

## **Work Session**

Monday, October 13, 2025 5:00 PM

ECC 350 and Virtual, 5701 Normandale Road, Edina, MN 55424

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

**II. Approval of Agenda**



**School Board Work Session**  
**Monday, October 13, 2025; 5:00 PM**  
**ECC Room 350 and Virtual\***

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
  - A. Edina Virtual Pathway (EVP) Update

**Description:** This board report is intended to provide a status update on the development and management of the Edina Virtual Pathway Program. The report provides background information, a success metrics update, a description of changes, and next steps.

**Presenter(s):** Nate Swenson, Assistant Superintendent; and Steven Cullison, EVP Supervisor
  - B. Continuous Improvement Plans Update

**Description:** Each year, Edina schools develop continuous improvement plans for their sites. The attached presentation will provide the school board and community with an overview of the process used for the 2025-2026 school year.

**Presenter(s):** Nate Swenson, Assistant Superintendent; Chris Holden, Normandale Elementary Principal; and Patrick Bass, Valley View Principal
  - C. 2023-2025 Data Metrics Plan Board Update

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

**Presenter(s):** Jody De St. Hubert, Director of Teaching & Learning; and Greg Guswiler, Teaching & Learning Data Programming Analyst and Coordinator
  - D. 2025-2027 Data Metrics Plan Board Update

**Description:** The 2025-2027 Data Metrics Plan represents the next phase of the district's Comprehensive Assessment System. This system guides how data are collected, analyzed, and applied to align district initiatives with the 2020-2030 Strategic Plan and to drive continuous system-level improvement. Through the

NOTE: School Board members may participate by interactive technology  
as permitted by Minnesota Statute 13D.02

creation and implementation of the Data Metrics Plan, Edina Public Schools continues its commitment to each and every student.

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

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**

\* One board member will participate virtually.

### III. Discussion

III.A. Edina Virtual Pathway (EVP) Update

**Speaker (s) :** Nate Swenson, Assistant Superintendent; and Steven Cullison, EVP Supervisor



**Board Meeting Date:** 10/13/2025

**Title:** Edina Virtual Pathway (EVP) Update

**Type:** Discussion

**Presenter(s):** Nate Swenson, Assistant Superintendent; and Steven Cullison, EVP Supervisor

**Guests:** Jessica Cramer (EVP Parent); Eloise Bethea (EVP 10th Grade Student)

**Description:** This board report is intended to provide a status update on the development and management of the Edina Virtual Pathway Program. The report provides background information, a success metrics update, a description of some recent changes, and next steps.

**Recommendation:** No recommendation is being made at this time. This item has been prepared for board discussion.

**Desired Outcome(s) from the Board:** Please bring forth questions you have for the presenters.

**Attachment(s):**

- See following report

The EVP update includes the following sections:

- Five Highlights
- History and Evolution of Edina Virtual Pathway
- Success Metrics Discussion
- Recent Changes to Programming
- A Vision for the Future
- Summary

### **Five Items to Note**

1. Enrollment has increased from 35 to 110 students since the 22-23 school year.
2. EVP implemented synchronous classes over Google Meet this year, a change from past practice.
3. Several student achievement measures, including graduation rate, reading proficiency, and MCA participation increased last year.
4. For the fourth straight year, EVP projects to generate revenue that exceeds its costs, off-setting insufficient funding for other EPS programs.
5. Participation rates in non-coursework (MCAs, surveys, conferences) by students and families remain low.

### **History and Evolution of Edina Virtual Pathway**

EVP, like all schools in the district, exists to support the district's Mission and Vision and to further its Strategic Plan. The program uniquely contributes by providing instruction in a different setting and different modality than in-person schools, resulting in:

- Opportunities to advance critical thinking and student engagement in order to appropriately challenge every student (Strategy A).
- A differentiated educational experience (Strategy A).
- A learning environment that supports equity by eliminating structural barriers to success (Strategy B).
- Development of skills for students for healthy lifestyles including living effectively with technology and assured access to wellness programs (Strategy C).
- An environment that is conducive to learning (Strategy C).
- Responsiveness to enrollment trends while retaining current students (Strategy D).
- Strong financial stewardship through careful spending and student retention (Strategy E).

Edina Virtual Pathway serves fully online students in grades 9-12. Previously, an elementary-level program served students until enrollment declined, closing after the 2022-2023 school year. In its first two years as an online high school, EVP also served

partially online EHS students. Beginning with the 2024-2025 school year, EHS took ownership of online instruction of its students, allowing EVP to focus on providing excellent service to fully online students.

In 2024, EVP began offering summer enrichment courses in math and science, predominantly to EHS students and rising 9th graders coming from Valley View and South View. In 2025, 52 students benefited from this tuition-based opportunity. The same year, EVP hosted the first annual Minnesota Online Educators Summit, a professional development event that now serves over 100 educators from throughout the state each year, and awards the Minnesota Online Educator of the Year Award. This summit provides the opportunity for Edina online teachers to compare best practices with their peers from online schools throughout the state.

In a little over three years of operation, EVP has grown from 35 students to 109. For the 2025-2026 school year, it added four dedicated teachers in language arts, math, social studies, and science, allowing for the introduction of synchronous instruction over Google Meet in core area classes. This change also allows teachers to participate in professional development tailored to supporting students in an online environment. In addition, the new staff members participate in the Student Support Team, adding vital teacher voices to the group, which is largely responsible for developing and implementing interventions to support students.

This year, in response to feedback from stakeholders, and in keeping with state guidance, EVP improved its attendance procedures in a way that helps ensure accuracy while reducing work for teachers and increasing flexibility for students. Students are now required to check in and engage every school day, rather than a set number of times per week. This allows for daily attendance updates for families.

## **Demographics of Participating Students**

105 students are included in the most recent enrollment analysis data.

Enrollment by Type (n=105):

- Resident - 24 (22.86%)
- Foreign Exchange - 2 (1.90%)
- Open Enrolled - 79 (75.24%)

Of those open-enrolled, 45 (56.25%) previously attended school in-person in Edina.

Enrollment by Grade (n=105):

- 9th - 14

- 10th - 25
- 11th - 30
- 12th - 36

Enrollment by Race (n=105):

- Black or African American: 65 (61.9%)
- White: 26 (24.8%)
- Two or More Races: 7 (6.7%)
- Hispanic/Latino: 6 (5.7%)
- Asian: < 5 (1.0%)

Eligibility for Services/Supports:

- 11.21% receive special education services (EHS - 10.68%)
- 6.54% qualify for accommodations under a 504 plan (EHS - 12.34%)
- 0.56% receive support for English Language Learners (EHS - 4.4%)
- 37.38% qualify for FRPM/Educational Benefits (EHS - 16.67%)

Reasons for Enrolling:

When asked 'What brings you to online learning?', over the past two years, students and families have most frequently responded:

- Want an Edina education, including potentially at EHS one day (25%)
- Flexibility in schedule or pacing (23%)
- Health (13%)
- Activities/Athletics (12%)
- Outside Responsibilities (10%)
- Poor In-Person Experience (9%)
- Accommodate Travel/Move (6%)

**Success Metrics**

Several metrics have been identified to evaluate the extent to which the Edina Virtual Pathway provides a rigorous and engaging learning experience.

1. Retention of learners as monitored through enrollment patterns
2. Student achievement trends and outcomes
3. Satisfaction of stakeholders, including students, families, and staff
4. Fiscal responsibility

These indicators may be viewed as minimum requirements for the success and continued viability of EVP; however, the goal is to exceed these expectations and to operate one of the most innovative and rigorous online programs in Minnesota.

### Enrollment

Enrollment in EVP has grown meaningfully each year. By the end of the 2025-2026 school year, enrollment is expected to reach up to 130 students. This growth is an indicator of satisfaction in the school on the part of students and families, and is in part the result of the strong reputation that good word-of-mouth provides.

2022-2023	2023-2024	2024-2025	2025-2026
35 <sup>^</sup>	66 <sup>^</sup>	85 <sup>^</sup>	110

*\*Secondary only*

*<sup>^</sup> Numbers are estimates, drawn by averaging first and second semester enrollment at the conclusion of each semester.*

EVP plans to grow by 20-25 students per year, aiming for 175 full-time enrollments by the 2028-2029 school year.

### Student Achievement Trends and Outcomes

#### Grades

- 2022-2023
  - Passing rate: 77.97%, B- or better rate: 48.47%
- 2023-2024
  - Passing rate: 87.52%, B- or better rate: 59.15%
- 2024-2025\*
  - Passing rate: 79.85%, B- or better rate: 48.65%

*\*For comparison's sake: EHS had a passing rate of 98.80% and a B- or better rate of 80.51% last year.*

Over the 25-26 school year, EVP aims for an 86% passing rate in its classes, with a goal of 90% by 27-28. By 27-28, it also aims for a 75% B- or better rate across all classes.

#### Attendance

	2023-2024	2024-2025	2025-2026
Portion of students with consistent attendance (90% or better)	79.7%	57.58%*	61.11% <sup>^</sup>

*\*For comparison's sake: EHS had a rate of 76.99% last year. Online high schools, overall, had an average rate of 65.35% in 2023-2024.  
^In progress as of 9/23*

Over the 25-26 school year, EVP aims for at least 65% of students to reach the 90%-or-better threshold for attendance, with a goal of 75% by 27-28.

**Graduation Rates**

Improvements in service to students, and a reduction in the number of students requiring one or more summer courses to complete their requirements contributed to a much improved graduation rate in 2025.

2023	2024	2025
56% (5/9)	64% (21/33)	84% (25/29)

EVP's graduating class of 2026 is less credit-ready than its immediate predecessor. EVP aims to reach a graduation rate of at least 80% this year, with an aim to return to a rate of 85% the following year and to increase that by 1-2% in the following years.

**Assessment**

**MCA's**

A goal for EVP is to continue to increase participation rates in standardized testing (a challenge faced by many online programs throughout the state). Progress in this area was made in 2025, but the number of completed tests remains too low, in part due to the small size of EVP, for them to be useful when evaluating instructional efficacy.

	2023	2024	2025
Reading	100% (n=1) <i>Participation rate: 12.5%</i>	28.57% (n=7) <i>Participation rate: 50%</i>	42.86% (n=14) <i>Participation rate: 56%</i>
Math	0% (n=1) <i>Participation rate: 10%</i>	25% (n=4) <i>Participation rate: 36.36%</i>	16.67% (n=6) <i>Participation rate: 21.43%</i>
Science	0% (n=1)	0% (n=3)	22.2% (n=9)

	<i>Participation rate: 25%</i>	<i>Participation rate: 50%</i>	<i>Participation rate: 45%</i>
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EVP seeks to establish a baseline of 50% participation across all MCA tests beginning in 2026 and to increase that to 55% by 2027.

*FastBridge*

Beginning with the 25-26 school year, EVP has begun assessing reading in all grades, including 11 and 12, using FastBridge. By leveraging live classes over Meet, the participation rate will grow.

Students who demonstrate a high risk of not meeting adequate growth in their reading level will be recommended to an intervention class. Increases across years, and from fall to spring within years, will serve as indicators of EVP’s success in serving students in the area of literacy.

	23-24	24-25	25-26
Fall (Low-Risk or Exceeds)	50% (n=20 )	53.3% (n=15)	56.41% (n=39)
Spring (Low-Risk or Exceeds)	83% (n=6)	50% (n=5)	

By spring 2027, EVP aims to increase the percentage of students who demonstrate proficiency on the spring literacy universal screening assessment from 50% to 80%

*IXL*

For the first time in 2025-2026, EVP is conducting skills screenings for all math students to gauge growth over the course of the school year. This data serves as the baseline, with an update on student growth to be provided next year.

	25-26
At or above grade level (fall screening)	46.15% (n=52)

By spring 2027, EVP aims to increase the percentage of students who demonstrate that they are at or above grade level in their math skills to 80%

### Satisfaction of Stakeholders

Programs must incorporate stakeholder voices, and no measurement of Edina Virtual Pathway’s progress or success could be complete without asking the students, families, and teachers for their perspectives.

In the spring of 2025, the EVP Supervisor conducted interviews with students. When asked what they liked about EVP, flexibility in schedule was the most popular response. Tellingly, when asked what they would change or improve, the most popular answer was “nothing.” In a survey conducted during September of 2025, 100% (n=8) of students conveyed that they are satisfied or highly satisfied with their experience so far this year in EVP.

In September of 2025, parents and guardians were asked for feedback about their satisfaction with EVP to date. 100% (n=9) of families conveyed that they are satisfied or highly satisfied.

Also in the spring of 2025, 92% (n=29) of EVP teachers reported feeling a sense of belongingness in our school (the remaining 8% gave a neutral response to the question.) The previous year, 96.5% of respondents stated that they felt trusted “to work the way they think is best,” a measure of the degree to which staff feel their expertise is appreciated.

These results conform to a pattern of consistently high levels of satisfaction in all measures, by students, families, and staff.

### Financial Responsibility

In each of its first three years, EVP served students while operating at or below its budget allocation. Additionally, the revenue generated by students enrolled in EVP has been higher than the budget outlay, resulting in substantial contributions to the district’s general fund.

	22-23 <sup>^</sup>	23-24	24-25	25-26 (projected)
School Revenue*	\$424,998	\$903,707	\$1,124,627	\$1,329,982
Budget	\$0	\$510,112	\$578,967	\$705,164
Expenditures	\$233,379	\$488,955	\$570,371	\$661,989
Impact on District Finances	+\$191,619	+\$414,752	+554,256	+\$667,993

\*Calculated using average enrollment multiplied by the general state aid funding formula, with adjustments for students paying tuition.

^Numbers reflect the impact of Secondary EVP, which did not have its own budget but was funded out of the Elementary EVP budget.

Edina Virtual Pathway contributes to the financial wellness of the district by helping to retain the enrollment of students who might otherwise leave the district in order to learn online. Some of the 45 students who have moved from in-person to online may have done so permanently, while others may take advantage of the opportunity temporarily during a time of need, whether to participate in athletics or to manage their health.

### **Key Successes and Current Barriers**

Foremost among the examples of EVP's productive evolution is the successful implementation of synchronous classes over Google Meet this year in core-area courses (those required in language arts, math, science, and social studies).

Participation has been strong, both as measured by attendance but also in the form of active engagement during classes. The opportunity for students to build rapport with teachers and to receive expert instruction in a synchronous setting will be the most important driver of programmatic improvement this year for EVP.

The increased graduation rate in 2025 brought EVP closer to its goals in this area and exceeded not only what is typical in online settings but also the last reported overall graduation rate for the state.

The steady growth of EVP, as measured through enrollment, is another cause for celebration for the school. Interest in online learning remains strong and is growing in Minnesota, but only those schools that successfully serve students will thrive in the current competitive environment. That Edina's online school would be among those to rise to the top may not be surprising, but it warrants celebration.

EVP faces some of the same challenges that traditionally come with online instruction. Daily attendance rates are below those at EHS. Rates of participation in MCA tests, while higher than other districts, are lower than those expected in an in-person setting. Similarly, participation rates in clubs and activities for online students are lower than for their in-person peers. A pattern of disengagement from anything that is perceived as optional extends to engagement with families. Participation rates in surveys of parents and guardians, and attendance for teacher conferences or other family events are low. While these instances of reduced engagement/participation in non-instructional activities may be predictable for an online school, overcoming this is an ongoing goal for the school.

## **A Vision for the Future**

EVP currently excels in comparison to other online high schools, but aims to raise its performance to more closely align with that of its in-person partner, Edina High School, and to catch up with older, more established, online schools in enrollment. To these ends, EVP plans the following in the coming years:

### **Course Offerings**

- In the summer of 2026, EVP plans to operate, through collaboration with Options, an internal credit recovery opportunity for its students, which will aid in increasing the school's graduation rate going forward.
- For the 2026-2027 school year, EVP anticipates adding the following course offerings: AP Biology, Marketing, and additional grade levels for AVID.
- By the 2027-2028 school year, if not sooner, EVP plans to offer at least one World Language class.

### **Staffing**

In order to serve larger numbers of students each year, and based upon four years of enrollment trends, EVP anticipates the following increases in staffing in the coming years:

- For the 2026-2027 school year, the EVP counselor position increases from 0.5 to 0.6.
- For the 2027-2028 school year, the EVP language arts, social studies, and math positions increase from 0.8 to 1.0. The science position increases from 0.6 to 0.8.

### **Engagement**

- By spring of 2027, EVP intends to establish an independent Parent Teacher Organization to help support EVP in its work to support students and families.

## **Summary**

By some measures, Edina Virtual Pathway already meets or exceeds the standards of excellence expected of any Edina school. Student, family, and staff surveys, every year, have revealed tremendous levels of satisfaction with the school's services. Enrollment grows each year, and EVP contributes to the financial stability of the district.

By other measures, including graduation rates, grades, and participation rates in state assessments, EVP excels among online schools, but does not yet meet the high levels of achievement found in-person in Edina. Substantial improvements in programming, most notably the implementation of synchronous lessons in core area classes, will help

EVP continue to make gains in these areas. EVP will not be content to simply be excellent by the standards of online schools; it will be excellent by the standards of Edina schools.

III.B. Continuous School Improvement Plan  
Process

**Speaker (s) :** Nate Swenson, Assistant Superintendent; Chris Holden, Normandale Elementary Principal; and Patrick Bass, Valley View Principal



**Board Meeting Date:** 10/13/2025

**Title:** Continuous School Improvement Plan Process

**Type:** Discussion

**Presenter(s):** Nate Swenson, Assistant Superintendent; Chris Holden, Normandale Elementary Principal; and Patrick Bass, Valley View Principal

**Description:** Each year, Edina schools develop continuous improvement plans for their sites. The attached presentation will provide the school board and community with an overview of the process used for the 2025-2026 school year.

**Recommendation:** No recommendation is being made at this time. This item has been prepared for board discussion.

**Desired Outcome(s) from the Board:** Please bring forth questions for the presenters.

**Attachment(s):**

- See Presentation [Slide Deck](#).

**Introduction:**

Edina Public Schools utilizes a Continuous School Improvement Plan (C-SIP) process to intentionally and consistently monitor student academic progress, sense of belonging, and wellness. The C-SIP also tracks school culture and climate, which are key contributors to student success.

The development process for the 2025-2026 school year began in June 2025, led by each school's principal and their team of teacher leaders. This work started with a comprehensive review of data from FastBridge, MCA, and Panorama, among other district metrics. Based on this analysis, teams developed a set of goals, action steps, and aligned metrics to guide their improvement efforts.

These plans are presented to the superintendent and assistant superintendent in the fall for review and feedback. Ongoing progress is tracked through monthly monitoring meetings between the assistant superintendent and principals, with the superintendent joining quarterly. Assistant Superintendent Nate Swenson, Normandale Elementary Principal Chris Holden, and Valley View Principal Patrick Bass will provide an overview of the processes used to lead the C-SIP efforts in their schools.

# Continuous School Improvement (CSIP)

**Nate Swenson, Assistant Superintendent**

**Chris Holden, Principal Normandale Elementary**

**Patrick Bass, Principal Valley View Middle School**



Our Vision

# For Each and Every Student to Discover Their Possibilities and Thrive



## Our Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



Our Core Values

Integrity, Compassion, Courage,  
Commitment, Appreciation,  
*and* Responsibility



# Grounded in our Strategic Plan

## Strategy A: Advance Academic Excellence, Growth and Readiness

1. Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and ***continuous improvement to assure academic achievement and student growth.***
2. Provide a coherent and differentiated educational experience that ***effectively engages, appropriately challenges*** every student academically.
3. Provide expanded, ***timely and effective interventions for students based on data*** and individual needs, through all school phases, PreK-12 and throughout the school year.



# Grounded in our Strategic Plan

## Strategy B: Ensure an Equitable and Inclusive School Culture

2. Create a school culture that ***enhances learning and fosters a sense of belonging*** for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.
3. Support equity by ***identifying and eliminating structural barriers*** to success.

## Strategy C: Foster Positive Learning Environment and Whole Student Support

4. Create ***environments that are conducive to learning*** and facilitate constructive student interaction.



# Grounded in our Strategic Plan

## Strategy D: Develop Leadership Throughout the District

4. Develop and maintain a ***culture of continuous improvement*** based on evidence.

## Strategy E: Engage Parents, Schools and Community

1. Provide ***engagement opportunities and information*** about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.



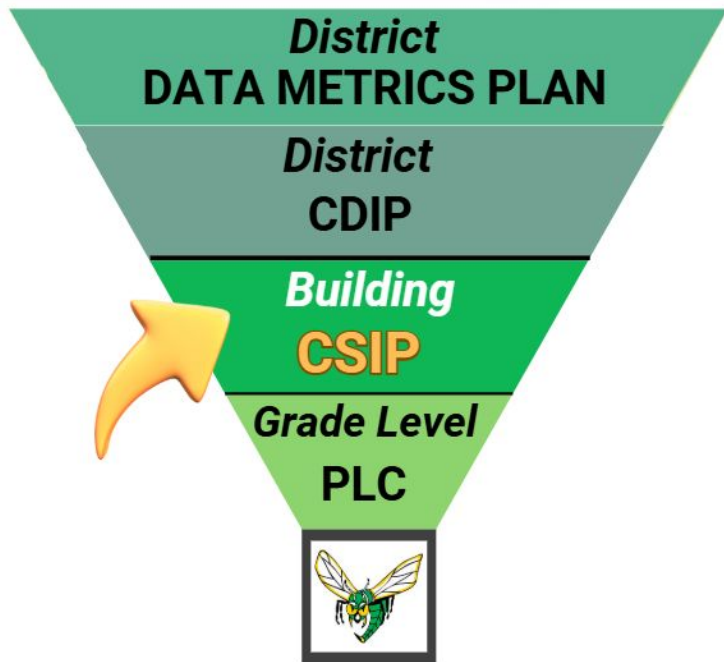
# The CSIP Process

This is a detailed method for improving academic, social-emotional and culture/climate outcomes in a school setting.

The word “Continuous” is especially important as it signifies the responsive and adaptive nature of these plans.



# CSIP Planning Process





# Site CSIP Plans include:

SMART Goals

Action Plans

Key Indicators of Progress

Metrics of Performance



# To create the plan, the site level teams:

Review:

- Previous year site CSIP
- Data Metrics and Goals
- Site Data

Conduct analysis of root cause for persistent barriers to outcomes

Draft CSIP

Continue to adapt and refine plan

# The work of Normandale Elementary





# See CSIP Successes!

## **LITERACY**

3-5 students went from 75% proficient to 79% proficient!

K-2 students went from 81% proficient to 88% proficient!

## **NUMERACY**

K-1 students went from 88% proficient to 91% proficient!

## **CLIMATE AND CULTURE**

The percentage of staff reporting they feel connected to other adults increased from 71% to 79%!

# CSIP & STANDARD PRACTICE...

1 Teachers observing teachers (TOTS)

2 Belonging meetings

3 SEL block and Positive Greetings at the Door (PGD)

4 STAMP assessments





# Normandale 25-26 CSIP Goals



## Literacy

**K-2** students meeting or exceeding the benchmark on French reading assessments will increase from 88% to 90% in spring of 2026.

**3-5** aREADING will increase from 79% to 81% in the spring of 2026.



## Numeracy

**K-1** Early Math will increase from 91% to 93% in spring of 2026.

**2-5** aMath will increase from 87% to 89% in the spring of 2026.



## Climate/Culture

Staff will report decreased levels of work related fatigue and increased levels of adaptability/resilience. Measured by a 4% increase on Q7 and Q9 of the Panorama Well Being survey.

Staff connection to other adults will increase from 79% to 81% in spring 2026 as measured by the Panorama Survey.



# LITERACY

- Benchmark Advance/science of reading implementation
- SLG's aligned to Benchmark Advance/Science of Reading
  - PD days focused on literacy
  - Monthly coaching sessions
  - PLC's/Data Days reviewing formative assessments





# NUMERACY

- Grade levels use Happy Numbers/IXL to set math goals and individualize instruction for students
- Grade levels progress monitor students



# CLIMATE/CULTURE

- Intentionally cultivate practices that promote reflection, positive recognition, and adaptive coping strategies so staff experience greater resilience/adaptability when facing personal and professional challenges.
- Tears and Cheers committee focuses on celebration and connection



# The work of Valley View Middle School





# Valley View 25-26 CSIP Goals



## Staff Wellness

Improve Q3 (Exhausted), Q7 (Overwhelmed) on Staff Wellness Panorama Survey; & Q3 (Positive Attitudes of Colleagues) in School Climate Domain by 5%.



## Numeracy & Literacy

5% increase or better on MCA Reading and Math for our Special Education, Black/African American, and Multilingual students.



## Student Engagement

Engagement on Student Panorama Survey to increase to 40% or better.

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Dear [REDACTED]

For quite some time, I have expressed my gratitude for all that you have done regarding the care and support of our children and staff.

You are an inspiration. Your name and recognition are a source of pride and moments of triumph for all of us.

I never believe in coincidence. I only believe in the power of your leadership.

Respectfully,

# BEST MIDDLE SCHOOLS

**U.S. News** & WORLD REPORT

## PUBLIC SCHOOLS 2025

of sincere gratitude. I look forward to the next round of sincere gratitude. I look forward to the next round of sincere gratitude.

Your esteemed leadership during difficult times has been a source of inspiration for all of us.

Meeting you, I not only gained insight into the challenges of public education, but also the importance of community and collaboration.



QUESTION

> How excited are you about going to your classes?

32% 

responded favorably

▲ 4

from Spring 2024

QUESTION

> How often do you get so focused on activities in your classes that you lose track of time?

33% 

responded favorably

▲ 1

from Spring 2024

QUESTION

> In your classes, how eager are you to participate?

38% 

responded favorably

▲ 3

from Spring 2024

QUESTION

> When you are not in school, how often do you talk about ideas from your classes?

29% 

responded favorably

▲ 5

from Spring 2024

% 

ded  
oly

So...what are we doing?

A collage of several overlapping photographs. The most prominent is a white rectangular card tilted slightly to the right. On this card, the word "ORGANIZATION" is written in large, colorful, 3D block letters. The letters are in various colors: O (pink), R (light blue), G (light green), A (yellow), N (purple), I (brown), Z (white), A (black), T (tan), I (blue), O (green), N (yellow). The background of the collage includes a stone wall, a wooden walkway, a person's legs, a grey textured wall, and a yellow house in the distance.

ORGANIZATION



# Questions?



Thank you!

III.C. 2023-2025 Data Metrics Plan Board Update

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



DEFINING EXCELLENCE

**Board Meeting:** October 13, 2025

**Title:** 2023-2025 Data Metrics Plan Board Update

**Type:** Discussion

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

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

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

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

### **What this report covers**

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

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

### **How the report is organized**

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

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

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

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



## Overview

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

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

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

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

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

## In This Executive Summary

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

## Overview of Key Findings

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

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

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

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

### Unique Learners:

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

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

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

### Top Three Systemwide Celebrations

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

### Top Three Systemwide Challenges

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

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

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

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

## **Multi-Tiered System of Supports**

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

## **Professional Learning**

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

## **Note on Early Learning Family Center**

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

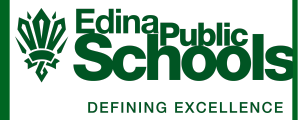
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# Edina Public School 2023-2025 Data Metrics Report

## K-12 Literacy Foundations



### Rationale

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

### Where We Are Now: Spring 2025 Data

#### Elementary

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

#### Middle School

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

#### High School

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

### Successes

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

### Areas for Growth

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

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

## Where We Are Going (2025-27)

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

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

### What Professional Learning will be prioritized?

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

### What adjustments will be made to district-wide systems?

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

## 2025-2027 Goals

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

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

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

Progress will be monitored across all student subgroups.

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

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

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

### K-5 Literacy Foundations: FASTBridge Universal Screening

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

### 6-8 Literacy Foundations: FASTBridge Universal Screening

Focus Area: 6-8 Literacy Foundations: FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
6th-8th grade students are reading at grade level.	In the spring of 2025, 83% of 6th students will have met literacy proficiency as evidenced by performance on the FASTBridge aReading universal screener.	83.00%	77.41%	78.34%	Positive Growth or Statistically Neutral	82.53%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 32% of 6-8 students will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for aggressive growth is 25%</i>	32.00%	20.63%	12.39%	Not On Track	13.67%	Goal Not Met
	In the spring of 2025, at least 55% of 6-8 students will have typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for typical growth is 60%</i>	55.00%	39.08%	36.28%	Not On Track	44.10%	Positive Growth or Statistically Neutral
6th - 8th grade FASTtrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for aggressive growth is 25%</i>	50.00%	34.78%	25.11%	Not On Track	17.94%	Goal Not Met

## 9th Grade Literacy Foundations: FASTBridge Universal Screening

Focus Area: 9th Grade Literacy Foundations FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
9th grade FASTTrack students demonstrating below grade level reading performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 9th grade students demonstrating below grade level reading performance will have achieved aggressive growth from fall to spring on the FASTBridge FASTTrack universal screener.* <i>*National Norm for aggressive growth is 25%</i>	50.00%	54.59%	26.09%	Not On Track	17.60%	Goal Not Met

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

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

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

Focus Area: 6-8 Literacy Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet literacy learning targets based on MN state standard	In the spring of 2025, 78% of 6-8 grade students will demonstrate meeting literacy learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	78.00%	70.36%	74.10%	Positive Growth or Statistically Neutral	77.50%	Positive Growth or Statistically Neutral

## High School English Language Arts

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

# Edina Public School Data Metrics Report

## K - 12 Numeracy Foundations



### Rationale

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

### Where We Are Now: Spring 2025 Data

#### Elementary

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

#### Middle School

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

#### High School

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

#### Successes

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

#### Growth Areas

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

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

## **Where We Are Going (2025–27)**

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

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

### **What Professional Learning will be prioritized?**

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

### **What adjustments will be made to district-wide systems?**

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

## **2025–2027 Goals**

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

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

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

Progress will be monitored across all student subgroups.

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

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

**KEY**

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

**K-5 Numeracy Foundations: FASTBridge Universal Screening**

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

**6-8 Numeracy Foundations: FASTBridge Universal Screening**

Focus Area: 6-8 Mathematics Foundations: FASTBridge Universal Screening	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
6th grade students apply mathematical knowledge at grade level.	In the spring of 2025, 85% of 6th students will have met math proficiency on the FASTBridge FASTtrack Math universal screener.	85.00%	79.82%	79.65%	Positive Growth or Statistically Neutral	83.98%	Positive Growth or Statistically Neutral
	In the spring of 2025, at least 50% of all 6-8 students will have achieved aggressive growth from fall to spring on the FASTBridge aMath universal screener. <i>*National Norm for aggressive growth is 25%.</i>	50.00%	39.58%	17.79%	Not On Track	25.68%	Goal Not Met
	In the spring of 2025, at least 50% of all 6-8 students will have achieved typical growth from fall to spring on the FASTBridge aMath universal screener. <i>*National Norm for typical growth is 60%.</i>	50.00%	34.53%	40.63%	Positive Growth or Statistically Neutral	38.89%	Positive Growth or Statistically Neutral
6th-8th grade FASTtrack students demonstrating below grade level math performance who achieve aggressive growth at 75th percentile from fall to spring	In the spring of 2025, 50% of 6-8 students demonstrating below grade level math performance will have achieved aggressive or typical growth from fall to spring as evidenced by performance on the FASTBridge FASTtrack universal screener. <i>*National Norm for typical growth is 25%</i>	50.00%	45.77%	26.49%	Not On Track	25.12%	Goal Not Met

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

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

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

Focus Area: 6-8 Mathematics Multiple Measures of Proficiency (Triangulated Data)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet math learning targets based on MN state standards.	In the spring of 2025, 81% of 6-8 grade students will demonstrate meeting math learning targets based on MN state standards by meeting proficiency in 2 of the 3 determined assessments.	81.00%	75.08%	75.55%	Positive Growth or Statistically Neutral	78.65%	Positive Growth or Statistically Neutral

### Middle School Algebra I

Focus Area: Middle School Algebra I	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students will pass Algebra I by the end of 8th grade.	In the spring of 2025, 80% of students will have successfully completed the Algebra I course with a B grade or higher.	80.00%	77.54%	74.96%	Not On Track	80.24%	Goal Met

### High School Mathematics

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

# Edina Public School Data Metrics Report

## K-12 Science Learning Standards



### Rationale

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

### Where We Are Now (Spring 2025)

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

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

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

#### Elementary (5th grade)

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

#### Middle School

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

#### High School

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

### Where We Are Going (2025–27)

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

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

#### What Professional Learning will be prioritized?

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

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

**What adjustments will be made to district-wide systems?**

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

**2025-2027 Goals**

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

**KEY**

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

**Middle School Science**

Focus Area: Middle School Science	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students meet science learning targets based on MN state standards.	In the spring of 2025, 49% of 8th grade Science students will demonstrate meeting science learning targets based on MN state standards by meeting proficiency on the 8th Grade Science MCA.	49.00%	38.82%	46.77%	Positive Growth or Statistically Neutral	36.90%	Goal Not Met

**High School Science**

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

# Edina Public School Data Metrics Report

## K - 12 Social Emotional Learning (SEL)



### Rationale

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

### Where We Are Now (Spring 2025)

#### Elementary (K-2):

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

#### Elementary (3-5):

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

#### Secondary (6-12):

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

## Successes

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

## Growth Areas

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

## Where We Are Going (2025-27)

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

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

### What Professional Learning will be prioritized?

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

### What adjustments will be made to district-wide systems?

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

## 2025- 2027 Goals

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

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

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

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

**KEY**

**K-5 Social & Emotional Learning (SEL)**

Focus Area: K-5 Social Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status	
Students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	In the spring of 2025, 93% of 3rd-5th grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	93.00%	88.00%	89.00%	Positive Growth or Statistically Neutral	90.00%	Positive Growth or Statistically Neutral	
	In the spring of 2025, 92% of students in 3rd-5th will report that they feel excited about learning in the past week.	92.00%	87.00%	88.00%	Positive Growth or Statistically Neutral	89.00%	Positive Growth or Statistically Neutral	
Percentage of K-2 students reported as proficient, score of 3 or better, on ICCAR Values by ICCAR Element. Integrity, Compassion, Courage, Commitment, Appreciation, and Respect are the ICCAR Values of Edina Public Schools.	In the spring of 2025 the % of K-2 students reported as proficient with a score of 3 or better on each ICCAR Values element will be at or above 90% for each element.	Accepts Responsibility	90.00%	90.95%	91.80%	Goal Met	92.20%	Positive Growth or Statistically Neutral
		Completes Work On Time	90.00%	87.47%	87.08%	Positive Growth or Statistically Neutral	87.86%	Positive Growth or Statistically Neutral
		Demonstrates a Positive Attitude	90.00%	95.68%	95.11%	Goal Met	96.52%	Goal Met
		Follows Directions	90.00%	85.11%	83.93%	Not On Track	85.18%	Positive Growth or Statistically Neutral
		Follows School / Classroom Rules	90.00%	85.21%	89.74%	Positive Growth or Statistically Neutral	90.56%	Goal Met
		Handles Conflict Appropriately	90.00%	88.74%	88.55%	Positive Growth or Statistically Neutral	91.16%	Goal Met
		Organizes and Uses Time Appropriately	90.00%	82.21%	83.17%	Positive Growth or Statistically Neutral	82.93%	Positive Growth or Statistically Neutral
		Respects Rights, Diversity, Feelings and Property of Others	90.00%	95.21%	95.22%	Goal Met	95.49%	Goal Met
Percentage of K-2 students reported as proficient, score of 3 or better, on all ICCAR Values calculated as one data point by grade	In the spring of 2025 school year the % of K-2 students reported as proficient with a score of 3 or better on all ICCAR Values calculated as one data point will all be at or above 75%.	75.00%	70.21%	69.05%	Not On Track	70.97%	Positive Growth or Statistically Neutral	

**6-8 Social & Emotional Learning (SEL)**

Focus Area: 6-8 Social and Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students acquire and apply the social emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	In the spring of 2025, 85% of all 6-8 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	85.00%	77.67%	78.66%	Positive Growth or Statistically Neutral	87.00%	Goal Met
	In the spring of 2025, 92% of all 6-8 grade students will report favorably about how often they feel excited in the past week.	92.00%	83.00%	85.66%	Positive Growth or Statistically Neutral	86.00%	Positive Growth or Statistically Neutral

**6-8 Extracurricular and Co-Curricular Involvement**

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

## 9-12 Social & Emotional Learning (SEL)

Focus Area: 9-12 Social and Emotional Learning (SEL)	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students acquire and apply the social emotional competencies.	In the spring of 2025, 87% of 9-12 grade students will report that they have a teacher or other adult from school who they can count on to help them no matter what.	87.00%	77.67%	80.75%	Positive Growth or Statistically Neutral	82.00%	Positive Growth or Statistically Neutral
	In the spring of 2025, 87% of 9-12 grade students will report favorably about how often they feel excited in the past week.	87.00%	83.00%	84.00%	Positive Growth or Statistically Neutral	85.00%	Positive Growth or Statistically Neutral

## 9-12 Extracurricular and Co-Curricular Involvement

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

# Edina Public School Data Metrics Report

## K - 12 Unique Learners: Extended and Accelerated Learning Opportunities



### Rationale

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

### Where We Are Now (Spring 2025)

#### Elementary Grades 3-5

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

#### Middle School

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

#### High School:

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

### Successes

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

### Growth Areas

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

### Where We Are Going (2025-27)

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

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

## What Professional Learning will be prioritized?

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

## What adjustments will be made to district-wide systems?

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

## 2025-2027 Goals

### Participation Goal

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

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

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

### Performance Goal English Language Arts

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

### Performance Goal Math

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

**KEY**

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

## Elementary Advanced and Accelerated Learners

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

## Middle School Advanced and Accelerated Learners

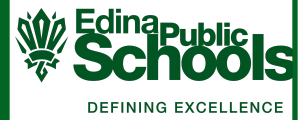
Focus Area: Middle School Extended and Accelerated Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Talent Development pathways are available for students to self select and students who do so, find academic success.	In the spring of 2025, the % of 6-8 students enrolled in extended and/or accelerated talent development pathways will be 62%.	62.00%	51.47%	52.86%	Positive Growth or Statistically Neutral	57.11%	Positive Growth or Statistically Neutral
	In the spring of 2025, 80% of students in grades 6-8 in extended and/or accelerated talent development pathways in ELA/Math/Science will be proficient with no score lower than a B on their S2 report card.	80.00%	73.69%	85.69%	Goal Met	88.88%	Goal Met

## High School Advanced and Accelerated Learners

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

# Edina Public School Data Metrics Report

## K-12 Unique Learners: Special Education



### Rationale

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

### Where We Are Now: Spring 2025 Data

#### Elementary (K-5)

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

#### Middle School (6-8)

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

#### High School (9-12):

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

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

### Successes

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

### Growth Areas

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

### Where We Are Going (2025-27)

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

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

What Professional Learning will be prioritized?

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

What adjustments will be made to district-wide systems?

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

## 2025-2027 Goals

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

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

### Elementary Special Education

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

### Middle School Special Education

Focus Area: Middle School Special Education	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Students with an Individual Education Program (IEP) are making progress toward goals	In the spring of 2025, 79% of 6-8 students with an individual education plan will be meeting and/or making adequate progress towards their Individual Education Program goals.	79.00%	73.84%	95.82%	Goal Met	98.09%	Goal Met

### High School Special Education

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

# Edina Public School Data Metrics Report

## Unique Learners: English Language Learners



### Rationale

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

### Where We Are Now: Spring 2025 Data

#### Overall

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

#### Successes

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

#### Growth Areas

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

### Where We Are Going (2025–27)

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

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

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

**What Professional Learning will be prioritized?**

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

**What adjustments will be made to district-wide systems?**

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

**2025- 2027 Goals**

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

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

**KEY**

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

**Elementary English Learners**

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

**Middle School English Learners**

Focus Area: Middle School English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 6-8 will meet their growth target as defined by MDE.	40.00%	19.23%	24.66%	Positive Growth or Statistically Neutral	19.72%	Positive Growth or Statistically Neutral

## High School English Learners

Focus Area: High School English Learners	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Percent of ML students who met their MDE provided growth target for the year	In the spring of 2025, 40% of ML students in grades 9-12 will meet their growth target as defined by MDE.	40.00%	20.00%	15.38%	Not On Track	16.88%	Goal Not Met

# Edina Public School Data Metrics Report College and Career Readiness at Edina High School



### Rationale

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

## Where We Are Now: Spring 2025 Data

### Overall

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

## Successes

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

## Growth Areas

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

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

## Where We Are Going (2025–27)

### Instructional Focus within the Edina MTSS Framework

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

### Professional Learning Priorities

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

## District-Wide System Adjustments

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

## Next Steps

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

## 2025-2027 Goals Core Indicators

### Key Coursework Proficiency: End of year course grades

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

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

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

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

### Key Coursework Application: ACT Performance

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

### Multilingual Proficiency: Bilingual Seals

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

## 2025-2027 Goals Expanded Indicators

### PSEO and Dual Enrollment

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

data provides a verified baseline.

**Internships/Work-Based Learning**

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

**National Merit Scholars**

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

**KEY**

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

**Edina High School Graduation Rates**

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

**Edina High School Core Indicators of College and Career Readiness**

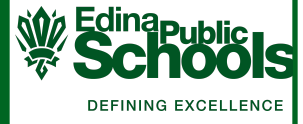
Focus Area: Edina High School Core Indicators of College and Career Readiness	Goal	Goal Value	2022-23 Results	2023-24 Results	Midpoint Goal Status	2024-25 Results	Final Goal Status
Each and every student is College and Career Ready.	In the spring of 2025, 82% of Biology students will earn a final grade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

## Edina High School Expanded Indicators of College and Career Readiness

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

# Edina Public School Data Metrics Report

## K-12 Attendance



### Attendance Rational

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

### Where We Are Now (Spring 2025)

#### Overall

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

#### Successes

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

#### Growth Areas

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

### Where We Are Going (2025-27)

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

### 2025- 2027 Goals

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

**KEY**

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

**K-12 Attendance**

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

III.D. 2025-2027 Data Metrics Plan Board Update

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



**Board Meeting:** October 13, 2025

**Title:** 2025-2027 Data Metrics Plan Board Update

**Type:** Discussion

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

**Description:** The Edina Public Schools 2025–2027 Data Metrics Plan represents the next phase of the district’s Comprehensive Assessment System. This system guides how data are collected, analyzed, and applied to align district initiatives with the 2020–2030 Strategic Plan and to drive continuous system-level improvement. Through the creation and implementation of the Data Metrics Plan, Edina Public Schools continues its commitment to each and every student.

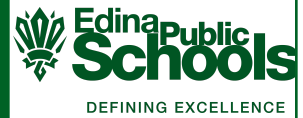
The 2025–2027 two-year plan builds upon the 2023–2025 framework. The 2025–2027 goals are the goals articulated in the 2023–2025 Data Metrics Plan. In order to attain each two year goal, teams will work together to create implementation plans from the responses outlined in the “Where Are We Going” section in the 2023-2025 plan for each focus area. An update on the progress towards spring 2027 goals will be provided in the fall of 2026.

**Recommendation:** To provide an overview of the 2025–2027 Data Metrics Plan for discussion and feedback.

**Desired Outcomes for the Board:** Review the spring 2025 baseline data and proposed 2027 goals, provide feedback on the alignment, clarity, and ambition of the Data Metric goals, and discuss implications for future planning, resource alignment, and instructional priorities.

# Edina Public School District

## 2025-27 Data Metrics Plan Executive Summary



### Overview

The Edina Public Schools 2025–2027 Data Metrics Plan serves as the district’s guiding framework for measuring, interpreting, and using data to drive continuous improvement. It defines systemwide performance expectations, aligns directly with the Strategic Plan, and supports a culture of data-informed decision making. By examining system-level data, the district identifies areas of strength, recognizes opportunities for improvement, and directs resources toward strategies that have the greatest impact on student success and well-being.

### Focus Areas

The 2025–2027 Data Metrics Plan centers on six key focus areas:

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

For each focus area, the plan includes:

- A rationale explaining its importance and connection to district priorities.
- The data elements used to monitor progress.
- The goals to be achieved by spring 2027.

### Alignment and Intent

The 2025–2027 plan builds on the foundation of the 2023–2025 Data Metrics Plan, ensuring continuity while deepening coherence across initiatives. Goals are ambitious yet attainable, generally targeting 3–6% growth over two years, representing steady, sustainable improvement in a high-performing district.

By linking longitudinal data from the 2023–2025 cycle with the new 2025–2027 goals, Edina Public Schools continues to strengthen a reliable and transparent data culture that informs strategic decisions and fosters collective accountability.

Findings from each focus area outlined in the 2023–2025 plan overview sections, together with the detailed spring 2025 data in this report, will inform the implementation plans that outline action steps being created in order to reach the outlined goals. An update on the progress towards spring 2027 goals will be provided in the fall of 2026 ensuring a strong connection between analysis and improvement.

### Commitment to Excellence

Through intentional focus on these six key areas, Edina Public Schools continues its commitment to continuous improvement and educational excellence. The district’s goal is not only to sustain high levels of achievement but also to ensure that every learner experiences growth, feels a strong sense of belonging, and graduates prepared to thrive as a Well-Rounded Edina Graduate.

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## English Language Arts (ELA): Overall Proficiency & Gap Reduction

### Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Monitoring subgroup performance highlights where targeted support is needed to help every student excel.

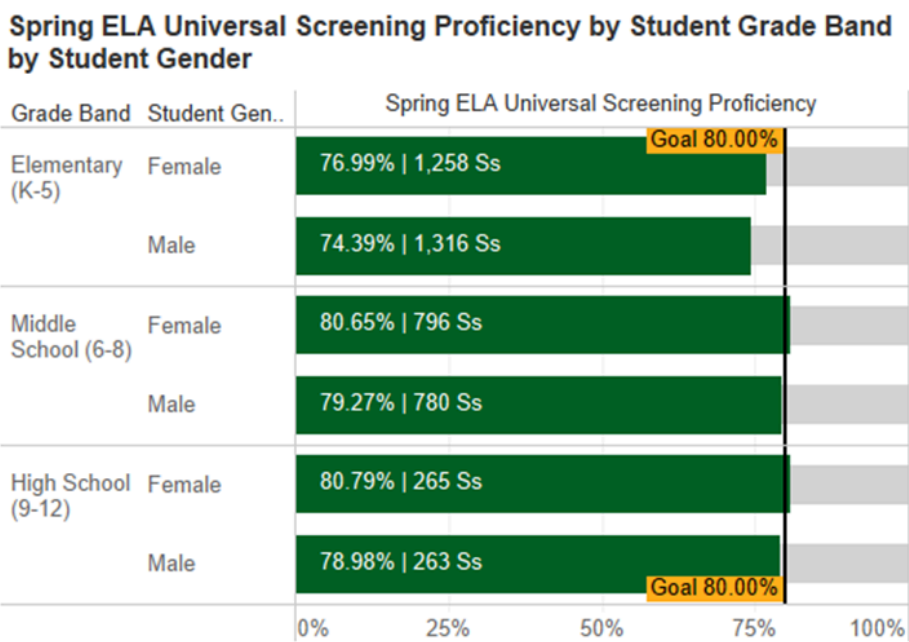
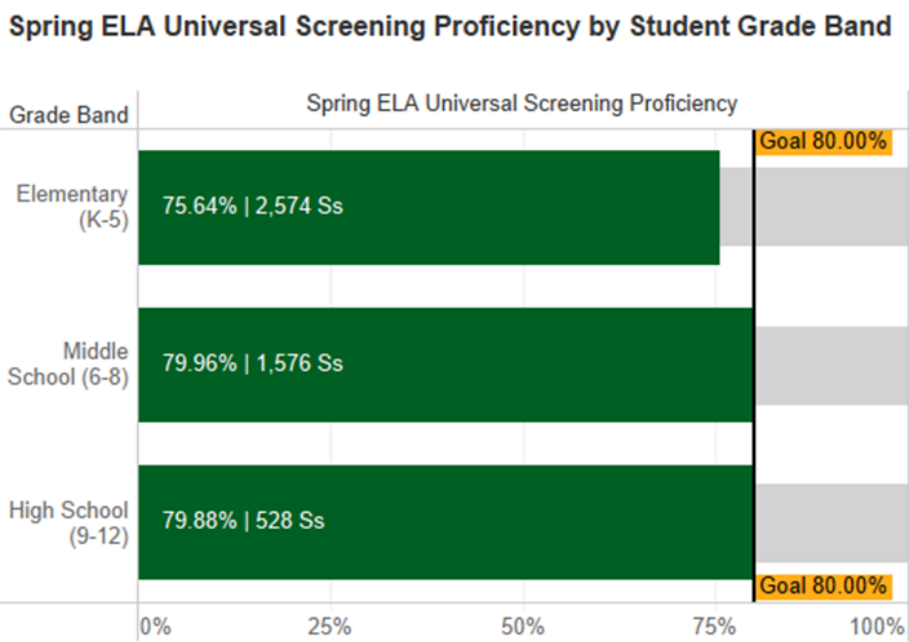
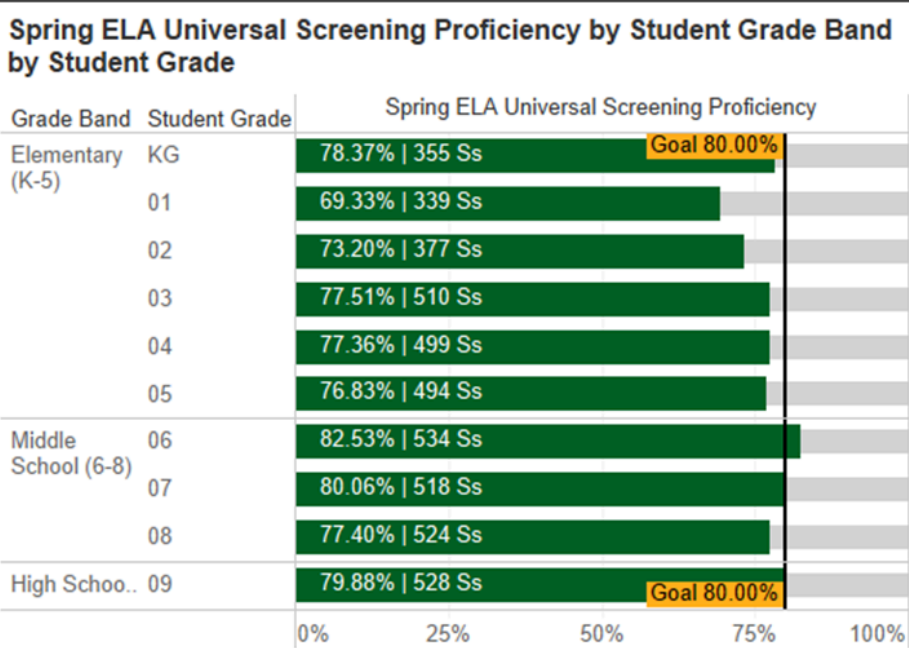
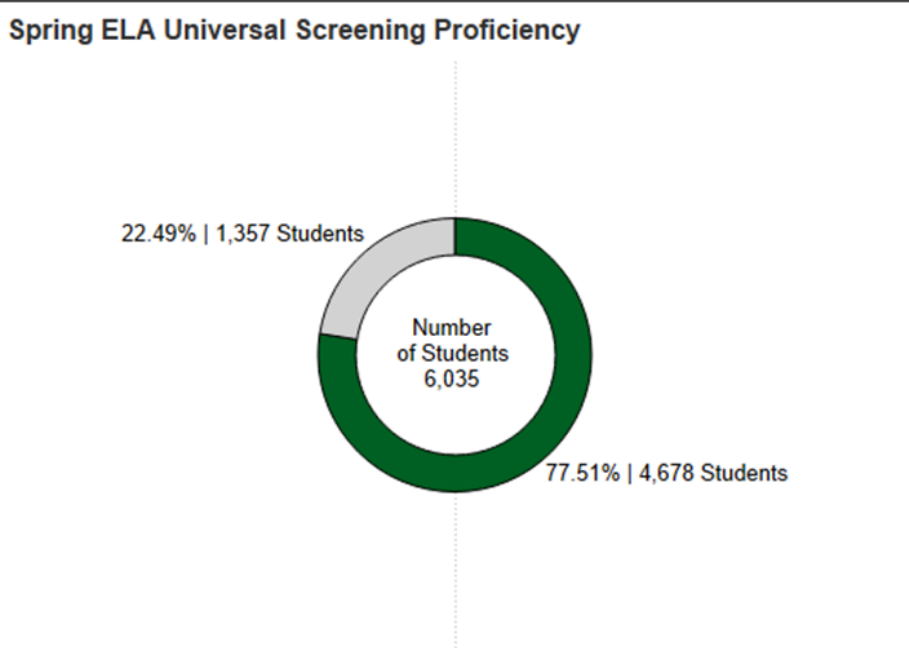
### Data Elements

- Spring FastBridge earlyReading Risk Level (K-1)
- Spring CBMr Risk Level (Grade 2)
- Spring aReading Risk Level (Grades 3-9)
  - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
  - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
  - Students without a risk level are omitted.
- Student demographic data

### 2025-2027 Goals

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

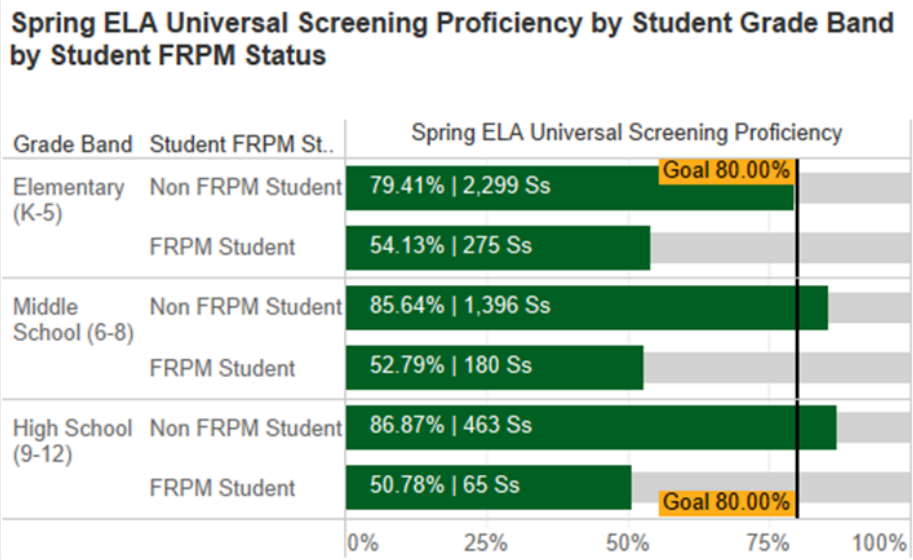
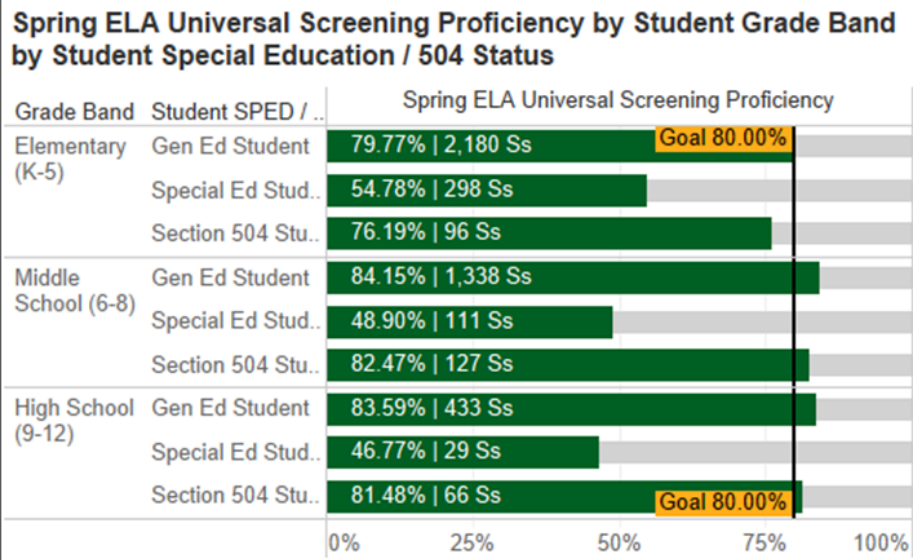
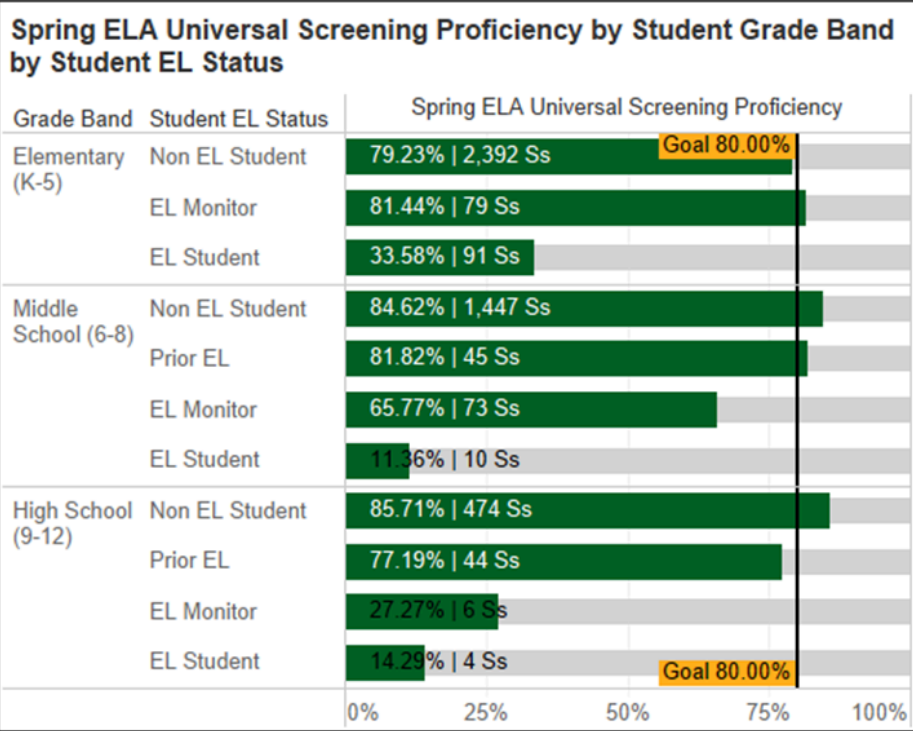
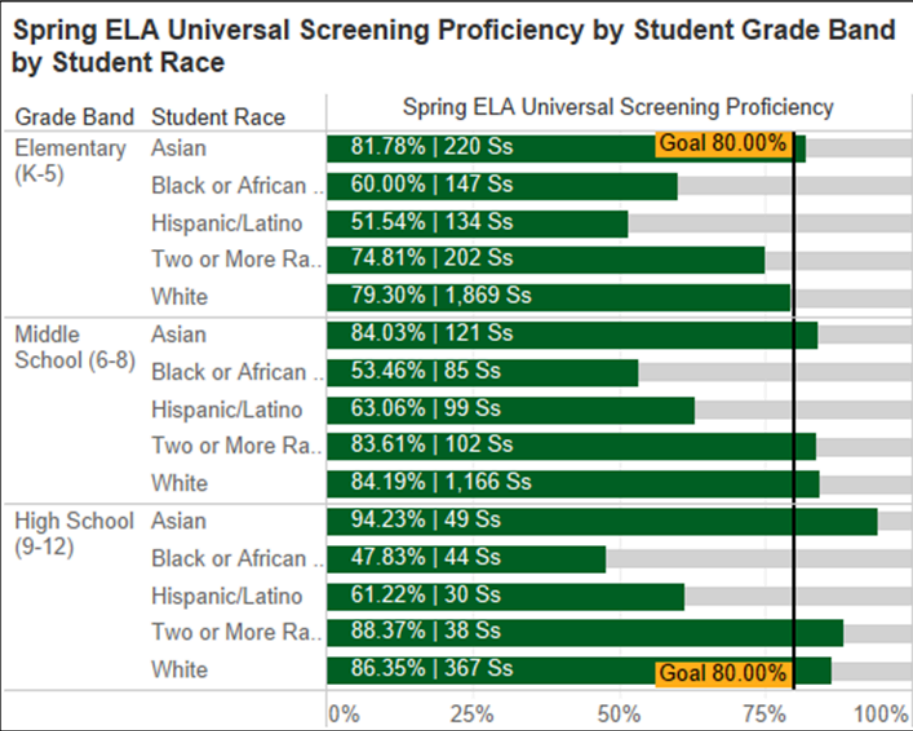
English Language Arts (ELA): Overall Universal Screener Fastbridge Proficiency Data Charts and Graphs



Spring ELA Literacy Proficiency  
■ Proficient    ■ Not Proficient

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

English Language Arts (ELA): Overall Proficiency Data Charts and Graphs Cont.



