

## **Work Session**

Tuesday, April 22, 2025 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

**I. Determination of Quorum and Call to Order**

**II. Approval of Agenda**



**School Board Work Session**  
**Tuesday, April 22, 2025; 5:00 PM**  
**ECC Room 350**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
  - A. Marketing Update

**Description:** Review of SY 2024-25 marketing initiatives and upcoming plans for SY 2025-26.

**Presenter(s):** Daphne Edwards, Director of Marketing and Communications
  - B. 2025-2027 Edina Public Schools Assessment Plan

**Description:** In accordance with Minnesota Statutes 120B.301, subdivision (c) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year. This report is for discussion on the proposed 2026-27 Edina Assessment Plan and Calendar.

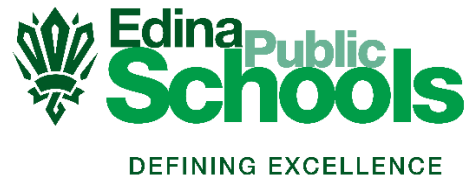
**Presenter(s):** Greg Guswiler Teaching and Learning Data Programming Analyst; and Jody De St. Hubert, Director of Teaching and Learning
  - C. International Travel Administrator Requirement Protocol

**Description:** The requirement of an administrator attending an extended international travel experience as an additional chaperone has been a long standing practice in Edina Public Schools. Trevor Helmers, district legal counsel, has confirmed that this practice is not outlined in policy. Throughout regular collaboration cycles with staff on extended international travel it has become clear that this requirement, coupled with the large number of extended international travel experiences offered in Edina, is creating challenges for Edina Administrators and trip coordinators. Some of these challenges include administrator capacity and cost increases to students and families.

**Presenter(s):** Jody De St Hubert, Director of Teaching and Learning
- IV. **Leadership and Committee Updates**
- V. **Superintendent Updates**
- VI. **Adjournment**

### **III. Discussion**

#### III.A. Marketing Update



**Board Meeting Date:** April 22, 2025

**Title:** Marketing Update

**Type:** Discussion

**Presenter:** Daphne Edwards, Director of Marketing and Communications

**Description:** Review of SY 2024-25 marketing initiatives and upcoming plans for SY 2025-26.

**Desired Outcome(s) from the Board:** Please review the attached presentation and bring any questions you may have to the work session.

**Attachments:** Presentation



*Spring 2025*

# MARKETING UPDATE





- TOPIC 1:** Resident Enrollment
- TOPIC 2:** Enhanced Branding
- TOPIC 3:** Enhancing the Shopping Experience
- TOPIC 4:** Results: 2024 Campaigns
- TOPIC 5:** EHS StuCo Design Team







# RESIDENT ENROLLMENT

School Year	Resident Pool	Resident Enrollment	Resident-Out Enrollment	Market Share
2024-25*	8,667	6,638	2,029	77.3%
2023-24	8,488	6,562	1,926	77.3%
2022-23	8,488	6,581	1,907	77.5%
2021-22	8,448	6,547	1,901	77.5%
2020-21	8,591	6,641	1,950	77.3%
2019-20	8,725	6,952	1,773	79.7%
2018-19	8,760	7,111	1,649	81.2%
2017-18	8,805	7,274	1,531	82.6%
2016-17	8,653	7,239	1,414	83.7%
2015-16	8,638	7,125	1,513	82.5%





# BIGGEST TAKERS



<b>OVERALL</b>	2023-24	2024-25	5-Yr % 
Private	1,562	1,646	12.3%
Other Public/Charter	364	348	-24.3%

<b>BIG 4</b>	2023-24	2024-25	5-Yr % 
Our Lady of Grace	529	560	34.9%
Blake	208	232	11.5%
Breck	191	196	10.1%
Benilde	209	182	-12.9%



# BIGGEST TAKERS

<b>OVERALL</b>	2023-24	2024-25	5-Yr % 	Y-O-Y % 
Private	1,562	1,646	12.3%	7.2%
Other Public/Charter	364	348	-24.3%	-4.4%

<b>BIG 4</b>	2023-24	2024-25	5-Yr % 	Y-O-Y % 
Our Lady of Grace	529	560	34.9%	5.9%
Blake	208	232	11.5%	6.9%
Breck	191	196	10.1%	2.6%
Benilde	209	182	-12.9%	-9.9%



