



Board Meeting: October 13, 2025

Title: 2023-2025 Data Metrics Plan Board Update

Type: Discussion

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Description: The Edina Public Schools (EPS) 2023-25 Data Metrics Plan was approved by the School Board in the spring of 2023. By focusing on the priorities outlined in the Data Metrics Plan, Edina Public Schools maintains a clear path for improvement and progress, closely aligned with the 2020-2030 Strategic Plan. This plan serves as the top level of the Edina comprehensive assessment monitoring system.

This **2023-2025 Update** provides a look back and a look ahead. It specifically highlights:

- **Where did we start?** – 2023 results (spring data)
- **Where have we been?** – 2024 results (spring data)
- **Where are we now?** – 2025 results (spring data)
- **Where are we going?** – responsive action steps that shape the 2025-2027 Data Metrics Plan

What this report covers

This report shows how EPS measures student learning and growth across all grade levels in six focus areas:

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

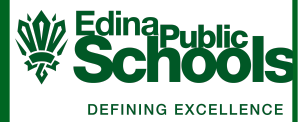
How the report is organized

- A high-level executive summary which includes:
 - An overview of the Edina Data Metrics Plan
 - Key findings from each category
 - Top three systemwide celebrations
 - Top three systemwide challenges
- Detailed sections for each category, which include:
 - Successes
 - Growth areas
 - Recommendations for next steps
 - 2025-2027 Data Metrics Goals
 - Detailed 2023-2025 data

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.

Executive Summary: Review of the 2023-25 Edina Data Metrics Plan



Overview

The Edina Data Metrics Plan serves as the top level of the district's Comprehensive Assessment System, providing a cohesive framework for monitoring student progress, instructional effectiveness, and alignment with the 2020–2030 Edina Strategic Plan. This plan identifies key indicators across academic achievement, college and career readiness, and student engagement to guide data informed decision making and continuous improvement at every level of the organization.

Edina Public Schools uses a continuous improvement framework to establish growth targets that are both meaningful and attainable. This report includes data from the 2023–2025 plan as well as the newly established goals for the 2025–2027 Data Metrics Plan. The 2025–2027 Data Metrics Plan will be presented in its entirety in a different report. A majority of goals across both plans are set at 3–6% growth over two years, representing steady and sustainable improvement within a high-performing district where many indicators already meet or exceed state and national benchmarks. These targets reflect an intentional focus on continuous progress rather than arbitrary increases and provide a consistent baseline for building a reliable and transparent data culture. As this work continues, future goals will increasingly draw on historical trend data to strengthen reliability and refine long-term targets.

While this top-level plan provides a broad district view, greater specificity occurs within the District Continuous Improvement Plan and Site Improvement Plans, which guide school-level, grade-level, and individual teacher goals. This structure mirrors a funnel, where data flow from the system level to the classroom. The most impactful work at each level occurs when teams analyze detailed results for root causes, evaluate resources that can drive change, set focused goals, and determine implementable action steps that lead to measurable improvement.

Because data comparisons across districts can be challenging and often lack context due to variations in demographics, programs, and resources, Edina Public Schools remains focused on excellence, equitable access, and ambitious yet attainable growth goals that reflect the needs and strengths of Edina students.

By aligning this data-driven cycle of reflection and action with the Edina Strategic Plan, we ensure that our definition of excellence remains forward-thinking and student-centered upholding Edina's long-standing tradition of high expectations, innovation, and collective commitment to the success of each and every learner.

In This Executive Summary

1. An overview of key findings by targeted areas of focus, including the action steps being taken in response to data patterns.
2. The top three celebrations from the 2023–2025 Data Metrics Plan.
3. The top three challenges from the 2023–2025 Data Metrics Plan.

Overview of Key Findings

English Language Arts (ELA): Recent results show proficiency gains and aggressive growth supported by new curriculum adoption and professional learning in the Science of Reading. Specific longitudinal gains in late elementary (3rd & 4th) reflect the instructional changes teachers were implementing while engaged in LETRS professional development (the majority of staff began this professional development in the summer or fall of 2023). At the same time, too few students, especially those starting below grade level, are making the accelerated growth needed to close gaps. Over the next two years, the focus will be on strengthening Tier 1 instruction, expanding targeted interventions in Tier 2 and Tier 3, and using data-driven practices to accelerate growth and ensure equitable outcomes for all learners.

Mathematics: Foundational numeracy is strong in the early grades, and high school students are showing significant gains in course completion and MCA performance. The district will continue focusing on closing subgroup gaps and strengthening growth for students below benchmark through fluency, inquiry-based instruction, and aligned support across all levels of the MN MTSS framework (Tier 1, Tier 2, and Tier 3).

Science: The transition to a new statewide assessment in 2024 led to a notable drop in science proficiency rates across Minnesota, including Edina. This is a common pattern during the first year of testing new standards. Over the next two years, Edina will strengthen Tier 1 instruction and align curriculum to the new standards while monitoring subgroup performance to ensure equitable outcomes. The overall goal is to increase total MCA proficiency by 10 percentage points by 2027.

Social and Emotional Learning (SEL): Panorama survey results show steady increases in students reporting trusted adults and excitement about learning, with equity strengths across many groups. Moving forward, the focus will be on strengthening belonging and engagement for all students. Priority actions include reinforcing SEL systems, building staff capacity to foster belonging, and embedding SEL strategies in Tier 1 instruction through professional learning. Because adult wellness enhances student SEL, this will remain a focus area moving forward.

Unique Learners:

- **Extended and Accelerated Learning Opportunities:** Participation and performance in advanced courses continue to grow systemwide, exceeding identified goals at multiple levels. Elementary and middle school participation is increasing although it remains below targets. During the 2025–2026 Elementary Acceleration Review, the district will reassess the appropriateness of participation targets. The 2025–2027 plan will emphasize equitable access to and success within advanced learning opportunities.

- **Special Education Learners:** 97.48% of students receiving special education services met their IEP progress targets, surpassing district goals across all grade levels. The next priority is to more closely monitor growth in reading, writing, and mathematics while expanding curriculum implementation to ensure success extends to classroom, state, and national assessments.
- **English Learners (EL):** Currently, 40% of EL students meet their annual growth targets, with the strongest performance in elementary grades (59.9%). Reading and writing remain the most challenging domains. To address this, Edina is implementing co-teaching models, sheltered ELA courses, and professional learning aligned to WIDA standards to increase growth targets to 43% by spring 2027.

College and Career Readiness: Strong outcomes in Bilingual Seals, PSEO participation, and U.S. Literature achievement highlight continued progress. Challenges remain in ACT performance, internship and apprenticeship access, and expanding National Merit recognition. Edina High School will be a focus area for 2025–2026, engaging stakeholders in an in-depth review to co-design a Bold Roadmap for the Future while continuing to expand access to rigorous coursework and career development at all levels while this review is being conducted.