Spring ELA Literacy Proficiency  
■ Proficient ■ Not Proficient

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

## English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data)

### Rationale

Looking at more than one source of data gives a fuller and more accurate picture of how students are doing in reading and writing. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

### Data Elements

- Reading Universal Fastbridge Screener
  - Spring aReading Risk Level (Grades 3–8)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
  - 10th Grade Students are omitted as they do not have all 3 data elements.
- End-of-the year ELA course grade
  - Elementary students with a score of 3 or 4 on 80% of assessed ELA standards as reported on the students report card.
  - Secondary students with a score of B or better
- MCA Reading calculated together as one data point
  - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
  - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 9th Grade are omitted as they do not have all three data elements.
- Student demographic data

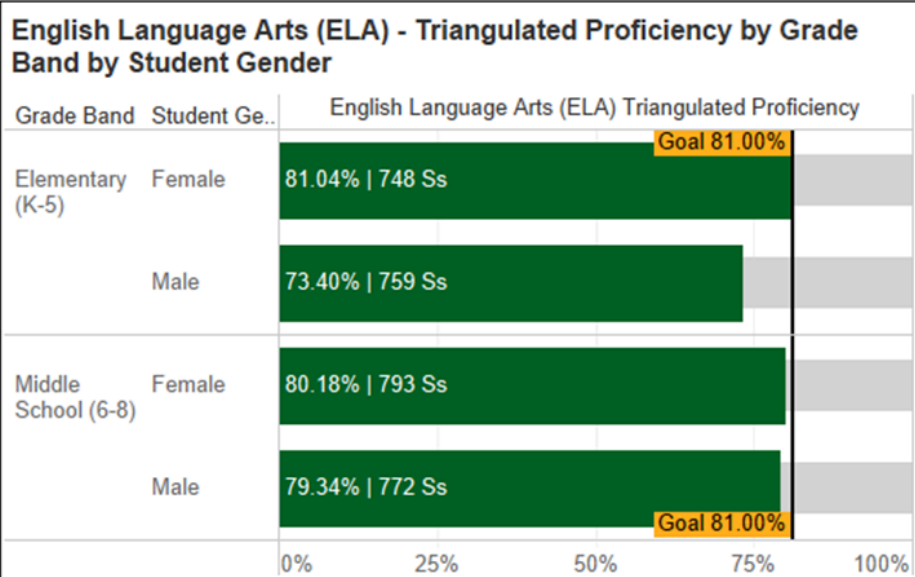
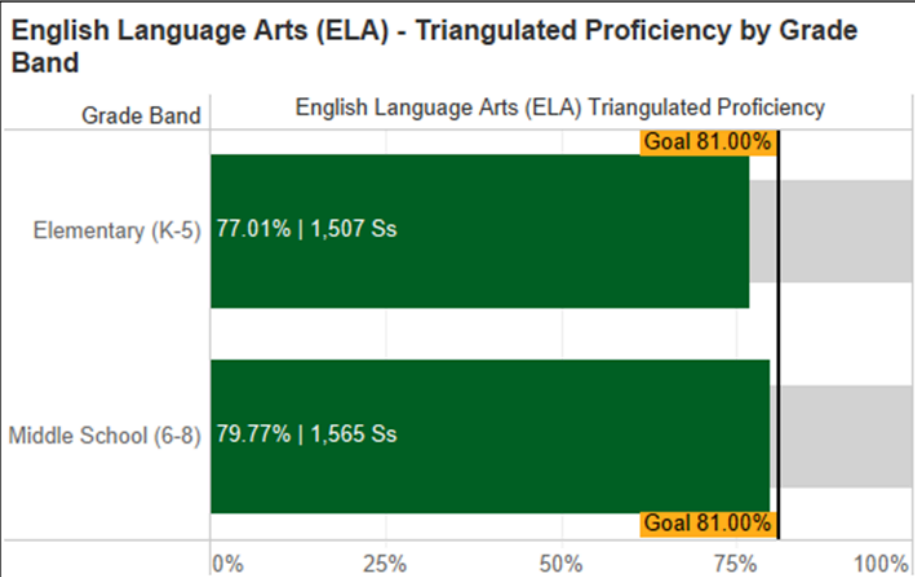
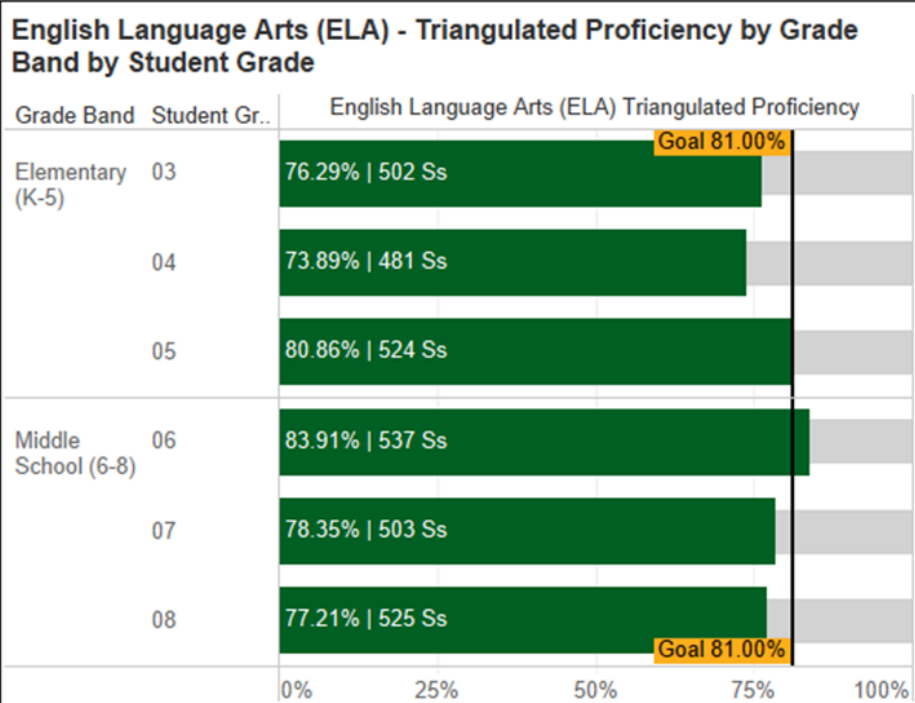
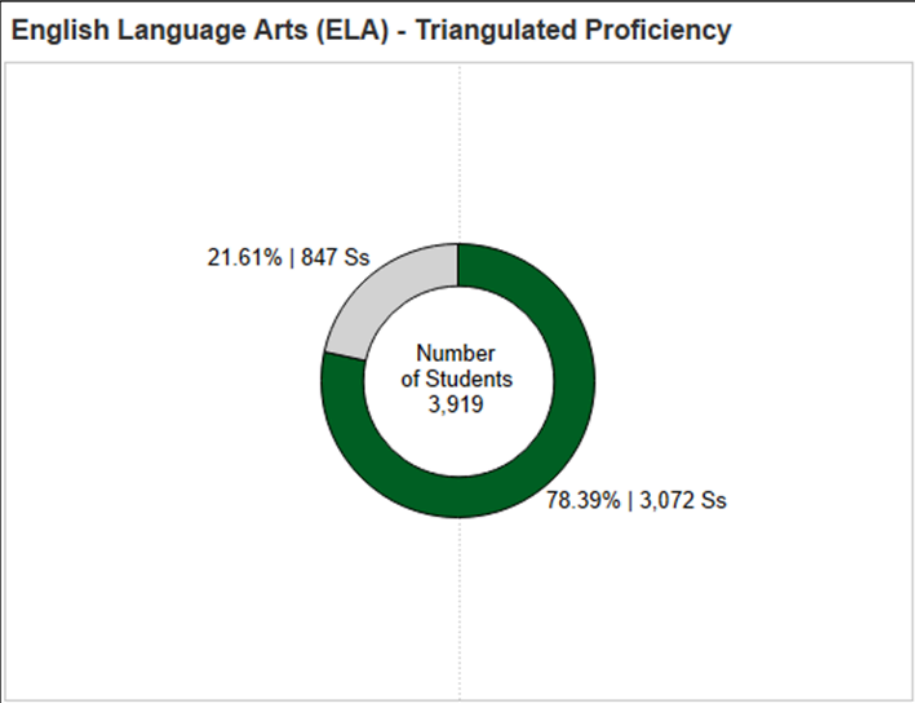
### 2025-2027 Goals

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

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

Progress will be monitored across all student subgroups.

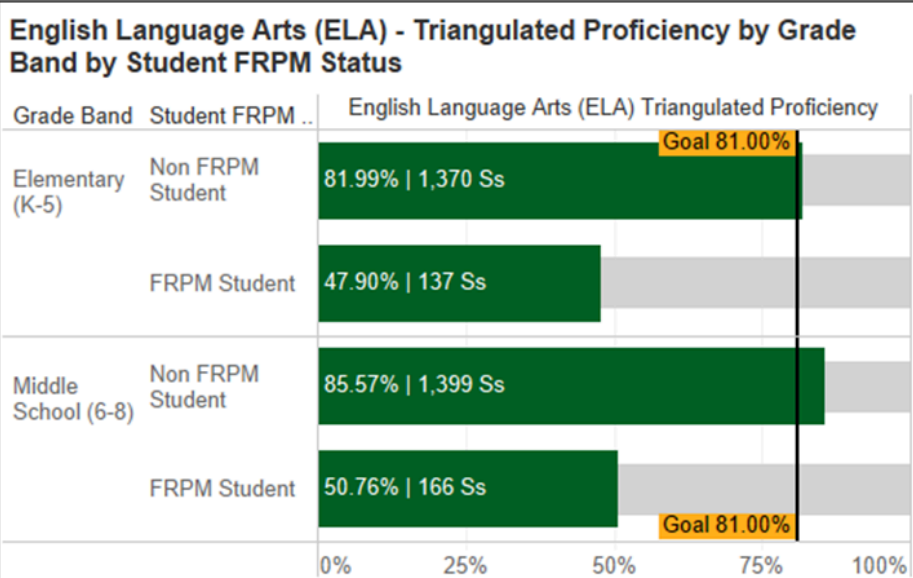
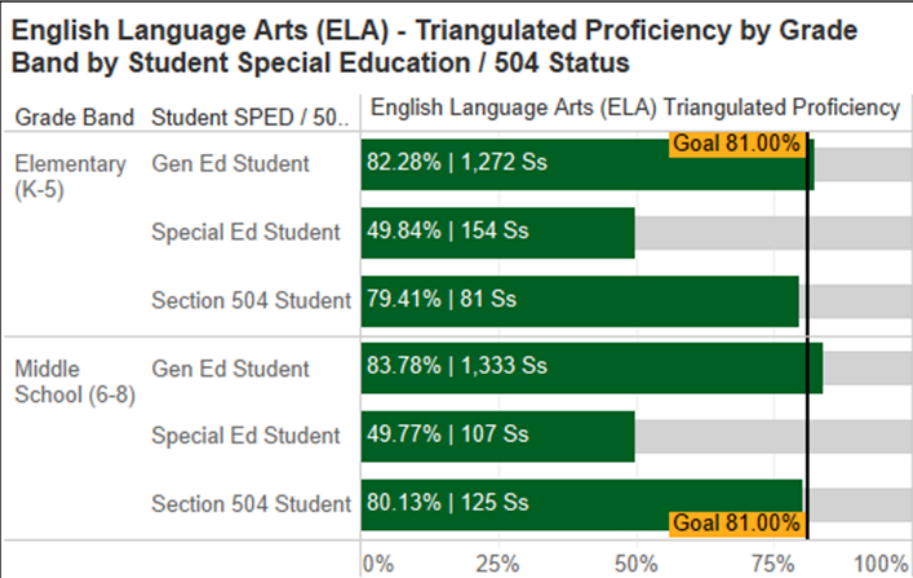
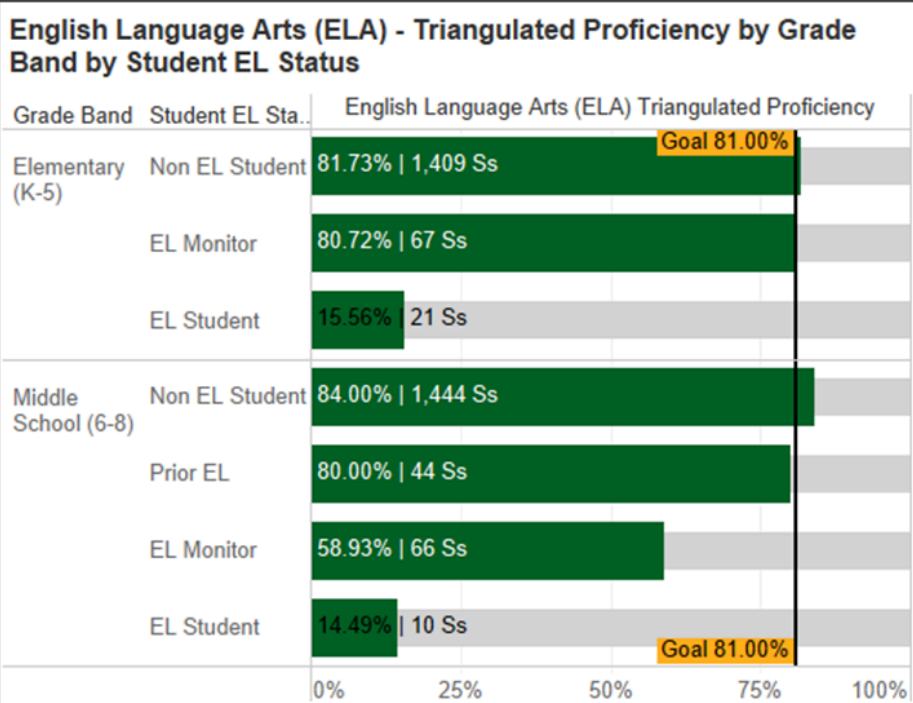
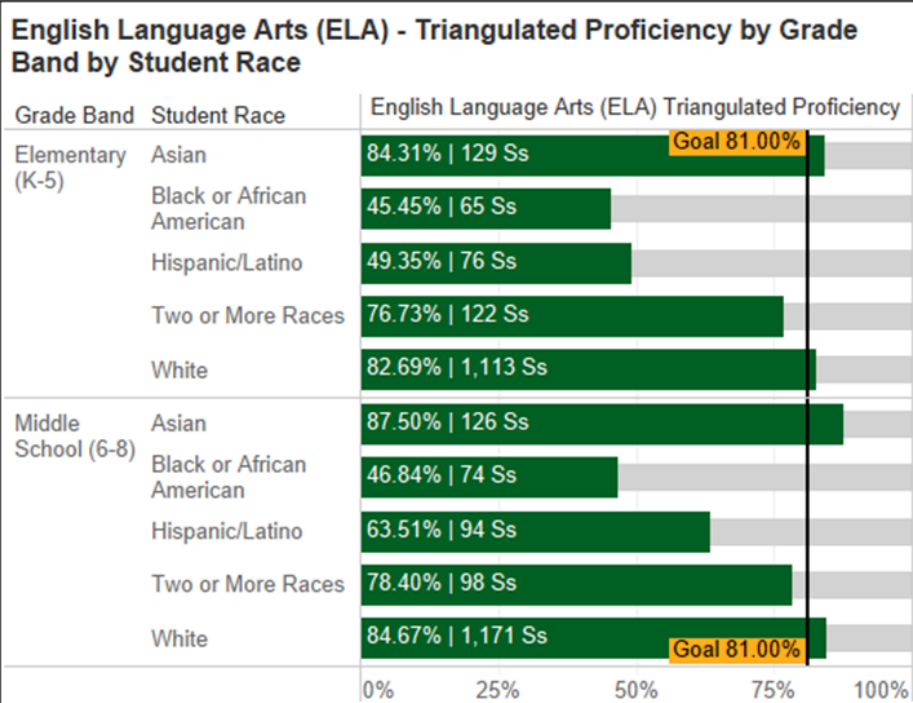
English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs



2 of 3 Data Elements Proficiency  
■ Proficient in 2 of 3 Data Elements     ■ Not Proficient in 2 of 3 Data Elements

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

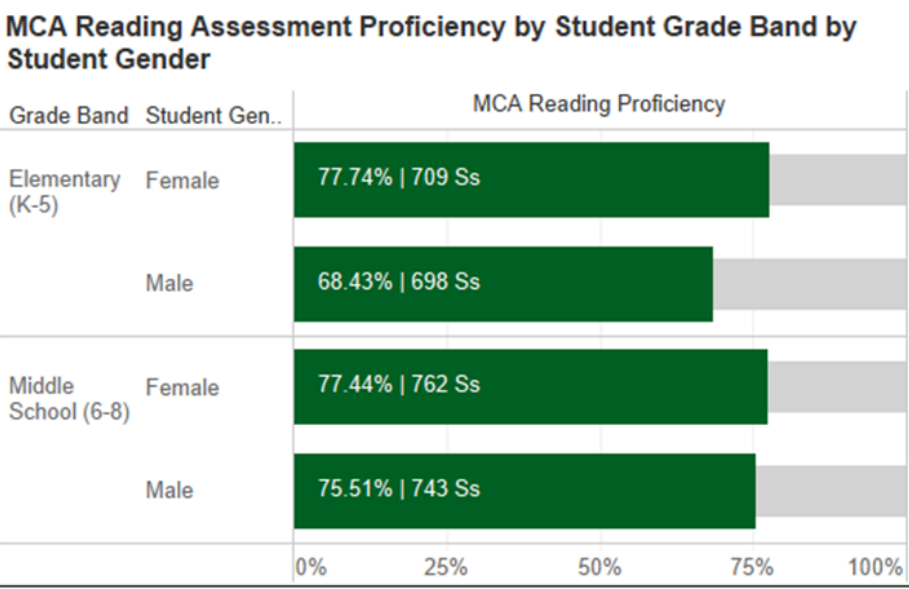
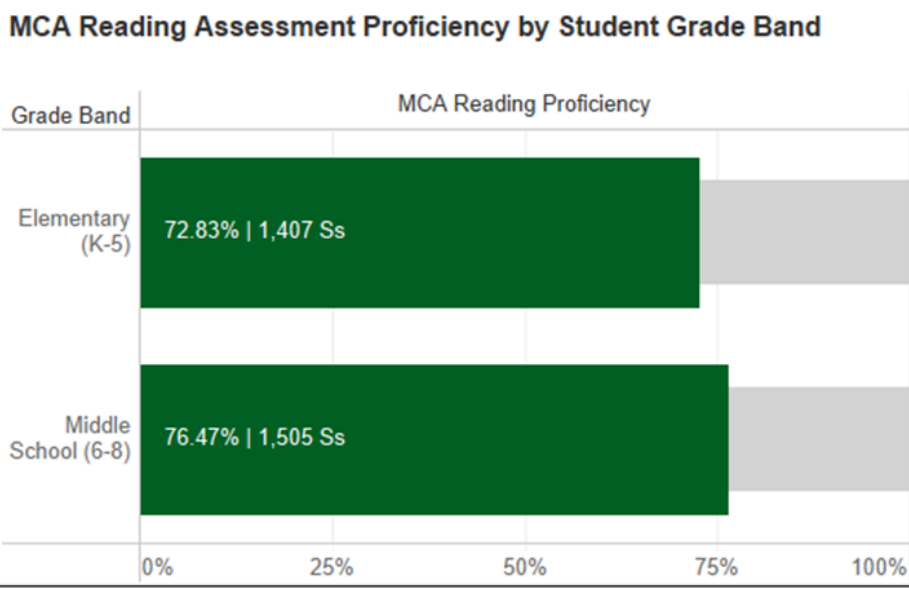
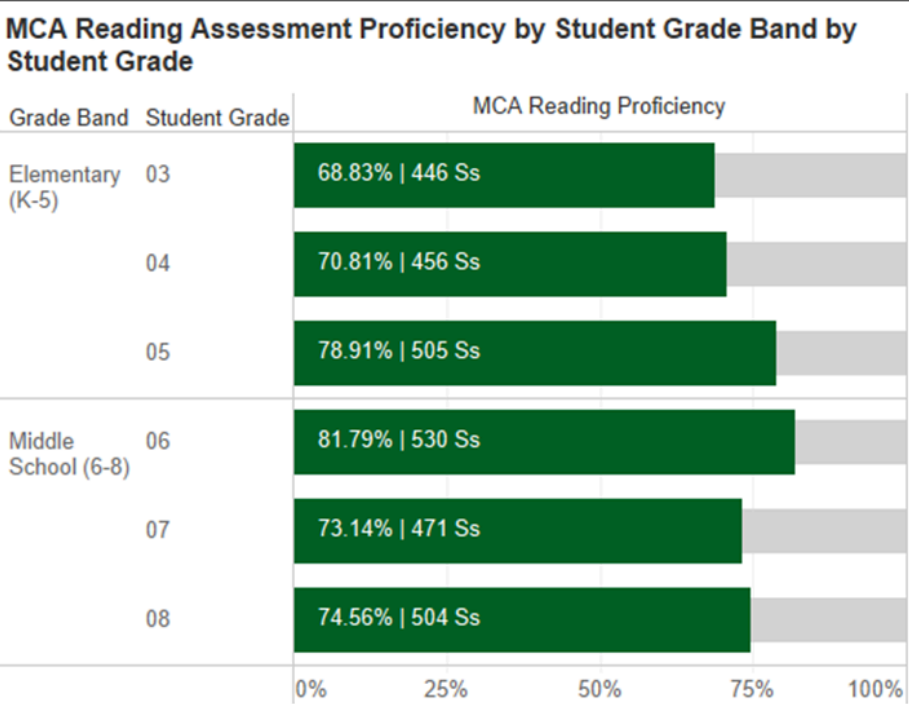
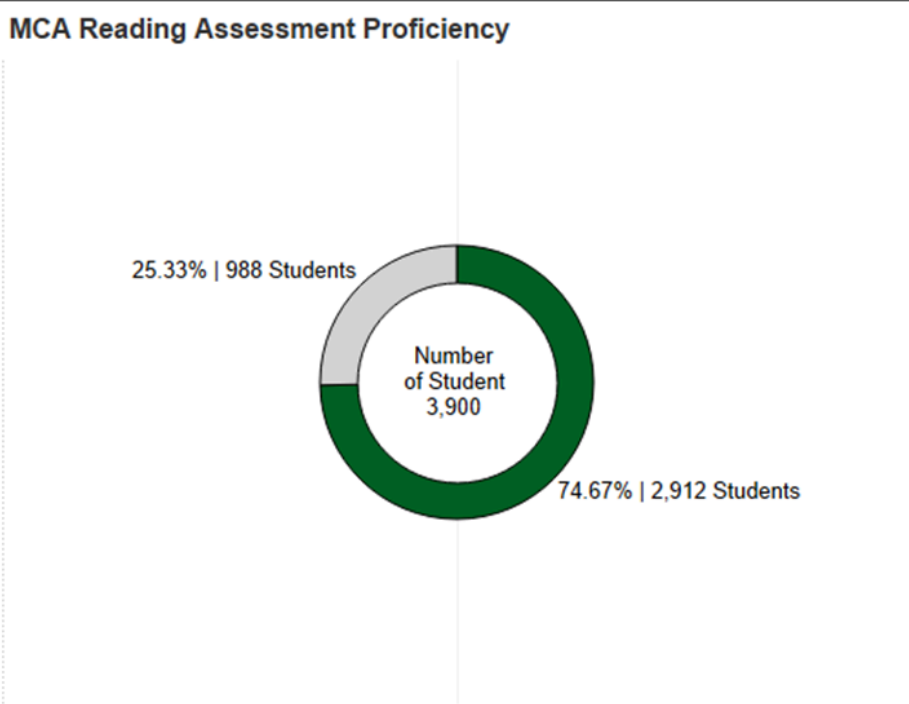
English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.



2 of 3 Data Elements Proficiency  
■ Proficient in 2 of 3 Data Elements    ■ Not Proficient in 2 of 3 Data Elements

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

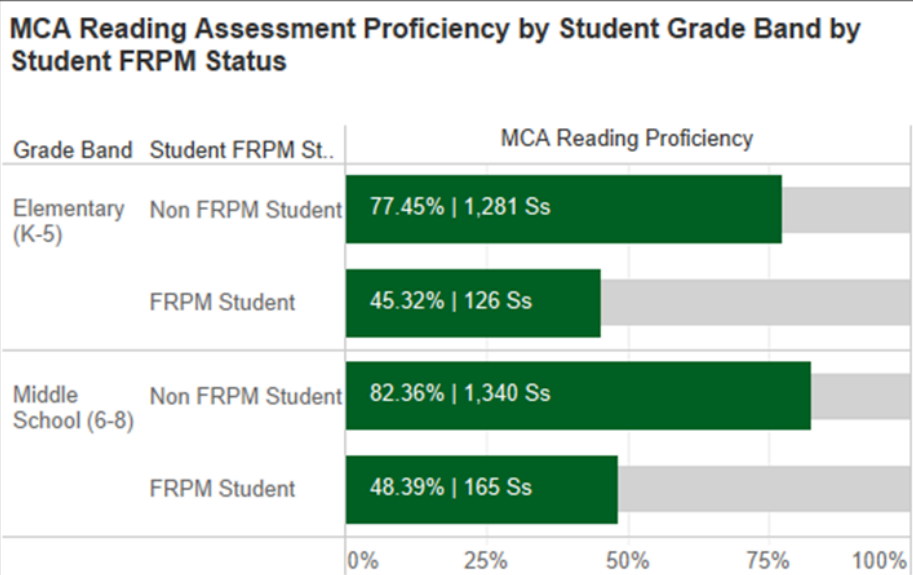
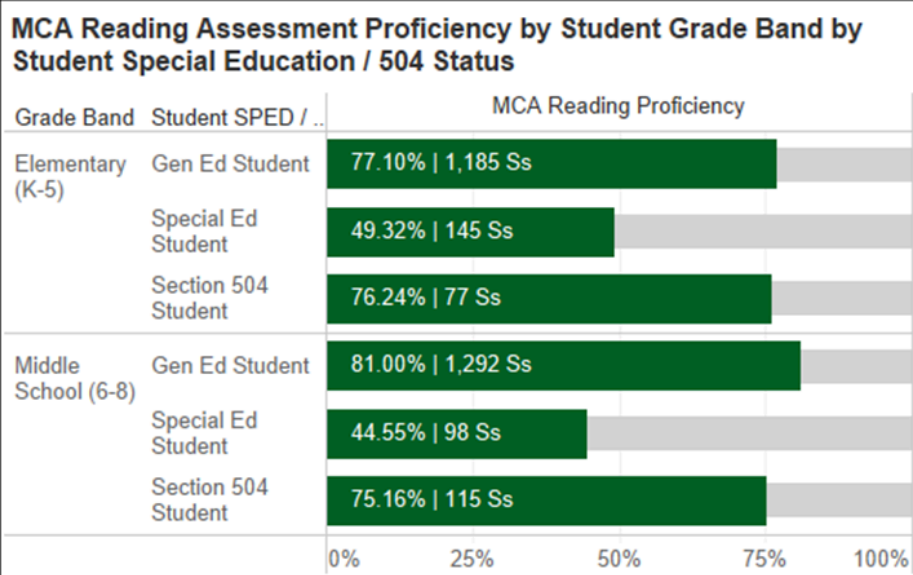
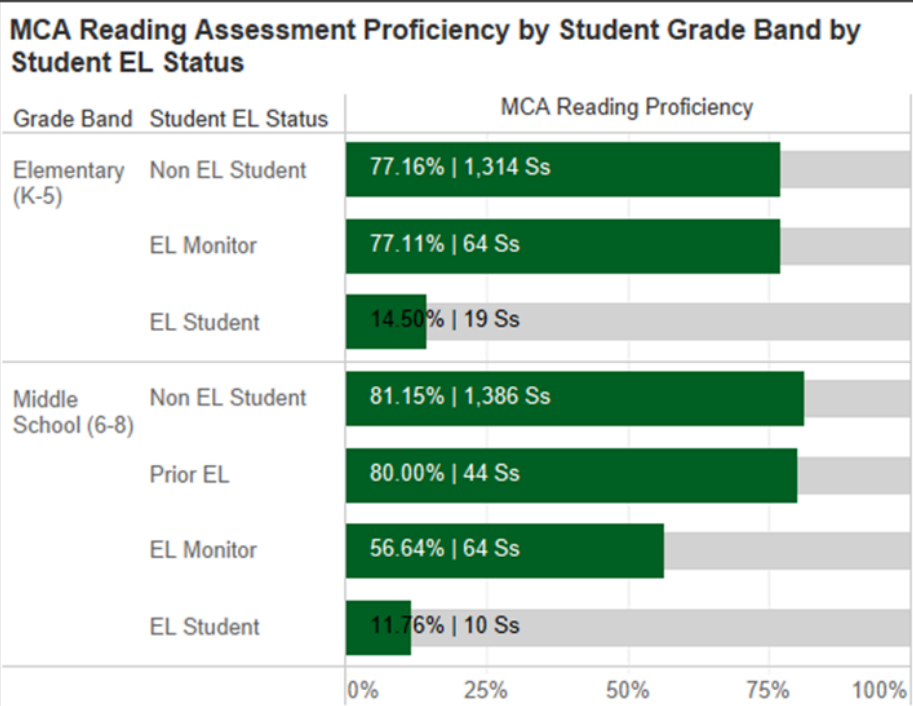
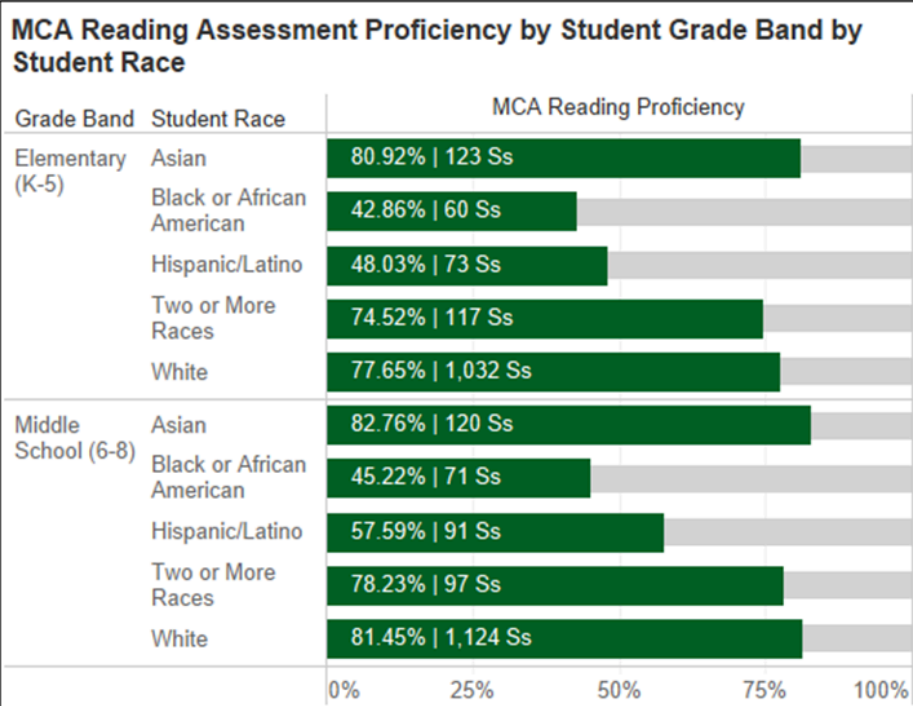
English Language Arts (ELA): MCA Reading Assessment Charts and Graphs - 1 of 3 Triangulated Components



MCA Reading Proficiency  
■ Proficient    ■ Not Proficient

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

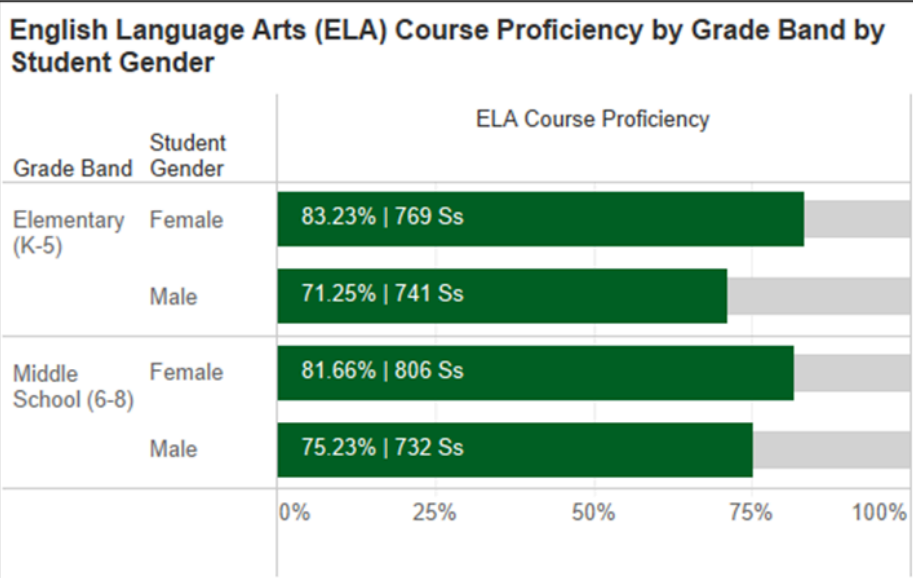
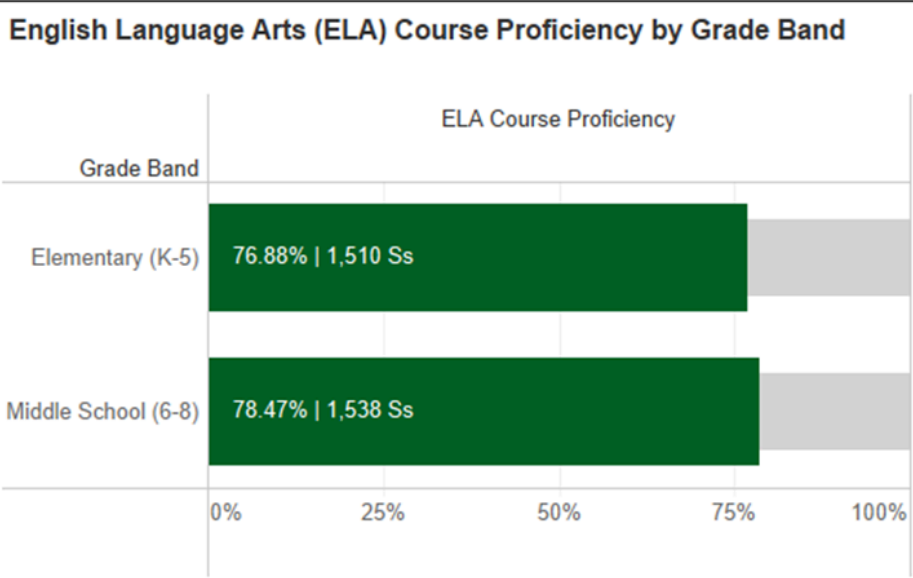
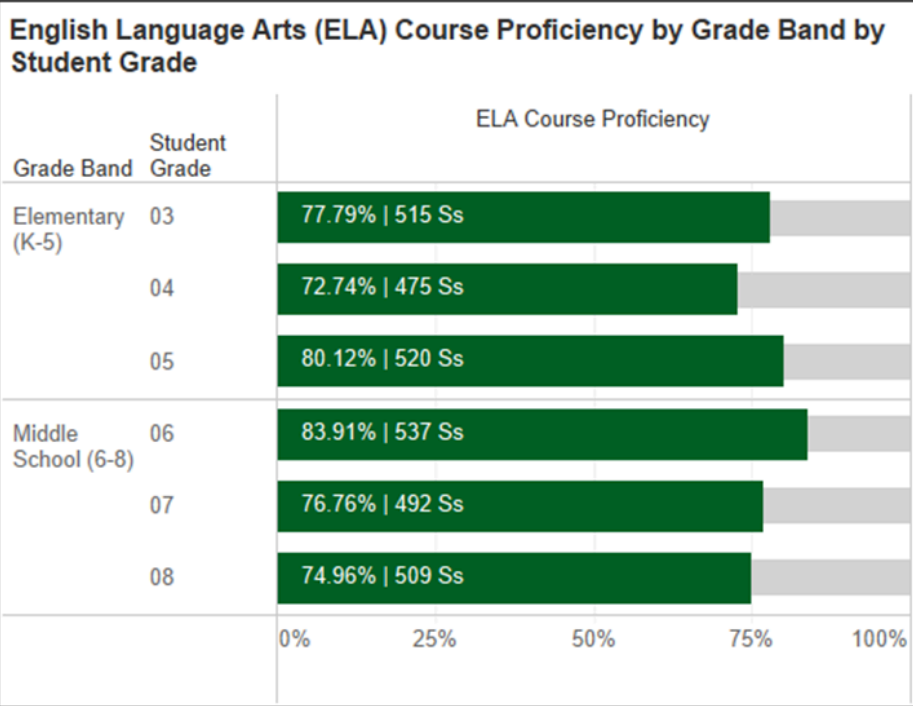
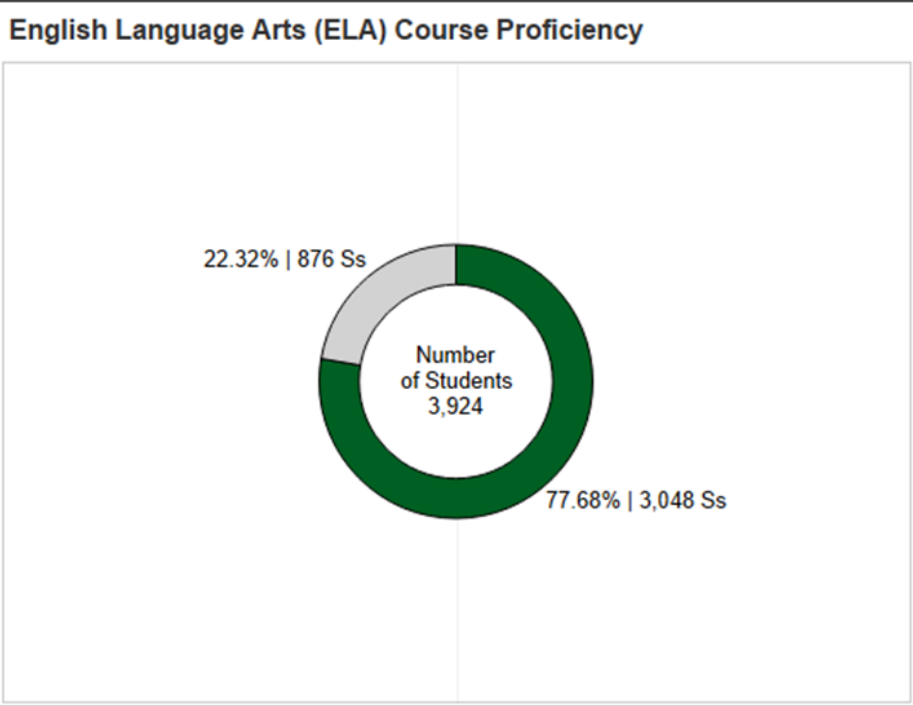
English Language Arts (ELA): MCA Reading Assessment Charts and Graphs Cont. - 1 of 3 Triangulated Components



MCA Reading Proficiency  
■ Proficient    ■ Not Proficient

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

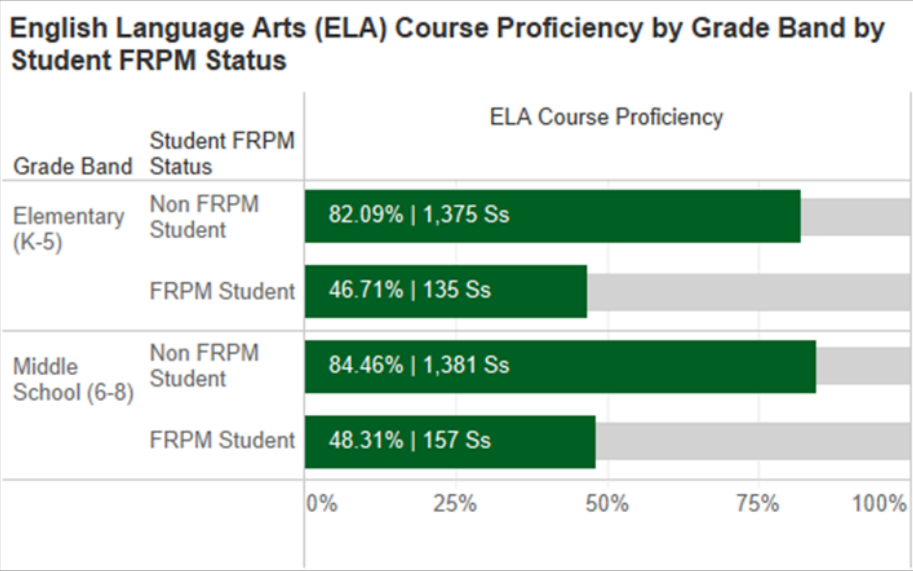
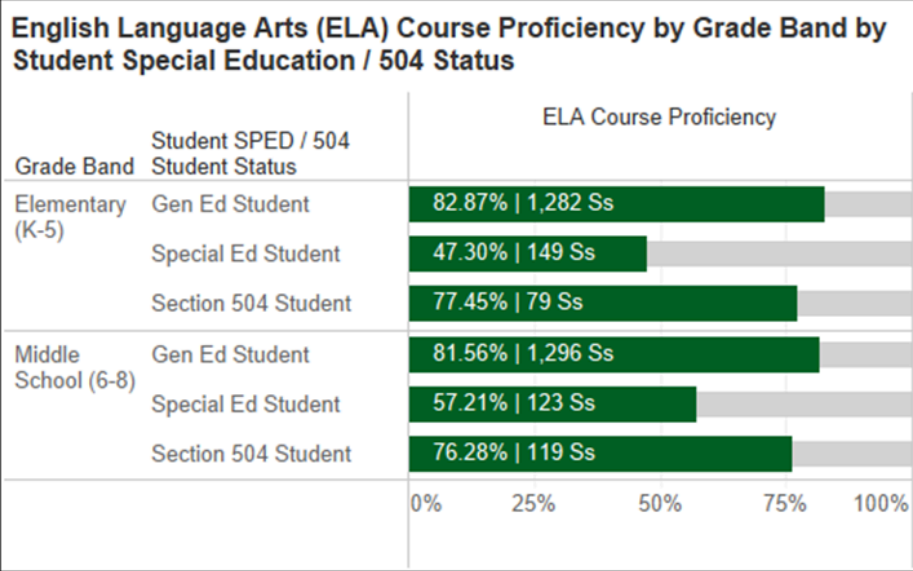
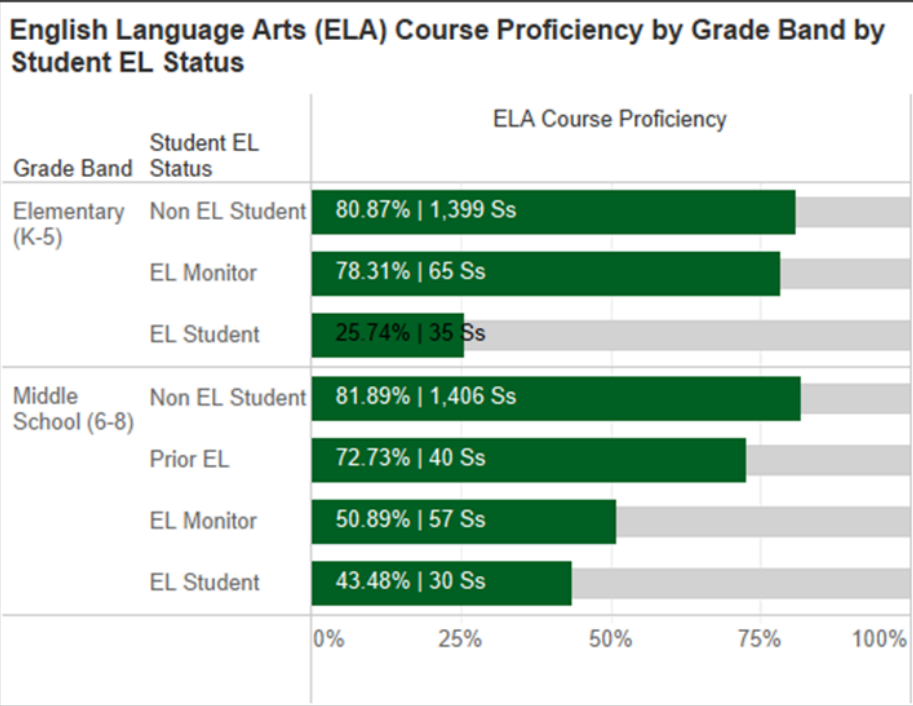
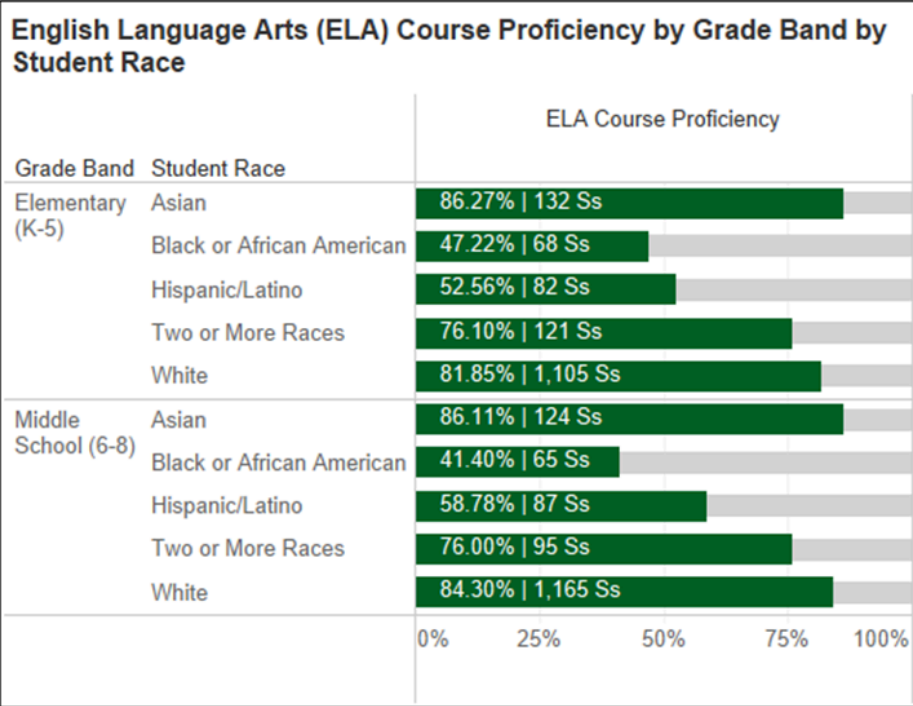
**English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs - 1 of 3 Triangulated Components**



LA Course Proficiency  
■ Proficient    ■ Not Proficient

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

English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs Cont. - 1 of 3 Triangulated Components