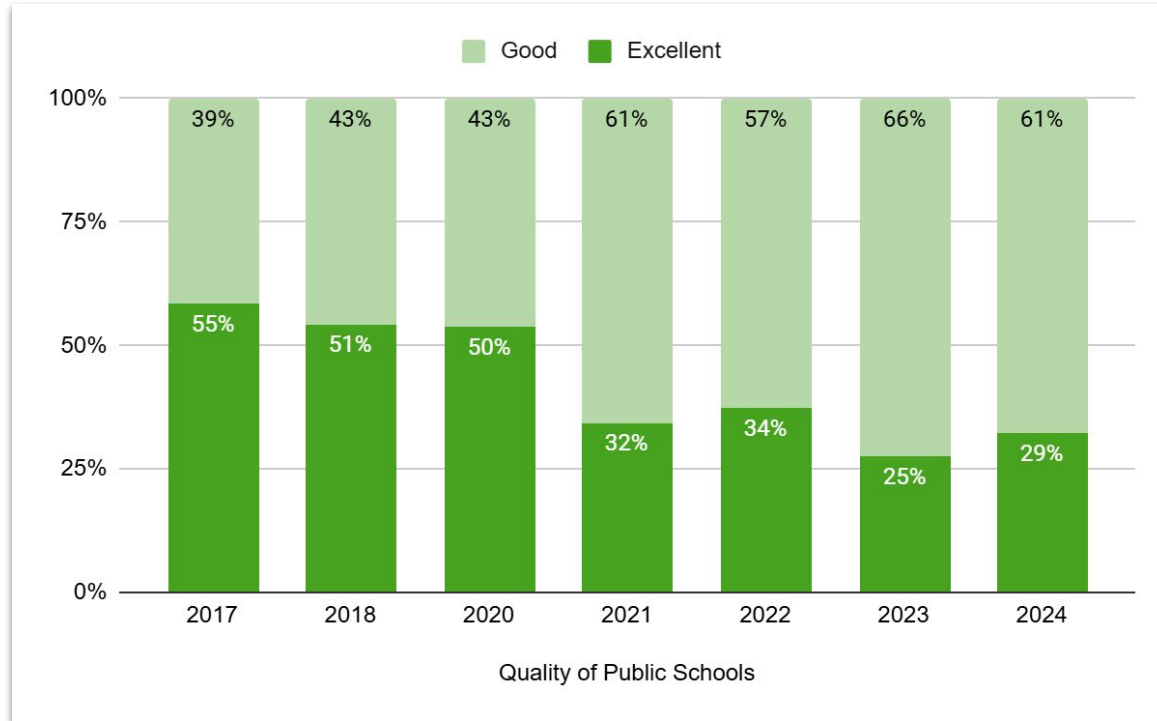
# ENHANCED BRANDING

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# QUALITY OF PUBLIC SCHOOLS

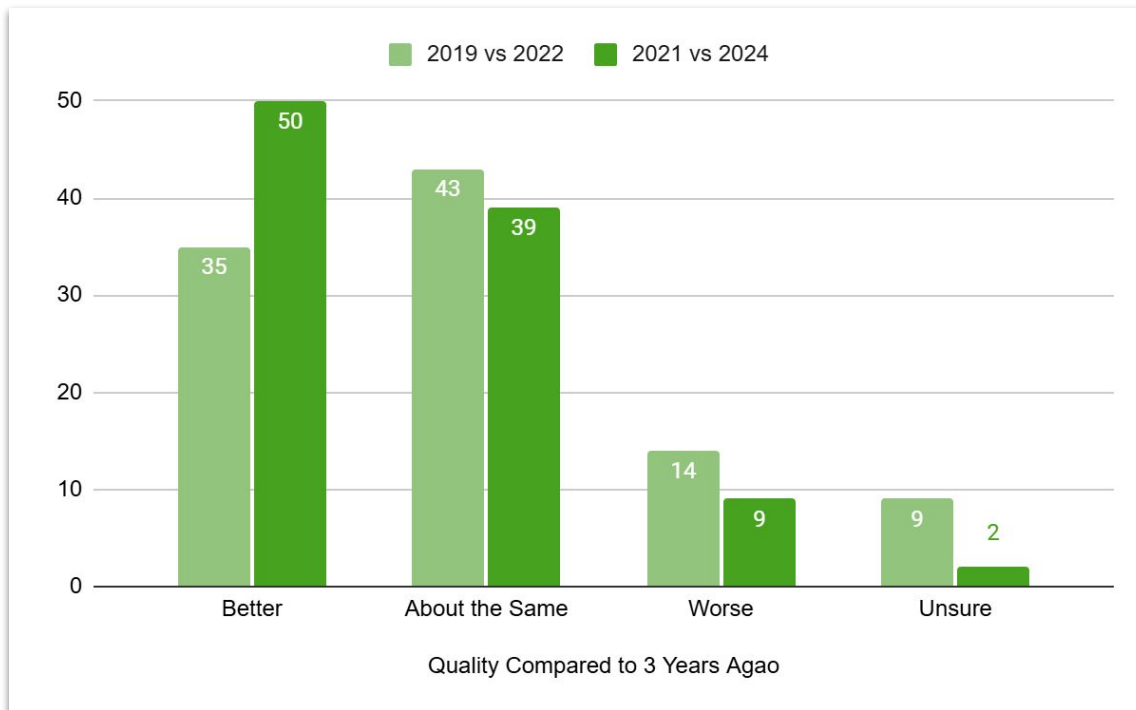


Source: 2018, 2024 Morris-Leatherman Parent Surveys

No survey data for 2019



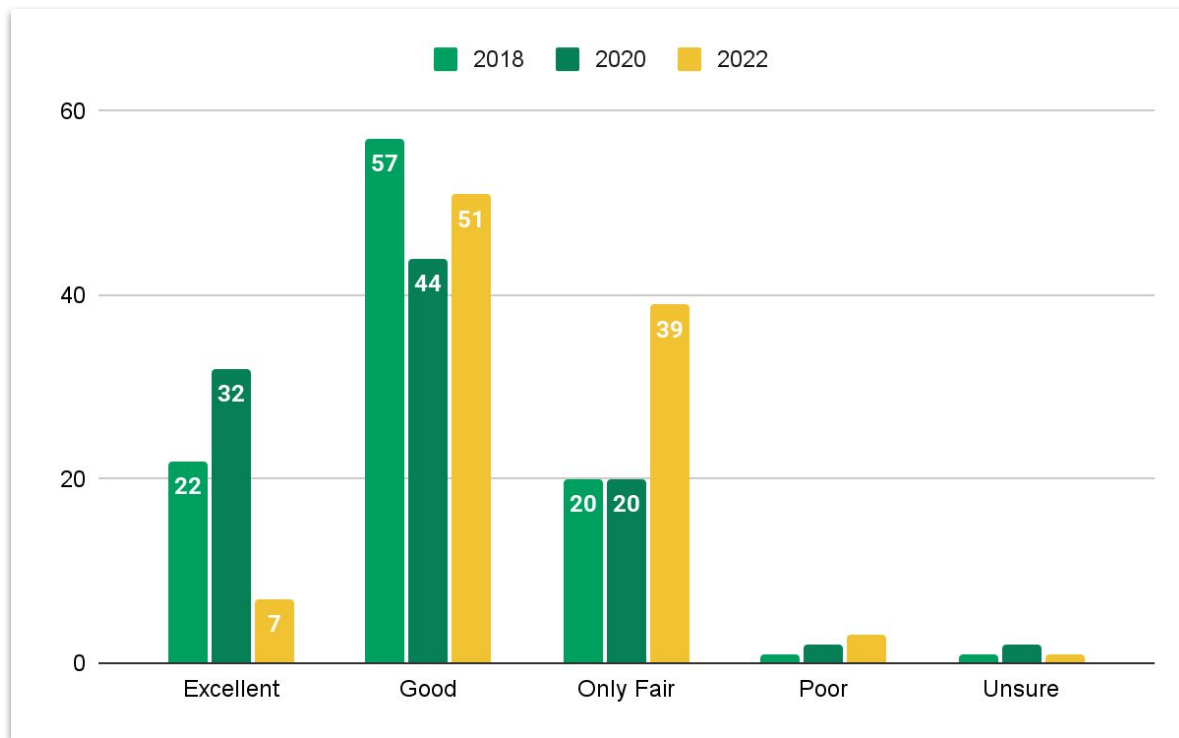
# QUALITY COMPARED TO 3 YRS AGO



Source: 2022, 2024 Morris-Leatherman Parent Surveys



# PRIVATE: QUALITY OF EPS



Source: 2018, 2020, 2022 Morris-Leatherman Private Surveys



# PARENT SURVEY:

“Do you agree or disagree?”



Promotes  
Excellence



High  
Achieving



Educational  
Leader



DEFINING EXCELLENCE

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# EXCELLENCE



For Each and Every Student to Discover Their Possibilities and Thrive



### 3.2 Formats

#### Primary Logo

The primary Edina Public Schools logo includes the emblem, wordmark, and tagline. "Defining Excellence" is the preferred representation of the EPS identity and should be used in most applications to maintain brand consistency.

#### Wordmark

Depending on the composition, application, and placement of the emblem, the Edina Public Schools Wordmark may be used without the emblem. This option is preferred for flexibility within design settings, a strong, recognizable expression of the EPS identity.

#### Restricted Logo without Tagline

A version of the Edina Public Schools logo without the emblem is available for restricted use. This variation is intended for specific applications where space or necessity may require, use of this logo must be approved by the Marketing and Communications Department before implementation.



DEFINING EXCELLENCE



### Minimum Size

To maintain the integrity of Edina Public Schools, any element of the Edina Public Schools logo, including the emblem, wordmark, and tagline, must remain legible. The recommended minimum height for the primary logo is 0.75 inches, and the minimum height for the tagline is 0.5 inches.

### Cleavage

All versions of the Edina Public Schools identity require a minimum clear space, defined by the amount of space between the emblem and the text of the logo. This clear space is represented as "X" on the right. This clear space ensures the logo is not obscured by other elements such as text, graphics or borders. Please note this photography of situations that still serve as a background behind the logo.

### Restricted Smaller Applications

In certain cases, the EPS identity may need to be used in very small applications. In these instances, the logo variations may be used, provided that the recommended minimum size, and such uses must be approved by the Marketing and Communications Department before implementation.



DEFINING



### Edina Public Schools Brand Guidelines

#### 3.1 Typefaces

##### Franses

Franses is a soft, user-friendly, blending traditional and modern. Formally with a serif, expressive edge. Features provide structure and personality, making it ideal for headlines and all applications.

Designed by Phaedra Charles and Flavio Zimbará, Franses draws from early 20th-century typography while breaking from rigid conventions. It is inspired by its bold, dynamic, and confident style, making it perfect for Edina Public Schools' vibrant, confident, and industrially-inspired voice.

##### Montserrat

Montserrat is a modern, geometric sans-serif typeface known for its readability and versatility. Created by Julieta Katanic, it draws inspiration from early urban signage in Buenos Aires, with clean lines and acute proportions that make it ideal for body text.

Together, Franses and Montserrat balance personality with function, bringing tradition and innovation to Edina Public Schools' visual identity.

Both fonts are open source and available through Google Fonts for easy implementation across the district.

Aa Bb Cc

Franses  
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo  
Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz  
0 1 2 3 4 5 6 7 8 9 & # % \* ( ) !

##### Montserrat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv Ww Xx Yy Zz  
0 1 2 3 4 5 6 7 8 9 & # % \* ( ) !

### Edina Public Schools Brand Guidelines

#### 3.2 Styles

##### Primary Headings

Franses is the designated typeface for primary headings. Use Franses Regular for H1 and H2, and Franses Condensed for H3, H4, and other heading levels. Ensure appropriate contrast in size and weight to create a clear hierarchy throughout materials.

##### Secondary Headings

Montserrat SemiBold may be used for H3, H4, and other heading levels in place of Franses Condensed. This supports visual consistency while offering flexibility for different design needs.

##### Body Copy

Montserrat Regular is the standard for all messaging and body text, ensuring the highest consistency for clarity and readability.

##### Variables

Both Franses and Montserrat offer a range of styles. For variables, use the font variable tool to explore a design. The generated codes listed above should be used as a reference for consistent styling of documents, content, the Marketing and Communications team.

