Board Meeting Date: 10.7.24

Title: Early Learning Center (ELC) 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 Early Learning Center (ELC) 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 Early Learning Center (ELC) 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.

Key Findings

Early Learning Center:	
Early Childhood Preschool Education (ECPE) & Early Childhood Special Education (ECSE)	
Key Findings	**Key Action Steps**
Literacy: ● Proficiency is above 80% ● Increased the percentage of Edina Kindergarten students who were enrolled in Edina Early Learning at grade level proficiency in the fall by 12% ● EL/Non-EL Kindergartners reading proficiency has less than a 3% gap ● Overall proficiency declined from prior year	**We will:** ● continue to focus on literacy coaching and intervention support from Reading Corp. ● continue the Science of Learning professional development and its application. ● work to strengthen the implementation of Creative Classroom in the classroom. ● provide professional development on TS Gold Assessment training. ● host a curriculum night to engage caregivers in the curriculum so that parents understand implementation strategies at home. *Strategy A.1: Design and deliver curriculum instruction, and assessment.* *Strategy A.5: Provide robust early childhood education.* *Strategy D.2: Provide robust and balanced professional development.* *Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.*
Math: ● Increased the percentage of Edina Kindergarten students who were enrolled in Edina Early Learning at grade level proficiency in the fall by more than 7% ● There is an achievement gap for our Black or African American and Hispanic/Latino students.	**We will:** ● work to strengthen implementation of math curriculum in the classroom. ● provide professional development on TS Gold Assessment training. ● host a curriculum night to engage caregivers in the curriculum so that parents understand implementation strategies at home. *Strategy A.5: Provide robust early childhood education.* *Strategy D.2: Provide robust and balanced professional development.* *Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.*
SEL: ● 84% of students in Edina Early Learning are meeting SEL benchmarks ○ Decline of 3% from previous year	**We will:** ● continue to implement the Pyramid Framework. ● provide professional development on Pyramid for new staff. ● ensure SEL is effectively integrated into the daily classroom routine and supports student development. ● provide professional development on TS Gold Assessment training. *Strategy A.5: Provide robust early childhood education.* *Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.* *Strategy D.2: Provide robust and balanced professional development.*

Edina Early Learning Center (ELC) students are prepared for kindergarten.

Reasoning: Edina Public Schools (EPS) offers a dynamic learning environment that focuses on educational excellence. EPS seeks to serve the majority of its resident preschool age students. Current research demonstrates that school preparedness is a key indicator of success in school and on grade level literacy and numeracy performance. Strong social emotional development is at the heart of quality self-confidence and the ability to develop healthy relationships. We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share the responsibility for learning. Early engagement and partnerships play a crucial role toward student success as they progress through school.

Assessment of kindergarten readiness is complex and requires the use of multiple data points to ensure we take a comprehensive approach to monitor for school preparedness. To that end the following type of metrics are used to measure kindergarten readiness.

Metrics:
- Resident student enrollment rate in Early Learning Center
- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold)
- ELC Students Literacy Benchmarks in TS Gold
- ELC Students Numeracy Benchmarks in TS Gold
- Fall Reading Benchmark
- Fall Math Benchmark
- Attendance
- ECFE Participation

Note: Teaching Strategies Gold (TSG) is a comprehensive assessment that ELC staff have grown in the use of over the last two years. The spring 2023 and the spring 2024 data reported are different data points due to the ELC staff's increased ability to use more of the assessment components in TSG. This impacts the goal status for the ELC in TS Gold Assessment areas. As more assessment components are used the rigor of the assessment increases thus overall progress scores decrease. At the same time, the goal status for our ELC students who are in Edina Kindergarten classrooms indicates successful ELC preparation.