LA Course Proficiency  
■ Proficient ■ Not Proficient

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

## English Language Arts (ELA): Growth Metrics

### Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

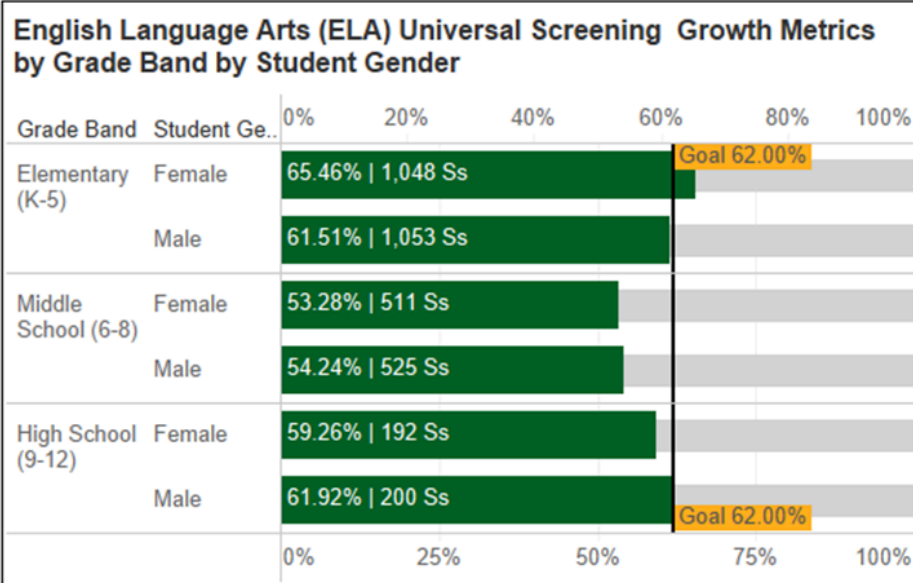
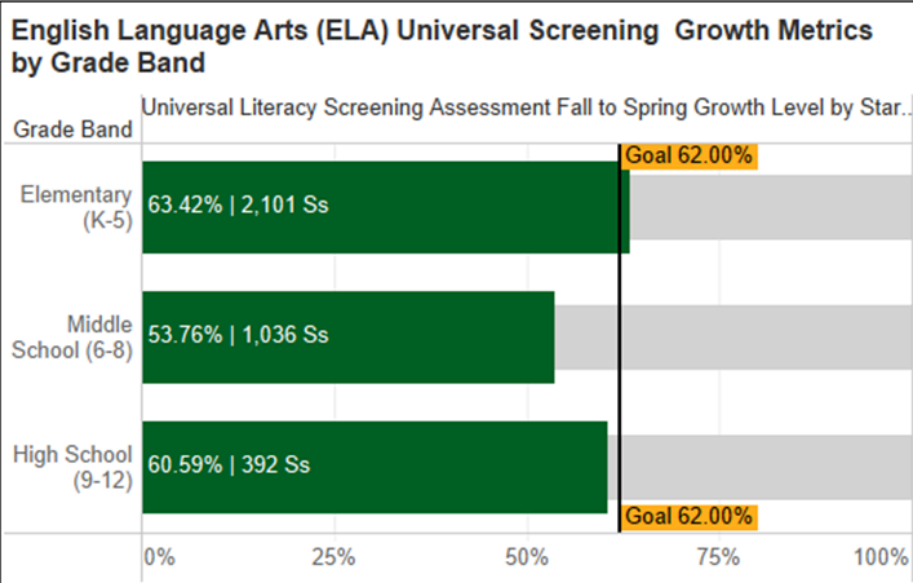
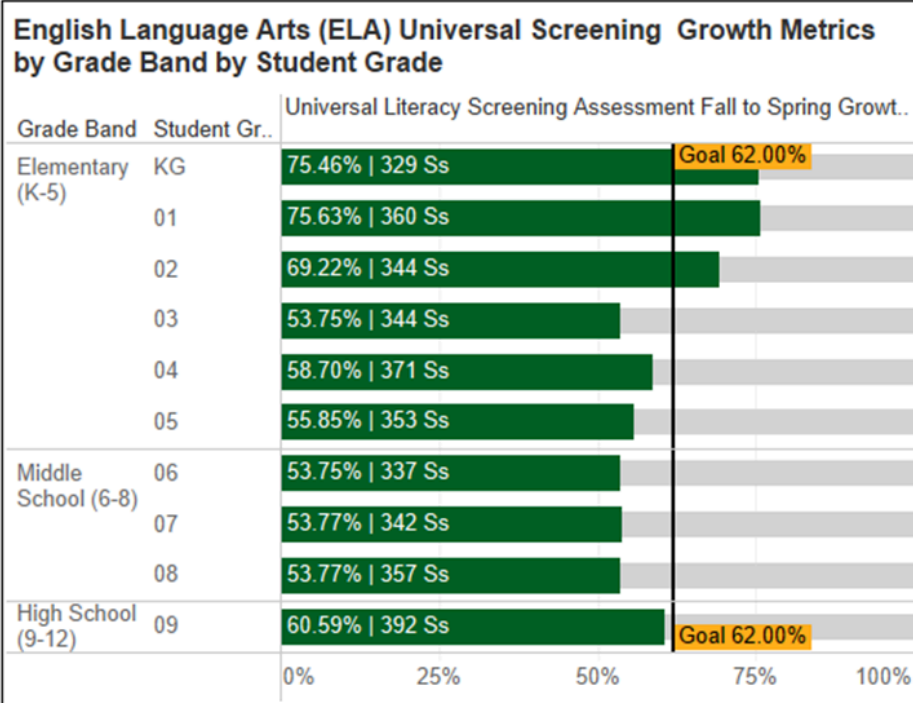
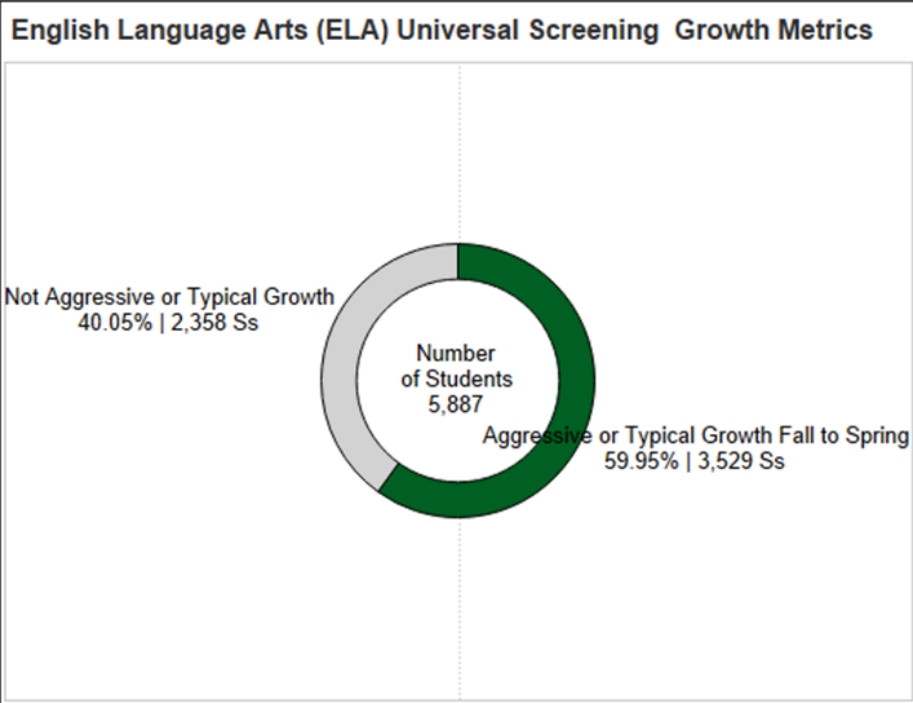
### Data Elements

- FASTBridge earlyReading (K-1), Growth level Fall and Spring by Start Score
- FASTBridge CBMr (Grade 2) Growth Level Fall to Spring by Start Score
- FASTBridge aReading (Grades 3-9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
  - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
  - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

### 2025-2027 Goals

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

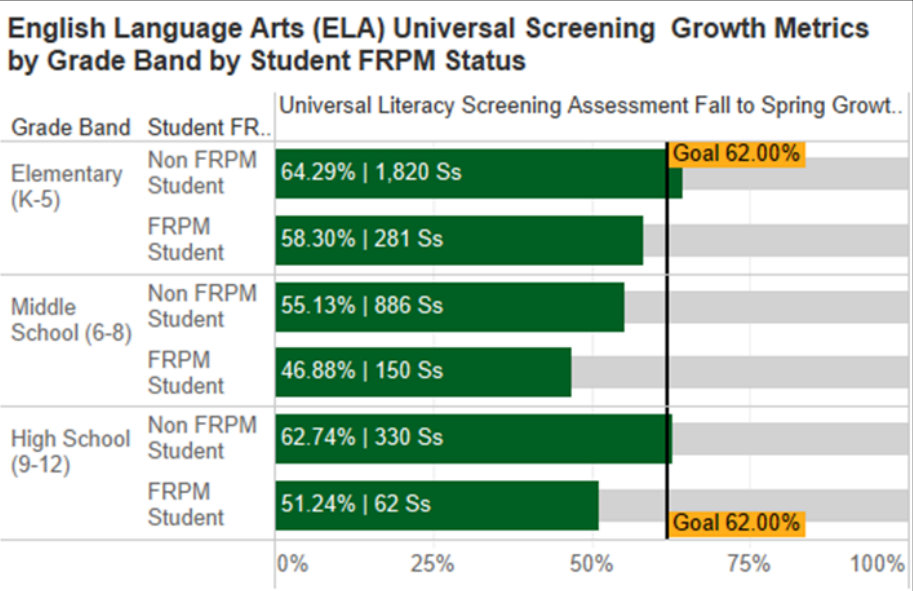
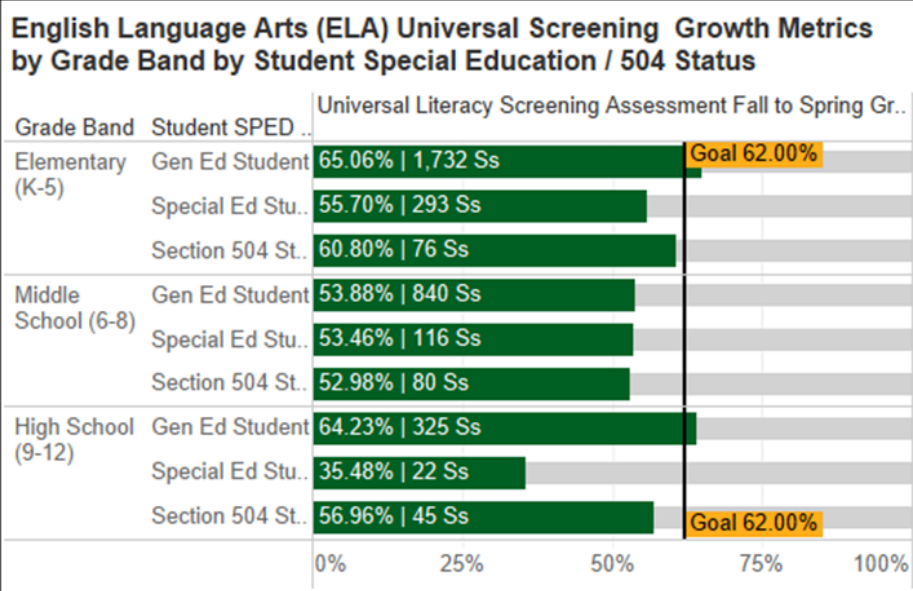
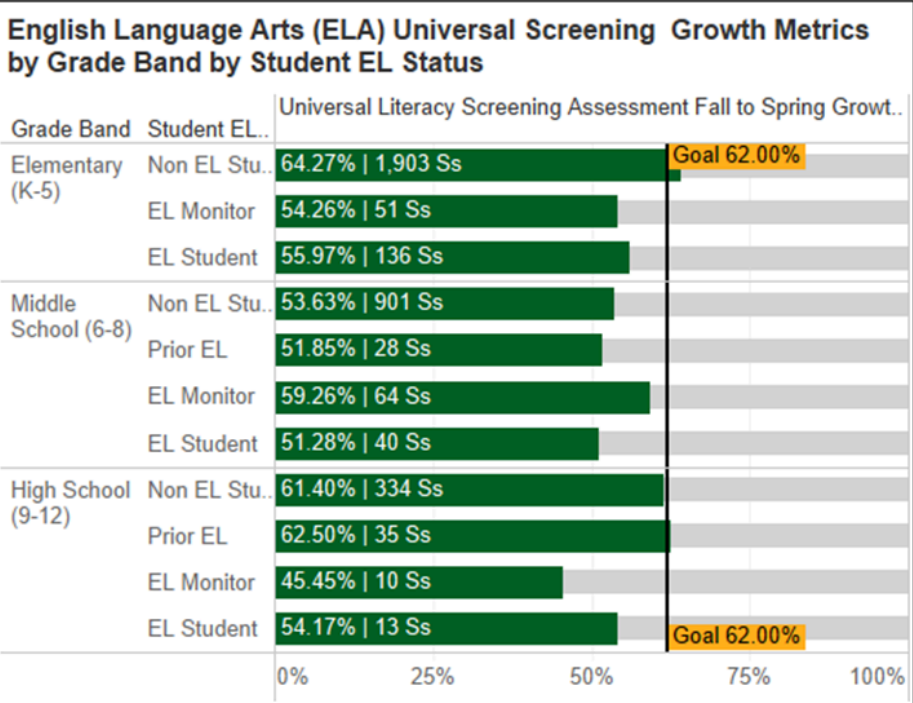
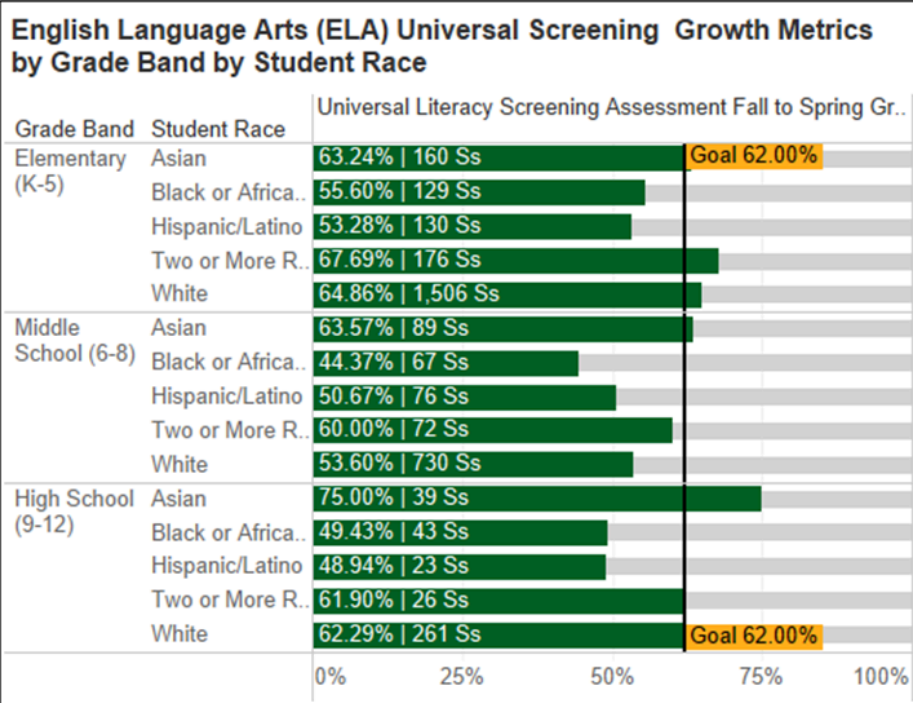
English Language Arts (ELA) FastBridge Universal Screening Growth Metrics Charts and Graphs



Fall to Spring ELA Growth Level by Start Score  
■ Aggressive or Typical Growth Fall to Spring    ■ Not Aggressive or Typical Growth

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

English Language Arts (ELA): FastBridge Growth Metrics Charts and Graphs Cont.



Fall to Spring ELA Growth Level by Start Score  
 ■ Aggressive or Typical Growth Fall to Spring    ■ Not Aggressive or Typical Growth

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

## **English Language Arts (ELA): Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall**

### **Rationale**

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

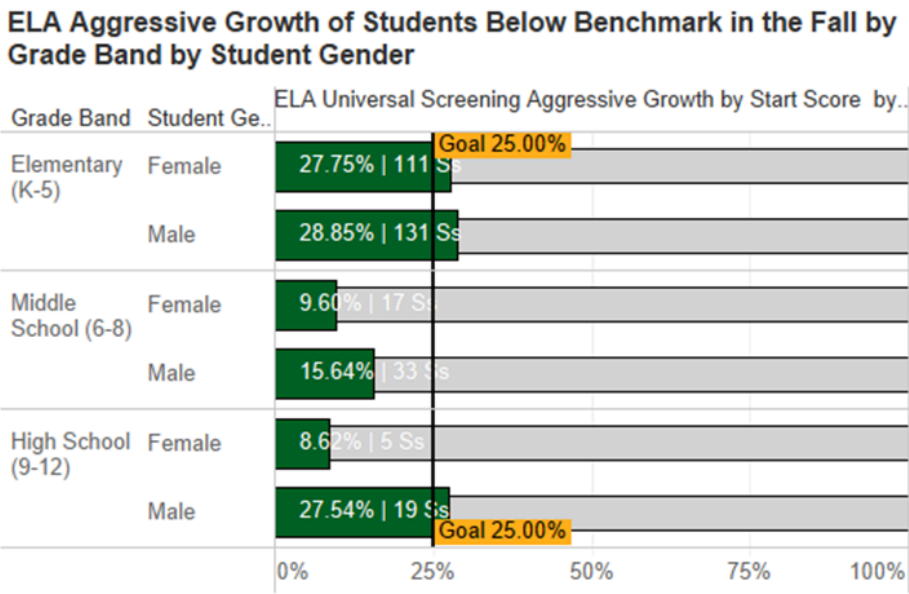
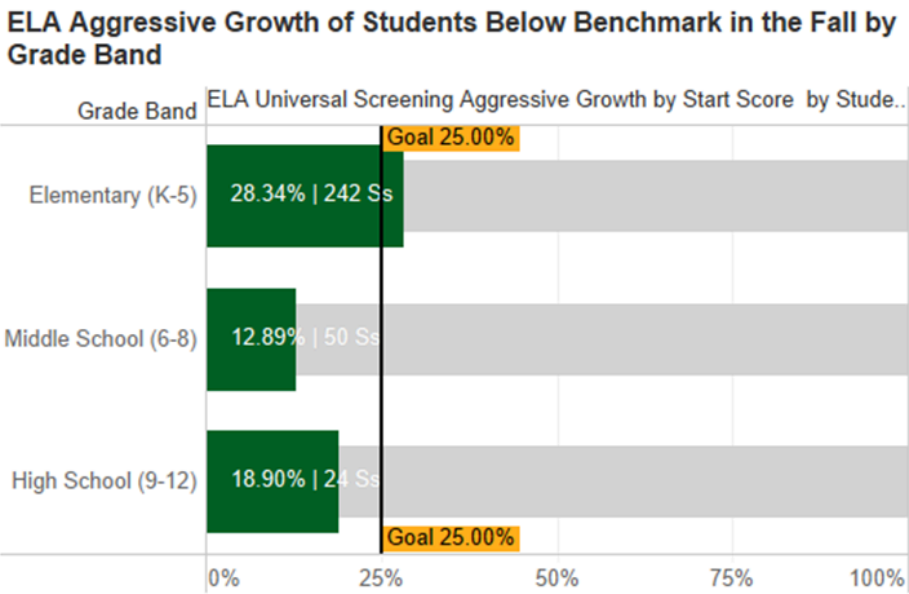
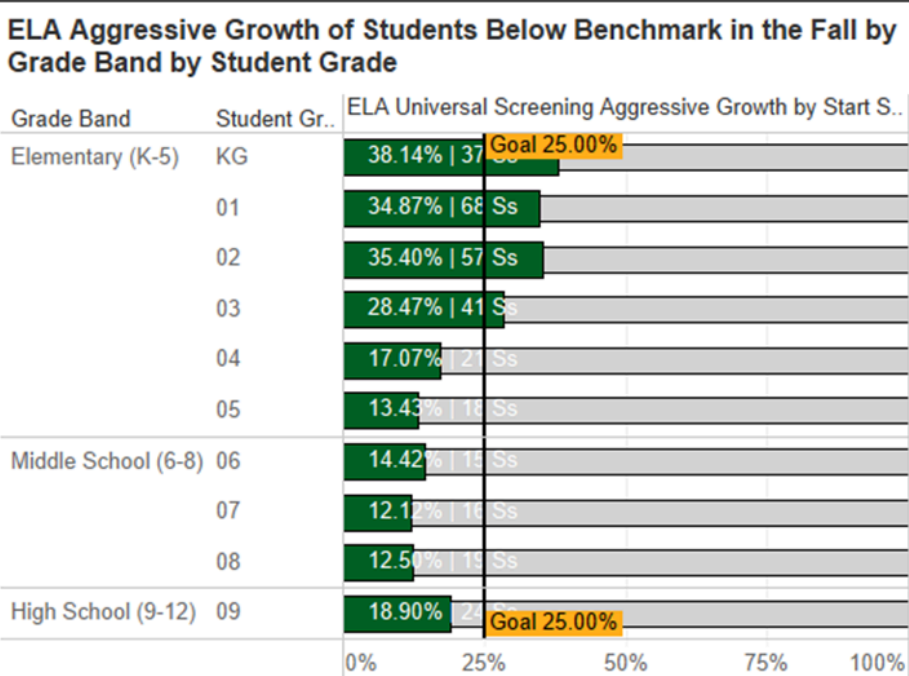
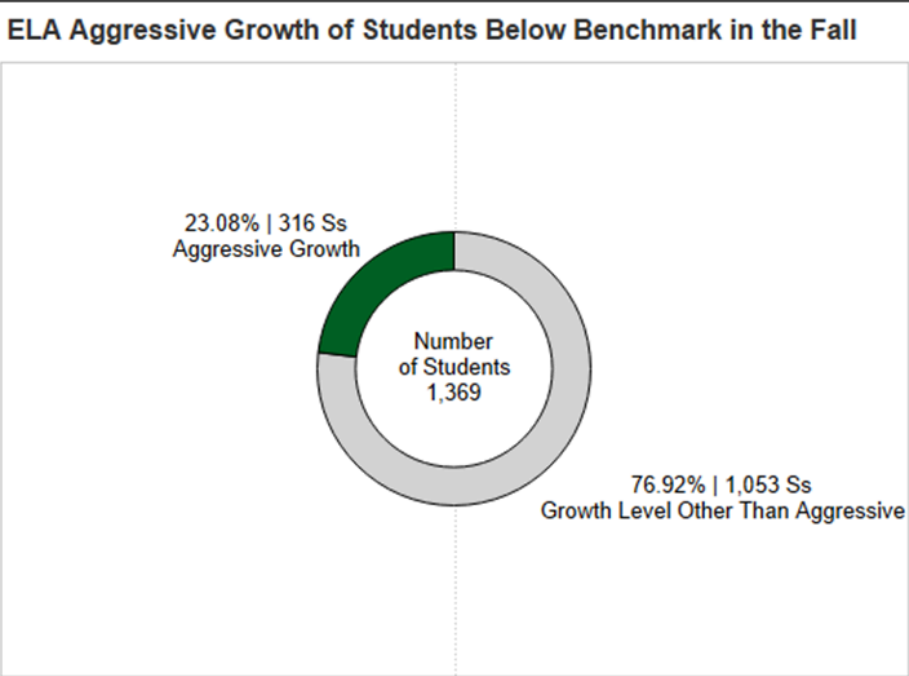
### **Data Elements**

- FASTBridge earlyReading (K–1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyReading (K–1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge CBMr (Grade 2), Fall Risk Level of someRisk or highRisk
- FASTBridge CBMr (Grade 2), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aReading (Grades 3–9), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 3–9), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

### **2025-2027 Goals**

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

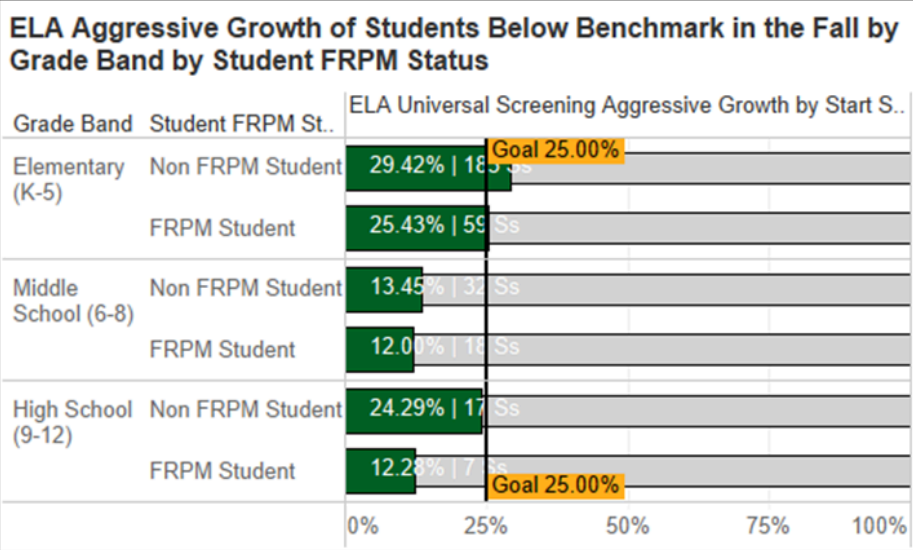
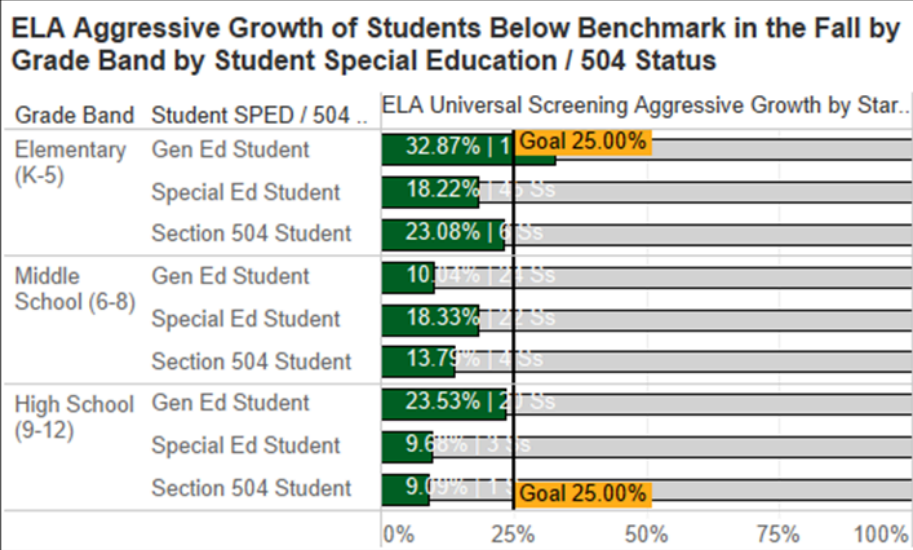
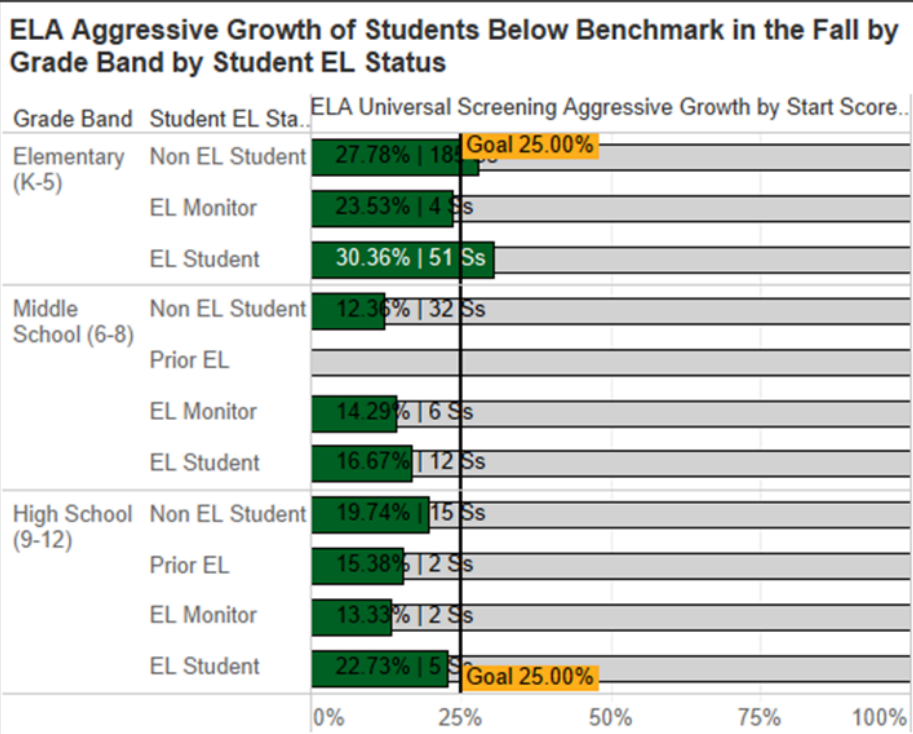
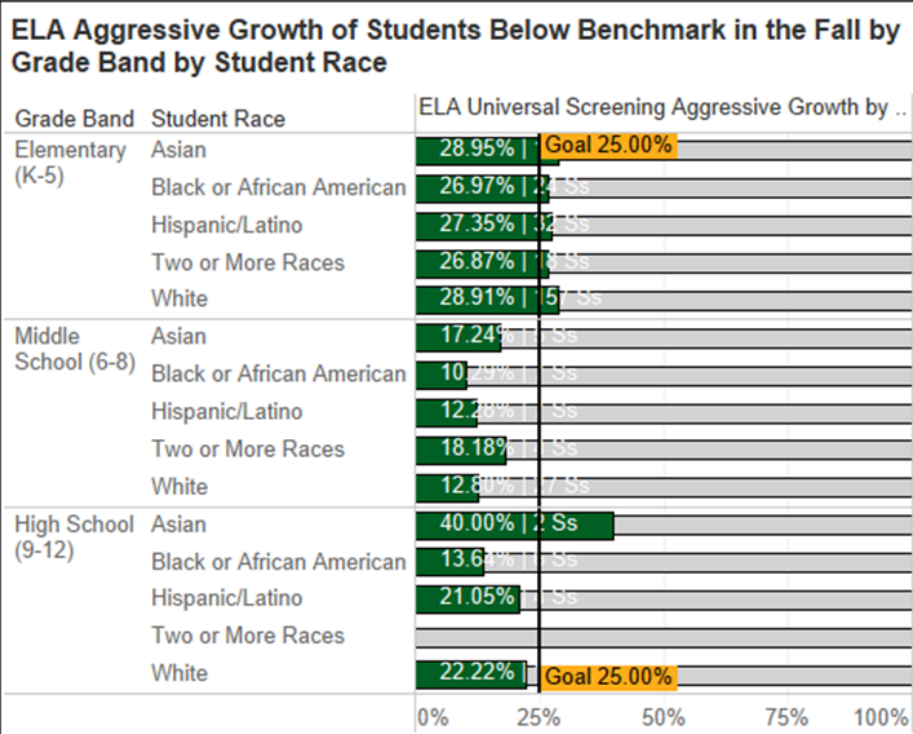
English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below Benchmark in the Fall Charts



Fall to Spring ELA Aggressive Growth Level by Start Score  
■ Aggressive Growth      ■ Growth Level Other Than Aggressive

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

English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below Benchmark in the Fall Charts Cont.



Fall to Spring ELA Aggressive Growth Level by Start Score  
■ Aggressive Growth      ■ Growth Level Other Than Aggressive

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

## Mathematics: Overall Proficiency & Gap Reduction

### Rationale

Strong math skills are essential for every student. Fluency with foundational numeracy opens the door to critical thinking and problem-solving. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the math skills they need for future success. Monitoring subgroup performance highlights where targeted support is needed to help every Edina student excel.

### Data Elements

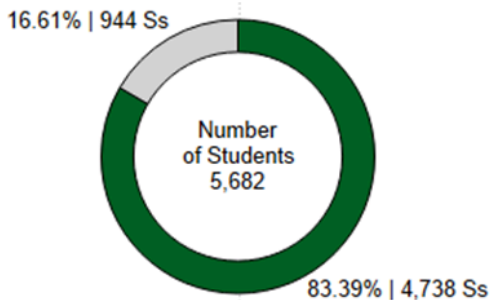
- Spring FastBridge earlyMath Risk Level (K-1)
- Spring aReading Risk Level (Grades 2-9)
  - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
  - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
  - Students without a risk level are omitted.
- Student demographic data

### 2025-2027 Goals

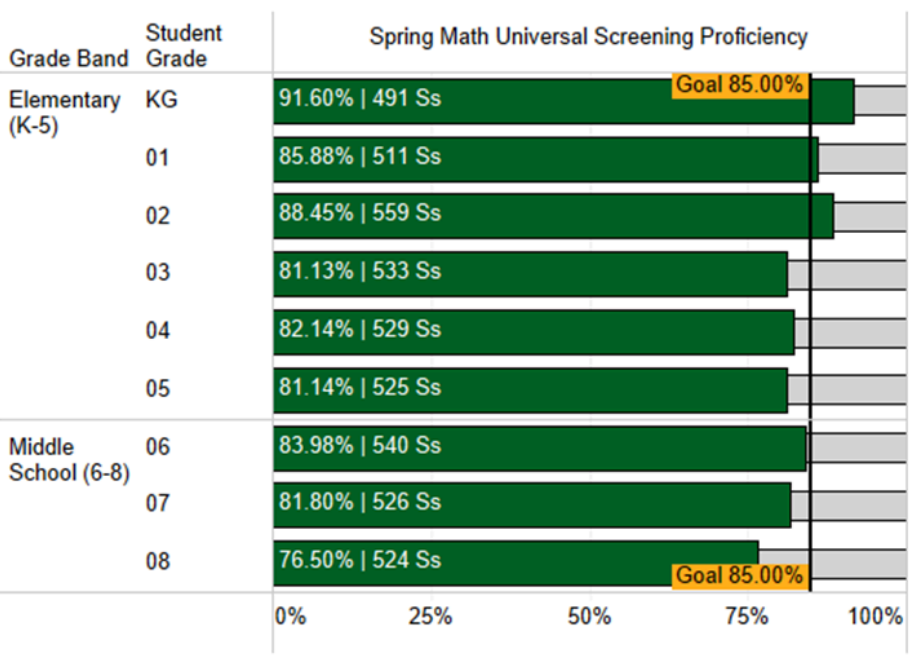
By Spring 2027, the percentage of K-8 students demonstrating math proficiency will increase by 2 percentage points, from 83% to 85%. At the same time, no student subgroup's proficiency will fall more than 10 points below the district average.

**Math: Overall Proficiency Data Charts and Graphs**

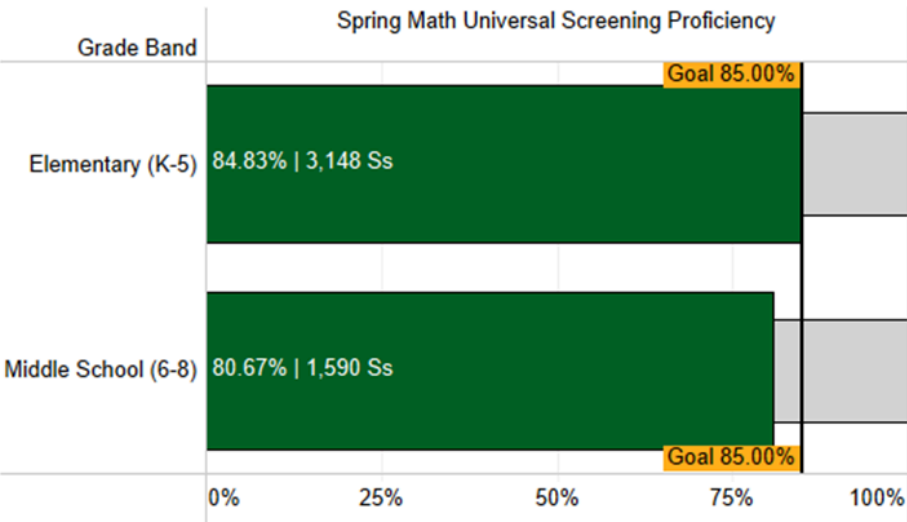
**Spring Math Universal Screening Proficiency**



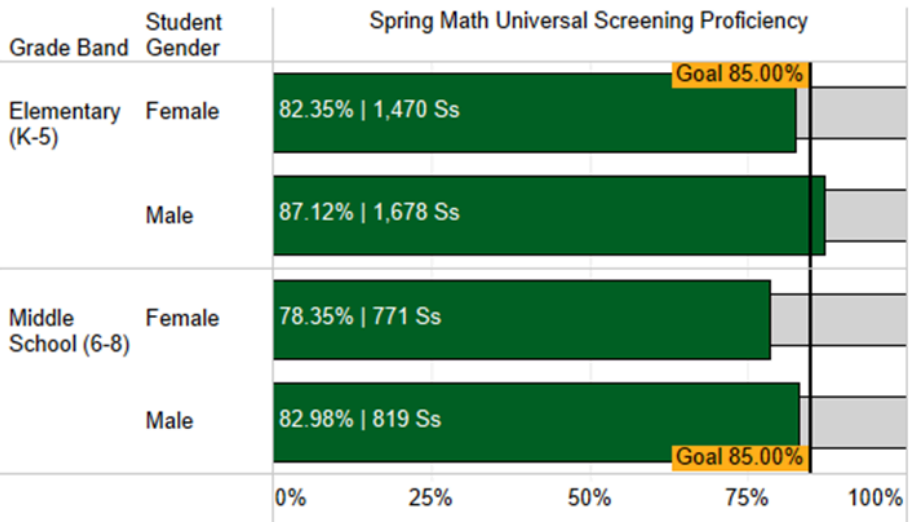
**Spring Math Universal Screening by Grade Band by Student Grade**



**Spring Math Universal Screening by Grade Band**



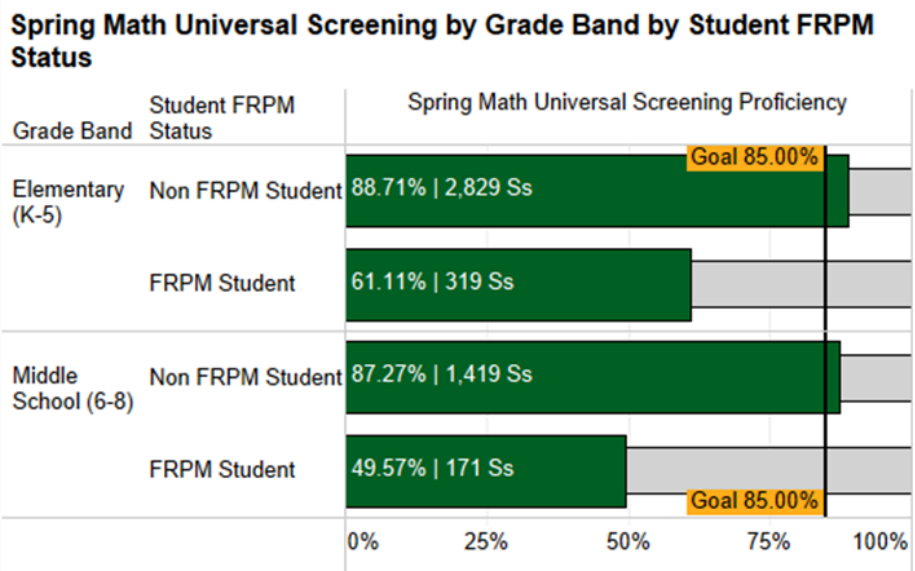
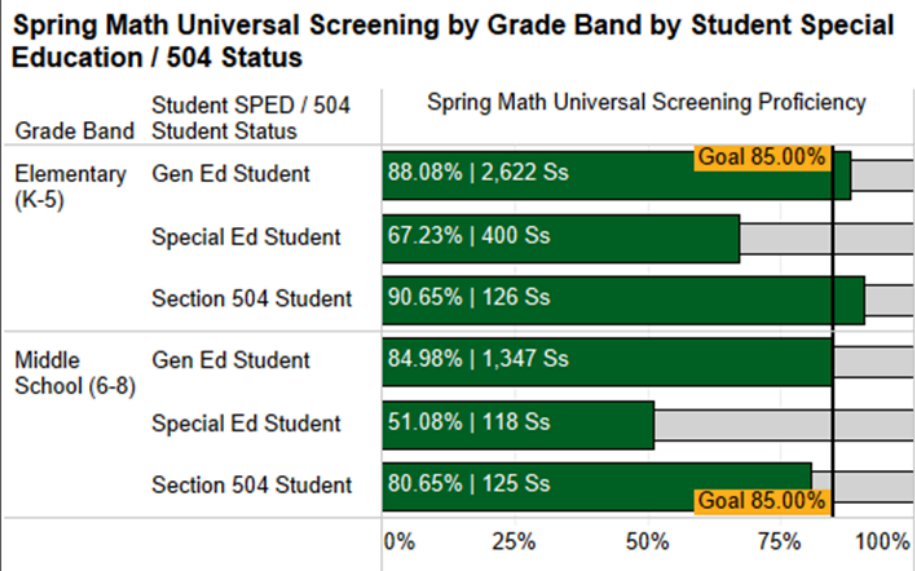
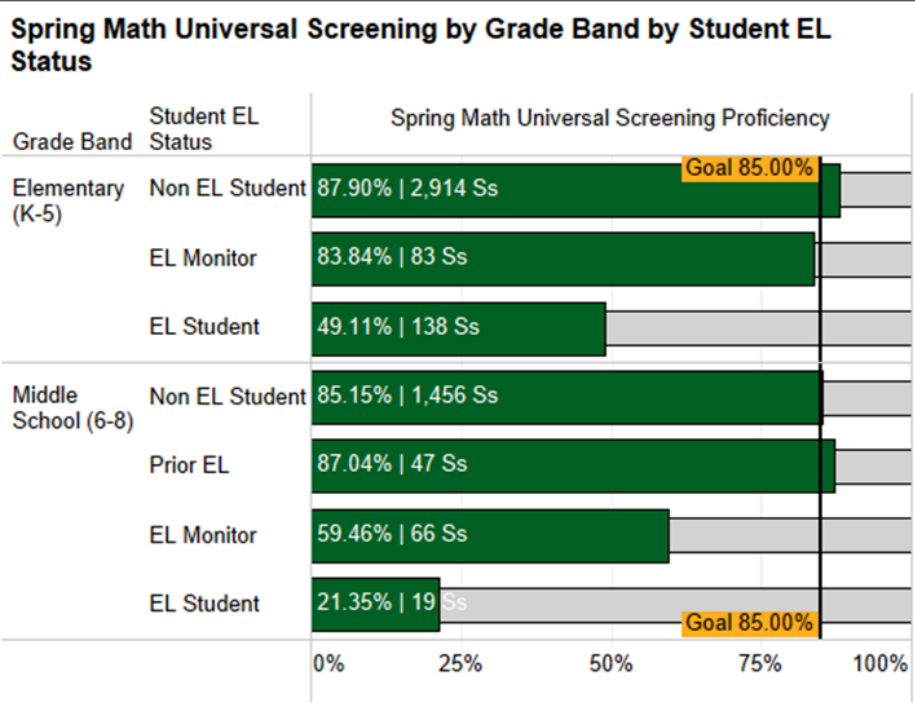
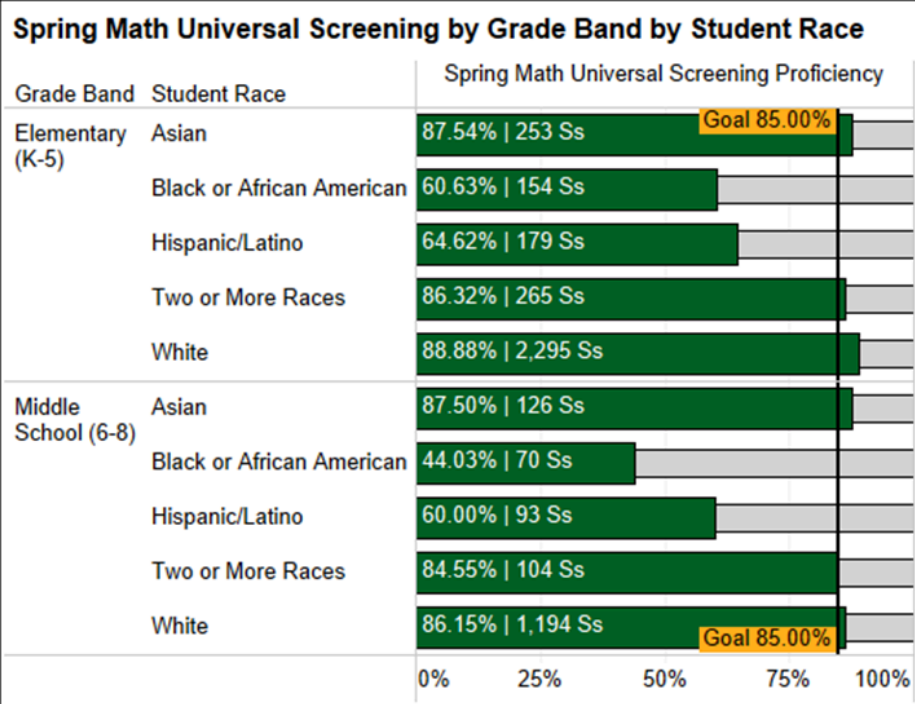
**Spring Math Universal Screening by Grade Band by Student Gender**



Spring Math Universal Screening Proficiency  
■ Proficient     Not Proficient

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

**Math: Overall Proficiency Data Charts and Graphs Cont**



Spring Math Universal Screening Proficiency  
■ Proficient    ■ Not Proficient

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

## Mathematics: Multiple Measures of Proficiency (Triangulated Data)

### Rationale

Looking at more than one measure of student learning gives a fuller and more accurate picture of math proficiency. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

### Data Elements

- Math Universal Fastbridge Screener Proficiency on Spring aMath Risk Level (Grades 3–8)
  - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
  - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
  - Students without a risk level are omitted.
- End-of-the year Math course grade
  - Elementary students with a score of 3 or 4 on 80% of assessed Math standards as reported on the students report card.
  - Secondary students with a score of B or better
- MCA Math Assessment Proficiency
  - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
  - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 11th Grade are omitted as they do not have all three data elements.
- Student demographic data

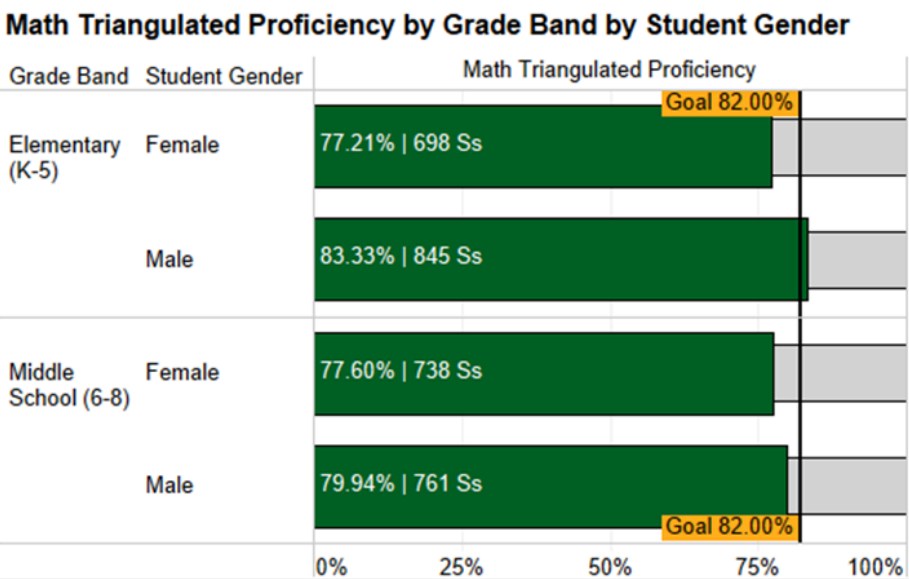
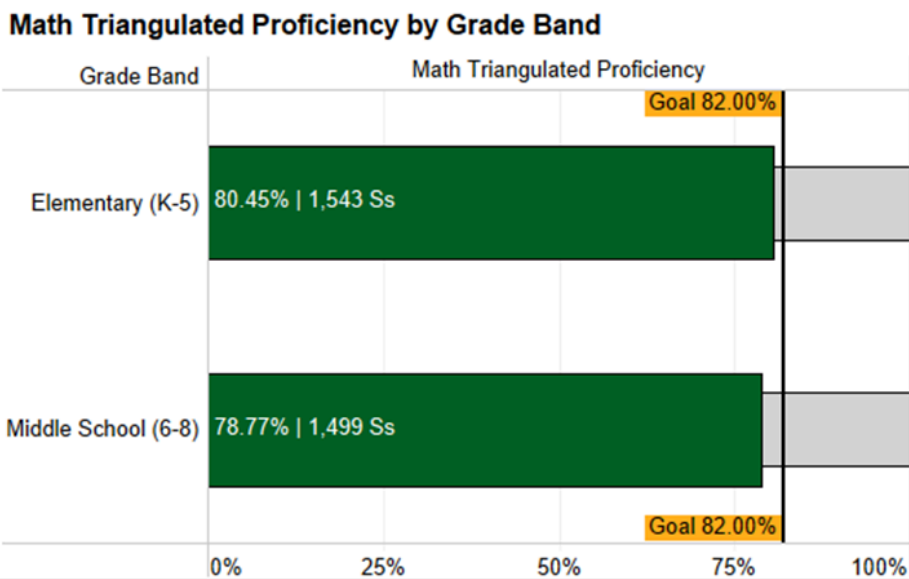
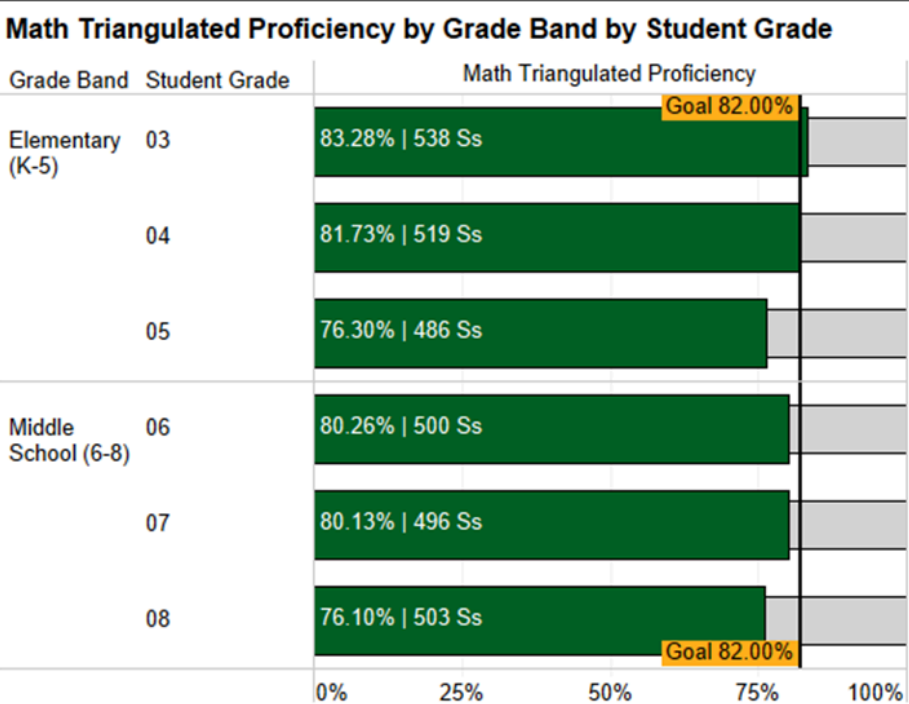
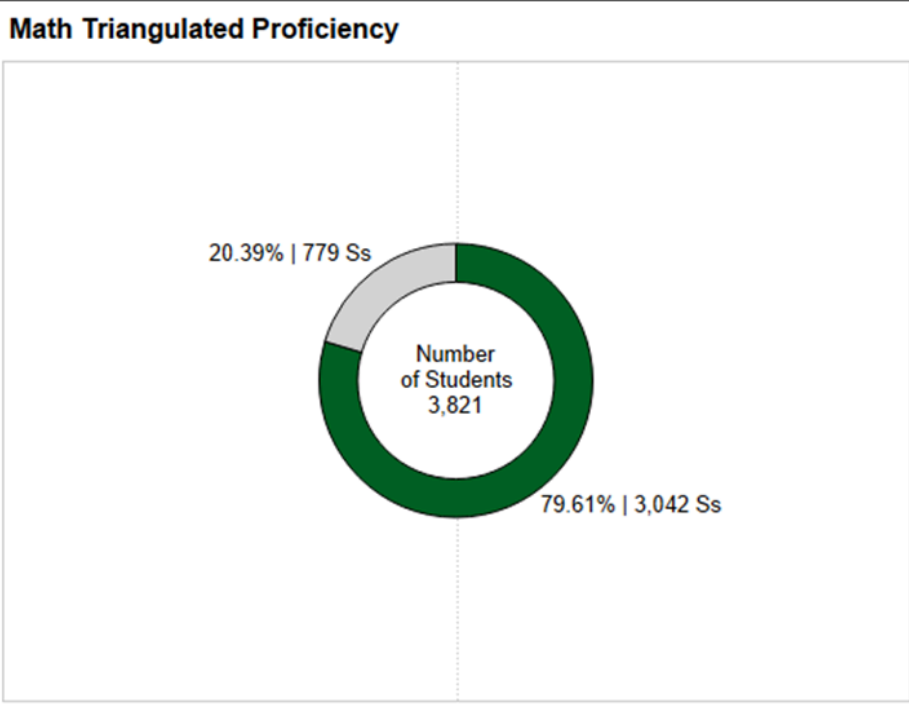
### 2025-2027 Goals

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

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

Progress will be monitored across all student subgroups.