### Fraunces

Thin Light  
Regular  
SemiBold  
Bold  
Black

*Thin Italic*  
*Light Italic*  
*Italic*  
*SemiBold Italic*  
*Bold Italic*  
*Black Italic*

### Montserrat

Thin  
ExtraLight  
Light  
Regular

*Thin Italic*  
*ExtraLight Italic*  
*Light Italic*  
*Italic*

Medium  
SemiBold  
Bold  
ExtraBold

*Medium Italic*  
*SemiBold Italic*  
*Bold Italic*  
*ExtraBold Italic*

### Edina Public Schools Brand Guidelines

#### Headlines

Use the headline variations in the points (in EPS Brand Book) to display with content (EPS).

Use a 20-point (2) pt headline that is full of Edina messaging.

All copy (30-36 pt) in the system serves that key, clean, and professional look.

**Spacing & Leading**  
Headlines should include a word or short of text, which allows space between the headline and the content below.

Use the following guidelines:

**Headline**  
Use the headline spacing guidelines listed in the Brand Book. The program will apply to all content in the system.

**1** This headline variation is the point (in EPS Brand Book) to display with content (EPS).

**2** Use a 20-point (2) pt headline that is full of Edina messaging.

**3** All copy (30-36 pt) in the system serves that key, clean, and professional look.

**Edina Senior High School**

Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below.

**4** Students Wheel on the Spirit at Homecoming '24

Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below.

**5** Acting Up

Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below. Use the 1st high school logo and the wordmark below.

### Edina Public Schools Brand Guidelines

#### Primary Colors

<b>Edina Green</b>	<b>Light Green</b>
C 100 M 0 Y 100 K 0	C 90 M 0 Y 100 K 0
R 0 G 98 B 100	R 0 G 107 B 100
#008000	#90EE90
<b>Yellow</b>	
C 0 M 0 Y 100 K 0	

### Edina Public Schools Brand Guidelines

#### Extended Colors

<b>Cyan</b>	<b>Purple</b>
C 78 M 0 Y 0 K 0	C 80 M 72 Y 2 K 0
R 0 G 188 B 188	R 78 G 89 B 195
#00B0F0	#6A329F
<b>Orange</b>	<b>Pink</b>
C 0 M 0 Y 100 K 0	C 0 M 0 Y 0 K 100



# EDINA STORIES CAMPAIGN

## PORTRAIT OF A WELL-ROUNDED

*Edina graduate*

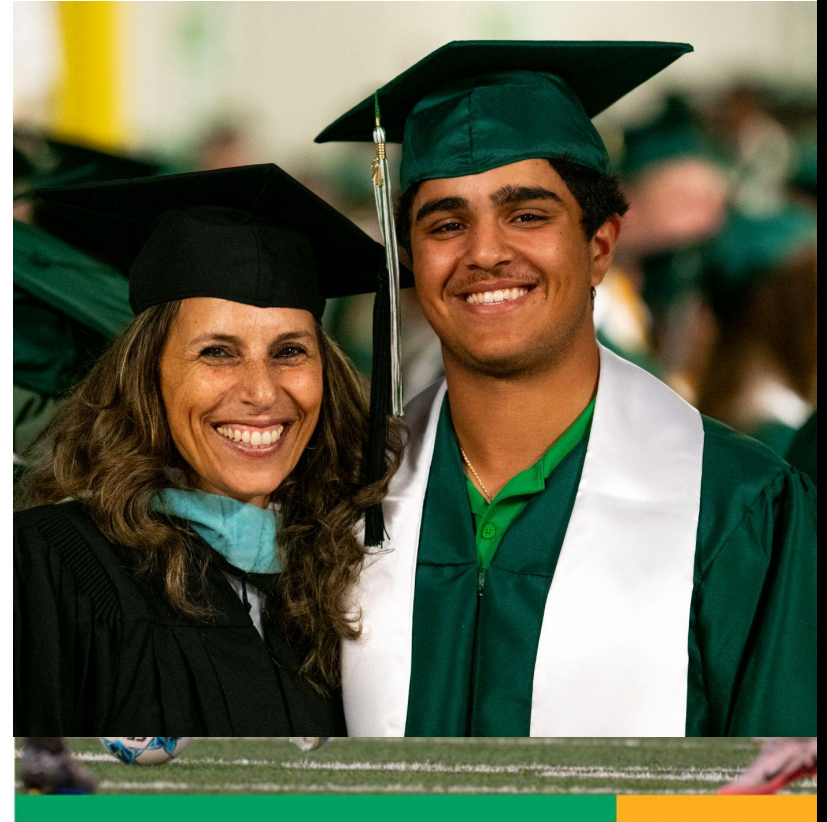


For Edina High School seniors, *defining excellence* means attending the college of their dreams.

RENSELAER POLYTECHNIC INSTITUTE  
US MILITARY ACADEMY  
UNIVERSITY OF CALIFORNIA-LOS ANGELES  
UNIVERSITY OF CHICAGO  
UNIVERSITY OF MICHIGAN  
UNIVERSITY OF PENNSYLVANIA  
UNIVERSITY OF VIRGINIA  
VANDERBILT

**STANFORD UNIVERSITY**

AMHERST COLLEGE  
BROWN UNIVERSITY  
CARLETON COLLEGE  
CARNEGIE MELLON  
COLLEGE OF WILLIAM & MARY  
ELON UNIVERSITY  
EMORY UNIVERSITY

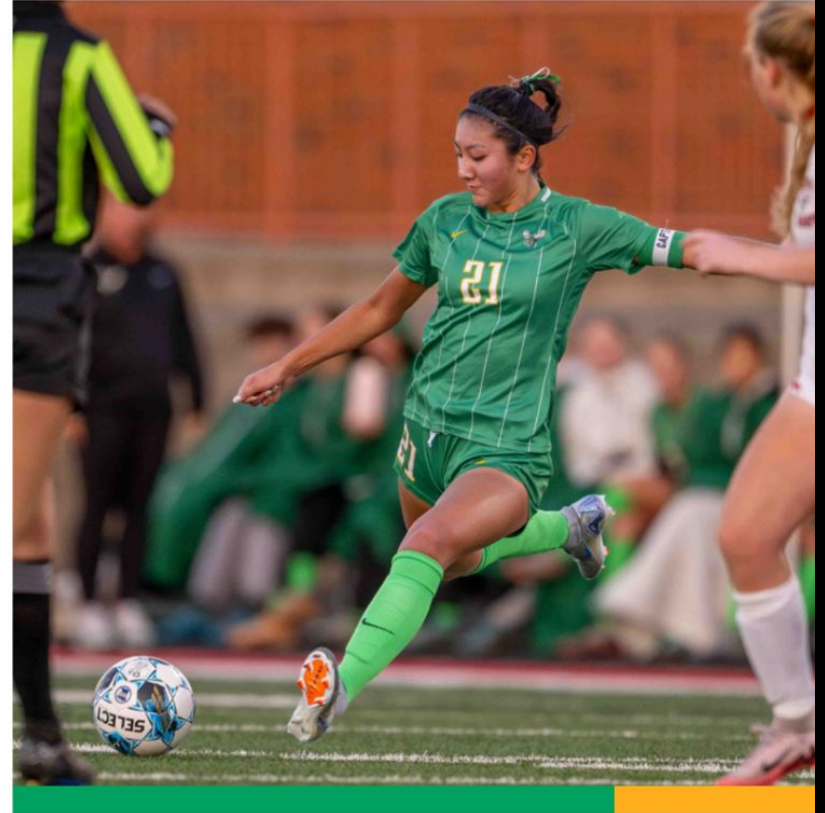


Joseph, Class of 2025

For Kaylee, *defining excellence* is about more than victories on the field.

“One of my most special sports memories isn’t about a championship, but becoming a mentor to a girl who emailed me about following my soccer, hockey, and lacrosse seasons. Her excitement reminded me of my younger self, the girl who watched varsity athletes, dreaming of being in their shoes. Now, I not only play on those teams but also get to lead them as captain.”

KAYLEE IS THE 2024 ATHENA AWARD WINNER – A VARSITY ATHLETE IN SOCCER, HOCKEY, AND LACROSSE AND STATE CHAMPIONSHIP WINNER.





# ENHANCING THE SHOPPING EXPERIENCE

---

Differentiated and student  
centered.





