



Board Meeting: 10.7.24

Title: Middle School (6-8) 2024-25 Data Metrics Board Update

Type: Discussion

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

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This 2024 Edina Public Schools Data Metrics Plan update reflects spring 2023 data and is a midpoint progress check after one year of the two year plan. The plan as a whole is broken down into four grade level bands. This report is the Middle School (6-8) grade level band.

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

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

Edina 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 Middle School (6-8) age band, as well as additional key findings that demonstrate critical benchmarks in *preparing each and every student to realize their full potential*. It will also include a description of the actions directed to support growth and continuous improvement related to the key findings. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

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Key Findings

Middle School (6-8)	
Key Findings	Key Action Steps
<p>Literacy:</p> <ul style="list-style-type: none"> ● Increase in 6th grade proficiency from the prior year ● Gaps between student groups persist ● Growth dropped from the year prior ● There is an alignment between standardized assessments and grades ● Slight increase in MCA proficiency from the previous year. 	<p>We will:</p> <ul style="list-style-type: none"> ● continue using screening data to inform and implement interventions at the middle school level. ● continue Science of Learning professional development and its application. ● implement Tier 1 evidence-based resources with fidelity. ● continue to assess MN ELA Standards in classrooms aligned with standardized tests. <p><i>*Strategy A.1: Design and deliver curriculum instruction, and assessment.</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> <p><i>*Strategy A.4. Implement a review of all literacy programs at EPS.</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"> ● Increased Proficiency in 2 of 3 assessments (End of year Math course grade \geq B, FASTBridge aMath & MCA) by nearly 4% across all 6-8 students ● Continued persistent gap with Black or African American, Hispanic/Latino, FRPM, EL and Special Education students ● Prior EL students are performing better than the general population of all Edina middle school students 	<p>We will:</p> <ul style="list-style-type: none"> ● begin a Design Team to examine our current reality for secondary math instruction. ● continue curricular refinement with core instructional materials across all buildings. ● provide targeted interventions for students who demonstrate, through the aMath universal screener, need for something beyond Tier I. ● use both Advisory and Flex time to support and meet the needs of all students. ● use of the IXL Diagnostic tools in coordination with aMath universal screener to help determine individual needs and target those needs through in class and small group instruction. ● leverage the PLC process to monitor common assessments and help determine the most appropriate instructional matches. <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.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>SEL:</p> <ul style="list-style-type: none"> ● Among 6-8 grade students, there was an increase of about 1% in overall favorable responses to the Panorama question “Do you have a teacher or other adult from school you can count on no matter what?” <ul style="list-style-type: none"> ○ Favorable responses were at or above 75% for all racial demographic groups ● Among 6-8 grade students, there was an overall increase of about 2.5% in favorable responses to the Panorama question “During the past week, 	<p>We will:</p> <ul style="list-style-type: none"> ● continue the work of the Tier 1 SEL design team. ● deepen professional development with student support staff around utilizing the Panorama PlayBook resource to respond to student needs. ● provide training to support staff around suicide screening and threat assessments. Integrate this training with PREPaRE for a comprehensive mental health lens on school safety. ● investigate barriers to student participation in extra and co-curricular activities. Work to alleviate these

<p>how often did you feel excited about learning?"</p> <ul style="list-style-type: none"> ○ Favorable responses were at or above 79% for all racial demographic groups ● 6-8 grade student participation in at least 1 extracurricular or co-curricular activity decreased by about 8.5% <ul style="list-style-type: none"> ○ There is a gap in extra and co-curricular activities participation with White and Asian students participating at a much higher rate than Black or African American and Hispanic/Latino students. 	<p>barriers and bolster participation among groups with low participation rates.</p> <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</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 C5: Create environments that are conducive to learning and facilitate constructive student interaction.</i></p> <p><i>*Strategy D.1: Identify, develop, and recognize adult leaders throughout the district.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Unique Learners:</p> <p><u>Talent Development:</u></p> <ul style="list-style-type: none"> ● Participation in Talent Development opportunities grew slightly ● Participation of current and prior EL students more than tripled ● 100% of Asian, Hispanic/Latino, two or more races, and prior EL students who participated in Talent Development opportunities were proficient ● Talent Development program proficiency increased 12% ● The percentage of Black/African American students who participated in Talent Development opportunities increased, but not significantly <p><u>English Learners (EL):</u></p> <ul style="list-style-type: none"> ● A gap for English Learners persists on Fastbridge Assessment Data ● 44% of English Learners are proficient on 2 of 3 ELA Assessment Elements ● EL students match peer responses to the two questions reported on SEL Panorama measures ● EL students have a 7% participation rate in Co-curriculars compared to non EL students who have a 25.46% participation rate ● Prior EL students have a higher participation rate in co-curriculars at 30% then non EL students ● There was an increase from 22-23 to 23-24 of students meeting their EL Growth target as measured with ACCESS from 19.23% to 24.66% <p><u>Student Support Services:</u></p> <ul style="list-style-type: none"> ● 95.82% of 6-8 students in special education made adequate progress on IEP goals 	<p>We will:</p> <p><u>Talent Development:</u></p> <ul style="list-style-type: none"> ● continue to increase access to TD opportunities. ● begin a Design Team to examine the current reality of middle school Talent Development opportunities. ● evaluate students' sense of belonging while they participate in 6th grade Talent Development courses. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.</i></p> <p><i>*Strategy B.2: Create a school culture that enhances learning and fosters a sense of belonging for all students through the Edina ICCCAR values.</i></p> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</i></p> <p><u>English Language Learners (EL):</u></p> <ul style="list-style-type: none"> ● implement a shift in program model English Language Development teachers are co-teaching in ELA classrooms and using Tier 1 curriculum that is used by all students. ● provide targeted training and collaboration time for English Language Development teachers and their co-teachers. ● continue to work closely with Cultural Liaisons to develop family affinity group meetings to share information about co-curriculars. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and 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> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</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><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p> <p><u>Student Support Services:</u></p> <ul style="list-style-type: none"> ● train and support teachers to write standards-based goals and data collection.

<ul style="list-style-type: none"> • While over 93% of all student racial demographic groups made adequate progress, Black/ African American students made adequate progress on IEP goals at a slightly lower percentage than other racial groups • A slightly lower percentage of special education students who are also English Learners made adequate progress than those who are not • Special education students eligible for free or reduced-price meals made adequate progress on their IEP goals at a lower percentage <ul style="list-style-type: none"> ○ 97.71% of special education students not eligible for free or reduced meals made adequate progress on their IEP goals ○ 90.63% of special education students eligible for free or reduced meals made adequate progress on their IEP goals • The percentage of students making adequate progress on IEP goals is slightly reduced as students progress from elementary to middle 	<ul style="list-style-type: none"> • continue to write meaningful and appropriate IEP goals that are achievable during the school year. • implement literacy, writing, and math curriculum. • provide teacher training for LETRS. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, and 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> <p><i>*Strategy B.3: Support equity by identifying and eliminating structural barriers to success.</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><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>
<p>Additional Findings:</p> <ul style="list-style-type: none"> • MCA Science proficiency increased from 38.82% in the spring of 2023 to 46.77% in the spring of 2024. 	<p>We will:</p> <ul style="list-style-type: none"> • collaboratively triangulate data with teachers to replicate growth and target continued areas for growth in instruction. <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>