Top Three Systemwide Celebrations

1. **Academic Growth and Achievement** – Steady increases in ELA and math MCA proficiency over the past four years reflect the excellence our Edina teachers bring to each and every classroom setting, strong instructional practices, and sustained focus on student growth. ELA gains highlight the impact of Science of Reading implementation, while math growth and high school course completion continue to improve. Over 97% of students receiving special education services met progress targets, demonstrating effective support and instructional alignment.
2. **Expansion of Advanced and Multilingual Opportunities** – Participation and performance in advanced coursework exceeded district goals, and Bilingual Seals outcomes highlight strong college and career readiness. Former English learners continue to achieve at high levels across academic areas, reflecting sustained language and content growth.
3. **Strengthening of Student Connectedness** – SEL data show increasing numbers of students reporting trusted adults and excitement for learning. Early indicators point to emerging equity strengths across demographic groups, signaling positive momentum in climate and culture work. A shift in the 2025-2027 plan will focus on a sense of belonging and engagement in alignment with overall connectedness.

Top Three Systemwide Challenges

1. **Accelerating Growth for Students Below Grade Level** – Students performing below grade level in ELA and Math need sustained and accelerated growth to reach proficiency. Continuing to strengthen Tier 2 and Tier 3 structures within the Multi-Tiered System of Supports (MTSS) is essential to ensure consistent interventions, progress monitoring, and acceleration of learning.
2. **Access, Achievement, and Belonging Gaps Persist** – District data shows persistent achievement and access gaps across academic areas, advanced coursework, extra and co-curricular activities, particularly among students of color and those eligible for Free and Reduced-Price Meals.

Continued focus is needed to expand opportunities, increase engagement, and strengthen belonging for all students, including those receiving special education, EL, and 504 supports.

3. Continued Focus on Tier 1 Core Instruction in ELA, Math, and Science - Although steady gains in ELA and math proficiency are a point of celebration, greater acceleration is needed to meet district goals and maintain the Edina tradition of excellence. Sustaining new instructional practices and ensuring full implementation of aligned resources remain priorities. Science proficiency dips, consistent with statewide trends, highlight the need to deepen implementation of new standards and strengthen Tier 1 coherence across content areas

As we build on areas of success and address our challenges, Edina Public Schools will strengthen instructional coherence and sustainability through the MTSS framework while providing educators with intentional and job-embedded professional learning.

Multi-Tiered System of Supports

Edina Public Schools uses a Multi-Tiered System of Supports (MTSS) to align academic and social-emotional learning for all students. Through Tier 1 core instruction and Tier 2–3 targeted supports that occur in addition to core classroom instruction, teachers use data to respond to individual needs, whether students need intervention, additional practice, or enrichment. This framework ensures a coordinated, responsive approach to teaching and learning that supports every learner's growth.

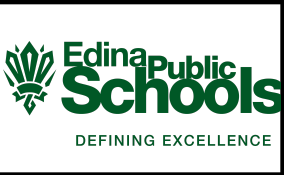
Professional Learning

Building on the excellence and dedication of Edina teachers, the district is committed to providing the highest-quality professional learning supported by the right resources and structures. Professional learning in Edina Public Schools is integrated into every level of the MTSS framework and guided by systemwide data. When student data identify an area of need, whether in instruction, curriculum, or engagement, professional learning is designed to directly address those trends. This ensures that teachers, support staff, and leaders have the tools, knowledge, and ongoing support needed to respond effectively within each tier. Professional development also aligns with new state standards and emerging best practices, ensuring that staff continue to grow alongside students.

Note on Early Learning Family Center

The Early Learning Family Center is a valued component of Edina's Comprehensive Assessment System. For this update, spring 2025 results have been intentionally excluded to ensure that all data presented meet the highest standards of reliability and relevance. This approach underscores the district's commitment to using meaningful, validated data to guide planning and decision-making. Early learning outcomes will be a central focus in 2025–2026, with future results incorporated into upcoming Data Metrics Plans.

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Edina Public School 2023-2025 Data Metrics Report

K-12 Literacy Foundations



Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Using multiple measures provides a fuller picture of student learning, while a focus on equity highlights and addresses gaps across student subgroups.

Where We Are Now: Spring 2025 Data

Elementary

- K-1 literacy proficiency is 73.67% (-4.69% since 2023, goal 82%)
- 2nd literacy proficiency is 73.20 (+3.8% since 2023, goal 77.4%)
- 3rd grade aReading proficiency is 77.5% (+5.6% since 2023, goal 84%)
- 2nd-5th grade aggressive growth for students below benchmark is 24.38% (-18.48% since 2023, goal 50%)

Middle School

- 82.53% of students are meeting benchmark on the FASTBridge aReading assessment.
- 6th grade proficiency on the FASTBridge aReading screener: 82.53% (+5.12% since 2023, goal 83%)
- 6-8 typical growth on the FASTBridge aReading screener: 44.10% (+5.02% since 2023, goal 55%)
- 6-8 students with below-grade-level reading achieving aggressive growth: 17.94% (-16.84% since 2023, goal 50%)

High School

- 9-12 student ELA grade proficiency: 70.37% (-2.97% since 2023, goal 78%)
- 10th grade Reading MCA proficiency: 86.39% (+0.99% since 2023, goal 88%)

Successes

- **Tier 1 curriculum adoption:** New curriculum has successfully been adopted, including Benchmark Advance (K-5), StudySync (6-8), and Into Literature (9-10), to strengthen Tier 1 whole-class instruction.
- **Professional learning:** Staff has been and is engaged in strong professional learning on the Science of Reading through LETRS and ASPIRE, coupled with intentional coaching to ensure these practices are applied in the classroom.
- **Early improvements:** There is early evidence of improved fluency and phonemic awareness in grades K-3 due to shifts in Tier 1 instruction aligned with the Science of Reading professional learning and through Tier 2 and Tier 3 routines.

Areas for Growth

- **Insufficient aggressive growth:** The current aggressive growth for students below proficiency is not sufficient to accelerate learning and change long-term proficiency, especially in elementary and secondary grades.
- **Persistent gaps:** We continue to see gaps in the various student groups in the areas of vocabulary, comprehension, and fluency, particularly at the secondary level.

- **Targeted instruction:** Our Tier 2 and Tier 3 MTSS (Multi-Tiered System of Supports) for targeted instruction and progress monitoring is not yet fully consistent.

Where We Are Going (2025-27)

What Instructional Changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** Full, high-fidelity implementation of new curricula, including daily explicit phonics/fluency routines in K-5 and increased vocabulary focus in grades 6-12. This includes Benchmark Advance (K-5), StudySync (6-8), and Into Literature (9-10).
- **Tier 2/3:** Implementation of diagnostic FastBridge and Capti assessments for students in grades K-12th to ensure students receive the most targeted interventions, supported with progress monitoring. This includes dedicated interventions and or support courses at the middle school and high school levels.
- **Advanced Students:** Opportunities for accelerated groups, honors/advanced coursework, electives, and independent studies.

What Professional Learning will be prioritized?

- Continue training on the Science of Reading, with a specific focus on grades 4-12 and completing training for new staff in K-3 in alignment with READAct.
- Expand professional development on vocabulary, comprehension, and fluency strategies for grades K-12.
- Foster a data-driven culture by focusing coaching and PLCs on using data to adjust instruction and ensure fidelity in phonics.

