



Board Meeting Date: 11.13.23

Title: Edina Public Schools Data Metrics Plan Update: 6th-8th Grade

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2023 Edina Public Schools Data Metrics Plan update reflects spring 2023 data. The plan as a whole is broken down into four grade level bands. This report is the 6th-8th grade level band.

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

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

Background Materials:

[2.14.22 Approved Data Metrics Plan](#)

[9.11.23 Data Metrics Goals](#)

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

[Data Metrics Report Board Presentation 10.16.23](#)

Attachments:

Board Report (below)

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

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

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

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

This summary includes key findings in math, literacy, and social and emotional learning data in the 6th-8th grade band, as well as additional key findings that demonstrate critical benchmarks in *preparing all students to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

Middle School (6-8)

Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> 70.5% of 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards MCA Assessment. 70.67% of 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards FastBridge Literacy. While we continue to outperform the nation on the FASTBridge reading assessments and the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> deepen the intentional implementation of the CLP implement interventions and progress monitor all students who score below proficiency on the FASTBridge screener, as well as those who demonstrate need through different measures, and make instructional shifts as needed begin developing a plan for focus on building academic vocabulary in all content areas provide ASPIRE training for all English Language Arts teachers use collaborative coaching structures to respond to the data and to make instructional shifts continue to follow Implementation Science with lead teams to review and recommend updates to Tier 1 and Tier 2 practices in curriculum and instruction in 6-8 collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <ul style="list-style-type: none"> 75.08% of all 6-8th of students met at least 2 of the 3 benchmarks to measure proficiency on grade level standards. These benchmarks were; end of subject grade, FASTBridge aMath and MCA Math assessments. In addition, FASTBridge aMath showed strong aggressive growth numbers (at or above the 75th percentile) with a total of approximately 40% achieving this level (25% expected) While we continue to outperform the nation on the FASTBridge math assessments and the state on MCA achievement, <i>there is still an achievement gap to address in Edina.</i> 	<p>We will:</p> <ul style="list-style-type: none"> continue with the full implementation of our core tier 1 instructional materials (Envision Math) across all math courses use data garnered from FASTBridge aMath universal screener with individual teachers, PLC's and data teams to determine next steps for instructional matches to meet student math needs, as well as those who demonstrate need through different measures use IXL as a supplemental resource and diagnostic tool support utilization of appropriate intervention resources already accessible within EPS and develop additional resources as needed respond to students not demonstrating grade level proficiency with structures that allow for additional learning time collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students.

	<p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>SEL: According to the Panorama Student Competency and Well-Being measures:</p> <ul style="list-style-type: none"> 77.67% of 6-8 grade students reported favorably that they have a teacher or other adult from school they can count on 83% of 6-8 grade students reported favorably that in the past week, they often feel excited about learning 	<p>We will:</p> <ul style="list-style-type: none"> deepen Professional Development with student support staff around utilizing the Panorama PlayBook resource to respond to student needs provide PREPaRE school crisis training with district administrators and mental health staff implement advisory with an intentionality around belonging that includes restorative circles, connecting with peers and advisors, and reflecting on identity, agency, and goal setting continue to expand student leadership opportunities create shared experiences such as retreats, field trips, fall fest, and school rallies offer Tier II SEL for select students, support in addition to what all students experience, through lunch groups and flex groups continue to strengthen Edina Unified. <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCAR values.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p> <p><i>*Strategy C3: Assure students have the opportunity to participate in robust extracurricular and co-curricular opportunities.</i></p> <p><i>*Strategy C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D3: Develop students as leaders, encourage student voice and promote civic engagement.</i></p>
<p>Additional Observations:</p> <ul style="list-style-type: none"> More Middle School students (51.47%) were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year than Elementary students (30.53 %). 73.69% 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023. 73.84% of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023. 19.23% of 6th - 8th grade students met their growth target as defined by MDE. 38.38% of 8th grade students were proficient on the Science MCA 	<p>We will:</p> <ul style="list-style-type: none"> continue to offer a wide range of advanced courses that deliver results and broaden access deepen the implementation of strategies to increase access and opportunity, as well as success, for each & every in Talent Development: <ul style="list-style-type: none"> communication systems support systems collaborate with Special Education to enhance: <ul style="list-style-type: none"> LETRS and/or ASIPRE PD align resources across Tier 1, Tier 2, and Tier 3 as well as with structured literacy collaborate with the newly hired Achievement, Equity and Multilingual Director to work directly on improvement efforts for multilingual students. engage in Elementary to MS Science alignment <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</i></p> <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p>

6-8 English Language Arts (ELA/Literacy) Foundations	7
• 6th grade ELA/ Literacy proficiency	8
• 6th -8th grade ELA/Literacy Growth How will it be measured: FASTBridge FASTtrack Reading universal screener	9
6-8 Mathematical Foundations	10
• 6th grade Mathematical proficiency	11
• 6-8 grade Mathematical growth How will it be measured: FASTBridge FASTtrack Math universal screener	12
6-8 English Language Arts (ELA/Literacy) and Mathematics Standards	13
• Grades 6-8 Mathematical proficiency	14
• Grades 6-8 english language arts/literacy proficiency	16
• 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring	18
• 6th-8th grade FASTtrack students demonstrating below grade level english language arts/literacy performance who achieve aggressive growth at 75th percentile from fall to spring	19
6-8 Science Learning Standards	20
• Grade 8 science Proficiency	21
6-8 Students Will Pass Algebra I by the end of 8th Grade	22
• Algebra I course completion	23
6-8 Social and Emotional Learning (SEL)	24
• Grades 6-8 SEL Do you have a teacher or other adult from school who you can count on to help you no matter what?	25
• Grades 6-8 SEL During the past week, how often did you feel excited about learning?	26
6-8 Social and Emotional Learning (SEL)	27
• Student participation in extracurricular & co-curricular activities How will it be measured: Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes.	28
6-8 Unique Learners	29
• Talent Development Program Participation How will it be measured: Percent of 6-8 grade student enrollment in talent development extended or accelerated pathways (Enriched Reading and Social Studies, Accelerated Science, Accelerated Math)	30
• Talent Development Program Performance How will it be measured: Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math)	31
• Progress Toward IEP Goals How will it be measured: Percent of 6-8 students meeting or making adequate progress on special education program goals	32
• ML Student Progress Toward Proficiency How will it be measured: Percent of 6-8 ML students who met their MDE provided growth target for the year	32
K-12 Attendance & Graduation Rates	33
• Students Percent in Attendance How will it be measured: K-12 students percent in attendance	34

Edina Data Metrics Plan Appendix 35

APPENDIX A: Glossary 35

APPENDIX B: 2023-2025 Board Approved EPS Assessment Plan 37

APPENDIX C: FASTBridge Assessment Guide 37

APPENDIX D: MCA Opt Out Data 38

Appendix E: Edina Public Schools 2022-2023 Demographic Summary 39

6th grade students are demonstrating grade level English Language Arts (literacy) skills.