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

6-8 English Language Arts (ELA/Literacy) Foundations Goal Progress

Focus Area: Literacy Foundations	Goal	2022-23 Results	2023-24 Results	Goal Status
6th grade students are reading at grade level.	In the spring of 2025, 83% of 6th students will have met literacy proficiency as evidenced by performance on the FASTBridge aReading universal screener.	77.41%	78.34%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 32% of 6-8 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.*	20.63%	12.39%	Not On Track
	In the spring of 2025, at least 55% of 6-8 students will have typical aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.*	39.08%	36.28%	Not On Track

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

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

2023-24 78.34% of all 6th grade students achieved proficiency in the spring 2024

2022-23 77.41% of all 6th grade students achieved proficiency in the spring 2023

6th Grade Literacy Proficiency

6th Grade Student	ELA FastBridge Spring Proficiency			
	Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	78.34%	499	21.66%	138

ELA FastBridge Spring Proficiency

■ Proficient ■ Not Proficient

6th Grade Literacy Proficiency

Number of Students: 637

6th Grade Literacy Proficiency by Student Race

6th Grade Student	Student Race	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Asian	78.57%	44	21.43%	12
	Black or African American	42.55%	20	57.45%	27
	Hispanic / Latino	53.19%	25	46.81%	22
	Two or More Races	85.37%	35	14.63%	6
	White	85.71%	372	14.29%	62

6th Grade Literacy Proficiency by Student Special Ed / 504 Status

6th Grade Student	SPED / 504 Student Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Gen Ed Student	83.33%	425	16.67%	85
	Special Ed Student	48.10%	38	51.90%	41
	Section 504 Student	91.67%	33	8.33%	3

6th Grade Literacy Proficiency by Student EL Status

6th Grade Student	Student EL Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Non EL Student	84.53%	459	15.47%	84
	EL Monitor	55.10%	27	44.90%	22
	EL Student	18.18%	4	81.82%	18

6th Grade Literacy Proficiency by Student FRPM Status

6th Grade Student	Student FRPM Status	ELA FastBridge Fall Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
6th Grade Students Achieved Proficiency	Non FRPM Student	86.30%	441	13.70%	70
	FRPM Student	48.25%	55	51.75%	59

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

2023-24 Results

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

2023-24 12.39% of students achieving **aggressive growth** fall to spring | **2023-24 36.28%** of students achieving **typical growth** fall to spring

2022-23 20.63% of students achieving **aggressive growth** fall to spring | **2022-23 39.08%** of students achieving **typical growth** fall to spring

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

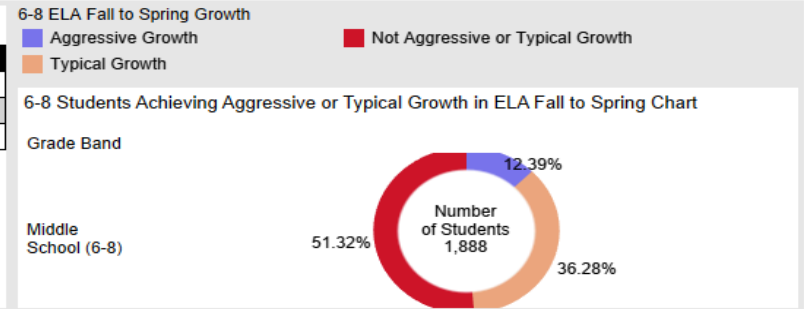
| *Based on National Norms we would expect 35% of our students to have typical growth.

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

To have total growth of more than 60% is higher than expected.

6-8 Students Achieving Aggressive or Typical Growth in ELA Fall to Spring Table

Grade Band	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	12.39%	234
	Typical Growth	36.28%	685
	Not Aggressive or Typical Growth	51.32%	969



6-8 Students Achieving Aggressive or Typical Growth in ELA Fall to Spring by Student Race

Grade Band	Student Race	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Asian	Aggressive Growth	11.54%	18
		Typical Growth	41.67%	65
		Not Aggressive or Typical Growth	46.79%	73
	Black or African American	Aggressive Growth	13.40%	26
		Typical Growth	36.60%	71
		Not Aggressive or Typical Growth	50.00%	97
	Hispanic / Latino	Aggressive Growth	18.98%	26
		Typical Growth	38.69%	53
		Not Aggressive or Typical Growth	42.34%	58
Two or More Races	Aggressive Growth	14.29%	17	
	Typical Growth	36.97%	44	
	Not Aggressive or Typical Growth	48.74%	58	
White	Aggressive Growth	11.47%	147	
	Typical Growth	35.26%	452	
	Not Aggressive or Typical Growth	53.28%	683	

6-8 Students Achieving Aggressive or Typical Growth in ELA Fall to Spring by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	11.46%	179
		Typical Growth	36.36%	568
		Not Aggressive or Typical Growth	52.18%	815
	Special Ed Student	Aggressive Growth	21.08%	43
		Typical Growth	32.35%	66
		Not Aggressive or Typical Growth	46.57%	95
	Section 504 Student	Aggressive Growth	9.84%	12
		Typical Growth	41.80%	51
		Not Aggressive or Typical Growth	48.36%	59

6-8 Students Achieving Aggressive or Typical Growth in ELA Fall to Spring by Student EL Status

Grade Band	Student EL Status	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	12.14%	198
		Typical Growth	36.11%	589
		Not Aggressive or Typical Growth	51.75%	844
	Prior EL	Aggressive Growth	6.25%	3
		Typical Growth	37.50%	18
		Not Aggressive or Typical Growth	56.25%	27
	EL Monitor	Aggressive Growth	14.96%	19
		Typical Growth	37.01%	47
		Not Aggressive or Typical Growth	48.03%	61
	EL Student	Aggressive Growth	17.57%	13
		Typical Growth	39.19%	29
		Not Aggressive or Typical Growth	43.24%	32

6-8 Students Achieving Aggressive or Typical Growth in ELA Fall to Spring by Student FRPM Status

Grade Band	Student FRPM Status	6-8 ELA Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	11.85%	180
		Typical Growth	35.81%	544
		Not Aggressive or Typical Growth	52.34%	795
	FRPM Student	Aggressive Growth	14.63%	54
		Typical Growth	38.21%	141
		Not Aggressive or Typical Growth	47.15%	174

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

6-8 Mathematical Foundations Goal Progress

Focus Area: Mathematical Foundations	Goal	2022-23 Results	2023-24 Results	Goal Status
6th grade students apply mathematical knowledge at grade level.	In the spring of 2025, 85% of 6th students will have met math proficiency on the FASTBridge FASTtrack Math universal screener.	79.82%	79.65%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 50% of all 6-8 students will have achieved aggressive growth from fall to spring on the FASTBridge aMath universal screener.* *National Norm for aggressive growth is 25%.	39.58%	17.79%	Not On Track
	In the spring of 2025, at least 50% of all 6-8 students will have achieved typical growth from fall to spring on the FASTBridge aMath universal screener.* *National Norm for typical growth is 60%.	34.53%	40.63%	Positive Growth or Statistically Neutral

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

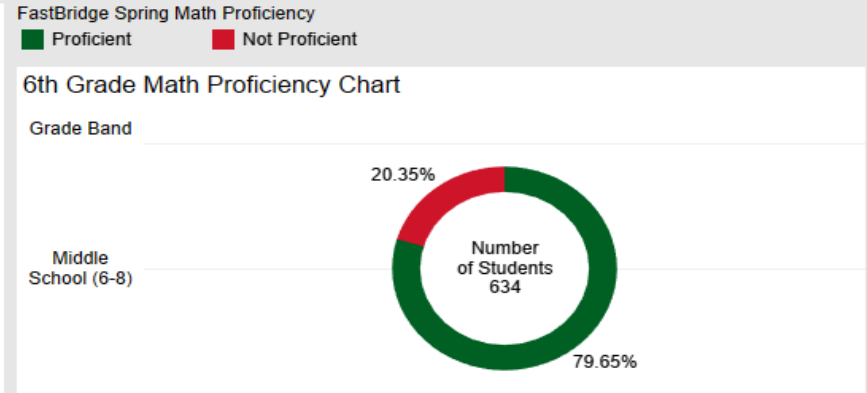
- 6th grade Mathematical proficiency **How will it be measured:** FASTBridge FASTtrack Math universal screener

