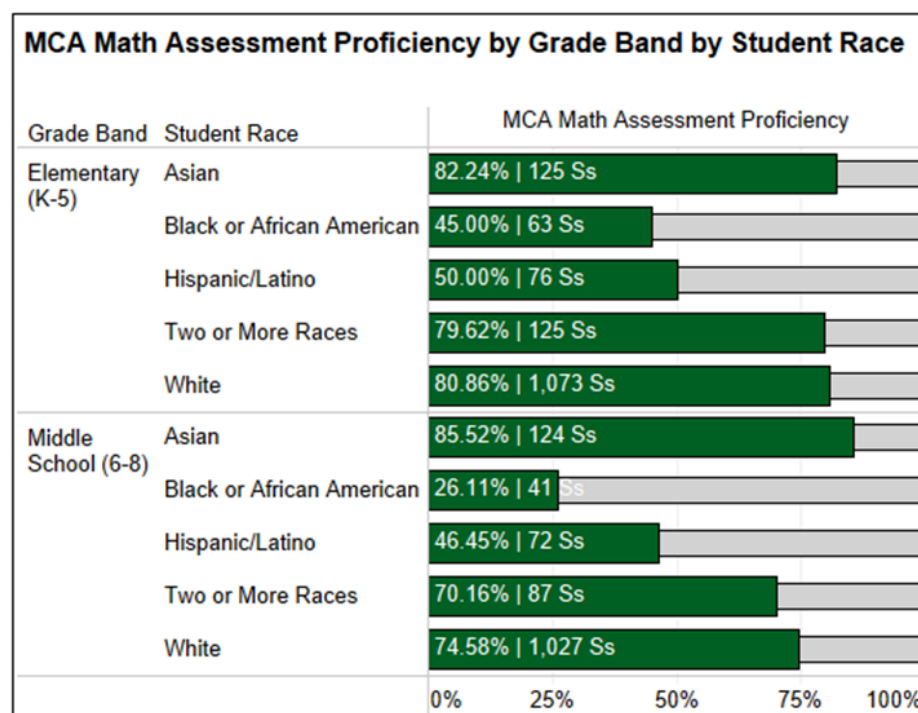


MCA Math Proficiency

■ Proficient ■ Not Proficient

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

# Math: MCA Math Assessments Charts and Graphs - 1 of 3 Triangulated Components

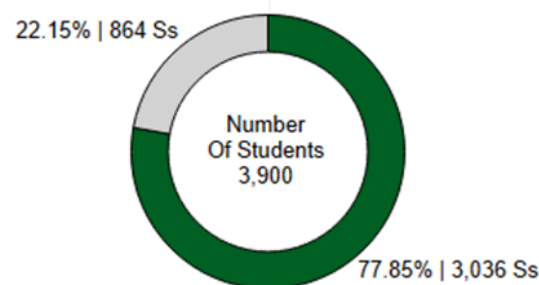


MCA Math Proficiency  
■ Proficient ■ Not Proficient

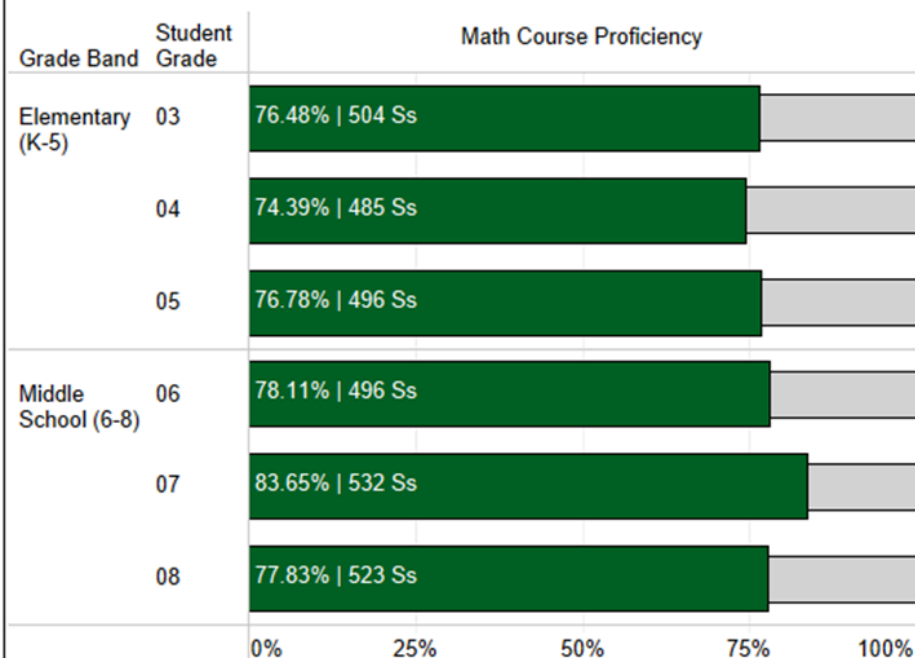
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

# Math: End-of-the-Year Math Grades Proficiency Charts and Graphs - 1 of 3 Triangulated Components

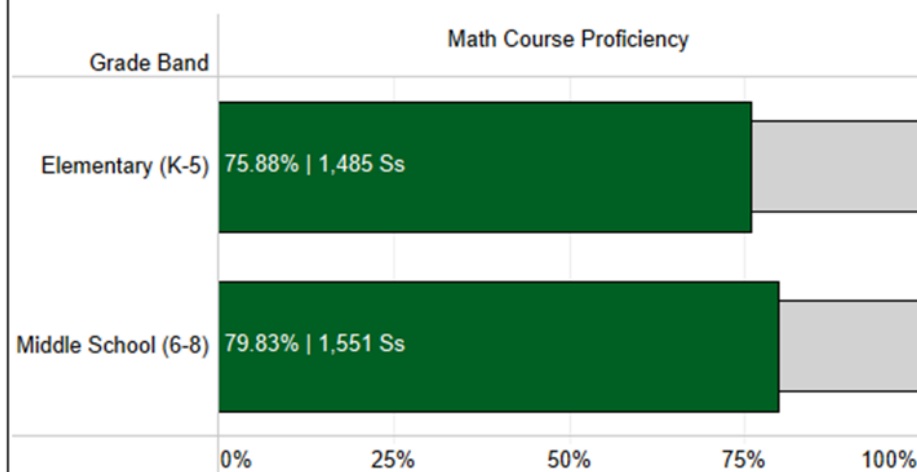
## Math Course Proficiency



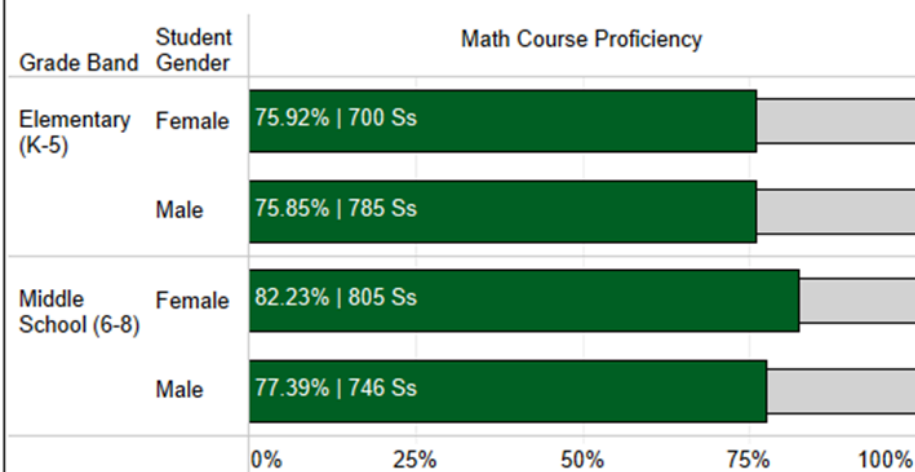
## Math Course Proficiency by Grade Band by Student Grade



## Math Course Proficiency by Grade Band



## Math Course Proficiency by Grade Band by Student Gender



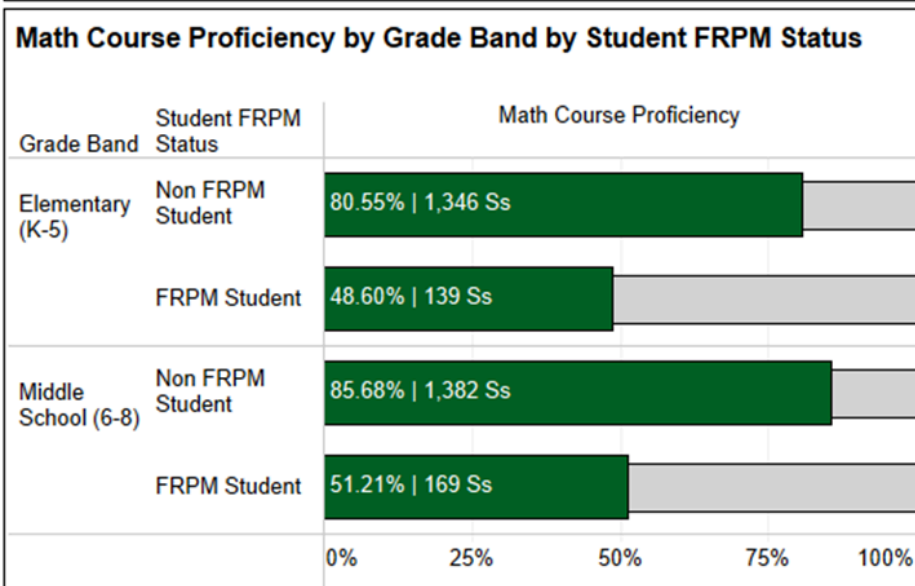
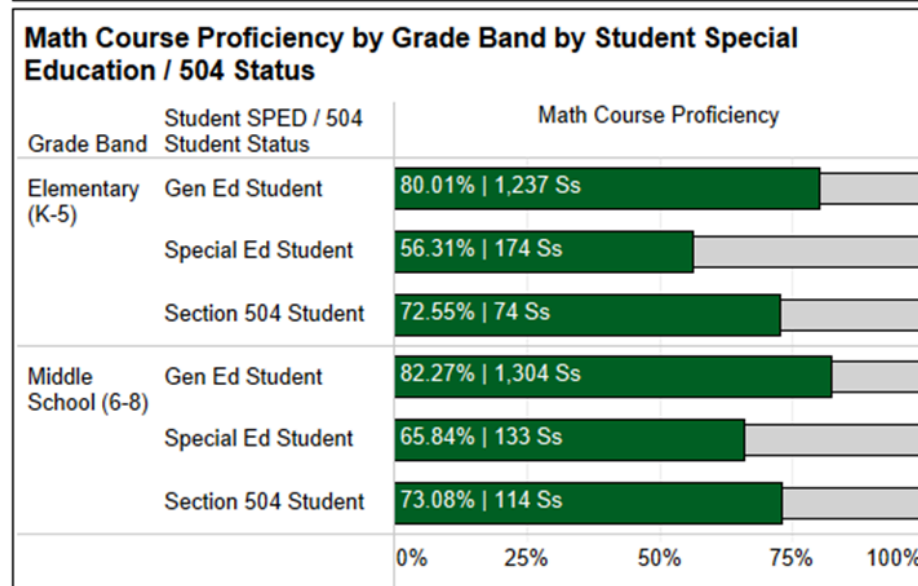
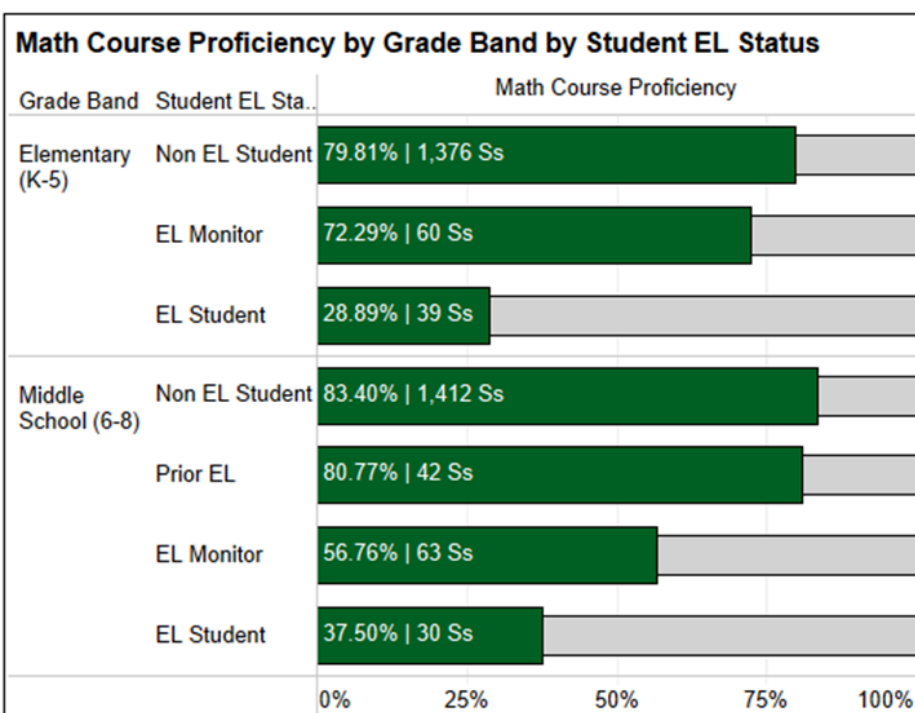
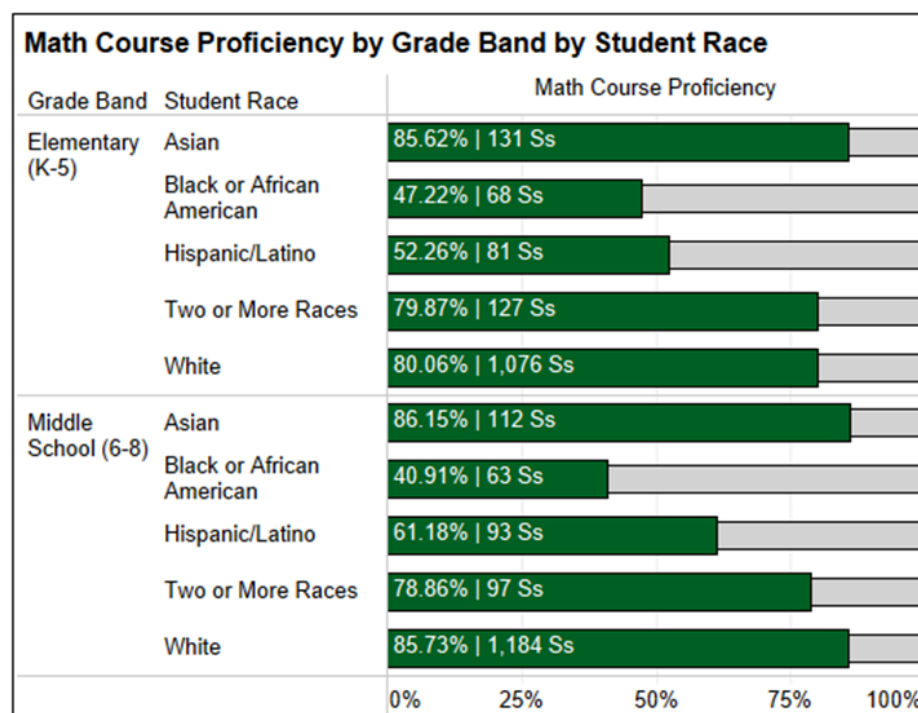
Math Course Proficiency

■ Proficient ■ Not Proficient

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



# Math: End-of-the-Year Math Grades Proficiency Charts and Graphs Cont. - 1 of 3 Triangulated Components



Math Course Proficiency  
■ Proficient ■ Not Proficient

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

## Mathematics - Universal Screening Growth Metrics

### Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

### Data Elements

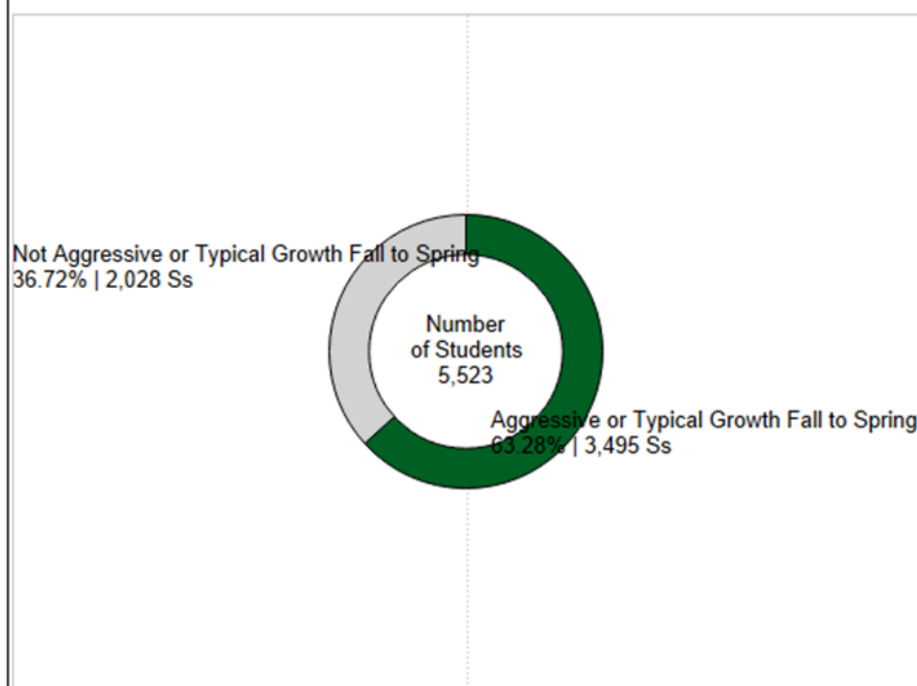
- FASTBridge earlyMath (K–1), Growth level Fall and Spring by Start Score
- FASTBridge aMath (Grades 2–9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
  - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
  - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

### 2025-2027 Goals

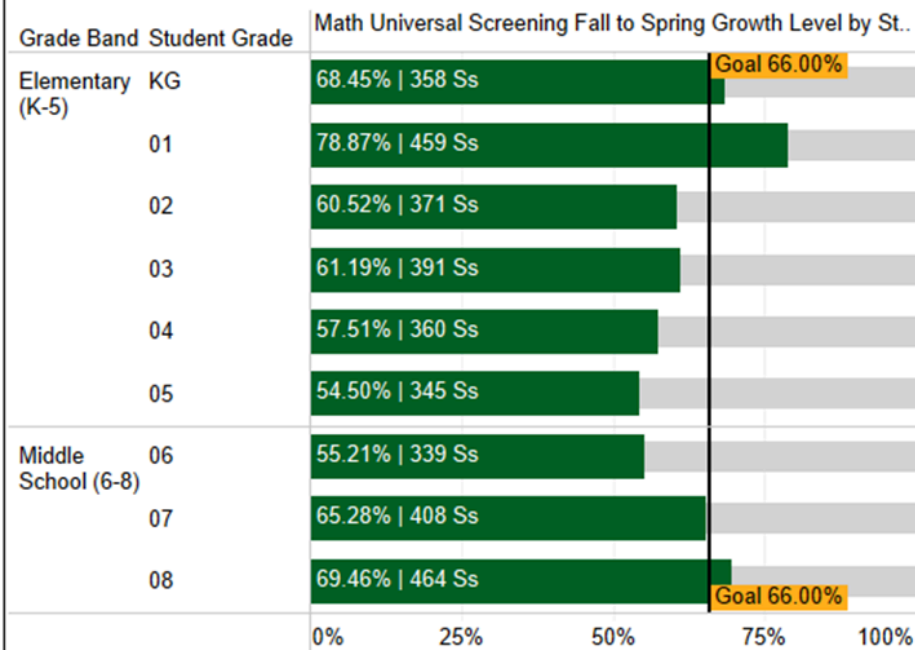
By Spring 2027, the percentage of K–9 students meeting or exceeding their expected growth on the universal reading screener will increase by 3 percentage points, from 63% to 66%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

# Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs

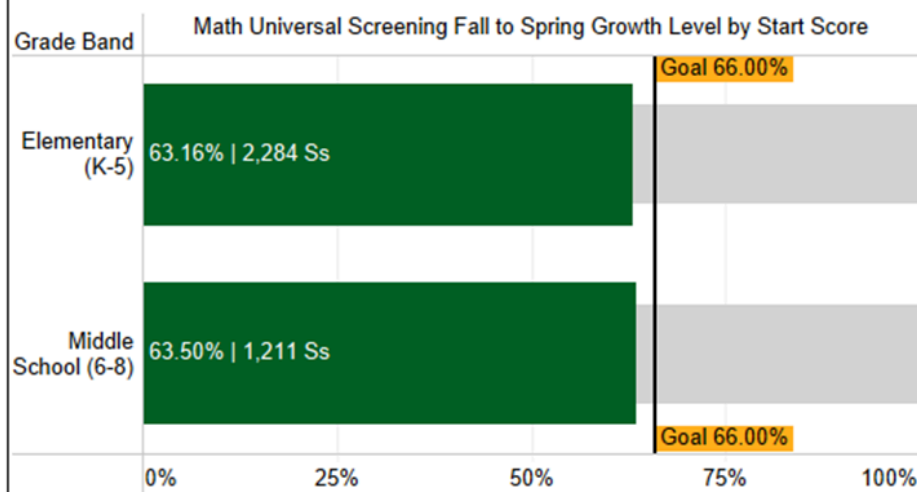
## Math Universal Screening Growth Metrics



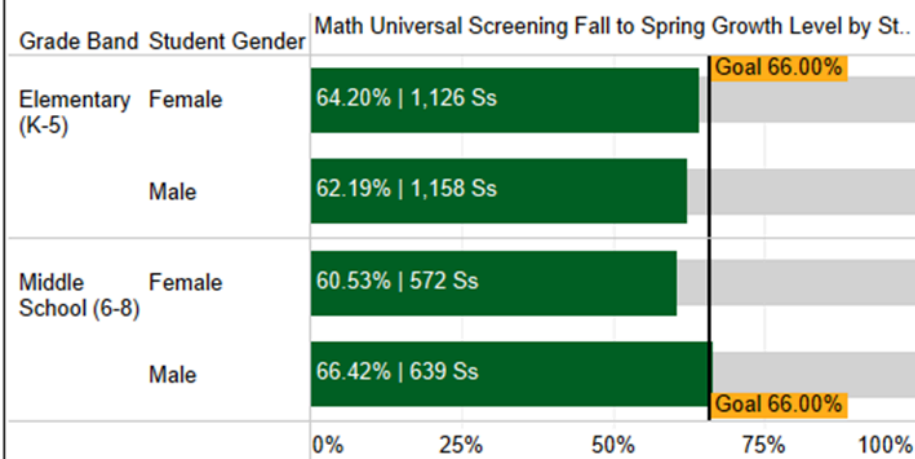
## Math Universal Screening Growth Metrics by Grade Band by Student Grade



## Math Universal Screening Growth Metrics by Grade Band



## Math Universal Screening Growth Metrics by Grade Band by Student Gender



Aggressive or Typical Growth Fall to Spring

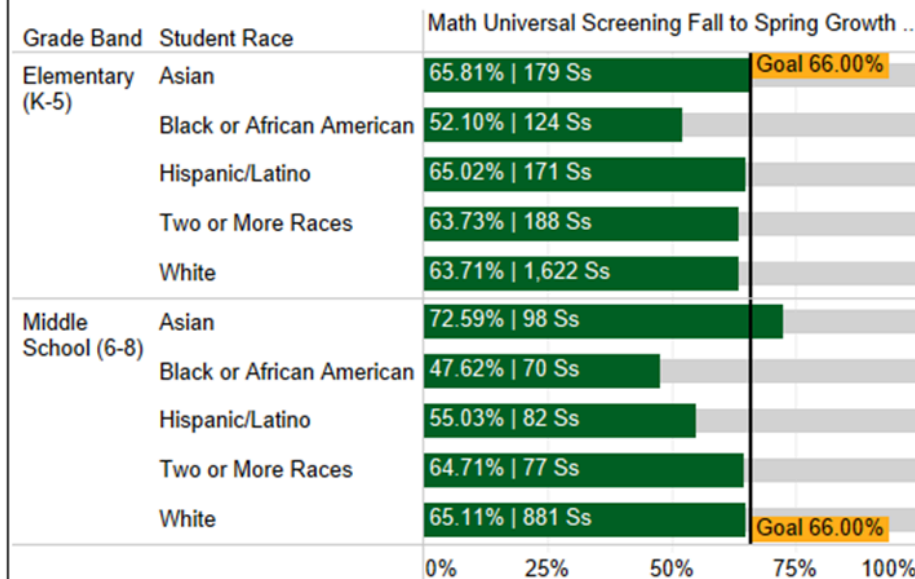
■ Aggressive or Typical Growth Fall to Spring

□ Not Aggressive or Typical Growth Fall to Spring

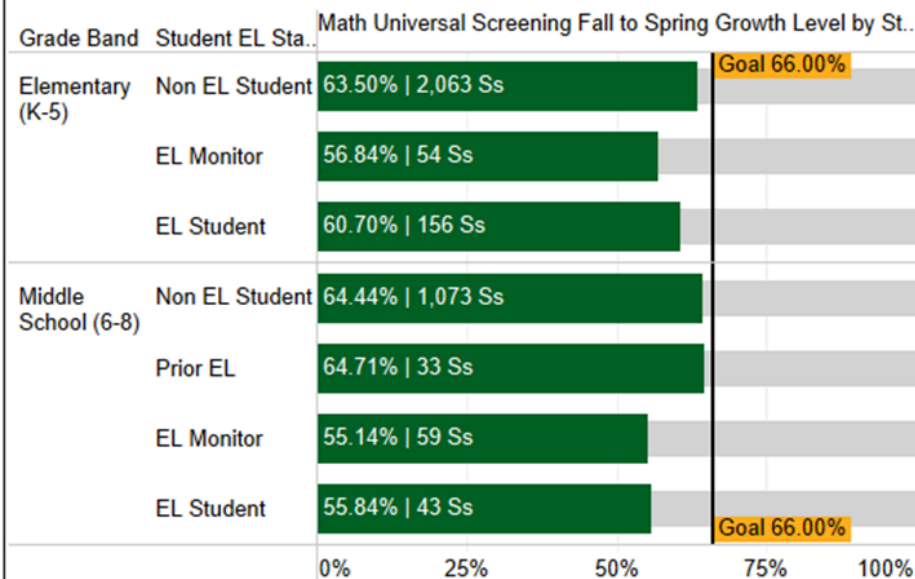
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

# Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs

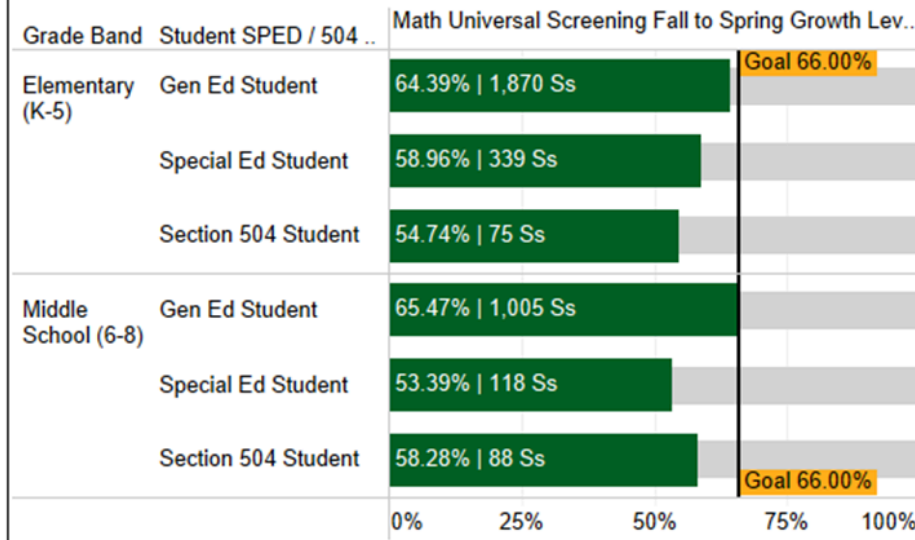
**Math Universal Screening Growth Metrics by Grade Band by Student Race**



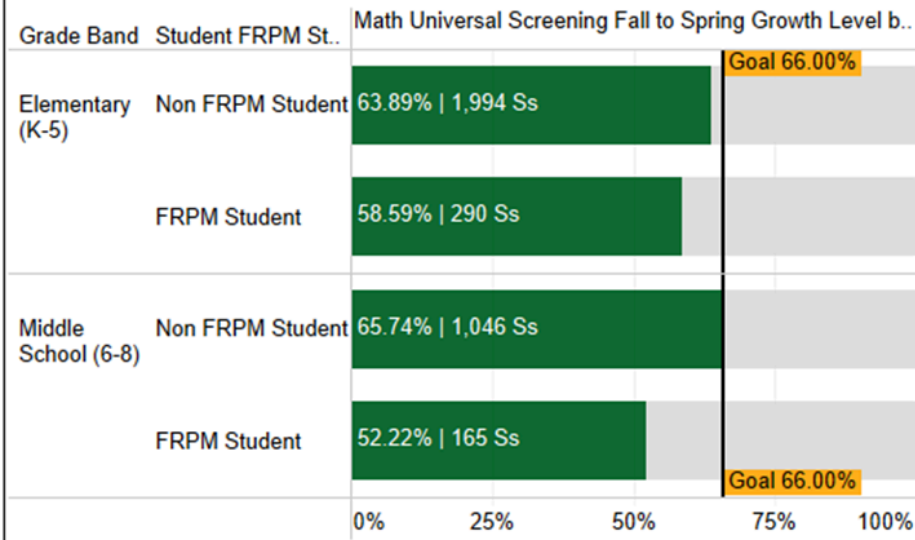
**Math Universal Screening Growth Metrics by Grade Band by Student EL Status**



**Math Universal Screening Growth Metrics by Grade Band by Student Special Education / 504 Status**



**Math Universal Screening Growth Metrics by Grade Band by Student FRPM Status**



Aggressive or Typical Growth Fall to Spring

■ Aggressive or Typical Growth Fall to Spring    ■ Not Aggressive or Typical Growth Fall to Spring

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

## **Mathematics: Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall**

### **Rationale**

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

### **Data Elements**

- FASTBridge earlyMath (K-1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyMath (K-1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aMath (Grades 2-8), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 2-8), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

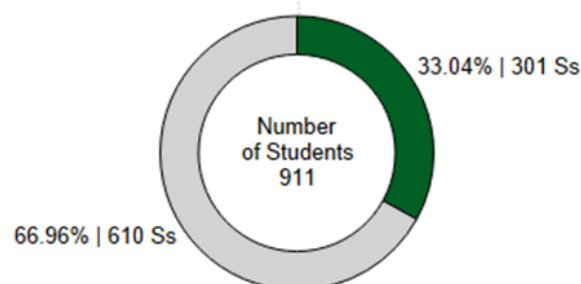
### **2025-2027 Goals**

By Spring 2027 (starting Fall 2025), the percentage of K-8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

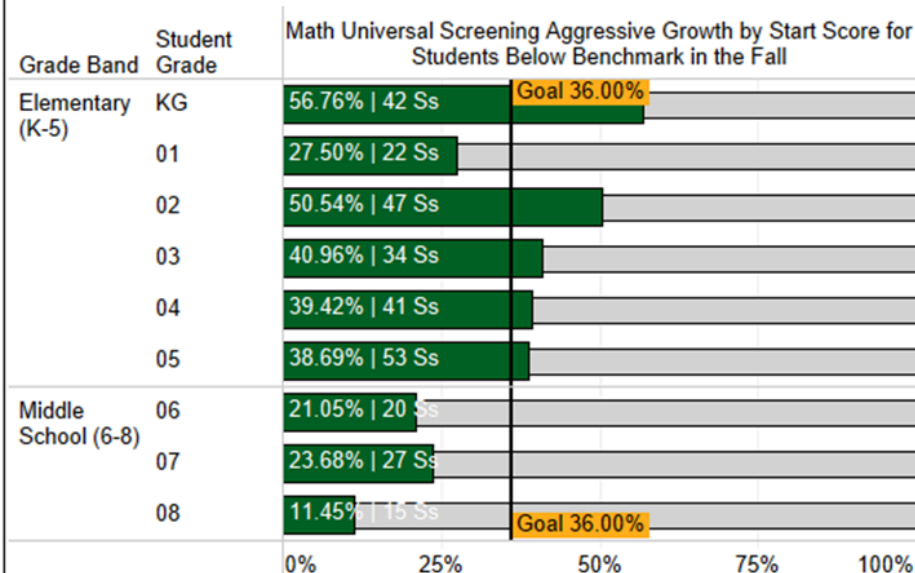


# Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

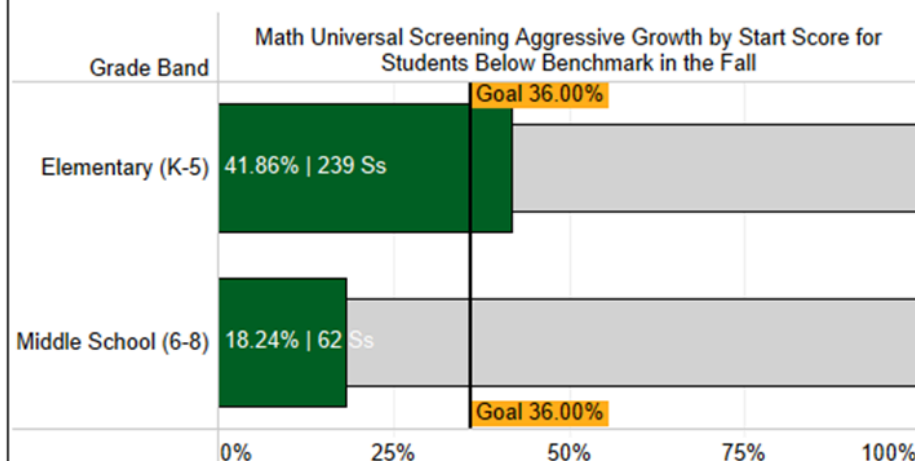
**Math Aggressive Growth of Students Below Benchmark in the Fall**