What adjustments will be made to district-wide systems?

- Implement CAPTI, a new assessment system to identify and support students performing below benchmark in grades 4-12.
- Provide rigorous, research-based instruction to all students in Tiers 2 and 3 who are not demonstrating proficiency to accelerate growth.
- Strengthen Tier 1 instruction by continuing to use the new curricula.

2025-2027 Goals

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

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

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

Progress will be monitored across all student subgroups.

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

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

K-5 Literacy Foundations: FASTBridge Universal Screening

Focus Area: K-5 Numeracy Foundations FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet learning targets to ensure strong foundational numeracy.	In the spring of 2025, 90% of K-1 students will have met math proficiency as evidenced by performance on the FASTBridge earlyMath universal screener.	90.00%	88.04%	88.61%	Positive Growth or Statistically Neutral	88.59%	Positive Growth or Statistically Neutral
	In the spring of 2025, 83% of 2nd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	83.00%	78.89%	83.71%	Goal Met	88.45%	Goal Met
	In the spring of 2025, 80% of 3rd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	80.00%	74.84%	77.02%	Positive Growth or Statistically Neutral	81.13%	Goal Met
	In the spring of 2025, 32% of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	32.00%	21.93%	22.02%	Positive Growth or Statistically Neutral	30.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 55% of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener. <i>*National Norm for typical growth is 60%</i>	55.00%	34.05%	34.44%	Positive Growth or Statistically Neutral	37.00%	Positive Growth or Statistically Neutral
K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring	In the spring of 2025, 75% of K-1 students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge Early Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	75.00%	56.28%	62.35%	Positive Growth or Statistically Neutral	41.56%	Goal Not Met
2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring.	In the spring of 2025, 25% of 2nd - 5th grade students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	25.00%	40.94%	35.81%	Goal Met	41.97%	Goal Met

6-8 Literacy Foundations: FASTBridge Universal Screening

Focus Area: 6-8 Literacy Foundations: FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
6th-8th 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.	83.00%	77.41%	78.34%	Positive Growth or Statistically Neutral	82.53%	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. <i>*National Norm for aggressive growth is 25%</i>	32.00%	20.63%	12.39%	Not On Track	13.67%	Goal Not Met
	In the spring of 2025, at least 55% of 6-8 students will have typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for typical growth is 60%</i>	55.00%	39.08%	36.28%	Not On Track	44.10%	Positive Growth or Statistically Neutral
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 reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTTrack universal screener. <i>*National Norm for aggressive growth is 25%</i>	50.00%	34.78%	25.11%	Not On Track	17.94%	Goal Not Met

9th Grade Literacy Foundations: FASTBridge Universal Screening

Focus Area: 9th Grade Literacy Foundations FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
9th 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 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTTrack universal screener.* <i>*National Norm for aggressive growth is 25%</i>	50.00%	54.59%	26.09%	Not On Track	17.60%	Goal Not Met

K-5 Literacy Multiple Measures of Proficiency (Triangulated Data)

Focus Area: K-5 Literacy Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet literacy learning targets based on MN state standards.	In the spring of 2025, 79.59% of 3-5 grade students will demonstrate meeting literacy learning targets based on proficiency in 2 of 3 determined assessments aligned with MN State Standards.	79.59%	75.93%	79.52%	Positive Growth or Statistically Neutral	74.87%	Goal Not Met

6-8 Literacy Multiple Measures of Proficiency (Triangulated Data)

Focus Area: 6-8 Literacy Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet literacy learning targets based on MN state standard	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.	78.00%	70.36%	74.10%	Positive Growth or Statistically Neutral	77.50%	Positive Growth or Statistically Neutral

High School English Language Arts

Focus Area: High School English Language Arts	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet ELA learning targets based on MN state standards	In the spring of 2025, 78% of 9-12 students will demonstrate proficiency in literacy with a B or higher on the common summative assessment end of year ELA grade.	78.00%	70.85%	73.34%	Positive Growth or Statistically Neutral	70.37%	Goal Not Met
	In the spring of 2025, 88% of 10th grade students will demonstrate proficiency on the Reading MCA.	88.00%	85.40%	88.61%	Goal Met	86.39%	Positive Growth or Statistically Neutral

Edina Public School Data Metrics Report

K - 12 Numeracy Foundations



Rationale

Mathematics achievement reflects both foundational skills and advanced readiness. Monitoring growth and proficiency across grade levels helps ensure students develop strong numeracy and problem-solving skills. A focus on equity is critical, as gaps in proficiency persist for students of color and students qualifying for free/reduced meals (FRPM).

Where We Are Now: Spring 2025 Data

Elementary

- 88.6% of K-1 students demonstrated proficiency on the FASTBridge universal screener (+0.54% since 2023; goal 90%).
- Significant improvements in proficiency on the FASTBridge universal screener in grades 2 to 88.45% (+9.56% since 2023; goal 83%) and grade 3 to 81.3% (+6.29% since 2023; goal 80%)
- Gaps remain for Black/African American, Hispanic/Latino, and FRPM students.
- Proficiency across 2 of 3 benchmarks for grade 3-5 is 79.67% (-0.6% since 2023; goal of 82%)

Middle School

- 83.98% of 6th grade students are proficient on FASTtrack screener (+4.16% since 2023; goal 85%).
- 78.65% of students are proficient on math standards across 2 of 3 benchmarks (+3.57% since 2023; goal 81%).
- 80.24% successfully completed Algebra 1 with a B or better by the end of 8th grade (+2.7% since 2023; goal 80%).
- Aggressive growth for struggling students is only slightly above national averages (25.12% with national average of 25%) and is insufficient to close gaps.
- Gaps for Black/African American, Hispanic/Latino, and FRPM students are larger than at elementary level.

High School

- 67.13% earned a B or better in math courses (+6.1% since 2023; goal 70%).
- 65.62% successfully completed Pre-Calculus with a B or better (+7.29% since 2023; goal 70%).
- 73.89% of 11th grade students demonstrated proficiency on the MCA (+11.25% since 2023; goal 72%).
- Persistent subgroup gaps across all measures.

Successes

- Strong foundational numeracy in early grades.
- Increased proficiency in Algebra 1 and Pre-Calculus successful completion rates.
- Significant MCA growth at high school level.
- Improved standards proficiency across middle and high school levels.

Growth Areas

- Persistent achievement gaps for Black/African American, Hispanic/Latino, and FRPM students at all levels.

- Aggressive growth for struggling students is not sufficient to change long-term proficiency.
- Need to strengthen fact fluency, inquiry-based practices and alignment to the new Minnesota Mathematics Standards with an emphasis on data and probability.

Where We Are Going (2025–27)

What instructional changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** Emphasize fact fluency, use of manipulatives, and inquiry-based instruction aligned to new Minnesota standards. Incorporate mathematical practices daily.
- **Targeted Supports:** Strengthen Tier 2/3 interventions and progress monitoring, particularly for students not meeting benchmarks.
- **Opportunities for Advanced Learners:** Expand enrichment and advanced coursework, including earlier access to Algebra and higher-level math pathways.