Reasoning:

As students transition from elementary to middle school the texts that they read become more complex and increasingly non-fiction. As a result, it is important to continue to monitor reading development.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

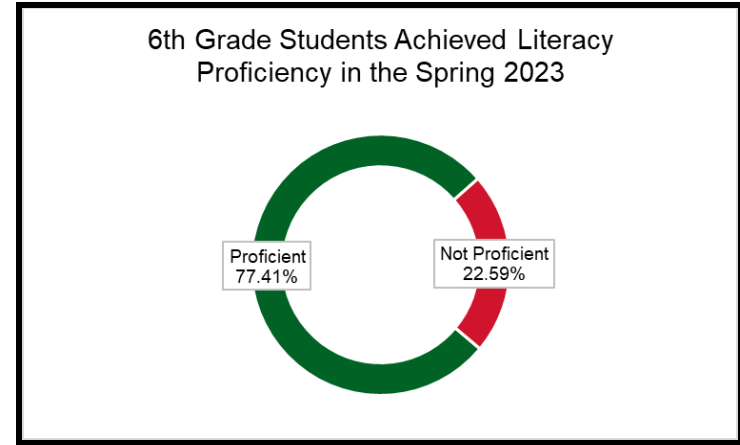
- 6th grade ELA/Literacy proficiency
- 6th -8th grade ELA/Literacy growth

2022-23 Results

- 6th grade ELA/ Literacy proficiency
 - How will it be measured:** FASTBridge FASTtrack Reading universal screener

77.41% of all 6th grade students achieved proficiency in the spring 2023

	Percent of Students
6th grade students achieved proficiency in the spring 2023	77.41%



6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student Race		
Student Race	Proficient	Not Proficient
Asian	73.33%	26.67%
Black or African American	45.31%	54.69%
Hispanic/Latino	74.42%	25.58%
Two or More Races	86.11%	13.89%
White	81.90%	18.10%

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

6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by ML Status		
Student ML Status	Proficient	Not Proficient
ML Monitor	66.67%	33.33%
Non ML Student	82.21%	17.79%

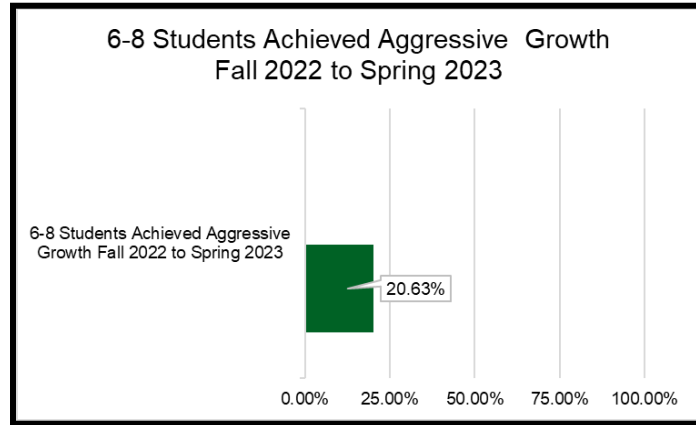
**Students who Declined ML Service, Prior ML and ML students have been excluded due to numbers being identifiable.*

6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	42.11%	57.89%
Section 504 Student	75.61%	24.39%
Gen Ed Student	82.67%	17.33%

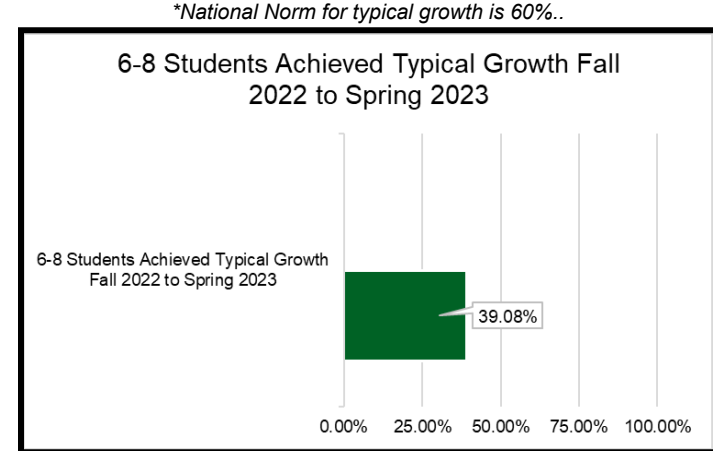
6th Grade Students Achieved Literacy Proficiency in the Spring 2023 by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	49.14%	50.86%
Non FRPM Student	83.65%	16.35%

2022-23 Results

- 6th -8th grade ELA/Literacy Growth **How will it be measured:** FASTBridge FASTtrack Reading universal screener



*National Norm for aggressive growth is 25%.



*National Norm for typical growth is 60%..

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student Race			6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student Special Education Status		
Student Race	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring	Student Special Education Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
Asian	21.15%	37.18%	Special Ed Student	28.19%	37.23%
Black or African American	21.72%	32.32%	Section 504 Student	19.51%	36.59%
Hispanic/Latino	23.73%	39.83%	Gen Ed Student	19.79%	39.51%
Two or More Races	26.05%	34.45%			
White	19.56%	40.74%			

6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student ML Status			6-8 Students Achieved Aggressive Growth Fall 2022 to Spring 2023 by Student FRPM Status		
Student ML Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring	Student FRPM Status	Percent Achieving Aggressive Growth Fall to Spring	Percent Achieving Typical Growth Fall to Spring
ML Student	24.29%	31.43%	FRPM Student	21.20%	35.53%
ML Monitor	20.97%	37.10%	Non FRPM Student	20.50%	39.92%
Prior ML	26.92%				
Non ML Student	20.21%	39.86%			

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

6th grade students apply mathematical knowledge at grade level.

Reasoning:

As students transition from elementary to middle school the problems that they solve become more complex and increasingly require application of foundational skills. As a result, it is important to continue to monitor math development.

Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals that will meet the needs of students at both learning levels.