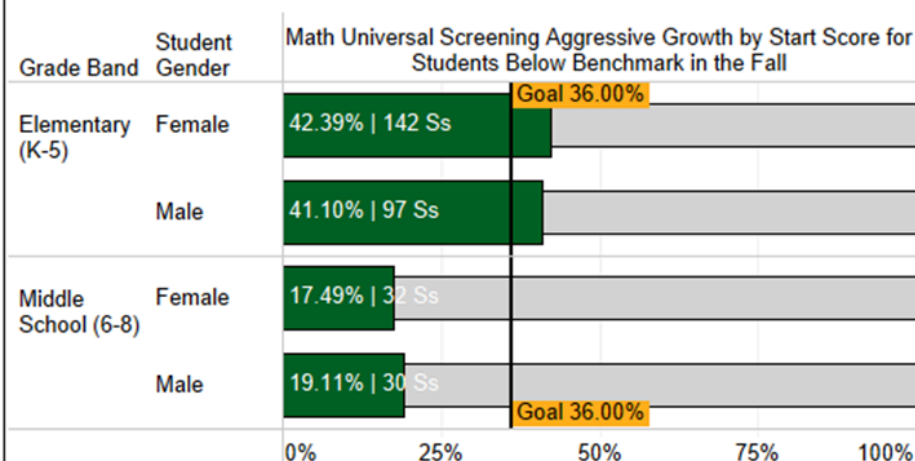
**Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Grade**



**Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band**



**Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Gender**



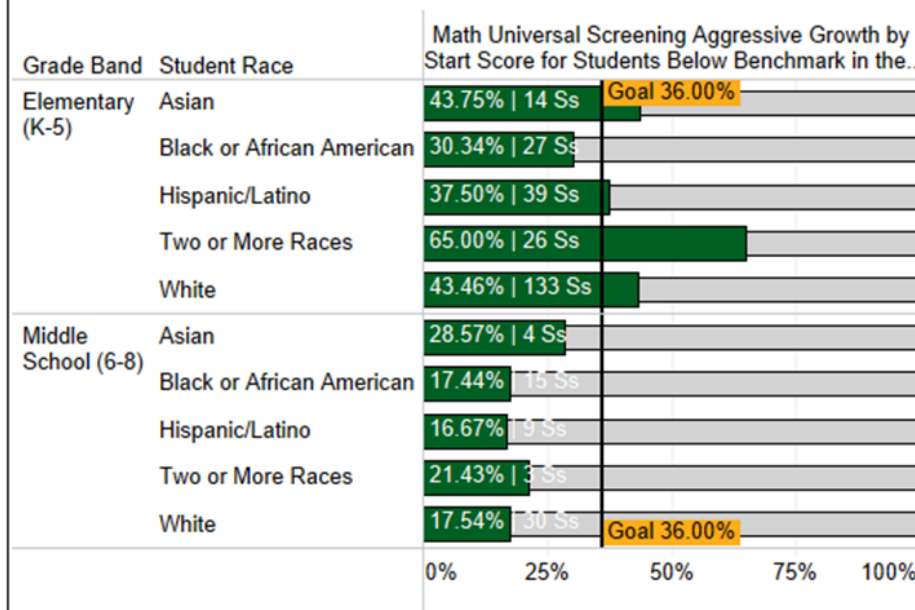
Fall to Spring Math Aggressive Growth Level by Start Score

■ Aggressive Growth □ Growth Level Other than Aggressive

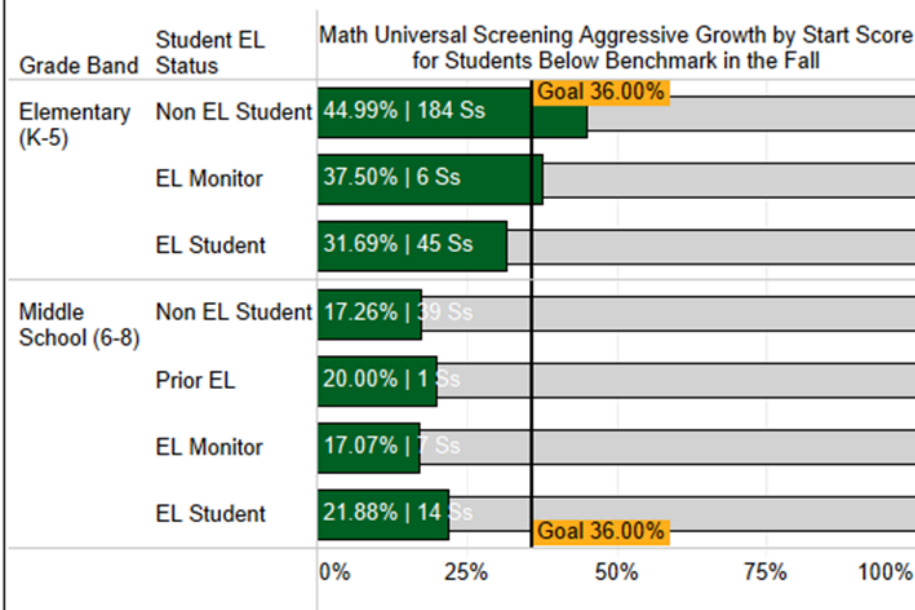
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

# Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

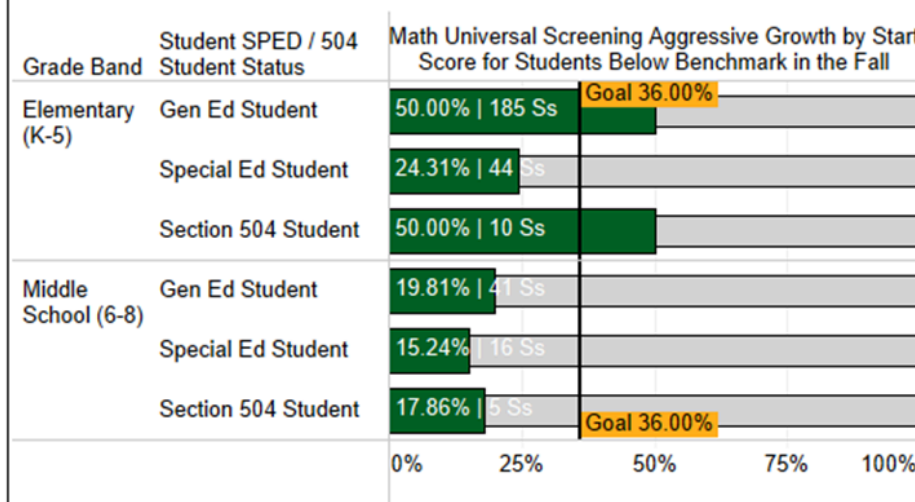
**Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Race**



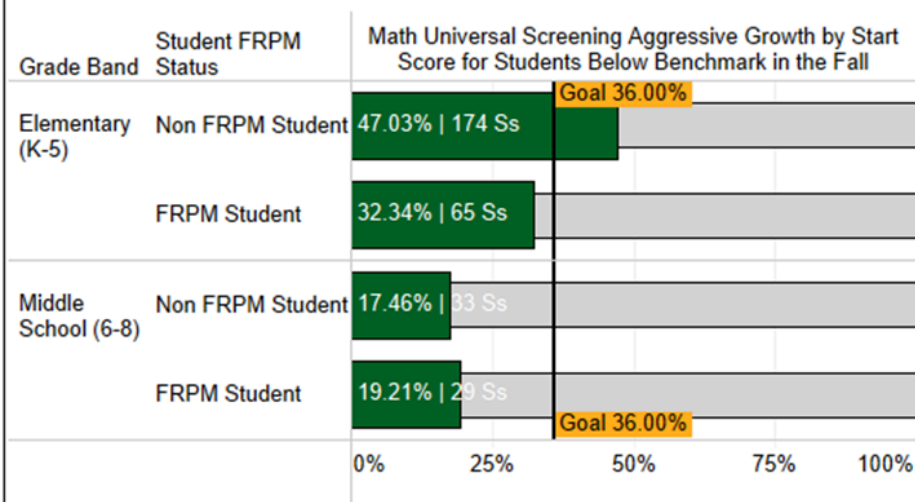
**Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student EL Status**



**Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Special Education / 504 Status**



**Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student FRPM Status**



Fall to Spring Math Aggressive Growth Level by Start Score

■ Aggressive Growth □ Growth Level Other than Aggressive

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

## Mathematics - Algebra Completion & Proficiency

### Rationale

Successful completion of Algebra by 8th grade is a strong predictor of future success in higher-level mathematics and STEM fields. This goal ensures that Tier 1 math instruction effectively prepares students for rigorous secondary mathematics, promoting equitable access to advanced coursework and fostering foundational algebraic understanding for all students.

### Data Elements

- Final course grades in Algebra (specifically 'B' or better) for 8th-grade students.
- Student enrollment data for Algebra courses in 8th grade
- Student demographic data for subgroup analysis

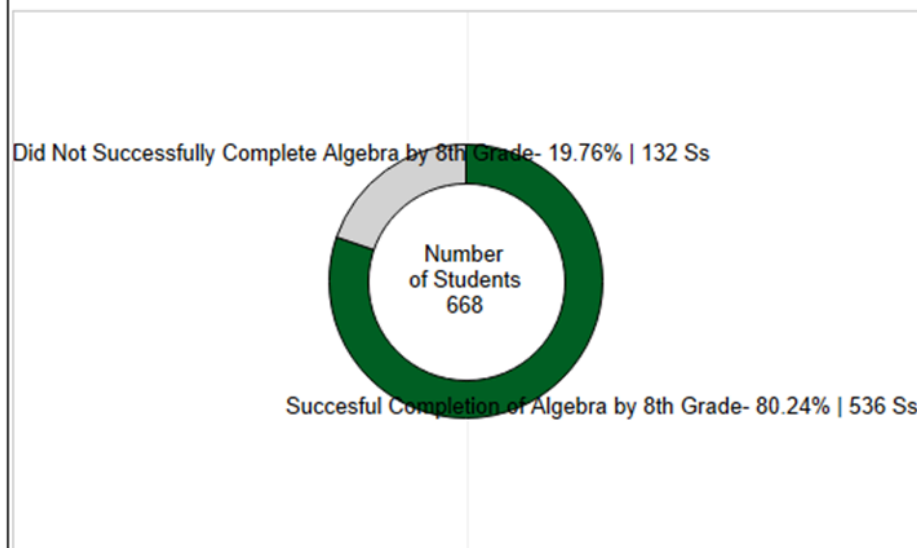
### 2025-2027 Goals

By Spring 2027 school year the percentage of 8th-grade students successfully completing Algebra with a letter grade of 'B' or better shall increase by **percentage points** from a Spring 2025 baseline of **80.24%** to **83%**. This improvement will be monitored for equitable outcomes across all student subgroups.

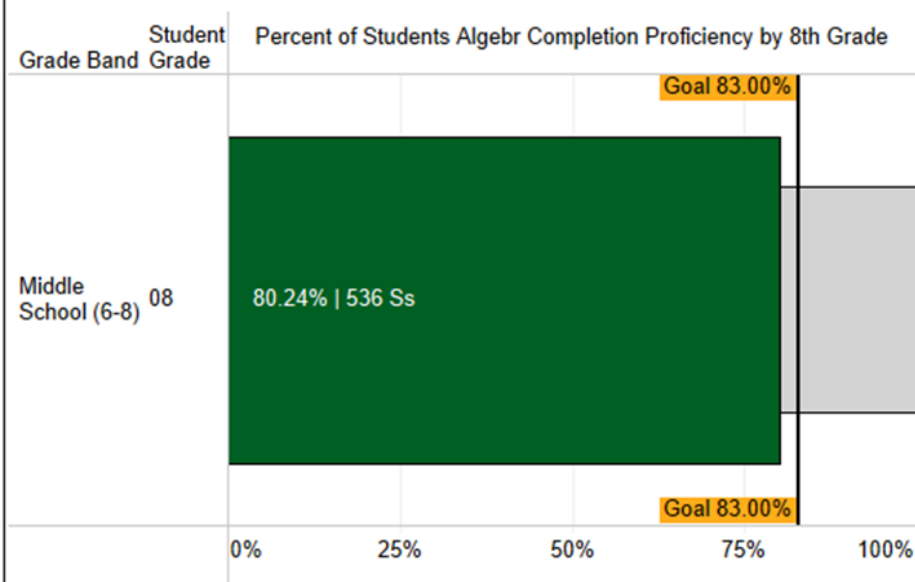


## Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs

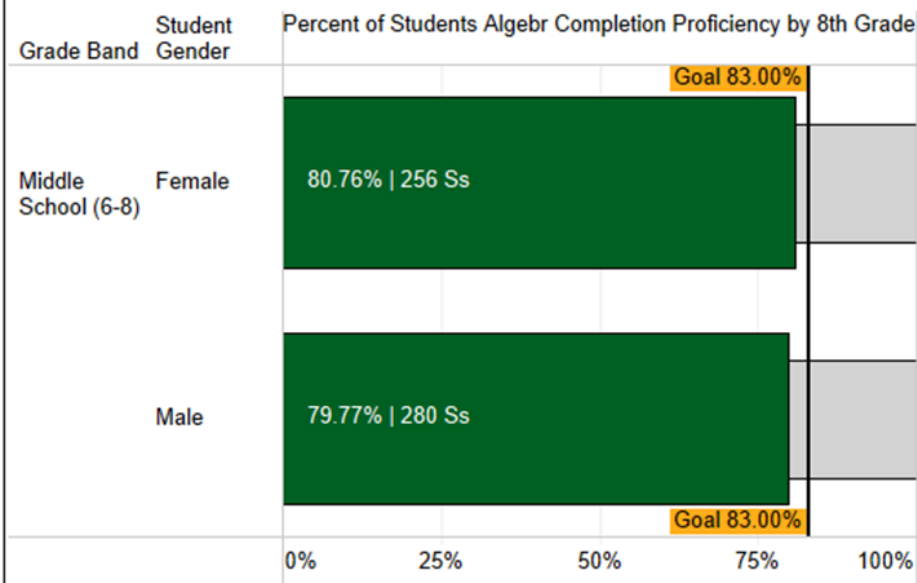
### Algebra Completion & Proficiency



### Algebra Completion & Proficiency by Grade Band by Student Grade



### Algebra Completion & Proficiency by Grade Band by Student Gender



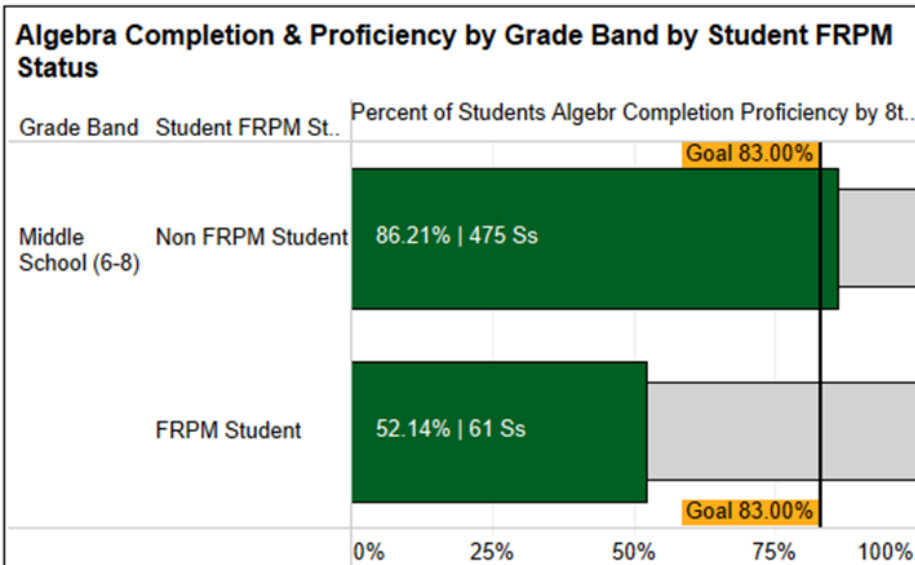
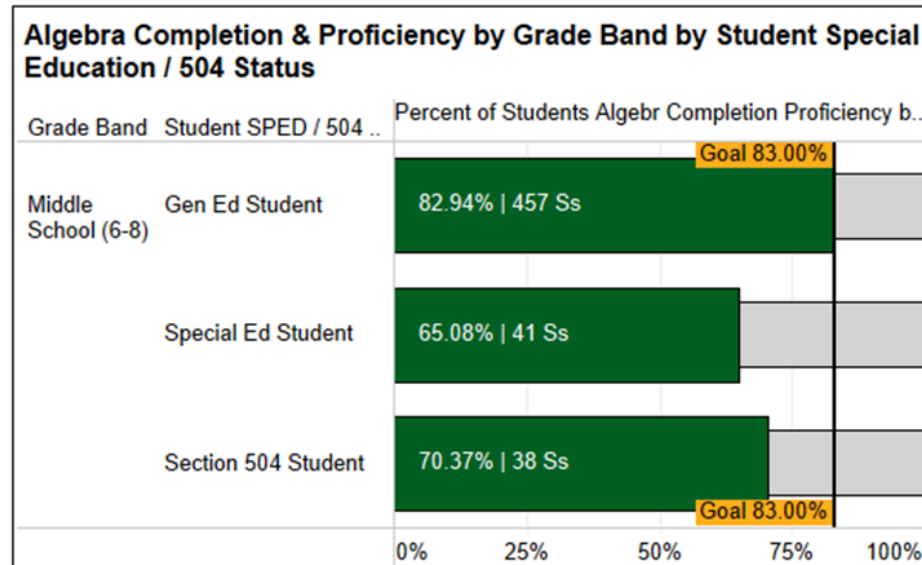
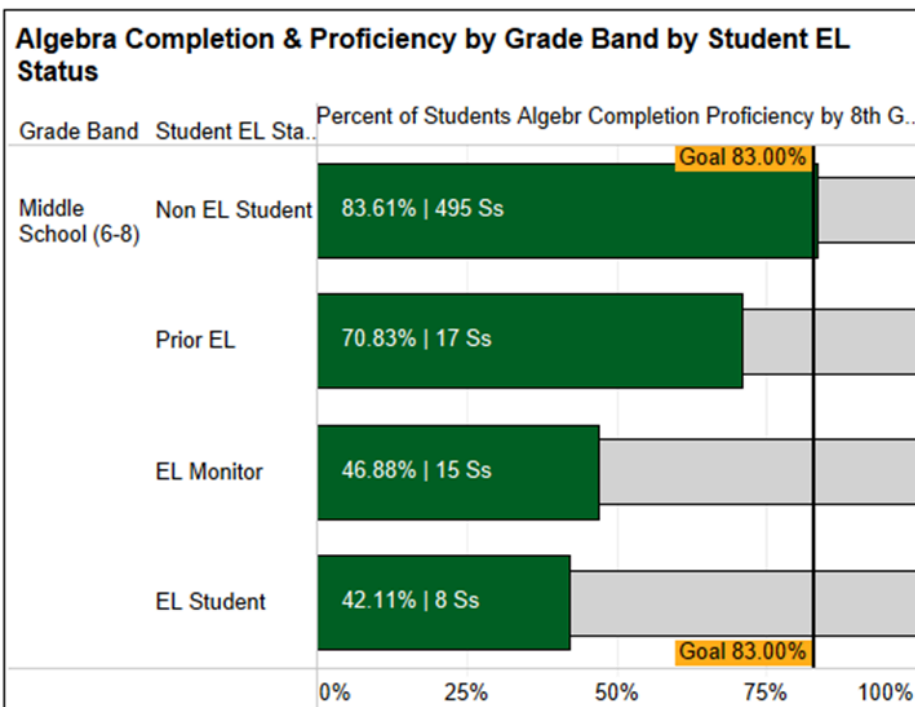
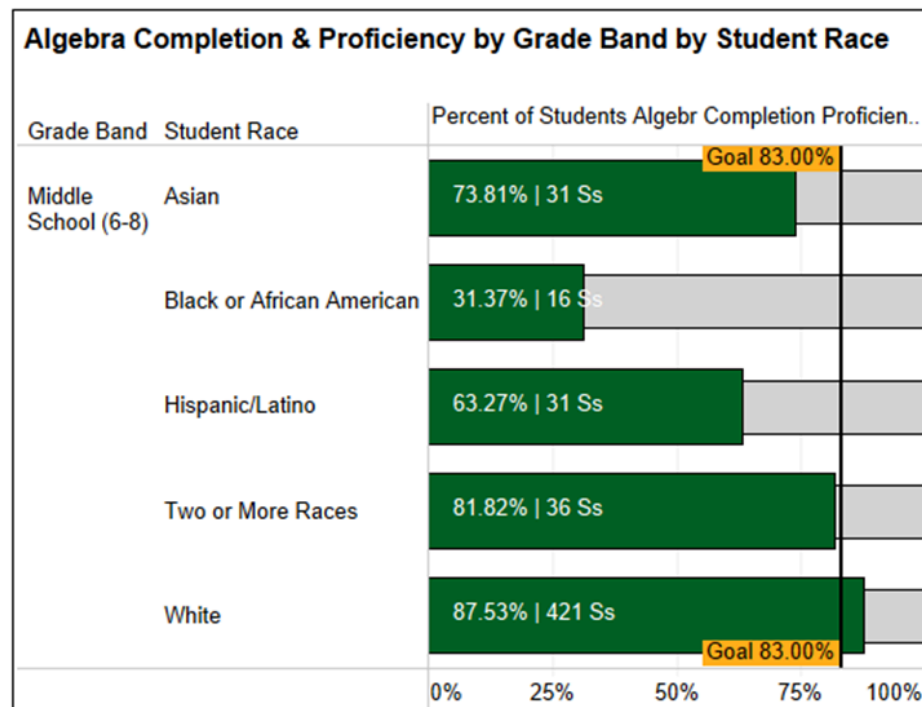
Algebra Completion Status

■ Successful Completion of Algebra by 8th Grade

□ Did Not Successfully Complete Algebra by 8th Grade

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

## Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs Cont.



Algebra Completion Status

■ Successful Completion of Algebra by 8th Grade

□ Did Not Successfully Complete Algebra by 8th Grade

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

## Science - Statewide Assessment Proficiency

### Rationale

Performance on statewide science assessments provides an external validation of the effectiveness of Tier 1 science instruction and its alignment with state standards. These assessments are a critical measure for ensuring that all students are developing the knowledge and skills necessary for future science learning, while also helping the district identify and address systemic disparities in achievement across student groups. It is important to note that the statewide transition to a new science assessment this year resulted in a significant drop in scores, both locally and across Minnesota. Such decreases are a common occurrence when new standards are introduced and assessed for the first time, as instruction and curriculum adjust to the revised expectations. Over time, as teaching practices and student learning align more closely with the updated standards, performance is expected to stabilize and improve.

### Data Elements

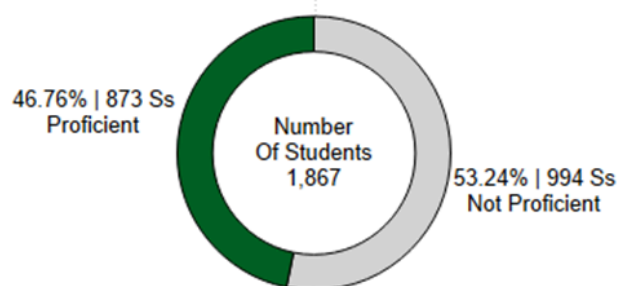
- MCA Science assessment scores (Grades 5, 8, HS Students taking Biology).
- Student demographic data for subgroup analysis.

### 2025-2027 Goals

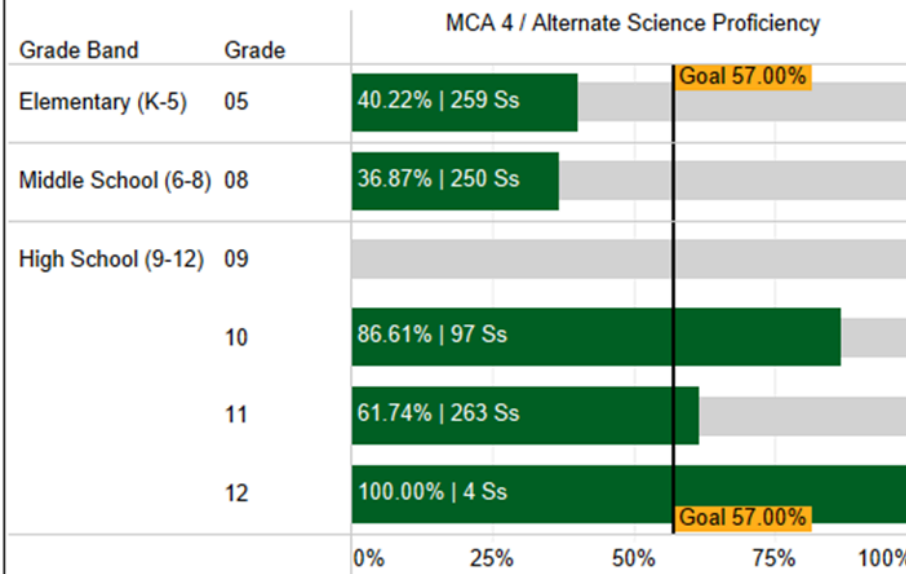
By Spring 2027 school year, the percentage of students in grades 5, 8, and EHS Biology demonstrating proficiency on the Minnesota Comprehensive Assessments (MCA) Science assessment shall increase by 10 percentage points from 47% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

## Science Data Metrics Charts and Graphs

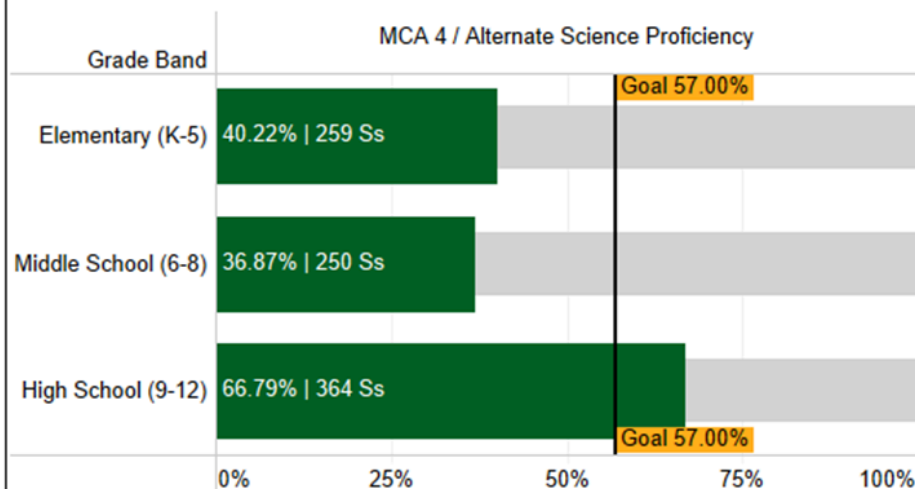
**MCA IV / Alternate Science Proficiency**



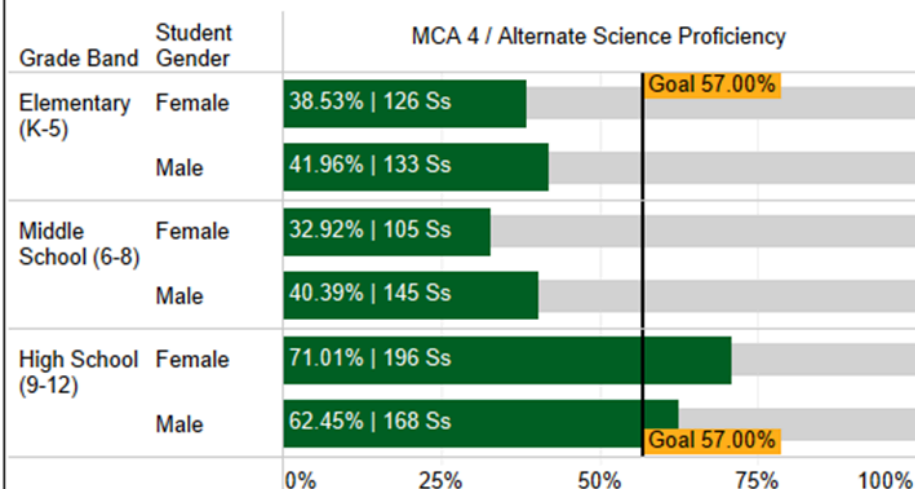
**MCA IV / Alternate Science Proficiency by Grade Band by Student Grade**



**MCA IV / Alternate Science Proficiency by Grade Band**



**MCA IV / Alternate Science Proficiency by Grade Band by Student Gender**



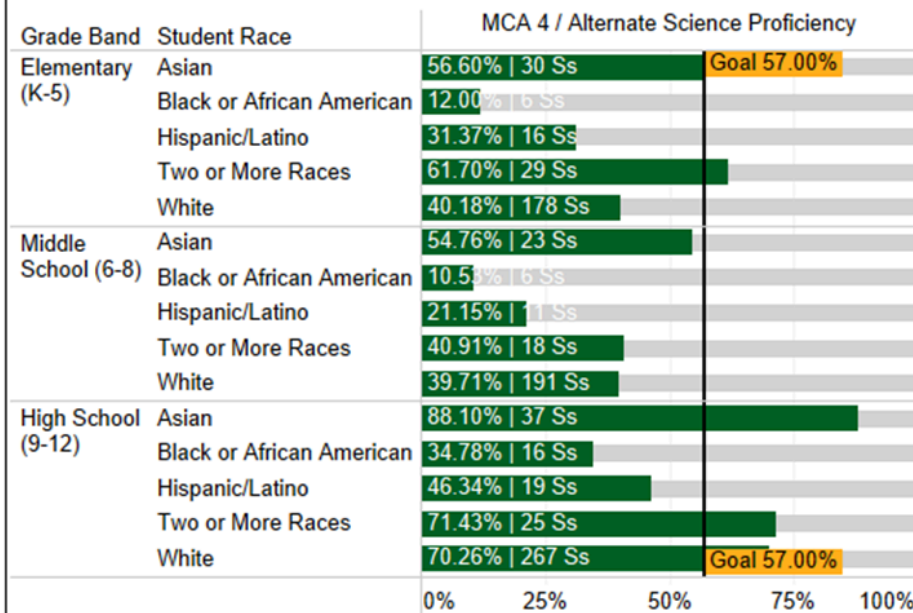
MCA IV / Alternate Science Proficiency

■ Proficient ■ Not Proficient

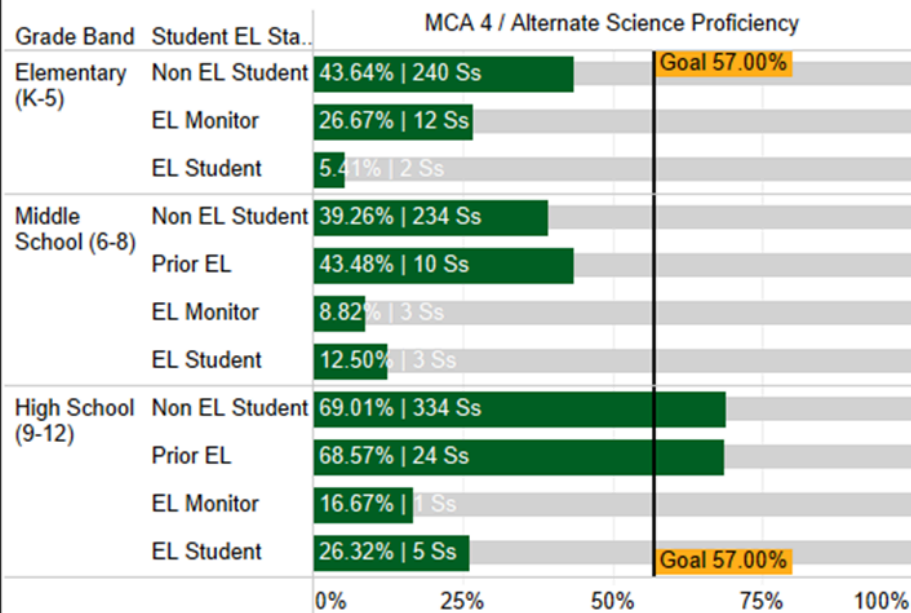
*Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.*

## Science Data Metrics Charts and Graphs Cont.

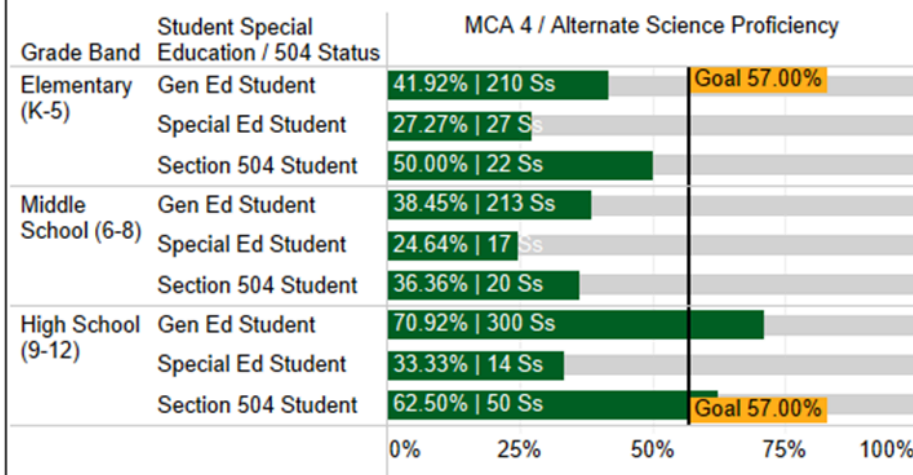
**MCA IV / Alternate Science Proficiency by Grade Band by Student Race**



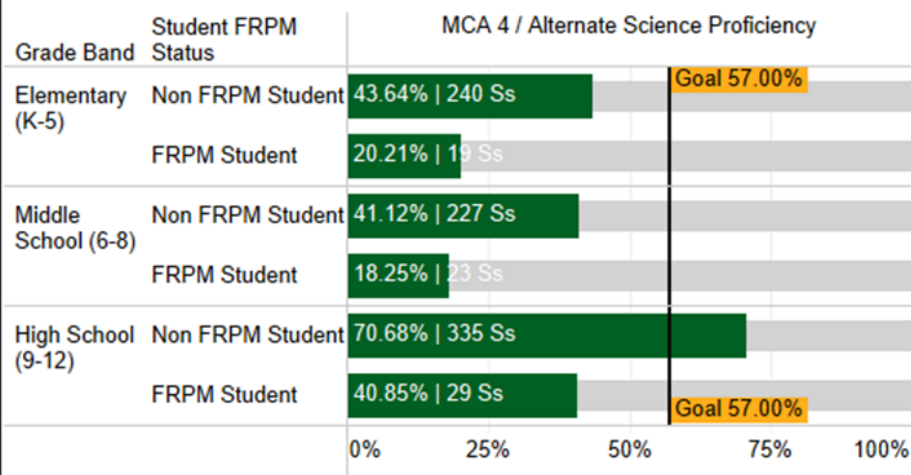
**MCA IV / Alternate Science Proficiency by Grade Band by Student EL Status**





**MCA IV / Alternate Science Proficiency by Grade Band by Student Special Education / 504 Status**



**MCA IV / Alternate Science Proficiency by Grade Band by Student FRPM Status**



MCA IV / Alternate Science Proficiency  
 Proficient  
 Not Proficient

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



# Social Emotional Learning (SEL)



## Social Emotional Learning (SEL): Supporting Whole-Child Development

### Rationale

Social and Emotional Learning is essential for student well-being, engagement, and academic success. Measuring SEL shows how students are building skills like self-awareness, self-management, and relationship-building, ensuring they are supported both academically and emotionally. Students with strong SEL skills are more resilient, adaptable, and able to form healthy relationships.