# ENHANCED TOURS

1

Consistent  
Sign-up

2

Based on  
Best  
Practices

3

Involves  
Parents

4

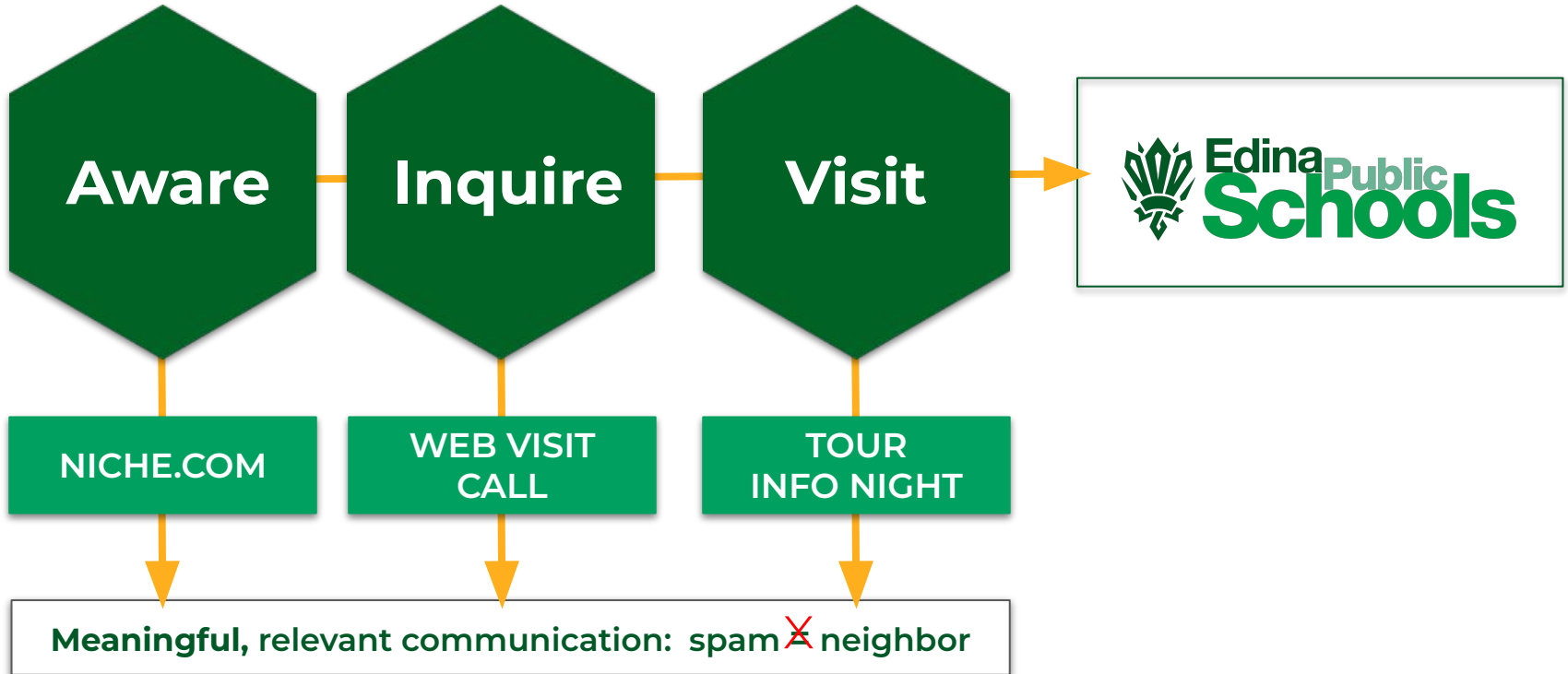
Involves  
Students

5

Community  
of  
Neighbors



# ENROLLMENT FUNNEL



# 1.

KG



- Information Nights Oct. 22 - 29
- Parent & Student Panel
  - Middle & High School Students
- Middle School Principals
- Experience Video
- ELC PTO Outreach
- Parents of 4 yr olds invited

*Thank you Principals!*

## CAPTURE RATE:

2021-22	2022-23	2023-24	2024-25	2025-26
81%	83%	83%	79%	80%

**OLG OPENS PRE-K AND EXTRA KG SECTION**

# 2.

## MIDDLE SCHOOL



**4th & 5th Grade  
MIDDLE SCHOOL  
NIGHT!**

**Edina Public Schools**  
DEFINING EXCELLENCE

**Got questions about middle school??**  
Lockers, lunch, passing time?  
Will I see my friends???

We get it! We have a night dedicated to you (and your parents!) to find out all about middle school! Meet the principal, staff, and other students. Take a tour and attend your first middle school rally! It's going to be so much fun! No sign-ups, just come! And don't forget to bring your parents!

**Valley View Mon 11. 11**  
**South View Wed 11. 13**

**5:30 pm - 7:00 pm**

**Emailed city-wide**  
**All 4th & 5th Gr**  
**Backpacks**



**Shown in all 4th & 5th Gr**  
**Classrooms, emailed city-wide**



We are back home from the Valley View event for families. My future 6th grader is beyond excited. Even my 3rd grader wants to go to Valley View now. They are engulfed in the VV vibes:-). It was truly a fun event and participants discovered the magic in the middle. Thank you!





Wow. I actually have current 9th & 8th graders, but I haven't had any interactions with the principal. Our older 2 kids love South View. After hearing Principal Pettis speak about her deep understanding of middle school kids, it's no wonder why my kids felt so grounded, valued, and loved at school. I have confidence that my incoming 6th grader will feel the same.



# EHS STUCO DESIGN TEAM

# 3.

HIGH SCHOOL



1.

empathize



2.

define



3.

ideate



4.

prototype



5.

test

**Reimagining the student shopping experience**

- 6 Student Council Leaders
- Meet weekly, spring - fall
- Pilot a test in Nov. 2025



# QUESTIONS?

*Edina Public Schools*





**THANK YOU**

*Edina Public Schools*







**Board Workshop:** April 22, 2025

**Title:** 2025-2027 Edina Public Schools Assessment Plan

**Type:** Discussion

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

**Background:** In accordance with Minnesota Statutes 120B.301, subdivision (c)) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year.

The district testing calendar must:

- Provide information about all district tests administered, which includes both statewide assessments and any local assessments given and the subject/domain for each assessment.
- Provide the purpose for which each assessment is used.
- The rationale/benefits for administering the assessment.
- Include the amount of time students will spend taking the assessment.
- Post the specific dates when most students will be testing for each grade and subject at each school within the district

Source: Procedures Manual for Minnesota Statewide Assessments

In alignment with Policy 614 the Edina Public Schools Assessment Plan was collectively created throughout the 2021-22 school year. The proposed plan meets all state and local assessment requirements. It is also comprehensively structured to support and align with the Edina Comprehensive Assessment Plan.

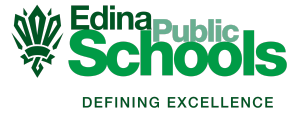
**Recommendation:** This report is for discussion on the proposed 2026-27 Edina Assessment Plan and Calendar. It will be brought to the board for an additional discussion at the May 5th Board Meeting and action at the June 9th Board meeting.

**Desired Outcomes from the Board:** Review the information and come prepared with your initial reactions (comments and questions) on the recommended plan.

**Links:**

1. [Assessment Calendar](#)

## Edina Public Schools 2026-2027 Student Assessment Plan



The Edina Public Schools Assessment Plan is part of a comprehensive framework designed to measure student achievement and growth, as well as inform instructional decisions. At the core of this plan are Universal Screening Assessments in Literacy, Mathematics, and Talent Development, Required State Assessments, and a College Entrance Exam.

The Edina Public Schools Assessment Plan includes Spanish Dual Language and French Immersion. It is our current practice for Spanish Dual Language to administer all assessments that students take in English. This currently includes reading FastBridge, math FastBridge, and CogAT, and will include MCA and Panorama with the expansion of the program into 3rd through 5th grade. The Spanish Dual Language Assessment section of this report specifically outlines assessments in Spanish.

It is our current practice for French Immersion to administer some assessments that students take in English. This currently includes reading FastBridge K(fall) and 3-5, math FastBridge K-1 (fall) and 2nd - 5th, CogAT, MCA and Panorama. As the READAct is currently written, French Immersion will be adding literacy FastBridge in K-2 (3 times a year). *It is important to note that there is advocacy among Dual Language programs for this portion of the READAct to be revised. The suggested revision would require screening tools that use the primary language in which the program provides students instruction in.* The French Immersion Assessment section of this report specifically outlines assessments in French.

These assessments serve as valuable tools for evaluating student progress against our rigorous academic standards, identifying areas of strength and need, and ensuring that Each and Every Student receives the support they require to discover their possibilities and thrive. By combining state-mandated assessments with ongoing screening measures, Edina Public Schools is committed to providing a robust and informative assessment system.