Metrics:

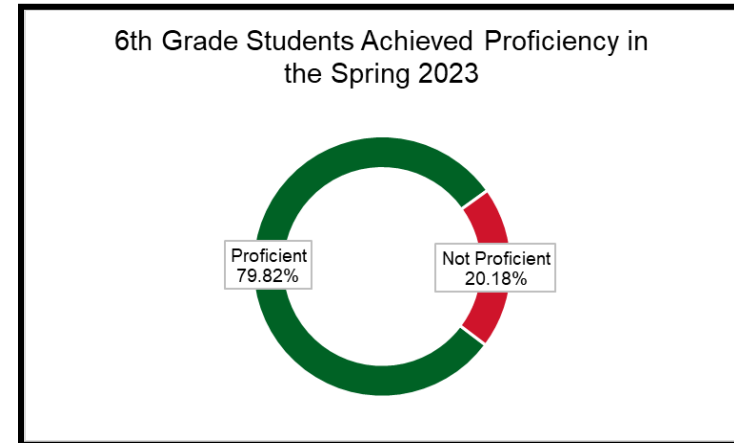
- 6th grade Mathematical proficiency
- 6-8 grade Mathematical growth

2022-23 Results

- 6th grade Mathematical proficiency
 - How will it be measured:** FASTBridge FASTtrack Math universal screener

79.82% of all 6th grade students achieved proficiency in the spring 2023

	Percent of Students
6th grade students achieved proficiency in the spring 2023	79.82%



6th Grade Students Achieved Proficiency in the Spring 2023 by Student Race		
Student Race	Proficient	Not Proficient
Asian	84.09%	15.91%
Black or African American	38.81%	61.19%
Hispanic/Latino	69.57%	30.43%
Two or More Races	84.21%	15.79%
White	86.03%	13.97%

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6th Grade Students Achieved Proficiency in the Spring 2023 by Student ML Status		
Student ML Status	Proficient	Not Proficient
ML Monitor	65.79%	34.21%
Non ML Student	84.24%	15.76%

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

6th Grade Students Achieved Proficiency in the Spring 2023 by Student Special Education Status		
Student Special Education Status	Proficient	Not Proficient
Special Ed Student	51.28%	48.72%
Section 504 Student	80.49%	19.51%
Gen Ed Student	83.93%	16.07%

6th Grade Students Achieved Proficiency in the Spring 2023 by Student FRPM Status		
Student FRPM Status	Proficient	Not Proficient
FRPM Student	47.54%	52.46%
Non FRPM Student	87.22%	12.78%

2022-23 Results

- 6-8 grade Mathematical growth **How will it be measured:** FASTBridge FASTtrack Math universal screener

39.59% of 6-8 students achieved **aggressive** growth fall 2022 to spring 2023

	Percent of Students
6-8 students achieved aggressive growth fall 2022 to spring 2023	39.59%

**National Norm for aggressive growth is 25%*

34.53% of 6-8 students achieve **typical** growth fall 2022 to spring 2023

	Percent of Students
6-8 students achieve typical growth fall 2022 to spring 2023	34.53%

**National Norm for typical growth is 60%*

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Race

Student Race	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
Asian	43.67%	32.28%
Black or African American	28.71%	30.62%
Hispanic/Latino	40.68%	28.81%
Two or More Races	36.51%	30.95%
White	41.14%	36.41%

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

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student ML Status

Student ML Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
ML Monitor	38.10%	32.54%
Prior ML	44.23%	38.46%
Non ML Student	40.12%	35.22%

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

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student Special Education Status

Student Special Education Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
Special Ed Student	32.31%	32.31%
Section 504 Student	46.46%	35.43%
Gen Ed Student	39.94%	34.74%

6-8 Students Achieved Aggressive or Typical Growth Fall 2022 to Spring 2023 by Student by Student FRPM Status

Student FRPM Status	Percent of Students Achieving Aggressive Growth	Percent of Students Achieving Typical Growth
FRPM Student	34.62%	28.57%
Non FRPM Student	40.79%	35.98%

Students meet English Language Arts and Mathematics learning targets based on MN state standards

Reasoning:

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

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

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

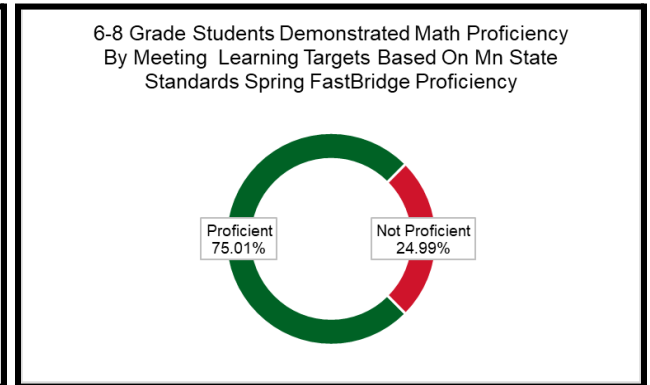
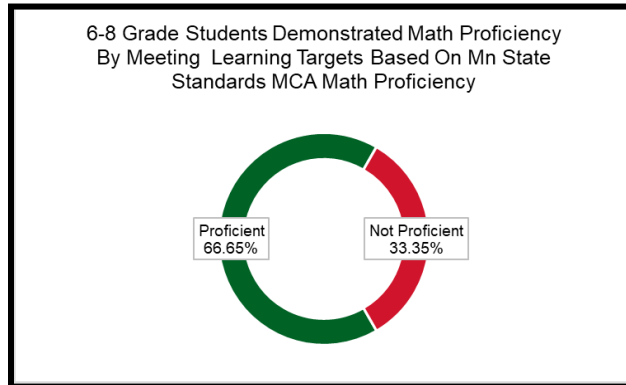
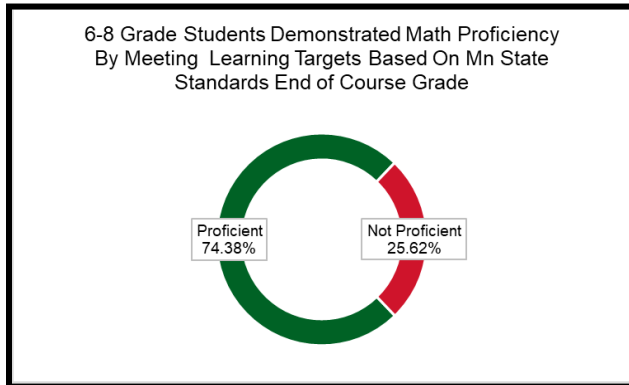
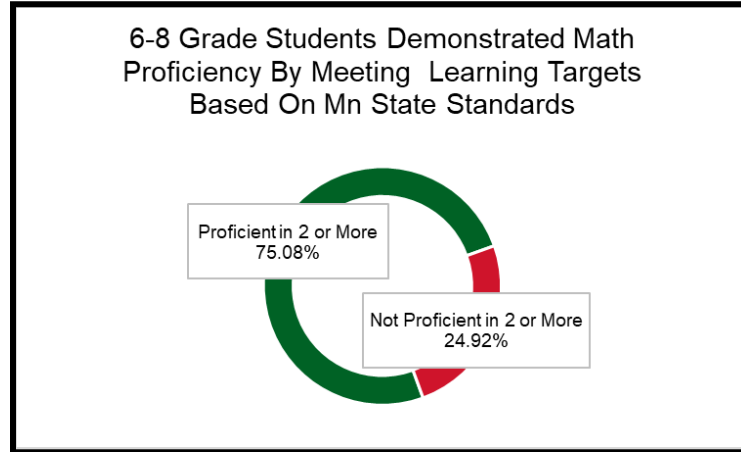
Metrics:

- Grades 6-8 mathematical proficiency
- Grades 6-8 english language arts/ literacy proficiency
- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring
- 6th-8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring

2022-23 Results

- Grades 6-8 Mathematical proficiency
 - How will it be measured:** Proficient in 2 of 3 determined assessments (End of year course grade \geq B: math, FASTBridge FASTtrack, & MCA)

75.08% 6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards.