Pre K: Edina Early Learning Center (ELC) Programming Supports Parent/Family Development and Prepares Students for Kindergarten Goal Progress

Focus Area	Goal	2022-23 Results	2023-24 Results	Goal Status
Edina ELC students are prepared for kindergarten.	In the spring of the 2025 school year, enrollment in ECPE and ECSP will be 90% Edina students.	86.42%	79.86%	Not On Track
	In the spring of 2025 school year, students enrolled in the ELC PreK will score 97% on the identified Social Emotional objective.	87.00%	84.00%	Not On Track
	In the spring of 2025 school year, students enrolled in the ELC PreK will score 99% on the identified literacy objective.	94.06%	93.00%	Not On Track
	In the spring of 2025 school year, students enrolled in the ELC PreK will score 98% on the identified Numeracy objective	95.86%	88.00%	Not On Track
	In September 2024, 80% of kindergarten students who attended the ELC for the 2023-2024 school year will demonstrate benchmark proficiency on the literacy FASTbridge assessment.	73.12%	85.71%	Goal Met
	In September 2024, 80% of kindergarten students who attended the ELC for the 2023-2024 school year will demonstrate benchmark proficiency on the math FASTbridge assessment.	68.32%	75.52%	Positive Growth or Statistically Neutral
	In the spring of 2025, the attendance rate for ECPS and ECSE students will be 99.5%.	99.19%	97.41%	Not On Track
	In the spring of 2025, the parent participation of registered ELC Students will increase by 10% to 338 or more enrollments.	308	302	Not On Track

Positive Growth or Statistically Neutral	Not On Track = Negative Growth from Prior Period

2023-24 Results
- Resident student enrollment rate in Early Learning Center (ELC) **How will it be measured:** The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system.

2023-24 79.86% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents
2022-23 86.42% of all the students enrolled in Early Childhood Preschool Education (ECPE) and Early Childhood Special Education (ECSE) are Edina residents

ELC Enrollment by Student Resident District Status

Grade Band	School	Edina Resident Percent of Students	Edina Resident Number of Students	Non Resident Percent of Students	Non Resident Number of Students
Early Learning Center (ELC)	Total Early Learning Center Enrollment	79.86%	337	20.14%	85
	Early Childhood- Preschool	70.59%	108	29.41%	45
	Early Childhood- Special Education	85.13%	229	14.87%	40

Resident Status
■ Edina Resident ■ Non Resident

ELC Enrollment by Student Resident District Status

20.14%
Number of Students 422
79.86%
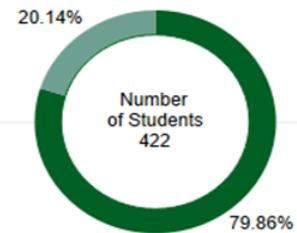
ELC Enrollment by Student Resident District Status by Student Race

Grade Band	Student Race	Edina Resident Percent of Students	Edina Resident Number of Students	Non Resident Percent of Students	Non Resident Number of Students
Early Learning Center (ELC)	Asian	100.00%	38		
	Black or African American	100.00%	34		
	Hispanic / Latino	100.00%	28		
	White	82.76%	216	17.24%	45

ELC Enrollment by Student Resident District Status by Student Special Ed / 504 Status

Grade Band	SPED / 504 Student Status	Edina Resident Percent of Students	Edina Resident Number of Students	Non Resident Percent of Students	Non Resident Number of Students
Early Learning Center (ELC)	Gen Ed Student	74.43%	131	25.57%	45
	Special Ed Student	83.74%	206	16.26%	40

ELC Enrollment by Student Resident District Status by Student FRPM Status

Grade Band	Student FRPM Status	Edina Resident Percent of Students	Edina Resident Number of Students	Non Resident Percent of Students	Non Resident Number of Students
Early Learning Center (ELC)	Non FRPM Student	80.36%	270	19.64%	66
	FRPM Student	100.00%	67		

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

2023-24 Results
- ELC Social Emotional Learning (SEL) Benchmark in Teaching Strategies Gold (TS Gold) **How will it be measured:** Identified Benchmarks in TS Gold