What Professional Learning will be prioritized?

- K–5: Training on inquiry instruction in partnership with STEAM.
- Grades 3–12: PLC collaboration to analyze data and adjust instruction while incorporating mathematical practices daily.
- System-wide training on new Minnesota Mathematics Standards.

What adjustments will be made to district-wide systems?

- Math Design Team leading full programmatic review, aligning instruction and resources to new standards.
- Protect dedicated math instructional time across all levels.
- Review curriculum resources and intervention supports for alignment.
- Monitoring through FASTBridge, MCA, and course completion data.

2025–2027 Goals

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

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

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

Progress will be monitored across all student subgroups.

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

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

K-5 Numeracy Foundations: FASTBridge Universal Screening

Focus Area: K-5 Numeracy Foundations FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet learning targets to ensure strong foundational numeracy.	In the spring of 2025, 90% of K-1 students will have met math proficiency as evidenced by performance on the FASTBridge earlyMath universal screener.	90.00%	88.04%	88.61%	Positive Growth or Statistically Neutral	88.59%	Positive Growth or Statistically Neutral
	In the spring of 2025, 83% of 2nd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	83.00%	78.89%	83.71%	Goal Met	88.45%	Goal Met
	In the spring of 2025, 80% of 3rd grade students will have met math proficiency as evidenced by performance on the FASTBridge FASTtrack universal screener.	80.00%	74.84%	77.02%	Positive Growth or Statistically Neutral	81.13%	Goal Met
	In the spring of 2025, 32% of all K-3 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	32.00%	21.93%	22.02%	Positive Growth or Statistically Neutral	30.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 55% of all K-3 students will have achieved typical growth from fall to spring as evidenced by performance on the FASTBridge early Math/FASTtrack Math universal screener. <i>*National Norm for typical growth is 60%</i>	55.00%	34.05%	34.44%	Positive Growth or Statistically Neutral	37.00%	Positive Growth or Statistically Neutral
K-1 earlyMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring	In the spring of 2025, 75% of K-1 students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge Early Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	75.00%	56.28%	62.35%	Positive Growth or Statistically Neutral	41.56%	Goal Not Met
2nd - 5th grade FASTTrack aMath students demonstrating below grade level math performance who achieved aggressive growth, 75th National Growth Percentile, fall to spring.	In the spring of 2025, 25% of 2nd - 5th grade students demonstrating below grade level math performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack Math universal screener. <i>*National Norm for aggressive growth is 25%</i>	25.00%	40.94%	35.81%	Goal Met	41.97%	Goal Met

6-8 Numeracy Foundations: FASTBridge Universal Screening

Focus Area: 6-8 Mathematics Foundations: FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final 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.	85.00%	79.82%	79.65%	Positive Growth or Statistically Neutral	83.98%	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. <i>*National Norm for aggressive growth is 25%.</i>	50.00%	39.58%	17.79%	Not On Track	25.68%	Goal Not Met
	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. <i>*National Norm for typical growth is 60%.</i>	50.00%	34.53%	40.63%	Positive Growth or Statistically Neutral	38.89%	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 math performance will have achieved aggressive or typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for typical growth is 25%</i>	50.00%	45.77%	26.49%	Not On Track	25.12%	Goal Not Met

K-5 Math Multiple Measures of Proficiency (Triangulated Data)

Focus Area: K-5 Mathematics Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet math learning targets based on MN state standards.	In the spring of 2025, 82% of 3-5 grade students will demonstrate meeting math learning targets based on proficiency in 2 of 3 determined assessments aligned with MN state standards.	82.00%	80.32%	80.62%	Positive Growth or Statistically Neutral	79.67%	Goal Not Met

6-8 Math Multiple Measures of Proficiency (Triangulated Data)

Focus Area: 6-8 Mathematics Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet math 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.	81.00%	75.08%	75.55%	Positive Growth or Statistically Neutral	78.65%	Positive Growth or Statistically Neutral

Middle School Algebra I

Focus Area: Middle School Algebra I	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final 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.	80.00%	77.54%	74.96%	Not On Track	80.24%	Goal Met

High School Mathematics

Focus Area: High School Mathematics Standards	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet math learning targets based on MN state standards.	In the spring of 2025, 70% of 9 -12 students will demonstrate proficiency with a B or higher on end of year math grade.	70.00%	61.03%	66.52%	Positive Growth or Statistically Neutral	67.13%	Positive Growth or Statistically Neutral
	In the spring of 2025, 72% of 11th grade students will demonstrate proficiency on the Math MCA.	72.00%	62.64%	69.81%	Positive Growth or Statistically Neutral	73.89%	Goal Met

Edina Public School Data Metrics Report

K-12 Science Learning Standards



Rationale

Science is the process of exploring and explaining the structures, designs, and systems that make up our natural and human-made world. In Science, all students engage in practices that include making observations, developing and revising models, and analyzing and interpreting data to answer scientific questions and design solutions to problems. Scientifically literate school 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](#))

Where We Are Now (Spring 2025)

The Minnesota Department of Education included the following note with the released MCA IV results.

“Academic standards and assessments are revised every 10 years. The Science MCA-IV is a new assessment in 2025, reflecting a reset in the way we teach and measure science learning. Results cannot be compared with previous years.”

This year's MCA IV results provide a baseline for our system as we ensure alignment between classroom expectations and those of this new assessment.

Elementary (5th grade)

40.3% of 5th grade students demonstrated proficiency on the MCA IV.

Middle School

36.9% of 8th grade students demonstrated proficiency on the MCA IV.

High School

66.8% of High School Biology students demonstrated proficiency on the MCA IV.

Where We Are Going (2025–27)

What instructional changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** An emphasis will be placed on ensuring instruction is in alignment with new Minnesota Science Standards. In addition, an adjustment to current assessment to align with the MCA IV.
- **Targeted Supports:** Opportunities for additional support through the use of WIN and FLEX time for students to receive instructional support.
- **Opportunities for Advanced Learners:** The addition of STEAM Cornerstone Projects at the elementary level, and course acceleration and extensions at the Middle and High School levels provide opportunities for Advanced Learners to extend their learning.

What Professional Learning will be prioritized?

- PLC collaboration to analyze data and adjust instruction while incorporating the science standards into practices daily.

- Improve assessment techniques to ensure rigor that is aligned to the MCA IV.

What adjustments will be made to district-wide systems?

- All grades three and four students will participate in a STEAM Cornerstone project.
- Audit of current instruction and assessment to ensure appropriate rigor and alignment with expectations of new standards through meetings with department leaders at the secondary level.