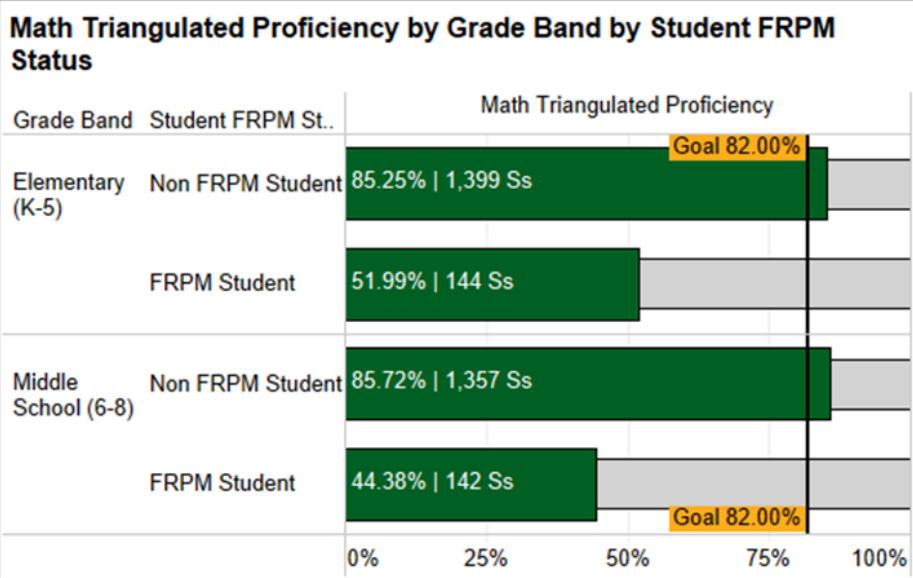
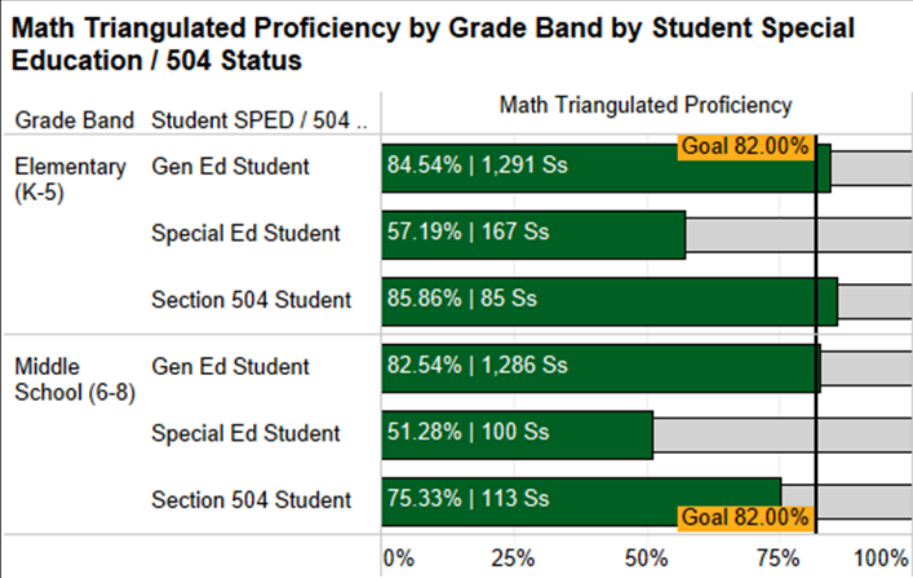
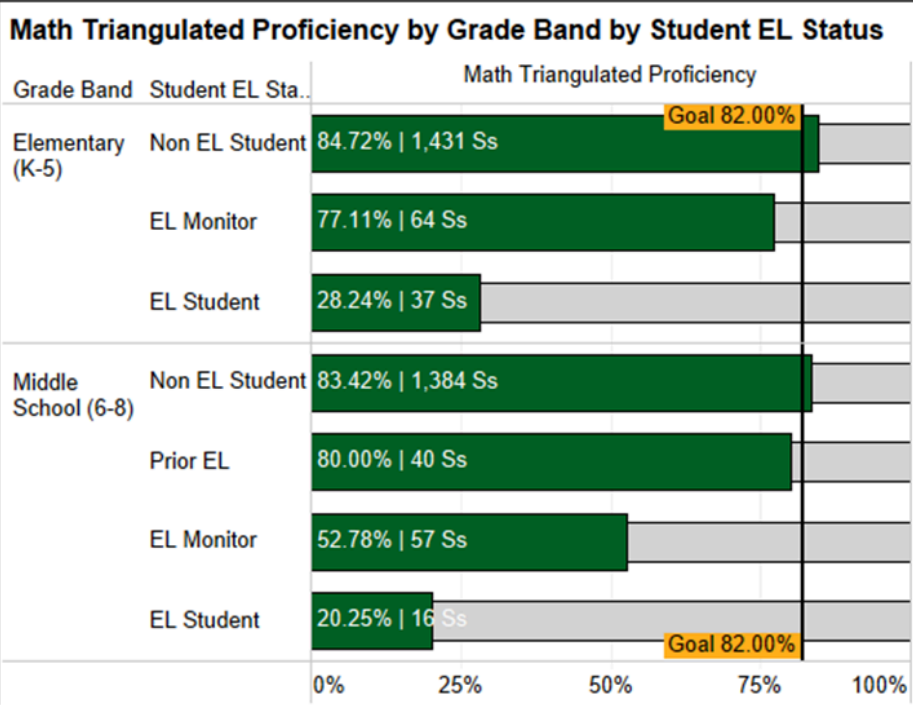
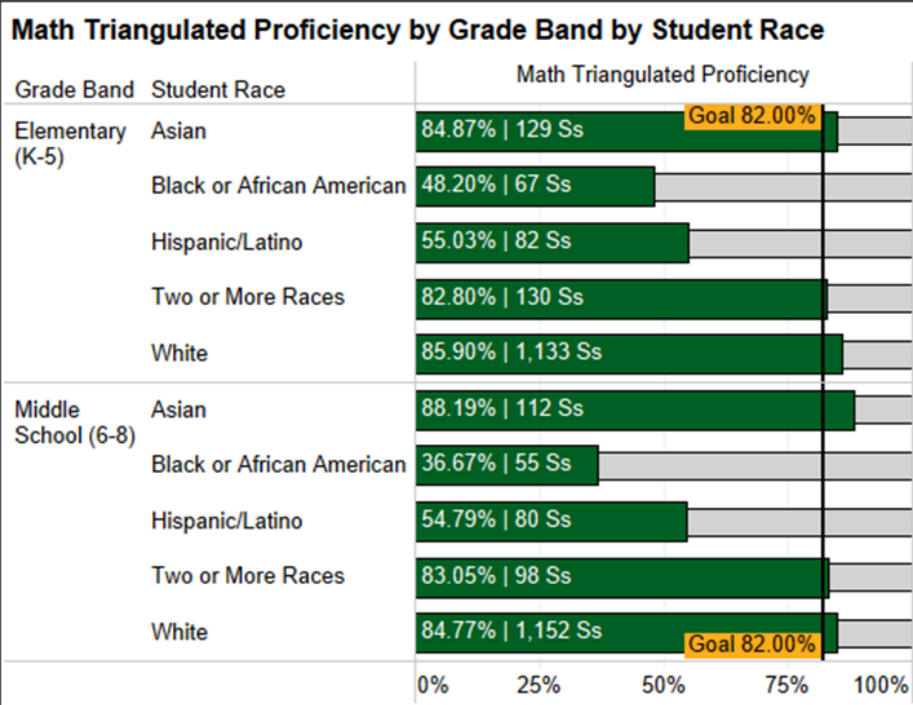
**Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs**



■ Proficient in 2 of 3 Math Data Elements    
 ■ Not Proficient in 2 of 3 Math Data Elements

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

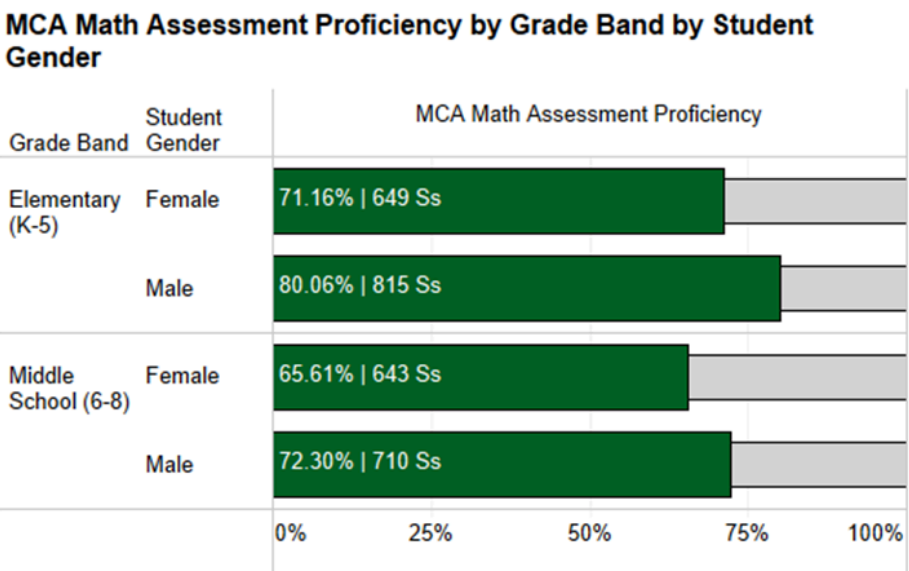
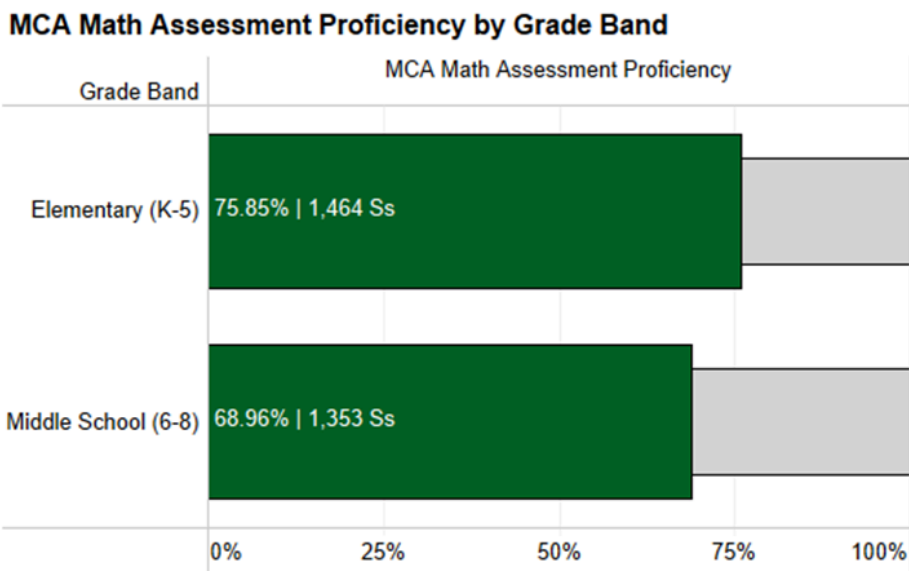
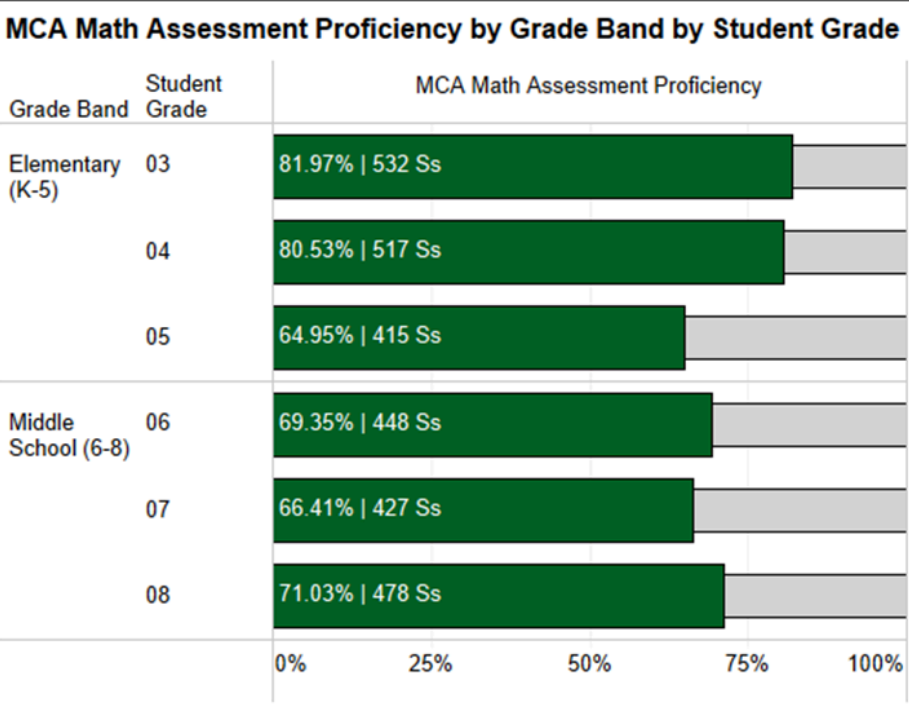
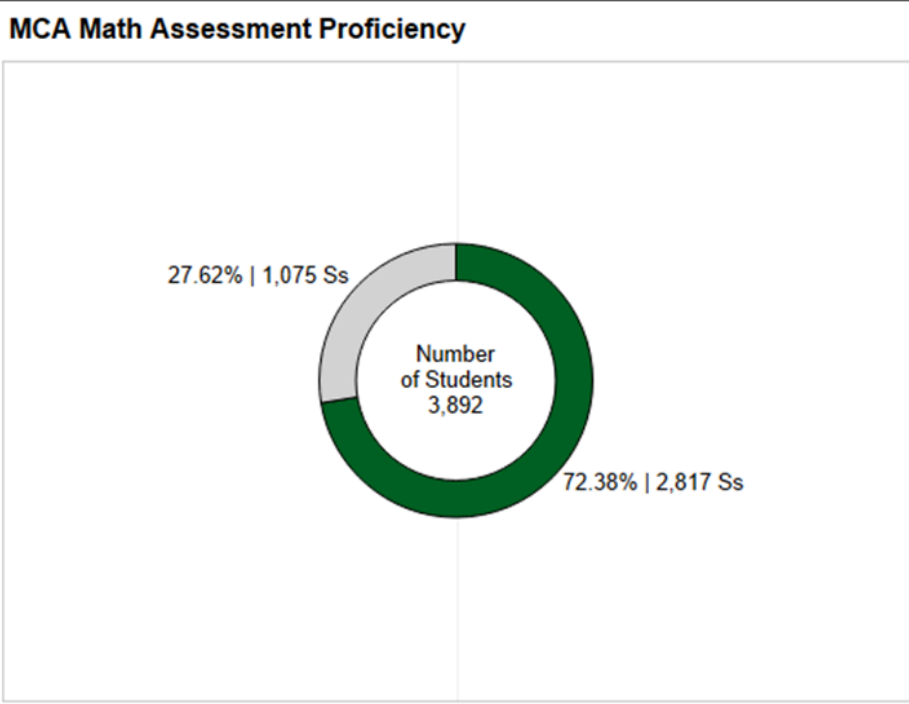
**Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.**



Proficient in 2 of 3 Math Data Elements  
■ Proficient in 2 of 3 Math Data Elements    ■ Not Proficient in 2 of 3 Math Data Elements

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

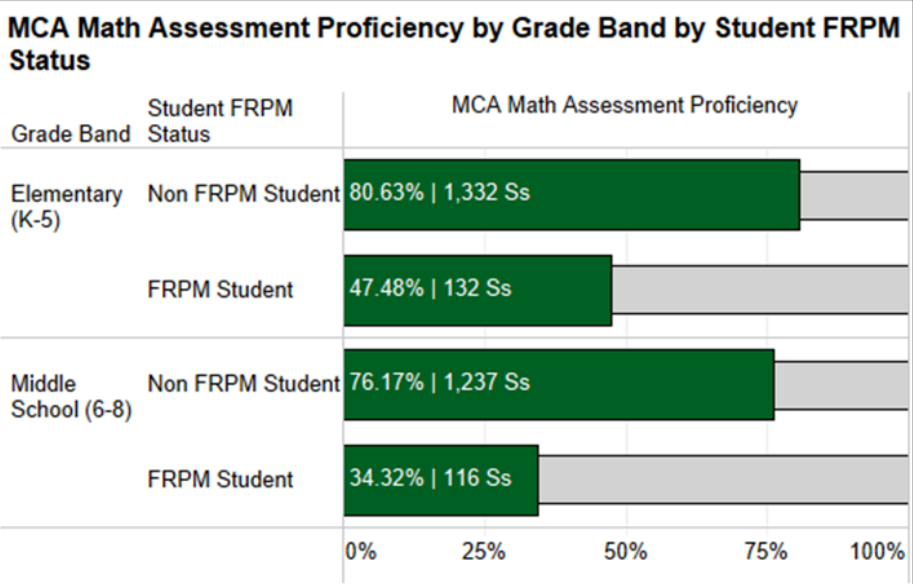
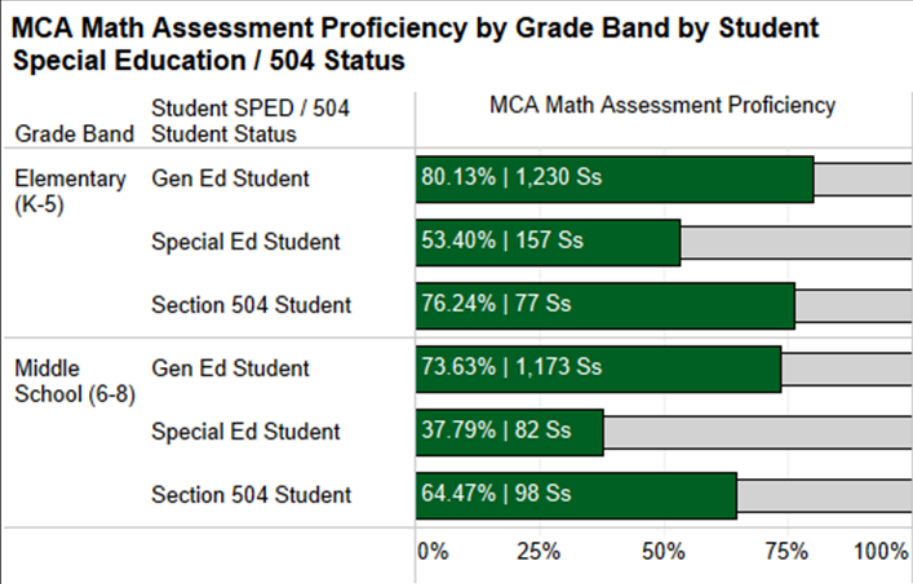
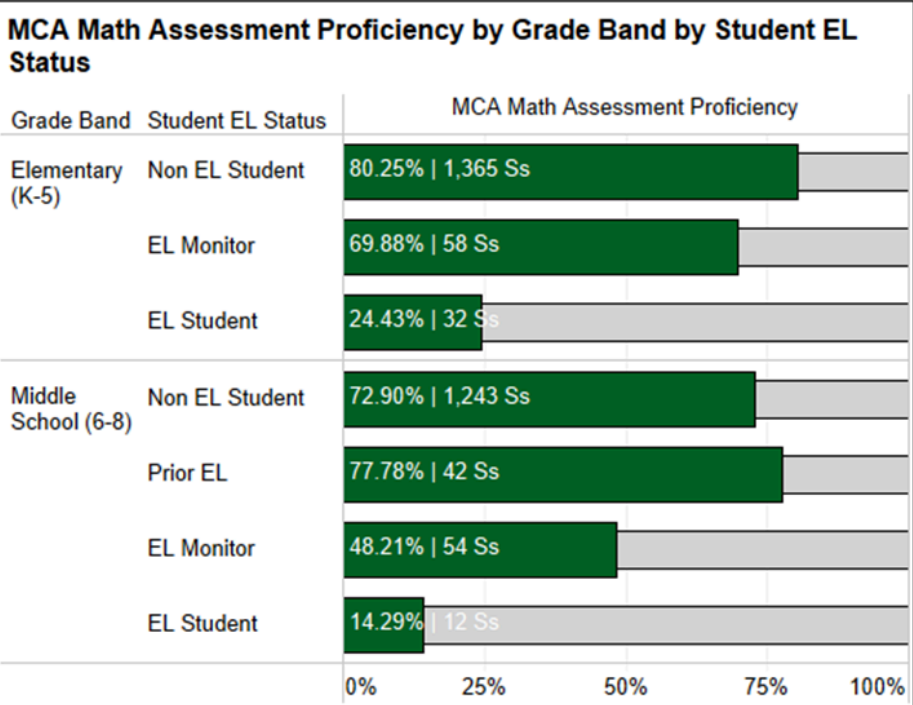
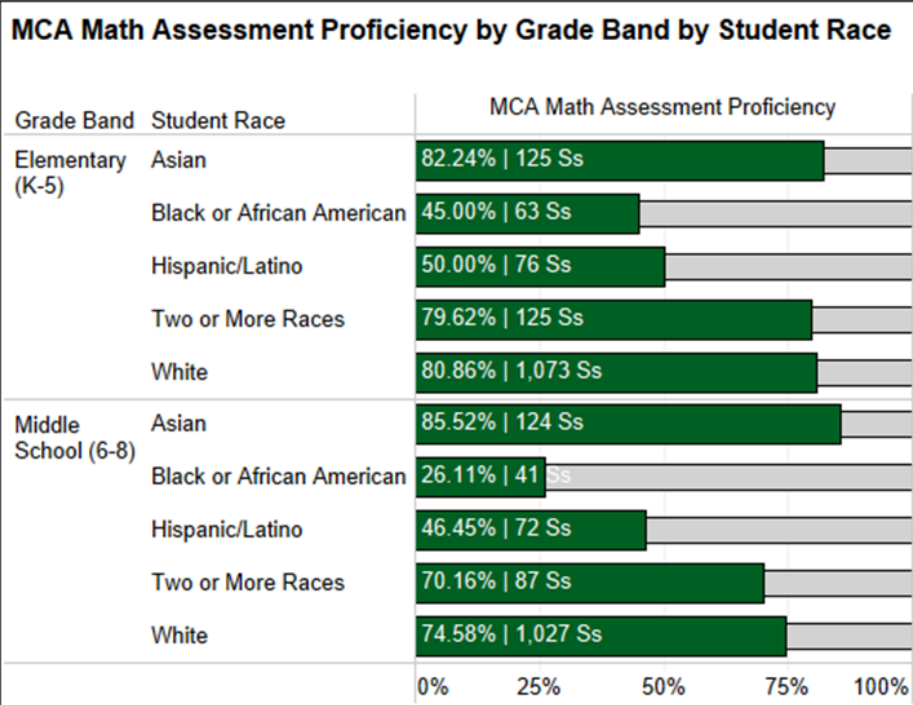
Math: MCA Math Assessment Charts and Graphs - 1 of 3 Triangulated Components



MCA Math Proficiency  
■ Proficient    ■ Not Proficient

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

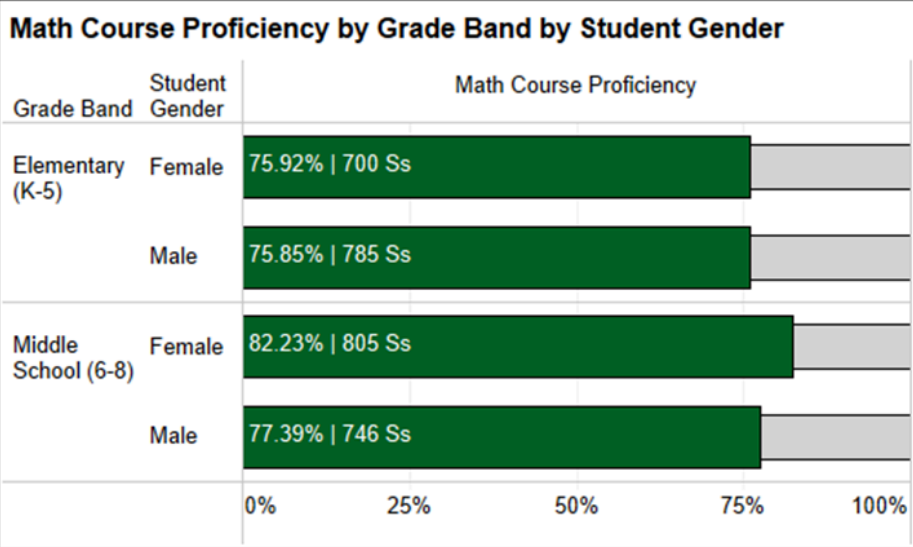
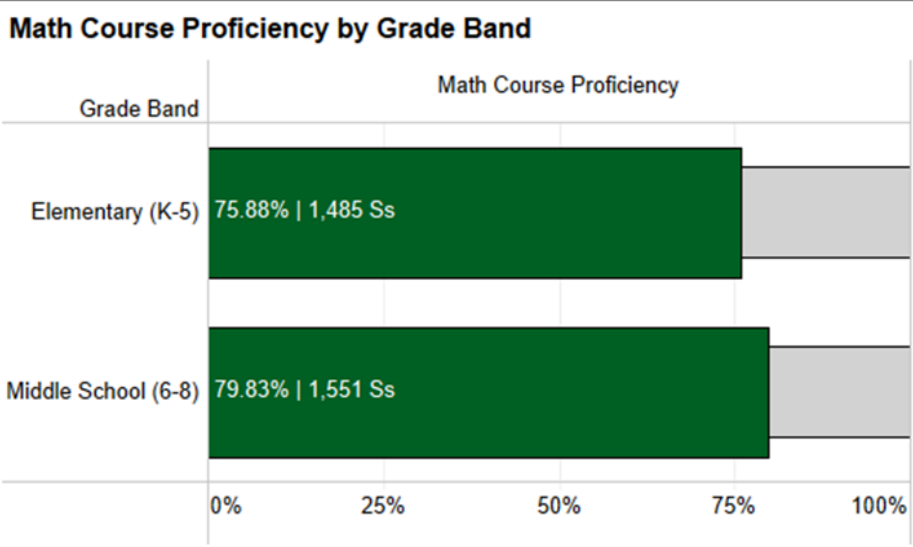
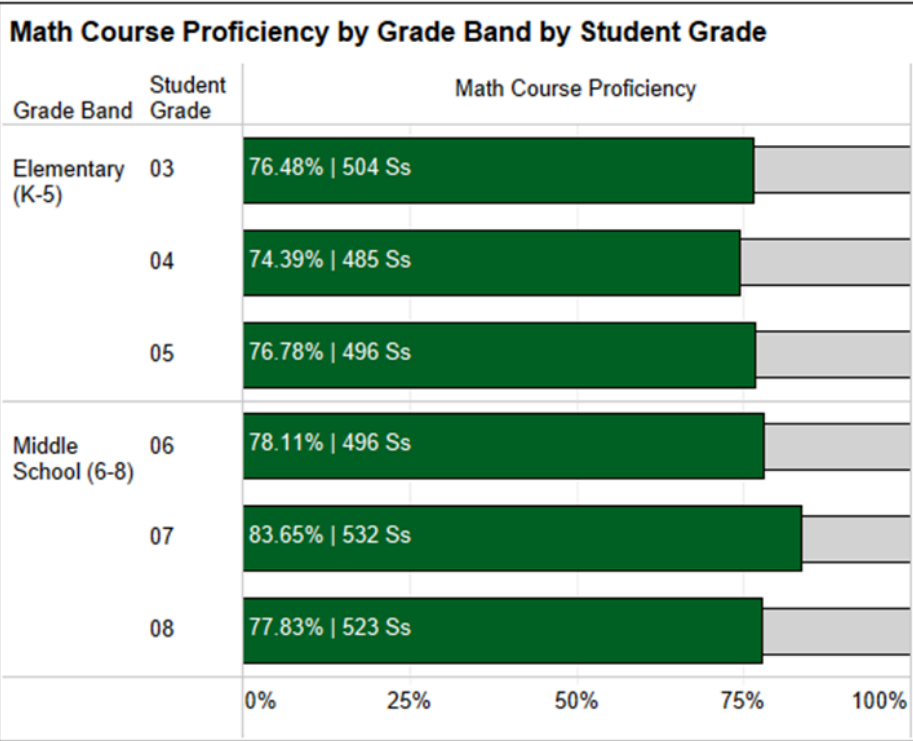
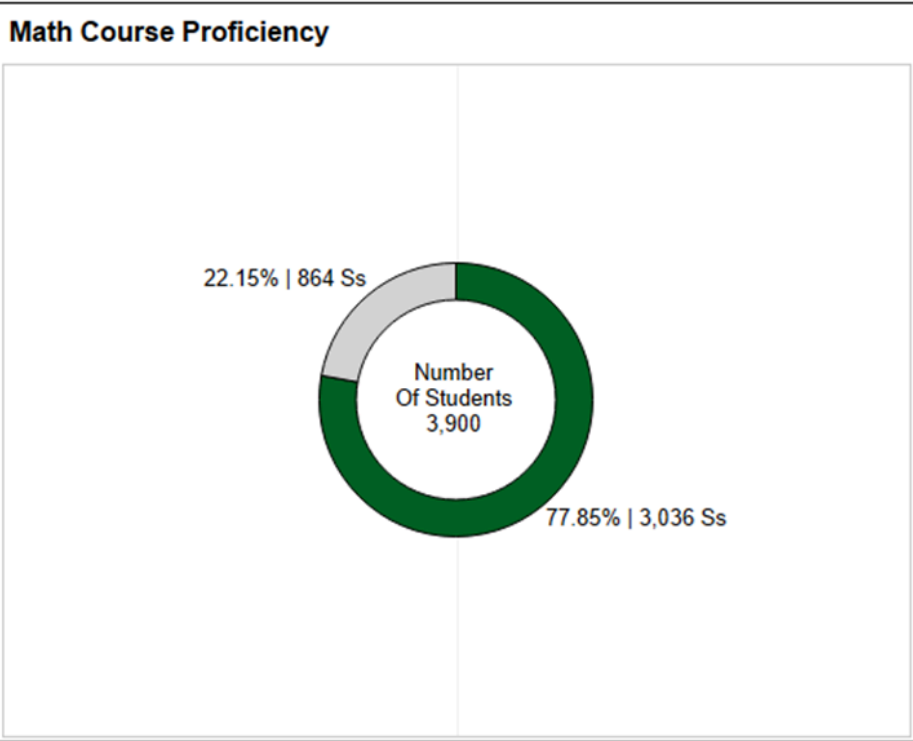
Math: MCA Math Assessments Charts and Graphs - 1 of 3 Triangulated Components



MCA Math Proficiency  
■ Proficient    ■ Not Proficient

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

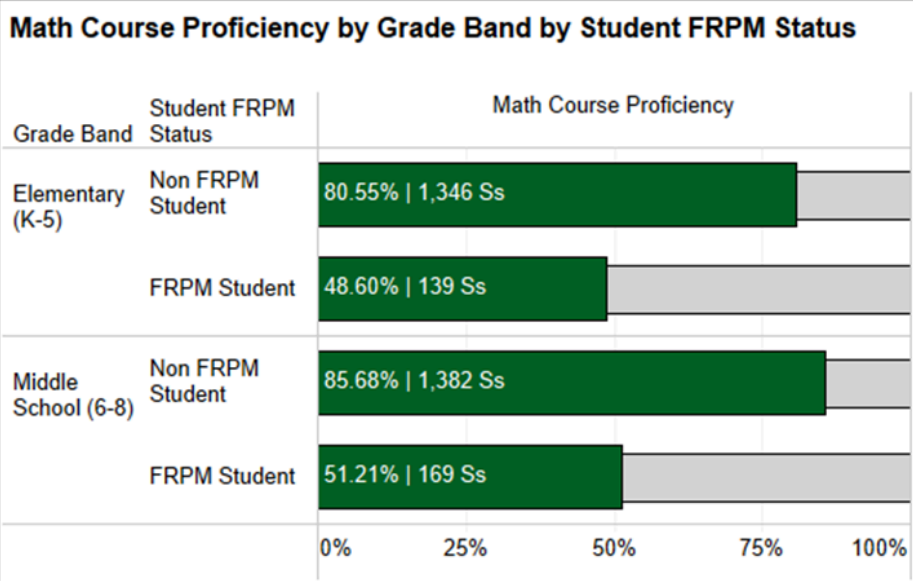
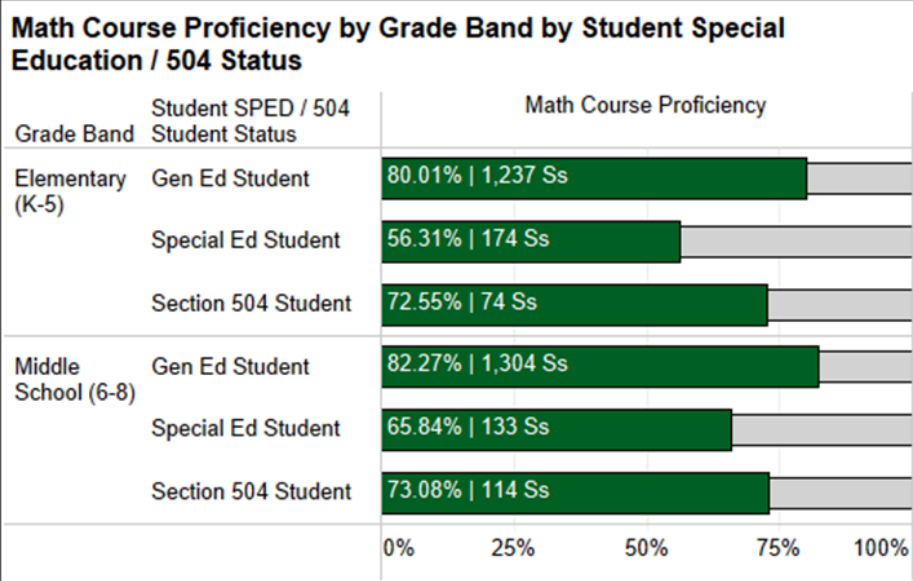
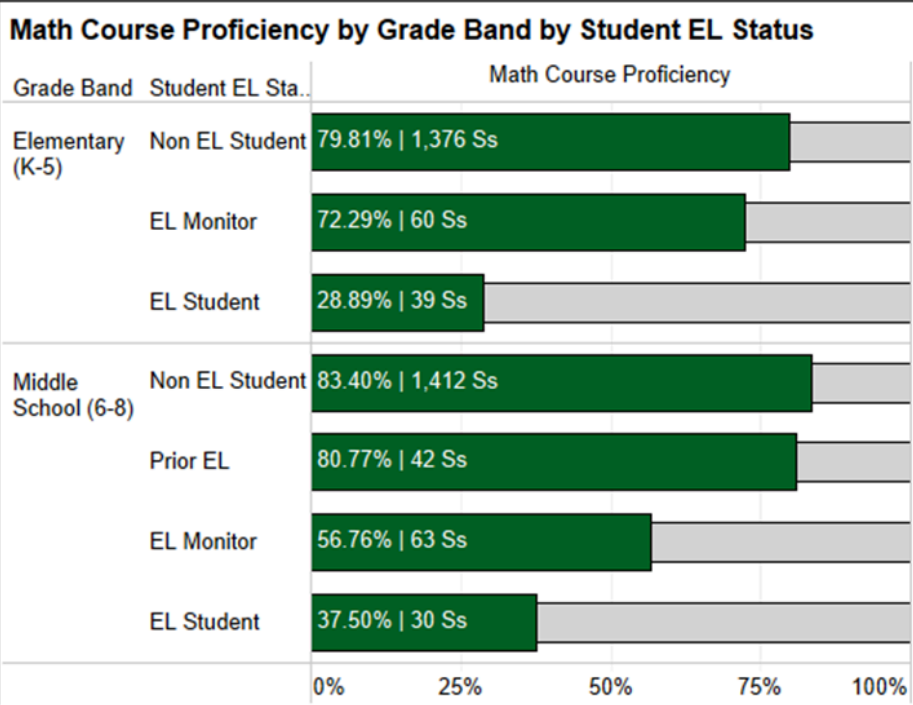
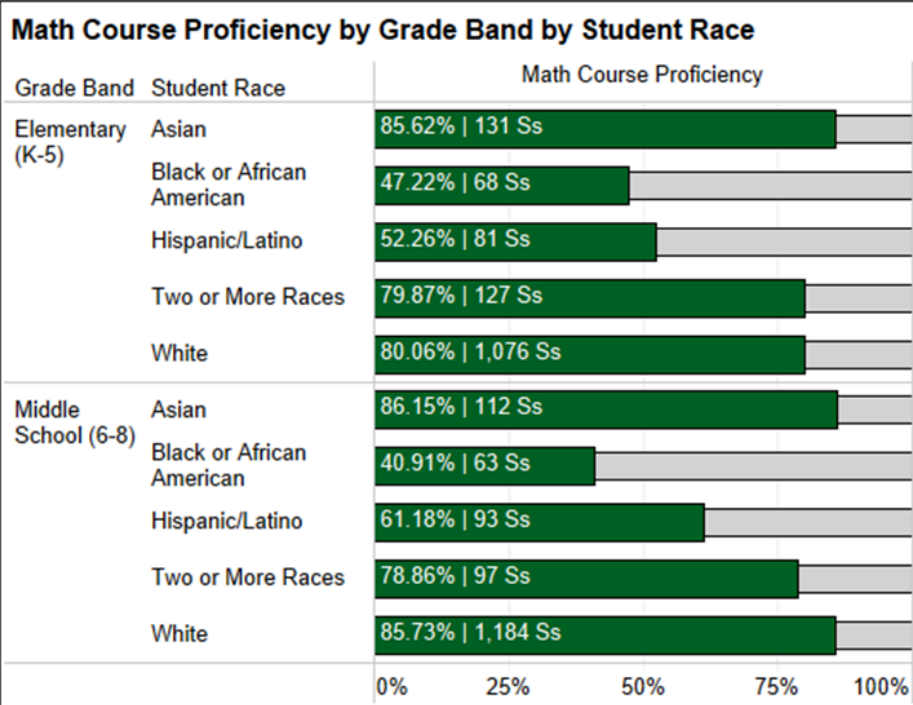
**Math: End-of-the-Year Math Grades Proficiency Charts and Graphs - 1 of 3 Triangulated Components**



Math Course Proficiency  
■ Proficient    ■ Not Proficient

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

**Math: End-of-the-Year Math Grades Proficiency Charts and Graphs Cont. - 1 of 3 Triangulated Components**



Math Course Proficiency  
■ Proficient    ■ Not Proficient

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

## Mathematics - Universal Screening Growth Metrics

### Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

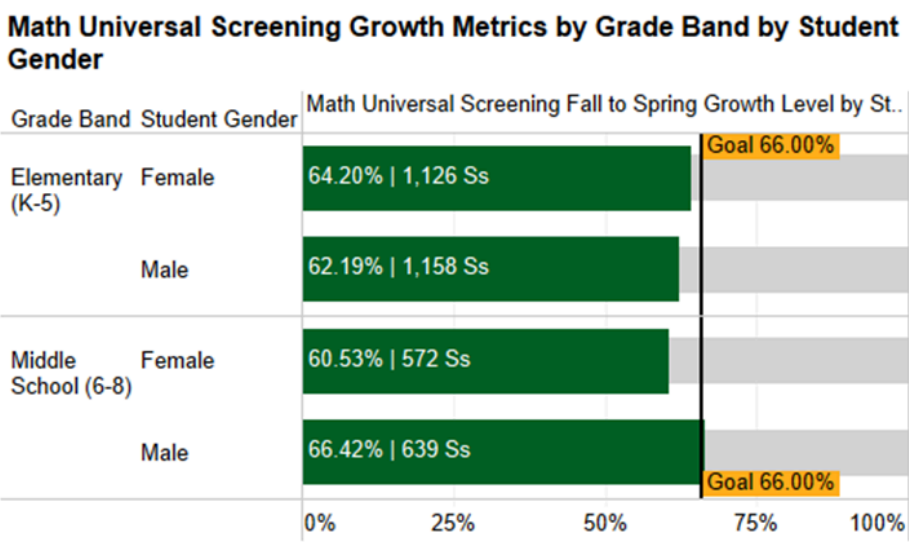
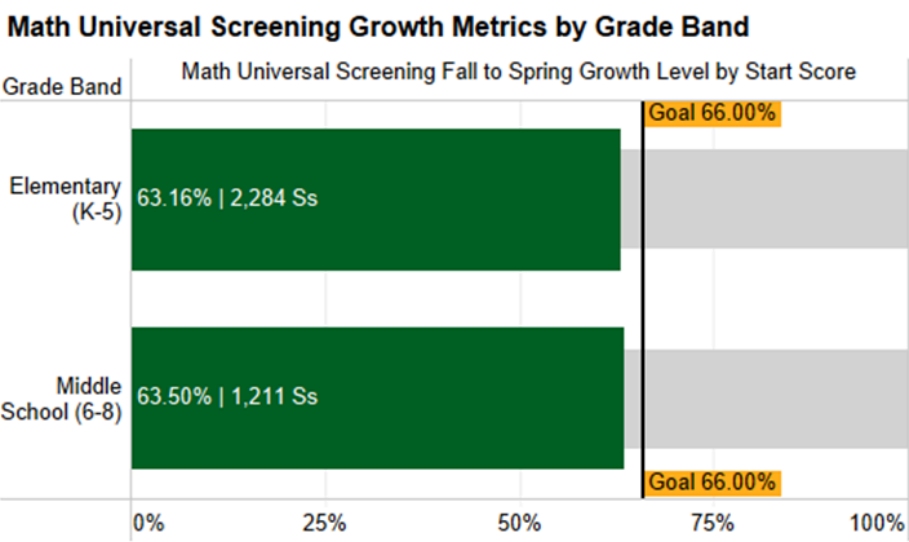
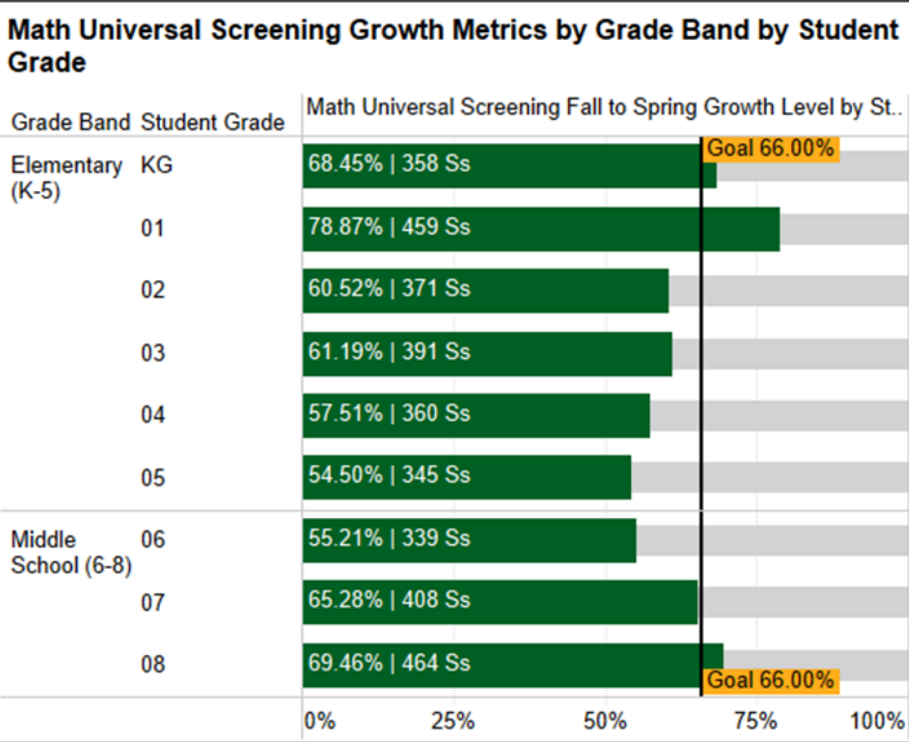
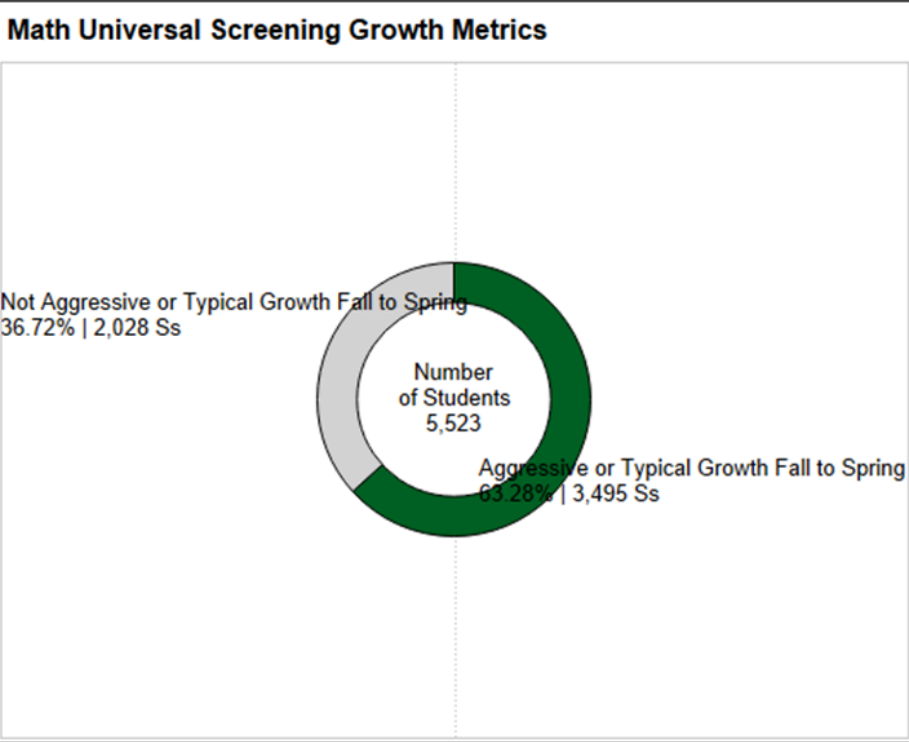
### Data Elements

- FASTBridge earlyMath (K-1), Growth level Fall and Spring by Start Score
- FASTBridge aMath (Grades 2-9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
  - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
  - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

### 2025-2027 Goals

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

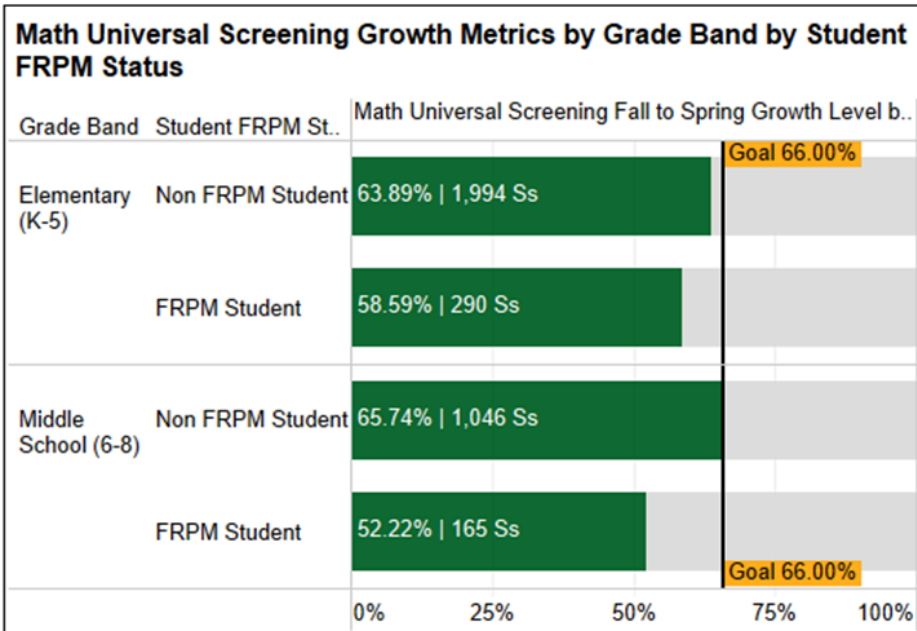
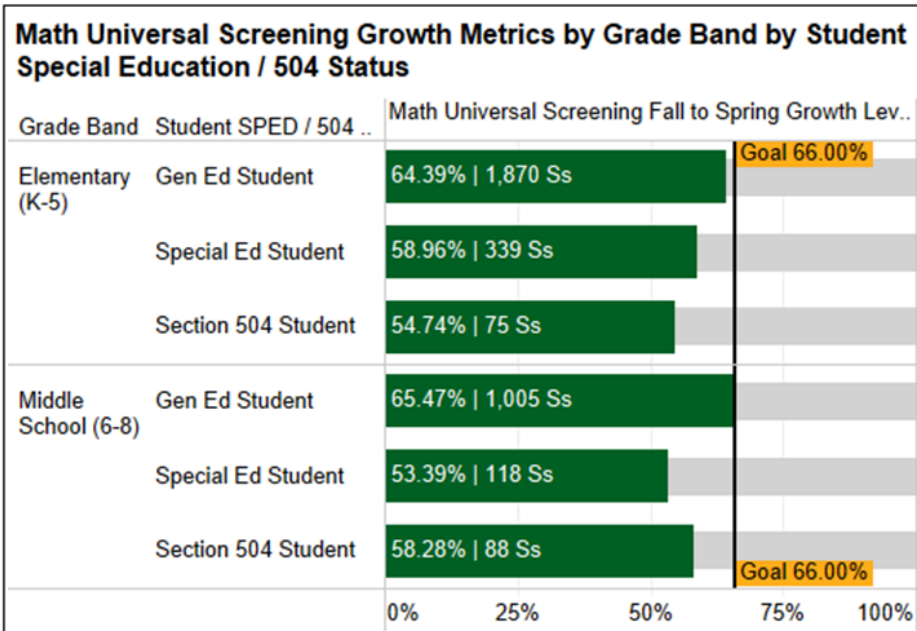
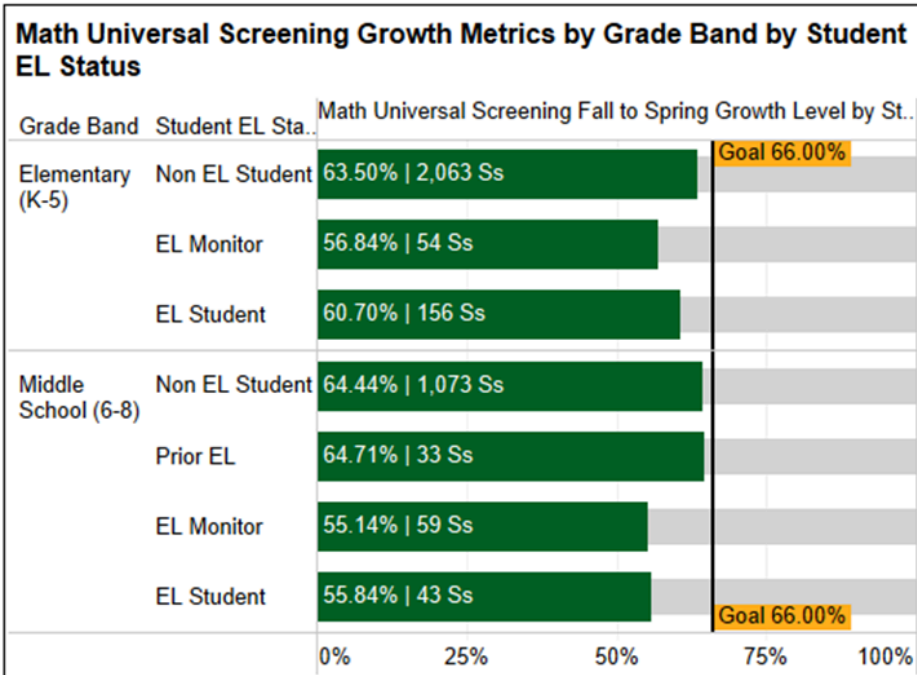
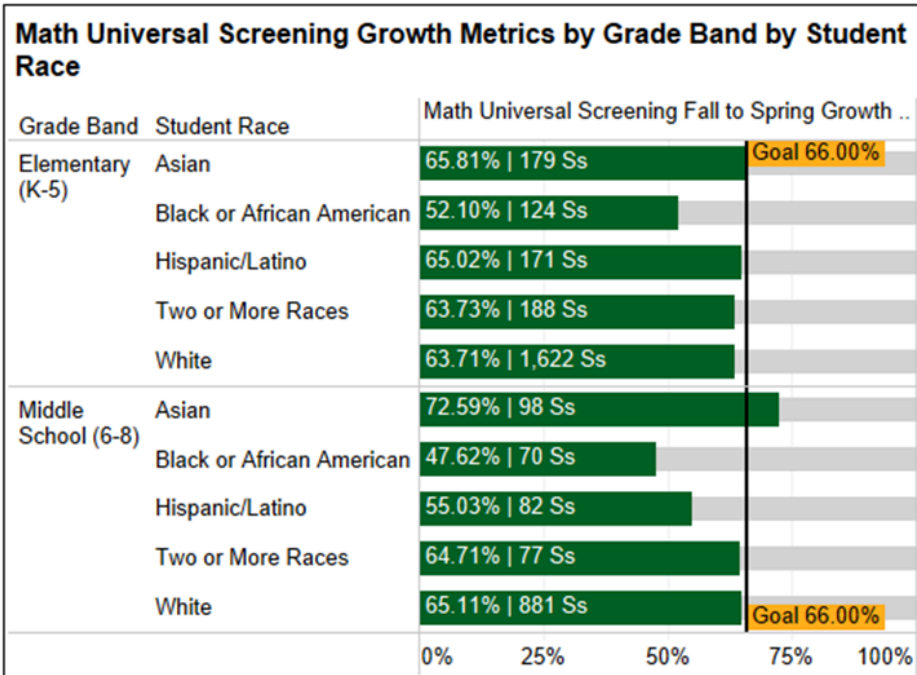
Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs



Aggressive or Typical Growth Fall to Spring ■ Aggressive or Typical Growth Fall to Spring ■ Not Aggressive or Typical Growth Fall to Spring

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

**Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs**



Aggressive or Typical Growth Fall to Spring  
■ Aggressive or Typical Growth Fall to Spring    ■ Not Aggressive or Typical Growth Fall to Spring

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

## **Mathematics: Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall**

### **Rationale**

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

### **Data Elements**

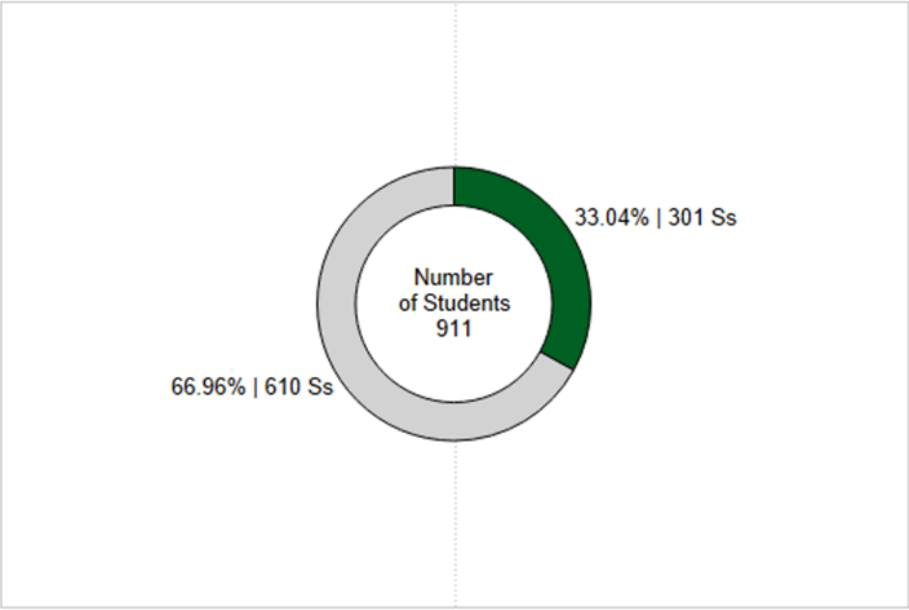
- FASTBridge earlyMath (K-1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyMath (K-1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aMath (Grades 2-8), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 2-8), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