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## Universal Literacy Screening Assessments

Teaching Strategies Gold (TSG) Literacy		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

### **Benefits of the Assessment:**

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

## FastBridge Early Reading English Assessment

Grades Assessed	Windows	Results Released
KG & 01	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge earlyReading English assessment is a valuable tool for educators focused on early literacy. The FastBridge earlyReading Assessment is designed as a universal screener to assess foundational reading skills in young learners, primarily in kindergarten and first grade. It helps identify students who may be at risk for reading difficulties. It can also monitor student progress in those fundamental reading skills. The assessment delves into essential early reading skills: Concepts of print, Phonemic awareness, Phonics and Fluency.

### **Benefits of the Assessment:**

- Provides data-driven insights into student literacy development.
- Helps identify students who need additional support.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Helps staff know which additional and more diagnostic assessments to administer.
- Allows for efficient screening, saving valuable instructional time.
- Grounded in research on reading development.
- The system generates informative reports that provide insights into students' strengths and weaknesses.

## FastBridge FastTrack Literacy Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05, 06, 07, 08, 09	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge FastTrack Literacy Assessment is a suite of tools designed to provide educators with data to inform literacy instruction. FastTrack Literacy, focuses on assessing foundational reading skills and comprehension. It includes the following components:

- aReading: Administered to all second to ninth grade students.
  - A computer-adaptive test that provides an overall measure of reading achievement.
  - Adapts to the student's ability level, providing efficient and accurate results.
  - Covers a range of skills, including phonological awareness, phonics, vocabulary, and comprehension.
- CBMreading: Administered to all second & third grade students.
  - Includes various measures that assess specific reading skills, such as oral reading fluency.
  - Used for progress monitoring and identifying students' strengths and weaknesses.
- AUToReading: Administered to all fourth to ninth grade students.
  - Automated computer administered measures of decoding, word identification, spelling, and vocabulary.

### Benefits of the Assessment:

- Provides data-driven insights into student literacy development.
- Helps identify students who need additional support.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Offers evidence-based recommendations for instruction.
- Helps teachers know which additional and more diagnostic assessments to administer.
- Allows for efficient screening, saving valuable instructional time.
- Grounded in research on reading development.
- The system generates informative reports that provide insights into students' strengths and weaknesses.

## Universal Mathematics Screening Assessments

Teaching Strategies Gold (TSG) Grades Early Learning Mathematics		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

### **Benefits of the Assessment:**

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

## FastBridge Early Math Assessment

Grades Assessed	Windows	Results Released
KG & 01	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge earlyMath assessment is a valuable tool for educators working with young learners. The FastBridge earlyMath is designed to assess foundational numeracy skills in children, primarily in K-1. It is used for universal screening, and can be used for progress monitoring. The assessment focuses on essential early math concepts, including number sense, relations, and operations.

### Benefits of the Assessment:

- Early Identification: Helps teachers identify students who need early intervention.
- Data-Driven Instruction: Provides data to inform instructional decisions and tailor teaching to individual student needs.
- Progress Monitoring: Allows teachers to track student progress over time and adjust interventions as needed.
- Efficiency: The assessments are designed to be quick and efficient, minimizing disruption to instructional time.
- Informative Reports: The system generates informative reports that provide insights into students' strengths and weaknesses.

## FastBridge FastTrack Math Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05, 06, 07, 08	Fall, Winter, Spring	No later than one week after the window closes.

The FastBridge FastTrack Math assessment is designed to provide educators with efficient and reliable data on a student's math skills. The FastBridge fastTrack Math is a valuable tool for educators seeking to improve math outcomes for all students. The FastBridge FastTrack Math includes the following components:

- aMath: Administered to all second to eighth grade students.
  - A computer-adaptive test that provides an overall measure of math achievement.
  - Adapts to the student's ability level, providing efficient and accurate results.
  - aMath provides detailed reports that help teachers understand students' strengths and weaknesses.
- CBMmath Automaticity: Administered to all second to eighth grade students.
  - A computer administered measure how automatically students can recall essential math information.

### **Benefits of the Assessment:**

- Data-Driven Instruction: Provides teachers with actionable data to inform instructional decisions.
- Early Identification: Helps identify students who are at risk for math difficulties.
- Progress Monitoring: Allows teachers to track student progress over time and adjust instruction as needed.
- Efficiency: The computer-adaptive nature of aMath combined with CBMmath Automaticity allows for an efficient assessment, saving valuable instructional time.

## Universal Social Emotional Learning (SEL) Survey

Teaching Strategies Gold (TSG) Grades Early Learning SEL		
Grades Assessed	Windows	Results Released
Pre School (PS) / Early Childhood Special Education (ECSE)	Fall, Winter, Spring	Currently not shared. However, options are being discussed for the future.

Teaching Strategies GOLD is a comprehensive, observational assessment system designed to measure children's development and learning from birth through kindergarten. It provides a holistic view of a child's progress across various domains, including literacy, mathematics, and social-emotional learning (SEL).

### Benefits of the Assessment:

- Individualized instruction: GOLD provides teachers with valuable insights to tailor instruction to each child's needs.
- Early identification of strengths and challenges: It helps identify children who may require additional support or enrichment.
- Data-driven decision-making: GOLD provides educators with data to inform their teaching practices and program improvements.
- Comprehensive view of child development: It offers a holistic understanding of children's growth and progress.

## Panorama Student SEL Survey

Grades Assessed	Window
03, 04, 05, 06, 07, 08, 09, 10, 11, 12	Spring

The Panorama Student Social-Emotional Learning (SEL) Survey is a tool designed to help schools and educators understand students' social and emotional competencies and their perceptions of the school environment. The survey focuses on student self-report, where students reflect on their own skills and experiences.

### **Benefits of the Assessment:**

- **Data-Driven Instruction:** Provides schools with data to tailor their tier 1 (whole-school) instruction to meet the social-emotional needs of their students.
- **Understanding Student Needs:** Helps teachers gain a deeper understanding of the strengths and areas for growth in SEL for the students at their building
- **Creating a Positive School Climate:** Offers insights into how students perceive the school environment, enabling teachers to make adjustments to foster a more positive and supportive atmosphere.
- **Identifying Students Needing Support:** The data helps to identify groups of students that may require additional social emotional support.

## Talent Development Universal Screening Assessment

Cognitive Abilities Test (CogAT)		
Grades Assessed	Windows	Results Released
02	Fall	Winter

The Cognitive Abilities Test (CogAT) is a group administered assessment that measures students' learned reasoning abilities developed through in-school and out-of-school experiences. The CogAT tests measure three cognitive domains, Verbal, Non-verbal, and Quantitative reasoning. The CogAT is a measure of a student's potential to succeed in school-related tasks. It is not a measure of general intelligence or IQ.

### **Benefits of the Assessment:**

- Provides information to view students from a strengths'-based perspective
- Highlights exceptional potential and hidden talent among all populations,
- Enhances the Talent Development identification portfolio.
- Provides insights into how students learn best, which can help teachers adapt their instructional practices

## Spanish Dual Language Assessments

### STAR Early Literacy Spanish Assessment

Grades Assessed	Windows	Results Released
KG & 01	Fall, Winter, Spring	No later than one week after the window closes.

The STAR Early Reading Spanish Assessment is designed to evaluate foundational reading skills in young Spanish-speaking learners, primarily in kindergarten and first grade. It efficiently identifies students who may be at risk for reading difficulties and monitors student progress in fundamental Spanish literacy skills. The assessment evaluates essential early reading competencies specific to Spanish language development including: Conceptos de impresión (Concepts of print), Conciencia fonológica (Phonological awareness), Conocimiento alfabético (Alphabetic knowledge), and Comprensión inicial (Early comprehension).

#### **Benefits of the Assessment:**

- Provides data-driven insights into Spanish literacy development.
- Supports educators in implementing appropriate Spanish language interventions.
- Enables teachers to track student growth over time and evaluate the effectiveness of interventions.
- Guides instructional planning with detailed Spanish literacy skill analysis.
- Allows for efficient screening.
- Grounded in research on Spanish reading development and acquisition.
- The system generates informative reports that highlight students' strengths and areas for growth in Spanish literacy.

#### **Advantages over FastBridge for Assessing Spanish:**

- Computer-adaptive testing for more precise measurement
- Larger Spanish-speaking normative data samples
- Extensive validation studies for Spanish literacy
- Predictive capabilities for long-term reading outcomes

## STAR Spanish Literacy Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05	Fall, Winter, Spring	No later than one week after the window closes.