	Proficient	Not Proficient
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards 2 of 3	75.08%	24.92%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards end of course grade	74.38%	26.62%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards MCA Math Proficiency	66.65%	33.35%
6-8 grade students demonstrated math proficiency by meeting learning targets based on MN state standards Spring FastBridge Proficiency	75.01%	24.99%

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards Demographic Breakdown

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student Race

Student Race	Proficient in 2 or More	Not Proficient in 2 or More
Asian	88.69%	11.31%
Black or African American	44.68%	55.32%
Hispanic/Latino	48.97%	51.03%
Two or More Races	83.59%	16.41%
White	80.91%	19.09%

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

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student Special Education Status

Student Special Education Status	Proficient in 2 or More	Not Proficient in 2 or More
Special Ed Student	40.00%	60.00%
Section 504 Student	78.46%	21.54%
Gen Ed Student	80.05%	19.95%

6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student ML Status

Student ML Status	Proficient in 2 or More	Not Proficient in 2 or More
ML Student	25.74%	74.26%
ML Monitor	57.04%	42.96%
Prior ML	92.59%	7.41%
Non ML Student	78.99%	21.01%

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

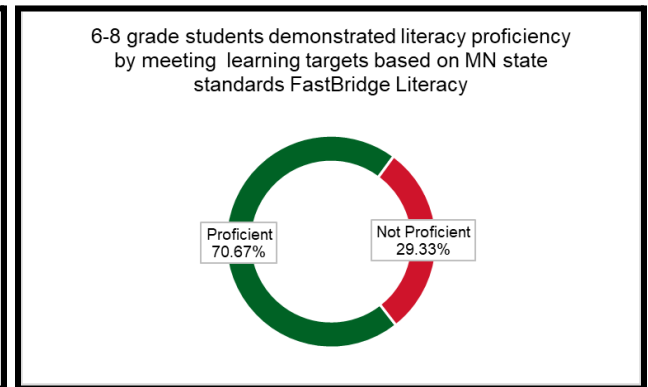
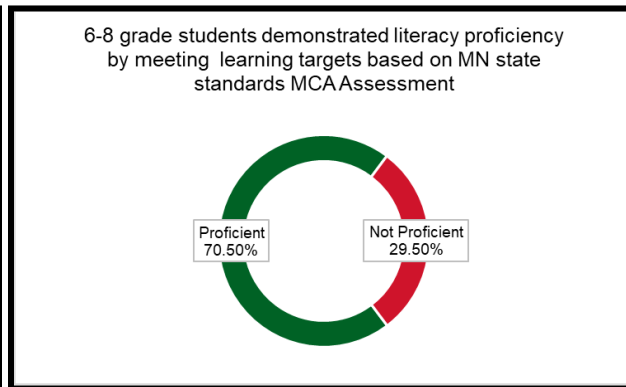
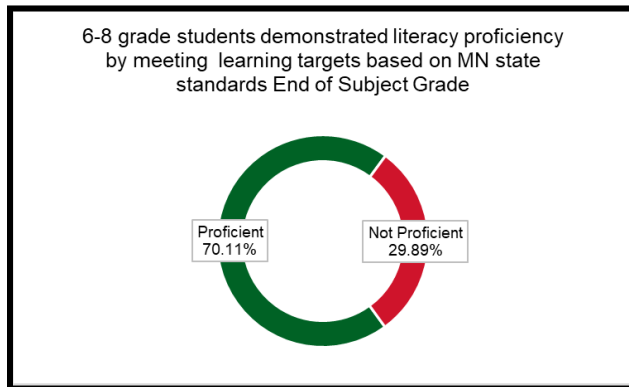
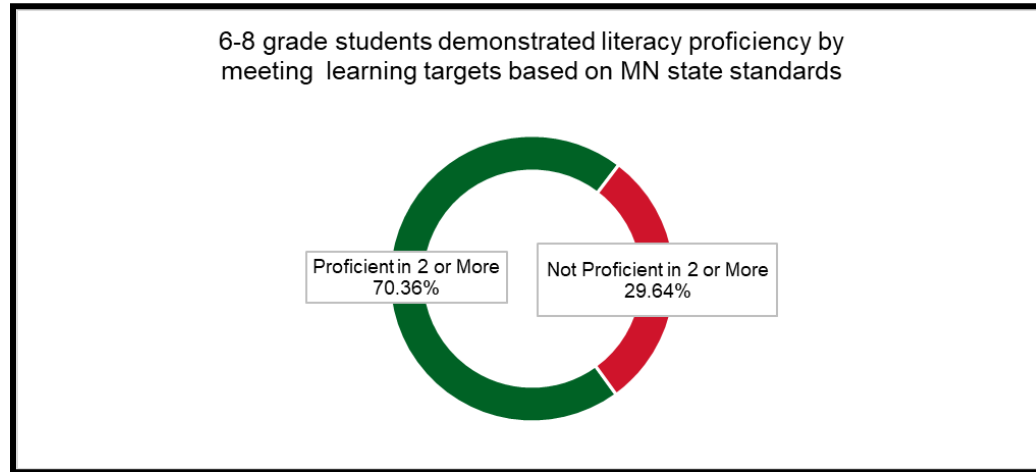
6-8 Grade Students Demonstrated Math Proficiency By Meeting Learning Targets Based On Mn State Standards by Student FRPM Status

Student FRPM Status	Proficient in 2 or More	Not Proficient in 2 or More
FRPM Student	48.92%	51.08%
Non FRPM Student	82.04%	17.96%

2022-23 Results

- Grades 6-8 english language arts/literacy proficiency
 - How will it be measured:** Proficient in 2 of 3 determined assessments (End of the year course grade \geq B: ELA

70.36% 6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards.