### Data Elements

- Panorama Survey

### 2025-2027 Goals

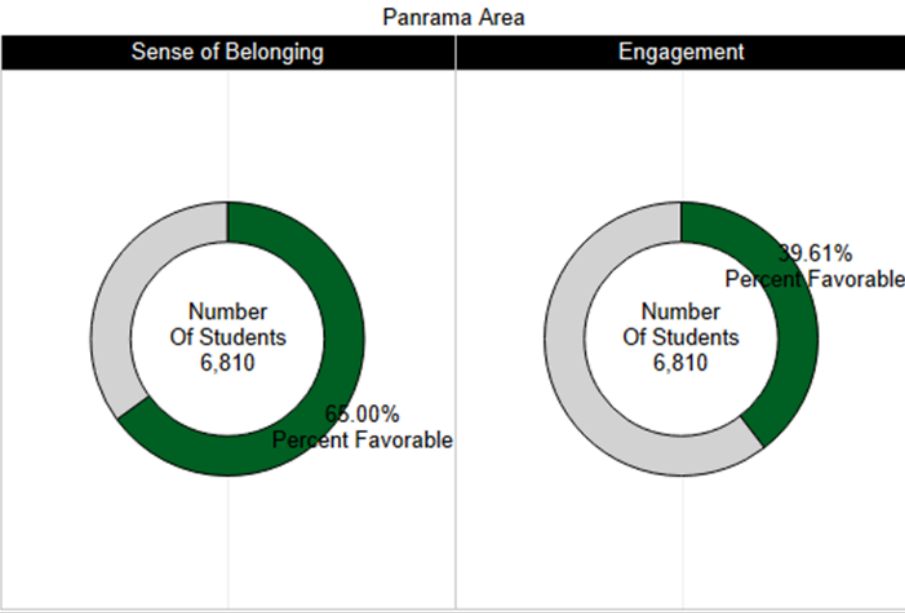
By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

- Grades 3-5 engagement will increase from 60% to 63%
- Grades 3-5 belonging will increase from 76% to 79%
- Grades 6-12 engagement will increase from 29% to 32%
- Grades 6-12 belonging will increase from 59% to 62%

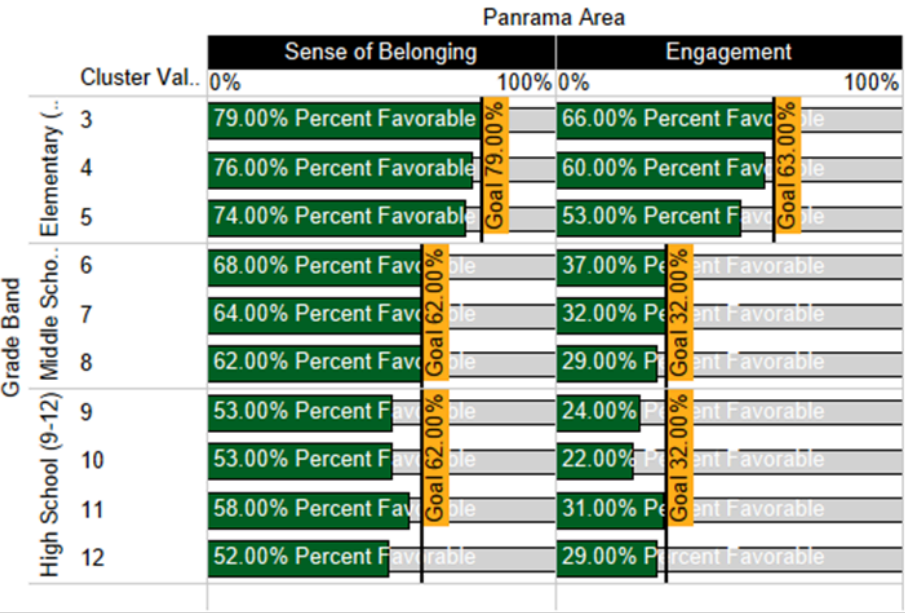
Concurrently, all student subgroups are expected to demonstrate an increase of at least 1.5 percentage points.

Social Emotional Learning (SEL): Supporting Whole-Child Development Charts and Graphs

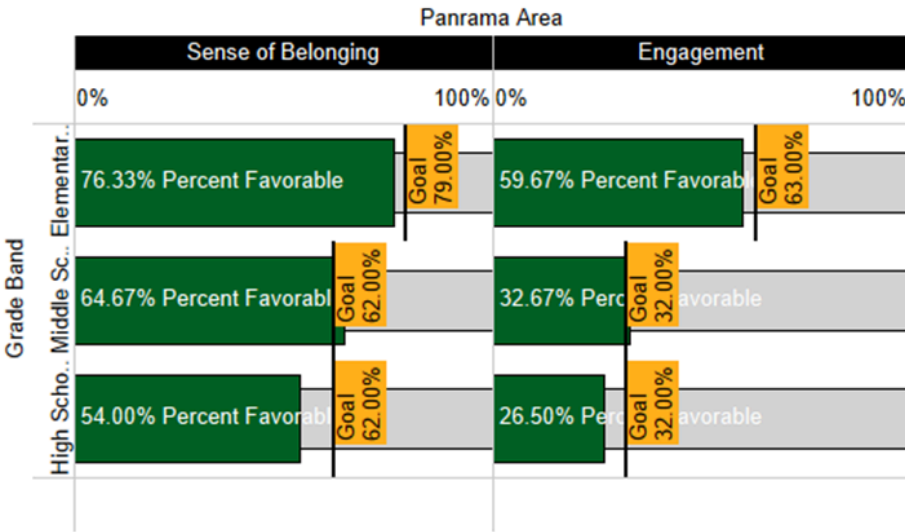
Social Emotional Learning (SEL): Supporting Whole-Child Development



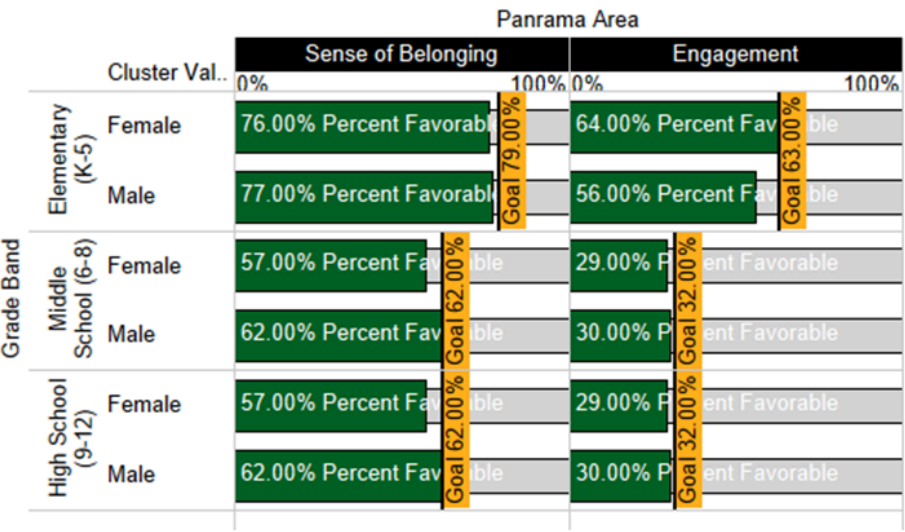
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Grade



Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band

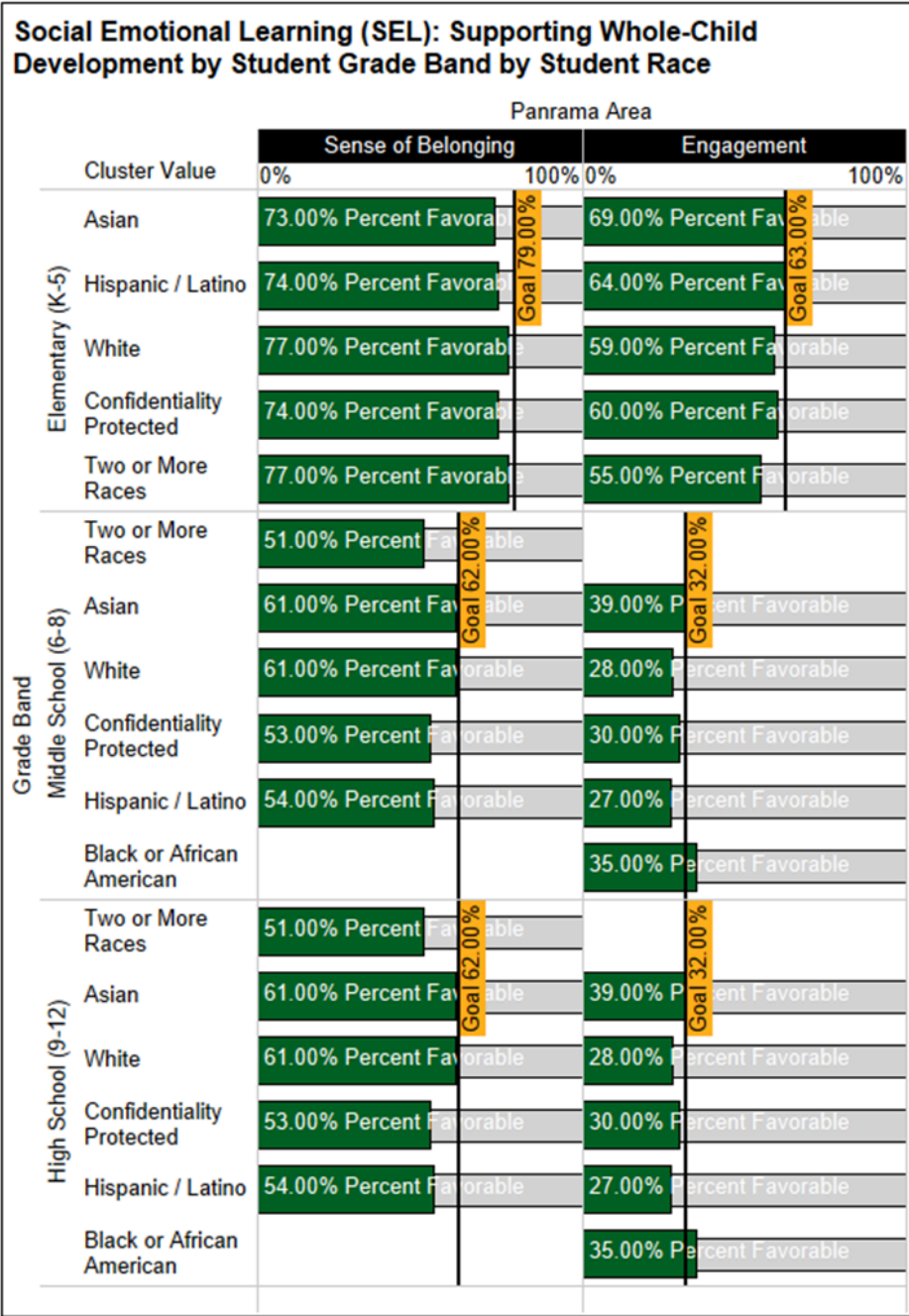


Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Gender

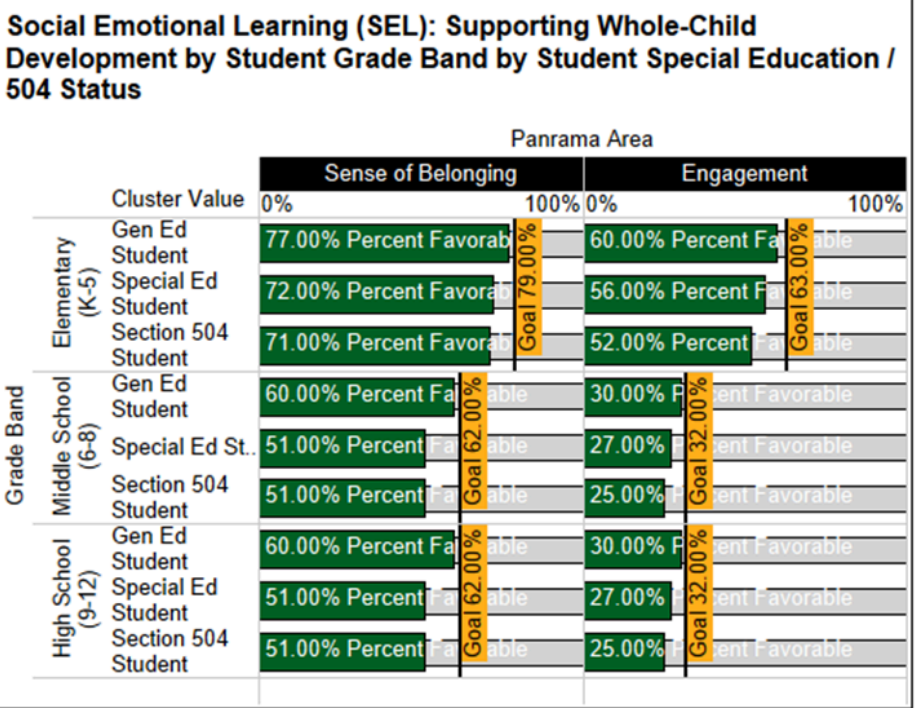
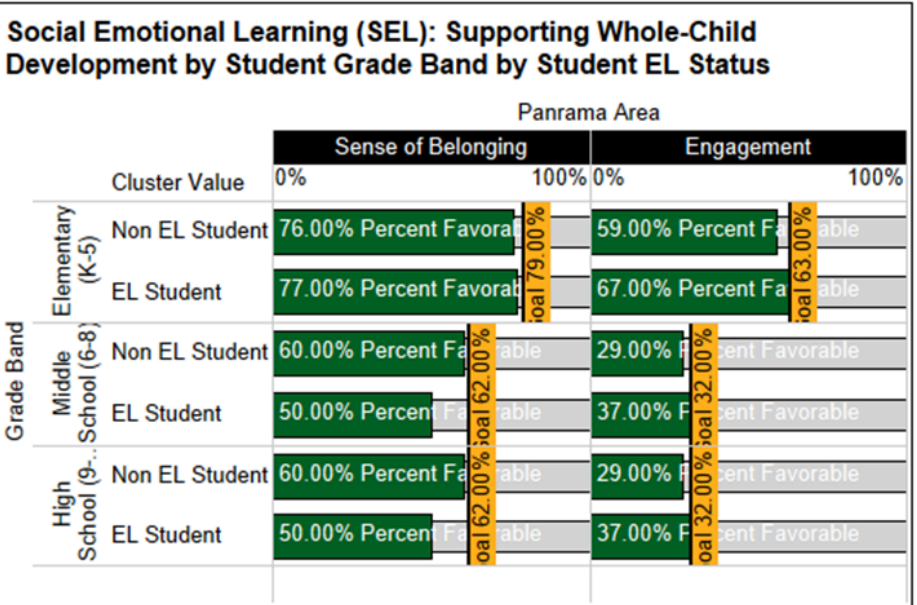


Measure Names  
■ Percent Favorable    □ Percent Not Favorable

Social Emotional Learning (SEL): Supporting Whole-Child Development 6-12 Engagement Charts and Graphs Cont.



Measure Names  
■ Percent Favorable  
■ Percent Unfavorable



## **SEL: Participation in Extra Curricular and/or Co-Curricular Activities**

### **Rationale**

Involvement in extracurricular and co-curricular activities further strengthens belonging and connection by providing opportunities to engage with peers and trusted adults in the Edina community. Extracurricular activities extend beyond the classroom based on student interests, while co-curricular activities are directly connected to and reinforce academic learning.

### **Data Elements**

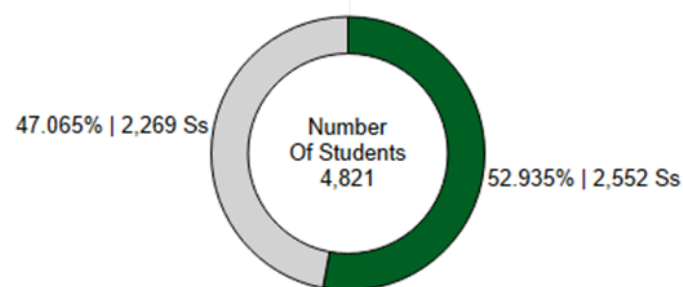
- Program participation data from Edina High School and Edina Community Education.
- Student demographic data for subgroup analysis.

### **2025-2027 Goals**

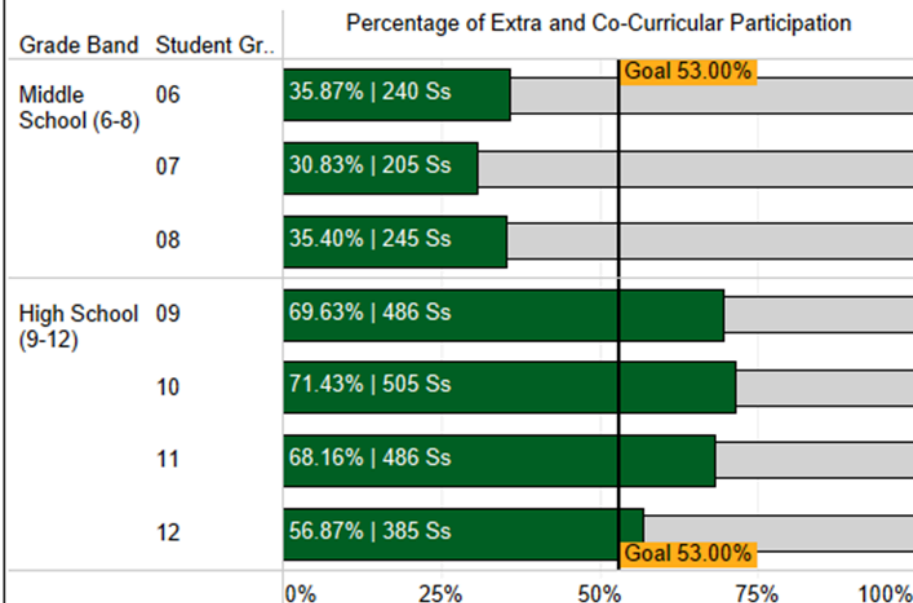
By the Spring 2027 school year the percentage of students in grades 6-12 who participate in at least one cocurricular or extracurricular activity shall increase by 5 percentage points from 53% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

## Students Participating in Co / Extra Curricular Activities Charts and Graphs

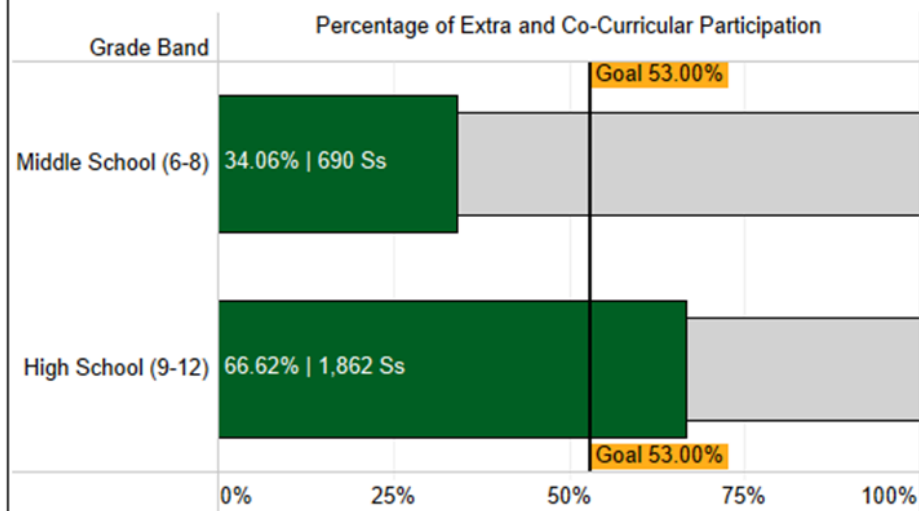
**Extra and Co-Curricular Participation**



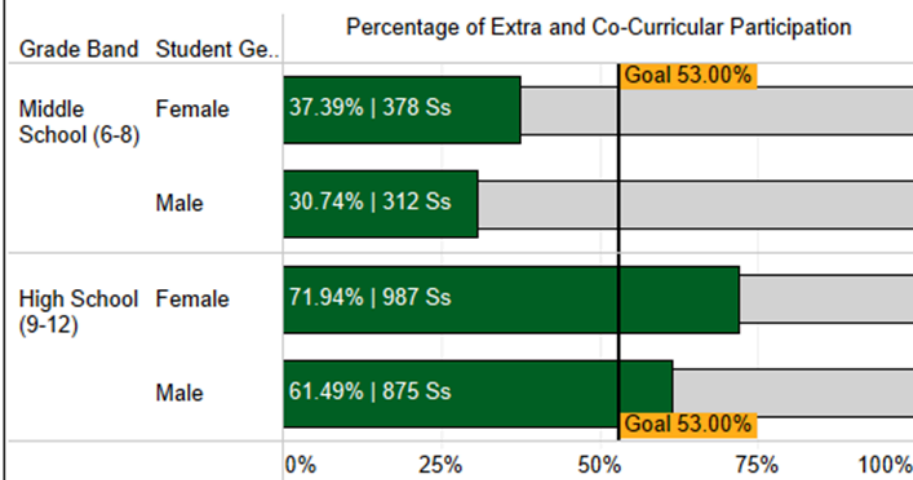
**Extra and Co-Curricular Participation by Grade Band by Student Grade**



**Extra and Co-Curricular Participation by Grade Band**



**Extra and Co-Curricular Participation by Grade Band by Student Gender**



Extra / Co-Curricular Participation Status

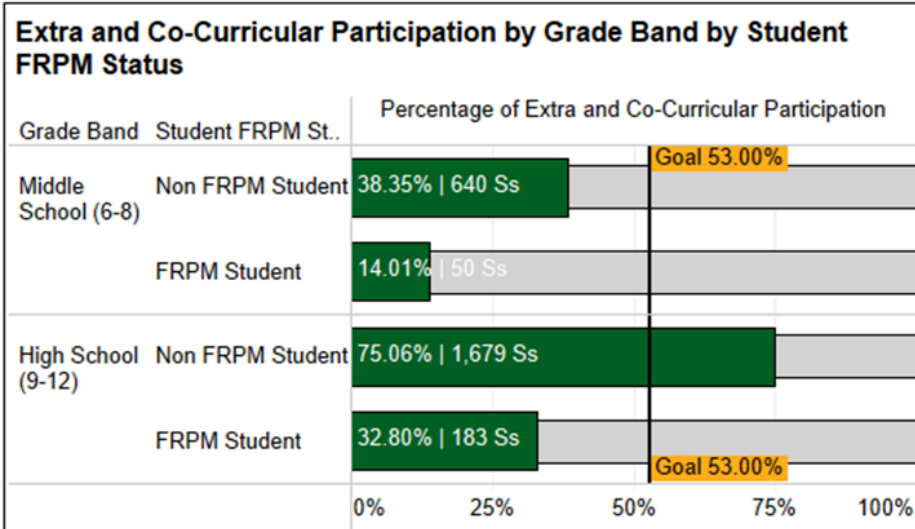
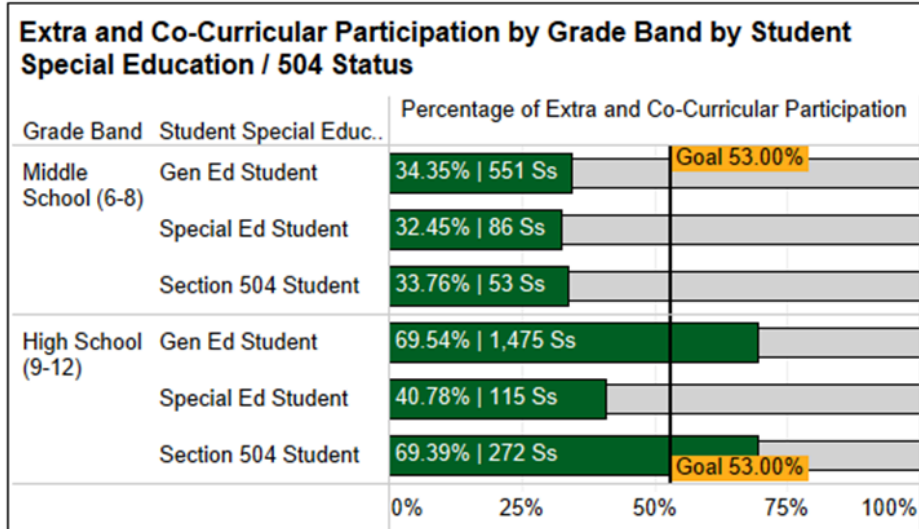
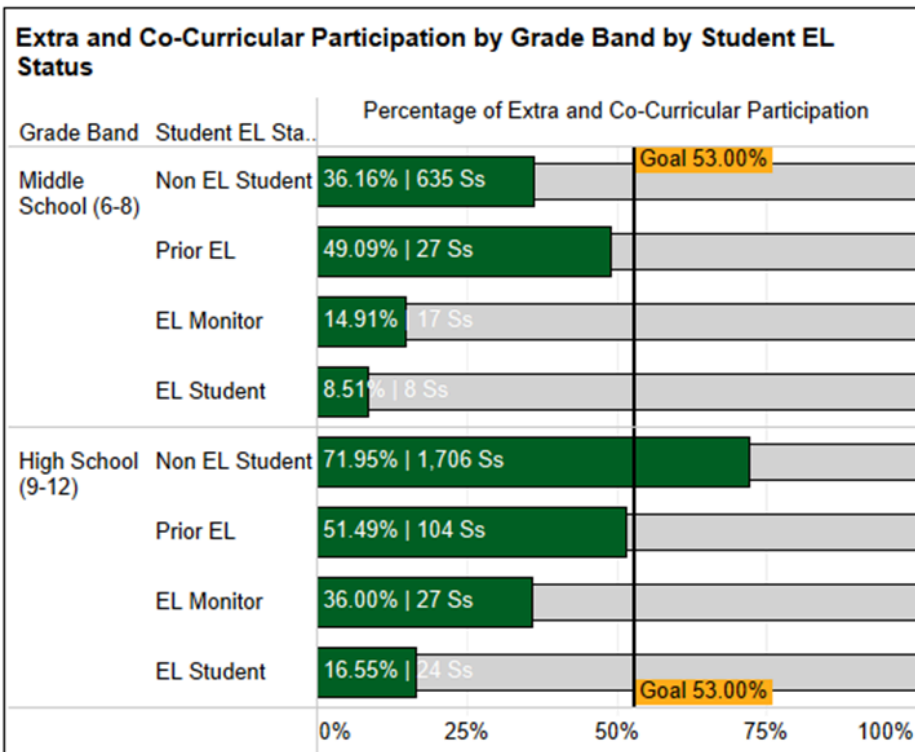
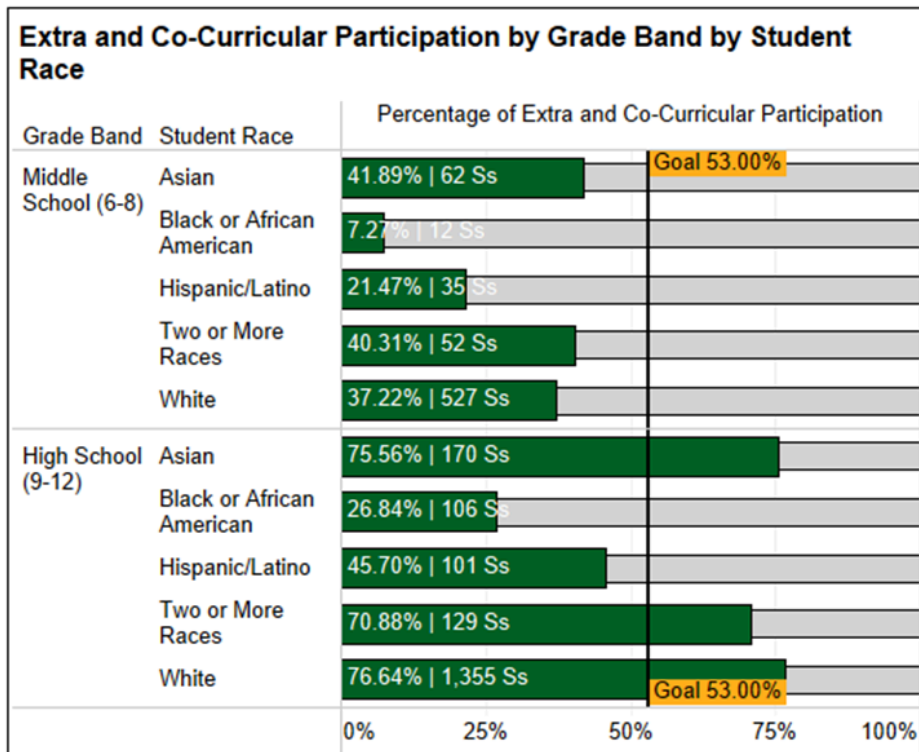
■ Participating In Extra / Co-Curricular

□ Not Participating In Extra / Co-Curricular

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



## Students Participating in Co / Extra Curricular Activities Charts and Graphs Cont.



Extra / Co-Curricular Participation Status

■ Participating In Extra / Co-Curricular    □ Not Participating In Extra / Co-Curricular

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

## Acceleration and Advanced Classes Within the Talent Development Framework

### Rationale

Measuring the growth and mastery of students in Talent Development and advanced coursework ensures the district is effectively nurturing the abilities of high-potential learners. Accelerated and advanced courses provide rigorous, fast-paced, or in-depth learning experiences that prepare students for future academic success, including college-level expectations within the Edina Talent Development Framework. These opportunities are essential for challenging students who demonstrate advanced reasoning skills, while also ensuring equitable access and support so that each and every learner can discover their possibilities and thrive. Tracking participation and success in these courses helps the district evaluate both the effectiveness of programming and the extent to which students are being supported to reach their optimal growth.

In tracking participation it is important to recognize that participation rates will naturally differ across grade levels. At the elementary level, students are still undergoing significant developmental changes, and the entire Talent Development Framework is intentionally used to explore the best instructional matches for each learner. Because of this, participation numbers at this stage are and should be lower. When this foundation is implemented thoughtfully, students gain the confidence, skills, and awareness of their strengths that prepare them for more formalized acceleration. As students move into middle school and high school, where they begin to self-select into advanced and accelerated courses, participation rates increase. This progression demonstrates the effectiveness of elementary programming.

### Data Elements

- End-of-the year ELA grade (4-12) for students in Accelerated and/or Advance ELA Classes.
- End-of-the year Math grades for 3-12 students in Accelerated and/or Advance Math Classes.
- Student participation rates in Talent Development programs.
- Student demographic data.

## 2025-2027 Goals

### Participation Goal

By Spring 2027, Elementary participation in Accelerated classes will remain in the 22 to 25% range with Middle School participation in Accelerated and Advance classes increasing to 55% and High School participation in Accelerated and Advance classes increasing to 60% range.