STAR Reading Spanish is a valuable tool for educators focused on comprehensive Spanish literacy assessment. STAR Reading Spanish efficiently measures overall reading ability in Spanish-speaking students K-12 through a computer-adaptive format. It identifies students at risk for reading difficulties and provides instructional recommendations. The assessment evaluates critical Spanish literacy components including Vocabulario (vocabulary), Comprensión (comprehension), Análisis de texto (text analysis), and Adquisición del lenguaje (language acquisition).

### **Benefits of the Assessment:**

- Provides detailed Spanish reading proficiency data.
- Identifies students needing intervention in Spanish.
- Tracks growth and evaluates instructional effectiveness.
- Generates comprehensive reports with instructional planning.
- Includes authentic Spanish content reflecting cultural relevance.

### **Advantages over FastBridge for assessing Spanish:**

- True computer-adaptive technology specifically designed for Spanish assessment
- Robust normative data from native Spanish speakers
- On-demand assessment availability with immediate scoring
- Extensive research validation with diverse Spanish-speaking populations

STAR CBM Lectura Assessment		
Grades Assessed	Windows	Results Released
02, 03, 04, 05 Students Enrolled in the Spanish Dual Language (SDL)	Fall, Winter, Spring	No later than one week after the window closes.

STAR CBM Lectura is a valuable tool for educators focused on Spanish reading development. STAR CBM Lectura efficiently screens and monitors Spanish reading progress in grades K-5, measuring oral reading fluency through one-minute passages. It identifies students at risk for reading difficulties and analyzes Spanish-specific error patterns. The assessment evaluates: Conciencia fonémica(Phonemic Awareness), Fonética(phonics), Fluidez de lectura oral (Oral Reading Fluency), and Comprensión (Comprehension).

**Benefits of the Assessment:**

- Provides data-driven insights into Spanish reading development.
- Identifies students needing targeted intervention in Spanish.
- Tracks growth over time and evaluates intervention effectiveness.
- Enables efficient screening (1-3 minutes per measure).
- Generates reports highlighting strengths and weaknesses.
- Includes authentic Spanish texts reflecting cultural relevance.

**Advantages over FastBridge for Assessing Spanish:**

- Larger Spanish-speaking normative data samples
- Extensive validation with Spanish-speaking populations

## STAR Math Spanish Assessment

Grades Assessed	Windows	Results Released
02, 03, 04, 05	Fall, Winter, Spring	No later than one week after the window closes.

STAR Math Spanish provides reliable data on students' math skills in Spanish, featuring:

- A computer-adaptive test that provides an overall measure of math achievement in Spanish.
- Measures application of essential math concepts in Spanish
- Assesses grade-level standards alignment and skill mastery

### **Benefits:**

- Data-driven instruction for Spanish-speaking students
- Early identification of at-risk students
- STAR Math Spanish helps English-first bilingual students accurately measure math skills acquired in Spanish immersion programs, validating their progress in both language and mathematics simultaneously
- Progress monitoring with culturally responsive adjustments

### **Advantages for Assessing Math in Spanish:**

- Assessment in native Spanish language
- Culturally relevant assessment items
- Support for bilingual and dual language programs
- Comprehensive Spanish reporting for educators and families

## French Immersion Assessments

### French Early Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words

Grades Assessed	Windows	Results Released
K-1 Students Enrolled at Normandale Elementary	Winter & Spring	Progress in this domain is shared at Spring conferences and summative results are a part of Semester 2 grade reporting.

The French Reading Phonemic Awareness Inventory is designed to assess both unified and component skills associated with kindergarten through 1st grade. Based on the Science of Reading, these subtests are intended to enable screening (to determine interventions) and progress monitoring across several domains (onset, medial, rime sounds, rhyming, onset blending, phoneme blending, onset segmenting, phoneme segmenting). It provides domain-specific information on these component skills, as well as a general estimate of overall early reading achievement in French.

The assessment aims to measure a student's ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken French. Because French has its own unique phonological rules, these assessments are designed to reflect those specific characteristics. They are often used in early childhood and primary education, particularly in French immersion programs. A key component of these assessments is to follow the Science of Reading principles, which are also being applied to Normandale's French Literacy Block.

#### **Benefits of the Assessment:**

- Provides valuable insights into students' strengths and weaknesses in phonemic awareness in French.
- Helps teachers to tailor instruction to meet individual student needs in French.
- Allows for early identification of students who may be at risk for reading difficulties in French.
- Informs instructional decisions and helps to monitor student progress in French.
- Helps to guide intervention strategies in French.
- Helps to provide data for progress reports of early French reading skills at Normandale.

French IDAPEL		
Grades Assessed	Windows	Results Released
01 & 02 Students Enrolled at Normandale Elementary	Fall, Winter, Spring	Results and progress towards benchmark are shared at conference time and in Semester 1 and 2 grade reporting.

The "IDAPEL" has evolved, and it's now often referred to as "Acadiance Reading Français." However, the core purpose and principles remain consistent.

The purpose of the French IDAPEL assessment is to provide educators with standardized, reliable measures to track student progress in fundamental reading skills in French. Like FASTBridge measures, Acadiance Reading Français (formerly IDAPEL) is a series of French-language benchmark assessments and coordinating progress monitoring probes designed to evaluate early literacy skills in students learning to read in French, primarily in grades 1-5. It's modeled after the well-established DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments used for English literacy. The subtests used include phonological awareness, alphabetic principle, reading fluency. They are designed for universal screening and identification of students who may be at risk for reading difficulties.

**Benefits of the Assessment:**

- Provides data-driven insights into student reading development in French.
- Helps identify students who need additional support.
- Allows teachers to monitor the effectiveness of their instruction and interventions.
- Offers standardized measures for consistent evaluation.

The Acadiance Reading Français provides a valuable tool for educators to ensure that students are developing the foundational skills necessary for successful reading in French.

## Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment

Grades Assessed	Windows	Results Released
03 Students Enrolled at Normandale Elementary	Fall	Collective results are shared with leadership teams made up of diverse stakeholders and used for programming decisions. Individual results are not shared with families.
08 French Immersion Students Enrolled at Valley View	May	Results are shared with students and families in the spring following testing and also used to track French Immersion programmatic progress.

The Avant STAMP (Standards-Based Measurement of Proficiency) assessments, particularly the STAMP 4S, are designed to evaluate language proficiency in real-world contexts. The STAMP assessments measure language proficiency in listening, speaking, reading, and writing. 8th grade students do all components of the assessment and 3rd grade students do all components but the writing. The STAMP aims to provide accurate data on a learner's ability to use the language in practical situations. The assessments utilize authentic materials, such as articles, audio clips, and scenarios, to simulate real-life language use.

### Benefits of the Assessment:

- Provides reliable data to track student progress and inform instructional decisions.
- Provides consistent evaluation due to alignment with national and international language proficiency standards.
- Helps evaluate the effectiveness of language programs and identify areas for improvement.
- Models for students the application of the language in day to day life.

## Statewide Required Assessments

WIDA Access for ELLs / WIDA Alternate ACCESS for ELLs		
Grades Assessed	Windows	Results Released
KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 ELL Students	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

It's important to understand the WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs assessments, as they play a crucial role in evaluating the English language proficiency of English learners (ELLs).

The ACCESS for ELLs is a suite of large-scale, standards-based assessments designed to measure English language proficiency in four domains. The domains are Listening, Speaking, Reading, and Writing. It's administered annually to ELLs in grades K-12. The assessment is aligned with the WIDA English Language Development (ELD) Standards.

### Benefits of the Assessment:

- Allows teachers to track students' progress in acquiring academic English over time.
- Results provide valuable data for planning and differentiating instruction to meet the specific needs of ELLs.
- Helps determine whether students are eligible for English language support services and whether they have achieved sufficient proficiency to be reclassified.
- Meets federal requirements for monitoring and reporting ELLs' progress.

### WIDA Alternate ACCESS for ELLs:

#### Basic Description:

- This is an individually administered, paper-based assessment designed for ELLs with significant cognitive disabilities.
- It measures English language proficiency in the same four domains as the general ACCESS for ELLs.
- It is designed to be accessible for students that participate in alternate state testing.

#### Specific Aspects and Benefits for Teachers:

- Provides a way to assess the English language proficiency of ELLs who cannot participate in the general ACCESS for ELLs assessment.
- Allows for flexibility and accommodations to meet the unique needs of each student.
- Allows teachers to gather data on the English language development of students with significant cognitive challenges.