2025-2027 Goals

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

Middle School Science

Focus Area: Middle School Science	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final 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.	49.00%	38.82%	46.77%	Positive Growth or Statistically Neutral	36.90%	Goal Not Met

High School Science

Focus Area: HS Science Standards	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet science learning targets based on MN state standards	In the spring of 2025, 90% of EHS students will demonstrate meeting science learning targets based on MN state standards by meeting proficiency on the Biology Grade Science MCA.	90.00%	89.19%	88.32%	Positive Growth or Statistically Neutral	66.73%	Goal Not Met

Edina Public School Data Metrics Report

K - 12 Social Emotional Learning (SEL)



Rationale

Social and Emotional Learning is essential for student well-being, engagement, and academic success. Measuring SEL shows how students are building skills like self-awareness, self-management, and relationship-building, ensuring they are supported both academically and emotionally. Students with strong SEL skills are more resilient, adaptable, and able to form healthy relationships. Involvement in extracurricular and/or co-curricular activities further strengthens belonging and connection by providing opportunities to engage with peers and trusted adults in the Edina community.

Where We Are Now (Spring 2025)

Elementary (K-2):

- Over 90% of students demonstrated proficiency on the following ICCAR values (5 of 8 ICCAR values measured achieved the goal of 90%).
 - Accepts Responsibility (+1.3% since 2023; goal 90%).
 - Demonstrates a Positive Attitude (+0.84% since 2023; goal 90%)
 - Follows School/Classroom Rules (+5.35% since 2023; goal 90%)
 - Handles Conflict Appropriately (+2.42% since 2023; goal 90%)
 - Respects Rights, Diversity, Feelings, and Property of Others (+.28% since 2023; goal 90%)
- Growth or stable proficiency was seen in 3 of 8 ICCAR values measured:
 - Completes Work on Time (+0.39% since 2023; goal 90% achieved 87.86%)
 - Follows Directions (+0.07% since 2023; goal 90% achieved 85.18%)
 - Organizes and Uses Time Appropriately (+0.72% since 2023; goal 90% achieved 82.93%)

Elementary (3-5):

- 90% of students reported having a trusted adult on the Panorama survey (+2.0% since 2023; goal: 93%).
- 89% reported feeling excited about learning on the Panorama survey (+2.0% since 2023; goal: 92%).

Secondary (6-12):

- 84% of students reported having a trusted adult on the Panorama survey (+6.0% since 2023; goal 85%)
- 85% of students reported excitement about learning on the Panorama survey (+5.0% since 2023; goal 92%)
- Most racial groups reported $\geq 82\%$ favorable responses for feeling excited about school on the Panorama survey, though some smaller subgroups fell below this threshold.
- 34.06% of 6-8th grade students participate in Edina specific extracurricular and/or cocurricular opportunities (+1.84 since 2023, goal 42%)
- 66.62% of 9-12th grade students participate in Edina specific extracurricular and/or cocurricular opportunities (+5.98 since 2023, goal 70%)

Successes

- Strong, consistent growth in students reporting trusted adults across grade levels.
- Equity strengths: Special education and EL students reported trusted adults at rates comparable to or higher than their peers.
- Schools have embedded SEL/Character curriculum (Character Strong, Second Step, Leader in Me, Collaborative Classroom, Advisory SEL practices).
- 9-12 students are heavily involved in extra curricular and co-curricular activities directly in Edina, increasing a sense of belonging and connections with more trusted adults.

Growth Areas

- Variability in *excitement about learning* across subgroups:
 - Special education, EL, and 504 students report lower levels of excitement and belonging compared to general education peers.
- Excitement tends to decrease from grade 3 to grade 5, and belonging shows variation by subgroup in grades 6-12.

Where We Are Going (2025-27)

What instructional changes will be focused on within the Edina MTSS Framework?

- **Tier 1:** Continue SEL curriculum K-12 and embed into Tier 1 instruction K-12; elementary buildings utilize strong CASEL aligned SEL curriculum that is aligned with our Edina Public School SEL North Stars.
- **Targeted Supports:** Expand Tier 2 supports where needed and utilize SEL curriculum supports that are in place at each building.
- Provide leadership opportunities for students across all grade levels.

What Professional Learning will be prioritized?

- Embed SEL and CPSS strategies into professional development and PLC coaching for staff.
- Strengthen adult wellness initiatives to ensure adults feel equipped to support student SEL.

What adjustments will be made to district-wide systems?

- Align schedules to protect core instructional time while integrating SEL supports.
- Strengthen MTSS systems for SEL, with clearer monitoring structures.
- Ensure and support CSIP goals to include goals around student SEL and adult wellness.

2025- 2027 Goals

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

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

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

K-5 Social & Emotional Learning (SEL)

Focus Area: K-5 Social Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
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.	In the spring of 2025, 93% of 3rd-5th 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.	93.00%	88.00%	89.00%	Positive Growth or Statistically Neutral	90.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 92% of students in 3rd-5th will report that they feel excited about learning in the past week.	92.00%	87.00%	88.00%	Positive Growth or Statistically Neutral	89.00%	Positive Growth or Statistically Neutral
Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools.	In the spring of 2025 the % of K-2 students reported as proficient with a score of 3 or better on each ICCAR Values element will be at or above 90% for each element.	90.00%	90.95%	91.80%	Goal Met	92.20%	Positive Growth or Statistically Neutral
			87.47%	87.08%	Positive Growth or Statistically Neutral	87.86%	Positive Growth or Statistically Neutral
			95.68%	95.11%	Goal Met	96.52%	Goal Met
			85.11%	83.93%	Not On Track	85.18%	Positive Growth or Statistically Neutral
			85.21%	89.74%	Positive Growth or Statistically Neutral	90.56%	Goal Met
			88.74%	88.55%	Positive Growth or Statistically Neutral	91.16%	Goal Met
			82.21%	83.17%	Positive Growth or Statistically Neutral	82.93%	Positive Growth or Statistically Neutral
			95.21%	95.22%	Goal Met	95.49%	Goal Met
Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade	In the spring of 2025 school year the % of K-2 students reported as proficient with a score of 3 or better on all ICCAR Values calculated as one data point will all be at or above 75%.	75.00%	70.21%	69.05%	Not On Track	70.97%	Positive Growth or Statistically Neutral

6-8 Social & Emotional Learning (SEL)

Focus Area: 6-8 Social and Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final 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.	85.00%	77.67%	78.66%	Positive Growth or Statistically Neutral	87.00%	Goal Met
	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.	92.00%	83.00%	85.66%	Positive Growth or Statistically Neutral	86.00%	Positive Growth or Statistically Neutral

6-8 Extracurricular and Co-Curricular Involvement

Focus Area: 6-8 Extracurricular and Co-curricular Involvement	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.	In the spring of 2025, 42% of 6-8 students will participate in robust Edina extracurricular and co-curricular opportunities.	42.00%	32.22%	23.57%	Not On Track	34.06%	Positive Growth or Statistically Neutral

9-12 Social & Emotional Learning (SEL)

Focus Area: 9-12 Social and Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students acquire and apply the social emotional competencies.	In the spring of 2025, 87% of 9-12 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.	87.00%	77.67%	80.75%	Positive Growth or Statistically Neutral	82.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 87% of 9-12 grade students will report favorably about how often they feel excited in the past week.	87.00%	83.00%	84.00%	Positive Growth or Statistically Neutral	85.00%	Positive Growth or Statistically Neutral

9-12 Extracurricular and Co-Curricular Involvement

Focus Area: 9-12 Extracurricular and Co-curricular Involvement	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.	In the spring of 2025, 70% of 9-12 students will participate in robust Edina extracurricular and co-curricular opportunities.	70.00%	60.64%	63.06%	Positive Growth or Statistically Neutral	66.62%	Positive Growth or Statistically Neutral

Edina Public School Data Metrics Report

K - 12 Unique Learners: Extended and Accelerated Learning Opportunities



Rationale

Preparing students for college and career success requires ensuring that all learners have equitable access to advanced coursework (extended and accelerated) and the support needed to succeed. Monitoring both participation and performance shows whether students are being identified or selecting to take rigorous courses and whether they are successful once enrolled.