*\*This goal will be monitored for equitable outcomes across all student subgroups.*

*\*This goal will also be reviewed during the 2025-26 review of Elementary Acceleration.*

### Performance Goal English Language Arts

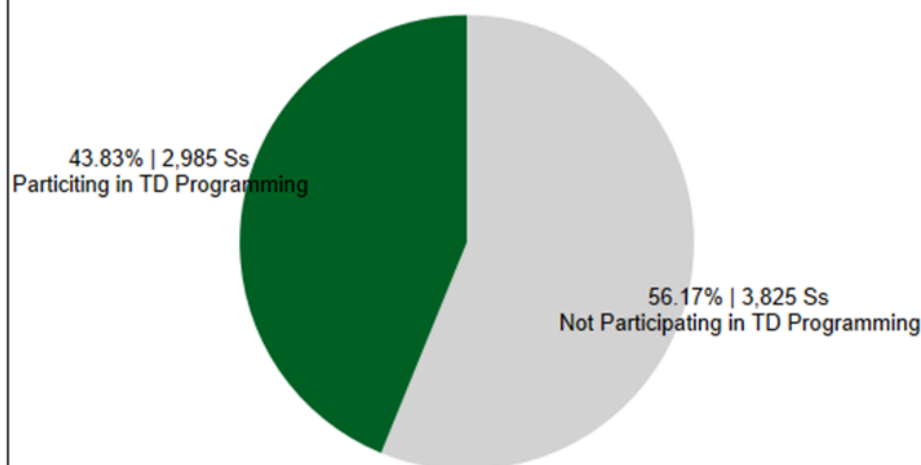
By Spring 2027, the percentage of students in advanced ELA courses in grades 4–8 who demonstrate literacy performance success measured by end of the year advanced course grades will increase from 87% to 90%.

### Performance Goal Math

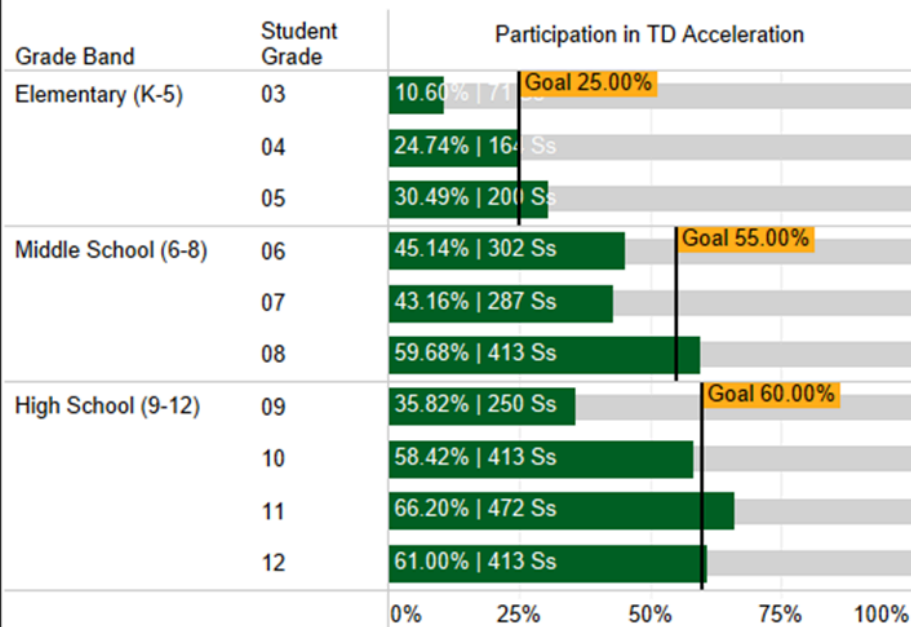
By Spring 2027, the percentage of students in advanced math courses in grades 3–8 who demonstrate math performance success measured by end of the year advanced course grades will increase from 90% to 93%.

## TD Participation

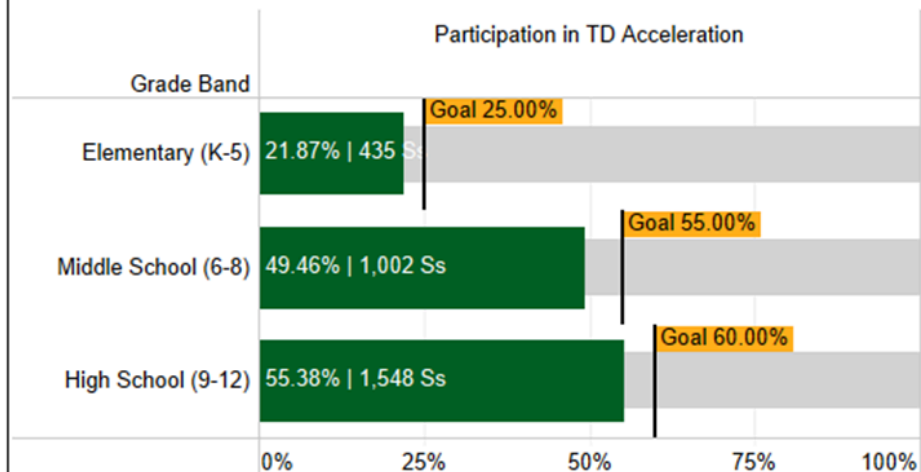
**TD Program Participation**



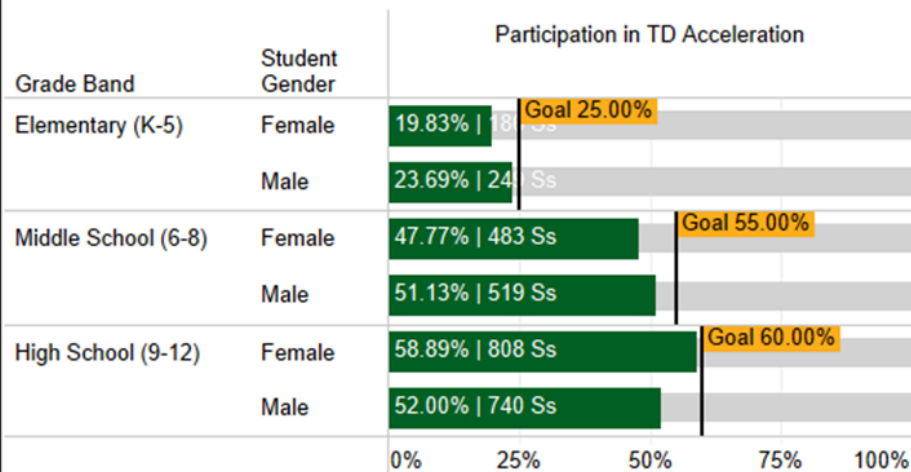
**TD Program Participation by Grade Band by Student Grade**



**TD Program Participation by Grade Band**



**TD Program Participation by Grade Band by Student Gender**



TD Course Participation

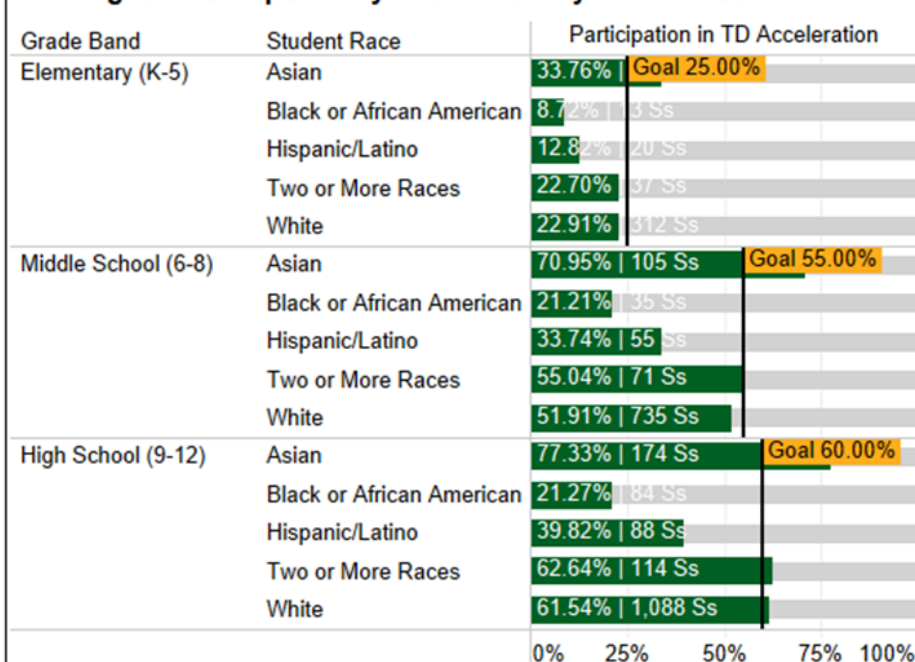
■ Participating in TD Programming

■ Not Participating in TD Programming

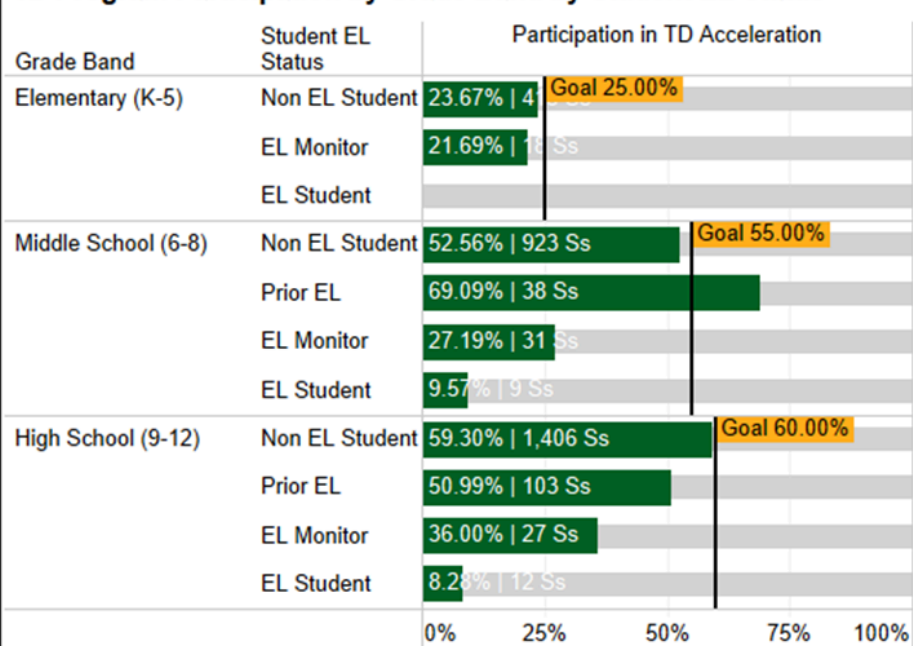
*Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.*

## TD Participation Cont.

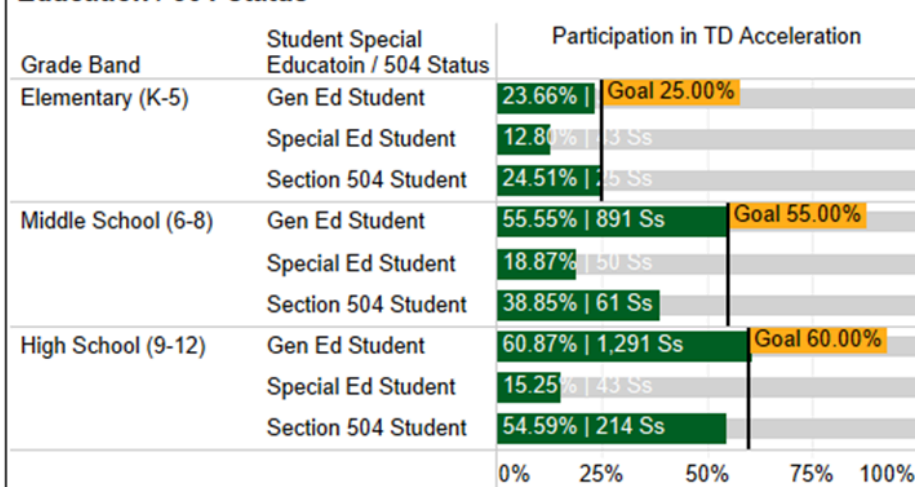
### TD Program Participation by Grade Band by Student Race



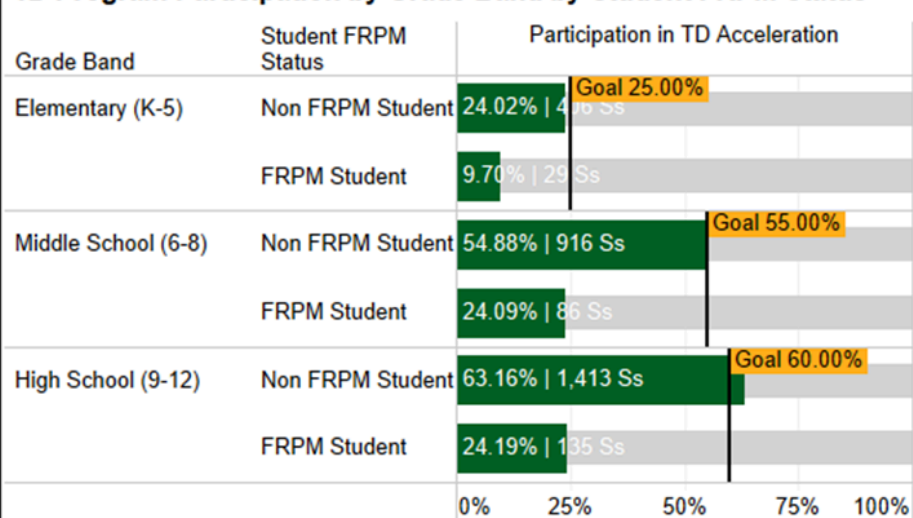
### TD Program Participation by Grade Band by Student EL Status



### TD Program Participation by Grade Band by Student Special Education / 504 Status



### TD Program Participation by Grade Band by Student FRPM Status



TD Course Participation

■ Participating in TD Programming

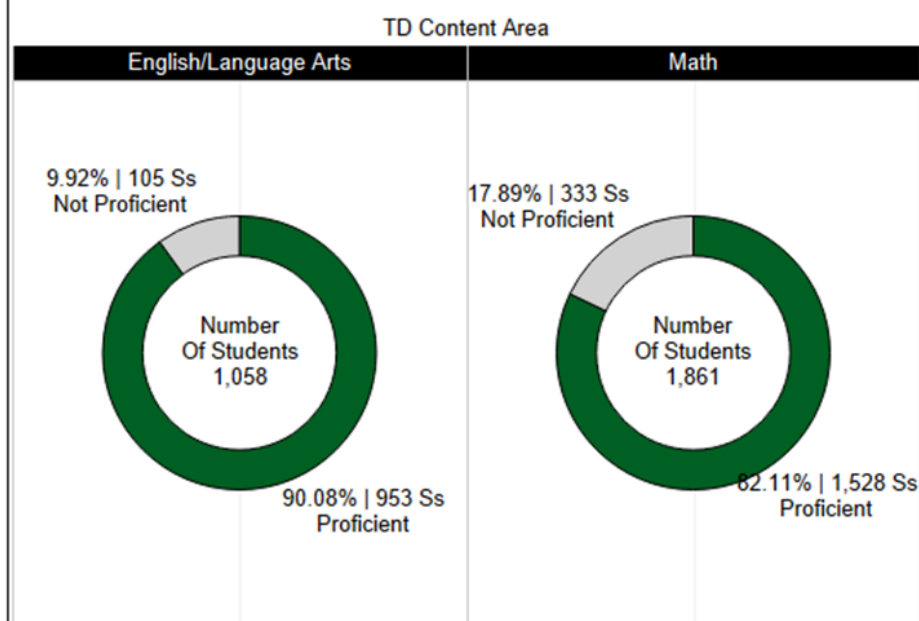
■ Not Participating in TD Programming

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

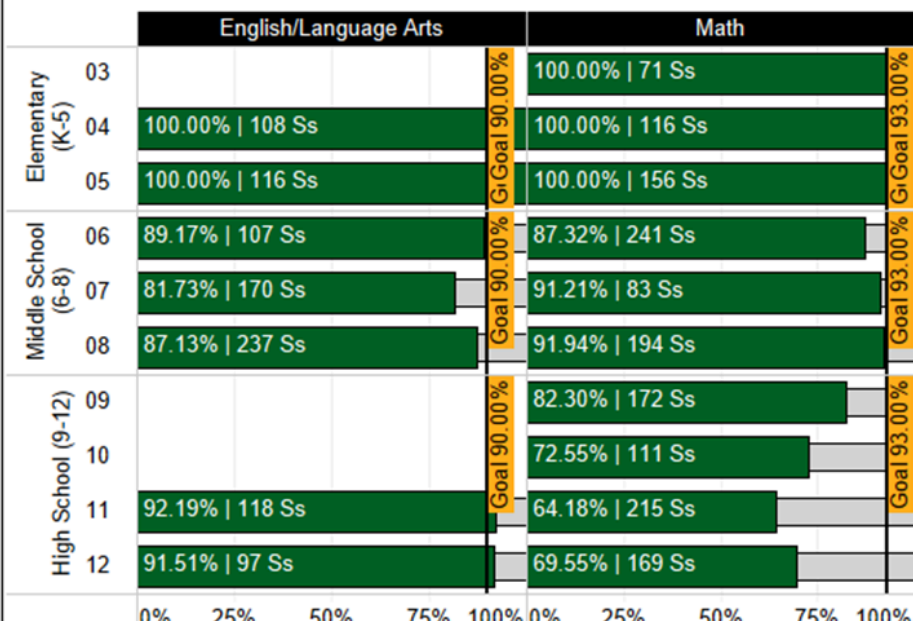


## TD Program Participation in Accelerated Courses Charts and Graphs

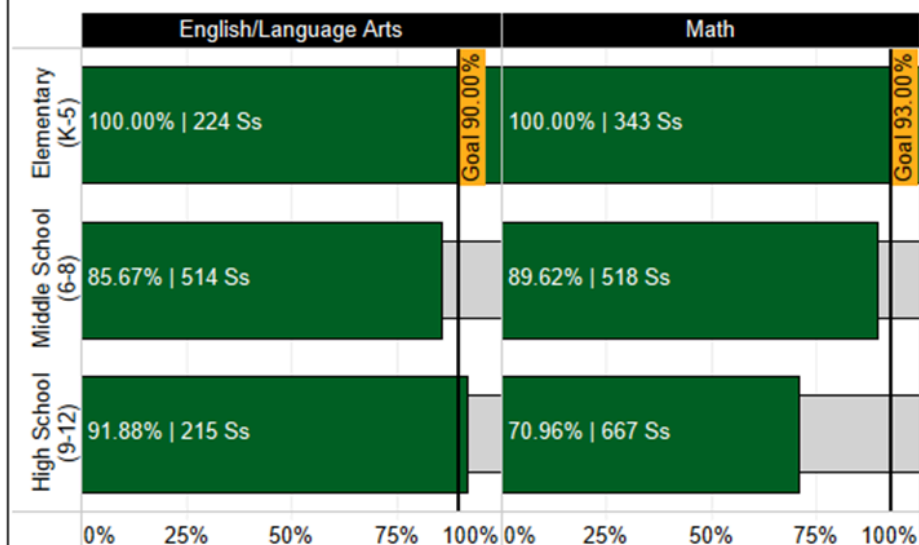
### TD Course Proficiency



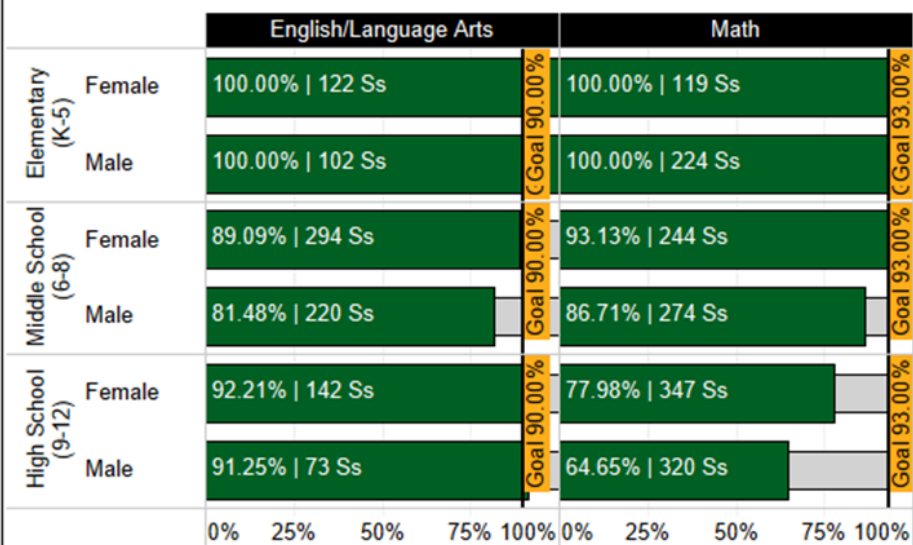
### TD Course Proficiency by Student Grade Band by Student Grade



### TD Course Proficiency by Student Grade Band



### TD Course Proficiency by Student Grade Band by Student Gender

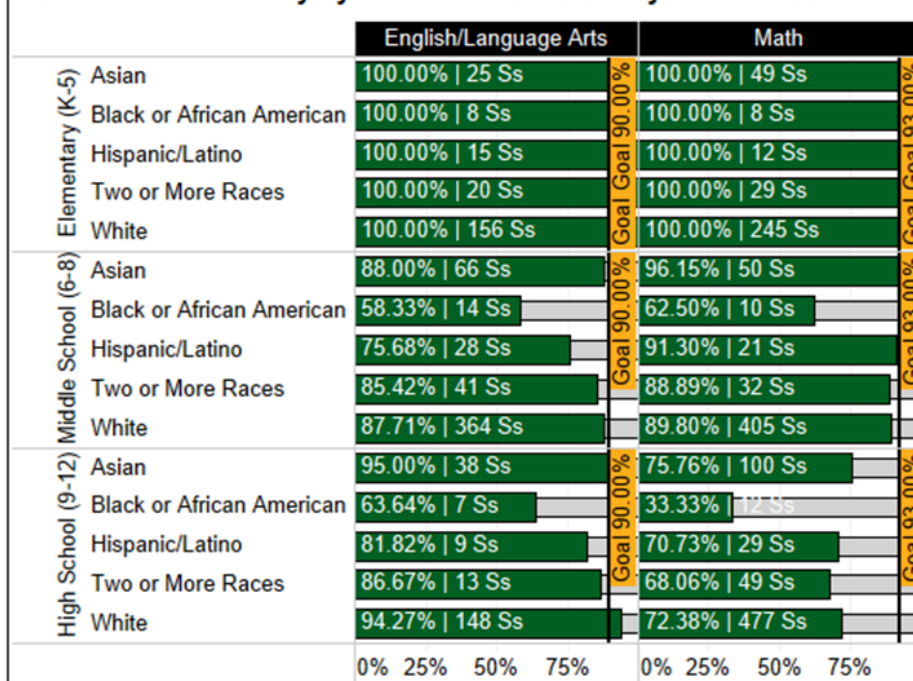


TD Course Proficiency  
 Proficient  
 Not Proficient

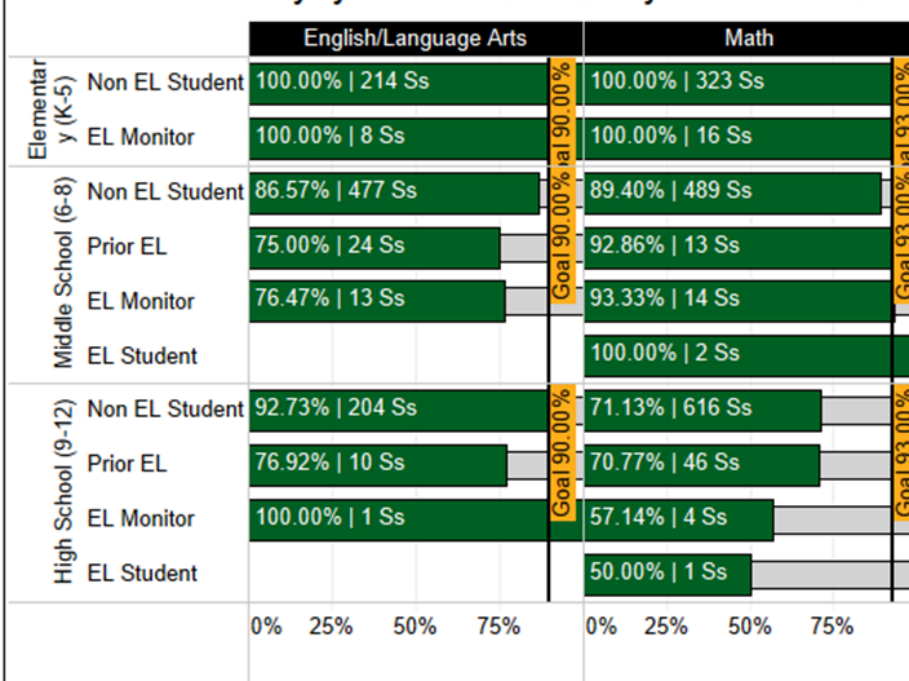
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

# TD Program Participation in Accelerated Courses Charts and Graphs Cont.

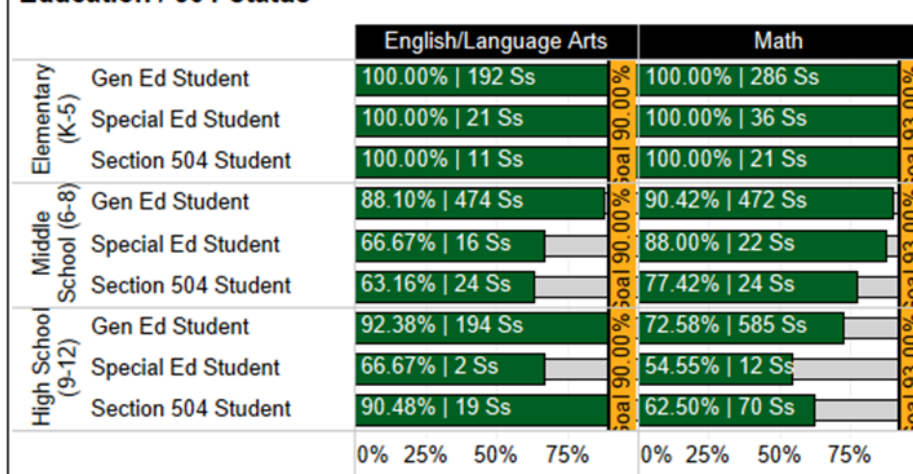
## TD Course Proficiency by Student Grade Band by Student Race



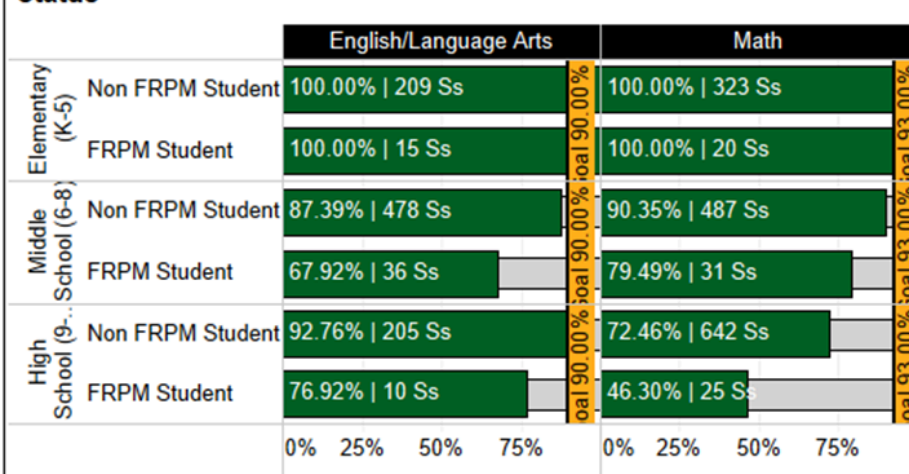
## TD Course Proficiency by Student Grade Band by Student EL Status



## TD Course Proficiency by Student Grade Band by Student Special Education / 504 Status



## TD Course Proficiency by Student Grade Band by Student FRPM Status



TD Course Proficiency  
■ Proficient ■ Not Proficient

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

## Special Education Learners

### Rationale

This goal is critical for ensuring that Tier 1 instruction, in conjunction with individualized supports, is effectively addressing the unique learning needs of students with disabilities. Measuring progress on IEP goals directly reflects the district's commitment to providing a Free Appropriate Public Education (FAPE). It ensures that these students are making meaningful academic and functional gains within the general education environment and that success extends to classroom, state, and national assessments.

### Data Elements

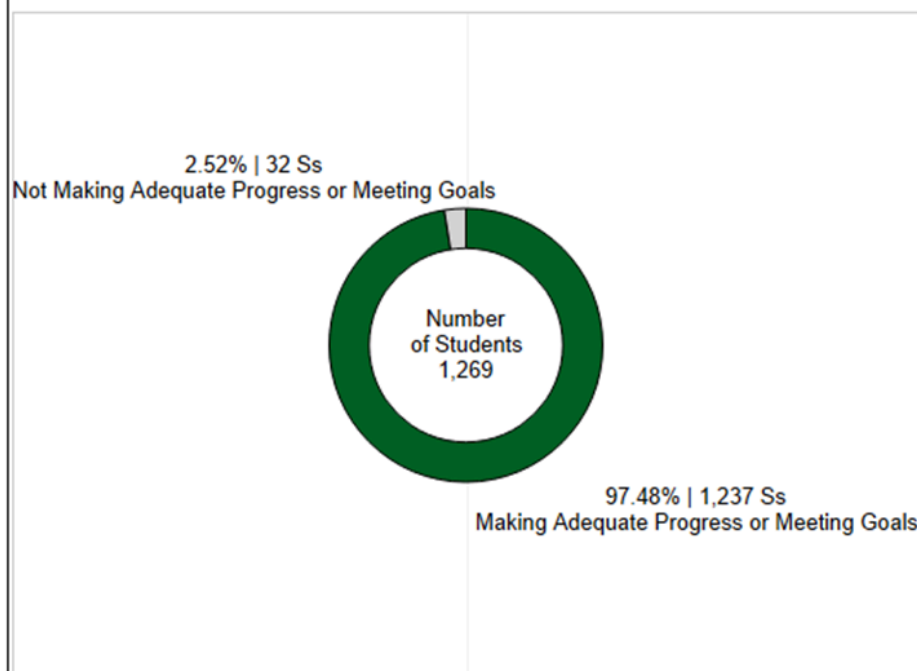
- IEP goal attainment records.
- Students are classified as Making Adequate Progress or Meeting Goals if they make Adequate Progress or Meet 80% of their Academic Goals.
- Student demographic data for subgroup analysis (to ensure comprehensive reporting on this subgroup).

### 2025-2027 Goals

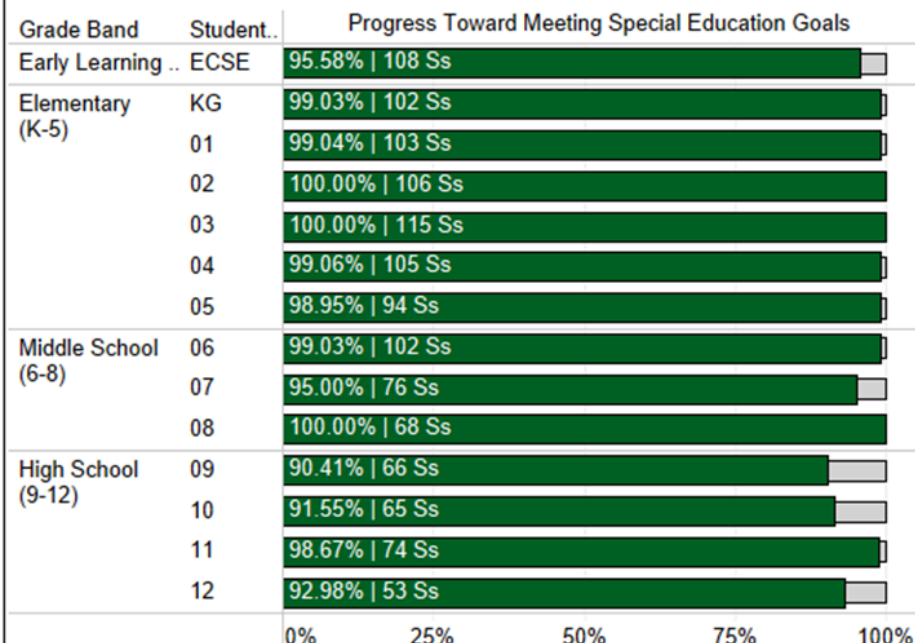
By the Spring of 2027, maintain the percentage of K-12 students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals at or above 97.48%.