### **2025-2027 Goals**

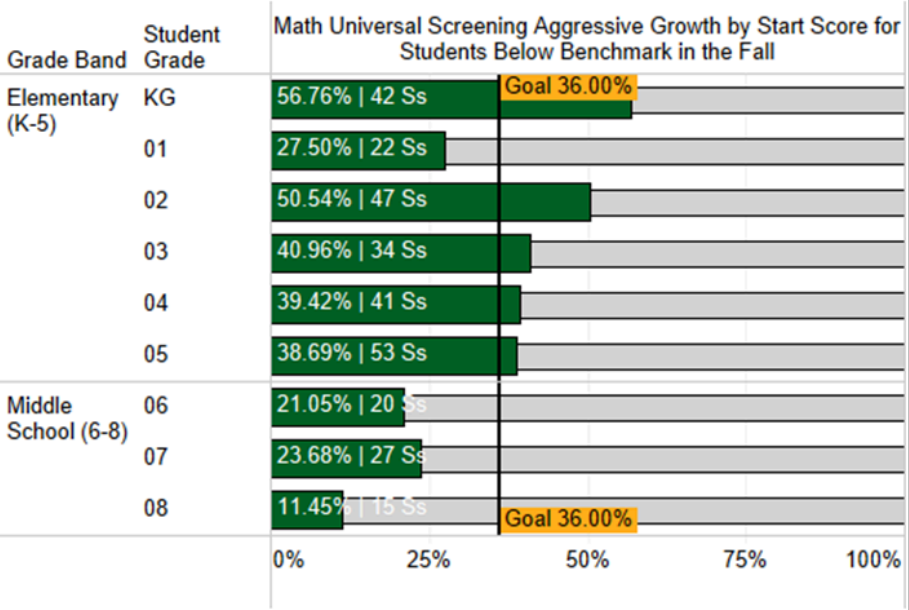
By Spring 2027 (starting Fall 2025), the percentage of K-8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

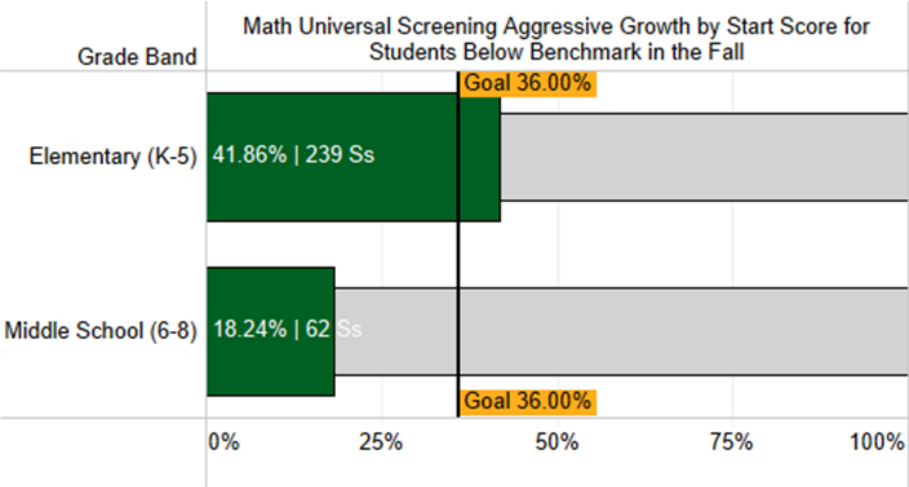
Math Aggressive Growth of Students Below Benchmark in the Fall



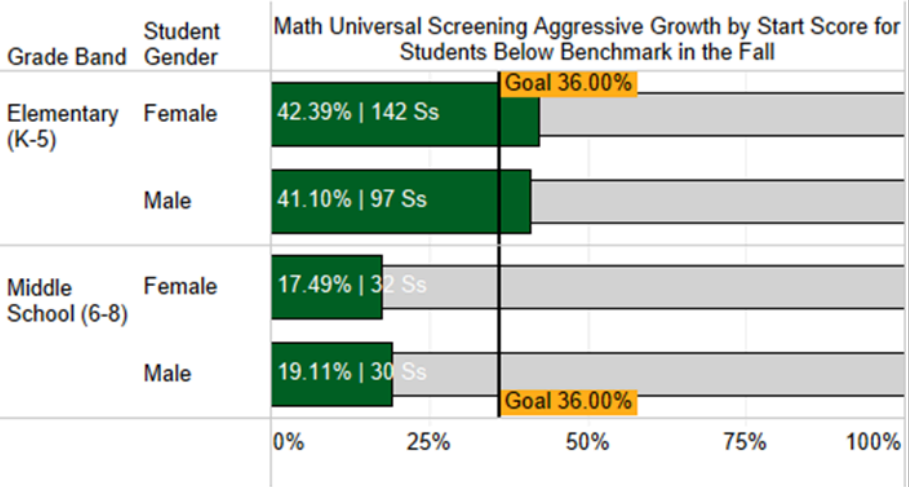
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Grade



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band



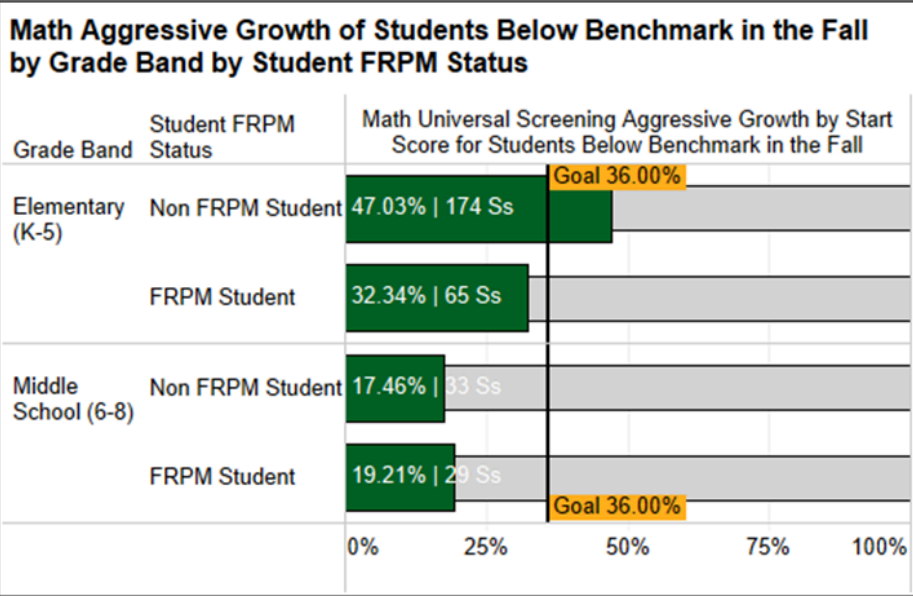
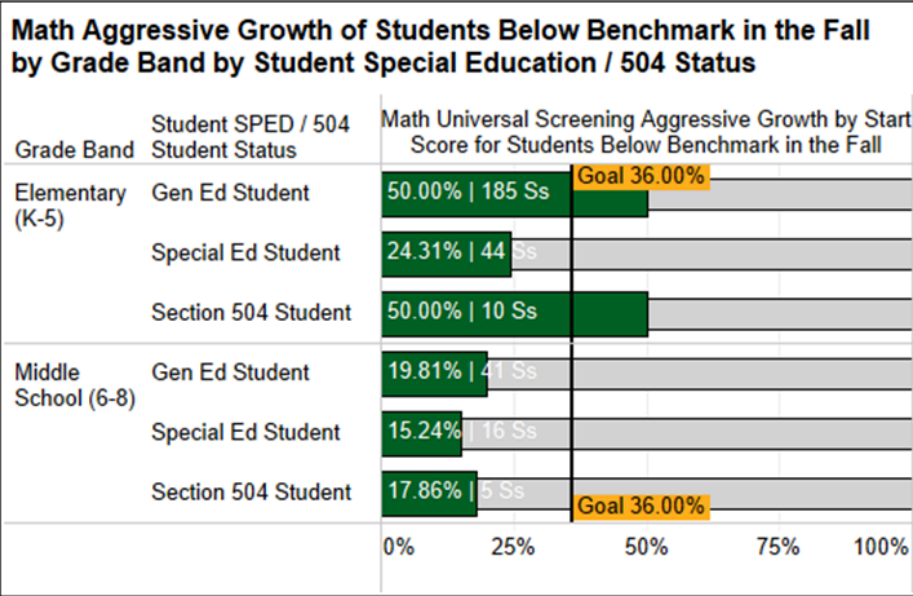
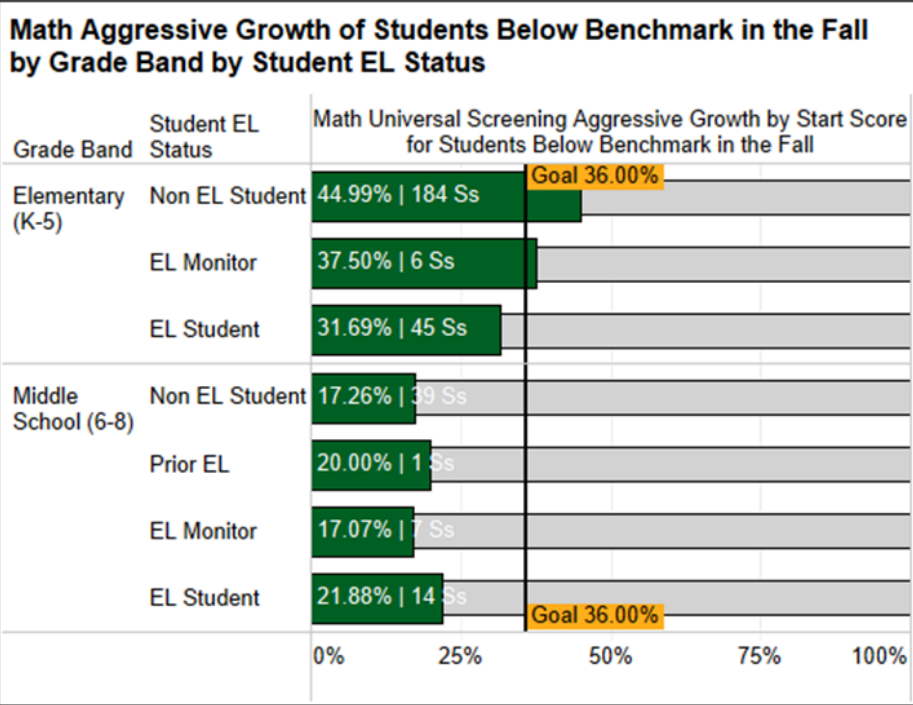
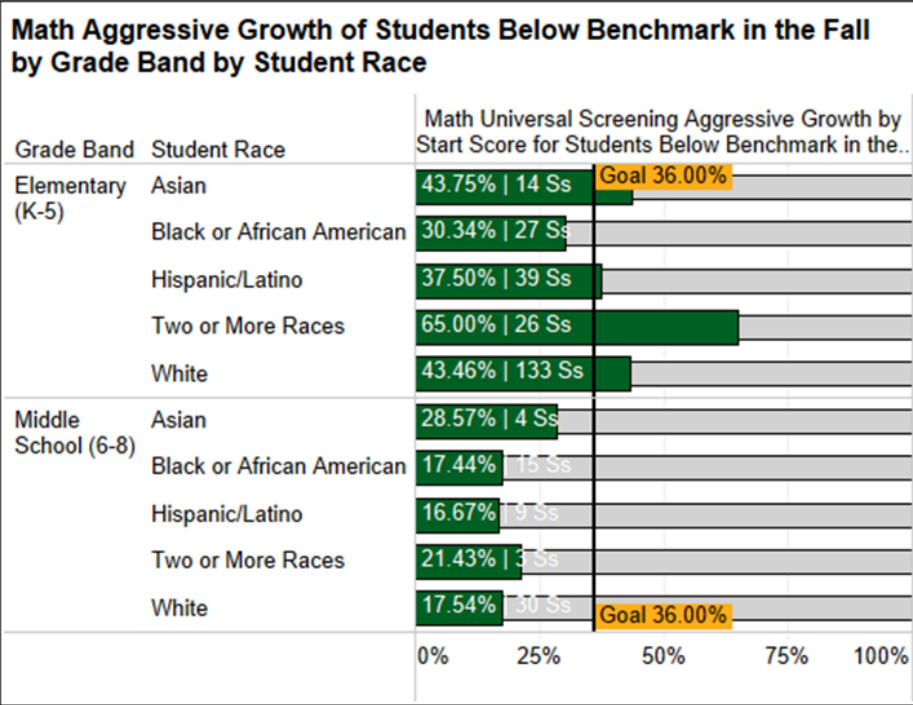
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Gender



Fall to Spring Math Aggressive Growth Level by Start Score  
 ■ Aggressive Growth      □ Growth Level Other than Aggressive

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

**Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs**



Fall to Spring Math Aggressive Growth Level by Start Score  
■ Aggressive Growth      ■ Growth Level Other than Aggressive

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

## Mathematics - Algebra Completion & Proficiency

### Rationale

Successful completion of Algebra by 8th grade is a strong predictor of future success in higher-level mathematics and STEM fields. This goal ensures that Tier 1 math instruction effectively prepares students for rigorous secondary mathematics, promoting equitable access to advanced coursework and fostering foundational algebraic understanding for all students.

### Data Elements

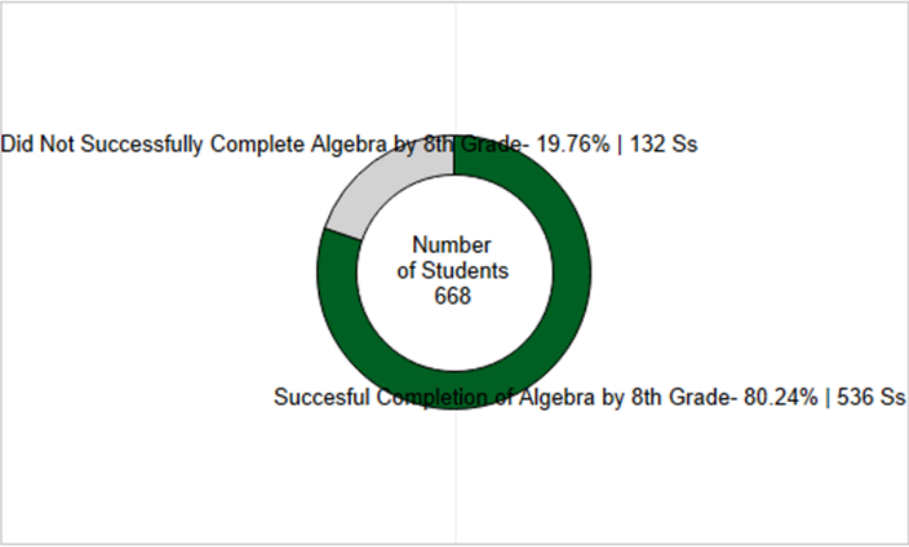
- Final course grades in Algebra (specifically 'B' or better) for 8th-grade students.
- Student enrollment data for Algebra courses in 8th grade
- Student demographic data for subgroup analysis

### 2025-2027 Goals

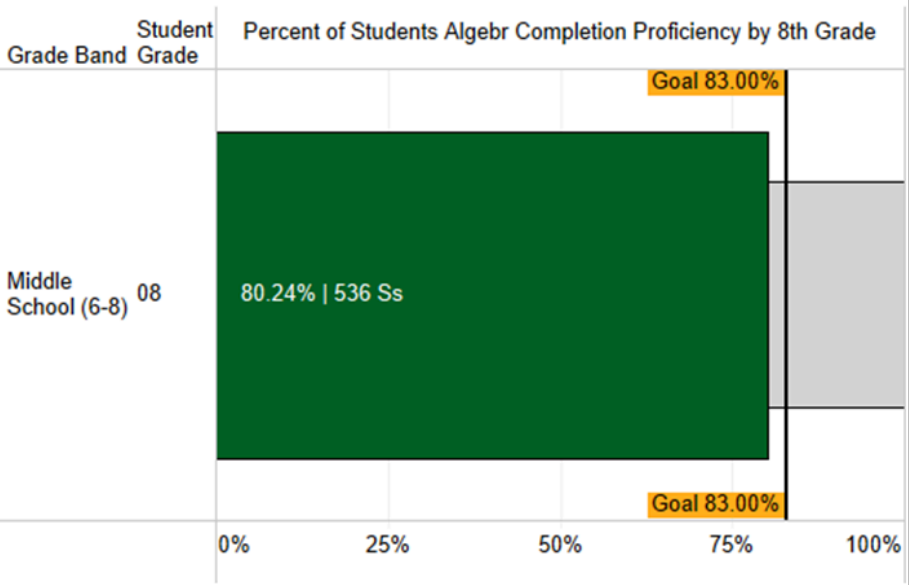
By Spring 2027 school year the percentage of 8th-grade students successfully completing Algebra with a letter grade of 'B' or better shall increase by **percentage points** from a Spring 2025 baseline of **80.24%** to **83%**. This improvement will be monitored for equitable outcomes across all student subgroups.

**Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs**

**Algebra Completion & Proficiency**

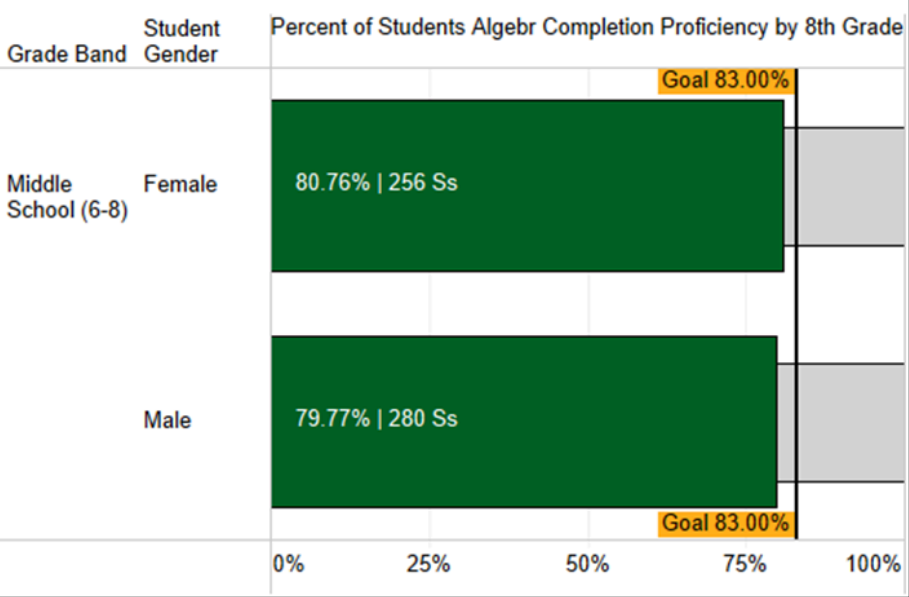


**Algebra Completion & Proficiency by Grade Band by Student Grade**



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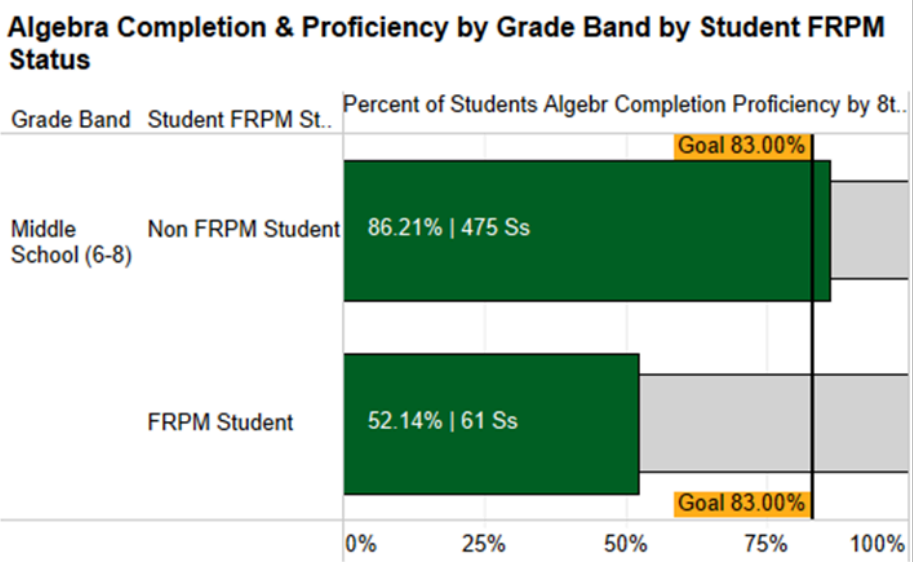
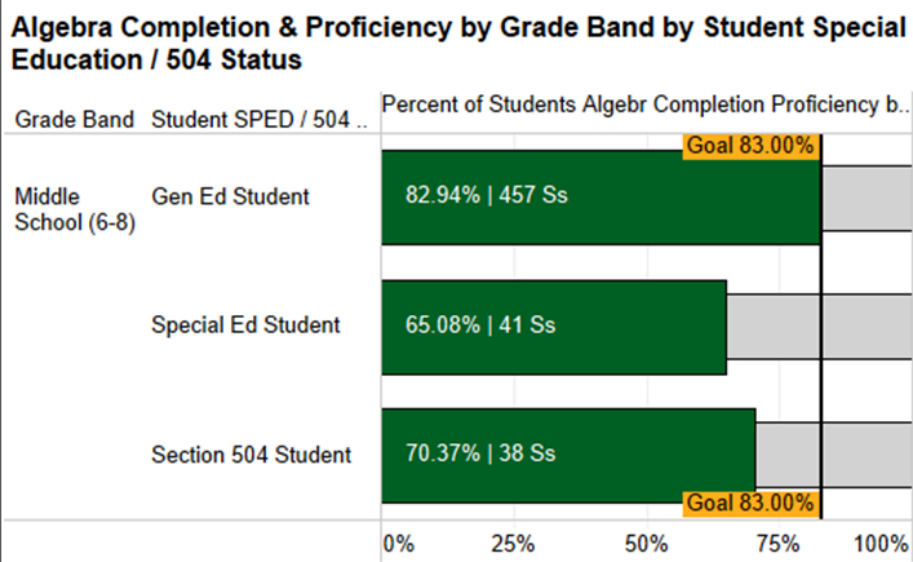
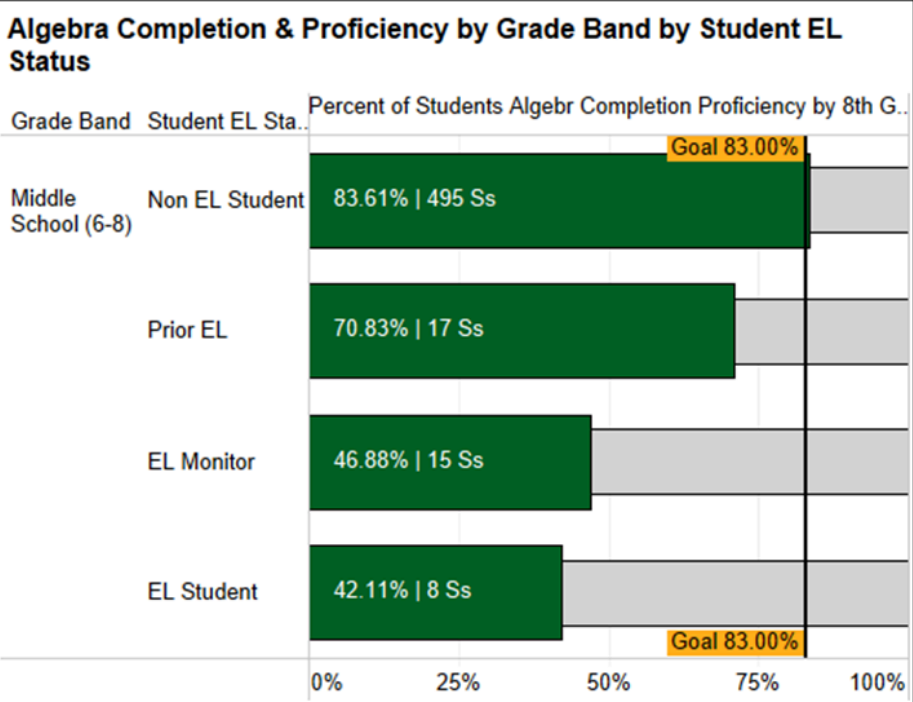
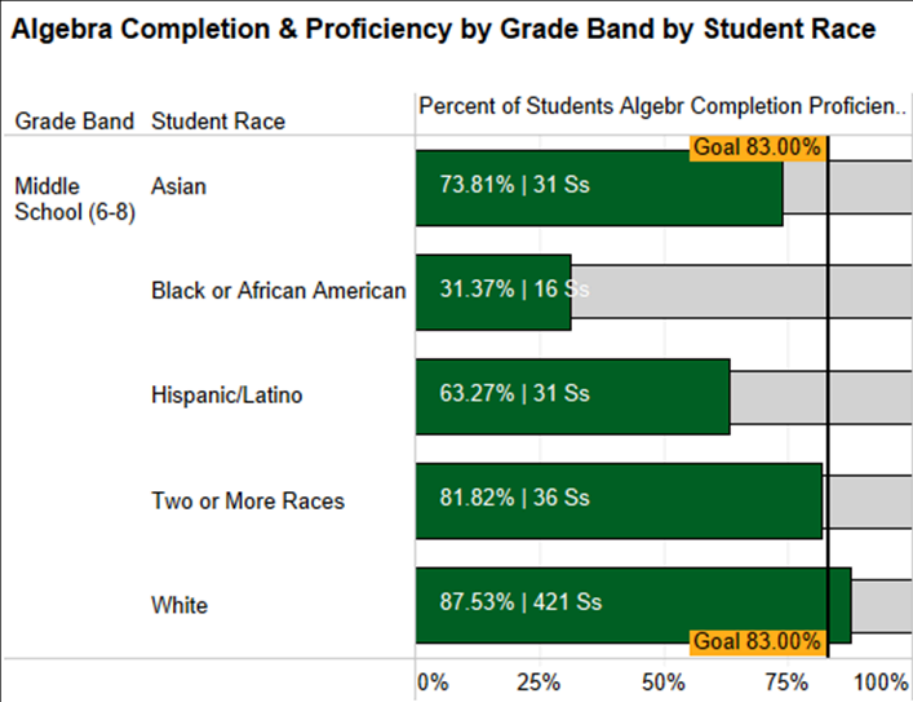
**Algebra Completion & Proficiency by Grade Band by Student Gender**



Algebra Completion Status  
■ Successful Completion of Algebra by 8th Grade      ■ Did Not Successfully Complete Algebra by 8th Grade

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

Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs Cont.



Algebra Completion Status  
■ Successful Completion of Algebra by 8th Grade      ■ Did Not Successfully Complete Algebra by 8th Grade

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

## Science - Statewide Assessment Proficiency

### Rationale

Performance on statewide science assessments provides an external validation of the effectiveness of Tier 1 science instruction and its alignment with state standards. These assessments are a critical measure for ensuring that all students are developing the knowledge and skills necessary for future science learning, while also helping the district identify and address systemic disparities in achievement across student groups. It is important to note that the statewide transition to a new science assessment this year resulted in a significant drop in scores, both locally and across Minnesota. Such decreases are a common occurrence when new standards are introduced and assessed for the first time, as instruction and curriculum adjust to the revised expectations. Over time, as teaching practices and student learning align more closely with the updated standards, performance is expected to stabilize and improve.

### Data Elements

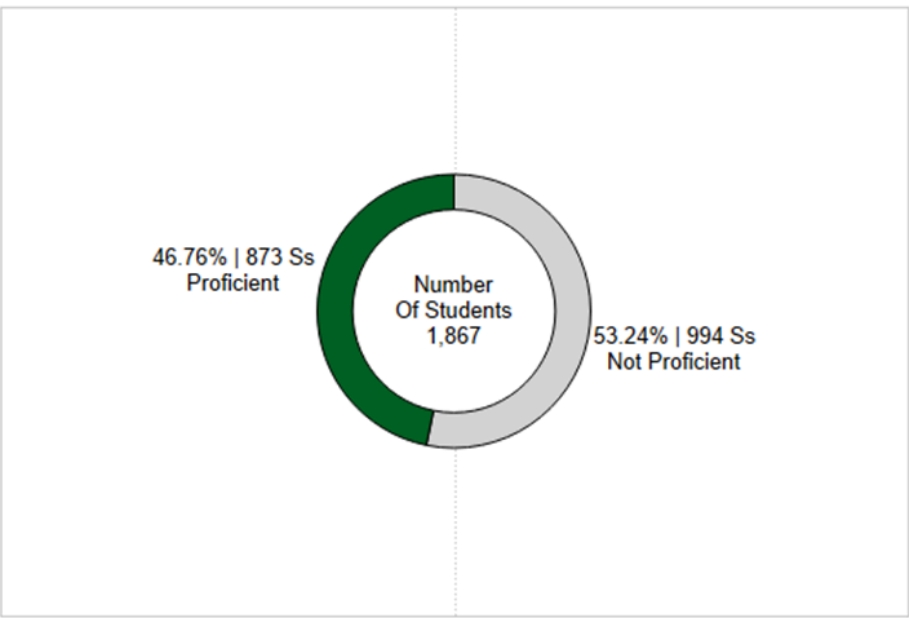
- MCA Science assessment scores (Grades 5, 8, HS Students taking Biology).
- Student demographic data for subgroup analysis.

### 2025-2027 Goals

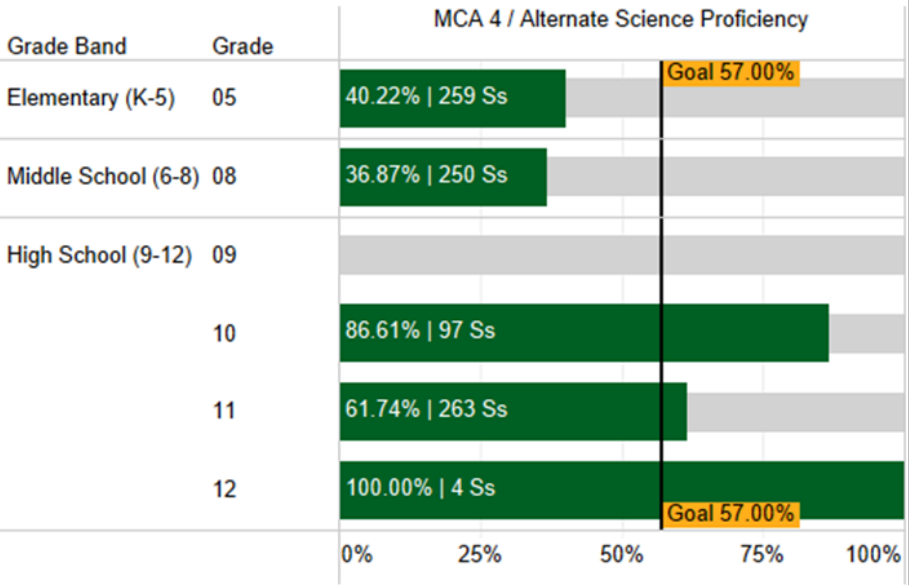
By Spring 2027 school year, the percentage of students in grades 5, 8, and EHS Biology demonstrating proficiency on the Minnesota Comprehensive Assessments (MCA) Science assessment shall increase by 10 percentage points from 47% to 57%. This improvement will be monitored for equitable outcomes across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

Science Data Metrics Charts and Graphs

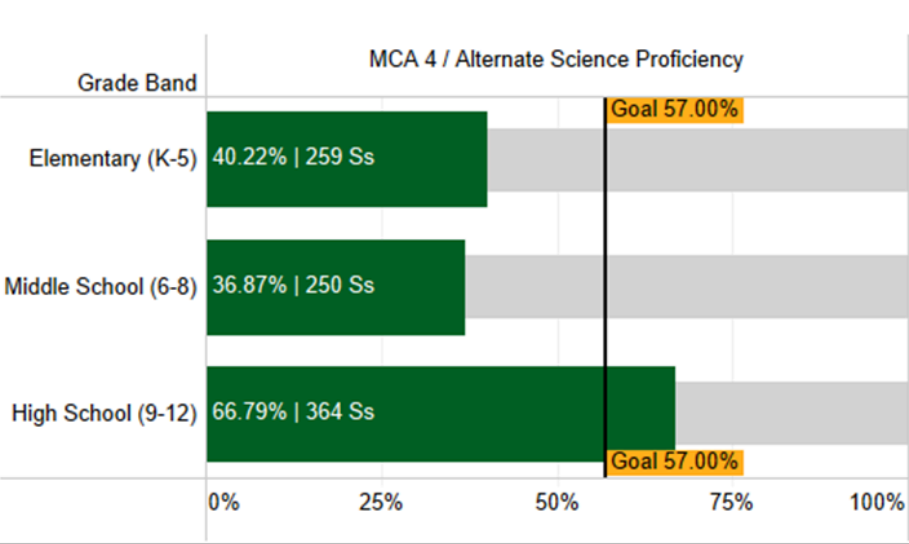
MCA IV / Alternate Science Proficiency



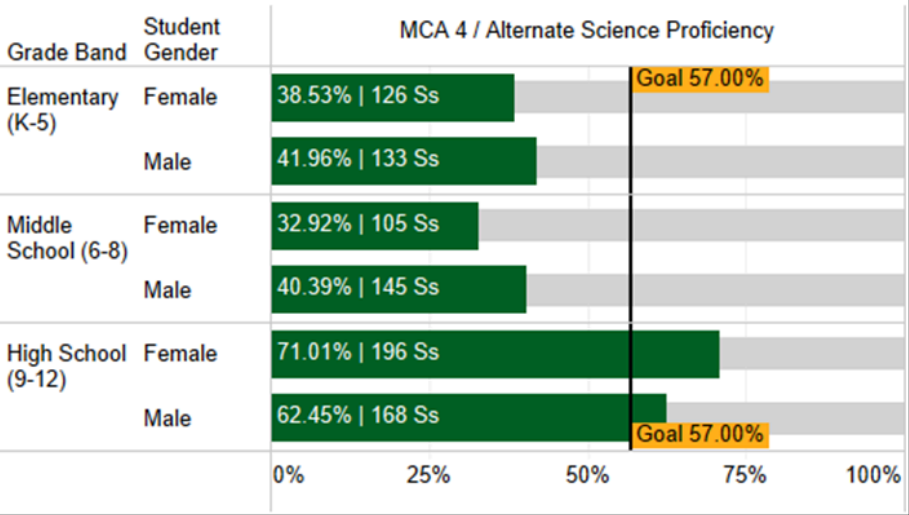
MCA IV / Alternate Science Proficiency by Grade Band by Student Grade



MCA IV / Alternate Science Proficiency by Grade Band



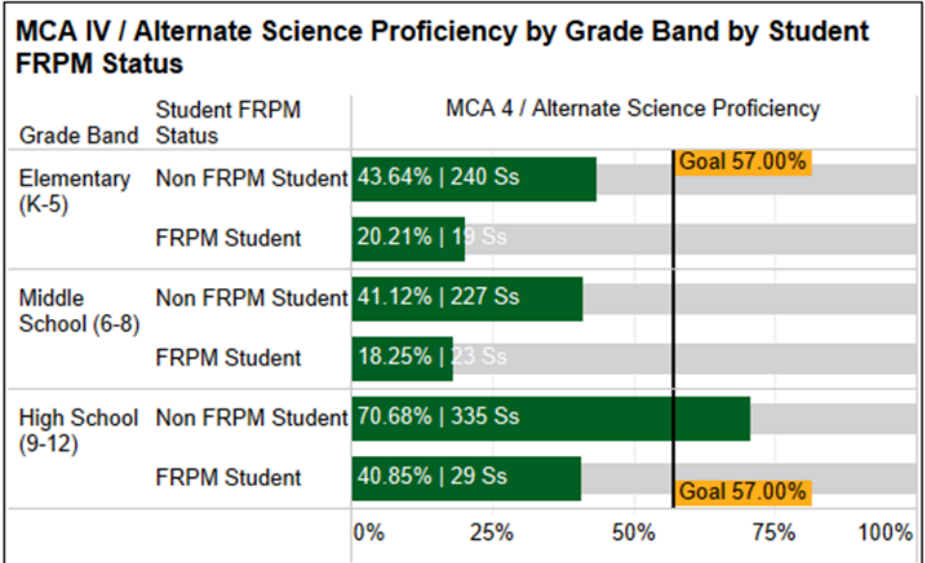
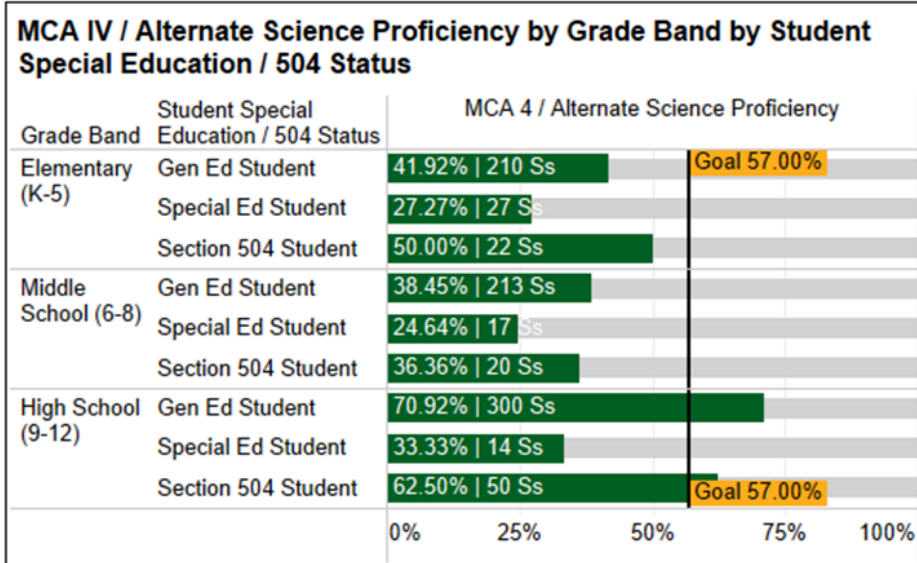
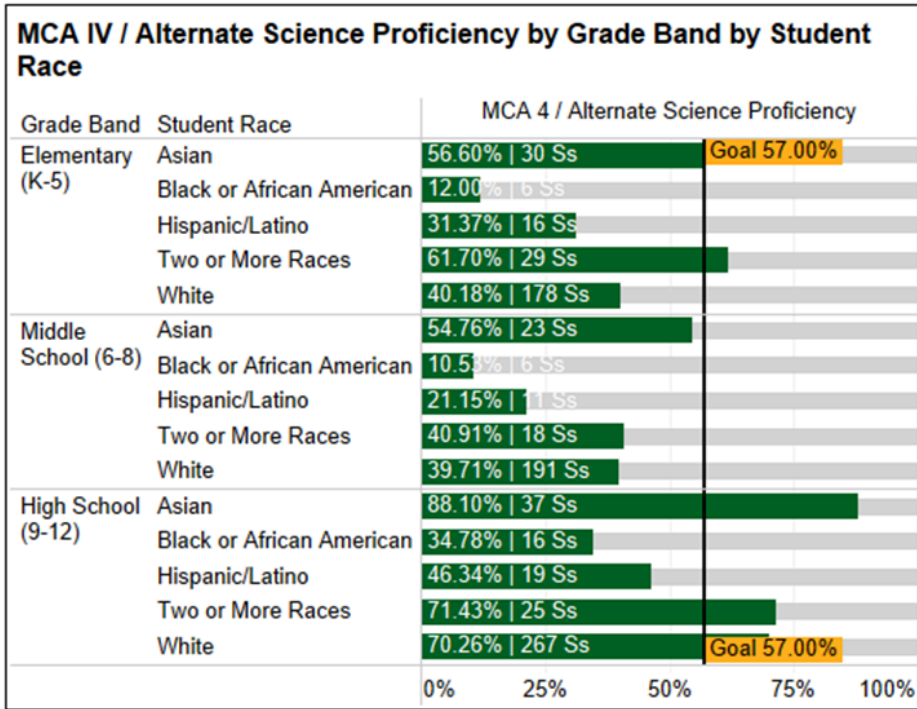
MCA IV / Alternate Science Proficiency by Grade Band by Student Gender



MCA IV / Alternate Science Proficiency  
■ Proficient    ■ Not Proficient

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

Science Data Metrics Charts and Graphs Cont.



MCA IV / Alternate Science Proficiency  
■ Proficient ■ Not Proficient

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

# Social Emotional Learning (SEL)



## Social Emotional Learning (SEL): Supporting Whole-Child Development

### Rationale

Social and Emotional Learning is essential for student well-being, engagement, and academic success. Measuring SEL shows how students are building skills like self-awareness, self-management, and relationship-building, ensuring they are supported both academically and emotionally. Students with strong SEL skills are more resilient, adaptable, and able to form healthy relationships.

### Data Elements

- Panorama Survey

### 2025-2027 Goals

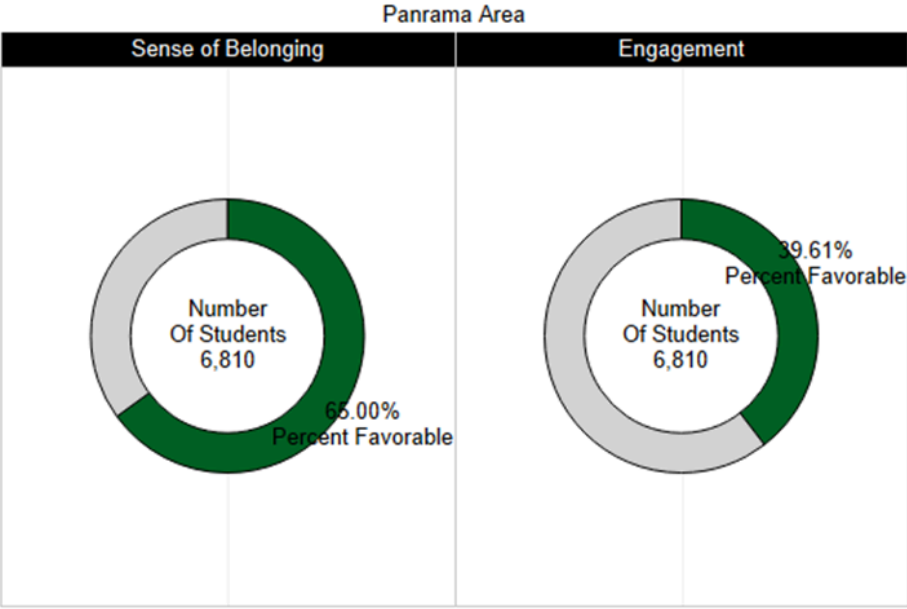
By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

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

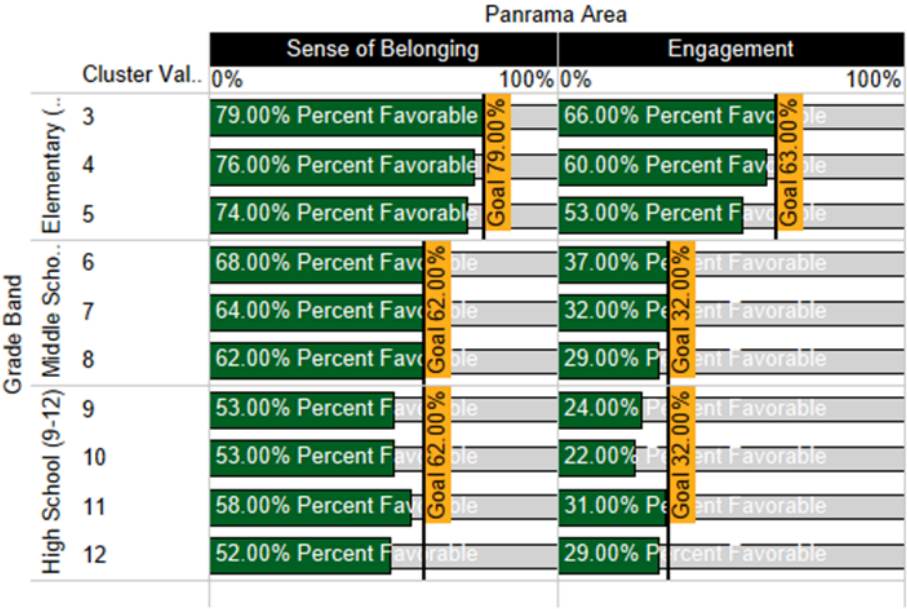
Concurrently, all student subgroups are expected to demonstrate an increase of at least 1.5 percentage points.

Social Emotional Learning (SEL): Supporting Whole-Child Development Charts and Graphs

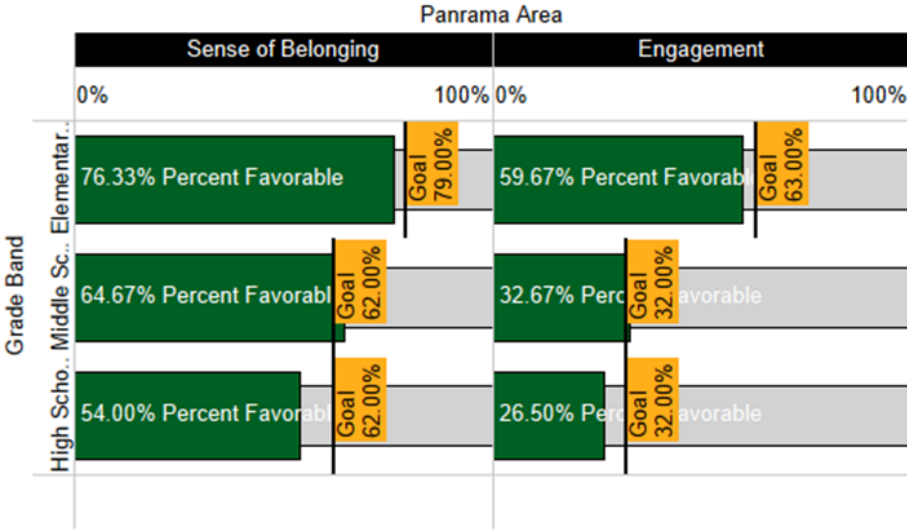
Social Emotional Learning (SEL): Supporting Whole-Child Development



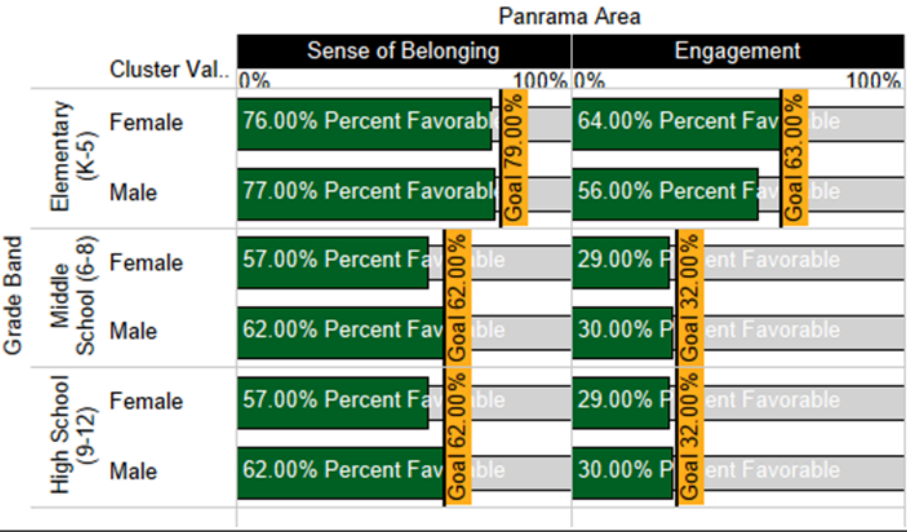
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Grade



Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band



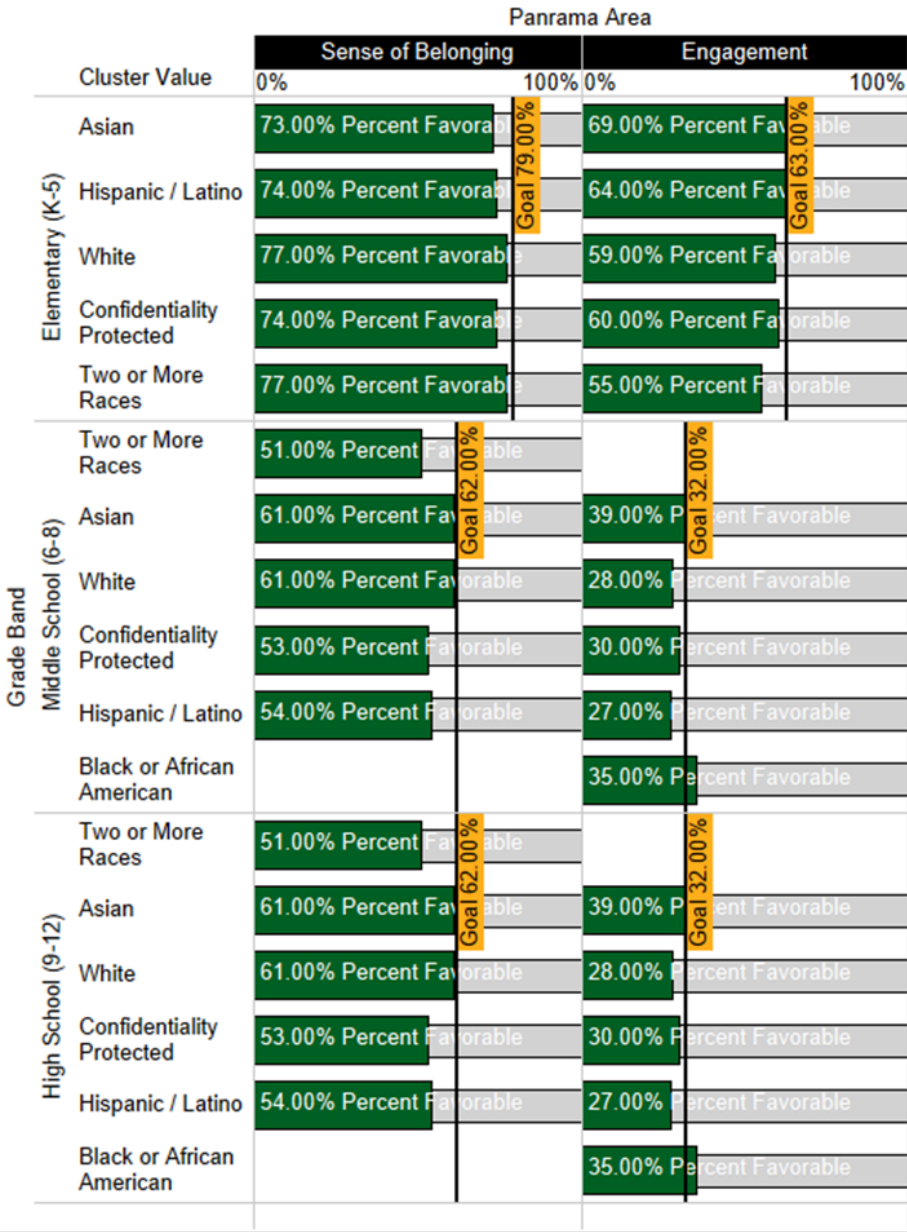
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Gender



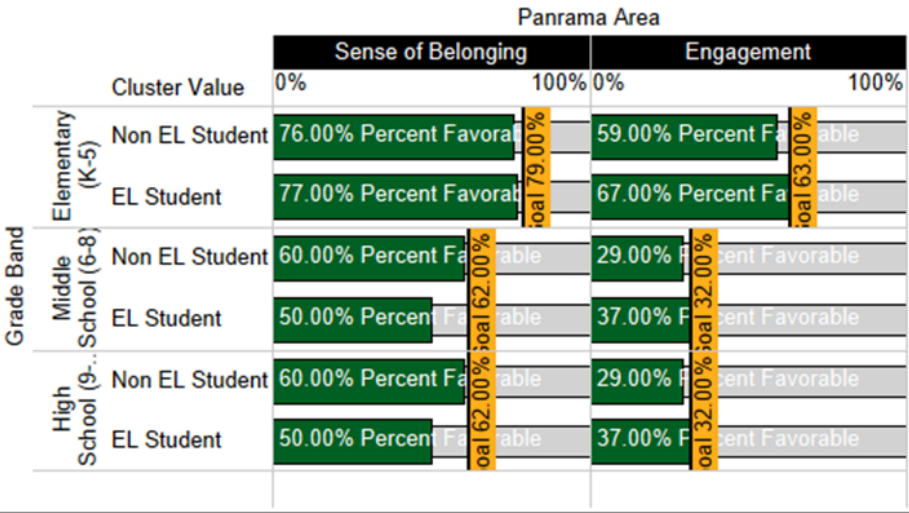
Measure Names  
 ■ Percent Favorable    □ Percent Not Favorable

Social Emotional Learning (SEL): Supporting Whole-Child Development 6-12 Engagement Charts and Graphs Cont.