Where We Are Now (Spring 2025)

Elementary Grades 3-5

- 35.6% participation in advanced opportunities (+5.07% since 2023; goal 41%).
- 100% performance in advanced opportunities (+10.24% since 2023; goal 95%).

Middle School

- 57.11% participation in advanced courses (+5.64% since 2023; goal 62%).
- 88.88% performance in advanced courses (+15.19% since 2023; goal 80%).

High School:

- 93.92% of AP students scored 3+ on AP exams (+8.31% since 2023; goal 85.61).
- 80.29% of students earned a B or better in advanced courses (+25.8% since 2023; goal 65%).

Successes

- Elementary: Strong alignment of instruction to student readiness; performance goals exceeded.
- Middle School: High success rates among students in advanced courses, with performance goals exceeded.
- High School: Significant increases in both AP performance and advanced course grades; both goals met.

Growth Areas

- Participation in advanced opportunities still below goals at elementary and middle school levels.
- Inconsistencies across elementary sites in the accelerated and extended learning opportunities.
- Need to ensure more students are ready for and enroll in advanced coursework at middle and high school levels.
- Continued work needed to close gaps in readiness and participation across demographic groups.

Where We Are Going (2025-27)

What Instructional Changes will be focused on within the Edina MTSS Framework?

- **Elementary Grades 3-5:** Use Benchmark curriculum to strengthen Tier 1 accelerated instruction; provide consistent extended learning opportunities across all sites.
- **Middle School:** Support Tier 1 instruction to prepare more students for advanced coursework; improve registration supports so students select courses they are ready for.
- **High School:** Continue strong AP and advanced course instruction while expanding support for students in these courses.

What Professional Learning will be prioritized?

- Elementary Grades 3-5: Training and PLC coaching focused on differentiation and flexible grouping.
- Middle School: PD on inquiry-based instruction and scaffolding for advanced coursework.
- High School: Professional learning around supporting students in rigorous courses while maintaining high expectations.

What adjustments will be made to district-wide systems?

- Math and ELA design teams reviewing alignment to Minnesota standards and advanced coursework readiness.
- Site-level consistency checks for access to extended and accelerated learning opportunities.
- Ongoing monitoring of participation and performance by subgroups to ensure equity.
- Completing the Elementary Acceleration Review, aligned with the Talent Development framework.
- New Middle school Talent Development Leads focused on aligning the MTSS framework with the TD framework.

2025-2027 Goals

Participation Goal

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

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

**This goal will also be reviewed during the 2025-26 review of Elementary Acceleration and adjusted at the 2026 mid year goal update if applicable.*

Performance Goal English Language Arts

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

Performance Goal Math

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

Elementary Advanced and Accelerated Learners

Focus Area: Elementary Extended and Accelerated Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Talent Development	In the spring of 2025 the % of 3-5 students in extended and/or accelerated talent development pathways will increase to 41%.	41.00%	30.53%	33.28%	Positive Growth or Statistically Neutral	35.60%	Positive Growth or Statistically Neutral
	In the spring of 2025, 95% of students in grades 3-5 in extended and/or accelerated talent development pathways will be proficient with no score lower than a 3 on their report card.	95.00%	89.76%	94.07%	Positive Growth or Statistically Neutral	100.00%	Goal Met

Middle School Advanced and Accelerated Learners

Focus Area: Middle School Extended and Accelerated Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Talent Development pathways are available for students to self select and students who do so, find academic success.	In the spring of 2025, the % of 6-8 students enrolled in extended and/or accelerated talent development pathways will be 62%.	62.00%	51.47%	52.86%	Positive Growth or Statistically Neutral	57.11%	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.	80.00%	73.69%	85.69%	Goal Met	88.88%	Goal Met

High School Advanced and Accelerated Learners

Focus Area: High School Extended and Accelerated Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of students earning a 3 or higher on AP exam	In the spring of 2025, 88% of students taking an AP exam will earn a 3 or higher.	85.61%	85.61%	90.58%	Goal Met	93.92%	Goal Met
	*In 2022 988 students took at least one AP exam. *In 2023 1,092 students took at least one AP exam.						
	In the spring of 2025, 65% of students in grades 9-12 in extended and/or accelerated talent development pathways in ELA, Math, & Science will be proficient with a grade no lower than a B on their report card.	65.00%	54.49%	78.32%	Goal Met	80.29%	Goal Met

Edina Public School Data Metrics Report

K-12 Unique Learners: Special Education



Rationale

Monitoring IEP goal progress ensures that students receiving special education services are making meaningful academic and functional gains. High levels of progress indicate that instruction, curriculum, and system supports are helping students access learning and achieve individualized goals.

Where We Are Now: Spring 2025 Data

Elementary (K-5)

- 99.39% of students made progress toward their IEP goals (goal was 81%).

Middle School (6-8)

- 99.09% of students made progress (goal was 79%).

High School (9-12):

- 93.42% of students made progress (goal was 74%).

**Two year longitudinal data cannot be compared, as the data element was slightly adjusted from spring 2023 to spring 2024. Yet, it is important to note there are improved outcomes at all levels from 2024 to 2025 when the data element for evaluating the goal was consistent.*

Successes

- Implementation of literacy, math, and writing curricula across both resource-level and site-based programs has contributed to strong growth on IEP goals.

Growth Areas

- Although the high school percentage of students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals is high at 93.42%, there is room for additional growth in comparison to elementary and middle school.
- Continue an intentional effort to ensure IEP meeting and/or making adequate progress extends to classroom, state, and national assessment performance.

Where We Are Going (2025-27)

What Instructional Changes will be focused on within the Edina MTSS Framework?

- Align the science of reading instructional practices with the new curricular resources.
- Initial implementation of STAR instructional practices in site-based classrooms.
- Secondary math curriculum will be added as an instructional resource for the 26-27 school year.

What Professional Learning will be prioritized?

- Move to full implementation of K-12 literacy and writing curricula; shift from exploration to initial implementation of secondary math curricula.
- Complete secondary LETRs training and engage in STAR literacy instructional practices.
- Begin and complete math professional development in alignment with the curriculum review.

What adjustments will be made to district-wide systems?