## Special Education Learners Data Metrics Charts and Graphs

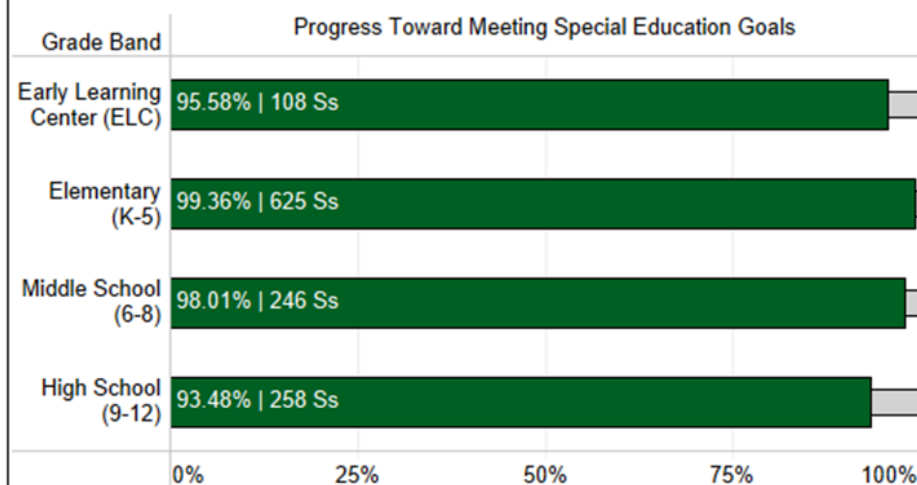
### Progress Toward Meeting Academic Goals



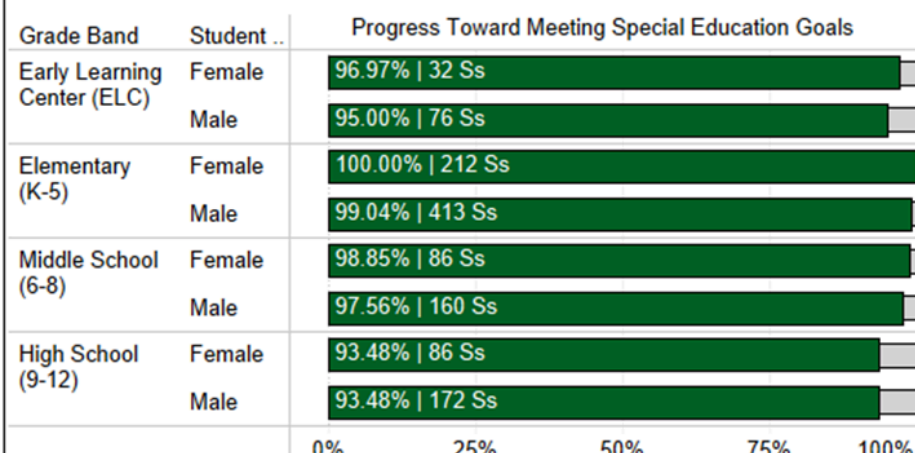
### Progress Toward Meeting Academic Goals by Grade Band by Student Grade



### Progress Toward Meeting Academic Goals by Grade Band



### Progress Toward Meeting Academic Goals by Grade Band by Student Gender



Meeting or Making Adequate Progress Toward IEP Goals

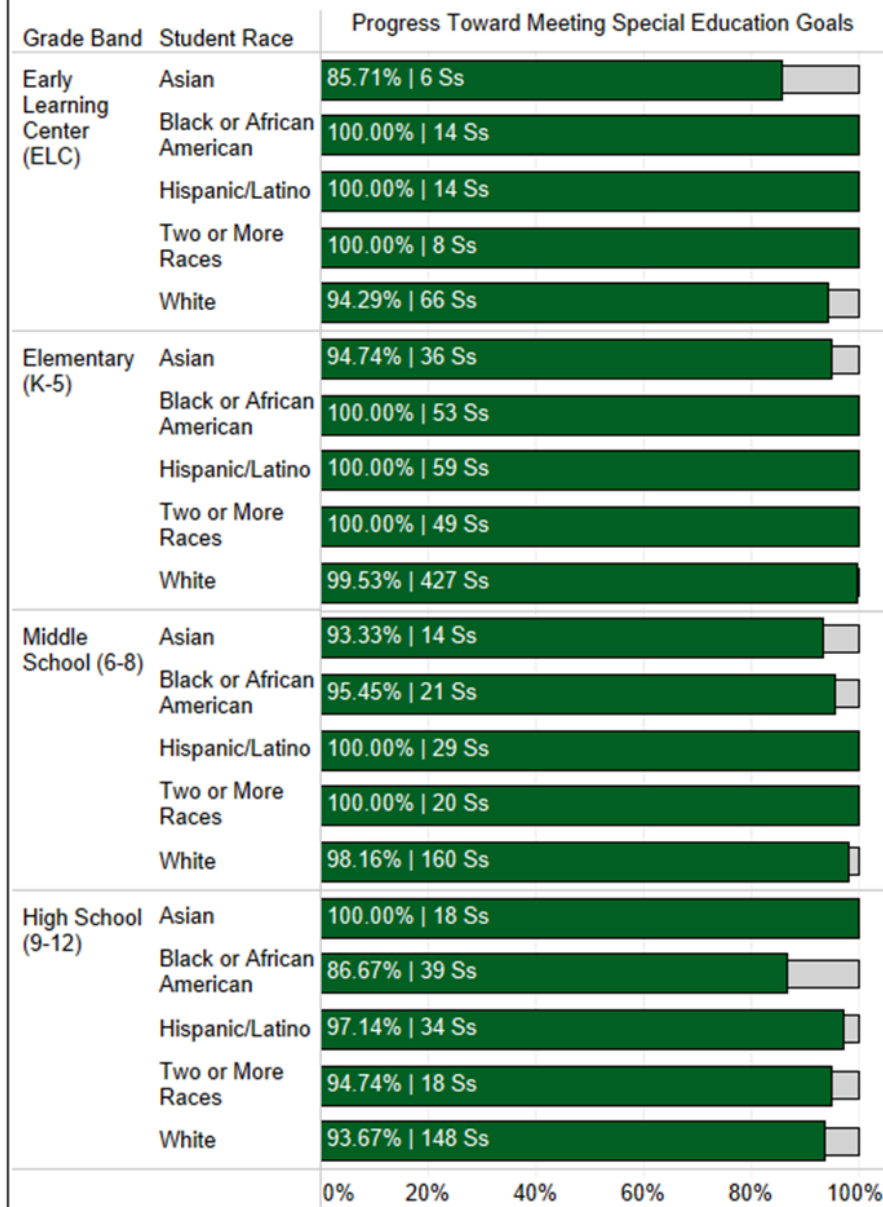
■ Making Adequate Progress or Meeting Goals    □ Not Making Adequate Progress or Meeting Goals

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

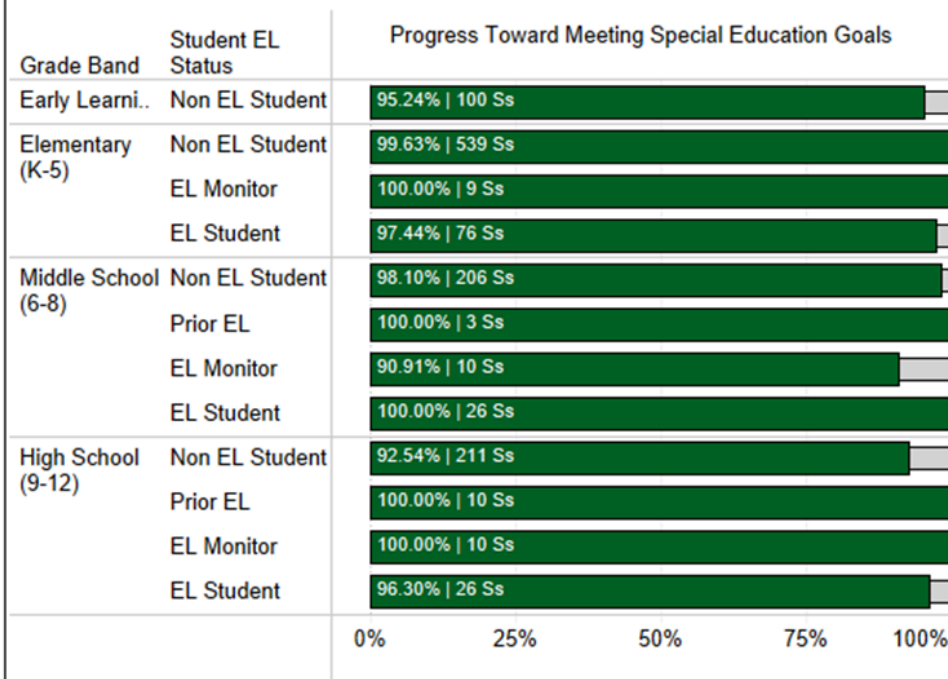


## Special Education Learners Data Metrics Charts and Graphs Cont.

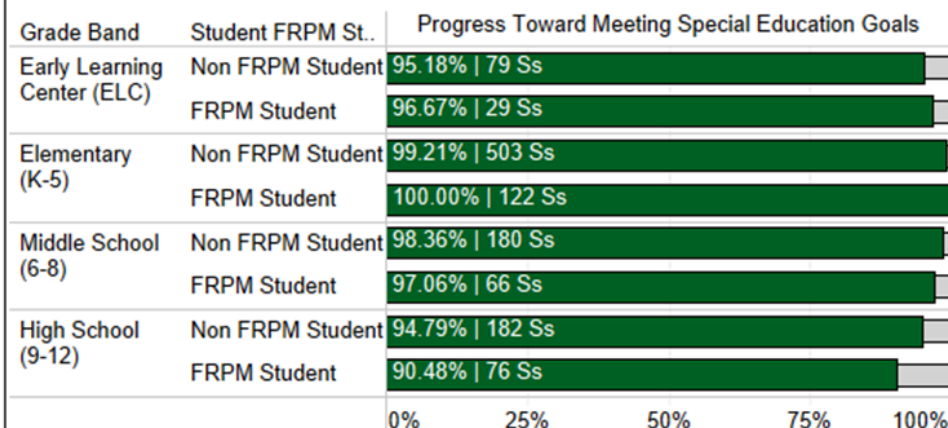
**Progress Toward Meeting Academic Goals by Grade Band by Student Student Race**



**Progress Toward Meeting Academic Goals by Grade Band by Student EL Status**



**Progress Toward Meeting Academic Goals by Grade Band by Student FRPM Status**



Meeting or Making Adequate Progress Toward IEP Goals

■ Making Adequate Progress or Meeting Goals

□ Not Making Adequate Progress or Meeting Goals

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



## English Language Learners

### Rationale

Ensuring that English Language Learners are making consistent progress in acquiring English proficiency is paramount for their academic success and full participation in the general education curriculum. This goal aligns with federal (ESSA) and state requirements, emphasizing the district's responsibility to support ELLs in developing the language skills necessary to access content and achieve academic standards.

### Data Elements

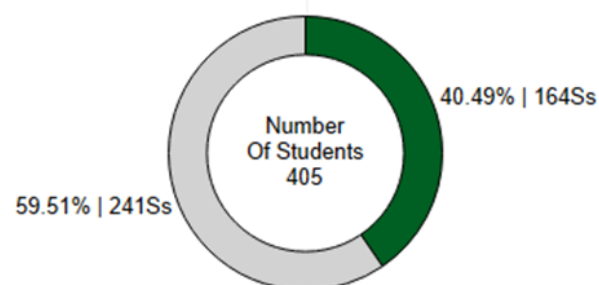
- Minnesota Department of Education (MDE) provided growth metrics for ELLs (as per ESSA requirements).
  - A path to proficiency will be plotted for each student based on their initial ACCESS composite score and the grade they were in when they received that score. In general, older students and students with lower composite scores will have more time to achieve English language proficiency, while younger students and students with higher composite scores will be expected to achieve English language proficiency more quickly."  
<https://education.mn.gov/MDE/dse/ESSA/Imp/MDE073106>
- Student demographic data for subgroup analysis.

### 2025-2027 Goals

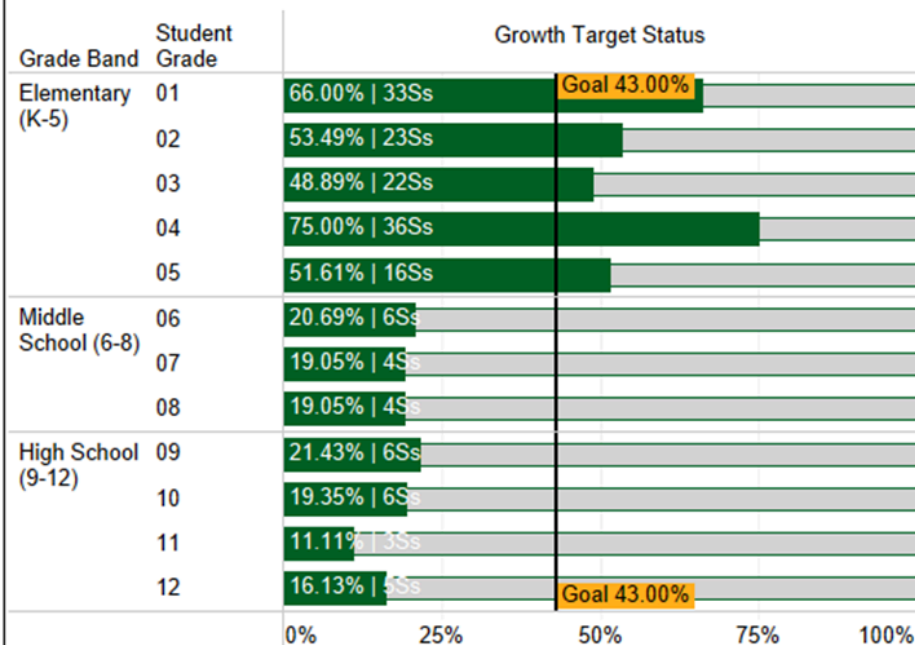
By Spring 2027 the percentage of English Language Learners demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent School Districts (ISD) by the Minnesota Department of Education, in alignment with the Federal Every Student Succeeds Act (ESSA).

## English Language Learners (ELLs) Data Metrics Charts and Graphs

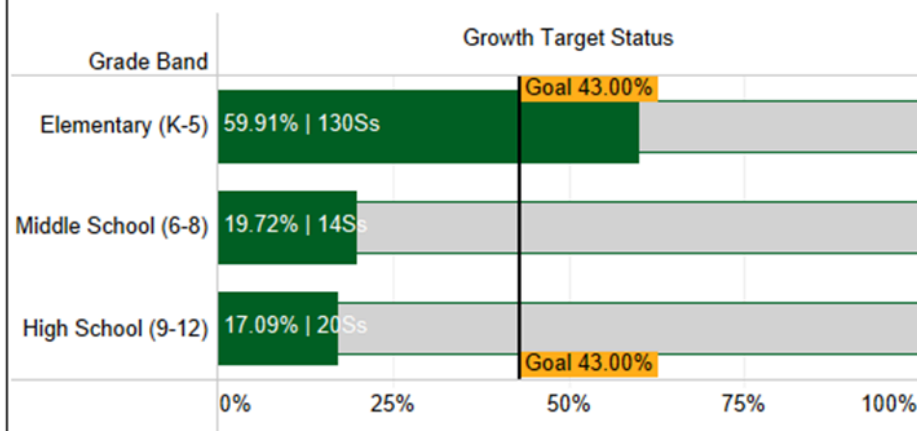
**EL Student Growth as Defined by the Minnesota Department of Education (MDE)**



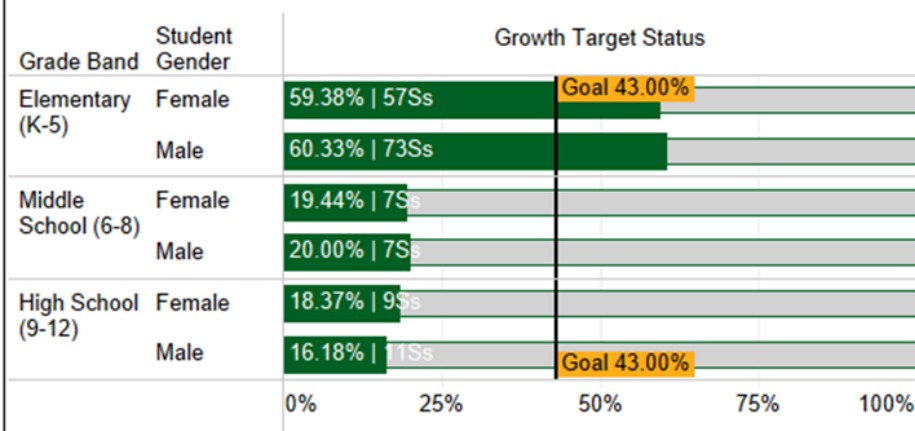
**EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Grade**



**EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band**



**EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Gender**

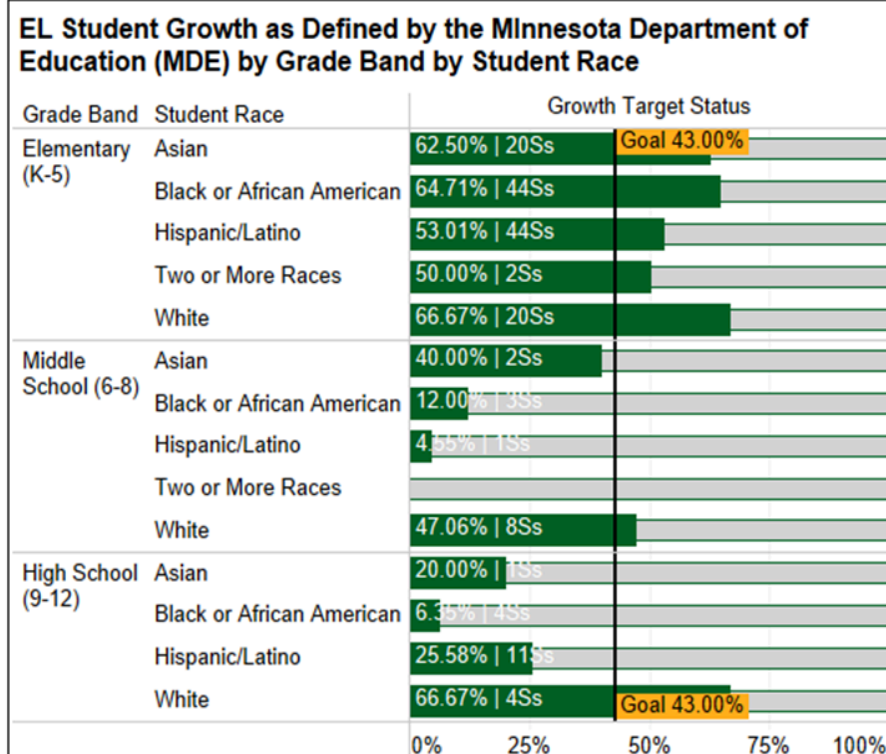


EL Growth Target Status

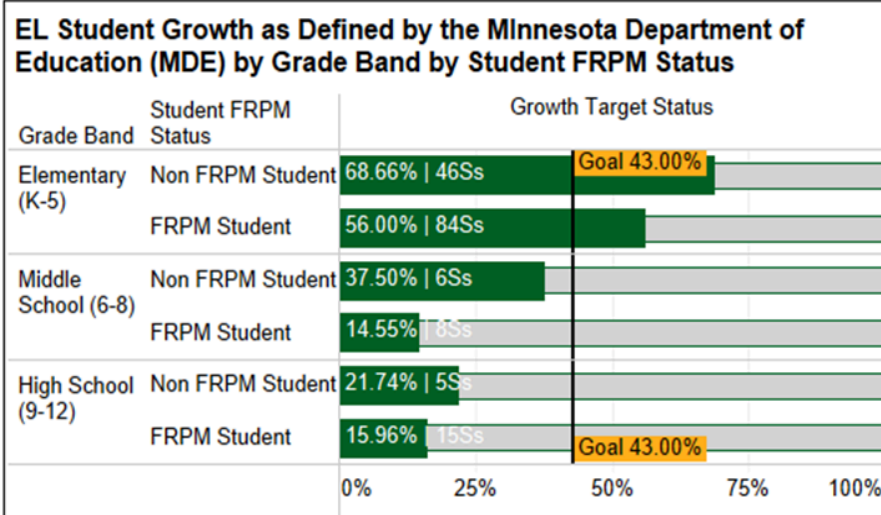
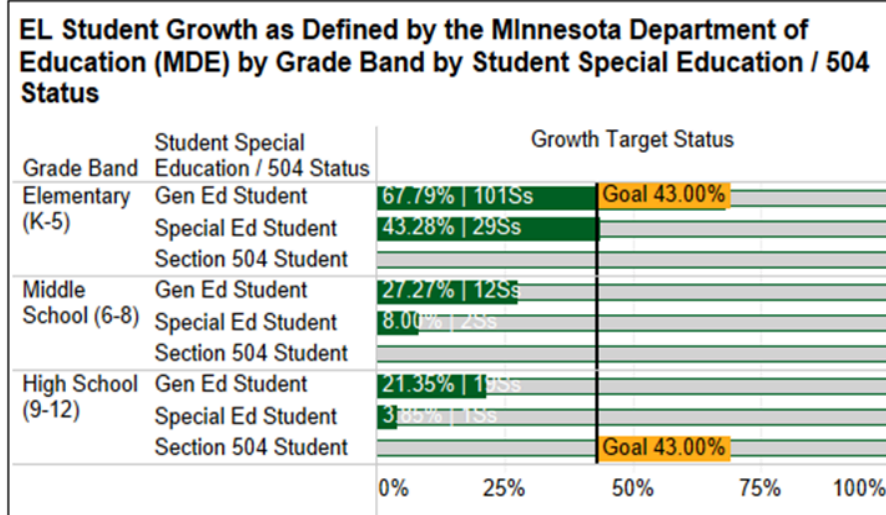
■ Growth Target Met □ Growth Target Not Met

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

# English Language Learners (ELLs) Data Metrics Charts and Graphs Cont.



This Section Intentionally Left Blank



EL Growth Target Status

■ Growth Target Met □ Growth Target Not Met

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

## **ACCESS for ELLs Reading and Writing Domain Growth**

### **Rationale**

Research in language acquisition shows that listening and speaking skills typically develop first for English Language Learners, while reading and writing domains are the areas that hold many students back from exiting EL services and achieving English proficiency as defined by WIDA ACCESS. Data consistently shows reading and writing domains remain the most challenging areas for student growth across all grade levels.

### **Data Elements**

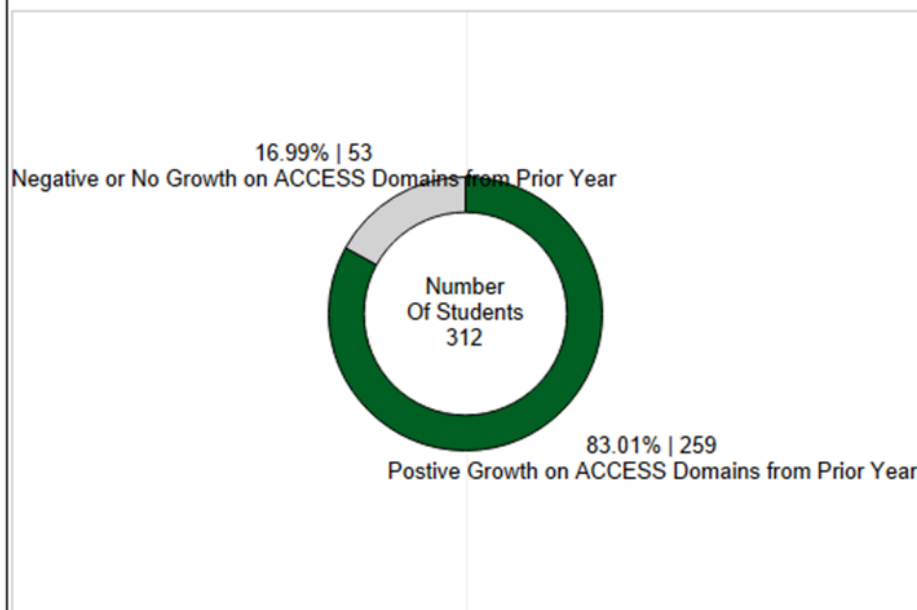
- WIDA ACCESS sub-domain scores of reading and writing
- Student demographic data for subgroup analysis.

### **2025-2027 Goals**

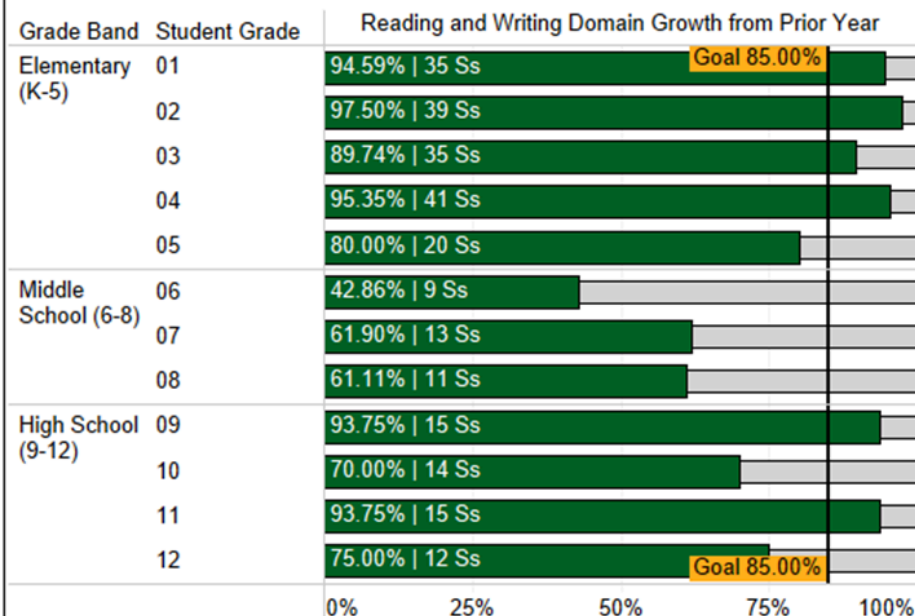
By Spring 2027 the percentage of English Language Learners (ELL) demonstrating positive growth from the prior year on the Reading and Writing domains of the ACCESS for ELLs assessment will increase 2% points from 83% to 85%.

# ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs

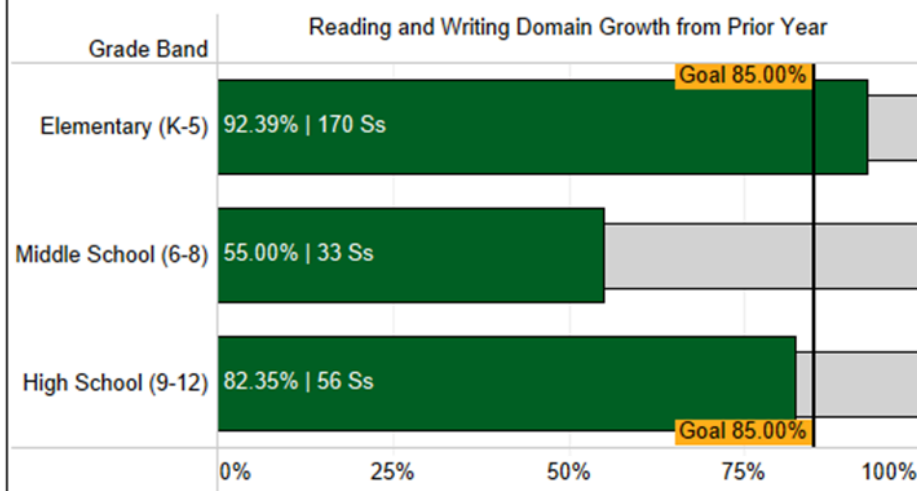
**ACCESS for ELLs Reading and Writing Growth Status from Prior Year**



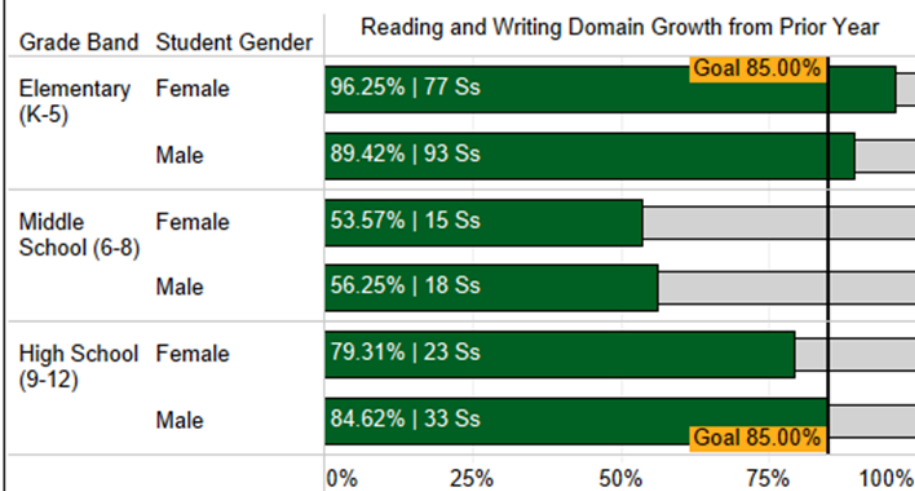
**ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Grade**



**ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band**



**ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Gender**



ACCESS Domain Growth from Prior Year Status

■ Positive Growth on ACCESS Domains from Prior Year

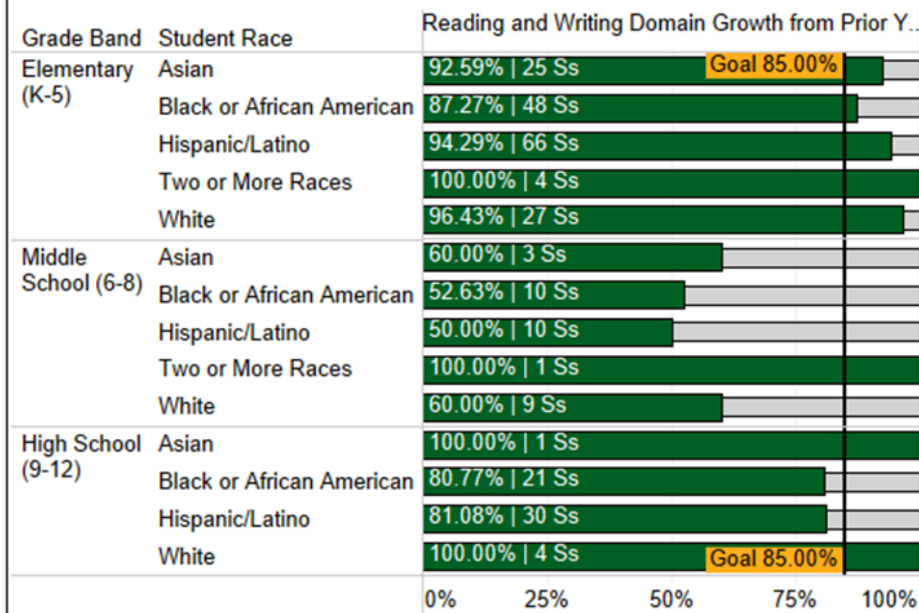
□ Negative or No Growth on ACCESS Domains from Prior ..

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



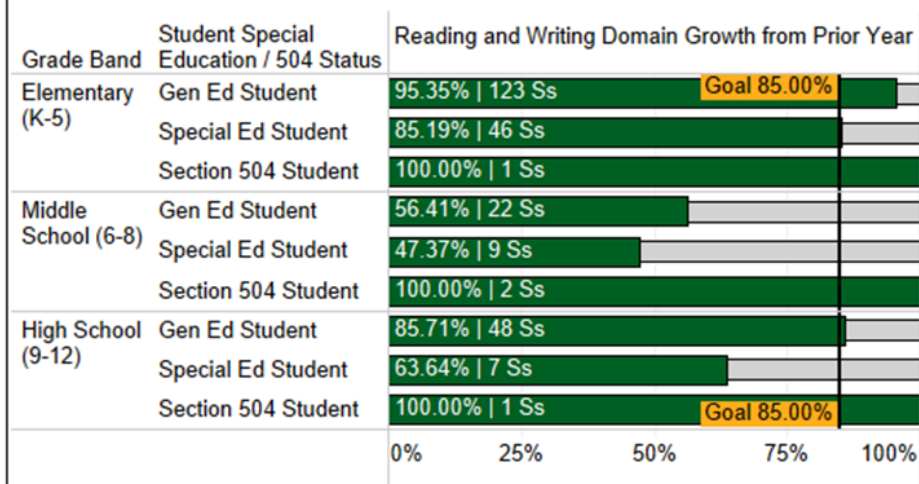
# ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs Cont.

**ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Race**

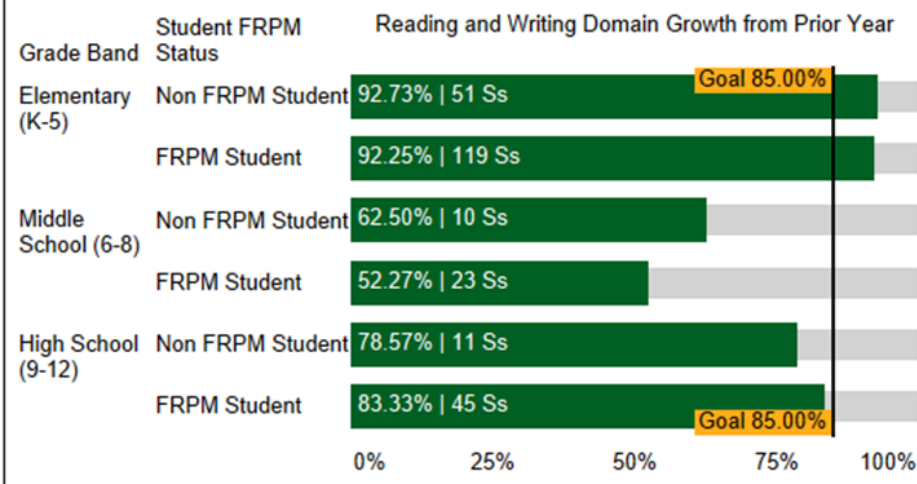


This Section Intentionally Left Blanks

**ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Special Education / 504 Status**



**ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student FRPM Status**



ACCESS Domain Growth from Prior Year Status

■ Positive Growth on ACCESS Domains from Prior Year □ Negative or No Growth on ACCESS Domains from Prior ..

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

## Graduation Rates

### Rationale

High school graduation is a critical indicator of student success and preparedness for post-secondary education or careers. Monitoring graduation rates, especially for all student subgroups, is essential for ensuring equitable outcomes and identifying systemic barriers that may prevent certain student populations from completing their high school education. This goal reflects the district's commitment to supporting every student through their academic journey to successful completion.