2023-24 79.65% of all 6th grade students achieved proficiency in the spring

2022-23 79.82% of all 6th grade students achieved proficiency in the spring

6th Grade Math Proficiency Table

Grade Band	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Proficient	79.65%	505.0
	Not Proficient	20.35%	129.0



6th Grade Math Proficiency Table by Student Race

Grade Band	Student Race	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Asian	Proficient	87.72%	50
		Not Proficient	12.28%	7
	Black or African American	Proficient	38.46%	20
		Not Proficient	61.54%	32
	Hispanic/Latino	Proficient	53.06%	26
		Not Proficient	46.94%	23
	Two or More Races	Proficient	85.37%	35
		Not Proficient	14.63%	6
	White	Proficient	85.98%	374
		Not Proficient	14.02%	61

6th Grade Math Proficiency Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Proficient	83.94%	439
		Not Proficient	16.06%	84
	Special Ed Student	Proficient	49.37%	39
		Not Proficient	50.63%	40
	Section 504 Student	Proficient	83.78%	31
		Not Proficient	16.22%	6

6th Grade Math Proficiency Table by Student EL Status

Grade Band	Student EL Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Proficient	83.85%	462
		Not Proficient	16.15%	89
	EL Monitor	Proficient	74.00%	37
		Not Proficient	26.00%	13
	EL Student	Proficient	11.11%	3
		Not Proficient	88.89%	24

6th Grade Math Proficiency Table by Student FRPM Status

Grade Band	Student FRPM Status	FastBridge Spring Math Proficiency	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Proficient	87.04%	450
		Not Proficient	12.96%	67
	FRPM Student	Proficient	48.36%	59
		Not Proficient	51.64%	63

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

2023-24 Results

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

2023-24 17.79% of 6-8 students who achieved **aggressive growth** fall to spring | **2023-24 40.63%** of 6-8 students achieve **typical growth** fall to spring

2022-23 39.5% of 6-8 students who achieved **aggressive growth** fall to spring | **2022-23 34.53%** of 6-8 students achieve **typical growth** fall to spring

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

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

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

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring Table			
Grade Band	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	17.79%	335
	Typical Growth	40.63%	765
	Not Aggressive or Typical Growth	41.58%	783

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student Race				
Grade Band	Student Race	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Asian	Aggressive Growth	23.53%	36
		Typical Growth	49.67%	76
		Not Aggressive or Typical Growth	26.80%	41
	Black or African American	Aggressive Growth	13.27%	26
		Typical Growth	27.55%	54
		Not Aggressive or Typical Growth	59.18%	116
	Hispanic / Latino	Aggressive Growth	17.78%	24
		Typical Growth	34.07%	46
		Not Aggressive or Typical Growth	48.15%	65
	Two or More Races	Aggressive Growth	26.67%	32
		Typical Growth	30.00%	36
		Not Aggressive or Typical Growth	43.33%	52
White	Aggressive Growth	16.97%	217	
	Typical Growth	43.24%	553	
	Not Aggressive or Typical Growth	39.80%	509	

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student EL Status				
Grade Band	Student EL Status	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	17.21%	280
		Typical Growth	41.86%	681
		Not Aggressive or Typical Growth	40.93%	666
	Prior EL	Aggressive Growth	29.79%	14
		Typical Growth	38.30%	18
		Not Aggressive or Typical Growth	31.91%	15
	EL Monitor	Aggressive Growth	21.88%	28
		Typical Growth	32.03%	41
		Not Aggressive or Typical Growth	46.09%	59
	EL Student	Aggressive Growth	16.44%	12
		Typical Growth	32.88%	24
		Not Aggressive or Typical Growth	50.68%	37

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student FRPM Status				
Grade Band	Student FRPM Status	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	18.54%	281
		Typical Growth	42.15%	639
		Not Aggressive or Typical Growth	39.31%	596
	FRPM Student	Aggressive Growth	14.71%	54
		Typical Growth	34.33%	126
		Not Aggressive or Typical Growth	50.95%	187

6-8 Students Achieving Aggressive or Typical Growth in Math Fall to Spring by Student Special Ed / 504 Status				
Grade Band	SPED / 504 Student Stat.	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	17.10%	266
		Typical Growth	41.97%	653
		Not Aggressive or Typical Growth	40.94%	637
	Special Ed Student	Aggressive Growth	21.46%	44
		Typical Growth	34.63%	71
		Not Aggressive or Typical Growth	43.90%	90
	Section 504 Student	Aggressive Growth	20.49%	25
		Typical Growth	33.61%	41
		Not Aggressive or Typical Growth	45.90%	56

6-8 Math Fall to Spring Growth			
Grade Band	6-8 Math Fall to Spring Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	17.79%	335
	Typical Growth	40.63%	765
	Not Aggressive or Typical Growth	41.58%	783

6-8 Math Fall to Spring Growth
 Legend: Aggressive Growth (Blue), Typical Growth (Orange), Not Aggressive or Typical Growth (Red)
 Middle School (6-8)
 Number of Students: 1,883

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

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

6-8 English Language Arts (ELA/Literacy) and Mathematics Standards Goal Progress

Focus Area: Literacy and Mathematics Standards	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet math and literacy learning targets based on MN state standards.	In the spring of 2025, 81% of 6-8 grade students will demonstrate meeting math learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	75.08%	75.55%	Positive Growth or Statistically Neutral
	In the spring of 2025, 78% of 6-8 grade students will demonstrate meeting literacy learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	70.36%	74.10%	Positive Growth or Statistically Neutral
6th - 8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%	34.78%	25.11%	Not On Track
6th-8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level Math performance will have achieved aggressive or typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener.* *National Norm for aggressive growth is 25%	45.77%	26.49%	Not On Track