- Align schedules to reduce conflict between pull-out services and Tier 1 instruction
- Strengthen due process support to ensure compliant and supportive IEPs.

2025-2027 Goals

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

Elementary Special Education

Focus Area: Elementary Special Education	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students with an individual education program (IEP) are making progress toward goals	In the spring of 2025, 81% of K-5 students with an individual education program will meet and/or make adequate progress towards their Individual Education Program goals.	81.00%	75.79%	98.39%	Goal Met	99.39%	Goal Met

Middle School Special Education

Focus Area: Middle School Special Education	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
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.	79.00%	73.84%	95.82%	Goal Met	98.09%	Goal Met

High School Special Education

Focus Area: High School Special Education	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students with an individual education program (IEP) are making progress toward goals	In the spring of 2025, 74% of 9-12 students with an individual education program will meet and/or make adequate progress towards their goals on Special Education progress reports.	74.00%	68.34%	93.36%	Goal Met	93.42%	Goal Met

Edina Public School Data Metrics Report

Unique Learners: English Language Learners



Rationale

English Learners (ELs) need to build both social and academic English to fully access grade-level content. Monitoring annual growth toward state-defined targets provides insight into whether instruction and supports are helping students make the progress required for long-term academic success.

Where We Are Now: Spring 2025 Data

Overall

- **Growth toward MDE targets:** 40% of EL students met their annual growth target.**not all EL students have a growth target. Once you become a long term English Language Learner, you no longer have a growth target. As an English Language Learner to meet the growth target the goal is an exit at 4.5 overall.*
- The greatest growth was at the elementary level with 59.91% of students meeting their growth target. Middle school had the second largest growth with 19.72% of students meeting their growth target. High school had the least amount of growth with 17.09% meeting their growth target.

Successes

- Elementary students continue to make strong growth. The EL teachers have been part of LETRS professional development and continue to grow in their understanding of how to support EL learners.
- We have continued our focus on aligning and co-planning with grade level teams at both the elementary and secondary levels.
- The EL team has grown in their understanding of the WIDA standards and how to co-plan using them.

Growth Areas

- If students are not meeting their growth targets in proficiency in literacy and numeracy, we have consistent data that shows the domains of reading and writing continue to be the most challenging for students. The reading assessment measures the ability to read and understand in English, while the writing assessment measures the ability to write in English. These two domains are combined with the listening and speaking domains to give an overall growth score. For this growth area, we will focus specifically on the reading and writing sub-domains of the WIDA ACCESS assessment as a monitoring tool. Through systematic tracking of student performance in these targeted areas, we will ensure that all students are demonstrating measurable growth in both reading comprehension and written expression.

Where We Are Going (2025–27)

What instructional changes will be focused on within the Edina MTSS Framework?

- Tier 1 Elementary School-- Adoption of English Language Learners Benchmark Express which supports the core ELA curriculum.
- Tier 1 Middle School - Co-teaching is being used as much as possible. Core ELA curriculum, Study Sync is being used as a resource within both integrated EL classes and co-taught classes.

- Tier 1 High School -- A sheltered ELA course has been developed for qualifying EL learners. This course provides the same access to the core content with language support. The EL teachers have increased the number of co-taught classes, providing more access and support to all EL learners.

What Professional Learning will be prioritized?

- Professional Learning is focused on using the WIDA standards in co-planning to uncover the academic language necessary for EL students to succeed.

What adjustments will be made to district-wide systems?

- Provide EL coaching to EL teachers, classroom and content area teachers to increase understanding and ability to support EL learners.
- Strengthen collaboration between EL teachers and general education staff through full day and half day collaboration time.

2025- 2027 Goals

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

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

Elementary English Learners

Focus Area: Elementary English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 70% of ML students in grades 1-5 will meet their growth target as defined by MDE.	70.00%	59.03%	56.48%	Not On Track	59.91%	Positive Growth or Statistically Neutral

Middle School English Learners

Focus Area: Middle School English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
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.	40.00%	19.23%	24.66%	Positive Growth or Statistically Neutral	19.72%	Positive Growth or Statistically Neutral

High School English Learners

Focus Area: High School English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
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 9-12 will meet their growth target as defined by MDE.	40.00%	20.00%	15.38%	Not On Track	16.88%	Goal Not Met

Edina Public School Data Metrics Report

College and Career Readiness at Edina High School



Rationale

College and career readiness is a vital indicator of student success, reflecting both high school completion and preparation for post-secondary education, technical training, or the workforce. Monitoring graduation rates alongside readiness indicators such as rigorous coursework and ACT performance, language attainment, attendance, and participation in opportunities such as PSEO, Dual Enrollment, and internships provides a comprehensive picture of student achievement. These measures capture not only academic proficiency but also the essential skills reflected in the Portrait of a Well-Rounded Edina Graduate. By tracking outcomes across all student subgroups, the district ensures equitable access to opportunities, identifies and addresses systemic barriers, and supports each and every learner in developing targeted and individualized foundations needed to thrive in their chosen path after high school.

Where We Are Now: Spring 2025 Data

Overall

- Graduation: 95.6% of students graduated in 2025 (+2 points since 2023; goal 98%).
- World Languages: The goal for Bilingual Seal attainment has been surpassed for two consecutive years, with 268 seals earned in 2024 and 272 in 2025 (+58 seals since 2023, +42 over goal).
- Core Coursework: Positive growth in ELA and Math performance from 2023 to 2025:
 - US Literature: B-or-better grades increased from 77.2% to 79.5% (+2.3; goal 82%).
 - Pre-Calculus: B-or-better grades increased from 58.3% to 65.6% (+7.3; goal 70%).
- ACT: Readiness declined in 2025 from 2024, with 72.45% of students meeting the composite benchmark of 22 (+1.32% since 2023; goal 76%).
- College Persistence: SLEDs data shows Edina students persist in college at higher rates than peers in other metro districts.
- College Credit Participation:
 - PSEO participation increased to 116 (semester 1) and 110 (semester 2) in 2025 (+37 combined since 2023; goal 120).
 - Dual Enrollment participation dropped to 272 in 2025 (- 36 since 2023; goal 340).
- Internship opportunities remain limited (10 students captured in data in 2025). The data element used is inconsistent so longitudinal data analysis is not possible.
- National Merit recognition declined slightly (-5 since 2023; goal 63).

Successes

- Bilingual Seal attainment exceeded goals in 2024 and 2025, reflecting rigorous instruction and strong student proficiency in world languages.
- Students are maintaining high performance in rigorous core courses, with steady gains in US Literature and Pre-Calculus grades.
- Growth in PSEO participation shows more students accessing college-level coursework while in high school.
- College persistence remains a strength, with Edina students continuing postsecondary at higher rates than metro peers.

Growth Areas

- ACT performance declined in 2025 from 2024, falling short of readiness goals.
- Dual Enrollment dropped significantly despite expanded opportunities with new College in the Schools classes in ELA.
- Internship participation is minimal (10 students captured based on Youth Training Skills Grant data in 2025). Inconsistencies in how data were collected (CTE certifications were included with internships in 2024 and cannot be separated at this time) highlight the need for clearer definitions and tracking methods in this category of College and Career Readiness.
- National Merit recognition decreased from 43 to 38 students over two years, missing the district goal.