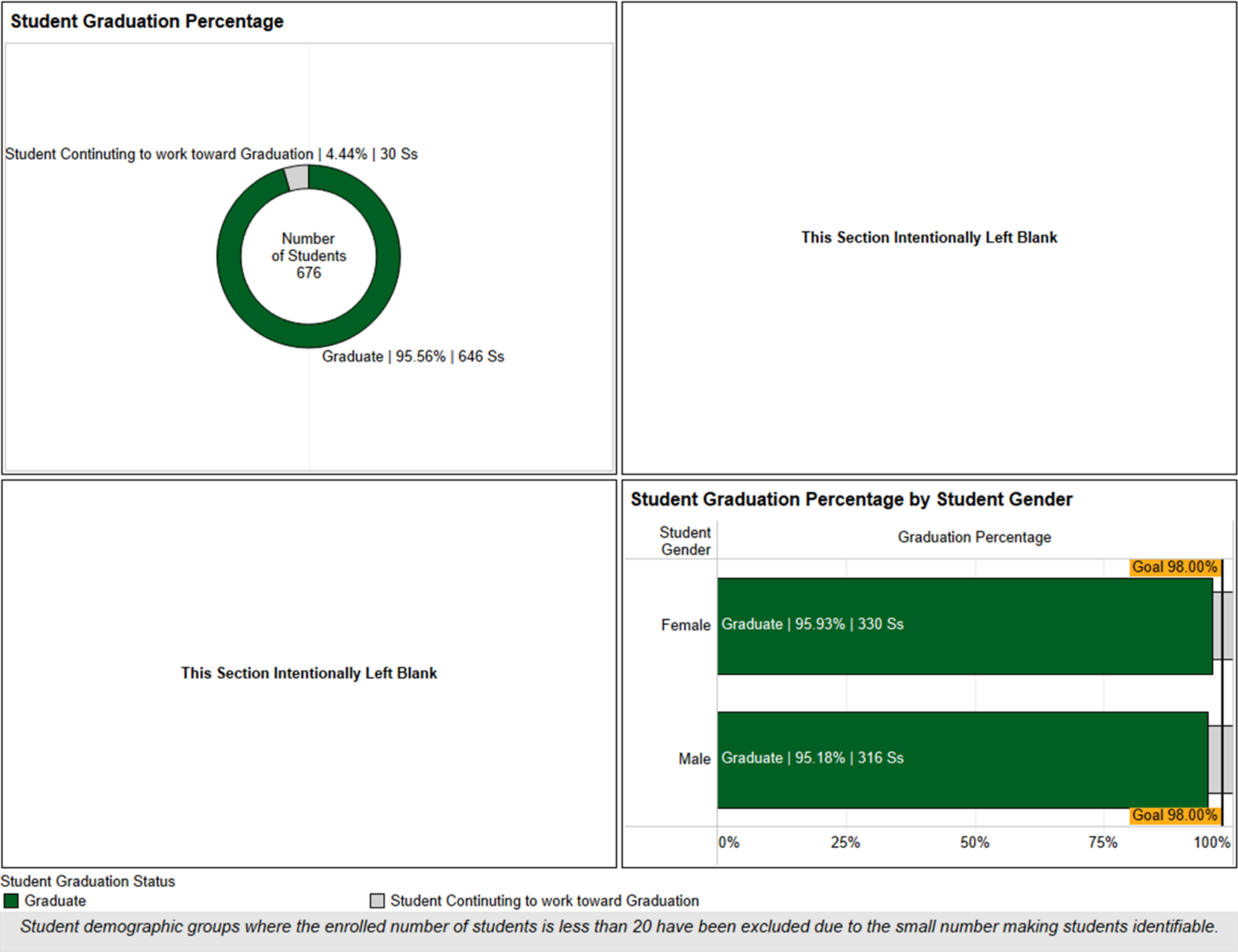
### Data Elements

- Minnesota Department of Education (MDE) official four-year graduation rate data (overall and by subgroup).
- Student demographic data for subgroup analysis.
- Dropout rates (for contextual analysis).
- Credit attainment data.
- Attendance data (for contextual analysis).

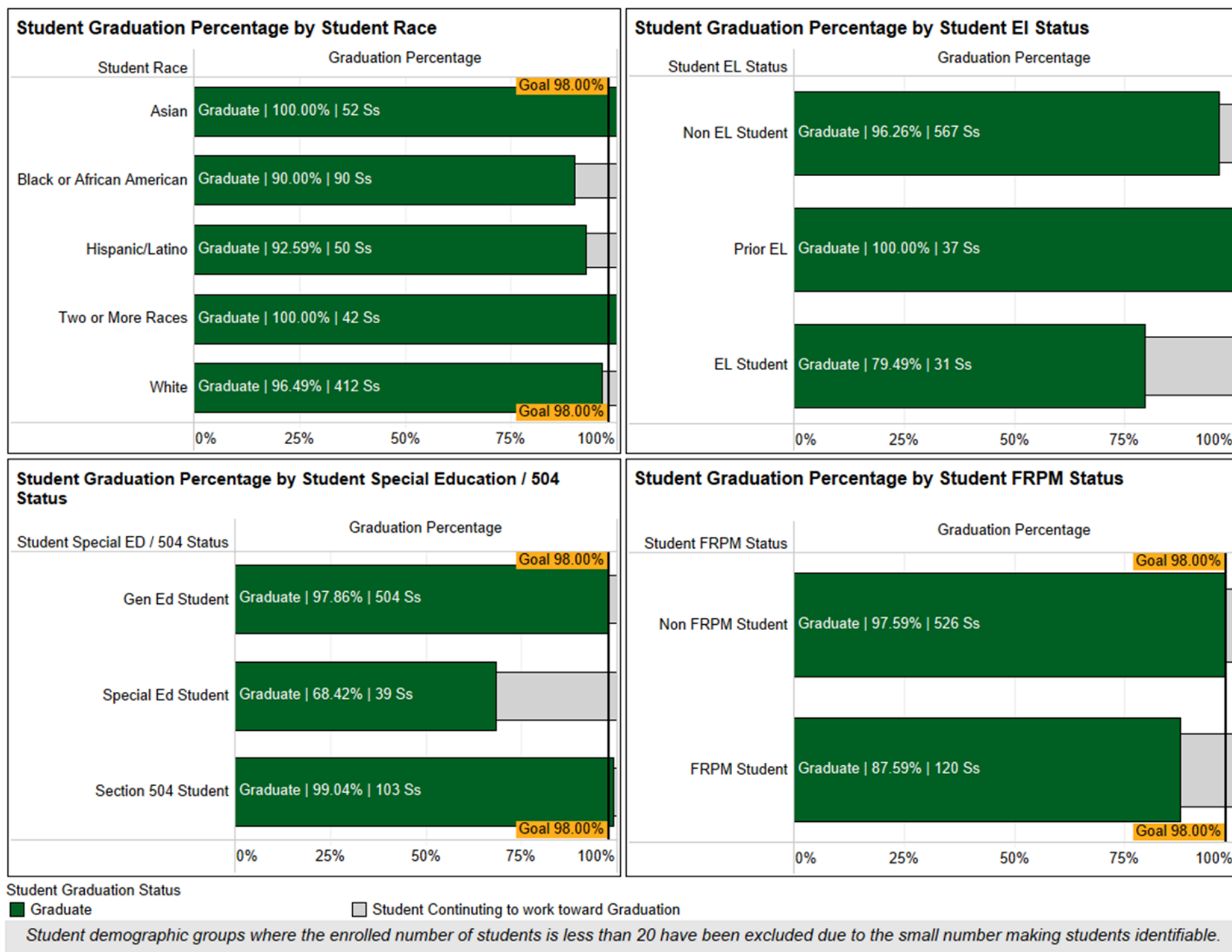
### 2025-2027 Goals

By Spring 2027, the district's overall four-year graduation rate shall increase from 95.56% to 98%. This improvement will be driven by a focus on increasing graduation rates for all student subgroups, with a particular emphasis on reducing disparities such that the graduation rate for any student subgroup is no more than 10 percentage points below the overall district rate.

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs



## Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs Cont.



## Edina High School College and Career Readiness Core Indicators:

### Rationale

College and career readiness is a vital measure of student preparedness for success beyond high school, whether in post-secondary education, technical training, or the workforce. Tracking key indicators such as completion of rigorous coursework, ACT scores, Bilingual Seal attainment and more provides a comprehensive picture of student achievement and readiness. These measures highlight both academic proficiency and essential skill readiness such as problem-solving, communication, and global competency all aligning with the Portrait of a Well-Rounded Edina Graduate. Monitoring readiness across all student subgroups ensures that every learner has equitable access to opportunities that build strong foundations for their future. This goal reflects the district's commitment to preparing each and every student to thrive in their chosen path after graduating from Edina High School.

### Data Elements

- **Successful Completion of Key Coursework measured by end of year course grades in:**
  - **Biology**  
Develops scientific literacy, inquiry skills, and evidence-based reasoning.
  - **U.S. Literature and Composition**  
Strengthens reading comprehension, analytical writing, and communication required in all disciplines.
  - **Pre-Calculus**  
Builds problem-solving, logic, and persistence; strongest predictor of college completion
  - **U.S. History**  
Cultivates critical thinking, civic awareness, and the ability to evaluate sources and arguments.
- **Successful Application of Key Coursework measured by ACT Performance:** Benchmark indicators in English, Math, Reading, and Science
- **Multilingual Proficiency measured by Bilingual Seal Results:** Recognition of multilingual proficiency, global competency, and cognitive flexibility

### 2025-2027 Goals

#### Key Coursework Proficiency: End of year course grades

By Spring 2027, the percentage of students in Biology who demonstrate proficiency in science measured by the end of the year Biology course grade will increase from 78.79% to 80%.

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68.62%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 81.51%.

By Spring 2027, the percentage of students in U.S. History who demonstrate proficiency in Social Studies measured by the end of the year U.S. History course grade will increase from 78.75% to 80%.

#### Key Coursework Application: ACT Performance

By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

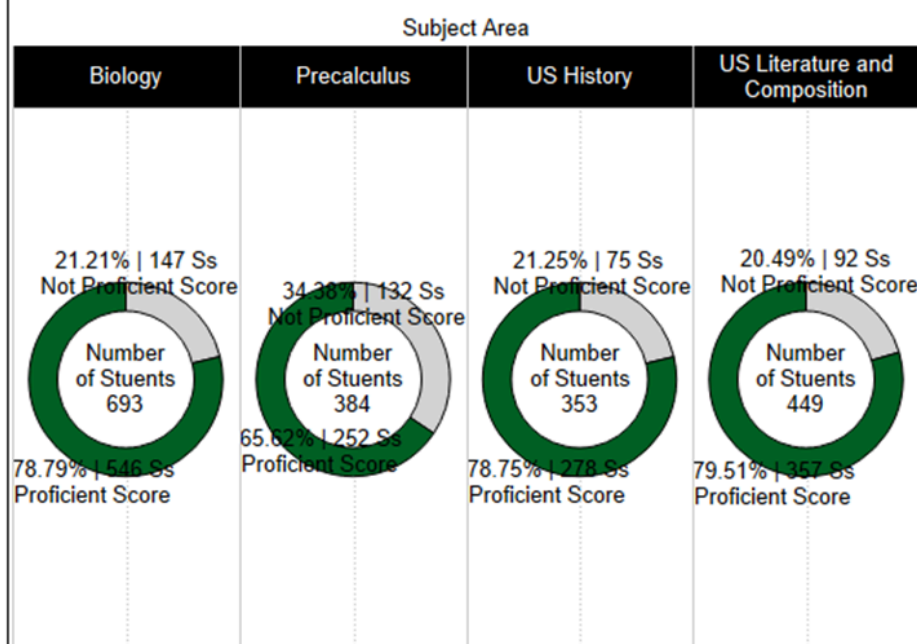
#### Multilingual Proficiency: Bilingual Seal Attainment

By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%.

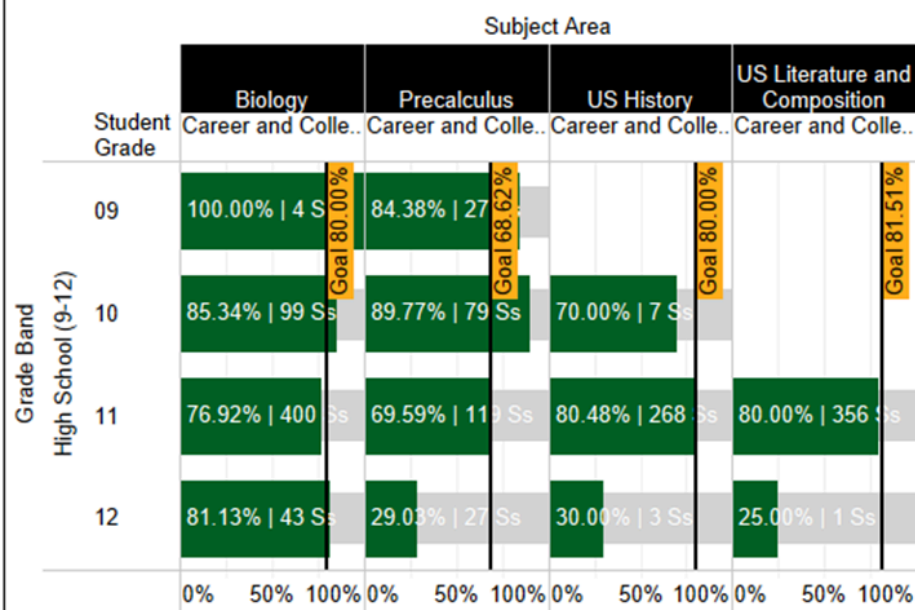


# Career and College Ready Course Work Proficiency Charts and Graphs

## Career and College Ready Course Work Proficiency

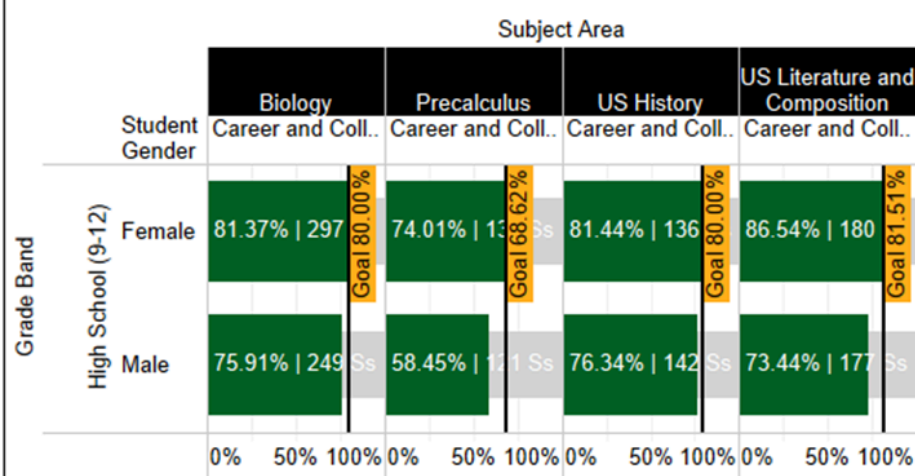


## Career and College Ready Course Work Proficiency by Student Grade Band by Student Grade



This Section Intentionally Left Blank

## Career and College Ready Course Work Proficiency by Student Grade Band by Student Gender



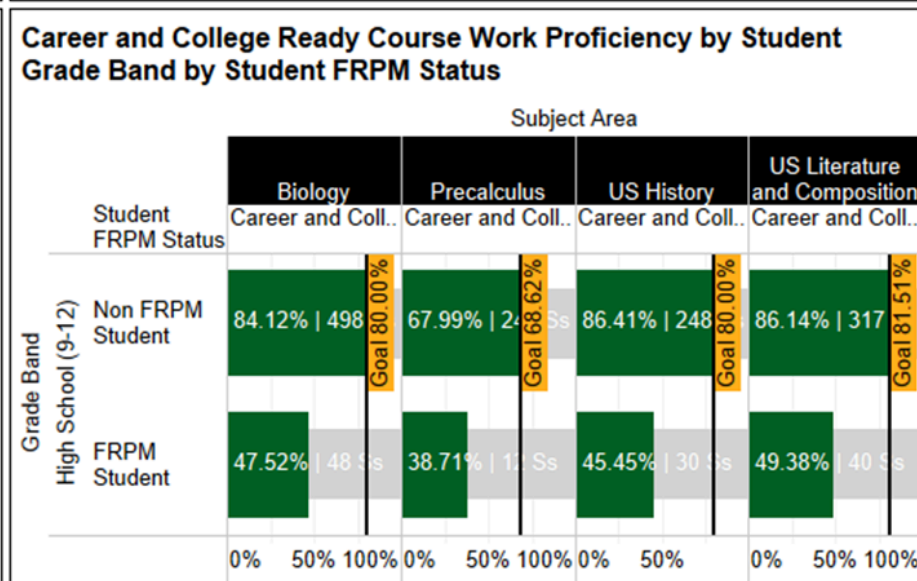
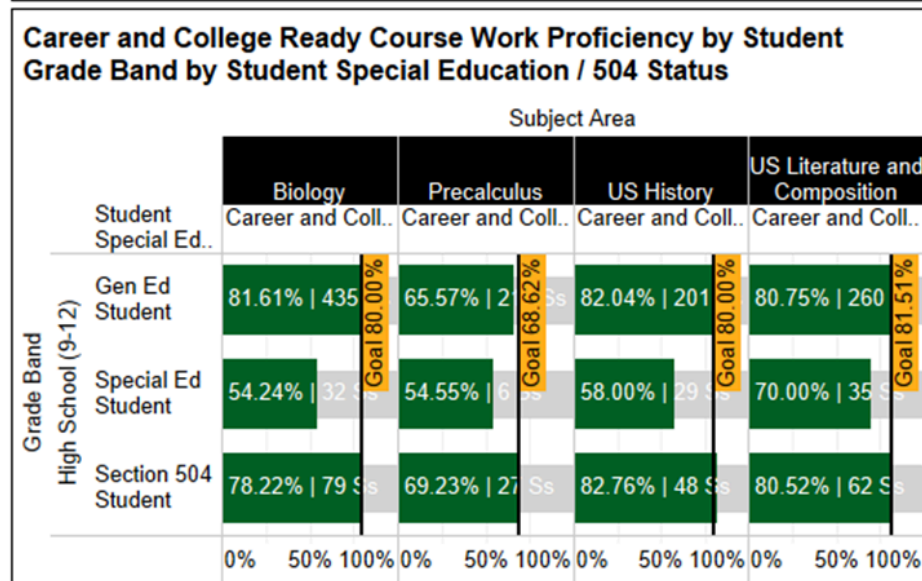
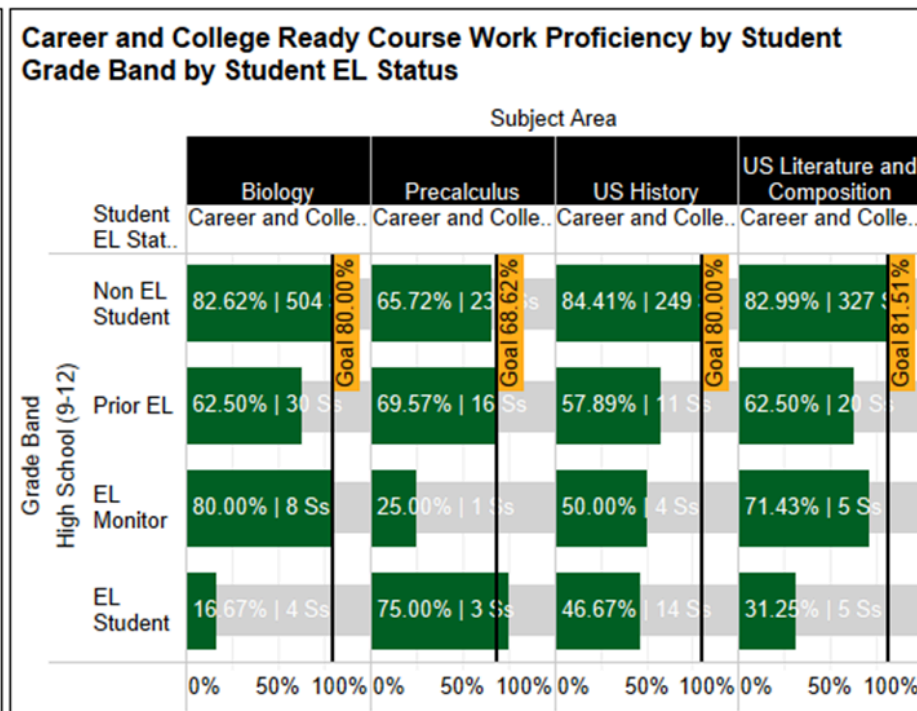
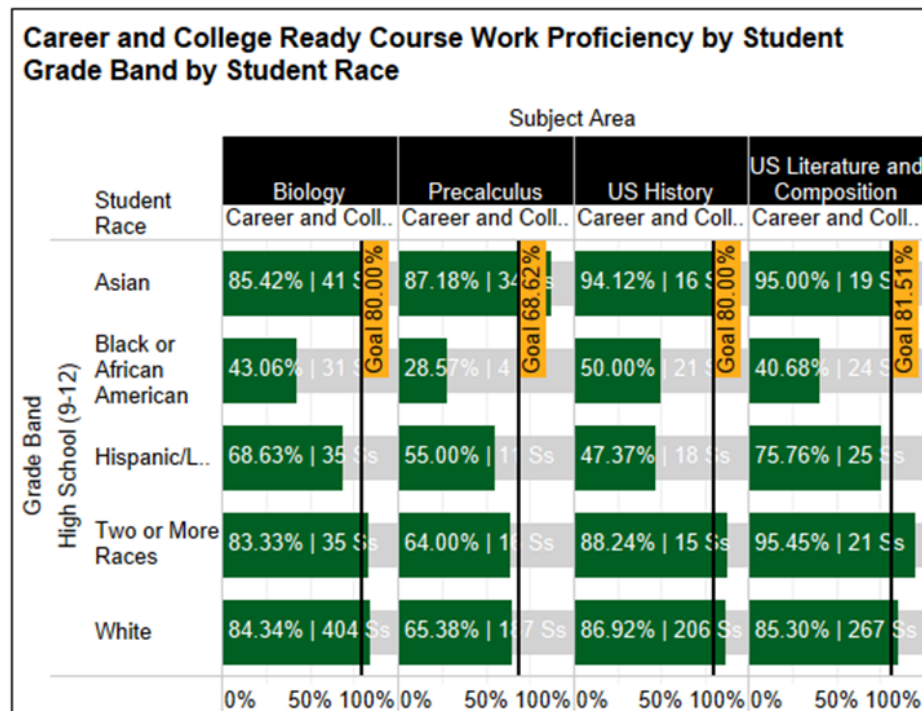
Score Proficiency Status

Proficient Score

Not Proficient Score

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

# Career and College Ready Course Work Proficiency Charts and Graphs Cont.



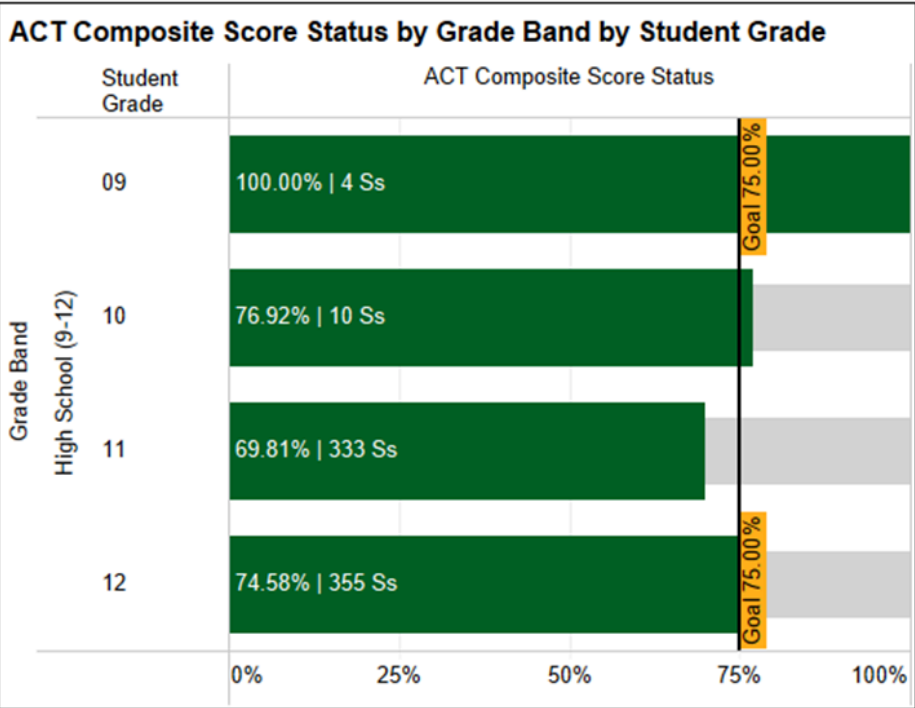
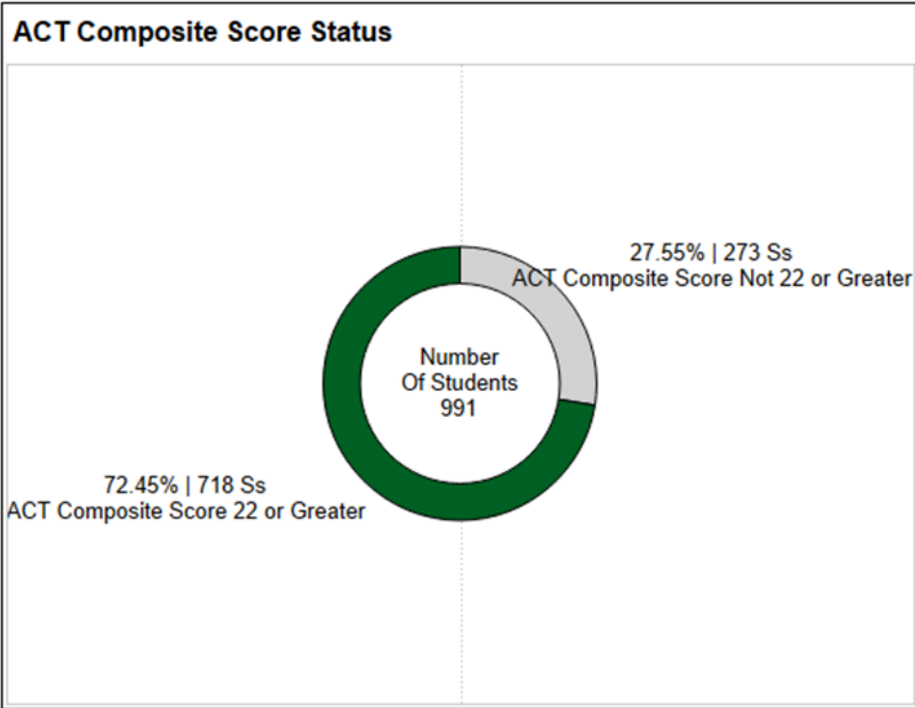
Score Proficiency Status

Proficient Score

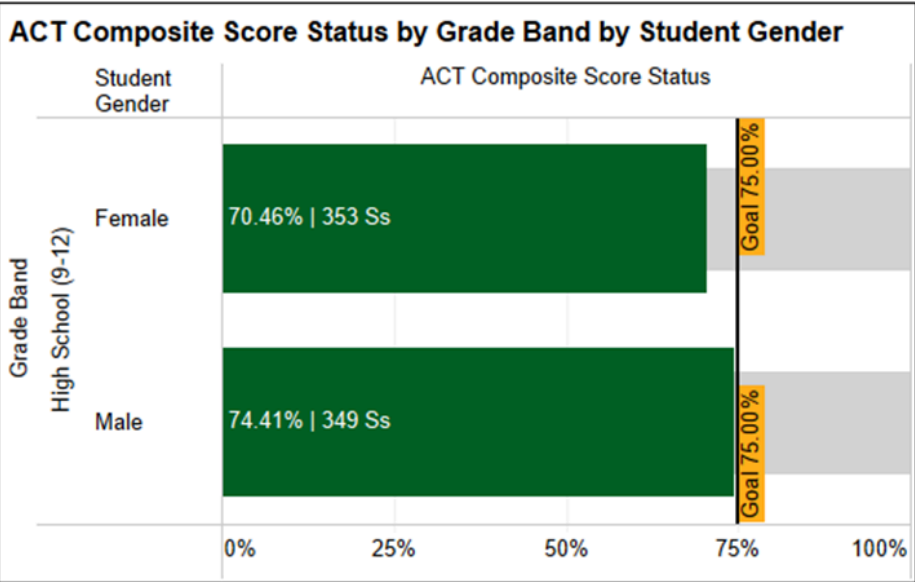
Not Proficient Score

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

ACT Composite Score of 22 or Better Charts and Graphs



This Section Intentionally Left Blank

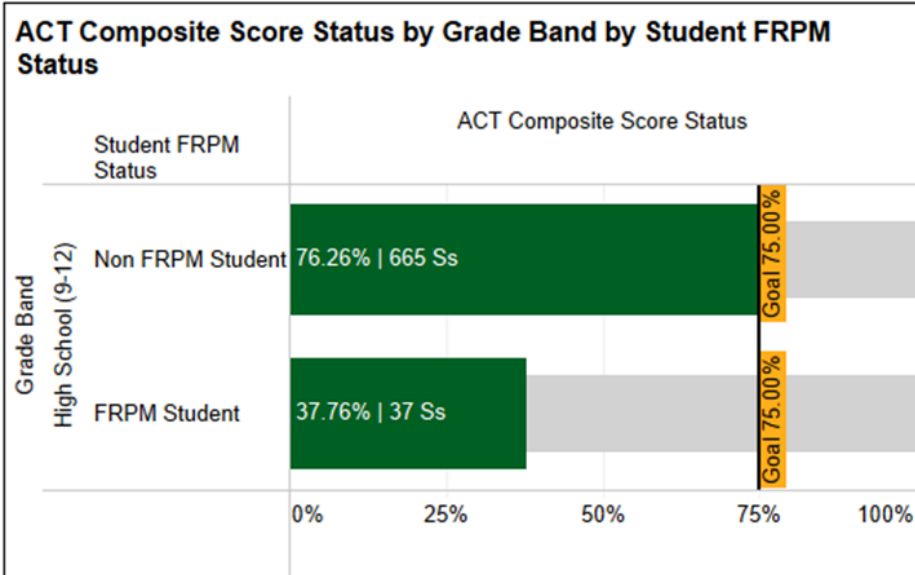
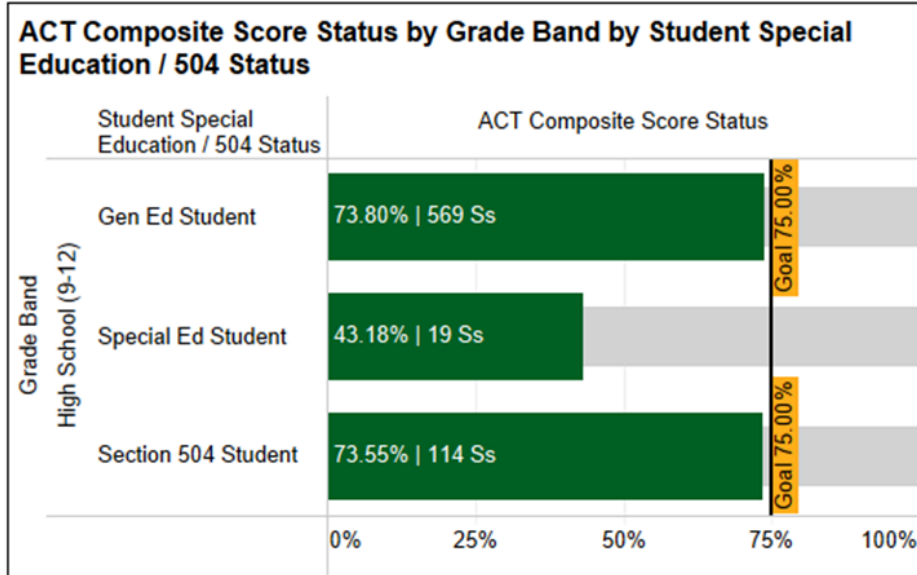
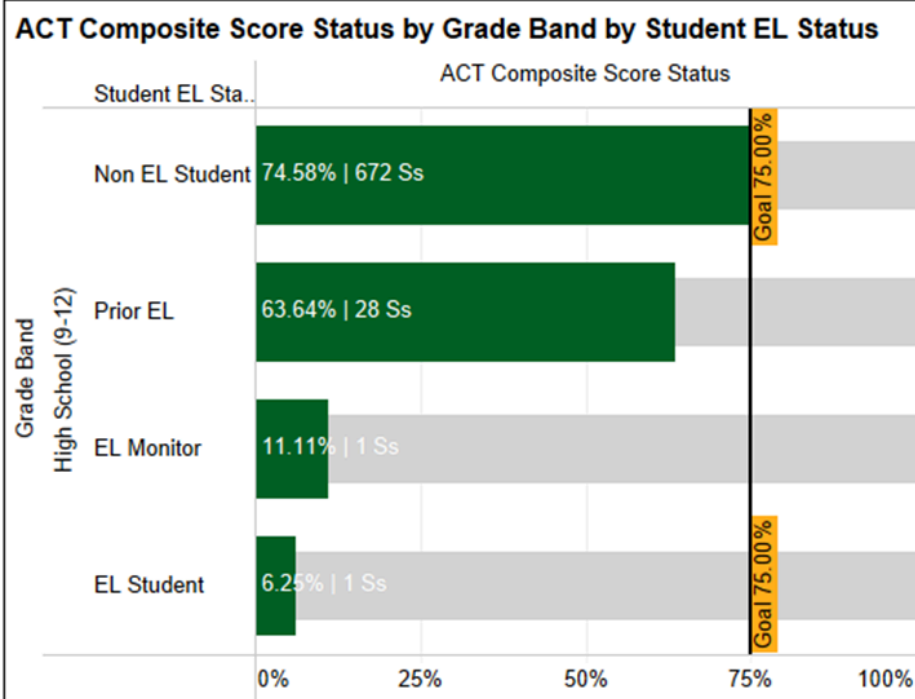
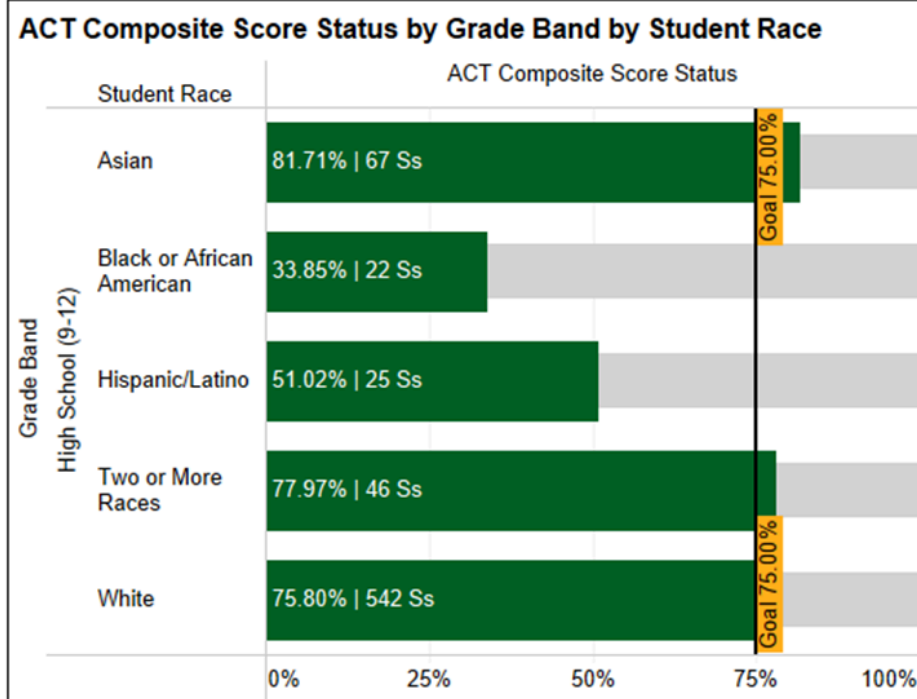