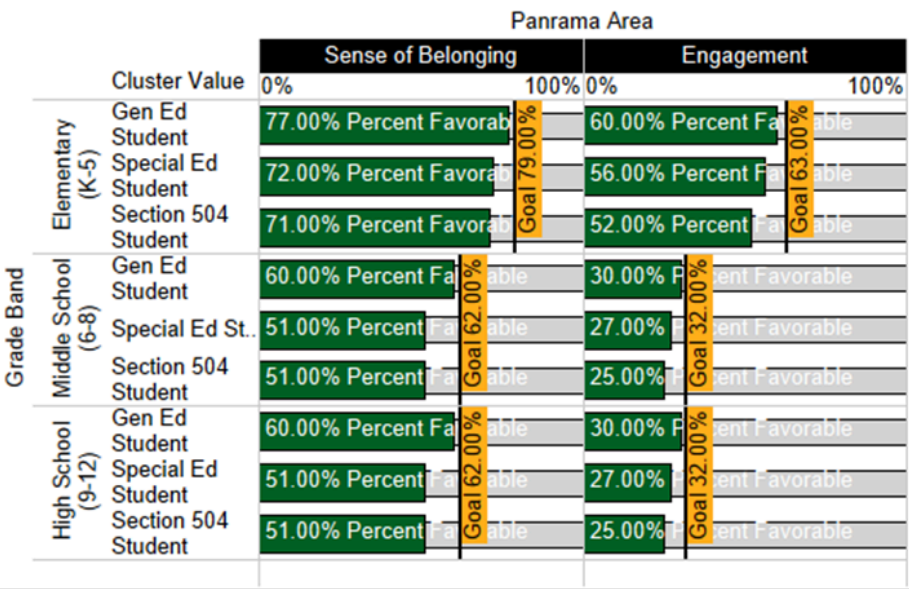
**Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Race**



**Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student EL Status**



**Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Special Education / 504 Status**



Measure Names  
■ Percent Favorable  
■ Percent Unfavorable

## **SEL: Participation in Extra Curricular and/or Co-Curricular Activities**

### **Rationale**

Involvement in extracurricular and co-curricular activities further strengthens belonging and connection by providing opportunities to engage with peers and trusted adults in the Edina community. Extracurricular activities extend beyond the classroom based on student interests, while co-curricular activities are directly connected to and reinforce academic learning.

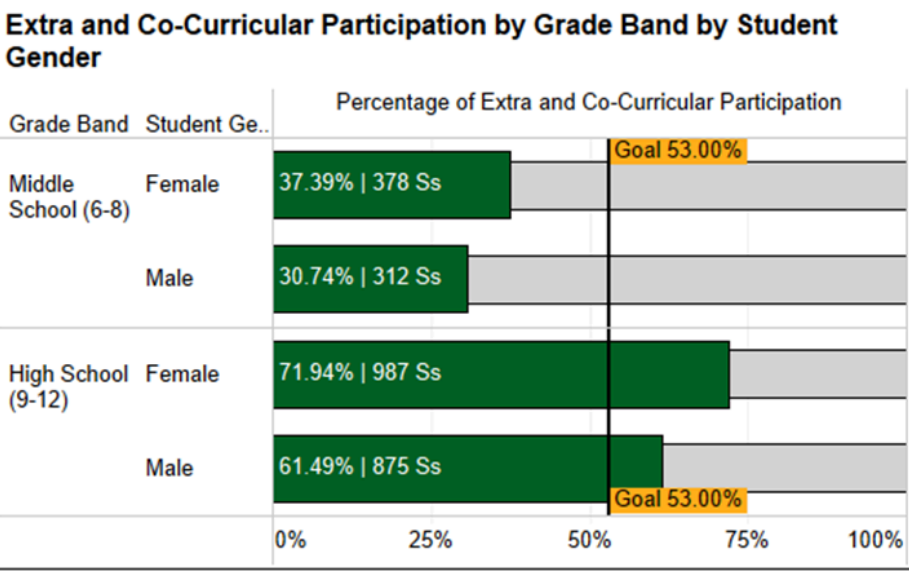
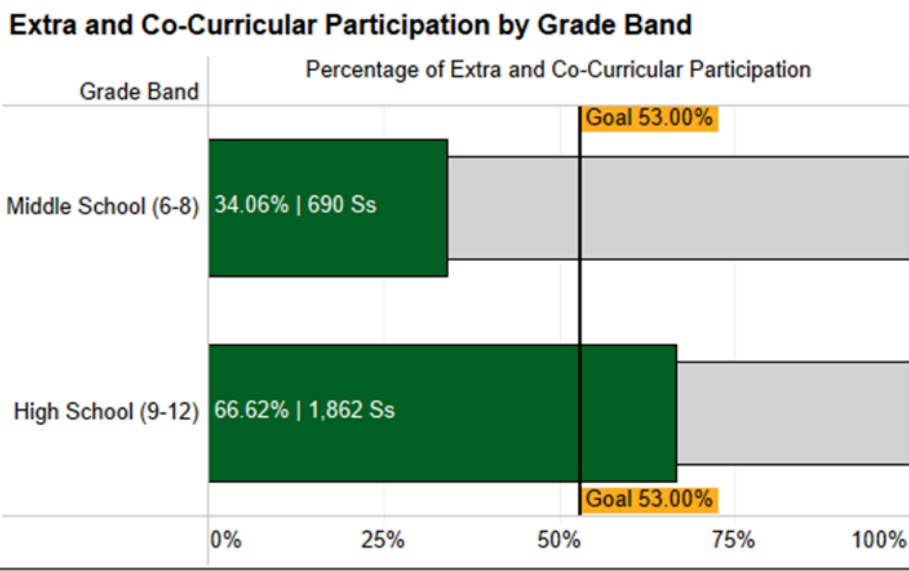
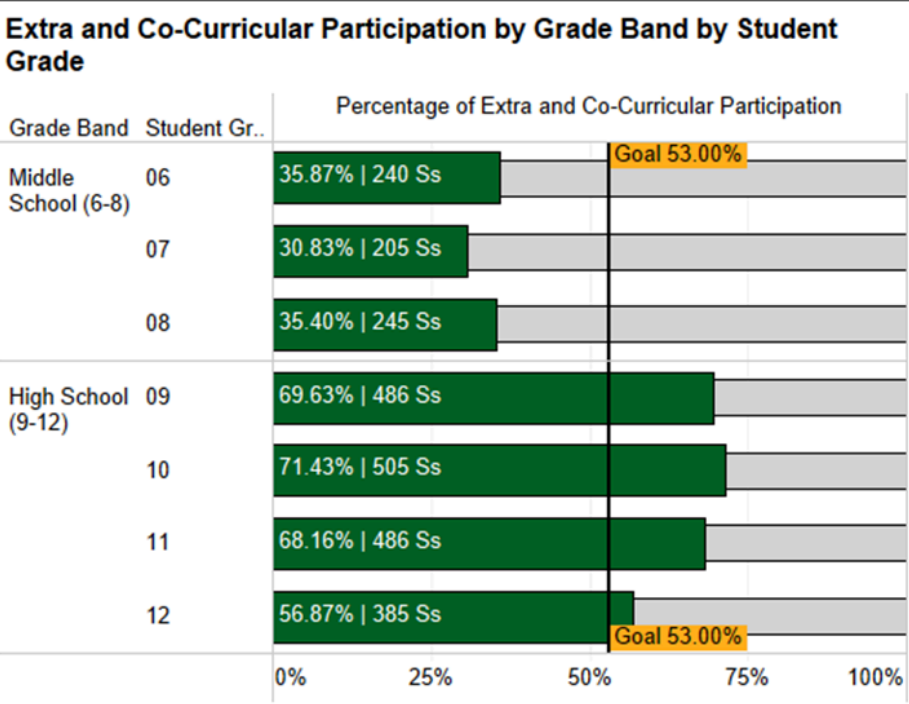
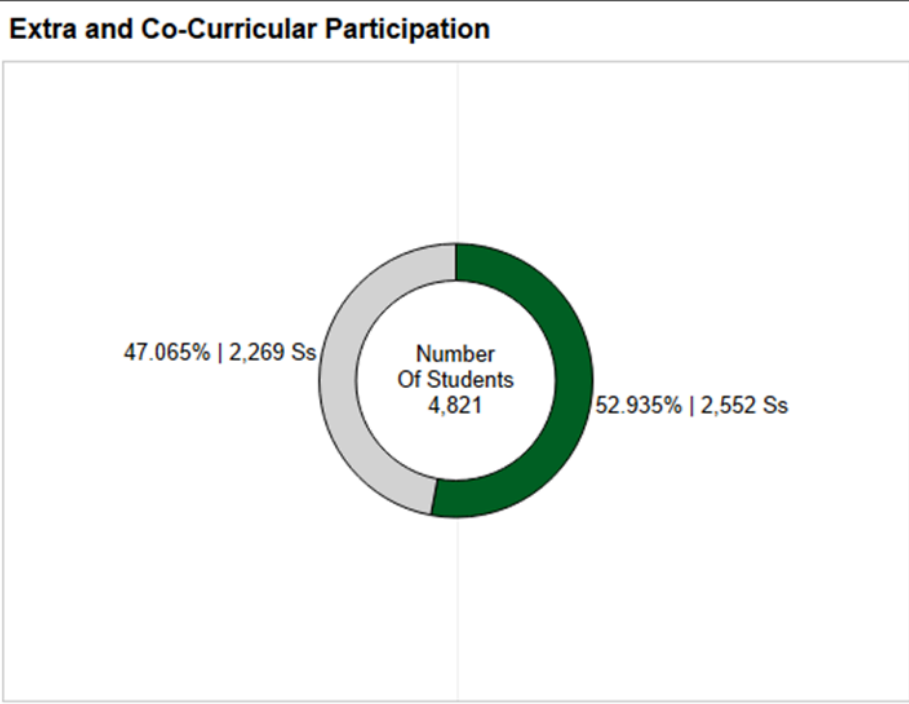
### **Data Elements**

- Program participation data from Edina High School and Edina Community Education.
- Student demographic data for subgroup analysis.

### **2025-2027 Goals**

By the Spring 2027 school year the percentage of students in grades 6-12 who participate in at least one cocurricular or extracurricular activity shall increase by 5 percentage points from 53% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

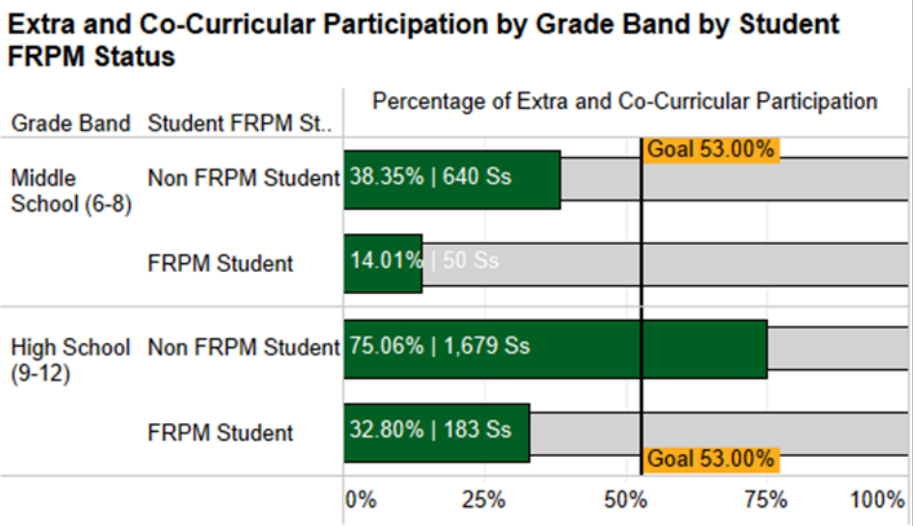
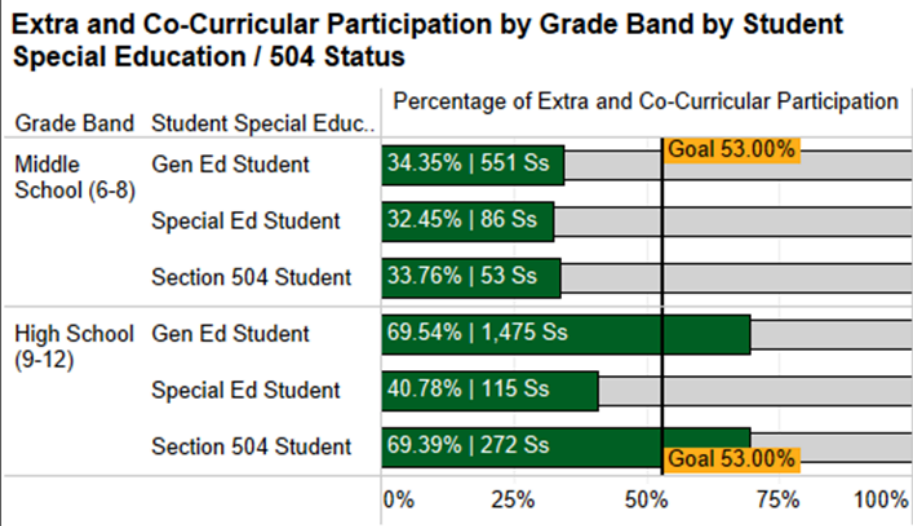
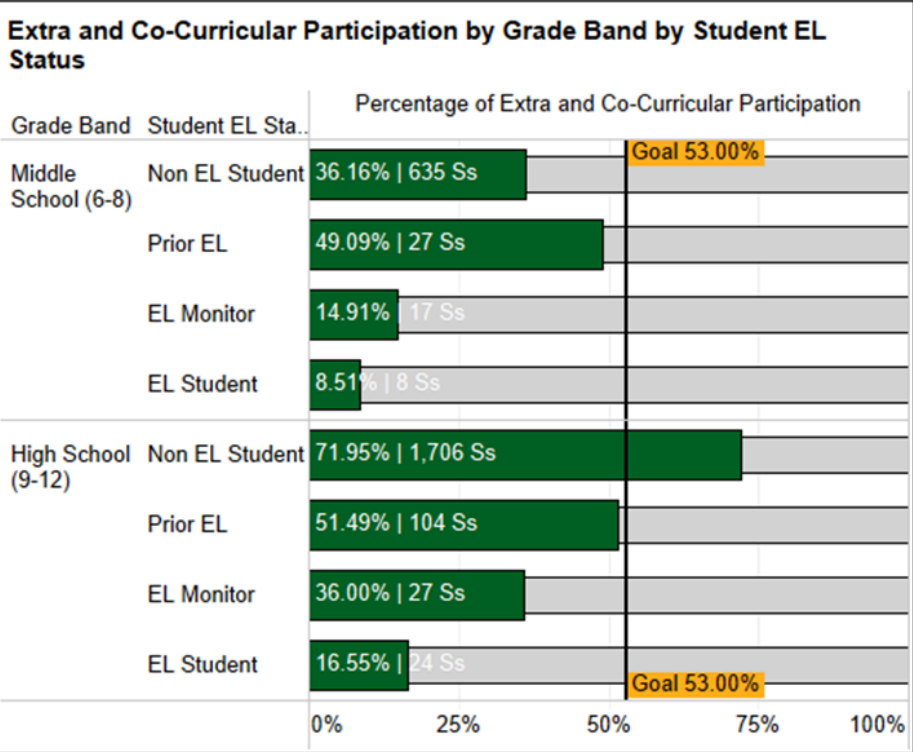
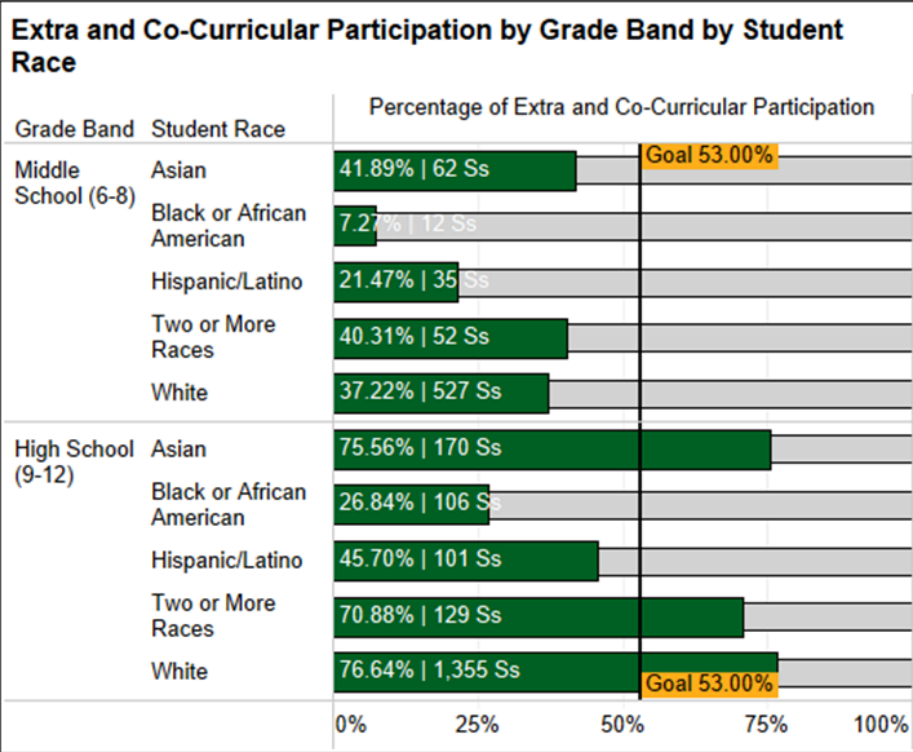
Students Participating in Co / Extra Curricular Activities Charts and Graphs



Extra / Co-Curricular Participation Status  
■ Participating In Extra / Co-Curricular      ■ Not Participating In Extra / Co-Curricular

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

Students Participating in Co / Extra Curricular Activities Charts and Graphs Cont.



Extra / Co-Curricular Participation Status  
 ■ Participating In Extra / Co-Curricular    □ Not Participating In Extra / Co-Curricular

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

## Acceleration and Advanced Classes Within the Talent Development Framework

### Rationale

Measuring the growth and mastery of students in Talent Development and advanced coursework ensures the district is effectively nurturing the abilities of high-potential learners. Accelerated and advanced courses provide rigorous, fast-paced, or in-depth learning experiences that prepare students for future academic success, including college-level expectations within the Edina Talent Development Framework. These opportunities are essential for challenging students who demonstrate advanced reasoning skills, while also ensuring equitable access and support so that each and every learner can discover their possibilities and thrive. Tracking participation and success in these courses helps the district evaluate both the effectiveness of programming and the extent to which students are being supported to reach their optimal growth.

In tracking participation it is important to recognize that participation rates will naturally differ across grade levels. At the elementary level, students are still undergoing significant developmental changes, and the entire Talent Development Framework is intentionally used to explore the best instructional matches for each learner. Because of this, participation numbers at this stage are and should be lower. When this foundation is implemented thoughtfully, students gain the confidence, skills, and awareness of their strengths that prepare them for more formalized acceleration. As students move into middle school and high school, where they begin to self-select into advanced and accelerated courses, participation rates increase. This progression demonstrates the effectiveness of elementary programming.

### Data Elements

- End-of-the year ELA grade (4-12) for students in Accelerated and/or Advance ELA Classes.
- End-of-the year Math grades for 3-12 students in Accelerated and/or Advance Math Classes.
- Student participation rates in Talent Development programs.
- Student demographic data.

## **2025-2027 Goals**

### **Participation Goal**

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

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

*\*This goal will also be reviewed during the 2025-26 review of Elementary Acceleration.*

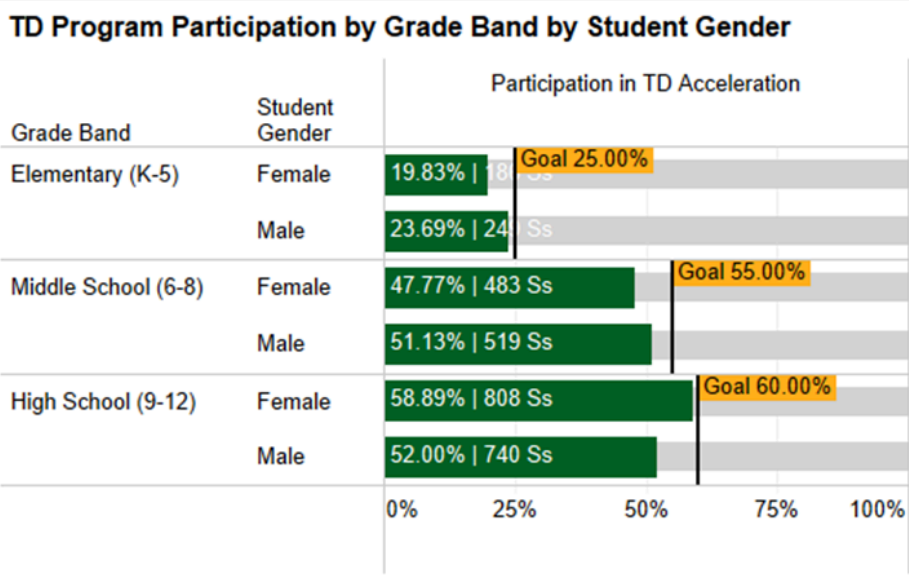
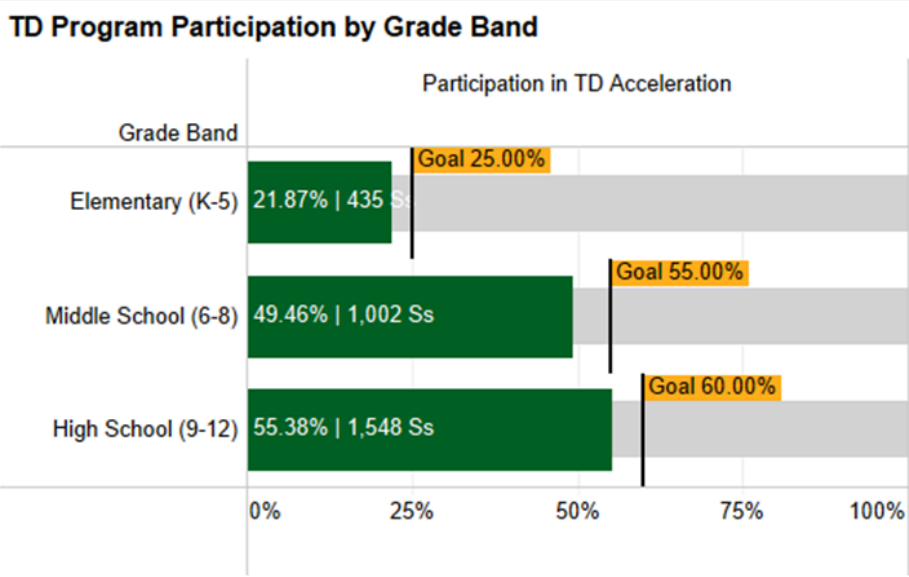
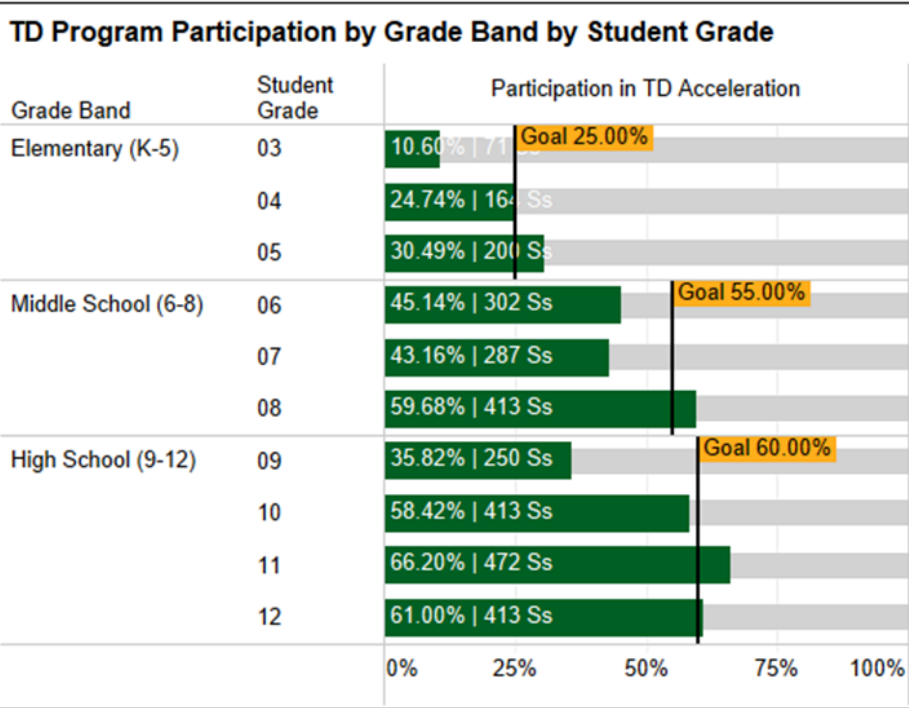
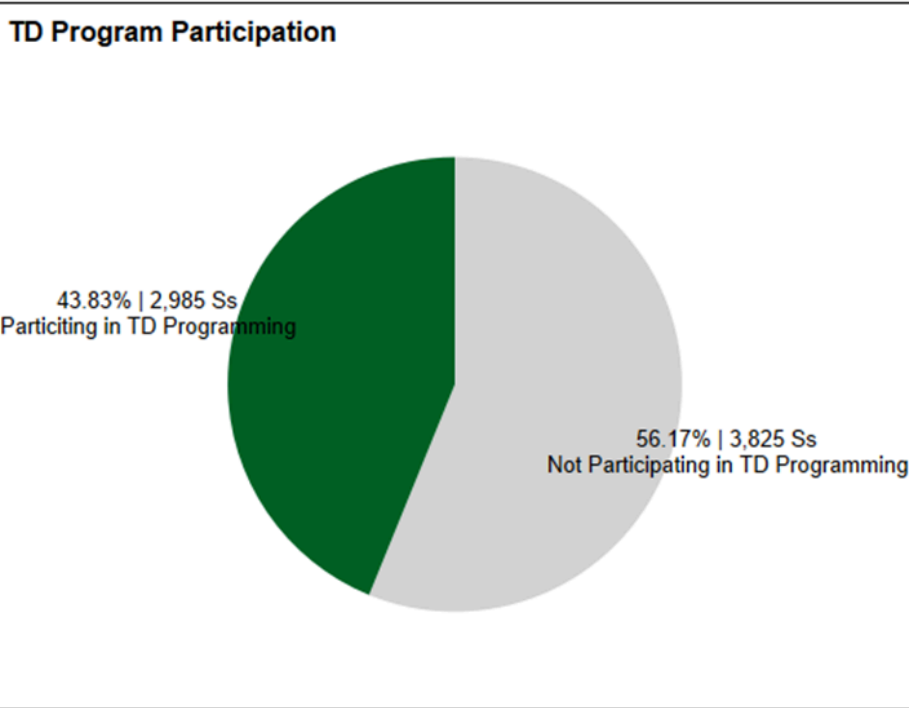
### **Performance Goal English Language Arts**

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

### **Performance Goal Math**

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

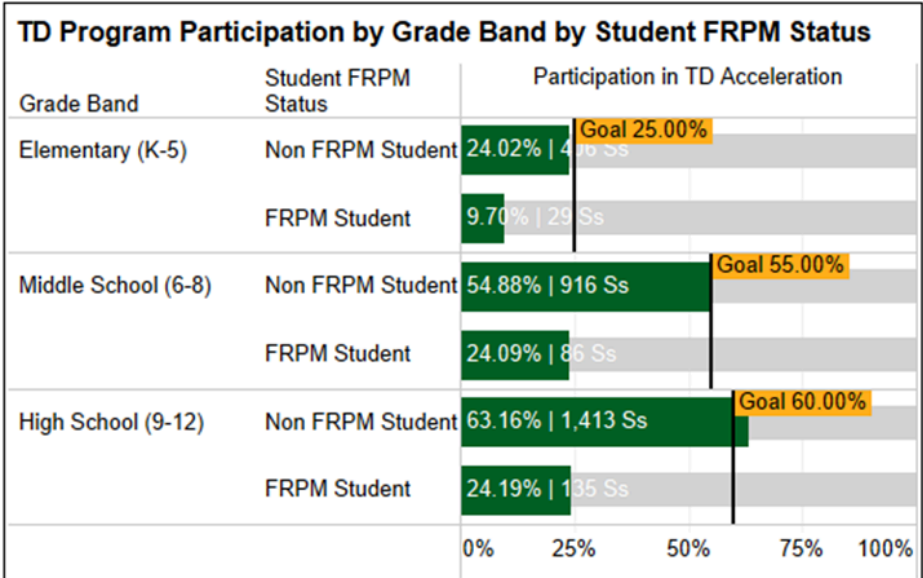
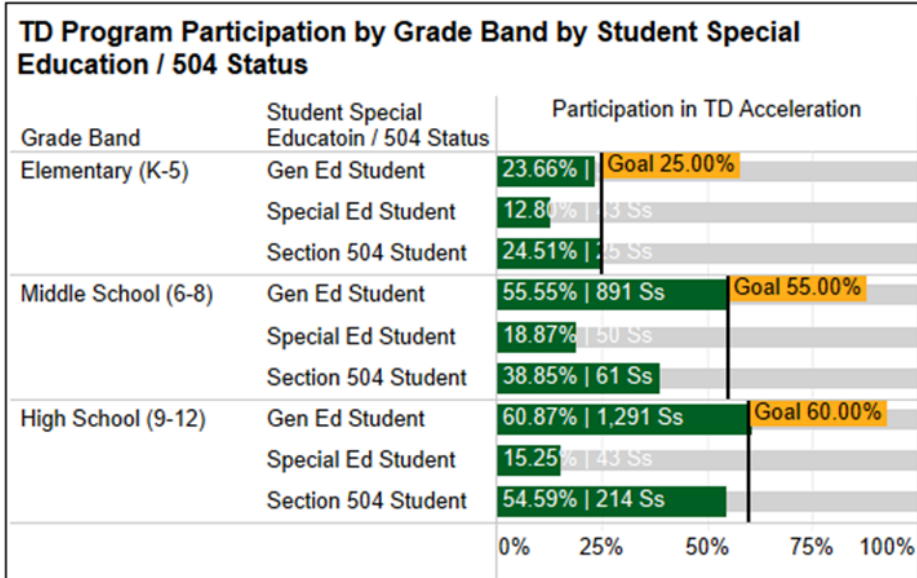
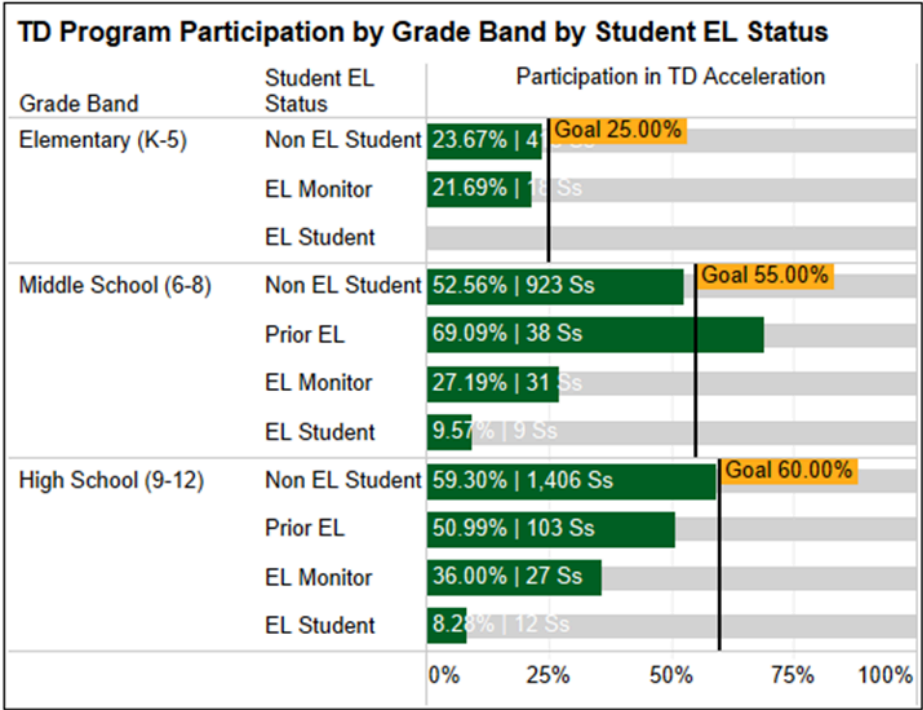
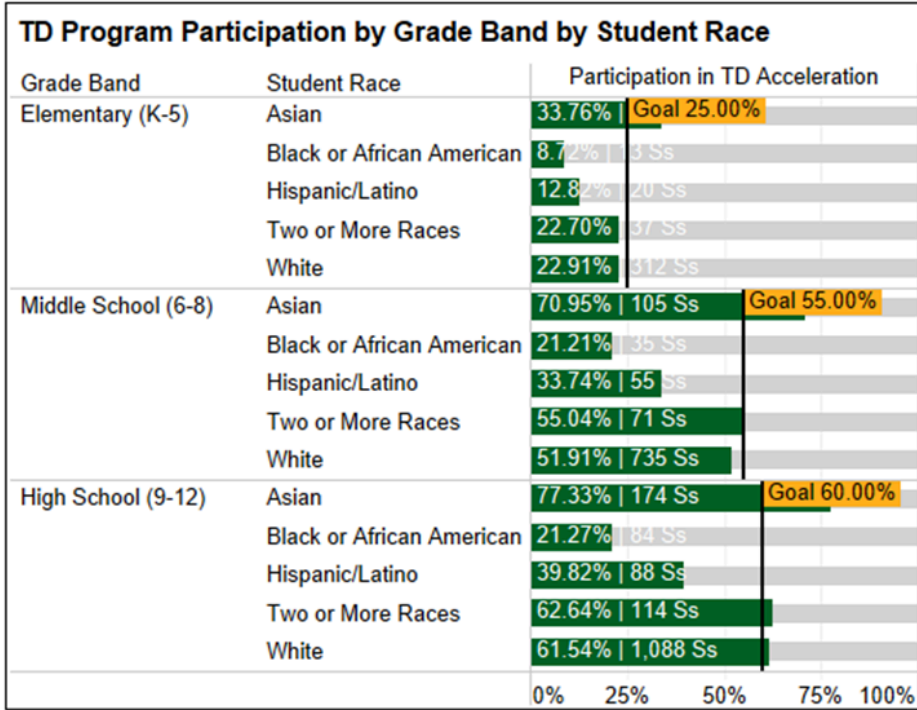
TD Participation



TD Course Participation  
■ Participating in TD Programming    ■ Not Participating in TD Programming

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

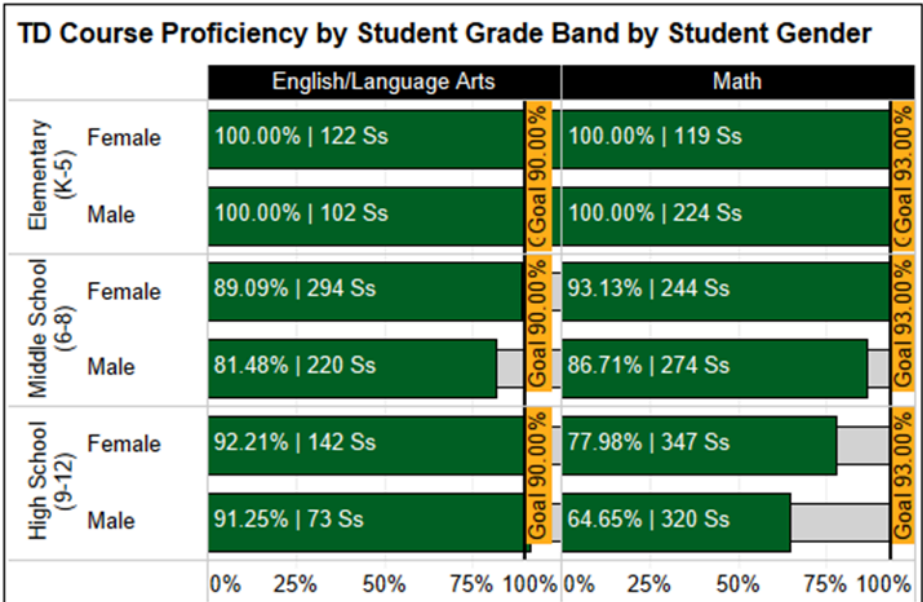
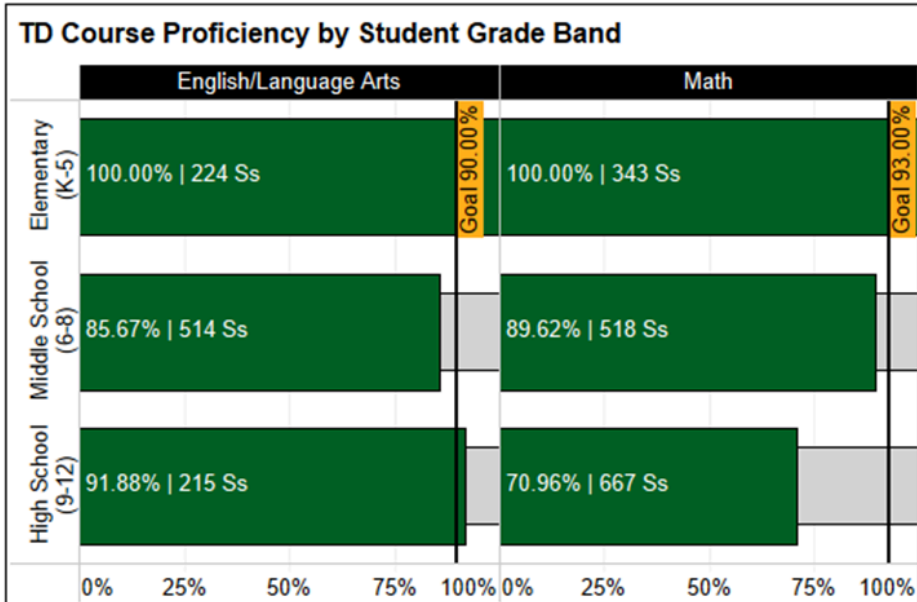
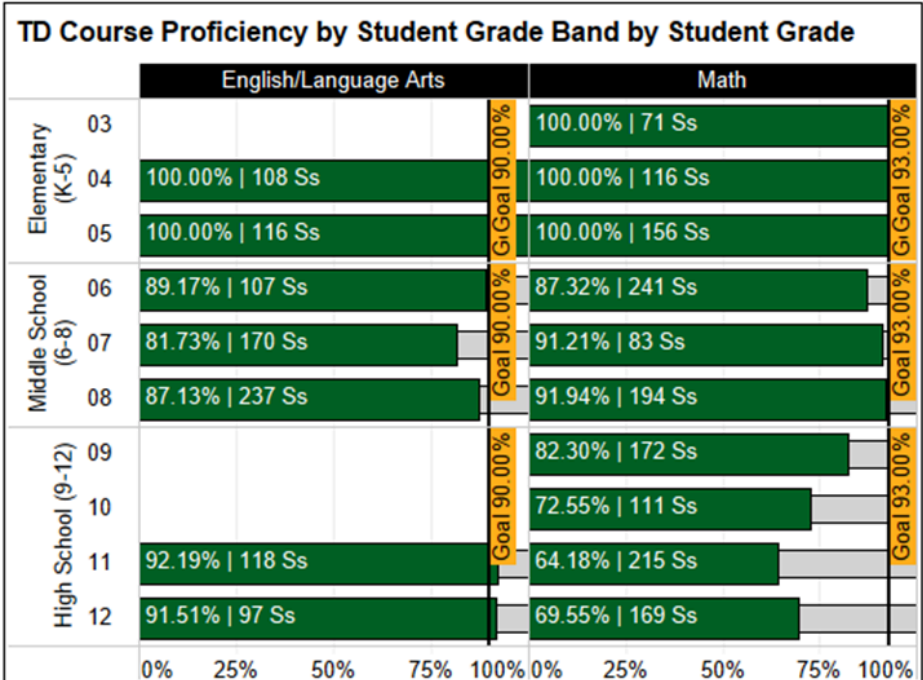
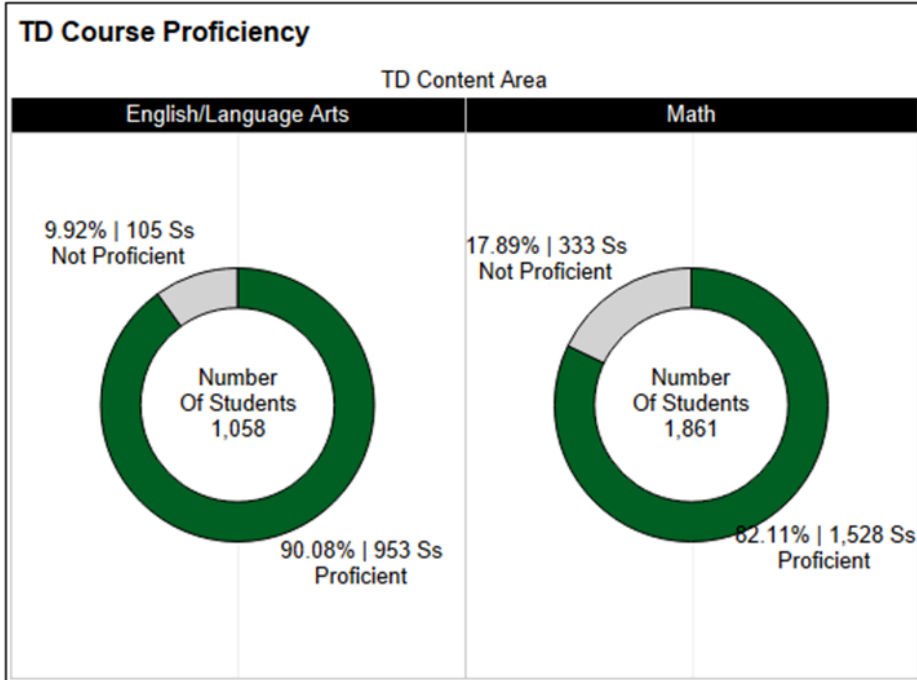
TD Participation Cont.



TD Course Participation  
■ Participating in TD Programming    ■ Not Participating in TD Programming

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

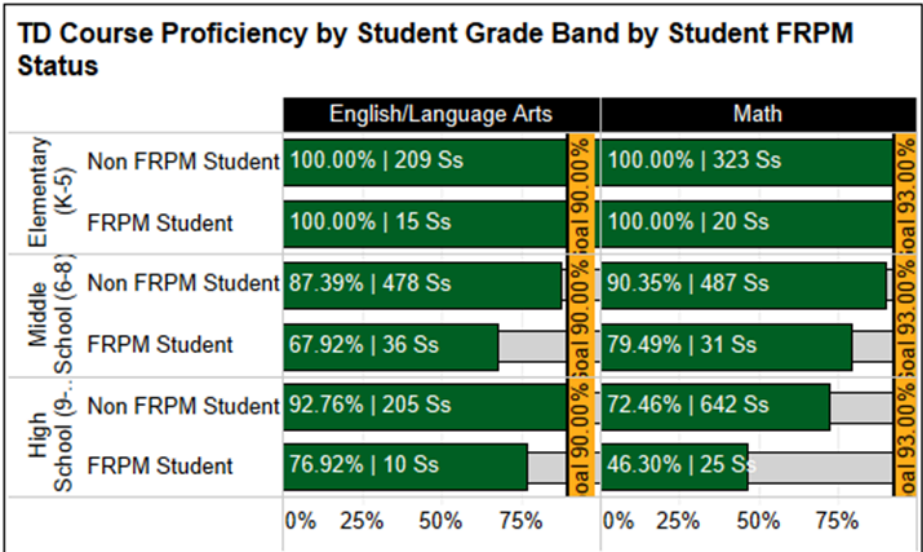
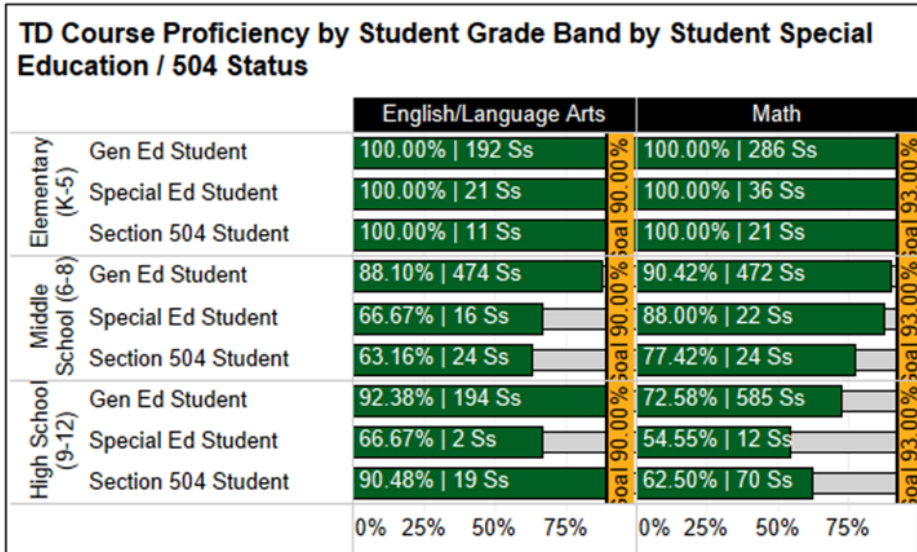
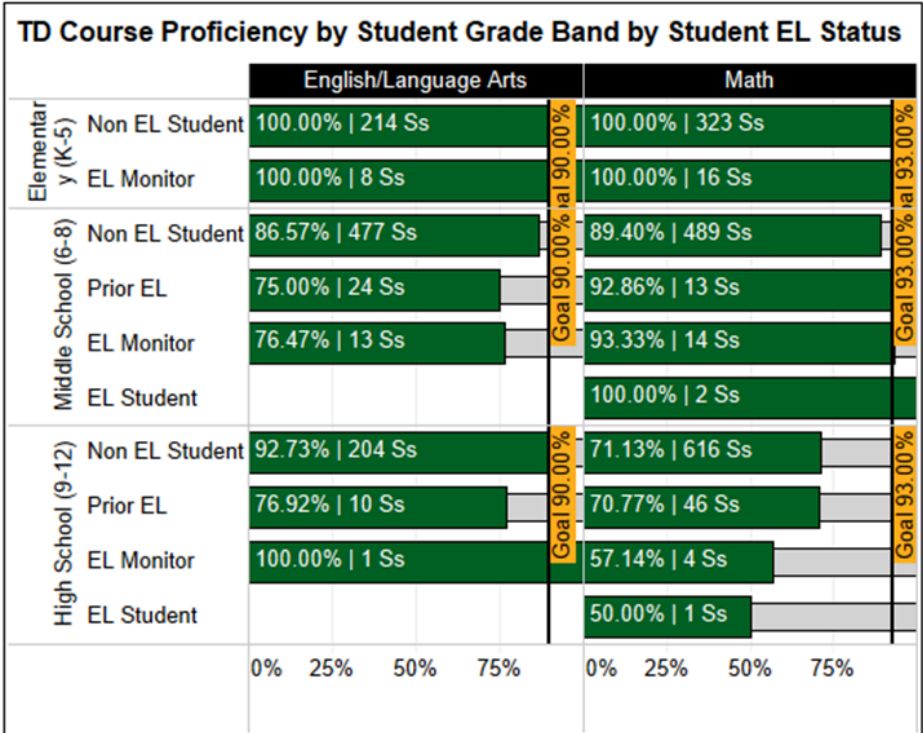
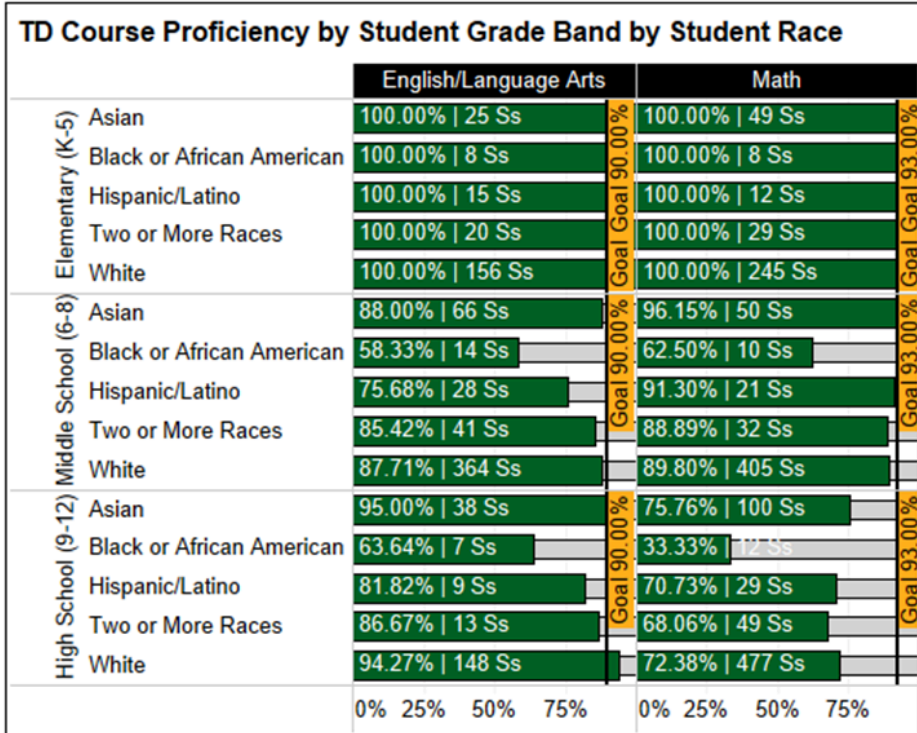
# TD Program Participation in Accelerated Courses Charts and Graphs



TD Course Proficiency  
■ Proficient ■ Not Proficient

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

TD Program Participation in Accelerated Courses Charts and Graphs Cont.



TD Course Proficiency  
■ Proficient ■ Not Proficient

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

## Special Education Learners

### Rationale

This goal is critical for ensuring that Tier 1 instruction, in conjunction with individualized supports, is effectively addressing the unique learning needs of students with disabilities. Measuring progress on IEP goals directly reflects the district's commitment to providing a Free Appropriate Public Education (FAPE). It ensures that these students are making meaningful academic and functional gains within the general education environment and that success extends to classroom, state, and national assessments.

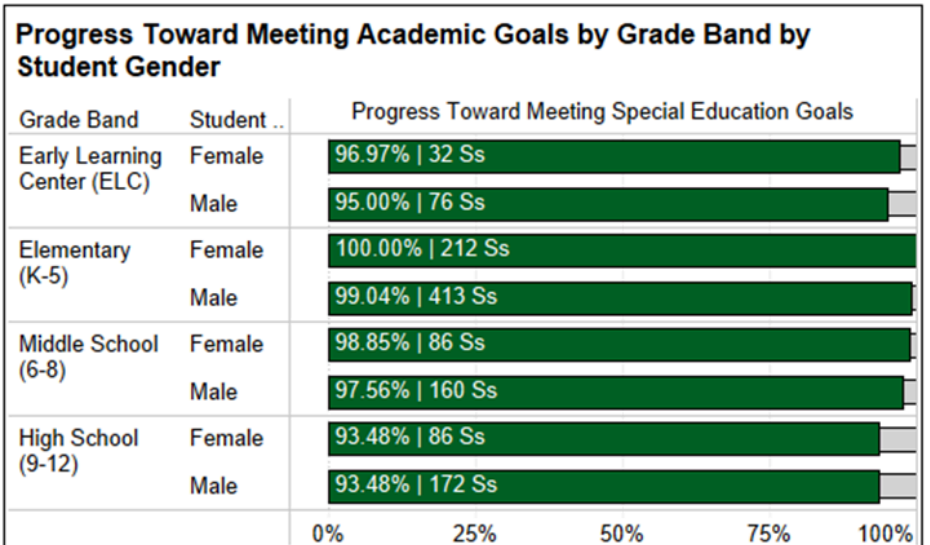
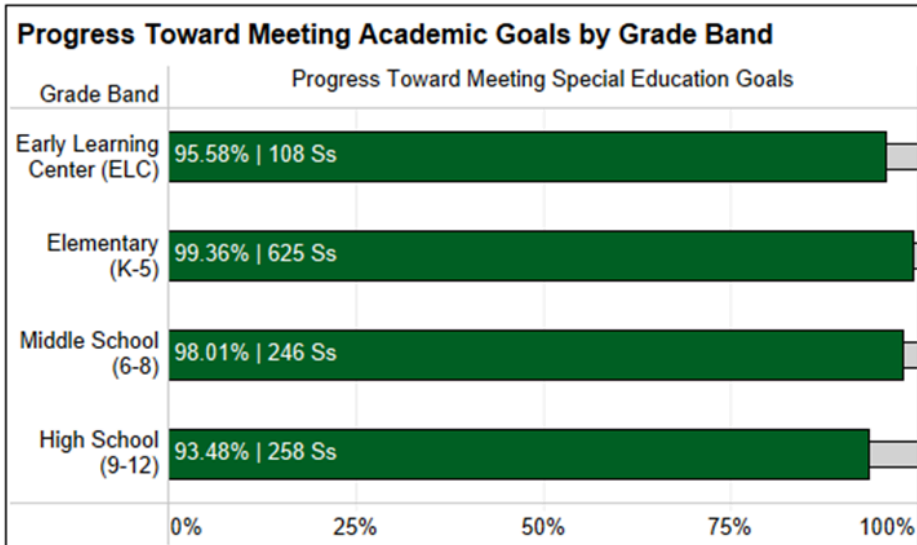
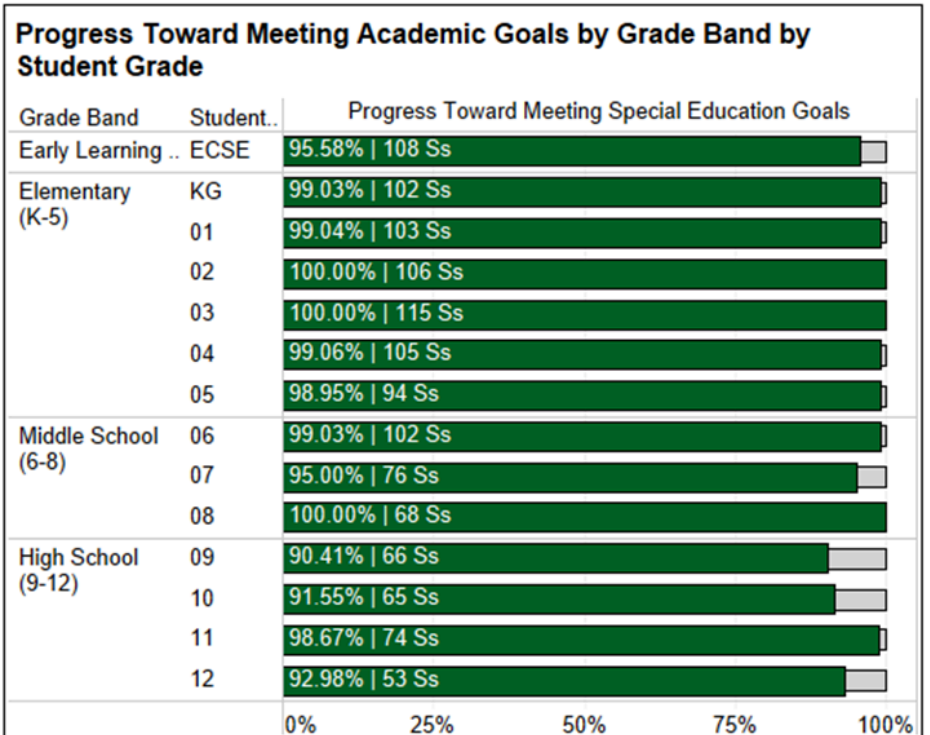
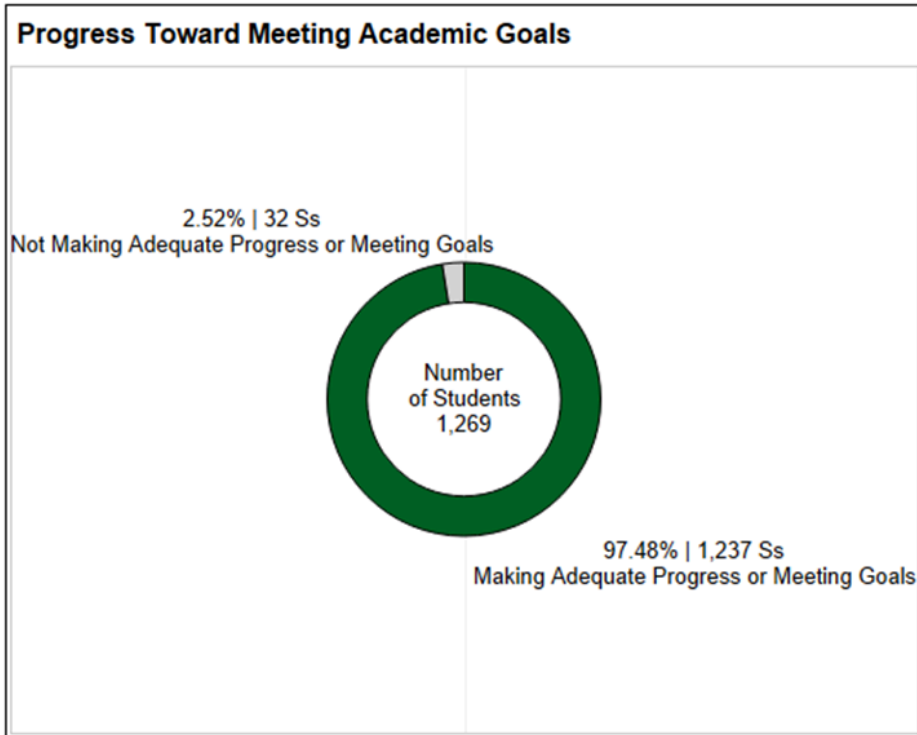
### Data Elements

- IEP goal attainment records.
- Students are classified as Making Adequate Progress or Meeting Goals if they make Adequate Progress or Meet 80% of their Academic Goals.
- Student demographic data for subgroup analysis (to ensure comprehensive reporting on this subgroup).