Positive Growth or
Statistically Neutral

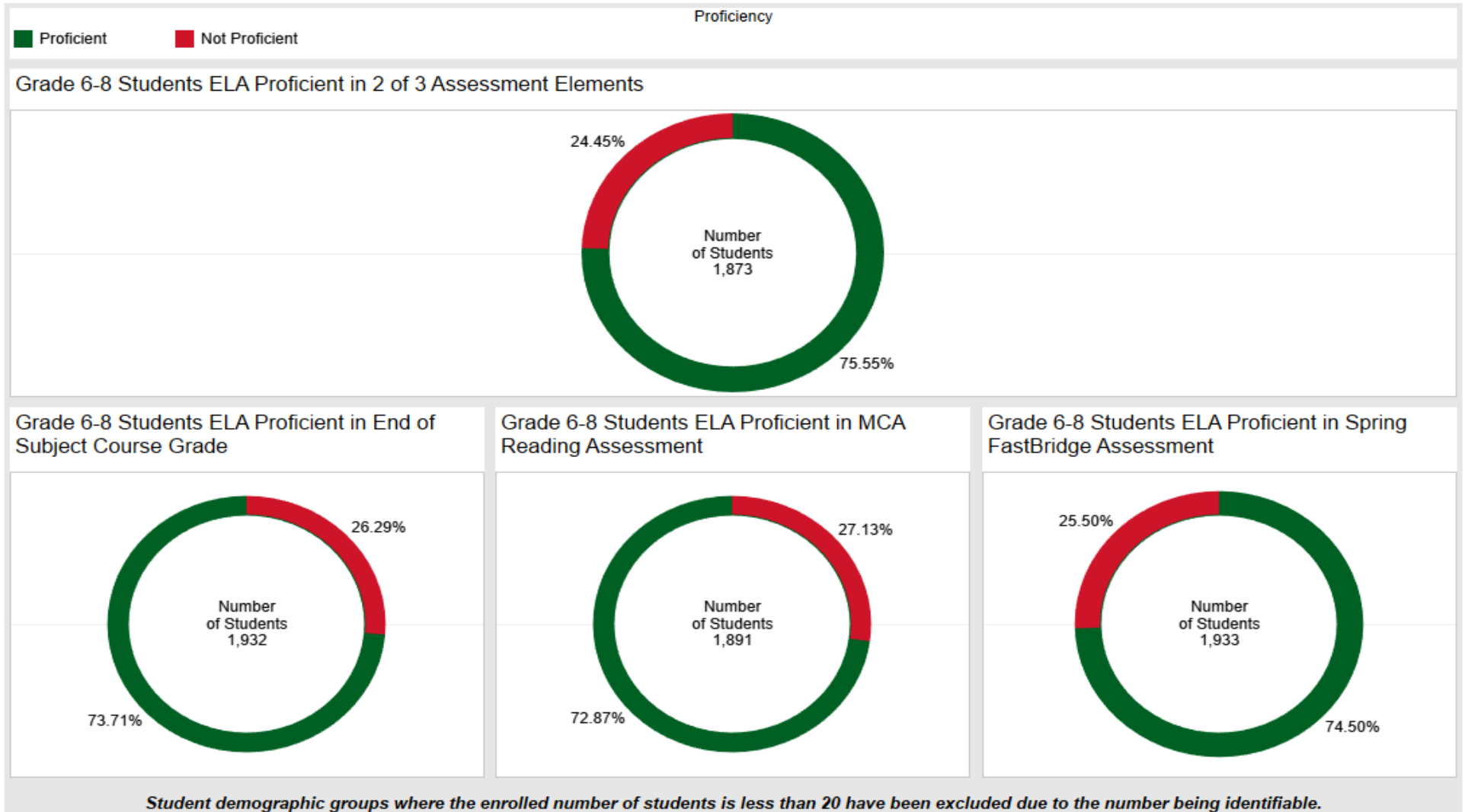
Not On Track = Negative
Growth from Prior Period

2023-24 Results

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

2023-24 75.55% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.

2022-23 75.08% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.



Grade 6-8 Grade Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Race

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student Race	Asian	80.25%	126	19.75%	31
Black or African American	37.76%	74	62.24%	122	
Hispanic / Latino	55.00%	77	45.00%	63	
Two or More Races	78.69%	96	21.31%	26	
White	82.83%	1,042	17.17%	216	

Grade 6-8 Students Literacy Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
SPED / 504 Student Status	Gen Ed Student	78.61%	1,235	21.39%	336
Special Ed Student	46.81%	88	53.19%	100	
Section 504 Student	80.70%	92	19.30%	22	

Grade 6-8 Students Literacy Proficiency in 2 of 3 Assessment Elements by Student EL Status

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student EL Status	Non EL Student	81.17%	1,306	18.83%	303
Prior EL	91.84%	45	8.16%	4	
EL Monitor	44.62%	58	55.38%	72	
EL Student	5.19%	4	94.81%	73	

Grade 6-8 Students Literacy Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

6th-8th Grade Students Literacy Proficiency in 2 of 3 Assessment Elements		ELA 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student FRPM Status	Non FRPM Student	83.78%	1,255	16.22%	243
FRPM Student	42.67%	160	57.33%	215	

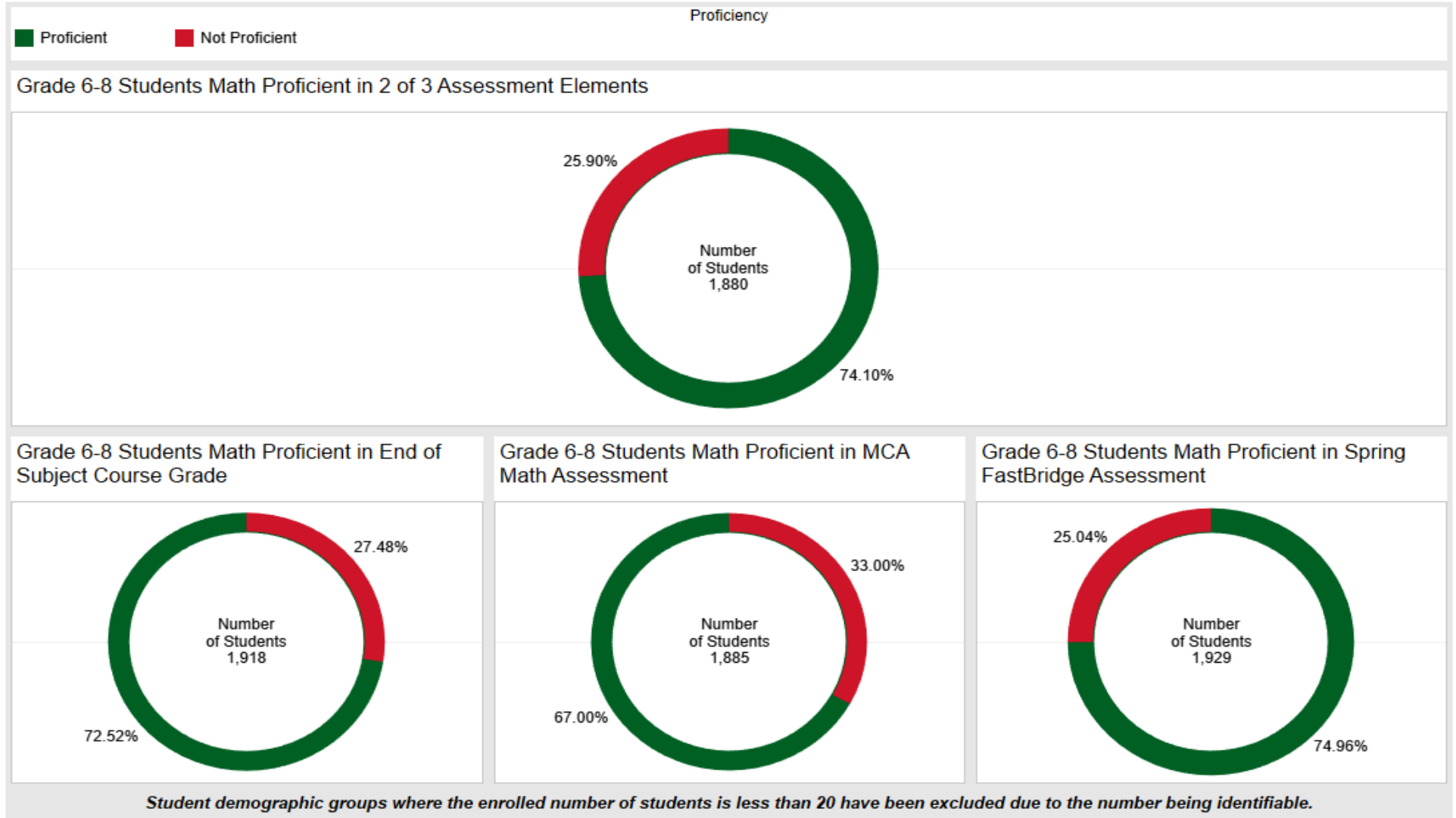
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.