	Proficient	Not Proficient
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards	70.36%	29.64%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards End of Subject Grade	70.11%	29.89%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards MCA Assessment	70.50%	29.50%
6-8 grade students demonstrated literacy proficiency by meeting learning targets based on MN state standards FastBridge Literacy	70.67%	29.33%

6-8 Grade Students Demonstrated ELA (Literacy) Proficiency by Meeting Learning Targets Based on MN State Standards Demographic Breakdown

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student Race

Student Race	Proficient in 2 or More	Not Proficient in 2 or More
Asian	77.38%	22.62%
Black or African American	34.47%	65.53%
Hispanic/Latino	47.59%	52.41%
Two or More Races	75.78%	24.22%
White	77.98%	22.02%

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

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student Special Education Status

Student Special Education Status	Proficient in 2 or More	Not Proficient in 2 or More
Special Ed Student	31.67%	68.33%
Section 504 Student	73.08%	26.92%
Gen Ed Student	75.94%	24.06%

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student ML Status

Student ML Status	Proficient in 2 or More	Not Proficient in 2 or More
ML Monitor	40.00%	60.00%
Prior ML	92.59%	7.41%
Non ML Student	76.07%	23.93%

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

6-8 Grade Students Demonstrated Literacy Proficiency by Meeting Learning Targets Based on MN State Standards by Student FRPM Status

Student FRPM Status	Proficient in 2 or More	Not Proficient in 2 or More
FRPM Student	46.85%	53.15%
Non FRPM Student	82.15%	17.85%

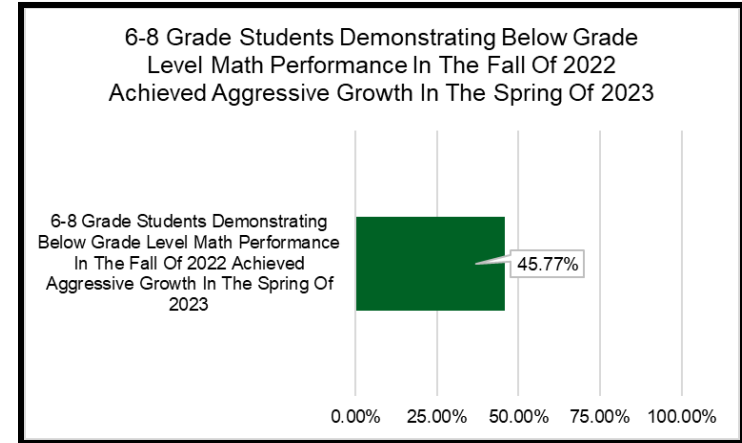
2022-23 Results

- 6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring

45.77% of 6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
6-8 grade students demonstrating below grade level math performance in the fall of 2022 achieved aggressive growth in the spring of 2023	45.77%

**National Norm for aggressive growth is 25%*



6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race	
Student Race	Percent of Students
Black or African American	29.22%
Hispanic/Latino	44.12%
White	53.09%

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

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status	
Student ML Status	Percent of Students
ML Monitor	40.48%
Non ML Student	49.45%

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

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status	
Student Special Education Status	Percent of Students
Special Ed Student	28.46%
Section 504 Student	56.25%
Gen Ed Student	49.44%

6-8 Grade Students Demonstrating Below Grade Level Math Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status	
Student FRPM Status	Percent of Students
FRPM Student	34.18%
Non FRPM Student	53.05%

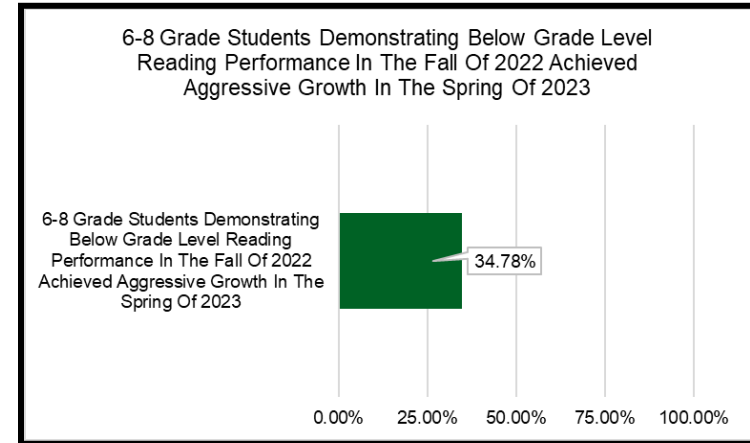
2022-23 Results

- 6th-8th grade FASTtrack students demonstrating below grade level english language arts/literacy performance who achieve aggressive growth at 75th percentile from fall to spring

34.78% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

	Percent of Students
6-8 Grade students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023	34.78%

**National Norm for aggressive growth is 25%*



6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Race

Student Race	Percent of Students
Black or African American	26.36%
White	37.67%

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

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student Special Education Status

Student Special Education Status	Percent of Students
Special Ed Student	32.52%
Gen Ed Student	35.92%

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

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student ML Status

Student ML Status	Percent of Students
ML Monitor	32.43%
Non ML Student	35.71%

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

6-8 Grade Students Demonstrating Below Grade Level Reading Performance In The Fall Of 2022 Achieved Aggressive Growth In The Spring Of 2023 by Student FRPM Status

Student FRPM Status	Percent of Students
FRPM Student	26.18%
Non FRPM Student	39.64%

Students meet science learning targets based on MN state standards.

Reasoning:

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

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

Metrics:

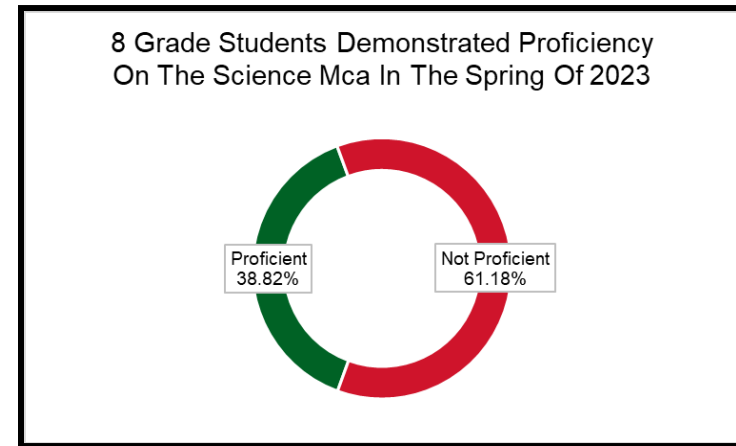
- Grade 8 science Proficiency

2022-23 Results

- Grade 8 science Proficiency
 - How will it be measured:** MCA Science

38.82% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2023

	Proficient	Not Proficient
8 grade students demonstrated proficiency on the Science MCA in the spring of 2023	38.82%	61.18%



8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2022 by Student Race

Student Race	Proficient	Not Proficient
Asian	55.93%	44.07%
White	43.95%	56.05%

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

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student ML Status

Student ML Status	Proficient	Not Proficient
Non ML Student	42.53%	57.47%

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

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student Special Education Status

Student Special Education Status	Proficient	Not Proficient
Gen Ed Student	41.12	58.88%

8th Grade Students Demonstrated Proficiency on the Science MCA in the Spring of 2023 by Student FRPM Status

Student FRPM Status	Proficient	Not Proficient
FRPM Student	17.14%	82.86%
Non FRPM Student	45.06%	54.94%

Edina Public School Data Metrics Report 6-8 Students Will Pass Algebra I by the end of 8th Grade



Students will pass Algebra I by the end of 8th grade.