*Growth areas for College and Career Readiness at EHS will be further refined following the EHS review and development of the co-designed bold roadmap for the future.

Where We Are Going (2025–27)

Instructional Focus within the Edina MTSS Framework

- **Tier 1:** Strengthen core instruction in high school math, science, literacy, and social studies with a focus on readiness benchmarks (ACT, course grades). Social Studies will be included as a core College and Career Readiness content area in the 2025–27 Data Metrics Plan.
- **Targeted Supports:** Expand Tier 2 and Tier 3 supports for students below benchmark, particularly in ACT readiness and core course performance.
- **Advanced Learners:** Maintain access to Dual Enrollment, PSEO, AP, and enrichment opportunities while increasing supports to help students succeed in advanced pathways.

Professional Learning Priorities

- Build staff capacity in data-driven instructional practices within the MTSS framework.
- Ensure Culturally Proficient School Systems professional learning aligns with action planning on equitable access to and supports for success to rigorous coursework and college and career readiness opportunities.

District-Wide System Adjustments

- Define and expand Future Ready opportunities at Edina High School (e.g., internships, mentorships, career exploration).
- Develop a consistent data collection and reporting system to monitor participation and outcomes in these opportunities.
- Align high school pathways to balance college-focused rigor and career readiness options.
- Establish clear monitoring structures for ACT performance, course benchmarks, and SEL outcomes to ensure equity across student groups.

Next Steps

All next steps will be further detailed through the upcoming EHS review. Upon completion of the co-designed bold roadmap for the future, the 2026 Data Metrics Update will incorporate these recommendations where appropriately aligned.

2025-2027 Goals Core Indicators

Key Coursework Proficiency: End of year course grades

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

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 82%.

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

Key Coursework Application: ACT Performance

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

Multilingual Proficiency: Bilingual Seals

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

2025-2027 Goals Expanded Indicators

PSEO and Dual Enrollment

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

data provides a verified baseline.

Internships/Work-Based Learning

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

National Merit Scholars

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from 22 to 27, Semifinalists from 8 to 10, and Finalists from 8 to 10.

KEY	Mid Point Goal Status Legend	Final Goal Status Legend
	Goal Met	Goal Met
	Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
	Not On Track = Negative Growth from Prior Period	Goal Not Met

Edina High School Graduation Rates

Focus Area: EHS Graduation Rates	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Graduation Rates	In the Fall of 2025, graduation rates for all Edina students will be 98%.	98.00%	93.58%	92.81%	Positive Growth or Statistically Neutral	95.56%	Positive Growth or Statistically Neutral

Edina High School Core Indicators of College and Career Readiness

Focus Area: Edina High School Core Indicators of College and Career Readiness	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Each and every student is College and Career Ready.	In the spring of 2025, 82% of Biology students will earn a final grade of B or better in semester 2.	82.00%	78.93%	79.49%	Positive Growth or Statistically Neutral	78.79%	Goal Not Met
	In the spring of 2025, 82% of US Literature and Comp students will earn a final grade of B or better in semester 2.	82.00%	77.19%	80.21%	Positive Growth or Statistically Neutral	79.51%	Positive Growth or Statistically Neutral
	In the spring of 2025, 70% of students taking Pre-calculus will earn a final grade of B or better in semester 2.	70.00%	58.33%	68.27%	Positive Growth or Statistically Neutral	65.62%	Positive Growth or Statistically Neutral
	In the spring of 2025, 76% of students will earn a 22 on ACT composite College Readiness score. *33% of all students who take the ACT have a composite score at or above a 22	76.00%	71.13%	75.36%	Positive Growth or Statistically Neutral	65.00%	Goal Not Met
	In the spring of 2025, 230 Bilingual Seals will be earned.	230	214	268	Goal Met	272	Goal Met

Edina High School Expanded Indicators of College and Career Readiness

Focus Area: Edina High School Expanded Indicators of College and Career Readiness	Goal		Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Each and every student is College and Career Ready.	In the spring of 2025, the number of students taking PSEO classes will increase to 120 students in each semester.	Semester 1	120	96	100	Positive Growth or Statistically Neutral	116	Positive Growth or Statistically
		Semester 2	120	93	87	Not On Track	110	Positive Growth or Statistically
	In the spring of 2025, the number of students taking Dual Enrollment classes will increase to 340 total.		340	308	406	Goal Met	272	Goal Not Met
	Students enrolled in internships or apprenticeships				212 <i>*This data included certifications and it is not able to be separated at this time.</i>	Positive Growth or Statistically Neutral	10	Goal Not Met
	In the spring of 2025 the number of Edina National Merit Scholars will increase to: 30, 18, 15	Commended	30	20	16	Not On Track	22	Positive Growth or Statistically Neutral
		Semi Finalists	18	12	13	Positive Growth or Statistically Neutral	8	Goal Not Met
		Finalists	15	11	13	Positive Growth or Statistically Neutral	8	Goal Not Met

Edina Public School Data Metrics Report

K-12 Attendance



Attendance Rationale

Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent attendance as a key indicator of student engagement and overall school success. Chronic absenteeism, defined as missing 10% or more of instructional days, has been shown to negatively impact student achievement, social-emotional development, and long-term outcomes. When students are present, they build stronger connections with peers and teachers, receive rigorous and timely interventions, and develop the habits of responsibility and perseverance that will serve them well beyond their K-12 experience.

Where We Are Now (Spring 2025)

Overall

- In Spring 2023, the district set a goal of achieving a 96.22% attendance rate for all K-12 students. The actual result was 94.12%. While this represents a positive increase of 0.71% compared to the prior year (93.41%), it remains 2.10% below the goal.

Successes

- Although below the ultimate goal, the 0.54% increase indicates progress after a year of decline in 2024 (93.41%), showing that new engagement strategies are beginning to have an effect.

Growth Areas

- The district is still 2.27% below the target, signaling a continued need to address chronic absenteeism, strengthen family-school partnerships, and reduce barriers to daily attendance.

Where We Are Going (2025-27)

- **Attendance:** For the 2025-2027 Data Metrics Plan, the attendance goal will be specific to Edina High School. K-12 attendance data will remain in the appendix and continually be reviewed by buildings to align with building level engagement goals.
- **Overall Engagement:** Develop and expand SEL work to foster belonging, increase participation in academic and extracurricular programs, and ensure students are connected to trusting adults.

2025- 2027 Goals

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

KEY

Mid Point Goal Status Legend	Final Goal Status Legend
Goal Met	Goal Met
Positive Growth or Statistically Neutral	Positive Growth or Statistically Neutral
Not On Track = Negative Growth from Prior Period	Goal Not Met

K-12 Attendance

Focus Area: K-12 Attendance	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Attendance	In the spring of 2025, attendance for all Edina students K-12 will increase to 96.22%.	96.22%	94.22%	93.41%	Positive Growth or Statistically Neutral	94.12%	Goal Not Met