2023-24 Results

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

2023-24 74.10% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.

2022-23 70.36% 6-8 grade students demonstrated proficiency by meeting learning targets based on MN state standards.



Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student Race

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student Race	Asian	86.54%	135	13.46%	21
Black or African American	27.69%	54	72.31%	141	
Hispanic / Latino	54.29%	76	45.71%	64	
Two or More Races	75.83%	91	24.17%	29	
White	81.72%	1,037	18.28%	232	

Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student Special Ed / 504 Status

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
SPED / 504 Student Status	Gen Ed Student	76.63%	1,210	23.37%	369
Special Ed Student	51.10%	93	48.90%	89	
Section 504 Student	75.63%	90	24.37%	29	

Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student EL Status

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student EL Status	Non EL Student	79.02%	1,273	20.98%	338
Prior EL	79.59%	39	20.41%	10	
EL Monitor	52.31%	68	47.69%	62	
EL Student	14.63%	12	85.37%	70	

Grade 6-8 Students Math Proficiency in 2 of 3 Assessment Elements by Student FRPM Status

6th-8th Grade Students Math Proficiency in 2 of 3 Assessment Elements		Math 2 of 3 Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Student FRPM Status	Non FRPM Student	82.56%	1,245	17.44%	263
FRPM Student	39.78%	148	60.22%	224	

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

2023-24 Results

- 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

2023-24 25.11% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2024

2022-23 34.78% students demonstrating below grade level reading performance in the fall of 2022 achieved aggressive growth in the spring of 2023

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

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table

Grade Band	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	25.11%	110
	Not Aggressive Growth	74.89%	328

6-8 ELA Fall to Spring Aggressive Growth

Aggressive Growth Not Aggressive Growth

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Chart



6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Asian	Aggressive Growth	20.00%	7
		Not Aggressive Growth	80.00%	28
	Black or African American	Aggressive Growth	19.09%	21
		Not Aggressive Growth	80.91%	89
	Hispanic / Latino	Aggressive Growth	28.13%	18
		Not Aggressive Growth	71.88%	46
	Two or More Races	Aggressive Growth	35.00%	7
		Not Aggressive Growth	65.00%	13
White	Aggressive Growth	27.27%	57	
	Not Aggressive Growth	72.73%	152	

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	24.25%	73
		Not Aggressive Growth	75.75%	228
	Special Ed Student	Aggressive Growth	29.20%	33
		Not Aggressive Growth	70.80%	80
	Section 504 Student	Aggressive Growth	16.67%	4
		Not Aggressive Growth	83.33%	20

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	27.08%	78
		Not Aggressive Growth	72.92%	210
	EL Monitor	Aggressive Growth	22.86%	16
		Not Aggressive Growth	77.14%	54
	EL Student	Aggressive Growth	19.40%	13
		Not Aggressive Growth	80.60%	54

6-8 Students Demonstrating Below Grade Level ELA Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	6-8 ELA Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	27.69%	67
		Not Aggressive Growth	72.31%	175
	FRPM Student	Aggressive Growth	21.94%	43
		Not Aggressive Growth	78.06%	153

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

2023-24 Results

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

2023-24 26.49% of 6-8 grade students demonstrating below grade level math performance in the fall of 2023 achieved **aggressive growth** in the spring of 2024

2022-23 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

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

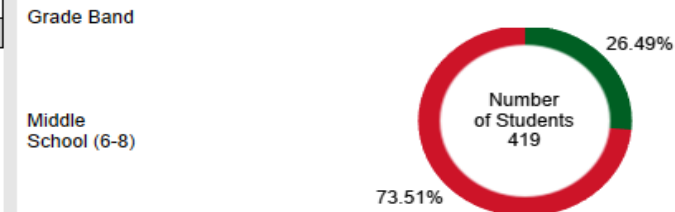
6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table

Grade Band	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Aggressive Growth	26.49%	111
	Not Aggressive Growth	73.51%	308

6-8 Math Fall to Spring Aggressive Growth

■ Aggressive Growth ■ Not Aggressive Growth

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Chart



6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Race

Grade Band	Student Race	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Black or African American	Aggressive Growth	15.38%	20
		Not Aggressive Growth	84.62%	110
	Hispanic / Latino	Aggressive Growth	23.21%	13
		Not Aggressive Growth	76.79%	43
	Two or More Races	Aggressive Growth	45.45%	10
		Not Aggressive Growth	54.55%	12
White	Aggressive Growth	31.61%	61	
	Not Aggressive Growth	68.39%	132	

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Aggressive Growth	26.99%	78
		Not Aggressive Growth	73.01%	211
	Special Ed Student	Aggressive Growth	23.30%	24
		Not Aggressive Growth	76.70%	79
	Section 504 Student	Aggressive Growth	33.33%	9
		Not Aggressive Growth	66.67%	18

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student EL Status

Grade Band	Student EL Status	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	Aggressive Growth	27.74%	81
		Not Aggressive Growth	72.26%	211
	EL Monitor	Aggressive Growth	28.85%	15
		Not Aggressive Growth	71.15%	37
	EL Student	Aggressive Growth	17.46%	11
		Not Aggressive Growth	82.54%	52

6-8 Students Demonstrating Below Grade Level Math Performance in the Fall and Achieved Aggressive Growth in the Spring Table by Student FRPM Status

Grade Band	Student FRPM Status	6-8 Math Fall to Spring Aggressive Growth	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	Aggressive Growth	33.04%	76
		Not Aggressive Growth	66.96%	154
	FRPM Student	Aggressive Growth	18.52%	35
		Not Aggressive Growth	81.48%	154

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

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

6-8 Science Learning Standard Goal Progress

Focus Area	Goal	2022-23 Results	2023-24 Results	Goal Status
Students meet science learning targets based on MN state standards.	In the spring of 2025, 49% of 8th grade Science students will demonstrate meeting science learning targets based on MN state standards by meeting proficiency on the 8th Grade Science MCA.	38.82%	46.77%	Positive Growth or Statistically Neutral

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

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

2023-24 46.77% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2024

2022-23 38.82% of 8 grade students demonstrated proficiency on the Science MCA in the spring of 2023

8th Grade Student MCA Science Proficiency					
Student Grade	MCA Science Proficiency				
	Proficient		Not Proficient		
	Percent of Students	Number of Students	Percent of Students	Number of Students	
8	46.77%	282	53.23%	321	

8th Grade Student MCA Science Proficiency	
Grade Band	
Middle School (6-8)	<p>Number of Students: 603</p> <p>Proficient: 46.77%</p> <p>Not Proficient: 53.23%</p>

8th Grade Student MCA Science Proficiency by Student Race					
Student Grade	Student Race	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Asian	66.67%	36	33.33%	18
	Black or African American	12.50%	11	87.50%	77
	Hispanic / Latino	24.49%	12	75.51%	37
	Two or More Races	60.00%	24	40.00%	16
	White	53.49%	199	46.51%	173

8th Grade Student MCA Science Proficiency by Student Special Ed / 504 Status					
Student Grade	SPED / 504 Student Status	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Gen Ed Student	48.71%	246	51.29%	259
	Special Ed Student	26.32%	15	73.68%	42
	Section 504 Student	51.22%	21	48.78%	20

8th Grade Student MCA Science Proficiency by Student EL Status					
Student Grade	Student EL Status	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Non EL Student	51.39%	259	48.61%	245
	Prior EL	68.00%	17	32.00%	8
	EL Monitor	13.04%	6	86.96%	40
	EL Student			100.00%	27

8th Grade Student MCA Science Proficiency by Student FRPM Status					
Student Grade	Student FRPM Status	MCA Science Proficiency			
		Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
8	Non FRPM Student	54.94%	256	45.06%	210
	FRPM Student	18.98%	26	81.02%	111

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

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

6-8 Students Will Pass Algebra I by the end of 8th Grade Goal Progress

Focus Area	Goal	2022-23 Results	2023-24 Results	Goal Status
Students will pass Algebra I by the end of 8th grade.	In the spring of 2025, 80% of students will have successfully completed the Algebra I course with a B grade or higher.	77.54%	74.96%	Not On Track



2023-24 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.