Reasoning:

Algebra I is a gateway course to higher level mathematics and science courses. Students who successfully complete Algebra I apply foundational math skills built in earlier grades, which allow them to refine problem solving and critical thinking skills.

Metrics:

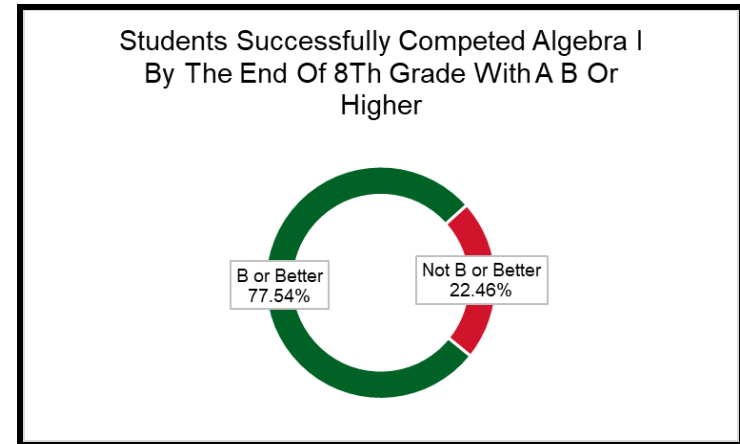
- Algebra I course completion

2022-23 Results

- Algebra I course completion
 - How will it be measured: Percentage of students who successfully complete the Algebra I course by the end of 8th; earning a B grade or higher.

77.54% of students successfully completed Algebra I by the end of 8th grade with a B or higher

	B or Better	Not B or Better
Students Successfully Completed Algebra I by the end of 8th grade with a B or higher	77.54%	22.46%



Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student Race

Student Race	B or Better	Not B or Better
Asian	86.44%	13.56%
Black or African American	39.73%	60.27%
Hispanic/Latino	51.16%	48.84%
Two or More Races	76.60%	23.40%
White	85.68%	14.32%

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

Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student ML Status

Student ML Status	B or Better	Not B or Better
Prior ML	91.67%	8.33%
Non ML Student	82.52%	17.48%

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

Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student Special Education Status

Student Special Education Status	B or Better	Not B or Better
Special Ed Student	45.45%	54.55%
Section 504 Student	64.00%	36.00%
Gen Ed Student	82.02%	17.98%

Students Successfully Completed Algebra I By The End Of 8Th Grade With A B Or Higher by Student FRPM Status

Student FRPM Status	B or Better	Not B or Better
FRPM Student	51.09%	48.91%
Non FRPM Student	84.60%	15.40%

Students acquire and apply the social emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.

Reasoning:

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

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

Metrics:

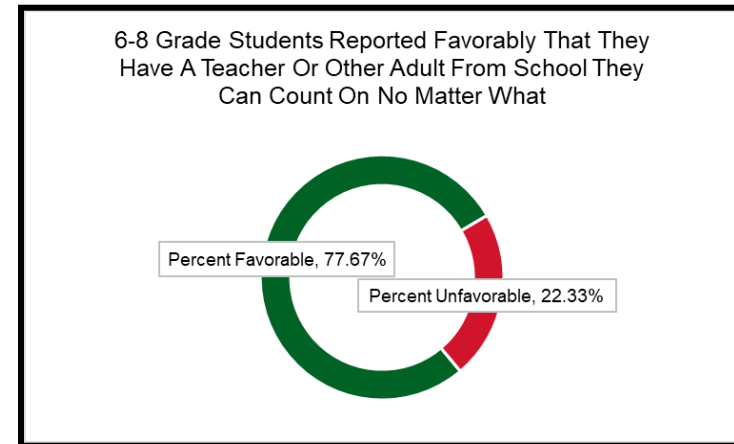
- Grades 6-8 SEL Panorama Questions
 - Do you have a teacher or other adult from school who you can count on to help you no matter what?
 - During the past week, how often did you feel excited about learning?

2022-23 Results

- Grades 6-8 SEL Do you have a teacher or other adult from school who you can count on to help you no matter what?

77.67% of 6-8 grade students reported favorably that they have a teacher or other adult from school they can count on to help you no matter what

	Percent Favorable	Percent Unfavorable
6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What	77.67%	22.33%



6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Race

Student Race	Percent Favorable	Percent Unfavorable
Asian	76%	24%
Black or African American	75%	25%
Hispanic/Latino	77%	23%
White	79%	21%

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

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student ML Status

Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	83%	17%
Non ML Student	77%	23%

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

6-8 Grade Students Reported Favorably That They Have A Teacher Or Other Adult From School They Can Count On No Matter What by Student Special Education Status

Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	84%	16%
Section 504 Student	77%	23%
Gen Ed Student	77%	23%

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

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

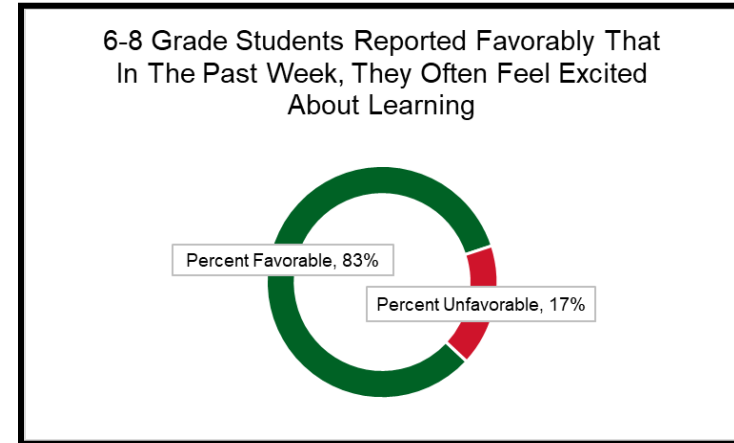
**Due to the sensitive nature of the FRPM Data it is not fed into Panorama which is why the data is Not Available.*

2022-23 Results

- Grades 6-8 SEL During the past week, how often did you feel excited about learning?