ACT Composite Score Status

■ ACT Composite Score 22 or Greater    □ ACT Composite Score Not 22 or Greater

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

## ACT Composite Score of 22 or Better Charts and Graphs

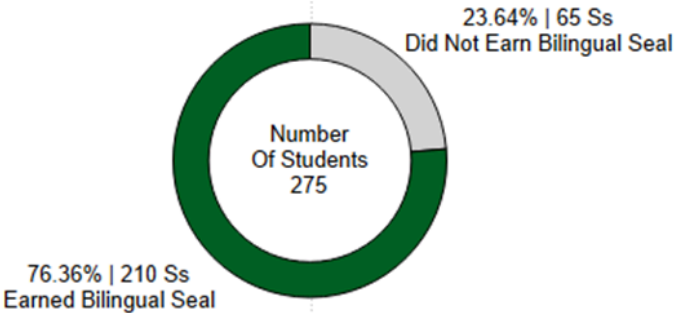


ACT Composite Score Status  
 ■ ACT Composite Score 22 or Greater    ■ ACT Composite Score Not 22 or Greater

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

Bilingual Seals Charts and Graphs

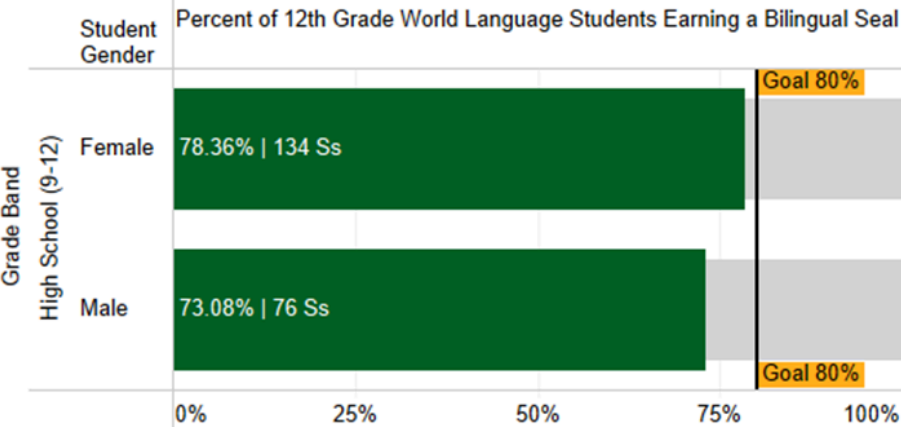
12th Grade World Language Students Earning Bilingual Seals



This Section Intentionally Left Blank

This Section Intentionally Left Blank

12th Grade World Language Students Earning Bilingual Seals by Grade Band by Student Gender



Student Bilingual Seal Status

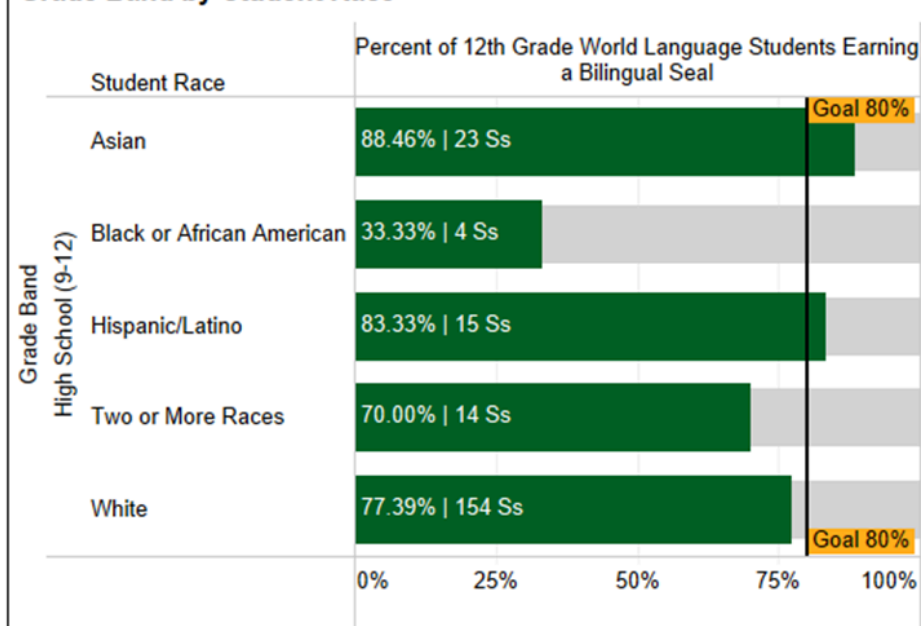
■ Earned Bilingual Seal    □ Did Not Earn Bilingual Seal

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

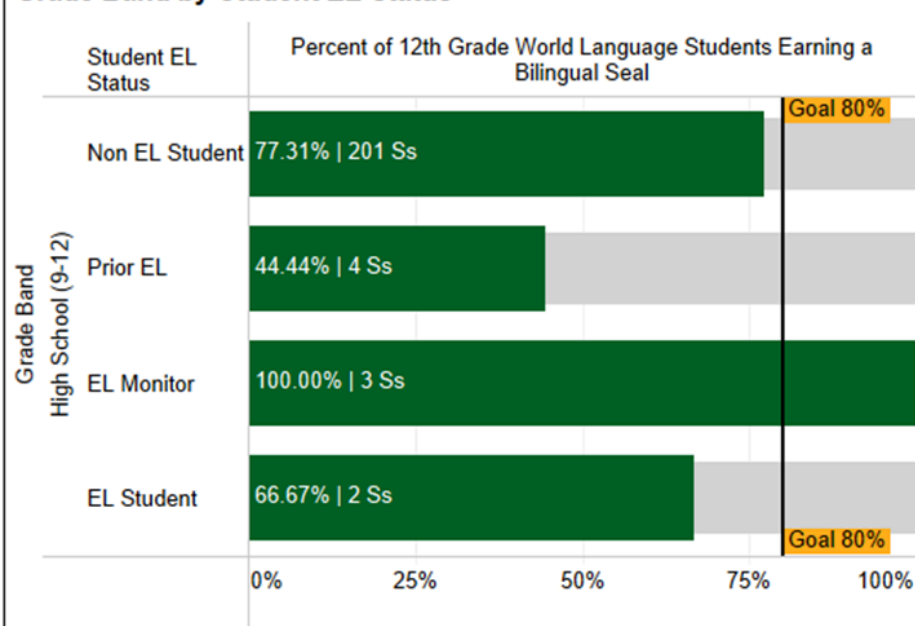


## Bilingual Seals Charts and Graphs Cont.

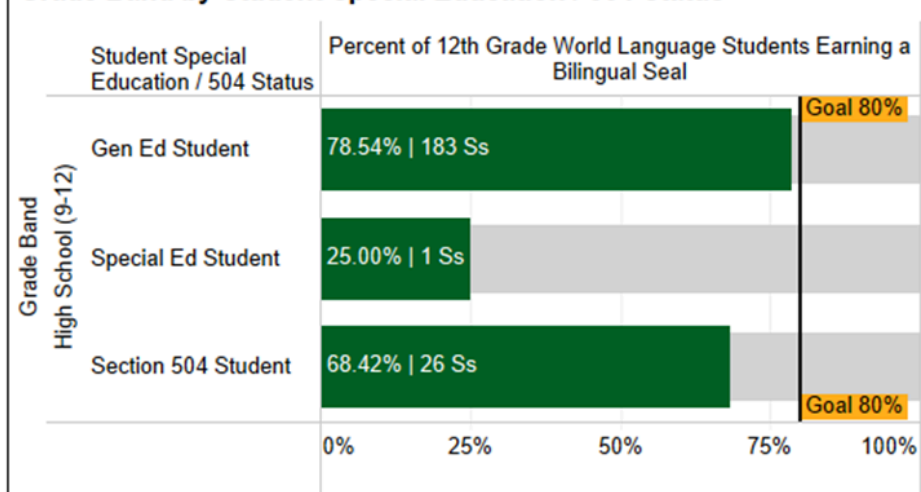
**12th Grade World Language Students Earning Bilingual Seals by Grade Band by Student Race**



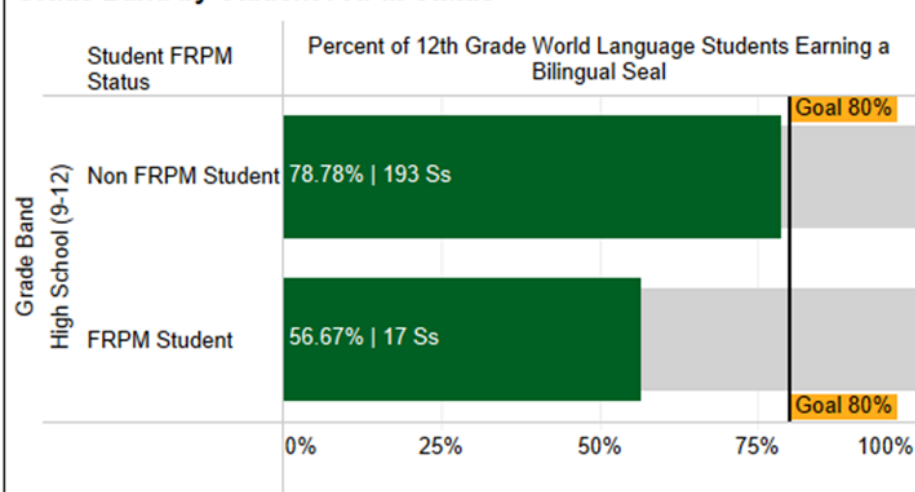
**12th Grade World Language Students Earning Bilingual Seals by Grade Band by Student EL Status**



**12th Grade World Language Students Earning Bilingual Seals by Grade Band by Student Special Education / 504 Status**



**12th Grade World Language Students Earning Bilingual Seals by Grade Band by Student FRPM Status**



Student Bilingual Seal Status

■ Earned Bilingual Seal    ■ Did Not Earn Bilingual Seal

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

## **Edina High School College and Career Expanded Opportunities:**

### **Rationale**

In addition to core measures of college and career readiness, students also benefit from pathways that provide different access to advanced learning opportunities and real-world experiences, as well as opportunities for academic distinction. Research shows that participation in PSEO, Dual Enrollment, internships, and recognition programs such as National Merit strengthens both college and career readiness. These pathways increase postsecondary persistence, build technical and professional skills, and open doors to diverse opportunities after high school. Together, they reflect the district's commitment to providing equitable access to rigorous, real-world, and high-impact learning experiences for all students.

### **Data Elements**

- PSEO & Dual Enrollment – Early access to college-level coursework and credit.
  - Post Secondary Enrollment Options
    - Participating Colleges / Universities Normandale Community College, Minneapolis College, UofM Twin Cities & Crookston, North Hennepin Community College, St. Paul College, Hennepin Tech
  - University Writing: College in the Schools
    - University of Minnesota
  - Introduction to Literature: College in the Schools
  - College Algebra
    - Bemidji State
- Internships/Youth Skills Training Grant– Applied experiences that build career skills and engagement.
- National Merit Scholars – Recognition of academic excellence and pathways to selective opportunities.

### **2025-2027 Goals**

#### **PSEO and Dual Enrollment**

By spring 2027, participation in Postsecondary Enrollment Options (PSEO) and Dual Enrollment programs will be strengthened through intentional outreach, guidance, and support for students who would most benefit from access to these pathways. The focus will not be solely on increasing total participation, but on ensuring that all students are aware of, prepared for, and supported in pursuing these opportunities when they align with their goals and readiness. Targeted growth areas and action steps for PSEO and Dual Enrollment will be refined during the Edina High School review and development of the co-designed Bold Roadmap for the Future. More specific participation goals will be established once 2026 data provide a verified baseline

#### **Internships/Work-Based Learning**

By spring 2027, the district will implement a consistent system for tracking internship and work-based learning participation and increase the number of students engaged in these experiences. Initial growth will be measured against a verified baseline established in 2025-26.

#### **National Merit Scholars**

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from 22 to 27, Semifinalists from 8 to 10, and Finalists from 8 to 10. The focus will be on maintaining academic excellence, expanding opportunities for students to engage in rigorous coursework and test preparation, and ensuring that high-achieving learners from all backgrounds are encouraged and supported in pursuing recognition.

Edina High School College and Career Expanded Opportunities Data Table

Career and College Ready Other Areas of Excellence

PSEO Participation by Term

Grade Band	School Year	Semester	
		S1	S2
High School (9-12)	2024-2025	116	110

National Merit Scholars

Grade Band	School Year	National Merit Category	
		Commended	22
		Semi Finalists	8
High School (9-12)	2024-2025	Finalists	8

Number of Students Dual Enrolled

Grade Band	School Year	
High School (9-12)	2024-2025	272

Number of Students Participating in Internships / Apprenticeships

Grade Band	School Year	
High School (9-12)	2024-2025	10

## College Persistence:

### Rationale

The Statewide Longitudinal Education Data System (SLEDs) provides valuable insights into how well Minnesota students are prepared for, transition to, and persist in postsecondary education and the workforce. By linking data from high school, college, and employment records, SLEDs helps districts like Edina understand long-term trends in college enrollment, persistence, completion, and career outcomes. Monitoring SLEDs data allows the district to evaluate the effectiveness of college and career readiness initiatives, identify opportunity gaps among student groups, and align supports to ensure every graduate has the knowledge, skills, and experiences necessary to succeed after high school.

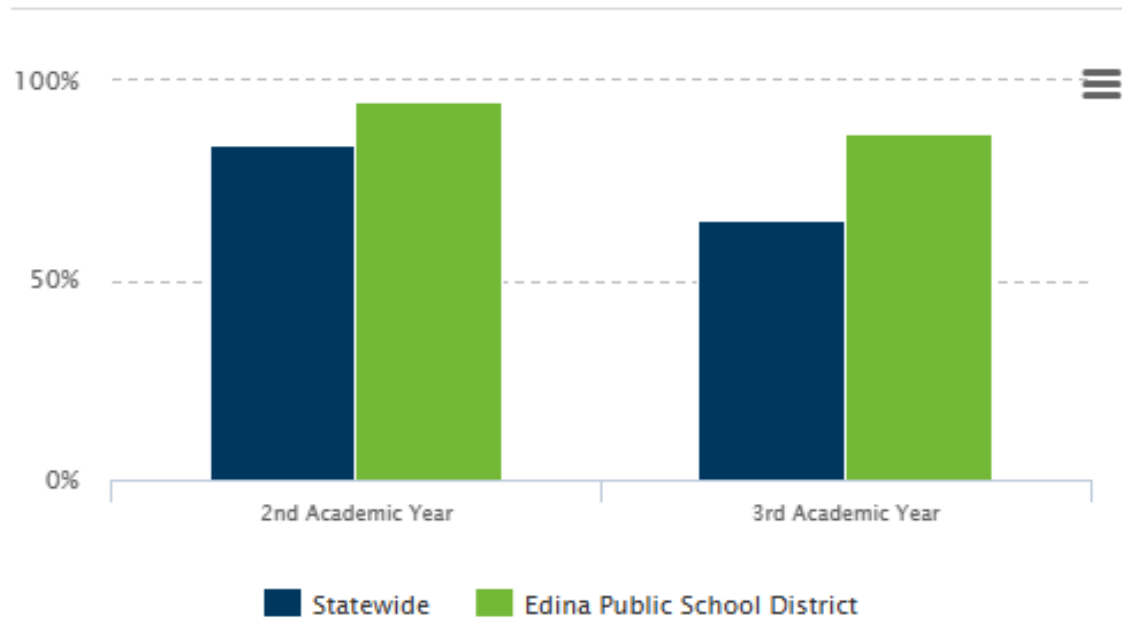
### Data Element

- 2022 [MN SLEDs Data](#)

### 2025-2027 Goal

By spring 2027, Edina High School graduates will demonstrate growth in **college persistence** rates as measured by the **Statewide Longitudinal Education Data System (SLEDs)**. Using the 2022 cohort as a baseline, the district will focus on supporting students in successfully transitioning to postsecondary education and remaining enrolled beyond their first year. Specific growth targets will be established once verified 2024 SLEDs data are available.

## Percent of HS Graduates Starting College and Persisting or Graduating as of:



Type	Statewide	Edina Public School District
2nd Academic Year	35,724 (84%)	539 (95%)
3rd Academic Year	27,653 (65%)	495 (87%)
Students Enrolled Year 1	42,729	566

Data Source MN SLEDs 2022:

[https://sleds.mn.gov/#stayingInAndCompletingCollege/orgId--027301000\\_groupType--district\\_ECODEVREGION--FOC\\_NONE\\_completingCollegeC OHORTID--2022\\_DISABILITY\\_TYPE--FOC\\_NONE\\_p--1](https://sleds.mn.gov/#stayingInAndCompletingCollege/orgId--027301000_groupType--district_ECODEVREGION--FOC_NONE_completingCollegeC OHORTID--2022_DISABILITY_TYPE--FOC_NONE_p--1)



## Edina High School Consistent Attendance

### Rationale

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 as a key indicator of student engagement and overall school success. Chronic absenteeism, defined as missing 10% or more of instructional days, has been shown to negatively impact student achievement, social-emotional development, and long-term outcomes. When students are present, they build stronger connections with peers and teachers, receive rigorous and timely interventions, and develop the habits of responsibility and perseverance that will serve them well beyond their K-12 experience.

### Data Elements

- **Definition:** When student percent in attendance is greater than or equal to 90% they are classified as being Consistently in Attendance. Students whose attendance is less than 90% are classified as being Not Consistently in Attendance.
- **Calculation Note:**
  - In **elementary**, attendance is recorded as a student present for the entire instructional day.
  - In **secondary**, attendance is measured by class period rather than by full day. A student's overall attendance rate reflects the percentage of class periods attended across all courses.
  - This data specifically reflects Edina High School attendance. K-12 attendance data can be viewed in the Appendix.

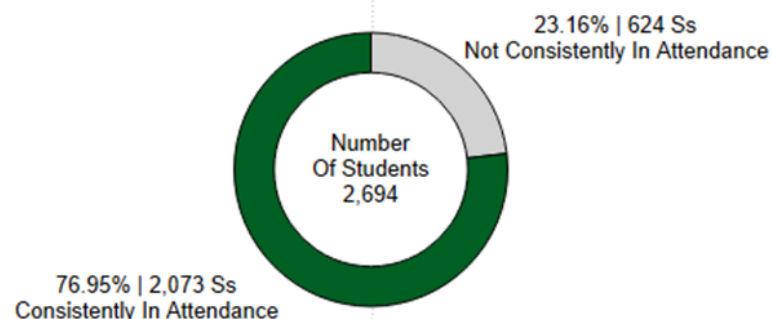
\*This method provides a more precise measure of engagement in each instructional setting and accounts for the complexity of individualized secondary schedules.

### 2025-2027 Goals

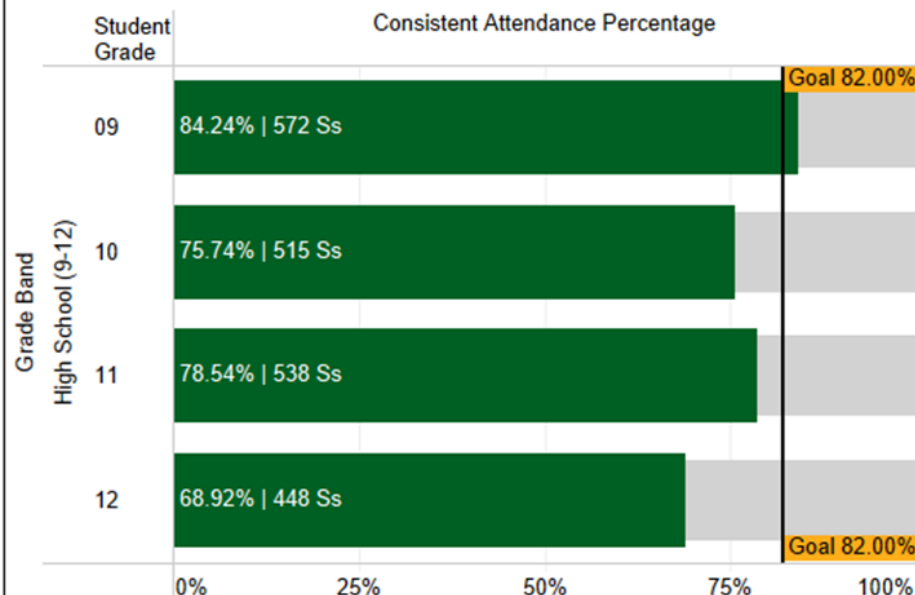
By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% in 2025 to 82%.

## High School Consistent Attendance Charts and Graphs

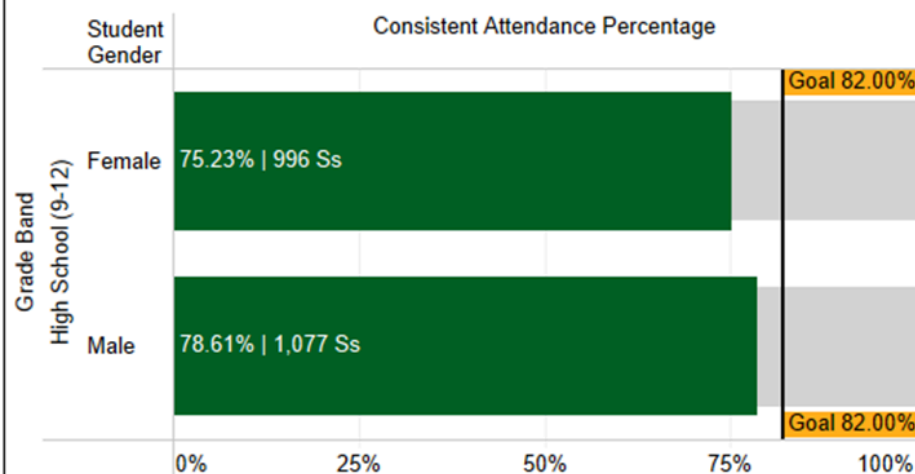
High School Consistent Attendance Percentage



High School Consistent Attendance Percentage by Student Grade Band by Student Grade



High School Consistent Attendance Percentage by Student Grade Band by Student Gender



This Section Intentionally Left Blank

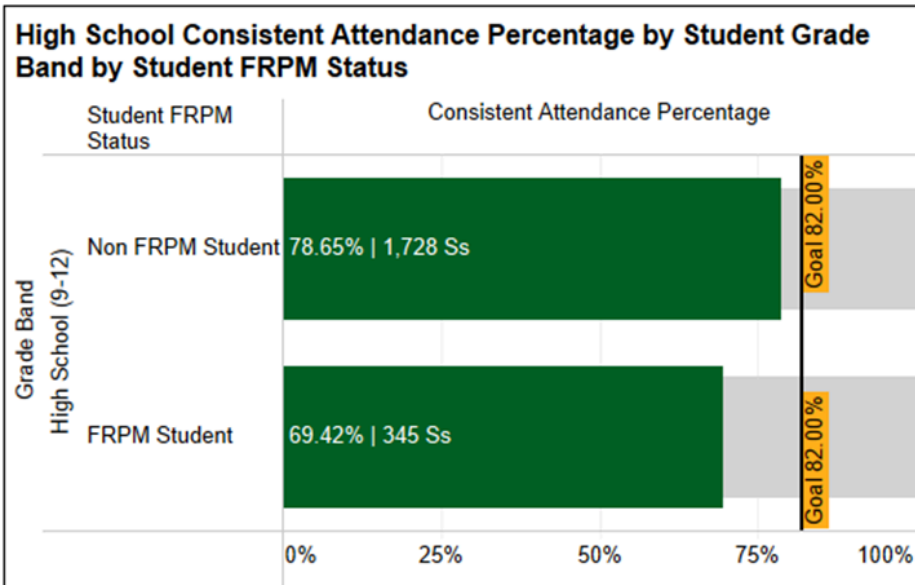
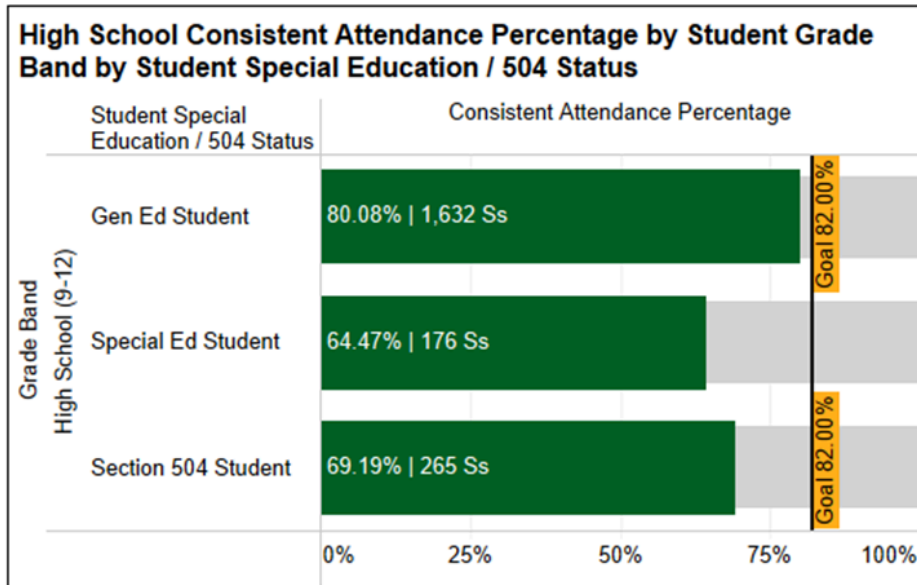
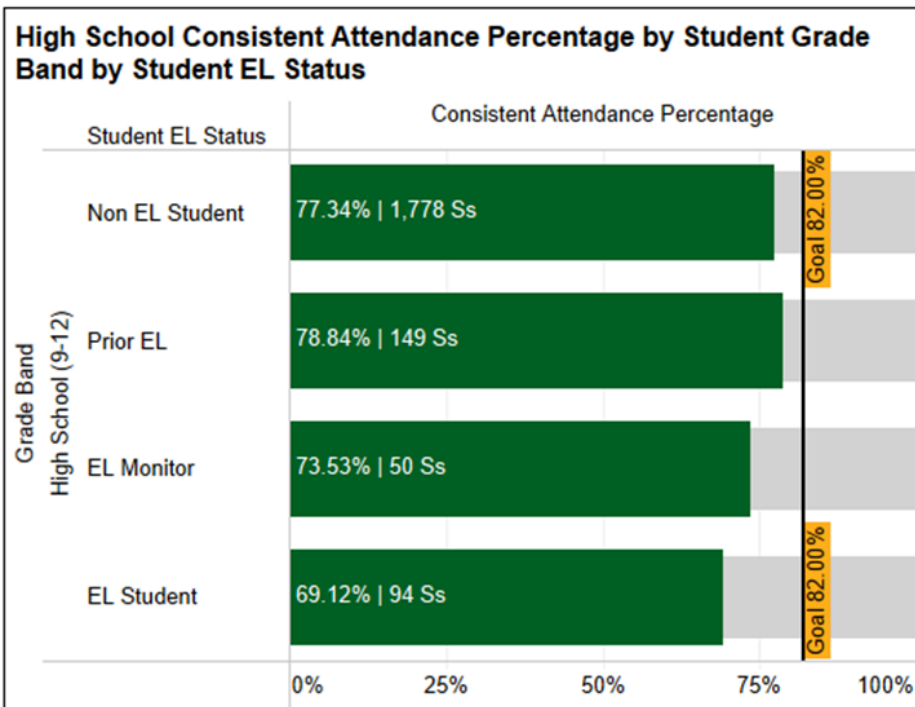
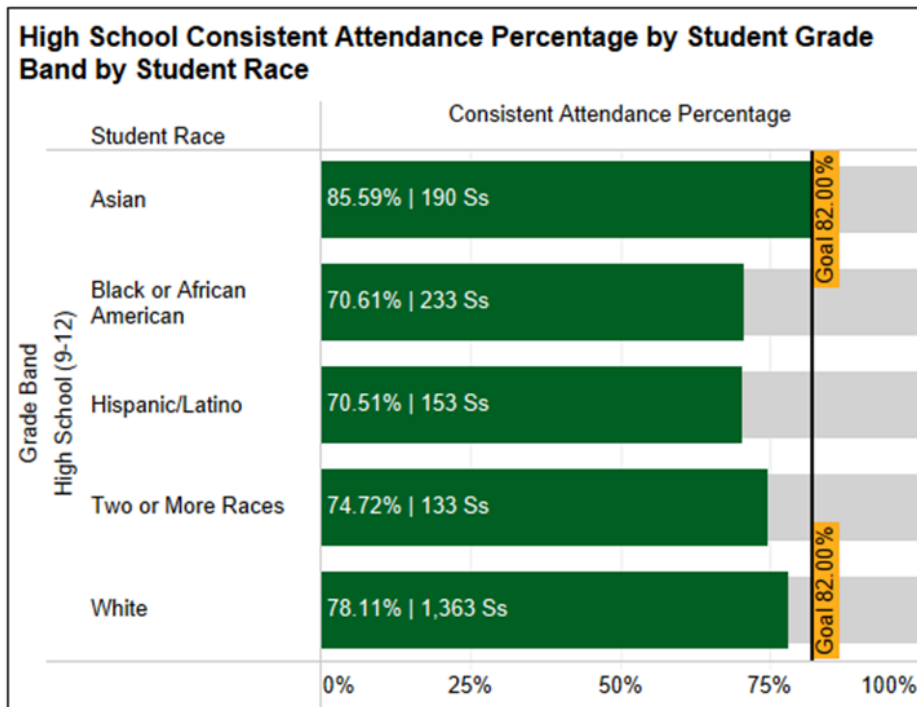
Consistent Attendance Status

Consistently In Attendance

Not Consistently In Attendance

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

## High School Consistent Attendance Charts and Graphs Cont.



Consistent Attendance Status  
■ Consistently In Attendance ■ Not Consistently In Attendance

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

# Appendix

## Appendix A: Glossary

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

It is also important to note that the READ Act requires mandatory screening of every child in kindergarten, first, second, and third grade, including multilingual learners and students receiving special education services, using a screening tool approved by the Department of Education. Edina is using FASTBridge for this screening. It is completed three times per year to measure foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language. A specific subset of the FASTBridge assessment suite screens for characteristics of dyslexia.

Capti ReadBasix: The Minnesota READ Act requires students in grades 4 and above, who are not reading at grade level, to be assessed for reading difficulties, including characteristics of dyslexia, using a tool approved by the Department of Education. This requirement includes multilingual learners and students receiving special education services. Capti is the approved diagnostic tool based on the Science of Reading framework. It screens, diagnoses, and monitors foundational reading skills in adolescents. Edina winter of 2025 Edina will utilize this assessment and collaborate on the response plans to support student results.

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. In this report Accelerated and Advanced classes are the focus. These are classes that a select group of students take.

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.

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.