2023-24 **74.96%** of students successfully completed Algebra I by the end of 8th grade with a B or higher

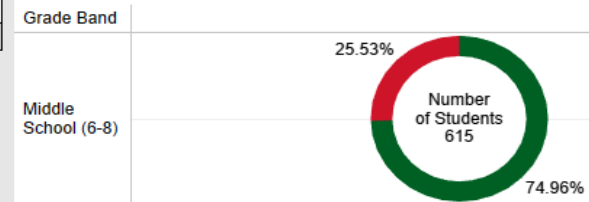
2022-23 **77.54%** of students successfully completed Algebra I by the end of 8th grade with a B or higher

Students Completed Algebra I by the end of 8th Grade with a B or Better Table

Grade Band	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	B or Better	74.96%	461
	Not B or Better	25.53%	157

Algebra I Score Status
■ B or Better ■ Not B or Better

Students Completed Algebra I by the end of 8th Grade with a B or Better Chart



Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student Race

Grade Band	Student Race	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Asian	B or Better	92.45%	49
		Not B or Better	9.43%	5
	Black or African American	B or Better	32.95%	29
		Not B or Better	67.05%	59
	Hispanic / Latino	B or Better	51.02%	25
		Not B or Better	48.98%	24
Two or More Races	B or Better	82.05%	32	
	Not B or Better	17.95%	7	
White	B or Better	84.46%	326	
	Not B or Better	16.06%	62	

Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Stat.	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	B or Better	76.65%	394
		Not B or Better	23.93%	123
	Special Ed Student	B or Better	55.56%	30
		Not B or Better	44.44%	24
	Section 504 Student	B or Better	78.72%	37
		Not B or Better	21.28%	10

Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student EL Status

Grade Band	Student EL Status	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	B or Better	79.54%	412
		Not B or Better	20.85%	108
	Prior EL	B or Better	87.50%	21
		Not B or Better	12.50%	3
	EL Monitor	B or Better	53.19%	25
		Not B or Better	48.94%	23
EL Student	B or Better	8.00%	2	
	Not B or Better	92.00%	23	

Students Completed Algebra I by the end of 8th Grade with a B or Better Table by Student FRPM Status

Grade Band	Student FRPM Status	Algebra I Score Status	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	B or Better	85.36%	408
		Not B or Better	15.06%	72
	FRPM Student	B or Better	38.69%	53
		Not B or Better	62.04%	85

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

Students acquire and apply the social emotional competencies, 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 support their success in school and in life.

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

Metrics:

- Grades 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?
- 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

6-8 Social and Emotional Learning (SEL) Goal Progress

Focus Area: Social and Emotional Learning (SEL)	Goal	2022-23 Results	2023-24 Results	Goal Status
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.	In the spring of 2025, 85% of all 6-8 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	77.67%	78.66%	Positive Growth or Statistically Neutral
	In the spring of 2025, 92% of all 6-8 grade students will report favorably about how often they feel excited in the past week.	83.00%	85.66%	Positive Growth or Statistically Neutral

Positive Growth or Statistically Neutral

Not On Track = Negative Growth from Prior Period

2023-24 Results

- Grades 6th-8th SEL **How will it be Measured:** 6th-8th Panorama SEL Survey Questions

2023-24 78.66% of 6-8 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

2022-23 77.67% of 6-8 grade students reported favorably to the question: *Do you have a teacher or other adult from school you can count on no matter what?*

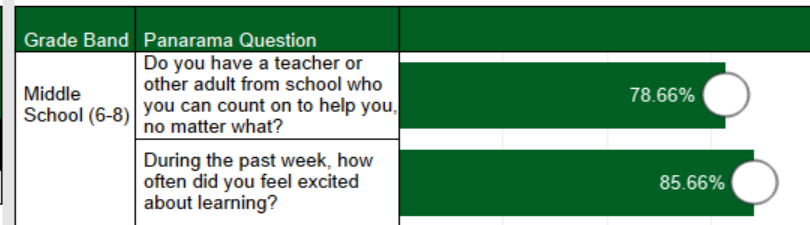
2023-24 85.66% of 6-8 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

2022-23 83% of 6-8 grade students reported favorably to the question: *During the past week, how often did you feel excited about learning?*

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Table

Grade Band	Panorama Question			
	Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
	Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	78.66%	21.34%	85.66%	14.34%

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions Chart



Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Race

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	Asian	79.00%	21.00%	84.00%	16.00%
	Black or African American	73.00%	27.00%	82.00%	18.00%
	Hispanic/Latino	77.00%	23.00%	80.00%	20.00%
	Two or More Races	75.00%	25.00%	79.00%	21.00%
	White	80.00%	20.00%	86.00%	14.00%

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	Non EL Student	79.00%	21.00%	85.00%	15.00%
	EL Student	79.00%	21.00%	78.00%	22.00%

Middle School (6-8) Students Reported Favorably to Questions from the Panorama SEL Survey Questions by Student Special Ed / 504 Status

Grade Band	Demographic Group	Panorama Question			
		Do you have a teacher or other adult from school who you can count on to help you, no matter what?		During the past week, how often did you feel excited about learning?	
		Percent Favorable	Percent Unfavorable	Percent Favorable	Percent Unfavorable
Middle School (6-8)	Gen Ed	78.00%	22.00%	86.00%	14.00%
	Special Ed Student	83.00%	17.00%	76.00%	24.00%
	Section 504 Student	80.00%	20.00%	85.00%	15.00%

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

2023-24 Results

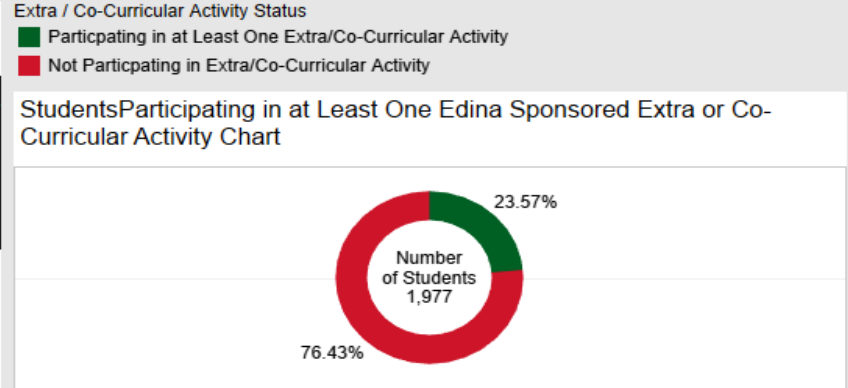
- Student participation in extracurricular & co-curricular activities **How will it be measured:** Percent of 6-8 students participating in at least one Edina sponsored extracurricular or co-curricular activity including athletics and/or out-of-school time Community Education classes.