2023-24 84% of students in ECPE & ECSE meeting or exceeding SEL benchmarks;
2022-23 87% of students in ECPE & ECSE meeting or exceeding SEL benchmarks;

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPE and ECSE in 2023-24 who were at grade level proficiency in the Spring of 2023 on the Social Emotional objective within the Teaching Strategies Gold screener.	84%	16%

2023-24 Results
- ELC Students Literacy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment

2023-24 93% of students in ECPE & ECSE meeting literacy benchmarks
2022-23 94.06% of students in ECPE & ECSE meeting literacy benchmarks

	On Grade Level	Not on Grade Level
Students who were enrolled in ECPE and ECSP in 2023-24 who were at grade level proficiency in the Spring of 2023 on the Literacy objective within the Teaching Strategies Gold screener.	93%	7%

2023-24 Results
- ELC Students Numeracy Benchmarks in TS Gold **How will it be measured:** Teaching Strategies Gold Spring Assessment

2023-24 88% of students in ECPE & ECSE meeting numeracy benchmarks
2022-23 95.86% of students in ECPE & ECSE meeting numeracy benchmarks

|	On Grade Level	Not on Grade Level
Students who were enrolled in ECPE and ECSE in 2023-24 who were at grade level proficiency in the Spring of 2023 on the Numeracy objective within the Teaching Strategies Gold screener.	88%	12%

2023-24 Results
- Fall Reading Benchmark **How will it be measured:** ELC enrolled students at grade level performance on fall kindergarten literacy FAST Assessment.

2023-24 85.71% of Edina Kindergarten students who were enrolled in ECPE and ECSE in 2022-23 who were at grade level proficiency in the **fall** of 2023 kindergarten FASTBridge earlyReading universal screener.

2022-23 73.12% of Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 who were at grade level proficiency in the **fall** of 2022 kindergarten FASTBridge earlyReading universal screener.

ELA ELC KGs

| | Fast Bridge earlyReading Spring Proficiency | | | |
| | Proficient | | Not Proficient | |
ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
ELC Student	85.71%	90	14.29%	15
Not ELC Student	84.39%	265	15.61%	49

Fast Bridge earlyReading Spring Proficiency
Proficient / Not Proficient

ELA ELC KGs

ELC Last Year Status

14.29% | 15.61%
Number of Students 105 | Number of Students 314
85.71% | 84.39%
ELC Student | Not ELC Student
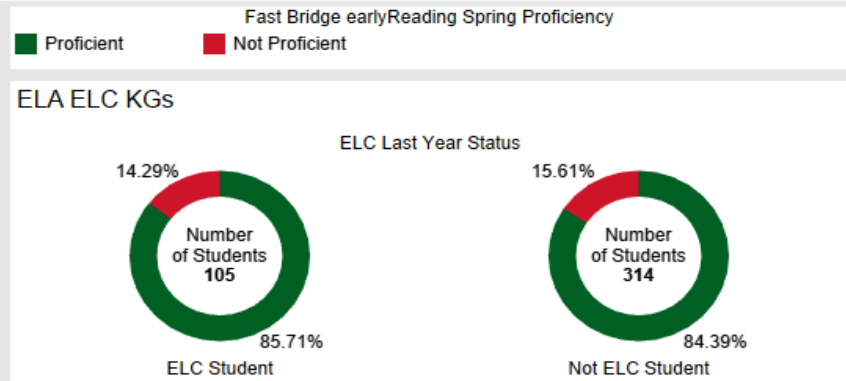
ELA ELC KGs by Student Race

| | | Fast Bridge earlyReading Spring Proficiency | | | |
| | | Proficient | | Not Proficient | |
Student Race	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Asian	ELC Student	100.00%	9		
	Not ELC Student	86.21%	25	13.79%	4
Black or African American	ELC Student	83.33%	10	16.67%	2
	Not ELC Student	59.38%	19	40.63%	13
Hispanic / Latino	ELC Student	33.33%	1	66.67%	2
	Not ELC Student	60.00%	6	40.00%	4
Two or More Races	ELC Student	90.00%	9	10.00%	1
	Not ELC Student	94.44%	17	5.56%	1
White	ELC Student	85.92%	61	14.08%	10
	Not ELC Student	88.00%	198	12.00%	27