### 2025-2027 Goals

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

## Special Education Learners Data Metrics Charts and Graphs

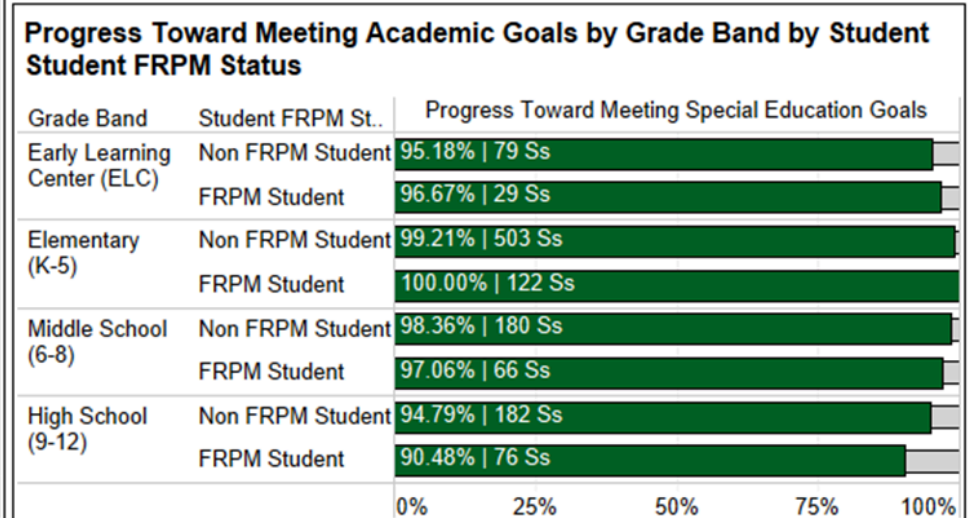
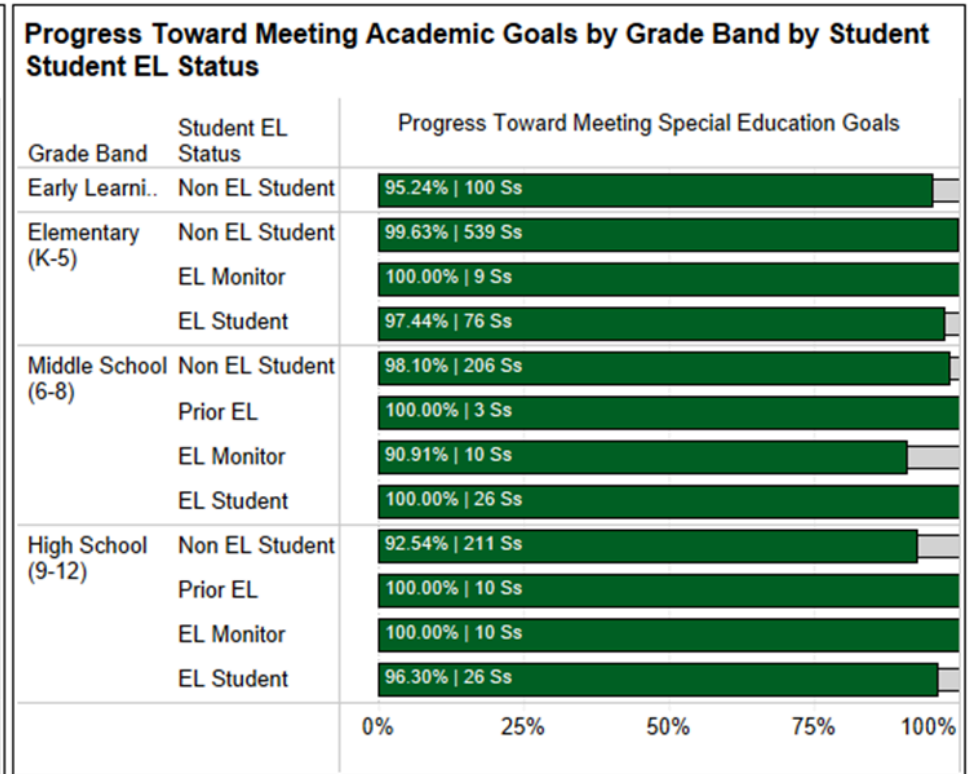
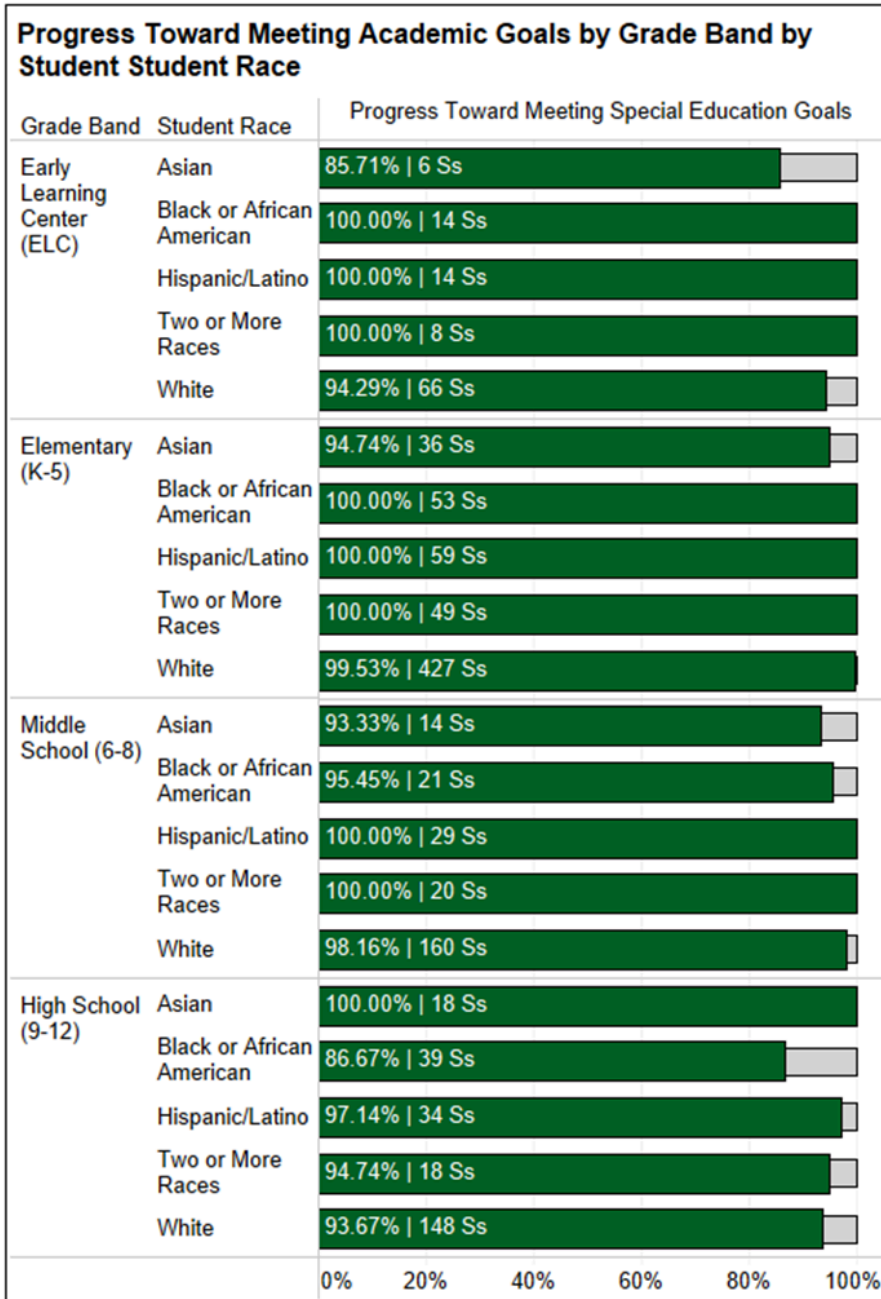


Meeting or Making Adequate Progress Toward IEP Goals

■ Making Adequate Progress or Meeting Goals    □ Not Making Adequate Progress or Meeting Goals

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

Special Education Learners Data Metrics Charts and Graphs Cont.



Meeting or Making Adequate Progress Toward IEP Goals

■ Making Adequate Progress or Meeting Goals

□ Not Making Adequate Progress or Meeting Goals

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## English Language Learners

### Rationale

Ensuring that English Language Learners are making consistent progress in acquiring English proficiency is paramount for their academic success and full participation in the general education curriculum. This goal aligns with federal (ESSA) and state requirements, emphasizing the district's responsibility to support ELLs in developing the language skills necessary to access content and achieve academic standards.

### Data Elements

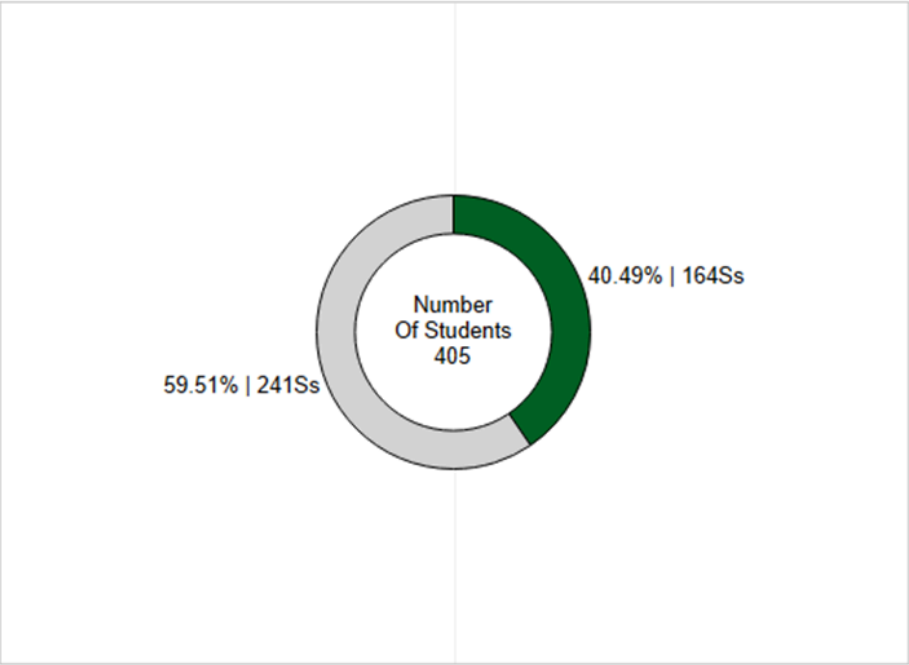
- Minnesota Department of Education (MDE) provided growth metrics for ELLs (as per ESSA requirements).
  - A path to proficiency will be plotted for each student based on their initial ACCESS composite score and the grade they were in when they received that score. In general, older students and students with lower composite scores will have more time to achieve English language proficiency, while younger students and students with higher composite scores will be expected to achieve English language proficiency more quickly."  
<https://education.mn.gov/MDE/dse/ESSA/Imp/MDE073106>
- Student demographic data for subgroup analysis.

### 2025-2027 Goals

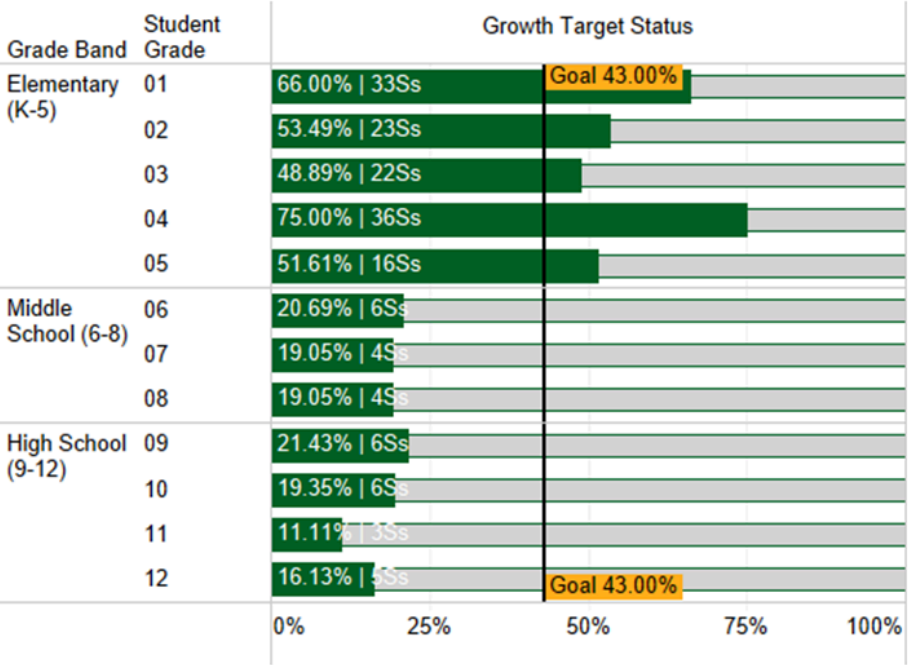
By Spring 2027 the percentage of English Language Learners demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent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

English Language Learners (ELLs) Data Metrics Charts and Graphs

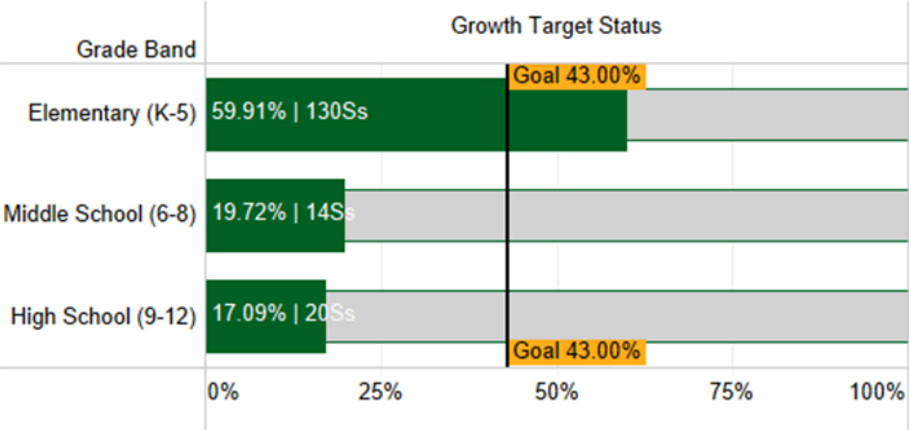
EL Student Growth as Defined by the Minnesota Department of Education (MDE)



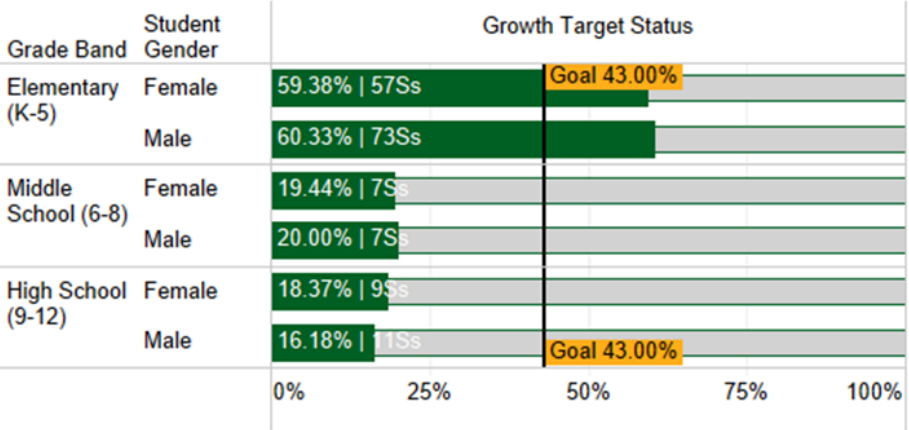
EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Grade



EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band



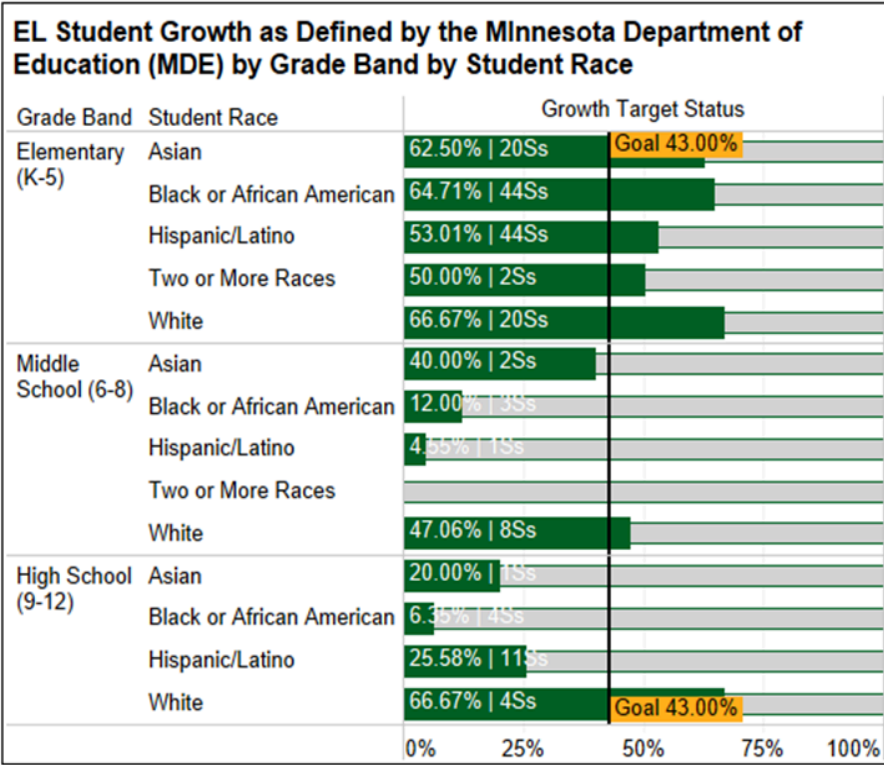
EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Gender



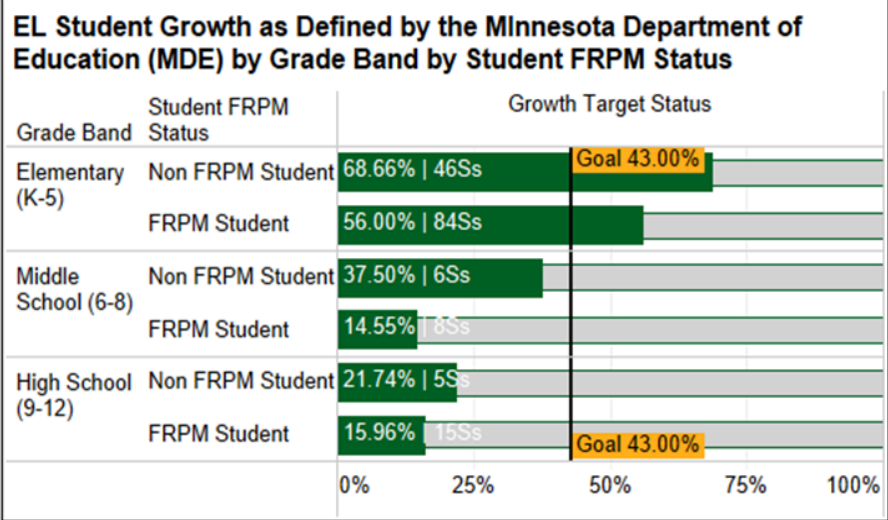
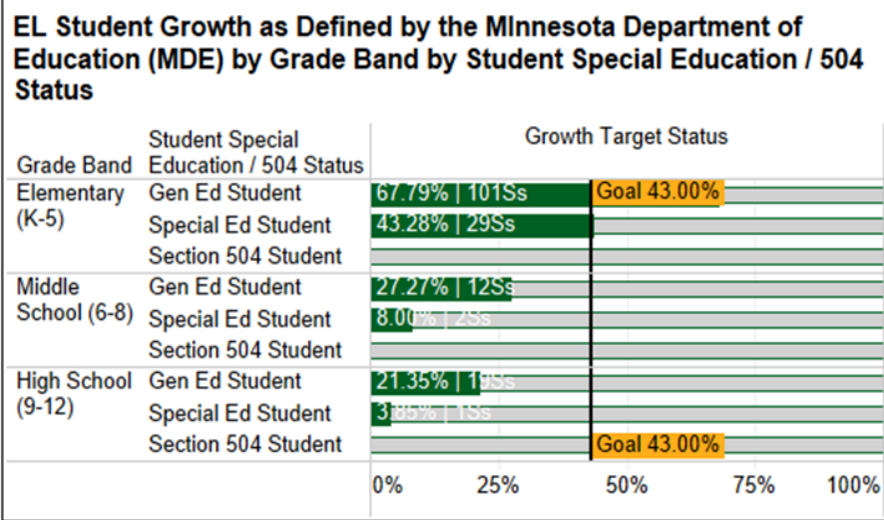
EL Growth Target Status  
 ■ Growth Target Met    □ Growth Target Not Met

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

English Language Learners (ELLs) Data Metrics Charts and Graphs Cont.



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EL Growth Target Status  
■ Growth Target Met    ■ Growth Target Not Met

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

## **ACCESS for ELLs Reading and Writing Domain Growth**

### **Rationale**

Research in language acquisition shows that listening and speaking skills typically develop first for English Language Learners, while reading and writing domains are the areas that hold many students back from exiting EL services and achieving English proficiency as defined by WIDA ACCESS. Data consistently shows reading and writing domains remain the most challenging areas for student growth across all grade levels.

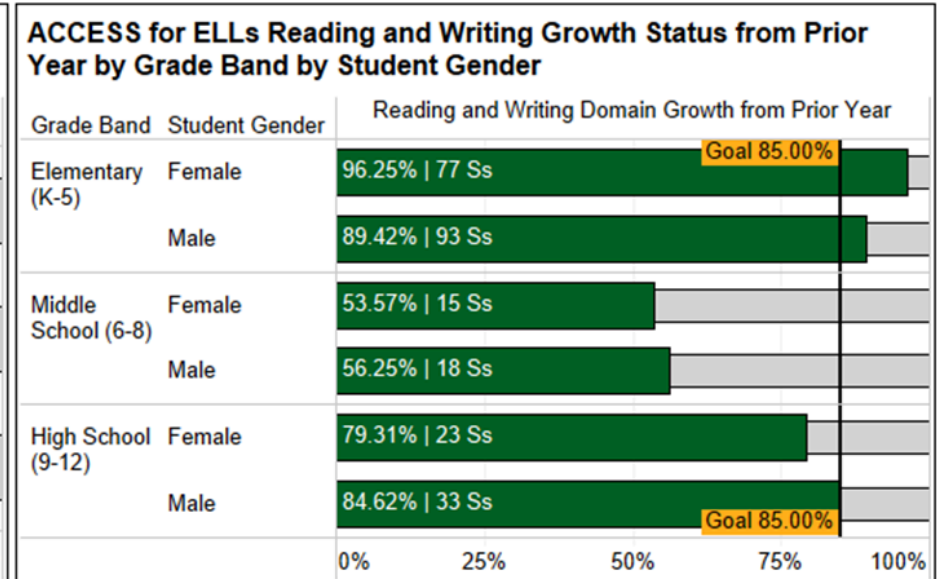
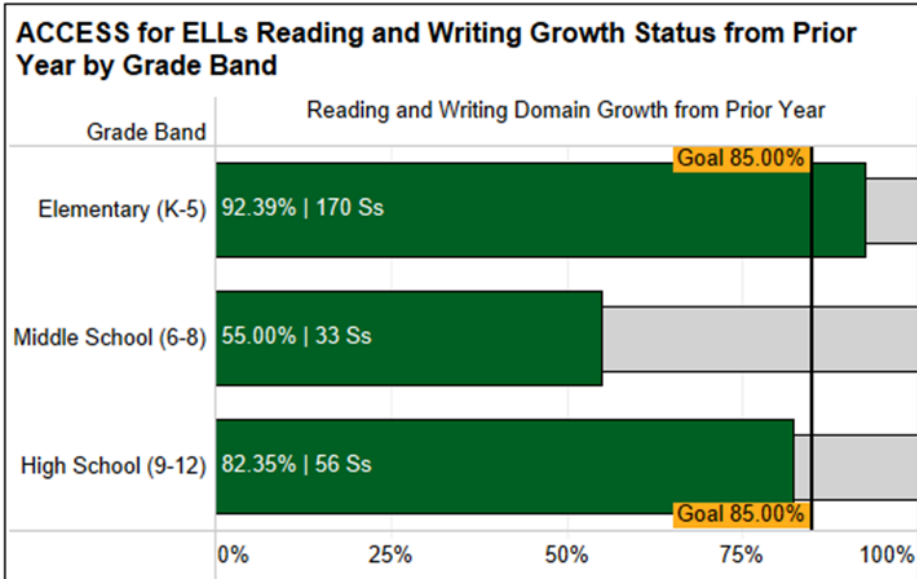
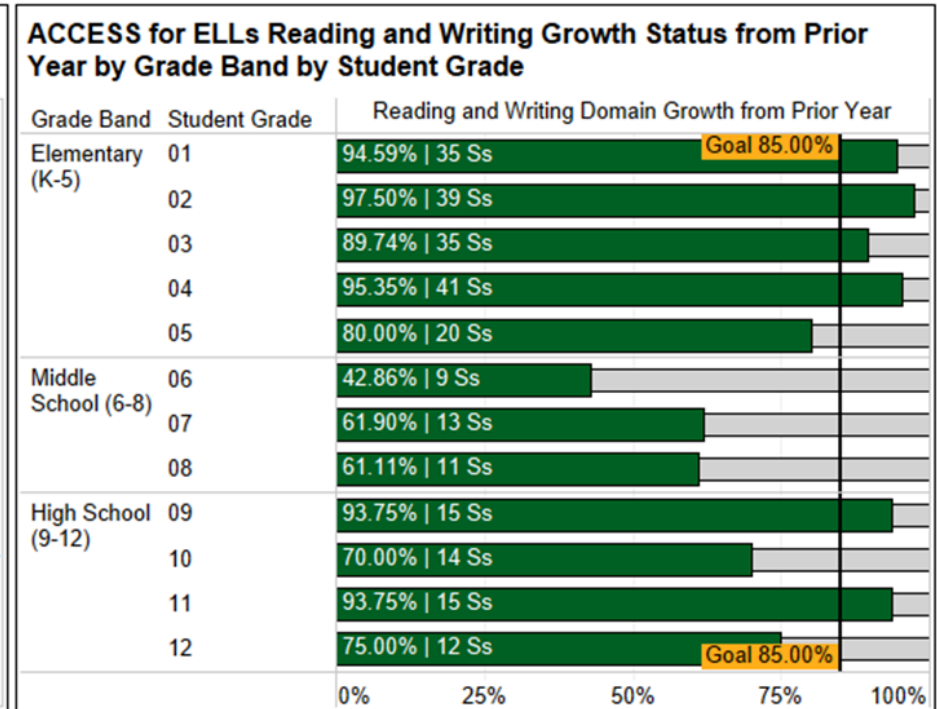
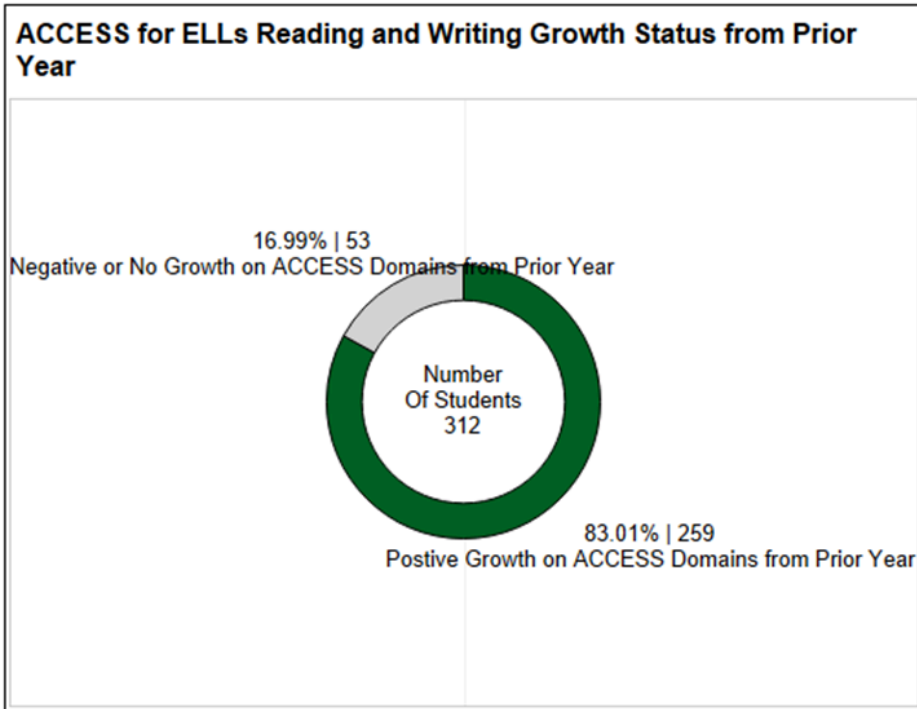
### **Data Elements**

- WIDA ACCESS sub-domain scores of reading and writing
- Student demographic data for subgroup analysis.

### **2025-2027 Goals**

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

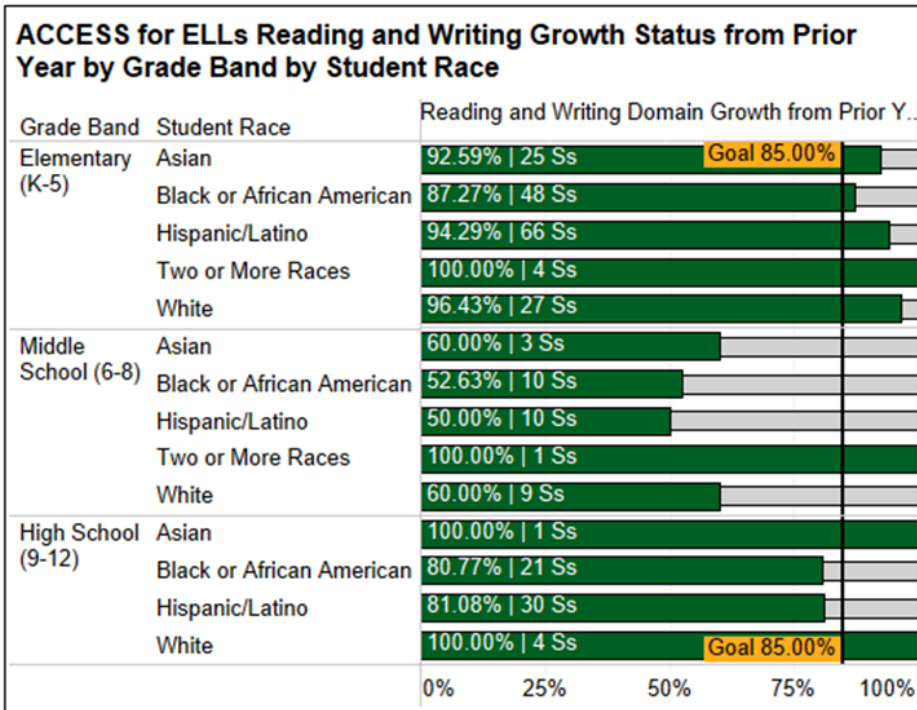
# ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs



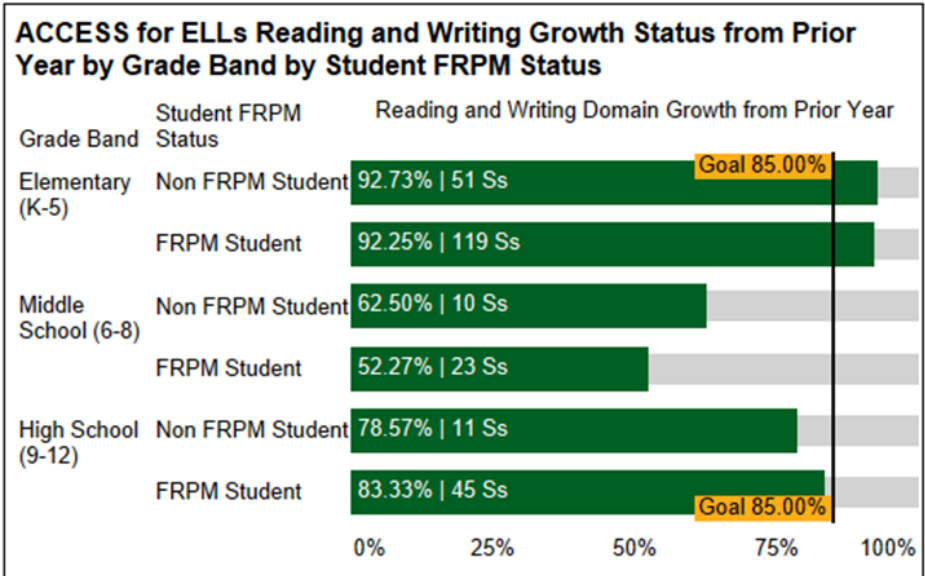
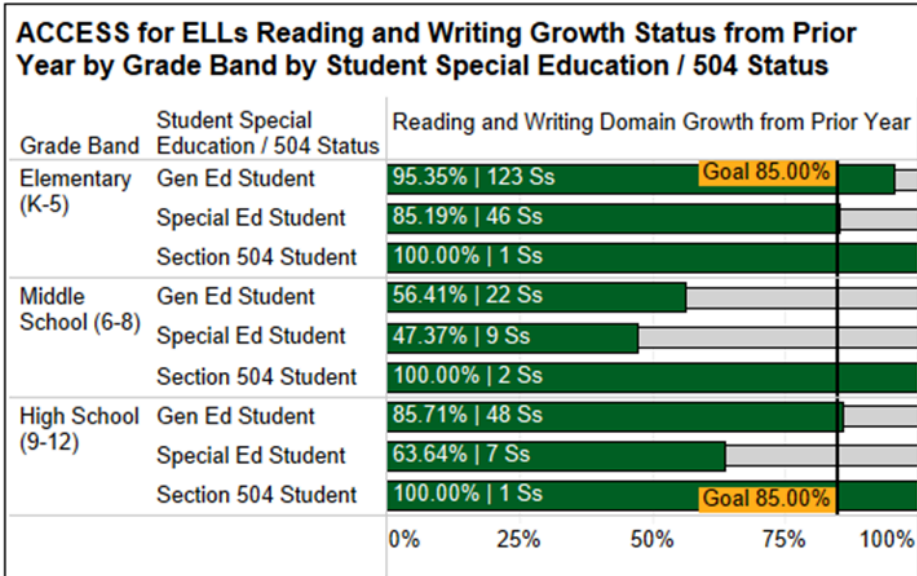
ACCESS Domain Growth from Prior Year Status  
■ Positive Growth on ACCESS Domains from Prior Year    ■ Negative or No Growth on ACCESS Domains from Prior ..

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

ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs Cont.



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ACCESS Domain Growth from Prior Year Status

■ Positive Growth on ACCESS Domains from Prior Year    □ Negative or No Growth on ACCESS Domains from Prior ..

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

## Graduation Rates

### Rationale

High school graduation is a critical indicator of student success and preparedness for post-secondary education or careers. Monitoring graduation rates, especially for all student subgroups, is essential for ensuring equitable outcomes and identifying systemic barriers that may prevent certain student populations from completing their high school education. This goal reflects the district's commitment to supporting every student through their academic journey to successful completion.

### Data Elements

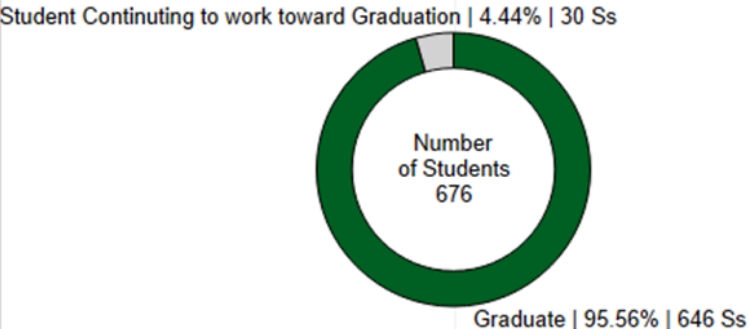
- Minnesota Department of Education (MDE) official four-year graduation rate data (overall and by subgroup).
- Student demographic data for subgroup analysis.
- Dropout rates (for contextual analysis).
- Credit attainment data.
- Attendance data (for contextual analysis).

### 2025-2027 Goals

By Spring 2027, the district's overall four-year graduation rate shall increase from 95.56% to 98%. This improvement will be driven by a focus on increasing graduation rates for all student subgroups, with a particular emphasis on reducing disparities such that the graduation rate for any student subgroup is no more than 10 percentage points below the overall district rate.

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs

Student Graduation Percentage



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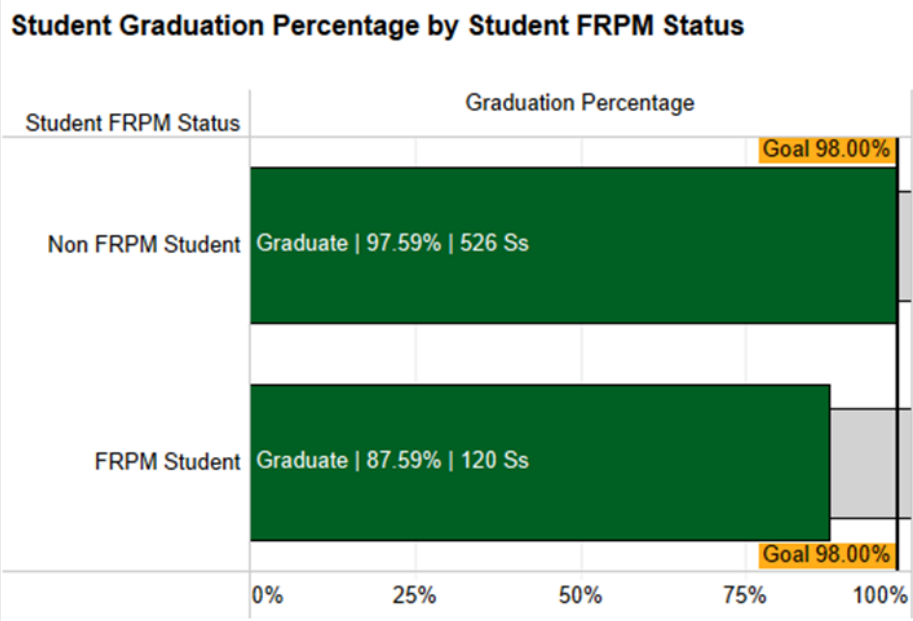
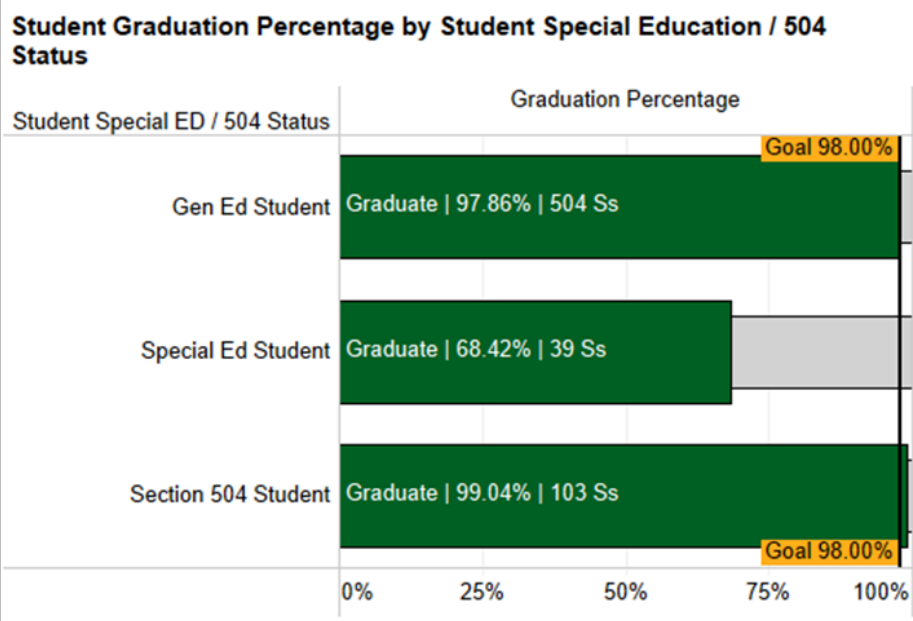
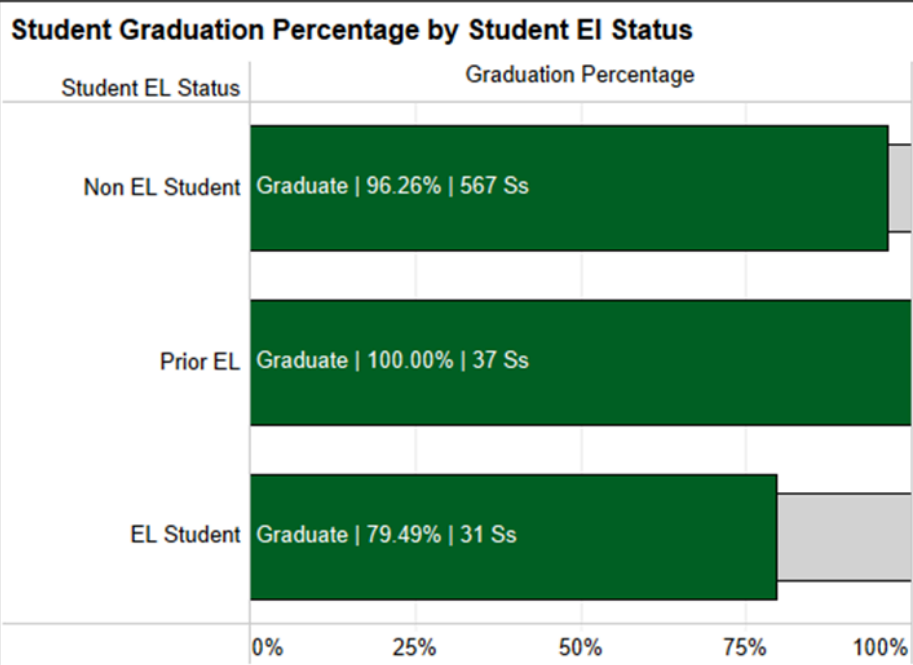
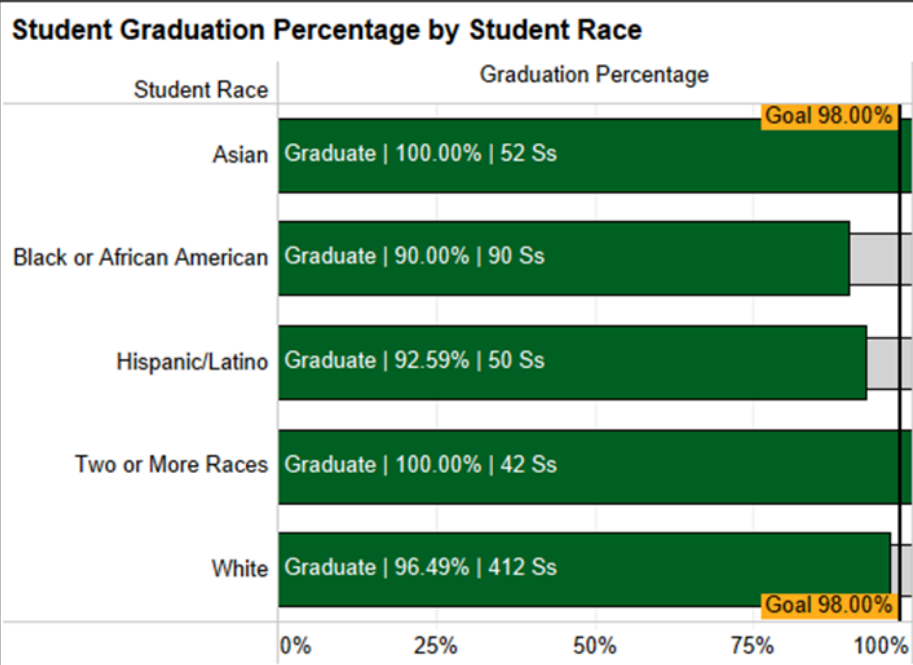
Student Graduation Percentage by Student Gender



Student Graduation Status  
■ Graduate  Student Continuing to work toward Graduation

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

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs Cont.



Student Graduation Status  
■ Graduate  Student Continuing to work toward Graduation

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## Edina High School College and Career Readiness Core Indicators:

### Rationale

College and career readiness is a vital measure of student preparedness for success beyond high school, whether in post-secondary education, technical training, or the workforce. Tracking key indicators such as completion of rigorous coursework, ACT scores, Bilingual Seal attainment and more provides a comprehensive picture of student achievement and readiness. These measures highlight both academic proficiency and essential skill readiness such as problem-solving, communication, and global competency all aligning with the Portrait of a Well-Rounded Edina Graduate. Monitoring readiness across all student subgroups ensures that every learner has equitable access to opportunities that build strong foundations for their future. This goal reflects the district's commitment to preparing each and every student to thrive in their chosen path after graduating from Edina High School.

### Data Elements

- **Successful Completion of Key Coursework measured by end of year course grades in:**
  - **Biology**  
Develops scientific literacy, inquiry skills, and evidence-based reasoning.
  - **U.S. Literature and Composition**  
Strengthens reading comprehension, analytical writing, and communication required in all disciplines.
  - **Pre-Calculus**  
Builds problem-solving, logic, and persistence; strongest predictor of college completion
  - **U.S. History**  
Cultivates critical thinking, civic awareness, and the ability to evaluate sources and arguments.
- **Successful Application of Key Coursework measured by ACT Performance:** Benchmark indicators in English, Math, Reading, and Science
- **Multilingual Proficiency measured by Bilingual Seal Results:** Recognition of multilingual proficiency, global competency, and cognitive flexibility

### 2025-2027 Goals

#### Key Coursework Proficiency: End of year course grades

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

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68.62%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 81.51%.

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

#### Key Coursework Application: ACT Performance

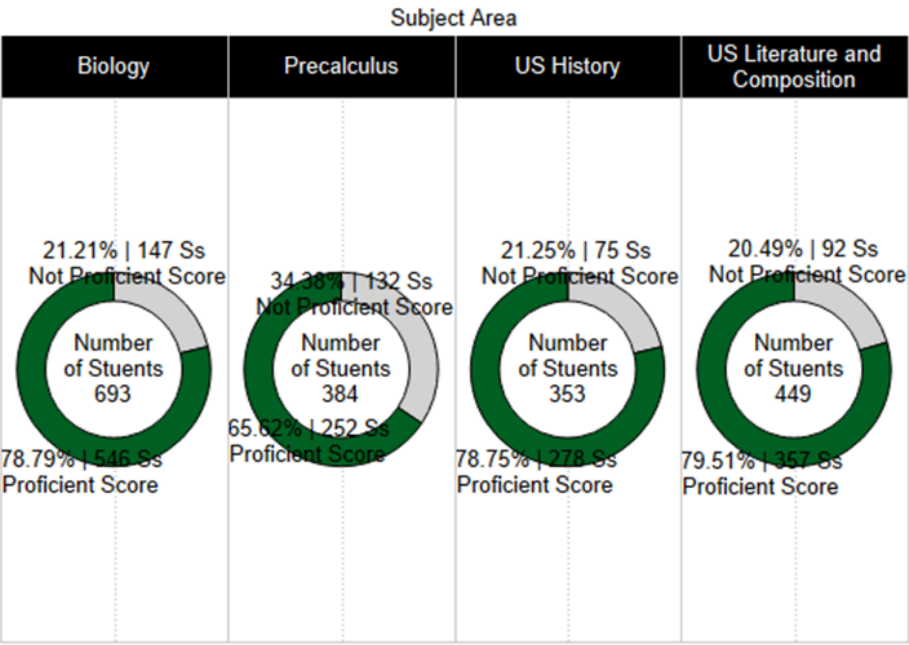
By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

#### Multilingual Proficiency: Bilingual Seal Attainment

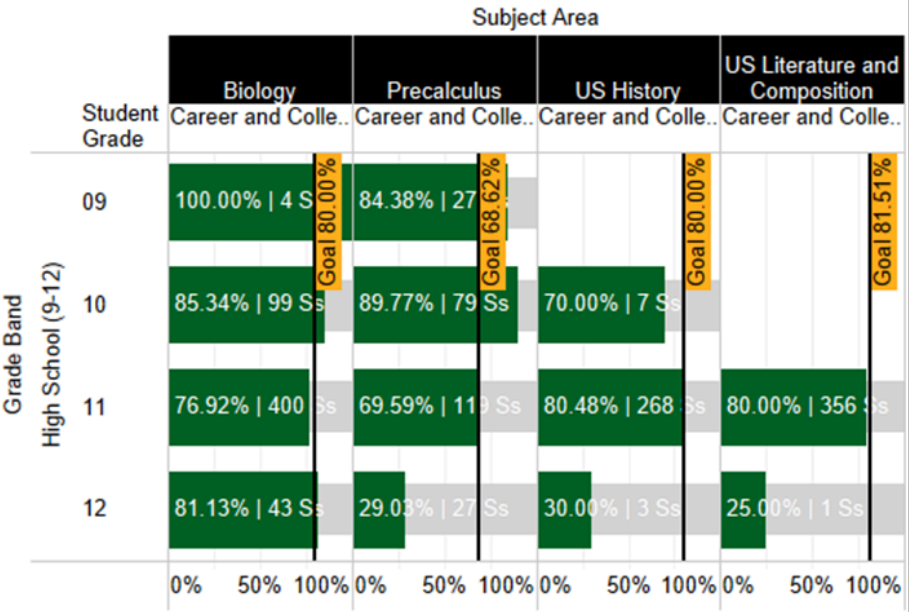
By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%.