2023-24 **23.57%** participated in at least one extracurricular and/or co-curricular activity during the 2023-24 school year

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

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table

Grade Band	Extra / Co-Curricular Activity Status			
	Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	23.57%	466	76.43%	1,511



Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Race

Grade Band	Student Race	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Asian	28.40%	46	71.60%	116
	Black or African American	7.55%	16	92.45%	196
	Hispanic / Latino	12.58%	19	87.42%	132
	Two or More Races	23.62%	30	76.38%	97
	White	26.79%	355	73.21%	970

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	24.31%	390	75.69%	1,214
	Special Ed Student	18.22%	45	81.78%	202
	Section 504 Student	24.60%	31	75.40%	95

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student EL Status

Grade Band	Student EL Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	25.46%	431	74.54%	1,262
	Prior EL	30.00%	15	70.00%	35
	EL Monitor	10.53%	14	89.47%	119
	EL Student	6.45%	6	93.55%	87

Students Participating in at Least One Edina Sponsored Extra or Co-Curricular Activity Table by Student FRPM Status

Grade Band	Student FRPM Status	Extra / Co-Curricular Activity Status			
		Participating in at Least One Extra/Co-Curricular Activity		Not Participating in Extra/Co-Curricular Activity	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	27.69%	435	72.31%	1,136
	FRPM Student	7.64%	31	92.36%	375

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

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
- EL Student Progress Toward Proficiency

6-8 Unique Learners Goal Progress

Focus Area: Unique Learners	Goal	2022-23 Results	2023-24 Results	Goal Status
Talent Development	In the spring of 2025, the % of 6-8 students enrolled in extended and/or accelerated talent development pathways will be 62%.	51.47%	52.86%	Positive Growth or Statistically Neutral
	In the spring of 2025, 80% of students in grades 6-8 in extended and/or accelerated talent development pathways in ELA/Math/Science will be proficient with no score lower than a B on their S2 report card.	73.69%	85.69%	Goal Met
Students with an Individual Education Program (IEP) are making progress toward goals	In the spring of 2025, 79% of 6-8 students with an individual education plan will be meeting and/or making adequate progress towards their Individual Education Program goals.	73.84%	95.82%	Goal Met
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 6-8 will meet their growth target as defined by MDE.	19.23%	24.66%	Positive Growth or Statistically Neutral

Positive Growth or
Statistically Neutral

Not On Track = Negative
Growth from Prior Period

2023-24 Results

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

2023-24 **52.86%** 6-8 students were enrolled in extended and/or accelerated talent development pathways during the 2023-24 school year

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

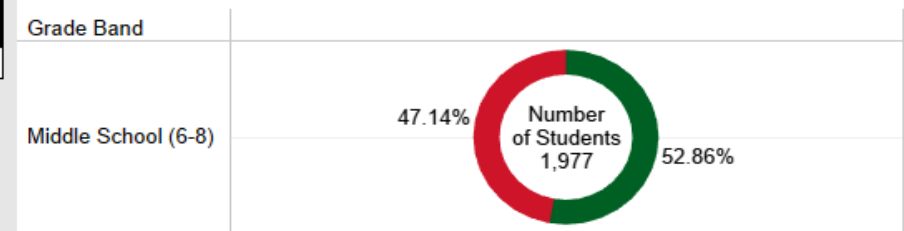
Talent Development Participation Table

Grade Band	Talent Development Participation Status			
	Participating in Talent Development Programming		Not Participating in Talent Development Programming	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	52.86%	1,045	47.14%	932

Talent Development Participation Status

- Participating in Talent Development Programming
- Not Participating in Talent Development Programming

Talent Development Participation Chart



Talent Development Participation Table by Student Race

Grade Band	Student Race	Talent Development Participation Status			
		Participating in Talent Development Program..		Not Participating in Talent Development P..	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Asian	74.69%	121	25.31%	41
	Black or African American	19.81%	42	80.19%	170
	Hispanic/Latino	35.10%	53	64.90%	98
	Two or More Races	63.78%	81	36.22%	46
	White	56.45%	748	43.55%	577

Talent Development Participation Table by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Talent Development Participation Status			
		Participating in Talent Development Program..		Not Participating in Talent Development Program..	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	57.54%	923	42.46%	681
	Special Ed Student	21.46%	53	78.54%	194
	Section 504 Student	54.76%	69	45.24%	57

Talent Development Participation Table by Student EL Status

Grade Band	Student EL Status	Talent Development Participation Status			
		Participating in Talent Devel..		Not Participating in Talent D..	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	56.53%	957	43.47%	736
	Prior EL	78.00%	39	22.00%	11
	EL Monitor	29.32%	39	70.68%	94
	EL Student	8.60%	8	91.40%	85

Talent Development Participation Table by Student FRPM Status

Grade Band	Student FRPM Status	Talent Development Participation Status			
		Participating in Talent Development Programming		Not Participating in Talent Development Programming	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	60.22%	946	39.78%	625
	FRPM Student	24.38%	99	75.62%	307

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

2023-24 Results

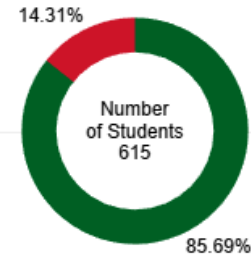
- Talent Development Program Performance **How will it be measured:** Percentage of 6-8 grade students in extended or accelerated talent development pathways earning all scores of B or better on their S2 report card in (Enriched Reading and Social Studies, Accelerated Science and Accelerated Math) 2023-24 **85.69%** 6-8 students in extended and/or accelerated talent development pathways demonstrated proficiency with no score lower than a B in the spring 2022-23 **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

Talent Development Performance in Extended and or Accelerated Pathways Table

Grade Band	Course Grade Proficiency			
	All Proficient		Not Proficient	
	Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	85.69%	527	14.31%	88

Course Grade Proficiency
■ All Proficient ■ Not Proficient

Talent Development Performance in Extended and or Accelerated Pathways Chart



Talent Development Performance in Extended and or Accelerated Pathways by Student Race

Grade Band	Student Race	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Asian	80.00%	68	20.00%	17
	Black or African American	55.56%	15	44.44%	12
	Hispanic / Latino	84.38%	27	15.63%	5
	Two or More Races	75.00%	39	25.00%	13
	White	90.21%	378	9.79%	41

Talent Development Performance in Extended and or Accelerated Pathways by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	85.64%	471	14.36%	79
	Special Ed Student	80.77%	21	19.23%	5
	Section 504 Student	89.74%	35	10.26%	4

Talent Development Performance in Extended and or Accelerated Pathways by Student EL Status

Grade Band	Student EL Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non EL Student	86.95%	493	13.05%	74
	Prior EL	83.33%	25	16.67%	5

Talent Development Performance in Extended and or Accelerated Pathways by Student FRPM Status

Grade Band	Student FRPM Status	Course Grade Proficiency			
		All Proficient		Not Proficient	
		Percent of Students	Number of Students	Percent of Students	Number of Students
Middle School (6-8)	Non FRPM Student	87.46%	488	12.54%	70
	FRPM Student	68.42%	39	31.58%	18