ELA ELC KGs by Student Special Ed / 504 Status

| | | Fast Bridge earlyReading Spring Proficiency | | | |
| | | Proficient | | Not Proficient | |
SPED / 504 Student Stat..	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Gen Ed Student	ELC Student	90.74%	49	9.26%	5
	Not ELC Student	85.71%	246	14.29%	41
Special Ed Student	ELC Student	79.17%	38	20.83%	10
	Not ELC Student	66.67%	16	33.33%	8

ELA ELC KGs by Student EL Status

| | | Fast Bridge earlyReading Spring Proficiency | | | |
| | | Proficient | | Not Proficient | |
Student EL Status	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Non EL Student	ELC Student	85.86%	85	14.14%	14
	Not ELC Student	86.38%	241	13.62%	38
EL Student	ELC Student	83.33%	5	16.67%	1
	Not ELC Student	68.57%	24	31.43%	11

ELA ELC KGs by Student FRPM Status

| | | Fast Bridge earlyReading Spring Proficiency | | | |
| | | Proficient | | Not Proficient | |
Student FRPM Status	ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
Non FRPM Student	ELC Student	84.88%	73	15.12%	13
	Not ELC Student	89.15%	230	10.85%	28
FRPM Student	ELC Student	89.47%	17	10.53%	2
	Not ELC Student	62.50%	35	37.50%	21

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

- Fall Math Benchmark **How will it be measured:** ELC enrolled student at grade level performance on fall kindergarten math FAST Assessment

2023-24 75.52% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2022-23 were at grade level proficiency in the **fall** of 2023 kindergarten FASTBridge earlyMath universal screener

2022-23 68.32% Edina Kindergarten students who were enrolled in ECPE and ECSE in 2021-22 were at grade level proficiency in the **fall** of 2022 kindergarten FASTBridge earlyMath universal screener

Math ELC KGs

| | Math FastBridge Fall Proficiency | | | |
| | Proficient | | Not Proficient | |
ELC Last Year Status	Percent of Students	Number of Students	Percent of Students	Number of Students
ELC Student	75.52%	108	24.48%	35
Not ELC Student	76.92%	320	23.08%	96

Math FastBridge Fall Proficiency

Math ELC KGs — ELC Last Year Status donut charts: Proficient / Not Proficient. ELC Student: Number of Students 143 (75.52% / 24.48%). Not ELC Student: Number of Students 416 (76.92% / 23.08%).
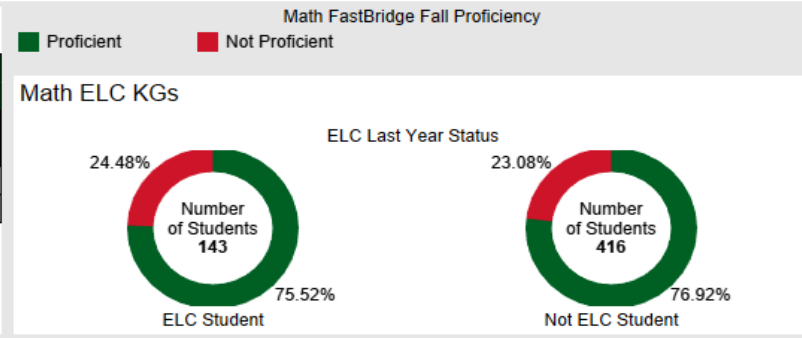
Math ELC KGs by Student Race