## Minnesota Comprehensive Assessment (MCA) Math / MTAS Math

Grades Assessed	Windows	Results Released
03, 04, 05, 06, 07, 08, 11	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in mathematics primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key mathematical concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

### **Benefits of the Assessment:**

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

## Minnesota Comprehensive Assessment (MCA) Reading / MTAS Reading

Grades Assessed	Windows	Results Released
03, 04, 05, 06, 07, 08, 10	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in reading primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

### **Benefits of the Assessment:**

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

## MCA Science / Alternate Science

Grades Assessed	Windows	Results Released
Students Currently Taking Biology, <b>Typically 11<sup>th</sup> grade.</b>	Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Comprehensive Assessments (MCA) in science primarily serve to measure student achievement against state academic standards, providing a gauge of how well students have learned key science concepts. These assessments also fulfill state and federal accountability requirements, and offer valuable data to educators for refining instructional practices and curriculum effectiveness.

### **Benefits of the Assessment:**

- Allows for consistent measurement of student performance across the state, enabling comparisons between schools and districts.
- Offers educators valuable insights into student strengths and weaknesses, enabling targeted adjustments to teaching and curriculum.
- Satisfies state and federal mandates, ensuring schools and districts are held responsible for student progress.

ACT: College Entrance Exam		
Grades Assessed	Windows	Results Released
11th Grade Students	Spring	Typically Mid to Late August of the Next School Year Determined by the MDE

The ACT (originally American College Testing) is a standardized test used for college admissions at some Universities in the United States. Here's a breakdown of what it is and how it's used:

**Standardized Test:**

- It's designed to measure a high school student's general educational development and their ability to complete college-level work.

**Sections:**

- The ACT consists of four multiple-choice sections:
  - English
  - Mathematics
  - Reading
  - Science
- There's also an optional writing section.

**Purpose:**

- It provides colleges and universities with a standardized way to compare applicants.

**How Colleges and Universities Use the ACT:**

**Admissions Decisions:**

- Many colleges use ACT scores as part of their admissions process. Scores are considered alongside other factors like high school GPA, coursework, extracurricular activities, and essays.

**Placement:**

- Some colleges use ACT scores to determine placement in certain courses, such as math or English.

**Scholarships:**

- Many scholarships, both from colleges and other organizations, use ACT scores as part of their eligibility criteria.

**College Readiness:**

- The ACT is designed to measure college readiness, so colleges use it to gauge how well prepared a student is for higher education.

## Required Statewide Surveys

### Minnesota Student Survey

Grades Assessed	Windows	Results Released
05, 08, 09, 11	Winter or Spring	Typically early September of the Next School Year The Actual Date is Determined by the MDE

The Minnesota Student Survey (MSS) is a statewide survey administered every three years to students in grades 5th, 8th, 9th, and 11th public and private schools in Minnesota. This data provides valuable insights into the experiences and perspectives of Minnesota students and helps schools, communities, and policymakers with resource allocation and decision making in relation to overall well-being. The survey covers a wide range of topics, including:

- Health: Physical and mental health, substance use, and sexual health
- Safety: Bullying, violence, and school climate
- Engagement: Academic engagement, extracurricular activities, and school connectedness
- Relationships: Family, peer, and community relationships

The MSS is a valuable resource for understanding the challenges and opportunities faced by Minnesota students and for taking action to improve their lives.


## Appendix

### Universal Screening Literacy Testing Windows

2025-2026 Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Literacy	Fall	08/30/2025 - 12/20/2025															
	Winter	01/04/2026 - 03/01/2026															
	Spring	03/01/2026 - 05/30/2026															
FastBridge earlyReading English	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
FastBridge FastTrack Literacy Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

Administered to all students

2026-2027 Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Literacy	Fall	08/30/2026 - 12/20/2026															
	Winter	01/04/2027 - 03/01/2027															
	Spring	03/01/2027 - 05/30/2027															
FastBridge earlyReading English	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															
FastBridge FastTrack Literacy Assessment	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															


 Administered to all students

# Universal Screening Math Testing Windows

2025-2026 Math Universal Screening Assessments			Grades Assessed													
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2
Teaching Strategies Gold (TSG) Math	Fall	08/30/2025 - 12/20/2025														
	Winter	01/04/2026 - 03/01/2026														
	Spring	03/01/2026 - 05/30/2026														
FastBridge earlyMath	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
FastBridge FastTrack Math Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														

Administered to all students

2026-2027 Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
Teaching Strategies Gold (TSG) Math	Fall	08/30/2026 - 12/20/2026															
	Winter	01/04/2027 - 03/01/2027															
	Spring	03/01/2027 - 05/30/2027															
FastBridge earlyMath	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															
FastBridge FastTrack Math Assessment	Fall	08/10/2026 - 10/09/2026															
	Winter	12/07/2026 - 01/22/2027															
	Spring	03/15/2027 - 05/14/2027															


 Administered to all students

# Spanish Dual Language Universal Screening Testing Windows

2025-2026 Spanish Dual Language Literacy Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Early Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
STAR Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter*	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															
STAR CMB Lectura Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter*	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

Administered to all students  
 \* Administered to some students showing need for instructional purposes

2026-2027 Spanish Dual Language Literacy Universal Screening Assessments			Grades Assessed													
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2
STAR Early Literacy Spanish Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
STAR Spanish Literacy Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														
STAR CMB Lectura Assessment	Fall	08/11/2025 - 10/10/2025														
	Winter*	12/08/2025 - 01/23/2026														
	Spring	03/16/2026 - 05/15/2026														

 Administered to all students

\* Administered to some students showing need for instructional purposes

2025-2026 Spanish Dual Language Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Math Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

2026-2027 Spanish Dual Language Math Universal Screening Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
STAR Math Spanish Assessment	Fall	08/11/2025 - 10/10/2025															
	Winter	12/08/2025 - 01/23/2026															
	Spring	03/16/2026 - 05/15/2026															

## French Immersion Universal Screening Testing Windows

2025-2026 French Immersion Literacy Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
French Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words	Fall	Not Assessed															
	Winter																
	Spring																
French IDAPEL	Fall																
	Winter																
	Spring																
Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment	Fall																
	Spring																

  Administered to all students

2026-2027 French Immersion Literacy Assessments			Grades Assessed														
Assessment Name	Window	Assessment Window Dates	E L C	K G	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	
French Reading Phonemic Awareness Inventory scores (8 tests in French) plus French sight words	Fall	Not Assessed															
	Winter																
	Spring																
French IDAPEL	Fall																
	Winter																
	Spring																
Standards-Based Measurement of Proficiency (STAMP) French listening, Speaking, and Reading Assessment	Fall																
	Spring																

Administered to all students

## Statewide Assessment Testing Windows

2025-2026 Statewide Assessments		Grades Assessed													
Assessment Name	Assessment Window Dates	ELC	KG	01	02	03	04	05	06	07	08	09	10	11	12
WIDA ACCESS for ELLs	01/26/2026 - 03/20/2026														
WIDA Alternate ACCESS for ELLs	01/26/2026 - 03/20/2026		✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿
MCA Math	03/02/2026 - 05/01/2026														
MTAS Math	03/02/2026 - 05/01/2026					✿	✿	✿	✿	✿	✿			✿	
MCA Reading	03/02/2026 - 05/01/2026														
MTAS Reading	03/02/2026 - 05/01/2026					✿	✿	✿	✿	✿	✿		✿		
MCA Science	03/02/2026 - 05/08/2026														
Alternate Science	03/02/2026 - 05/01/2026							✿			✿			✿	

 Administered to all students

 Administered to students who meet qualification requirements outlined by The Minnesota Department of Education (MDE)

Source: <https://education.mn.gov/mde/dse/test/PROD081893>

Statewide Assessments 2026-2027 School Year <i>DRAFT Per The MDE</i>		Grades Assessed														
Assessment Name	Assessment Window Dates	ELC	KG	01	02	03	04	05	06	07	08	09	10	11	12	
WIDA ACCESS for ELLs	02/01/2027 - 03/26/2027		☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	
WIDA Alternate ACCESS for ELLs	02/01/2027 - 03/26/2027		✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	✿	
MCA Math	03/08/2027 - 05/07/2027															
MTAS Math	03/08/2027 - 05/07/2027					✿	✿	✿	✿	✿	✿			✿		
MCA Reading	03/08/2027 - 05/07/2027															
MTAS Reading	03/08/2027 - 05/07/2027					✿	✿	✿	✿	✿	✿		✿			
MCA Science	03/08/2027 - 05/14/2027															
Alternate Science	03/08/2027 - 05/07/2027							✿			✿			✿		

 Administered to all students

 Administered to students receiving English Language Learner (ELL) Services

 Administered to students who meet qualification requirements outlined by The Minnesota Department of Education (MDE)