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

2023-24 Results

- Progress Toward IEP Goals **How will it be measured:** Percent of 6-8 students meeting or making adequate progress on special education program goals
 2023-24 **95.82%** of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2024
 2022-23 **73.84%** of 6-8 students meeting or making adequate progress on special education IEP goals in the spring of 2023

Students Meeting or Making Adequate Progress on IEP Goals Table				IEP Goal Status	
Grade Band	IEP Goal Status	Percent of Students	Number of Students	Meeting of Making Adequate Progress on all Goals	Not Meeting or Making Adequate Progress on all Goals
Middle School (6-8)	Meeting of Making Adequate Progress on all Goals	95.82%	229	<p>Number of Students 239</p>	Meeting of Making Adequate Progress on all Goals 95.82%
	Not Meeting or Making Adequate Progress on all Goals	4.18%	10		

Students Meeting or Making Adequate Progress on IEP Goals Table by Student Race					Students Meeting or Making Adequate Progress on IEP Goals Table by Student EL Status																			
Grade Band	Student Race	IEP Goal Status	Percent of Students	Number of Students	Grade Band	Student EL Status	IEP Goal Status	Percent of Students	Number of Students															
Middle School (6-8)	Asian	Meeting of Making Adequate Progress on all Goals	95.00%	19	Middle School (6-8)	Non EL Student	Meeting of Making Adequate Progress on all Goals	96.00%	192															
		Not Meeting or Making Adequate Progress on all Goals	5.00%	1			Not Meeting or Making Adequate Progress on all Goals	4.00%	8															
	Black or African American	Meeting of Making Adequate Progress on all Goals	93.55%	29		EL Student	Meeting of Making Adequate Progress on all Goals	95.65%	22															
		Not Meeting or Making Adequate Progress on all Goals	6.45%	2			Not Meeting or Making Adequate Progress on all Goals	4.35%	1															
	Hispanic / Latino	Meeting of Making Adequate Progress on all Goals	95.83%	23	Students Meeting or Making Adequate Progress on IEP Goals Table by Student FRPM Status																			
		Not Meeting or Making Adequate Progress on all Goals	4.17%	1	<table border="1"> <thead> <tr> <th>Grade Band</th> <th>Student FRPM Status</th> <th>IEP Goal Status</th> <th>Percent of Students</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Middle School (6-8)</td> <td rowspan="2">Non FRPM Student</td> <td>Meeting of Making Adequate Progress on all Goals</td> <td>97.71%</td> <td>171</td> </tr> <tr> <td>Not Meeting or Making Adequate Progress on all Goals</td> <td>2.29%</td> <td>4</td> </tr> <tr> <td rowspan="2">FRPM Student</td> <td>Meeting of Making Adequate Progress on all Goals</td> <td>90.63%</td> <td>58</td> </tr> <tr> <td>Not Meeting or Making Adequate Progress on all Goals</td> <td>9.38%</td> <td>6</td> </tr> </tbody> </table>	Grade Band	Student FRPM Status	IEP Goal Status	Percent of Students	Number of Students	Middle School (6-8)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	97.71%	171	Not Meeting or Making Adequate Progress on all Goals	2.29%	4	FRPM Student	Meeting of Making Adequate Progress on all Goals	90.63%	58	Not Meeting or Making Adequate Progress on all Goals	9.38%
	Grade Band	Student FRPM Status	IEP Goal Status	Percent of Students	Number of Students																			
	Middle School (6-8)	Non FRPM Student	Meeting of Making Adequate Progress on all Goals	97.71%	171																			
			Not Meeting or Making Adequate Progress on all Goals	2.29%	4																			
		FRPM Student	Meeting of Making Adequate Progress on all Goals	90.63%	58																			
			Not Meeting or Making Adequate Progress on all Goals	9.38%	6																			
	Two or More Races	Meeting of Making Adequate Progress on all Goals	95.24%	20	<i>Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.</i>																			
Not Meeting or Making Adequate Progress on all Goals		4.76%	1																					
White	Meeting of Making Adequate Progress on all Goals	96.50%	138																					
	Not Meeting or Making Adequate Progress on all Goals	3.50%	5																					

2023-24 Results

- EL Student Progress Toward Proficiency **How will it be measured:** Percent of 6-8 EL Students who met their MDE provided growth target for the year 2023-24 **24.66%** of 6th - 8th grade students met their EL growth target as defined by MDE
2022-23 **19.23%** of 6th - 8th grade students met their EL growth target as defined by MDE

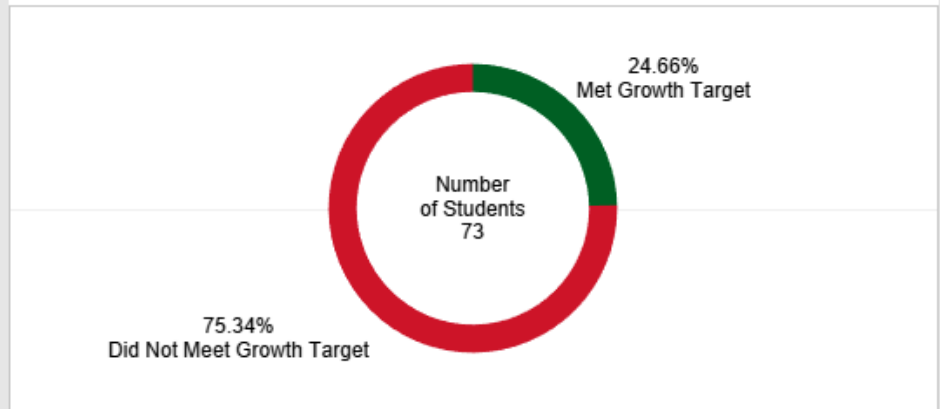
EL Growth Data as Defined by The Minnesota Department of Education Table

Grade Band	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	Met Growth Target	24.66%	18
	Did Not Meet Growth Target	75.34%	55

EL Growth Metric as Defined by The Minnesota Department of Education

■ Met Growth Target ■ Did Not Meet Growth Target

EL Growth Data as Defined by The Minnesota Department of Education



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

Grade Band	Student Race	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	Black or African American	Met Growth Target	27.78%	10
		Did Not Meet Growth Target	72.22%	26
	Hispanic / Latino	Met Growth Target	14.29%	3
		Did Not Meet Growth Target	85.71%	18

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

Grade Band	SPED / 504 Student Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	Gen Ed Student	Met Growth Target	27.45%	14
		Did Not Meet Growth Target	72.55%	37
	Special Ed Student	Met Growth Target	20.00%	4
		Did Not Meet Growth Target	80.00%	16

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

Grade Band	Student FRPM Status	EL Growth Metric as Defined by The Minnesota Department of Education	Percent of Students	Number of Students
Middle School (6-8)	FRPM Student	Met Growth Target	28.57%	16
		Did Not Meet Growth Target	71.43%	40

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

APPENDIX A: Glossary

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

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

Key features of College in the Schools:

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

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

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

This partnership often includes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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


*See also Talent Development Board Report 2.13.23 for more Talent Development detail.

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

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

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

APPENDIX C: FASTBridge Assessment Guide

Assessments by Grade Level Administered Fall-Winter-Spring						
	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

MCA Math Participation Data

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

MCA Reading Participation Data

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

MCA Science Participation Data

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

Appendix E: Edina Public Schools 2023-2024 Demographic Summary

Appendix A Demographics

Demographic Make Up by Student Race

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

Demographic Make Up by Student Special Education / 504 Status

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

Demographic Make Up by Student EL Status

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

Demographic Make Up by Student FRPM Status

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

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

Appendix F: 2022-23 Data Metrics Reports

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