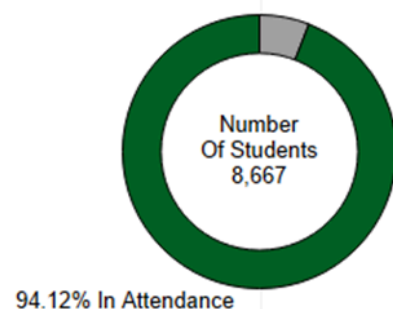
A.S.P.I.R.E.: Based on the science of reading/structured literacy, Aspire is a professional learning solution designed to meet the needs of all educators teaching students in grades 4–8. Aspire trains all educators to weave literacy skills and strategies into their instruction so they can support learners 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: K-12 Attendance Charts and Graphs

**Student Percent In Attendance**



**Student Percent In Attendance by Grade Band by Student Grade**

Grade Band	Student Grade	0.00%	100.00%
Elementary (K-5)	KG	94.94% Percent In Attendance	
	01	95.30% Percent In Attendance	
	02	95.24% Percent In Attendance	
	03	95.20% Percent In Attendance	
	04	94.58% Percent In Attendance	
Middle School (6-8)	05	95.18% Percent In Attendance	
	06	94.61% Percent In Attendance	
	07	94.07% Percent In Attendance	
High School (9-12)	08	95.38% Percent In Attendance	
	09	93.51% Percent In Attendance	
	10	92.00% Percent In Attendance	
	11	92.44% Percent In Attendance	
	12	91.28% Percent In Attendance	

**Student Percent In Attendance by Grade Band**

Grade Band	0.00%	100.00%
Elementary (K-5)	95.08% Percent In Attendance	
Middle School (6-8)	94.77% Percent In Attendance	
High School (9-12)	92.31% Percent In Attendance	

**Student Percent In Attendance by Grade Band by Student Gender**

Grade Band	Student Gender	0.00%	100.00%
Elementary (K-5)	Female	95.22% Percent In Attendance	
	Male	94.94% Percent In Attendance	
Middle School (6-8)	Female	94.61% Percent In Attendance	
	Male	94.94% Percent In Attendance	
High School (9-12)	Female	92.08% Percent In Attendance	
	Male	92.53% Percent In Attendance	

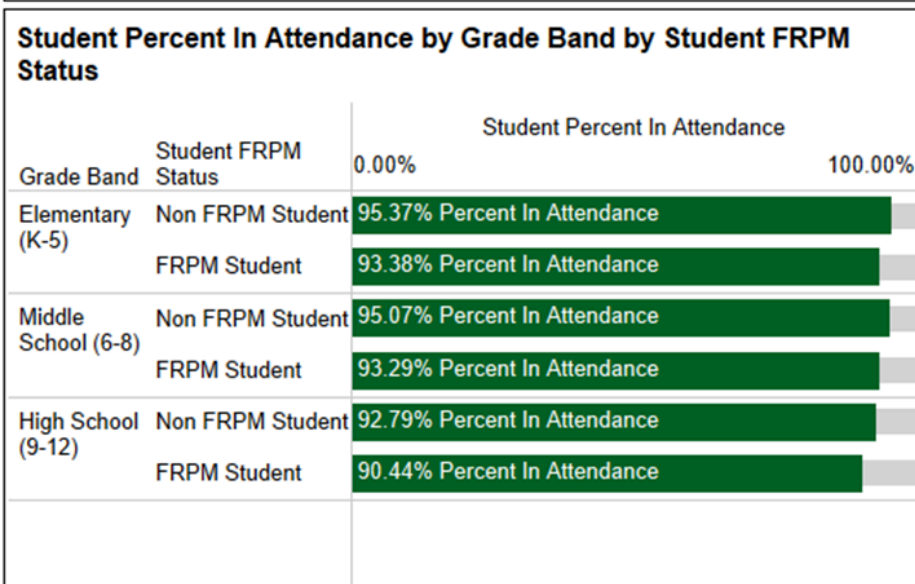
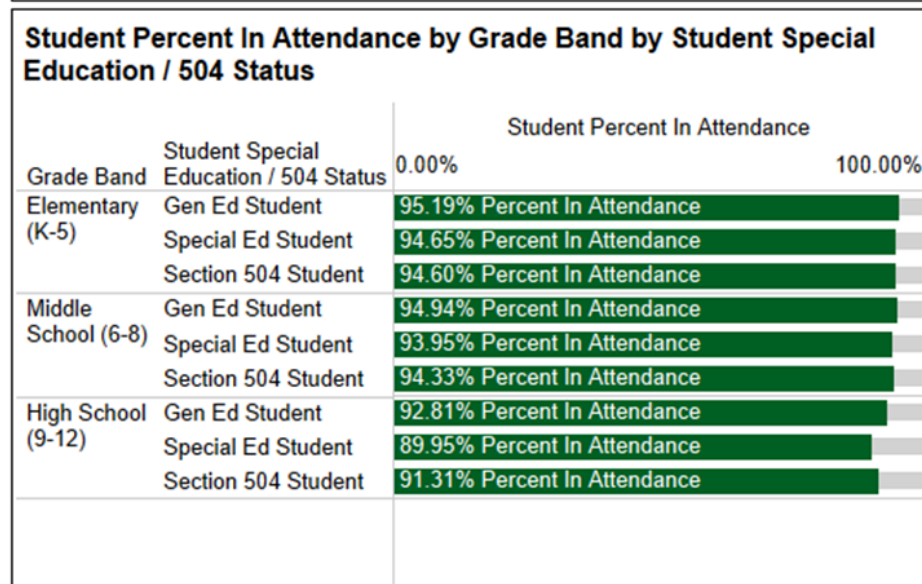
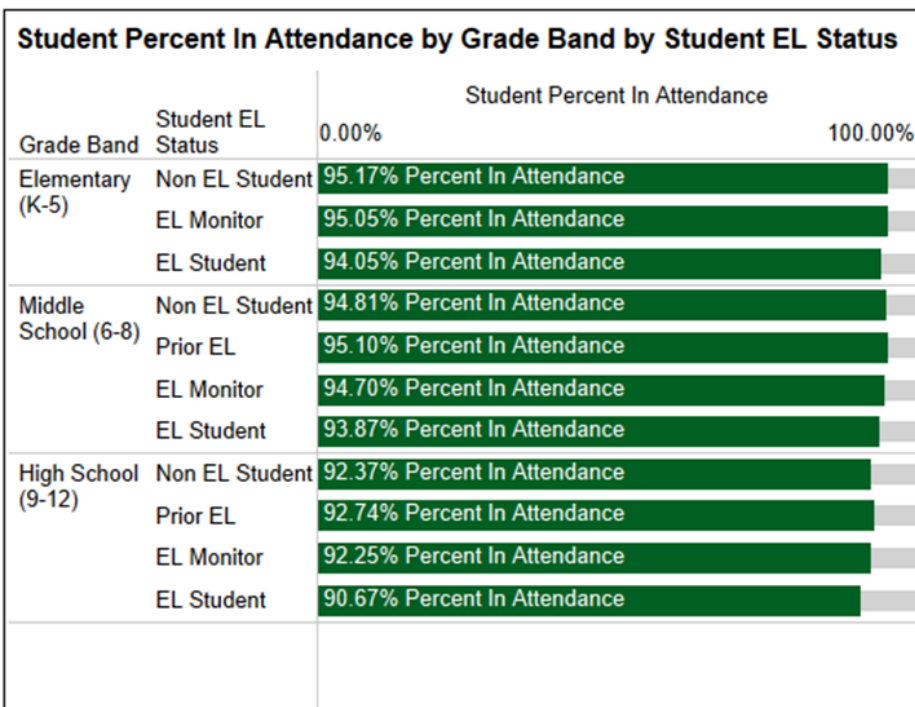
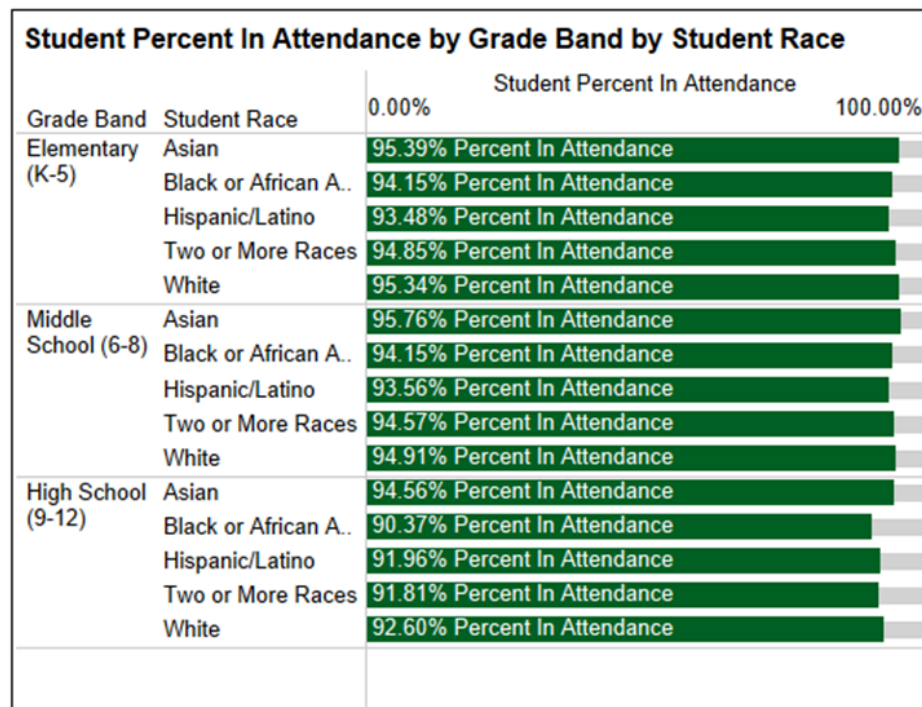
Measure Names

■ Percent In Attendance

■ Percent Absent

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

## Appendix B: K-12 Attendance Charts and Graphs Cont.



### Measure Names

■ Percent In Attendance ■ Percent Absent

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

## Appendix C: Demographic Summary

**Demographic Summary by Grade Band by Student Race**

		Student Race	
Grade Band	Elementary (K-5)	Asian	7.72%
		Black or African American	7.14%
		Hispanic/Latino	7.67%
		Two or More Races	8.29%
		White	69.18%
		<b>Total</b>	100.00%
	Middle School (6-8)	Asian	7.32%
		Black or African American	8.16%
		Hispanic/Latino	8.07%
		Two or More Races	6.38%
		White	70.06%
		<b>Total</b>	100.00%
	High School (9-12)	Asian	8.06%
		Black or African American	14.15%
		Hispanic/Latino	7.92%
		Two or More Races	6.52%
		White	63.35%
		<b>Total</b>	100.00%

**Demographic Summary by Grade Band by Student Special Educatoin / 504 Status**

		Student SPED / 504 Student Status	
Grade Band	Elementary (K-5)	Gen Ed Student	79.08%
		Special Ed Student	17.23%
		Section 504 Student	3.69%
		<b>Total</b>	100.00%
	Middle School (6-8)	Gen Ed Student	79.17%
		Special Ed Student	13.08%
		Section 504 Student	7.75%
		<b>Total</b>	100.00%
	High School (9-12)	Gen Ed Student	75.89%
		Special Ed Student	10.09%
		Section 504 Student	14.03%
		<b>Total</b>	100.00%

**Demographic Summary by Grade Band by Student FRPM Status**

Grade Band	Student FRPM Status	
Elementary (K-5)	Non FRPM Student	85.20%
	FRPM Student	14.80%
	<b>Total</b>	100.00%
Middle School (6-8)	Non FRPM Student	82.38%
	FRPM Student	17.62%
	<b>Total</b>	100.00%
High School (9-12)	Non FRPM Student	80.04%
	FRPM Student	19.96%
	<b>Total</b>	100.00%

**Demographic Summary by Grade Band by Student Grade**

		Student Grade	
Grade Band	Elementary (K-5)	KG	15.19%
		01	15.90%
		02	16.89%
		03	17.52%
		04	17.34%
		05	17.15%
		<b>Total</b>	100.00%
	Middle School (6-8)	06	33.02%
		07	32.82%
		08	34.16%
		<b>Total</b>	100.00%
	High School (9-12)	09	24.97%
		10	25.30%
		11	25.51%
		12	24.22%
		<b>Total</b>	100.00%

**Demographic Summary by Grade Band by Student Gender**

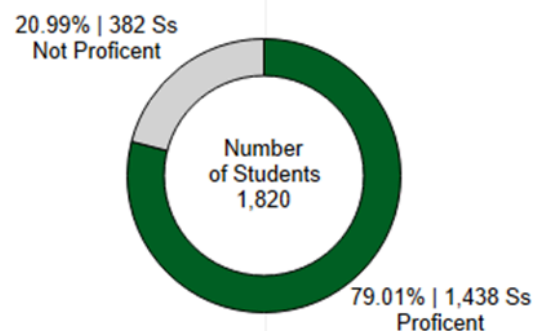
Grade Band	Student Gender	
Elementary (K-5)	Female	47.88%
	Male	52.12%
	<b>Total</b>	100.00%
Middle School (6-8)	Female	49.90%
	Male	50.10%
	<b>Total</b>	100.00%
High School (9-12)	Female	49.09%
	Male	50.91%
	<b>Total</b>	100.00%

**Demographic Summary by Grade Band by Student EL Status**

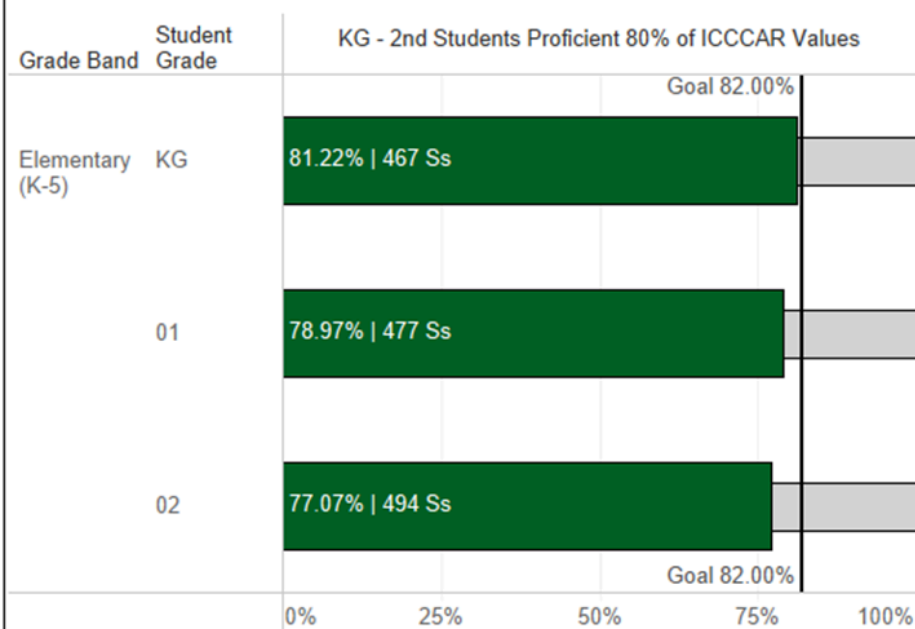
		Student EL Status	
Grade Band	Elementary (K-5)	Non EL Student	89.31%
		EL Monitor	2.60%
		EL Student	8.09%
		<b>Total</b>	100.00%
	Middle School (6-8)	Non EL Student	86.97%
		Prior EL	2.72%
		EL Monitor	5.65%
		EL Student	4.66%
		<b>Total</b>	100.00%
	High School (9-12)	Non EL Student	84.89%
		Prior EL	7.23%
		EL Monitor	2.69%
		EL Student	5.19%
		<b>Total</b>	100.00%

## Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs

ICCCAR Course Standard Proficiency

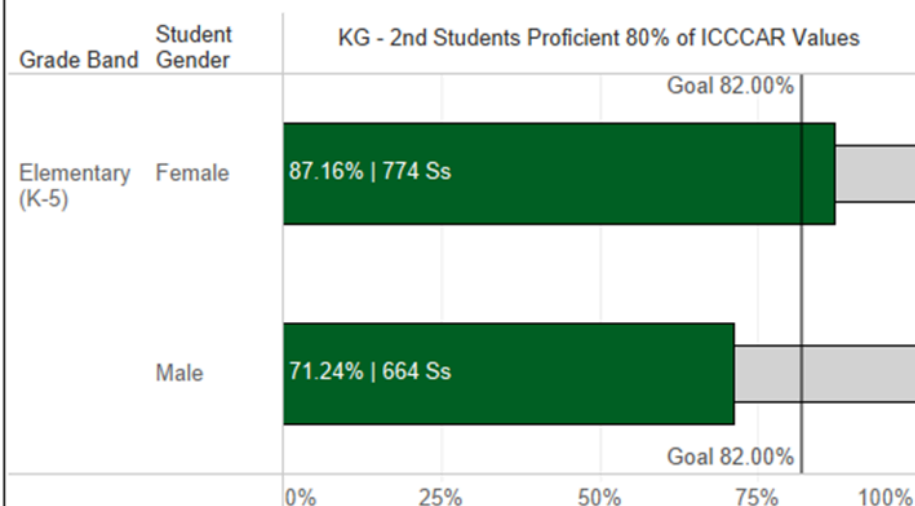


ICCCAR Course Standard Proficiency by Grade Band by Student Grade



This Section Intentionally Left Blank

ICCCAR Course Standard Proficiency by Grade Band by Student Gender



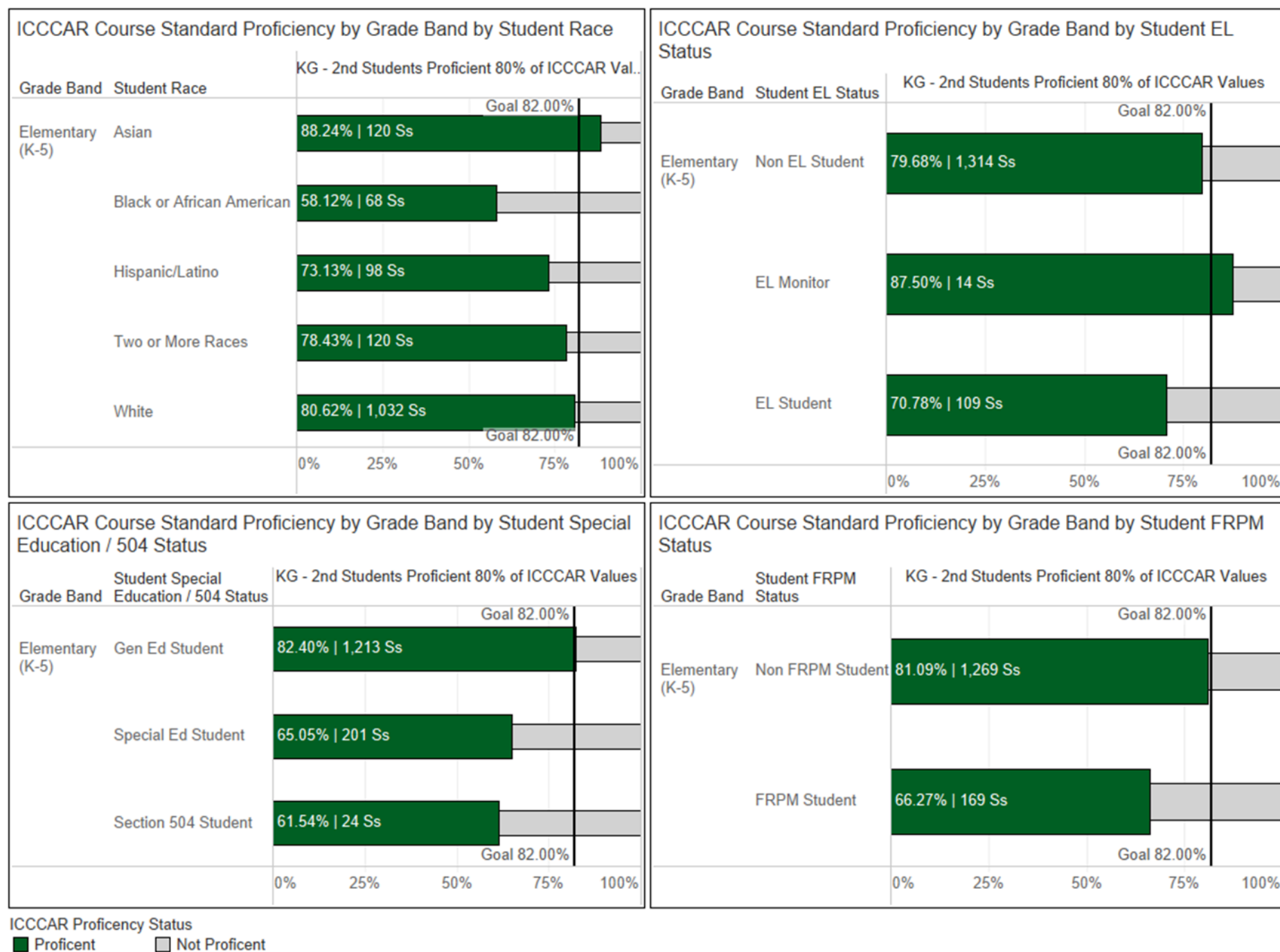
ICCCAR Proficiency Status

■ Proficient    □ Not Proficient

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



## Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs Cont.



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



## Appendix E: Career/College Ready Research

The following national studies and frameworks represent some of the most widely recognized research on college and career readiness. Together, they highlight the importance of rigorous coursework, benchmark assessments, and key skill areas as strong predictors of post-secondary success.

### Sources

- Adelman, C. (2006). *The Toolbox Revisited: Paths to degree completion from high school through college*. U.S. Department of Education.  
→ Completing advanced math courses (beyond Algebra II) is the strongest curriculum factor predicting college completion.
- ACT. (2023). *The Condition of College & Career Readiness 2023*. ACT, Inc.  
→ College readiness benchmarks in English, math, reading, and science align with first-year college success.
- National Center for Education Statistics. (2017). *High school course-taking and college readiness: 2017 update*. U.S. Department of Education.  
→ Rigorous course sequences in math, science, and English increase college enrollment and persistence.
- Partnership for 21st Century Learning. (2019). *Framework for 21st century learning*. Battelle for Kids.  
→ Identifies critical thinking, communication, collaboration, and global awareness as essential readiness skills.

Together the following research highlights how these opportunities extend readiness, promote equity of access, and celebrate student distinction within our community.

### Sources

- An, B. P. (2013). *The impact of dual enrollment on college degree attainment*. Educational Evaluation and Policy Analysis.  
→ Dual enrollment significantly increases college enrollment and degree attainment, especially for underrepresented students.
- Advance CTE & Association for Career and Technical Education. (2018). *Work-based learning in high school: Findings from a national survey*. \*\*  
→ Work-based learning (e.g., internships) builds career readiness, applied skills, and student engagement.
- National Merit Scholarship Corporation. (2022). *Annual Report*. \*\*  
→ National Merit recognition highlights high academic achievement and expands opportunities for selective college admissions and scholarships.

## Appendix F: Program Included in Edina High School and Edina Community Education Data

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Advanced Archery: Gr. 5-12,</li> <li>• Alpine Ski - Boys,</li> <li>• Alpine Ski - Girls,</li> <li>• Archery 101: Gr. 5-12,</li> <li>• Architecture, Construction, Engineering (ACE) club,</li> <li>• Art Club,</li> <li>• Badminton Club (Valley View): Gr. 6-8,</li> <li>• Badminton Club: South View Gr. 6-8,</li> <li>• Badminton Club: Valley View Gr. 6-8,</li> <li>• Badminton,</li> <li>• Baseball,</li> <li>• Basketball - Boys,</li> <li>• Basketball - Girls,</li> <li>• Basketball Club (Valley View): Gr. 6-8,</li> <li>• Black Student Union,</li> <li>• Business Club,</li> <li>• Ceramics Club,</li> <li>• Cheer Tryouts 2025-26,</li> <li>• Cheerleading,</li> <li>• Chess Club: South View Gr. 6-8,</li> <li>• Chess Club: Valley View Gr. 6-8,</li> <li>• Chinese Club,</li> <li>• Civics Club,</li> <li>• Club Archery: Gr. 5-12,</li> <li>• Coed Afterschool Basketball Club: SVMS &amp; VVMS Gr. 6-8,</li> <li>• Competition Dance,</li> <li>• Competitive Diving Mondays Apr-May,</li> <li>• Competitive Diving Mondays Jan-Mar,</li> <li>• Competitive Diving Mondays,</li> <li>• Competitive Diving Thursdays Apr-May,</li> <li>• Competitive Diving Wednesdays Apr-May,</li> <li>• Competitive Diving Wednesdays Jan-Mar,</li> <li>• Criminal Justice Club,</li> <li>• Cross Country - Boys,</li> <li>• Cross Country - Girls,</li> <li>• Cross Country Running Club: South View &amp; Valley View:</li> </ul> | <ul style="list-style-type: none"> <li>Gr. 6,</li> <li>• Crumbl Club,</li> <li>• Debate,</li> <li>• DECA,</li> <li>• Donation Club,</li> <li>• Driver's Ed: Classroom &amp; Behind-the-Wheel: Gr. 9-12,</li> <li>• Dungeon Adventures: South View Gr. 6-8,</li> <li>• Dungeon Adventures: Valley View Gr. 6-8,</li> <li>• Dungeons &amp; Dragons Club,</li> <li>• Dungeons Adventures Gr. 6-8 (South View),</li> <li>• Dungeons Adventures Gr. 6-8 (Valley View),</li> <li>• E - Sports,</li> <li>• Edina Gymnastics Session I: Ages 8-16,</li> <li>• Edina Junior High Competition Cheer Team: Gr. 6-9,</li> <li>• Edina Winter Open Chess Tournament Gr. 1-12,</li> <li>• Edina Women in STEM,</li> <li>• EHS Film Club,</li> <li>• EHS Thespian Club,</li> <li>• Etiquette, Manners, Social Skills, Oh My!: Gr 1-6,</li> <li>• FAST- Functional Athletic Speed Training: Gr. 6-8,</li> <li>• FAST-Functional Athletic Speed Training Session I: Valley View Gr. 6-8,</li> <li>• Fishing,</li> <li>• Football,</li> <li>• Game Club,</li> <li>• GiGi's Playhouse Down Syndrome Achievement Center Volunteer Club,</li> <li>• Girls Book Club,</li> <li>• Girls Workout Club,</li> <li>• Golf - Boys,</li> <li>• Golf - Girls,</li> <li>• Gymnastics,</li> <li>• Hip Hop Dance,</li> <li>• Hockey - Boys,</li> <li>• Hockey - Girls,</li> <li>• Hockey Cheer Tryouts,</li> <li>• Hornettes,</li> <li>• HOSA,</li> </ul> | <ul style="list-style-type: none"> <li>• In Person: Morning Math Team: South View: Gr. 6-8,</li> <li>• In Person: Morning Math Team: Valley View: Gr. 6-8,</li> <li>• Intermediate Diving Wednesdays Apr-May,</li> <li>• Intermediate Diving Wednesdays,</li> <li>• Investments Club,</li> <li>• Jazz Band,</li> <li>• Jewish Student Union (JSU),</li> <li>• Knowledge Bowl,</li> <li>• Kung Fu – Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult,</li> <li>• Kung Fu – Wu Shu for Self-Defense and Fitness: Green – 2nd Purple Belt: Ages 5 - Adult,</li> <li>• Kung Fu – Wu Shu for Self-Defense and Fitness: Instruments &amp; Sparring: Ages 8 - Adult,</li> <li>• Kung Fu- Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult,</li> <li>• Kung Fu- Wu Shu for Self-Defense and Fitness: White - Orange Belt: Ages 5 - Adult,</li> <li>• Lacrosse - Boys,</li> <li>• Lacrosse - Girls,</li> <li>• Learn to Dive Mondays,</li> <li>• Letters for Aurora,</li> <li>• Letters of Love,</li> <li>• Level I/Pre-Teen Ballet,</li> <li>• Level I/Pre-Teen Ballet: Ages 8-13yrs,</li> <li>• Math Team,</li> <li>• Middle School Dance Club: South View &amp; Valley View Gr. 6,</li> <li>• Mikkonen Music - Spring Piano, Guitar &amp; Ukulele Lessons: Pick Your Number,</li> <li>• Mock Trial,</li> <li>• Model UN,</li> <li>• Non-School Day Career Exploration: Arts and</li> </ul> |
|--|--|--|

- Tourism,
- Non-School Day: Career Explorations Gr. 6-8: Government,
- Non-School Day: Career Explorations Gr. 7-8 Environmental Science,
- Nordic Ski - Boys,
- Nordic Ski - Girls,
- One Act,
- Online Stock Market, Personal Finance, & Business Club: Gr. 6-12,
- Origami Club,
- Our Minds Matter,
- Pokemon Kanto Journey 1: Normandale Gr. 1-8,
- Political Science Club,
- Private Voice or Piano Lessons: Ages 7+,
- Project Blush,
- Queer Student Union (Formerly: Gender & Sexuality Alliance),
- Quiz Bowl,
- ROBOTICS- FIRST

- ROBOTICS COMP. (FRC),
- ROBOTICS- FIRST TECH CHALLENGE (FTC),
- Soccer - Boys,
- Soccer - Girls,
- Softball,
- South Asian Society,
- South View Chess Club Gr. 6-8,
- South View Middle School Boys Track & Field: Gr. 6-8,
- South View Middle School Girls Track & Field: Gr. 6-8,
- South View Middle School Wrestling Team: Gr. 6-8,
- Speech,
- Spike Ball Club,
- Spring Chess Tournament: Gr. K-12,
- Strategy Game Club Gr. 6-8 (SouthView),
- Strategy Game Club Gr. 6-8 (Valley View),
- Strategy Game Club: South View Gr 6-8,
- Strategy Game Club: Valley

- View Gr 6-8,
- Swim & Dive - Boys,
- Swim & Dive - Girls,
- Synchro Swim,
- Team Manager - Spring,
- Team Manager,
- Technovation Girls,
- Teens For A Greener Tomorrow,
- Tennis - Boys,
- Tennis - Girls,
- Theater,
- Track & Field - Boys,
- Track & Field - Girls,
- Valley View Middle School Boys Track & Field: Gr. 6-8,
- Valley View Middle School Girls Track & Field: Gr. 6-8,
- Valley View Middle School Wrestling Team: Gr. 6-8,
- Volleyball Youth Fall League: Gr. 1-6,
- Volleyball,
- World Quest,
- Wrestling,

## Appendix G: District Wide MCA Assessment Performance District Comparison

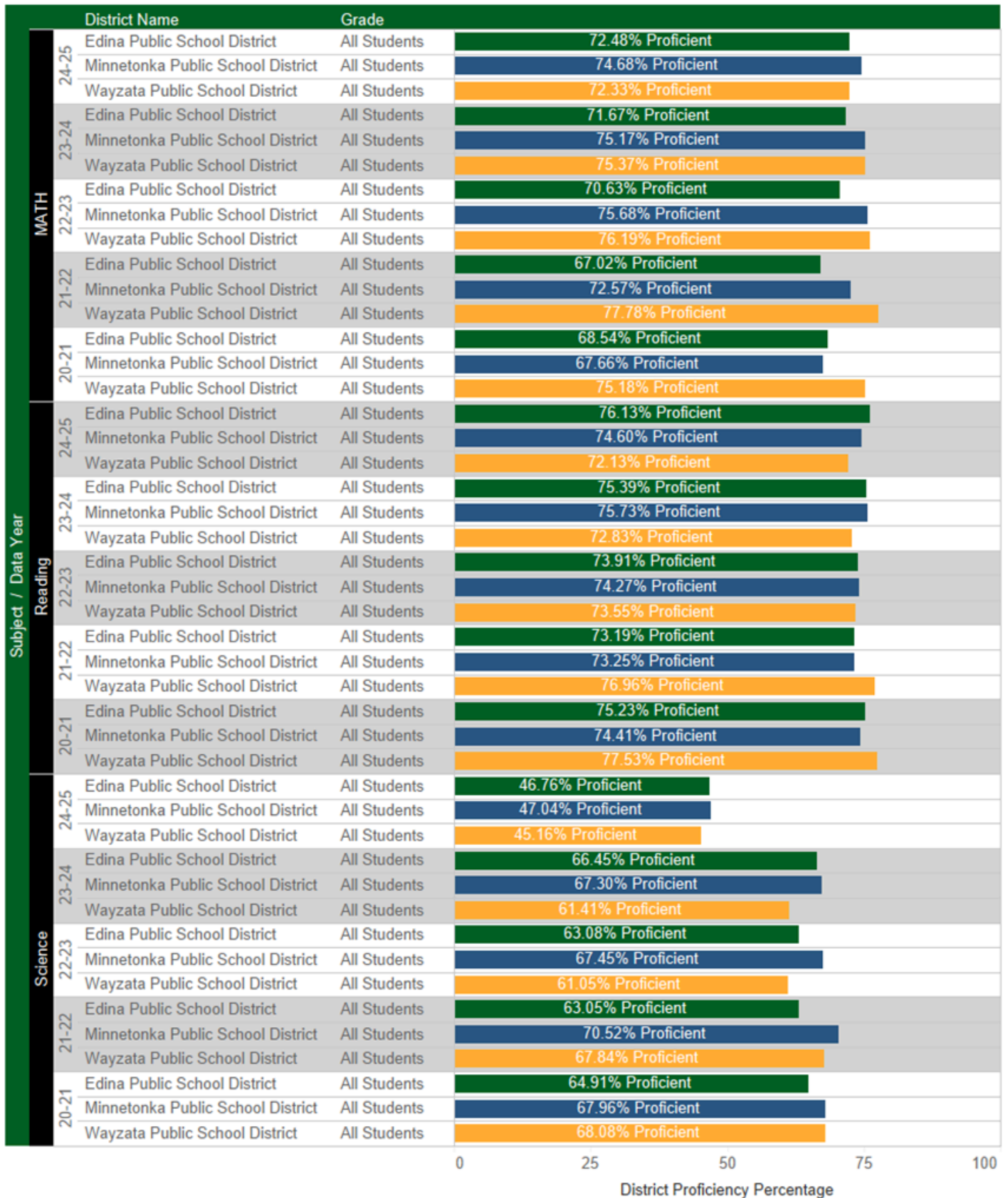
District Name

Edina Public School District

Minnetonka Public School District

Wayzata Public School District

All Students Math, Reading and Science by Subject





## Appendix H: High School MCA Assessment Performance District Comparison

District Name

Edina Public School District

Minnetonka Public School District

Wayzata Public School District

HS Students Math, Reading and Science by Subject