| Student Race | ELC Last Year Status | Math FastBridge Fall Proficiency | | | |
| | | Proficient | | Not Proficient | |
		Percent of Students	Number of Students	Percent of Students	Number of Students
Asian	ELC Student	100.00%	12		
	Not ELC Student	75.00%	24	25.00%	8
Black or African American	ELC Student	70.00%	7	30.00%	3
	Not ELC Student	51.52%	17	48.48%	16
Hispanic / Latino	ELC Student	50.00%	7	50.00%	7
	Not ELC Student	52.63%	10	47.37%	9
Two or More Races	ELC Student	90.91%	10	9.09%	1
	Not ELC Student	71.43%	20	28.57%	8
White	ELC Student	75.00%	72	25.00%	24
	Not ELC Student	81.91%	249	18.09%	55

Math ELC KGs by Student Special Ed / 504 Status

| SPED / 504 Student Stat.. | ELC Last Year Status | Math FastBridge Fall Proficiency | | | |
| | | Proficient | | Not Proficient | |
		Percent of Students	Number of Students	Percent of Students	Number of Students
Gen Ed Student	ELC Student	75.00%	54	25.00%	18
	Not ELC Student	78.68%	299	21.32%	81
Special Ed Student	ELC Student	76.47%	52	23.53%	16
	Not ELC Student	51.72%	15	48.28%	14

Math ELC KGs by Student EL Status

| Student EL Status | ELC Last Year Status | Math FastBridge Fall Proficiency | | | |
| | | Proficient | | Not Proficient | |
		Percent of Students	Number of Students	Percent of Students	Number of Students
Non EL Student	ELC Student	76.69%	102	23.31%	31
	Not ELC Student	78.95%	300	21.05%	80
EL Student	ELC Student	60.00%	6	40.00%	4
	Not ELC Student	55.56%	20	44.44%	16

Math ELC KGs by Student FRPM Status

| Student FRPM Status | ELC Last Year Status | Math FastBridge Fall Proficiency | | | |
| | | Proficient | | Not Proficient | |
		Percent of Students	Number of Students	Percent of Students	Number of Students
Non FRPM Student	ELC Student	81.42%	92	18.58%	21
	Not ELC Student	81.69%	290	18.31%	65
FRPM Student	ELC Student	53.33%	16	46.67%	14
	Not ELC Student	49.18%	30	50.82%	31

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
- Attendance **How will it be measured:** Registered ELC student Attendance Rates

2023-24 97.41% In attendance for ECPE and ECSE students

2022-23 99.19% In attendance for ECPE and ECSE students

ELC Students Percent in Attendance

Grade Band	Student Percent in Attendance for the Year	Number of Students
Early Learning Center (ELC)	97.41%	422

ELC Students Percent in Attendance

Grade Band		97.41%
Early Learning Center (ELC)	(bar chart 0–100, marker at 97.41%)	

ELC Students Percent in Attendance by Student Race

Grade Band	Student Race	Student Percent in Attendance for the Year	Number of Students
Early Learning Center (ELC)	Asian	97.40%	45
	Black or African American	94.00%	49
	Hispanic / Latino	96.99%	42
	Two or More Races	97.72%	23
	White	98.07%	261

ELC Students 2022-23 Percent in Attenance in KG 2024 by Student Special Ed Status

Grade Band	SPED / 504 Student Status	Student Percent in Attendance for the Year	Number of Students
Early Learning Center (ELC)	Gen Ed Student	95.94%	176
	Special Ed Student	98.46%	246

ELC Students 2022-23 Percent in Attenance in KG 2024 by Student EL Status

Grade Band	Student EL Status	Student Percent in Attendance for the Year	Number of Students
Early Learning Center (ELC)	Non EL Student	97.41%	422