83% of 6-8 grade students reported favorably that in the past week, they often feel excited about learning

	Percent Favorable	Percent Unfavorable
6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning	83%	17%



6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Race

Student Race	Percent Favorable	Percent Unfavorable
Asian	74%	26%
Black or African American	79%	21%
Hispanic/Latino	77%	23%
White	82%	18%

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

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student ML Status

Student ML Status	Percent Favorable	Percent Unfavorable
ML Student	85%	15%
Non ML Student	80%	20%

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

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student Special Education Status

Student Special Education Status	Percent Favorable	Percent Unfavorable
Special Ed Student	78%	22%
Section 504 Student	76%	24%
Gen Ed Student	80%	20%

6-8 Grade Students Reported Favorably That In The Past Week, They Often Feel Excited About Learning by Student FRPM Status

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

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

Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.

Reasoning:

Involvement in extracurricular and co-curricular activities allow students to build increased self confidence. When middle school students are engaged in activities that they enjoy, find challenging and personally meaningful, the results include a greater sense of positive mental health and well-being, and greater executive management, all which can lead to better performance in the classroom and therefore better grades.

Metrics:

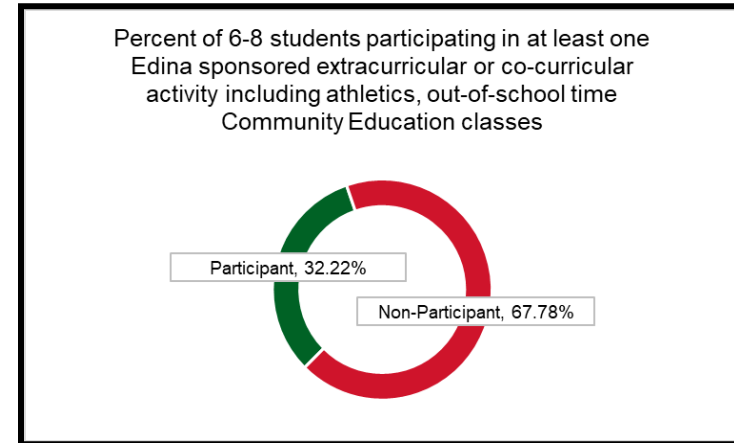
- Student participation in extracurricular & co-curricular activities

2022-23 Results

- Student participation in extracurricular & co-curricular activities **How will it be measured:** Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes.

32.22% participated in at least one extracurricular and/or co-curricular activity during the 2022-23 school year

	Participant	Non- Participant
Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes	32.22%	67.78%



Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student Race

Student Race	Participant	Non- Participant
Asian	38.69%	61.31%
Hispanic/Latino	17.93%	82.07%
Two or More Races	32.03%	67.97%
White	37.40%	62.60%

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

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student ML Status

Student ML Status	Participant	Non- Participant
ML Monitor	19.26%	80.74%
Non ML Student	34.82%	65.18%

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

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student Special Education Status

Student Special Education Status	Participant	Non- Participant
Special Ed Student	23.75%	76.25%
Section 504 Student	33.08%	66.92%
Gen Ed Student	33.42%	66.58%

Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics, out-of-school time Community Education classes by Student FRPM Status

Student FRPM Status	Participant	Non- Participant
FRPM Student	9.88%	90.12%
Non FRPM Student	38.17%	61.83%

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

Reasoning:

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

Metrics:

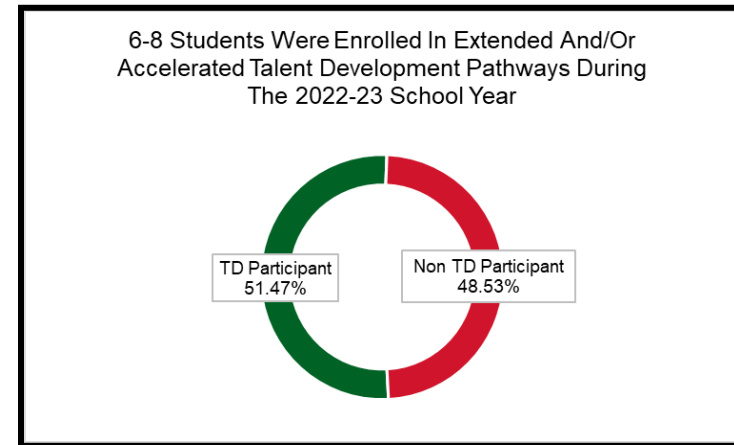
- Talent Development Program Participation
- Talent Development Program Performance
- Progress Toward IEP Goals
- ML Student Progress Toward Proficiency

2022-23 Results

- Talent Development Program Participation **How will it be measured:** Percent of 6-8 grade student enrollment in talent development extended or accelerated pathways (Enriched Reading and Social Studies, Accelerated Science, Accelerated Math)

51.47% 6-8 students were enrolled in extended and/or accelerated talent development pathways during the 2022-23 school year

	TD Participant	Non TD Participant
6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year	51.47%	48.53%



6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Race		
Student Race	TD Participant	Non TD Participant
Asian	66.67%	33.33%
Black or African American	18.72%	81.28%
Hispanic/Latino	27.59%	72.41%
Two or More Races	64.84%	35.16%
White	56.80%	43.20%

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

6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student ML Status		
Student ML Status	TD Participant	Non TD Participant
ML Monitor	23.70%	76.30%
Prior ML	75.93%	24.07%
Non ML Student	55.89%	44.11%

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

6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student Special Education Status		
Student Special Education Status	TD Participant	Non TD Participant
Special Ed Student	17.92%	82.08%
Section 504 Student	43.85%	56.15%
Gen Ed Student	57.11%	42.89%

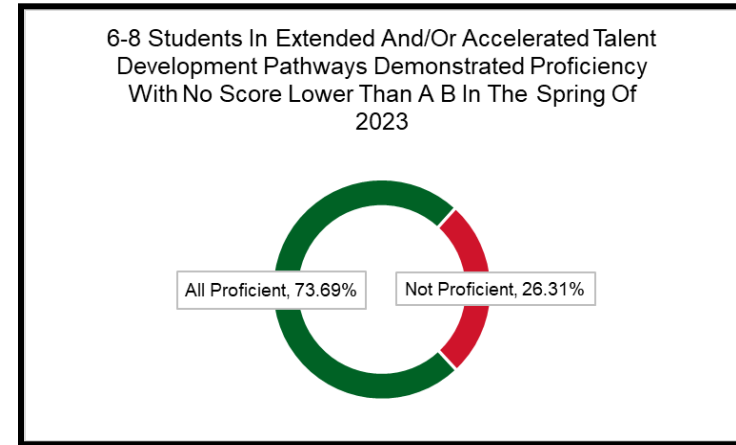
6-8 Students Were Enrolled In Extended And/Or Accelerated Talent Development Pathways During The 2022-23 School Year by Student FRPM Status		
Student FRPM Status	TD Participant	Non TD Participant
FRPM Student	20.48%	79.52%
Non FRPM Student	59.72%	40.28%