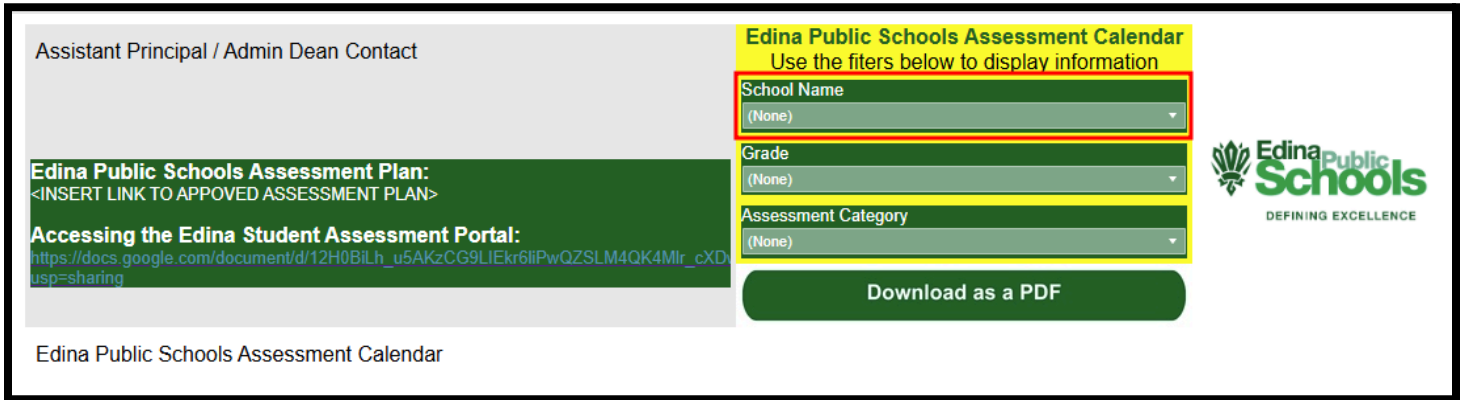
Source: <https://education.mn.gov/mde/dse/test/PROD084891>

# Assessment Calendar

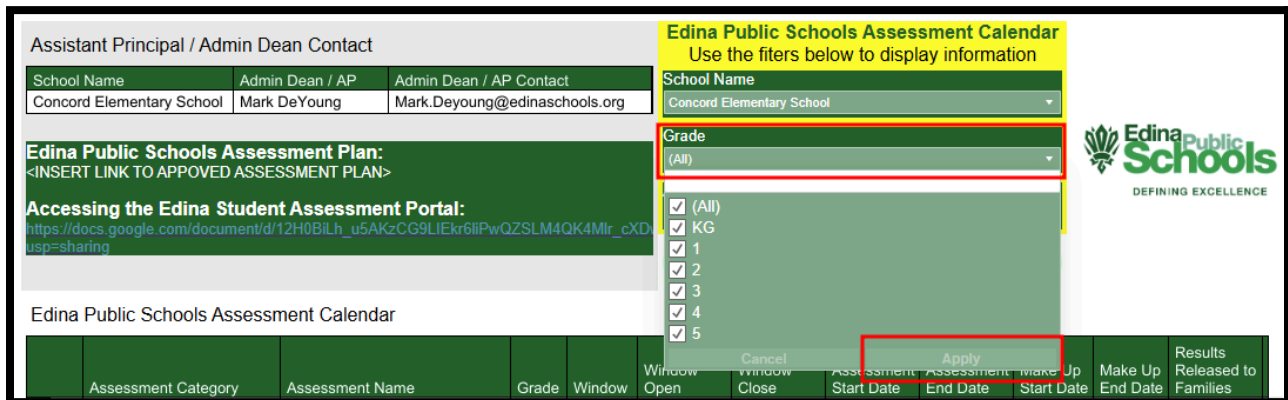
## Online Assessment Calendar

Using the Assessment Calendar

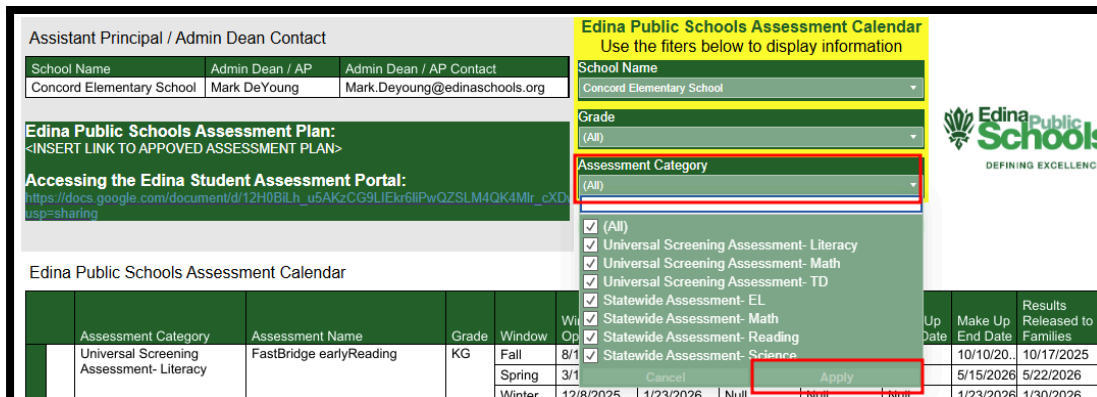
1. Access the [Assessment Calendar](#)
2. Filter the calendar
  - a. Select your School from the drop list.



- b. Select your Student/s Grade/s from the Grade drop list and click the apply button



- c. Optional Select the category of assessment you wish to view and click the apply button



3. You can download the calendar as a PDF by clicking the **Download as a PDF** button.

III.C. International Travel Administrator  
Requirement Protocol



**Board Workshop:** April 22, 2025

**Title:** International Travel Administrator Requirement Protocol

**Type:** Discussion

**Presenter(s):** Jody De St Hubert, Director of Teaching and Learning

**Description:** The requirement of an administrator attending an extended international travel experience as an additional chaperone has been a long standing practice in Edina Public Schools. Lawyer, Trevor Helmers, has confirmed that this practice is not outlined in policy. Throughout regular collaboration cycles with staff on extended international travel it has become clear that this requirement, coupled with the large number of extended international travel experiences offered in Edina, is creating challenges for Edina Administrators and trip coordinators. Some of these challenges include administrator capacity and cost increases to students and families.

After consultation and collaboration with Lawyer Trevor Helmers, Edina Administrators and Staff, and the Teaching and Learning Board Committee we are recommending that an adjustment be made to the practice of requiring an administrator on all extended international travel.

All stakeholders agreed that ensuring a quality experience for all participating students and staff should remain a priority and that in many travel situations it is important to have an administrator present. The use of the following guide as part of the application process to support all extended international travel moving forward would ease the capacity and financial challenges, as well as ensure a quality experience for all students and staff.

The final decision would be determined by the Director of Teaching and Learning in consultation with the building administration and the travel coordinator while processing the [extended international travel application](#).

**CRITERIA for ADMINISTRATION ATTENDANCE on INTERNATIONAL TRAVEL:**

*\*Administration Support will be provided for all international travel*

	<b>Administration Chaperone Required to <u>attend</u> the international travel experience</b>	<b>Administration Support Plan Required with 24 hour support from Edina <u>but not attendance</u> on the travel experience</b>
<b>YEARS OF EXPERIENCE</b>	The organizer has less than 3 years of experience on international travel.	The organizer has 4 or more years of experience on international travel.
<b>ADMINISTRATIVE LEADERSHIP</b>	The organizer has little to no administrative leadership experience.	The organizer has an administration license and/or administrative leadership experience.
<b>ADULT TO STUDENT RATIO</b>	The adult chaperone support is provided solely by Edina staff.	There is additional adult supervision on the travel experience due to the travel company's adult student ratio OR due to the travel experience being structured as an immersion experience with a home-stay.
<b>TRAVEL COMPANY EXPERIENCE</b>	There is a new travel company and/or immersion partnership being used.	There is a long standing travel company and/or immersion partnership being used.
<b>NUMBER OF STUDENTS</b>	The group of students is more than 50.	The group of students is less than 50.

**Recommendation:** No recommendation is being made at this time. This presentation is an update for board discussion.

**Desired Outcome(s) from the Board:** Please review the information and come prepared with your initial reactions (comments and questions) on the recommended change in practice, as well as the next steps in process to respond to the recommended change.

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**