ELC Students Percent in Attenance by Student FRPM Status

Grade Band	Student FRPM Status	Student Percent in Attendance for the Year	Number of Students
Early Learning Center (ELC)	Non FRPM Stude..	97.82%	336
	FRPM Student	95.80%	86

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

2023-24 Results
- Attendance **How will it be measured:** Registered ELC student Attendance Rates

2023-24 99.73% Early Childhood - Special Education Attendance
**2022-23 99.55%** Early Childhood - Special Education Attendance

Early Childhood Special Education Student Percent in Attendance Table

School	Percent In Attendance	Number of Students
Early Childhood- Special Education	99.73%	269

Early Childhood Special Education Student Percent in Attendance Chart

Early Childhood Special Education Student Percent in Attendance Table by Student Race

School	Student Race	Percent In Attendance	Number of Students
Early Childhood- Special Education	Black or African American	98.64%	29
	Hispanic / Latino	99.79%	28
	White	99.86%	176

Early Childhood Special Education Student Percent in Attendance Table by Student FRPM Status

School	Student FRPM Status	Percent In Attendance	Number of Students
Early Childhood- Special Education	Non FRPM Student	99.82%	214
	FRPM Student	99.36%	55

Student Demographic groups where the enrolled number of students is less than 20 have been excluded due to the number being identifiable.
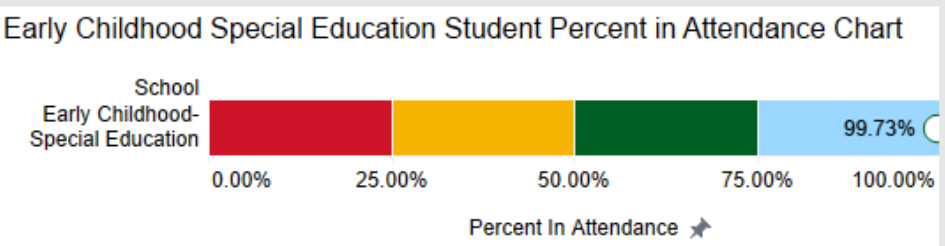
2023-24 Results
- ECFE Participation **How will it be measured:** Parent Participation of registered ELC students.

2023-24 302 enrollments
2022-23 308 enrollments

	Total ECFE Enrollment 23-24	Adult only Enrollment in 23-24
ECFE Enrollments	302	52

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						
FastBridge Learning	**Grades K-1**	**Grades 2-3**	**Grades 4-5**	**Grades 6-8**	**Grade 9**	**Grades 10-12**
Reading Assessments	earlyReading	R-CBM aReading	FASTtrack Reading (AUTOReading and aReading)			As needed
Math Assessments	earlyMath	FASTtrack Math (CBM automaticity and aMath)			As needed	

Kindergarten and 1st Grade earlyReading and earlyMath Subtests

earlyReading English – Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Concepts of Print	Onset Sounds	Letter Sounds
K	Onset Sounds	Letter Sounds	Word Segmenting
K	Letter Names	Word Segmenting	Nonsense Words*
K	Letter Sounds	Nonsense Words*	Sight Words 50
1	Word Segmenting	Word Segmenting	Word Segmenting
1	Nonsense Words*	Nonsense Words*	Nonsense Words*
1	Sight Words 150	Sight Words 150	Sight Words 150
1	Sentence Reading	CBMreading**	CBMreading**

earlyMath Composite Subtests

GRADE	FALL	WINTER	SPRING
K	Match Quantity	Decomposing DC-K	Decomposing DC-K
K	Number Sequence NS-K	Number Sequence NS-K	Number Sequence NS-K
K	Numeral Identification NI-K	Numeral Identification NI-K	Numeral Identification NI-K
1	Decomposing DC-1	Decomposing DC-1	Decomposing DC-1
1	Number Sequence NS-1	Number Sequence NS-1	Place Value
1	Numeral Identification NI-1	Place Value	Story Problems

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

APPENDIX D: MCA Opt Out Data

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](#)