2022-23 Results

- Talent Development Program Performance **How will it be measured:** Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math)

73.69% 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring of 2023

	All Proficient	Not Proficient
6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023	73.69%	26.31%



6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student Race

Student Race	All Proficient	Not Proficient
Asian	77.68%	22.32%
Black or African American	40.91%	59.09%
Hispanic/Latino	67.50%	32.50%
Two or More Races	66.27%	33.73%
White	76.29%	23.71%

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

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student Special Education Status

Student Special Education Status	All Proficient	Not Proficient
Special Ed Student	72.55%	27.45%
Section 504 Student	68.42%	31.58%
Gen Ed Student	91.83%	8.17%

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student FRPM Status

Student FRPM Status	All Proficient	Not Proficient
FRPM Student	55.29%	44.71%
Non FRPM Student	75.38%	24.62%

6-8 Students In Extended And/Or Accelerated Talent Development Pathways Demonstrated Proficiency With No Score Lower Than A B In The Spring Of 2023 by Student ML Status

Student ML Status	All Proficient	Not Proficient
ML Monitor	68.75%	31.25%
Prior ML	73.17%	26.83%
Non ML Student	73.99%	26.01%

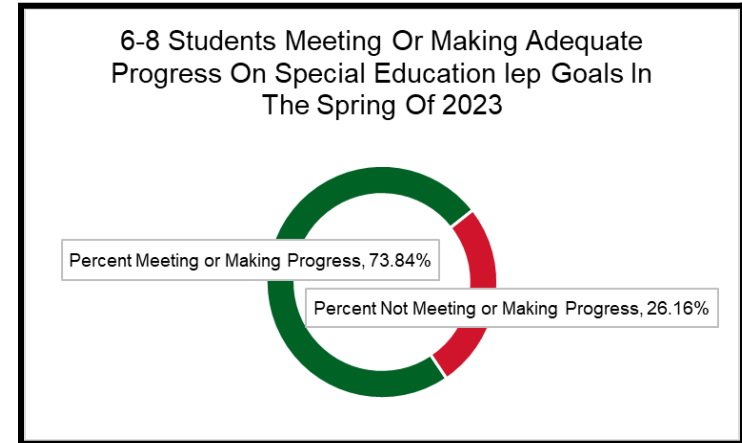
**Students who Declined ML Service and ML Students have been excluded due to numbers being identifiable.*

2022-23 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 6-8 students meeting or making adequate progress on special education program goals

73.84% of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023

	Percent Meeting or Making Progress	Percent Not Meeting or Making Progress
6-8 Students Meeting Or Making Adequate Progress On Special Education Iep Goals In The Spring Of 2023	73.84%	26.16%

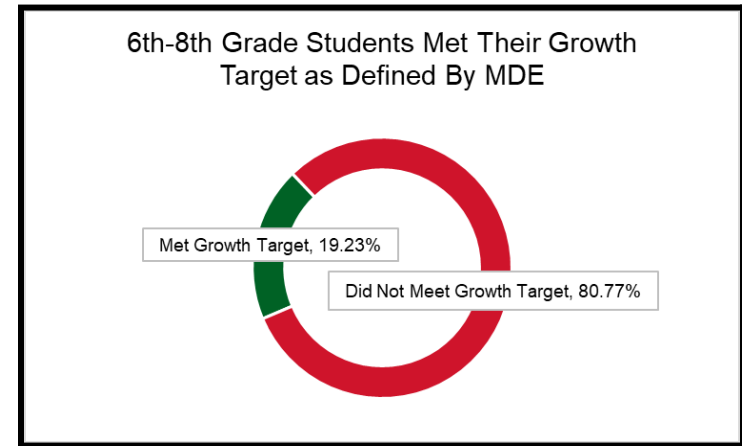


2022-23 Results

- ML Student Progress Toward Proficiency **How will it be measured:** Percent of 6-8 ML students who met their MDE provided growth target for the year

19.23% of 6th - 8th grade students met their growth target as defined by MDE

	Met Growth Target	Did Not Meet Growth Target
6th-8th Grade Students Met Their Growth Target as Defined By MDE	19.23%	80.77%



Attending school regularly is critical for building relationships and ensuring academic success through high levels of positive engagement. Consistent attendance sets the foundation for Each and Every Edina student to discover their possibilities and thrive while moving towards graduation.

Attendance Reasoning:

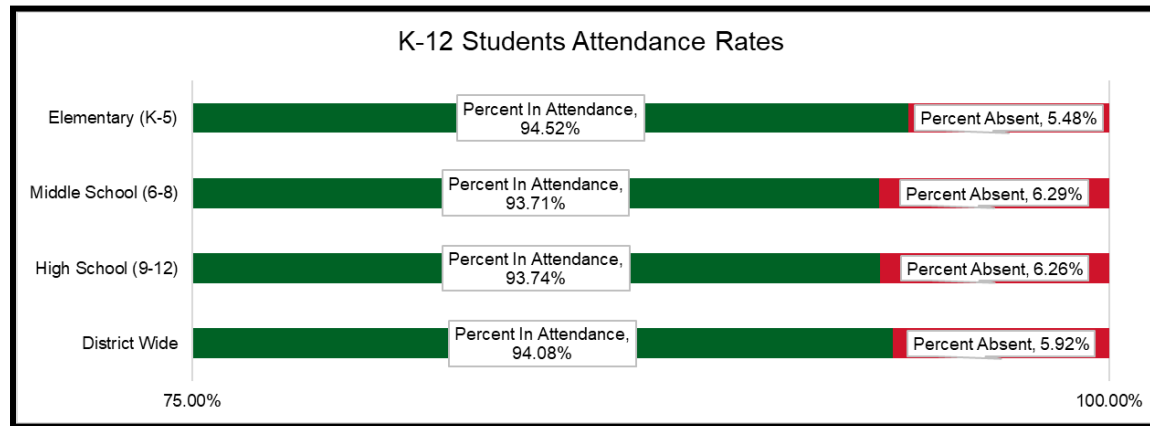
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary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

Attendance Metrics:

- Students Percent in Attendance

2022-23 Results

- Students Percent in Attendance **How will it be measured:** K-12 students percent in attendance
94.08% of K-12 students attendance rates



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

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

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

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

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

APPENDIX A: Glossary

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

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

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

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

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

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

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

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

**See also [Talent Development Board Report 2.13.23](#) for more Talent Development detail.*

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

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

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

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

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

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

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

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


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

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

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

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

APPENDIX C: FASTBridge Assessment Guide

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

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

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

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

APPENDIX D: MCA Opt Out Data

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

Appendix E: Edina Public Schools 2022-2023 Demographic Summary

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

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

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

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