Career and College Ready Course Work Proficiency Charts and Graphs

Career and College Ready Course Work Proficiency

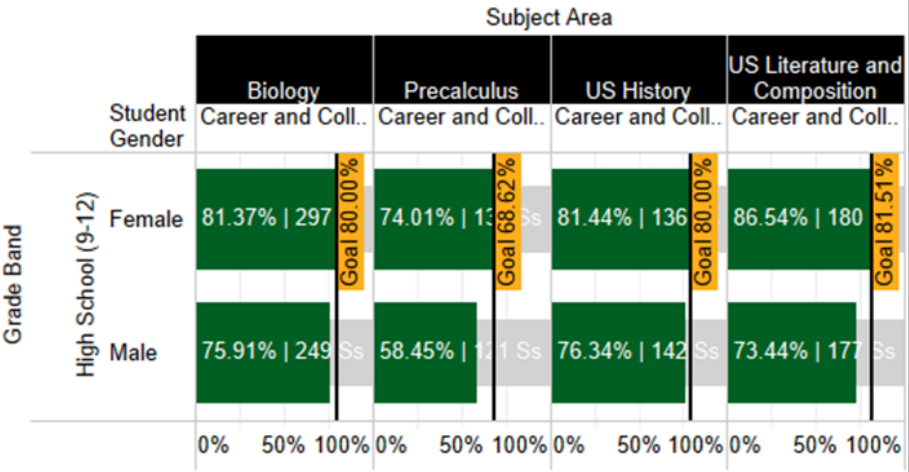


Career and College Ready Course Work Proficiency by Student Grade Band by Student Grade



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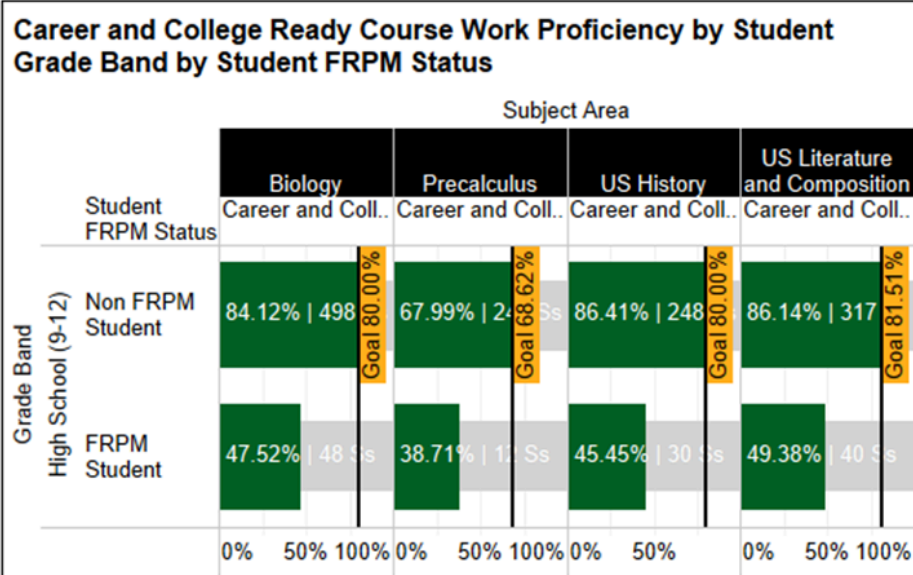
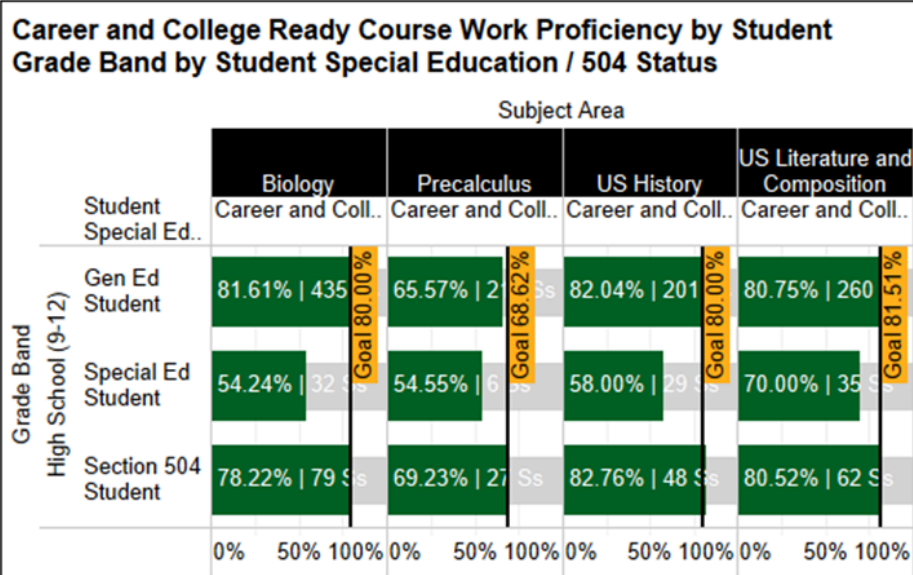
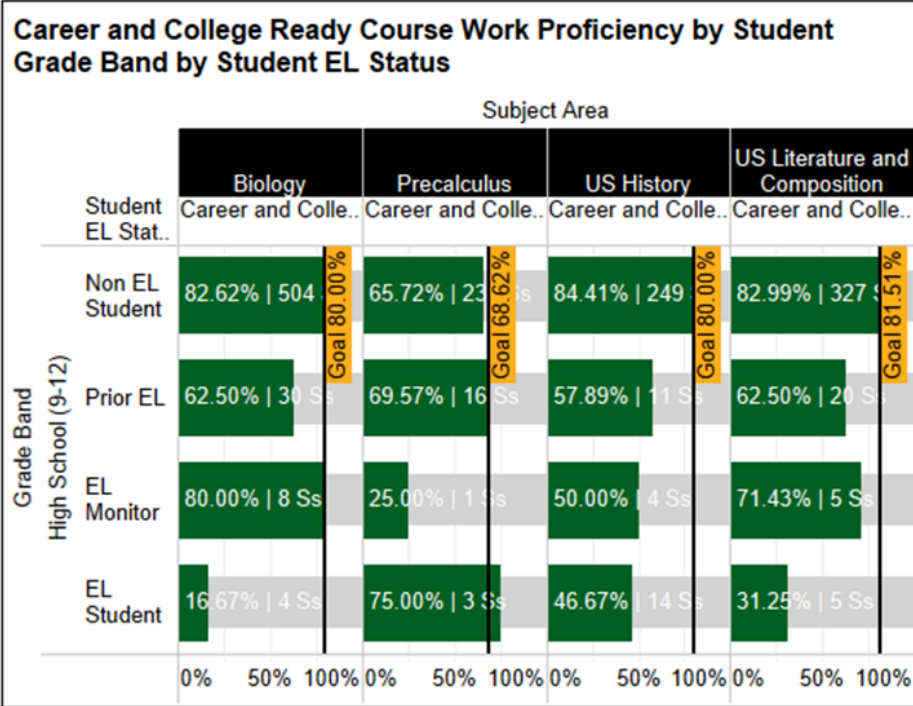
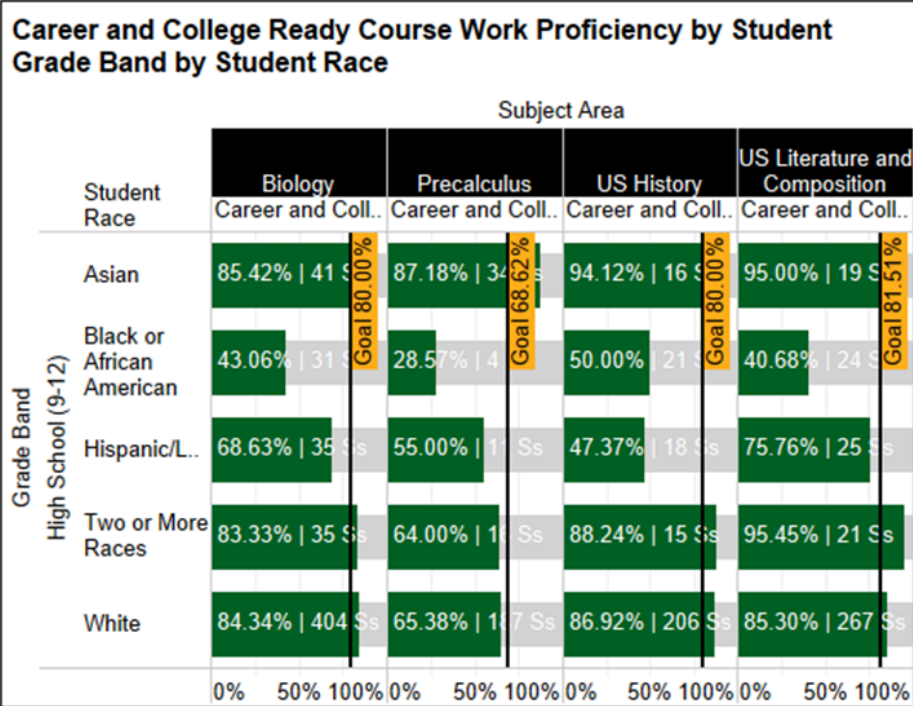
Career and College Ready Course Work Proficiency by Student Grade Band by Student Gender



Score Proficiency Status  
■ Proficient Score    ■ Not Proficient Score

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

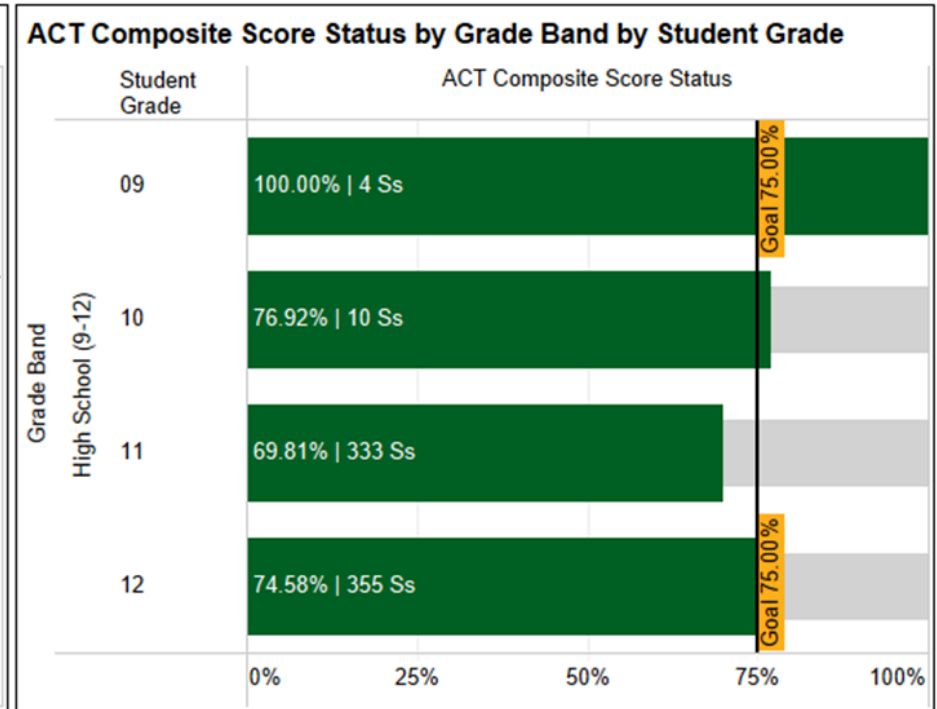
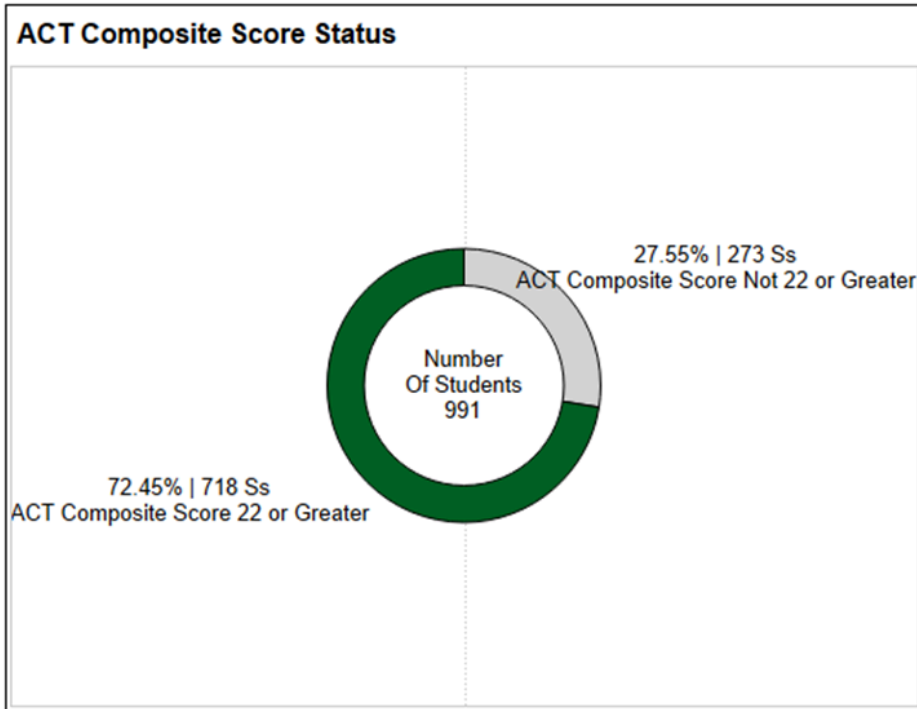
Career and College Ready Course Work Proficiency Charts and Graphs Cont.



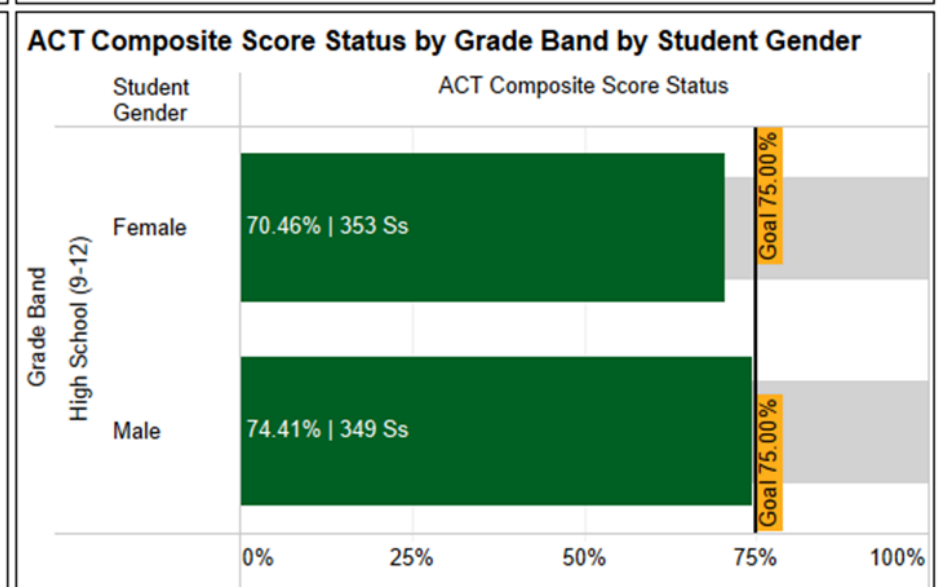
Score Proficiency Status  
■ Proficient Score    ■ Not Proficient Score

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# ACT Composite Score of 22 or Better Charts and Graphs



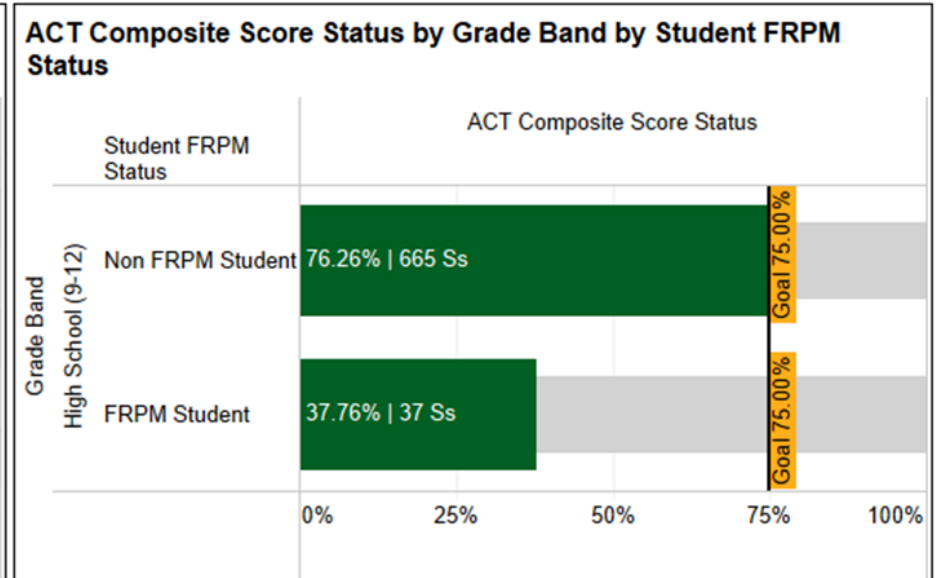
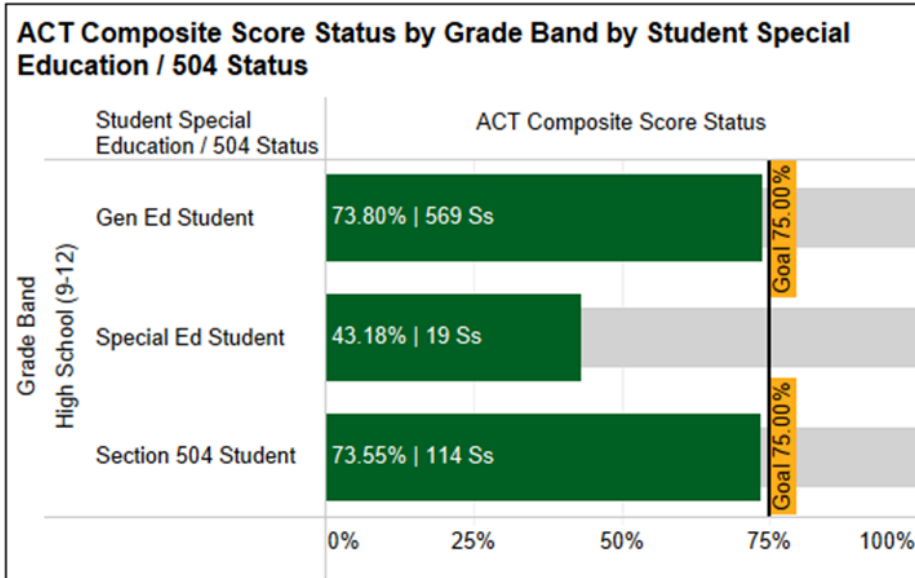
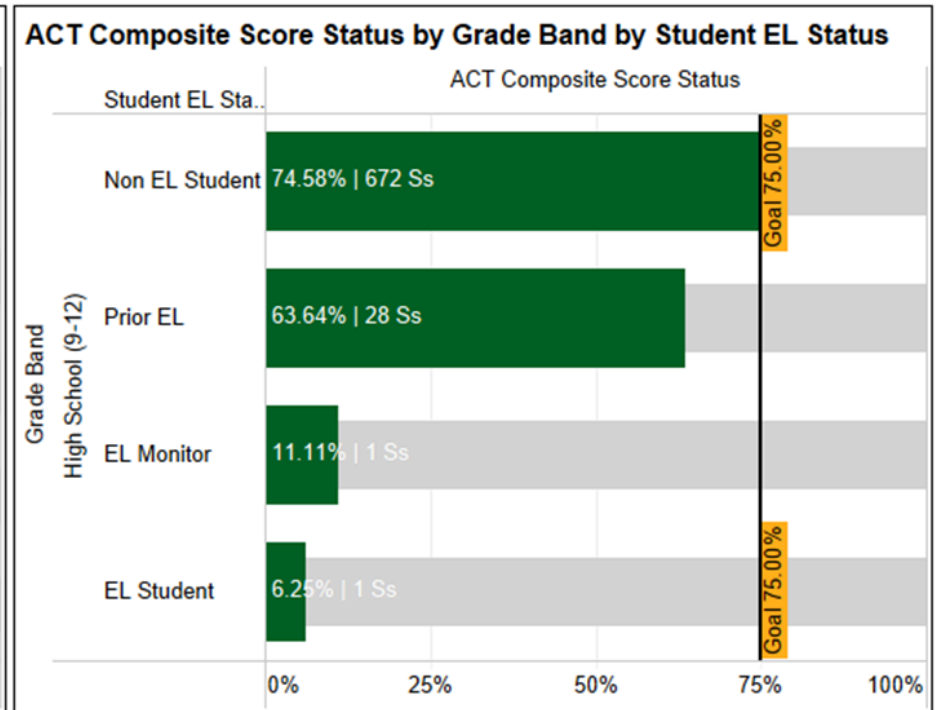
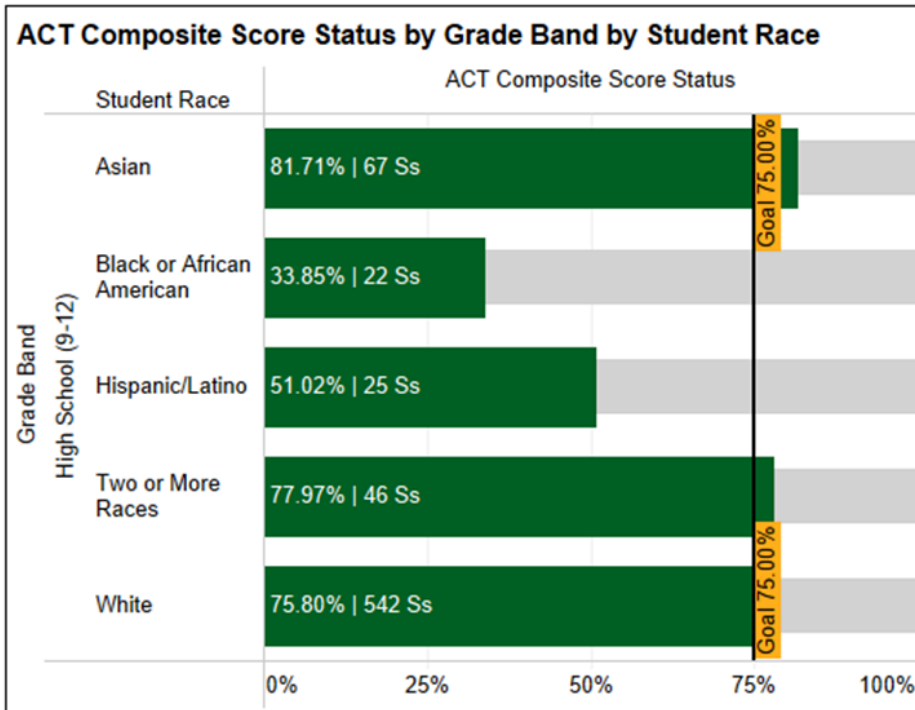
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ACT Composite Score Status  
■ ACT Composite Score 22 or Greater    ■ ACT Composite Score Not 22 or Greater

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

## ACT Composite Score of 22 or Better Charts and Graphs

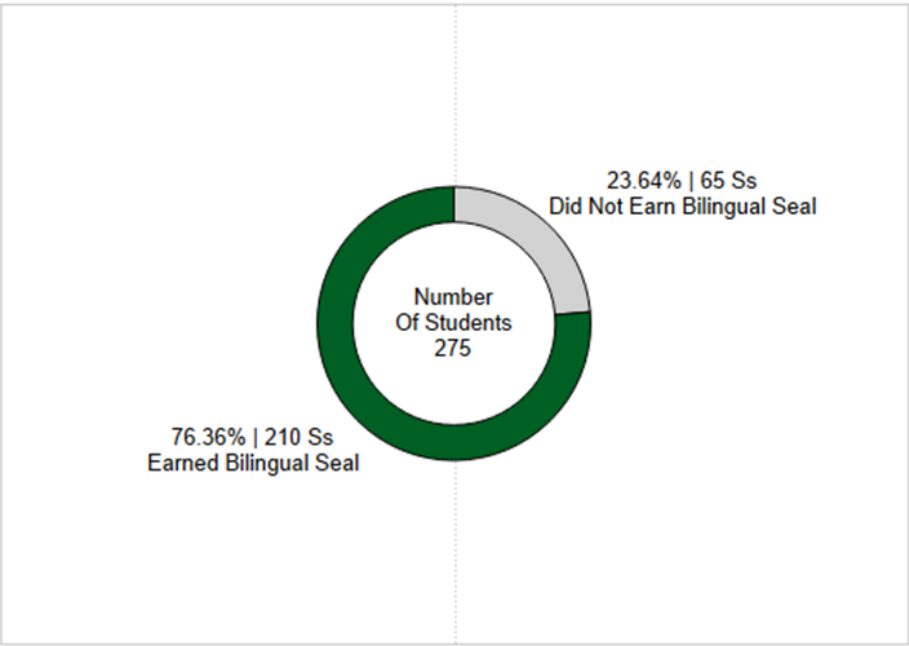


ACT Composite Score Status  
■ ACT Composite Score 22 or Greater    ■ ACT Composite Score Not 22 or Greater

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

**Bilingual Seals Charts and Graphs**

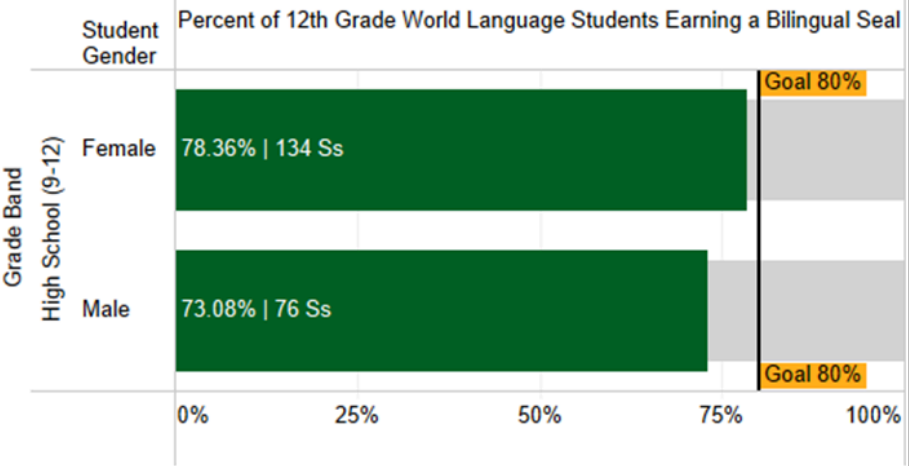
**12th Grade World Language Students Earning Bilingual Seals**



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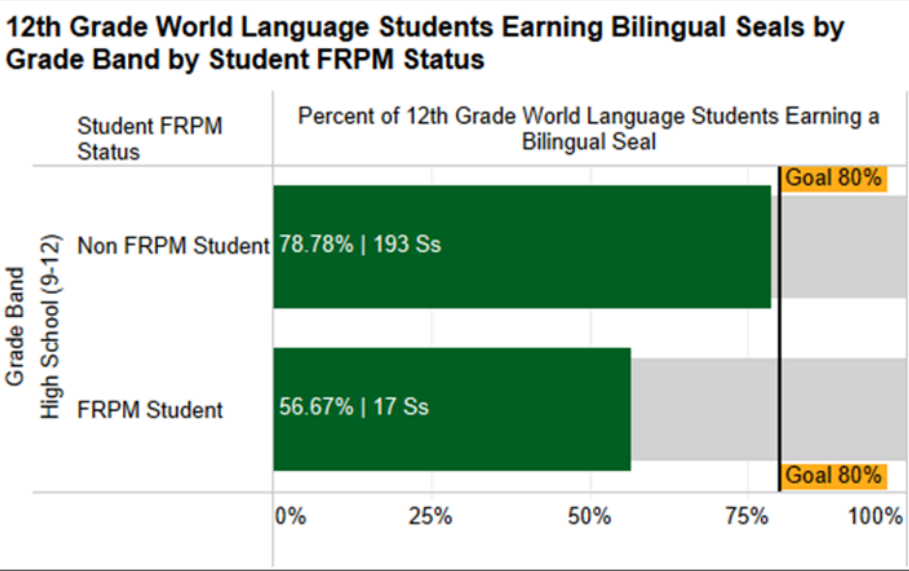
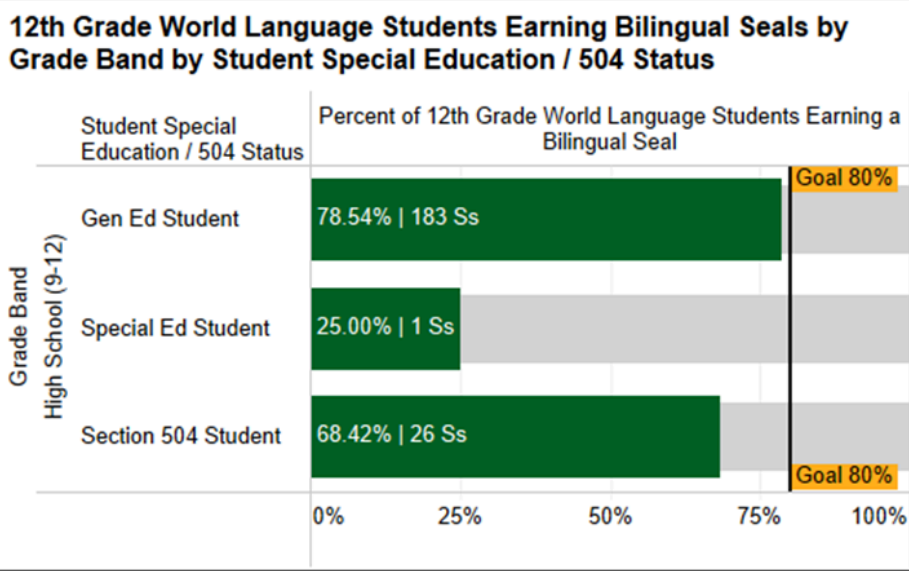
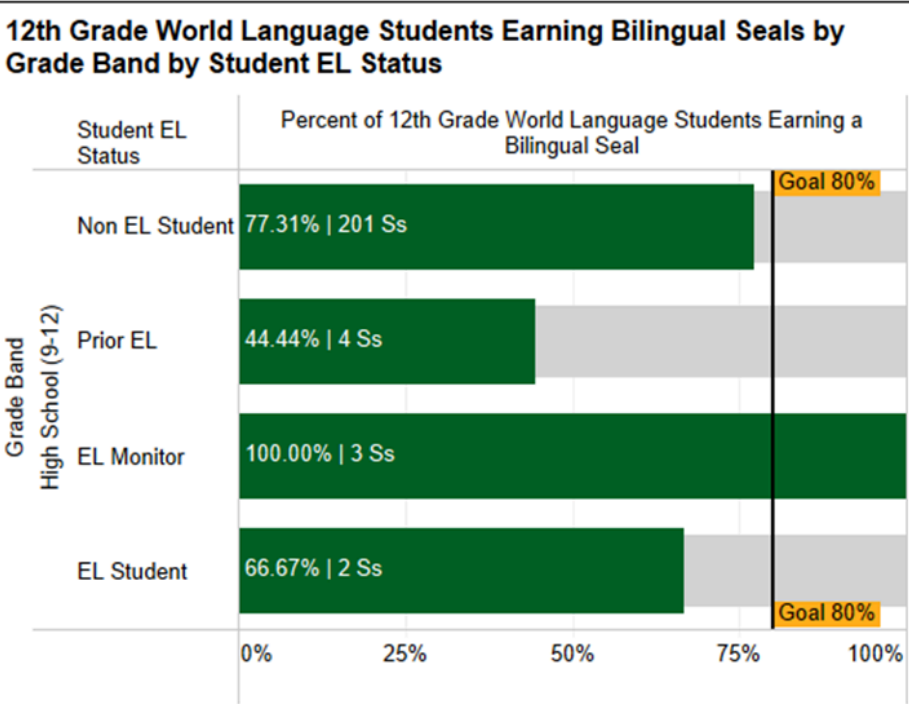
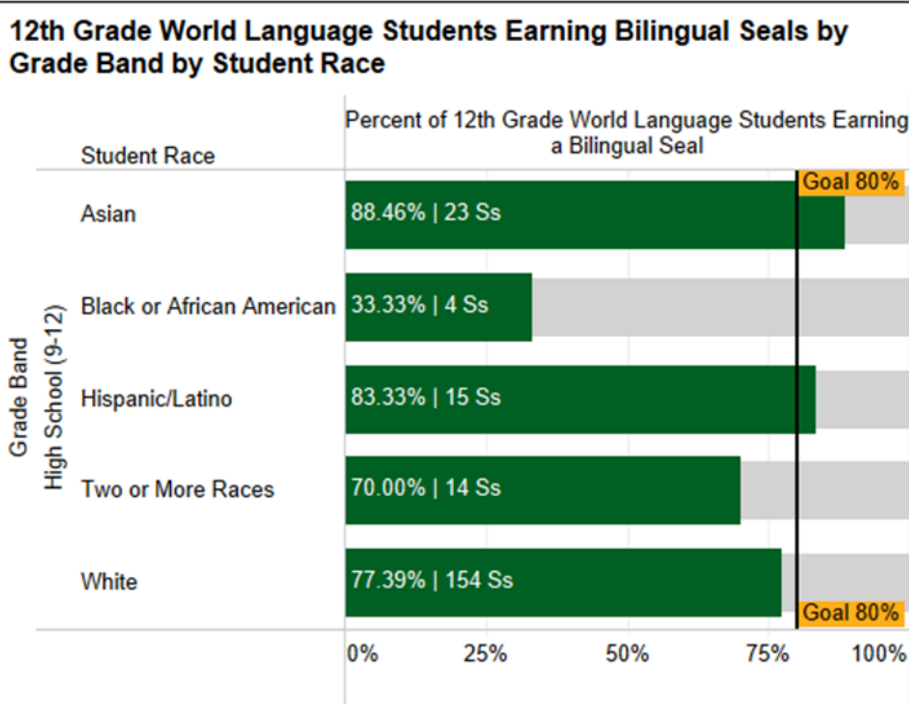
**12th Grade World Language Students Earning Bilingual Seals by Grade Band by Student Gender**



Student Bilingual Seal Status  
■ Earned Bilingual Seal    ■ Did Not Earn Bilingual Seal

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

Bilingual Seals Charts and Graphs Cont.



Student Bilingual Seal Status  
■ Earned Bilingual Seal    ■ Did Not Earn Bilingual Seal

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

## **Edina High School College and Career Expanded Opportunities:**

### **Rationale**

In addition to core measures of college and career readiness, students also benefit from pathways that provide different access to advanced learning opportunities and real-world experiences, as well as opportunities for academic distinction. Research shows that participation in PSEO, Dual Enrollment, internships, and recognition programs such as National Merit strengthens both college and career readiness. These pathways increase postsecondary persistence, build technical and professional skills, and open doors to diverse opportunities after high school. Together, they reflect the district's commitment to providing equitable access to rigorous, real-world, and high-impact learning experiences for all students.

### **Data Elements**

- PSEO & Dual Enrollment – Early access to college-level coursework and credit.
  - Post Secondary Enrollment Options
    - Participating Colleges / Universities Normandale Community College, Minneapolis College, UofM Twin Cities & Crookston, North Hennepin Community College, St. Paul College, Hennepin Tech
  - University Writing: College in the Schools
    - University of Minnesota
  - Introduction to Literature: College in the Schools
  - College Algebra
    - Bemidji State
- Internships/Youth Skills Training Grant– Applied experiences that build career skills and engagement.
- National Merit Scholars – Recognition of academic excellence and pathways to selective opportunities.

### **2025-2027 Goals**

#### **PSEO and Dual Enrollment**

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

#### **Internships/Work-Based Learning**

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

#### **National Merit Scholars**

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from 22 to 27, Semifinalists from 8 to 10, and Finalists from 8 to 10. The focus will be on maintaining academic excellence, expanding opportunities for students to engage in rigorous coursework and test preparation, and ensuring that high-achieving learners from all backgrounds are encouraged and supported in pursuing recognition.

# Edina High School College and Career Expanded Opportunities Data Table

## Career and College Ready Other Areas of Excellence

### PSEO Participation by Term

Grade Band	School Year	Semester	
		S1	S2
High School (9-12)	2024-2025	116	110

### National Merit Scholars

Grade Band	School Year	National Merit Category	
High School (9-12)	2024-2025	Commended	22
		Semi Finalists	8
		Finalists	8

### Number of Students Dual Enrolled

Grade Band	School Year	
High School (9-12)	2024-2025	272

### Number of Students Participating in Internships / Apprenticeships

Grade Band	School Year	
High School (9-12)	2024-2025	10

## College Persistence:

### Rationale

The Statewide Longitudinal Education Data System (SLEDS) provides valuable insights into how well Minnesota students are prepared for, transition to, and persist in postsecondary education and the workforce. By linking data from high school, college, and employment records, SLEDS helps districts like Edina understand long-term trends in college enrollment, persistence, completion, and career outcomes. Monitoring SLEDS data allows the district to evaluate the effectiveness of college and career readiness initiatives, identify opportunity gaps among student groups, and align supports to ensure every graduate has the knowledge, skills, and experiences necessary to succeed after high school.

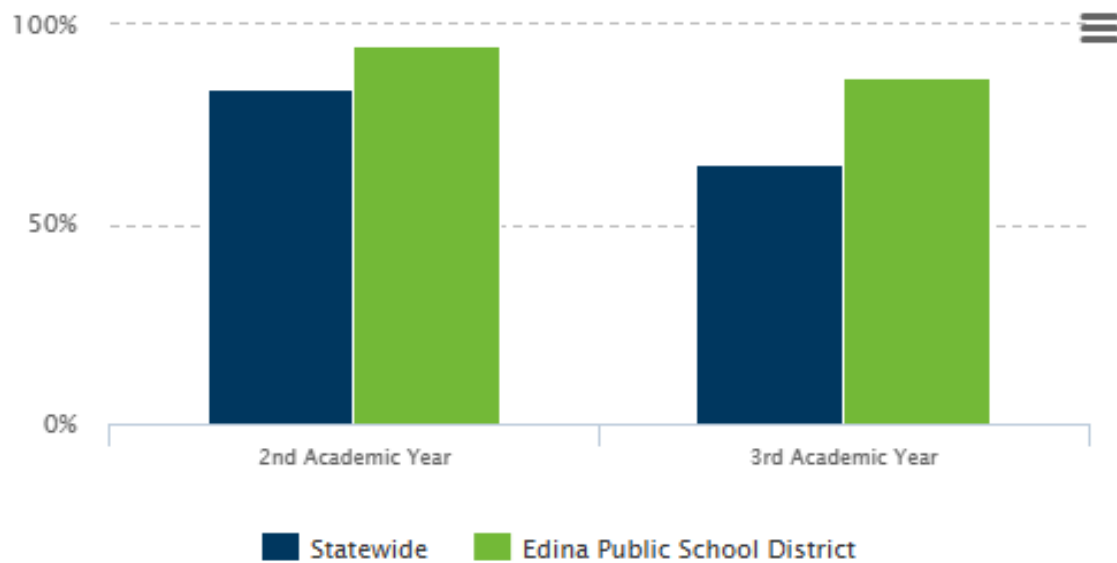
### Data Element

- 2022 [MN SLEDS Data](#)

### 2025-2027 Goal

By spring 2027, Edina High School graduates will demonstrate growth in **college persistence** rates as measured by the **Statewide Longitudinal Education Data System (SLEDS)**. Using the 2022 cohort as a baseline, the district will focus on supporting students in successfully transitioning to postsecondary education and remaining enrolled beyond their first year. Specific growth targets will be established once verified 2024 SLEDS data are available.

**Percent of HS Graduates Starting College and Persisting or Graduating as of:**



Type	Statewide	Edina Public School District
<b>2nd Academic Year</b>	35,724 (84%)	539 (95%)
<b>3rd Academic Year</b>	27,653 (65%)	495 (87%)
<b>Students Enrolled Year 1</b>	42,729	566

Data Source MN SLEDS 2022:

[https://sleds.mn.gov/#stayingInAndCompletingCollege/orgId--027301000\\_groupType--district\\_ECODEVREGION--FOC NONE\\_completingCollegeC OHORTID--2022\\_DISABILITY\\_TYPE--FOC NONE\\_p--1](https://sleds.mn.gov/#stayingInAndCompletingCollege/orgId--027301000_groupType--district_ECODEVREGION--FOC NONE_completingCollegeC OHORTID--2022_DISABILITY_TYPE--FOC NONE_p--1)

## Edina High School Consistent Attendance

### Rationale

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

### Data Elements

- **Definition:** When student percent in attendance is greater than or equal to 90% they are classified as being Consistently in Attendance. Students whose attendance is less than 90% are classified as being Not Consistently in Attendance.
- **Calculation Note:**
  - In **elementary**, attendance is recorded as a student present for the entire instructional day.
  - In **secondary**, attendance is measured by class period rather than by full day. A student's overall attendance rate reflects the percentage of class periods attended across all courses.
  - This data specifically reflects Edina High School attendance. K-12 attendance data can be viewed in the Appendix.

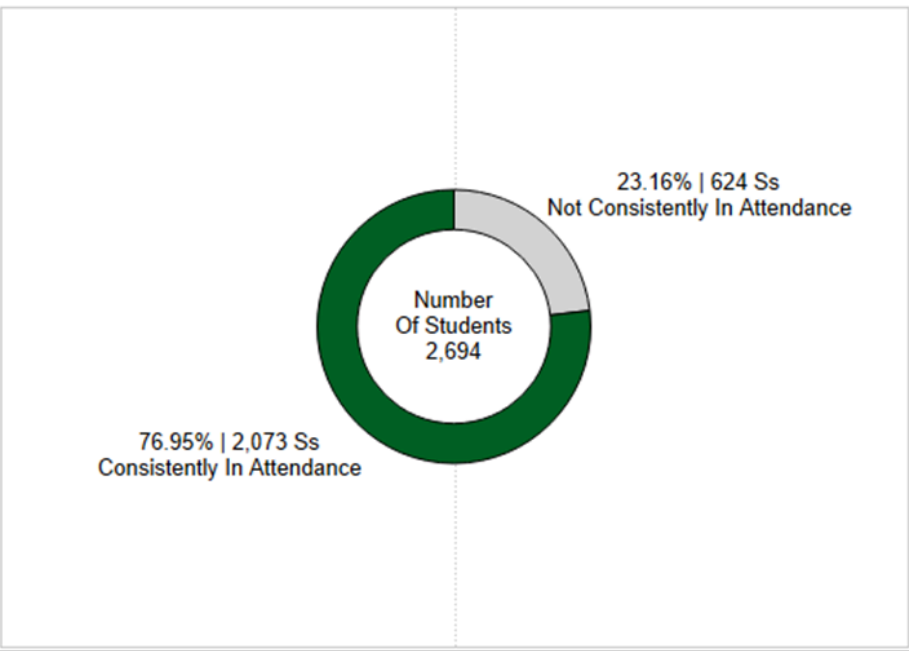
\*This method provides a more precise measure of engagement in each instructional setting and accounts for the complexity of individualized secondary schedules.

### 2025-2027 Goals

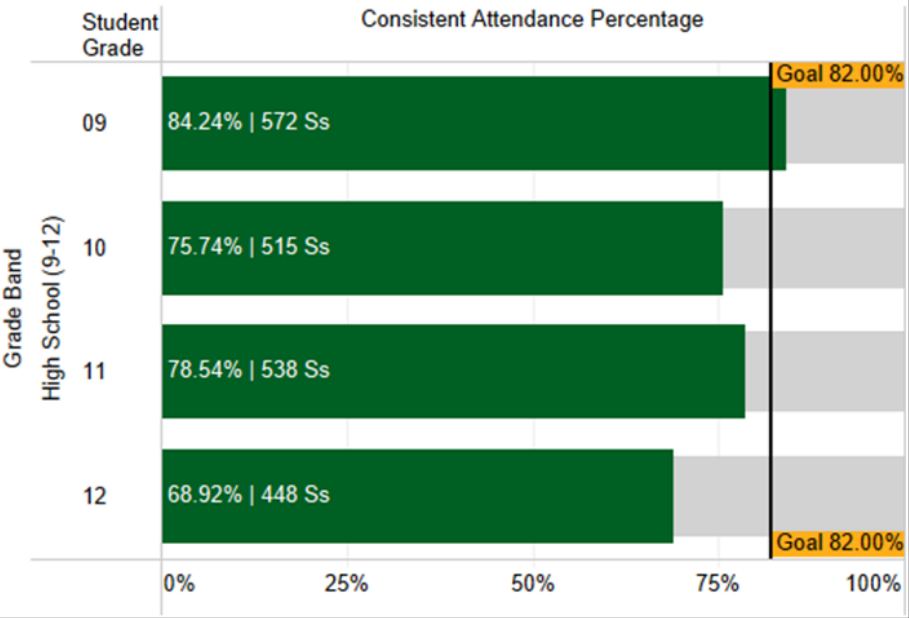
By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% in 2025 to 82%.

High School Consistent Attendance Charts and Graphs

High School Consistent Attendance Percentage

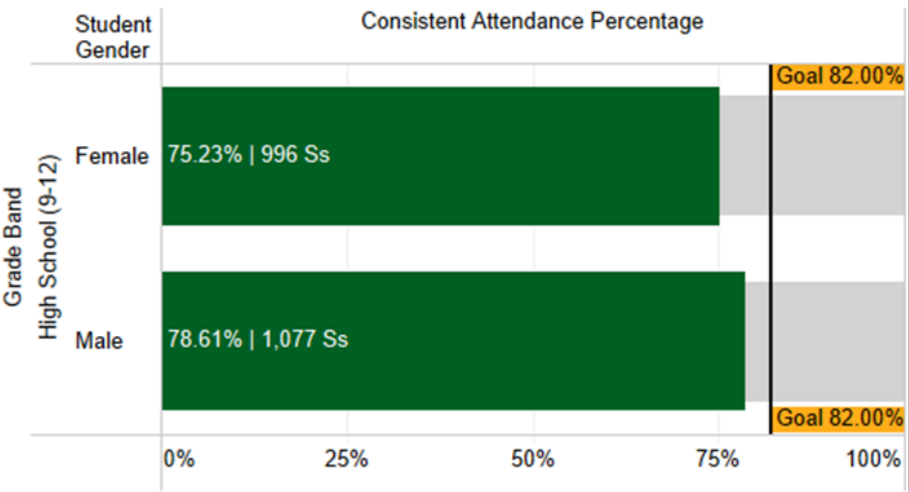


High School Consistent Attendance Percentage by Student Grade Band by Student Grade



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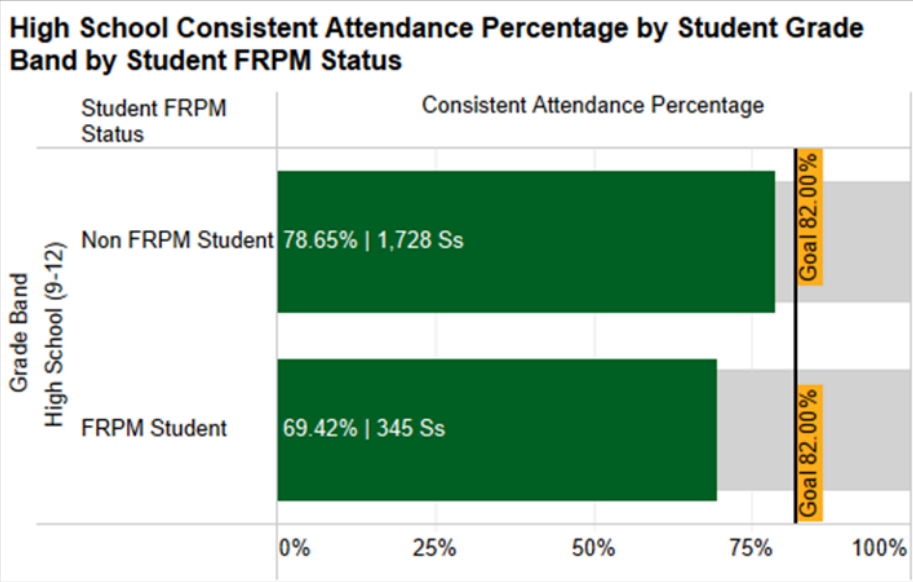
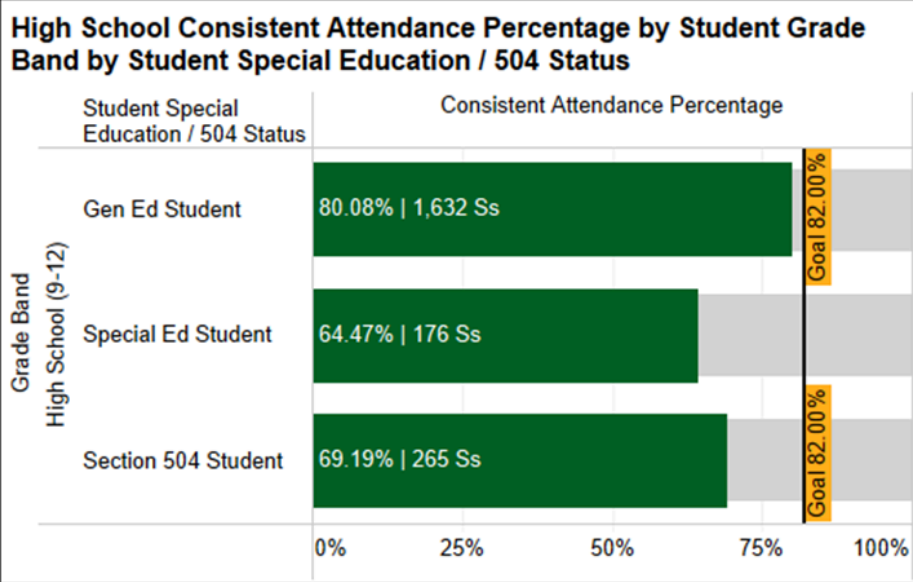
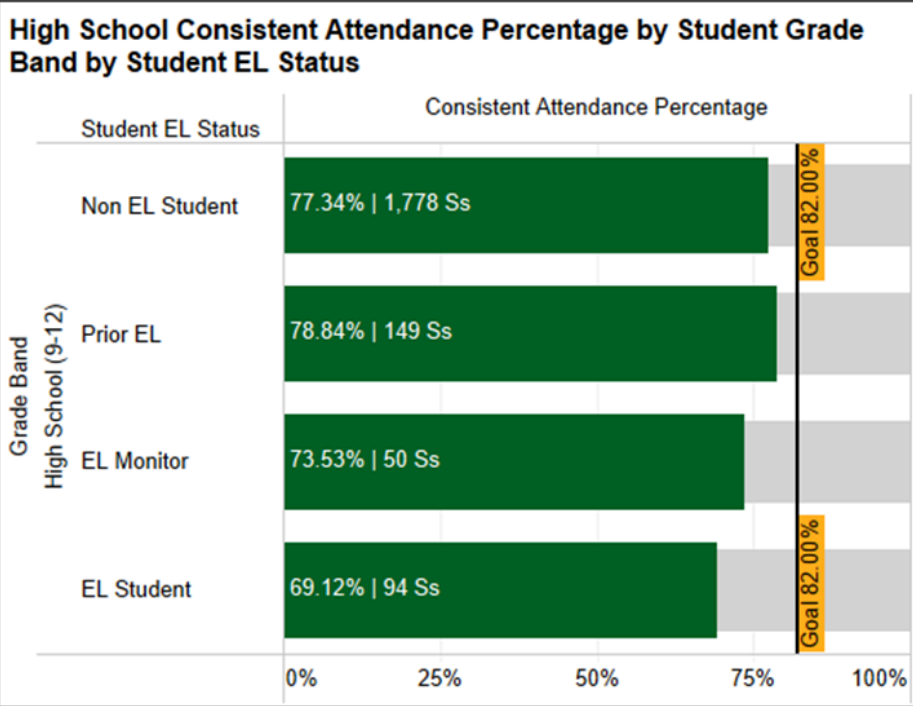
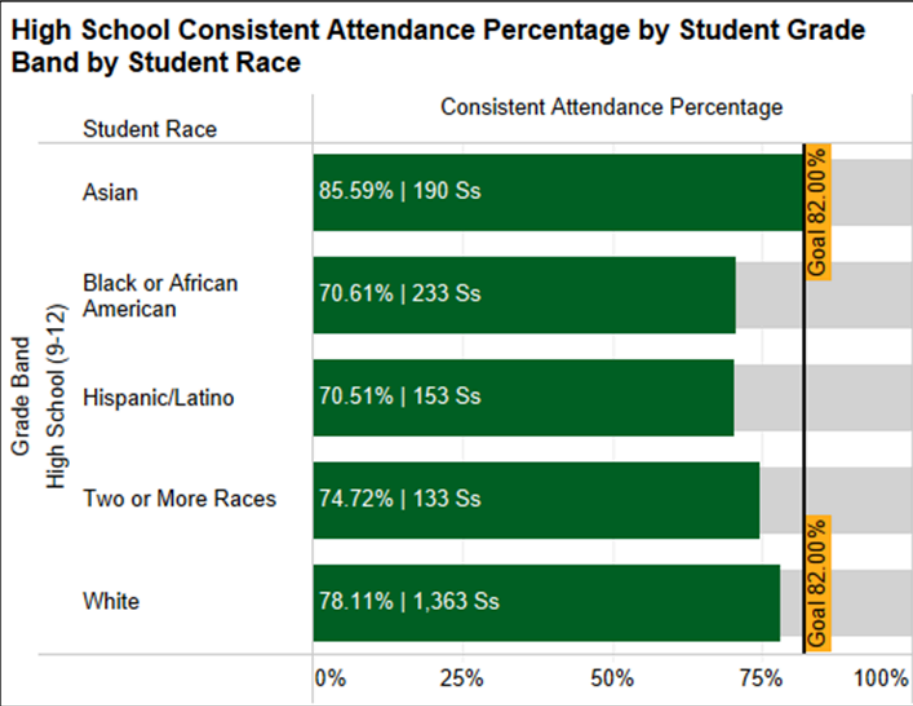
High School Consistent Attendance Percentage by Student Grade Band by Student Gender



Consistent Attendance Status  
 ■ Consistently In Attendance    □ Not Consistently In Attendance

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

High School Consistent Attendance Charts and Graphs Cont.



Consistent Attendance Status  
■ Consistently In Attendance    ■ Not Consistently In Attendance

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

# Appendix

## Appendix A: Glossary

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

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

It is also important to note that the READ Act requires mandatory screening of every child in kindergarten, first, second, and third grade, including multilingual learners and students receiving special education services, using a screening tool approved by the Department of Education. Edina is using FASTBridge for this screening. It is completed three times per year to measure foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language. A specific subset of the FASTBridge assessment suite screens for characteristics of dyslexia.

Capti ReadBasix: The Minnesota READ Act requires students in grades 4 and above, who are not reading at grade level, to be assessed for reading difficulties, including characteristics of dyslexia, using a tool approved by the Department of Education. This requirement includes multilingual learners and students receiving special education services. Capti is the approved diagnostic tool based on the Science of Reading framework. It screens, diagnoses, and monitors foundational reading skills in adolescents. Edina winter of 2025 Edina will utilize this assessment and collaborate on the response plans to support student results.

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

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

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

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

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn

their abilities and interests into high levels of achievement. In this report Accelerated and Advanced classes are the focus. These are classes that a select group of students take.

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

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

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

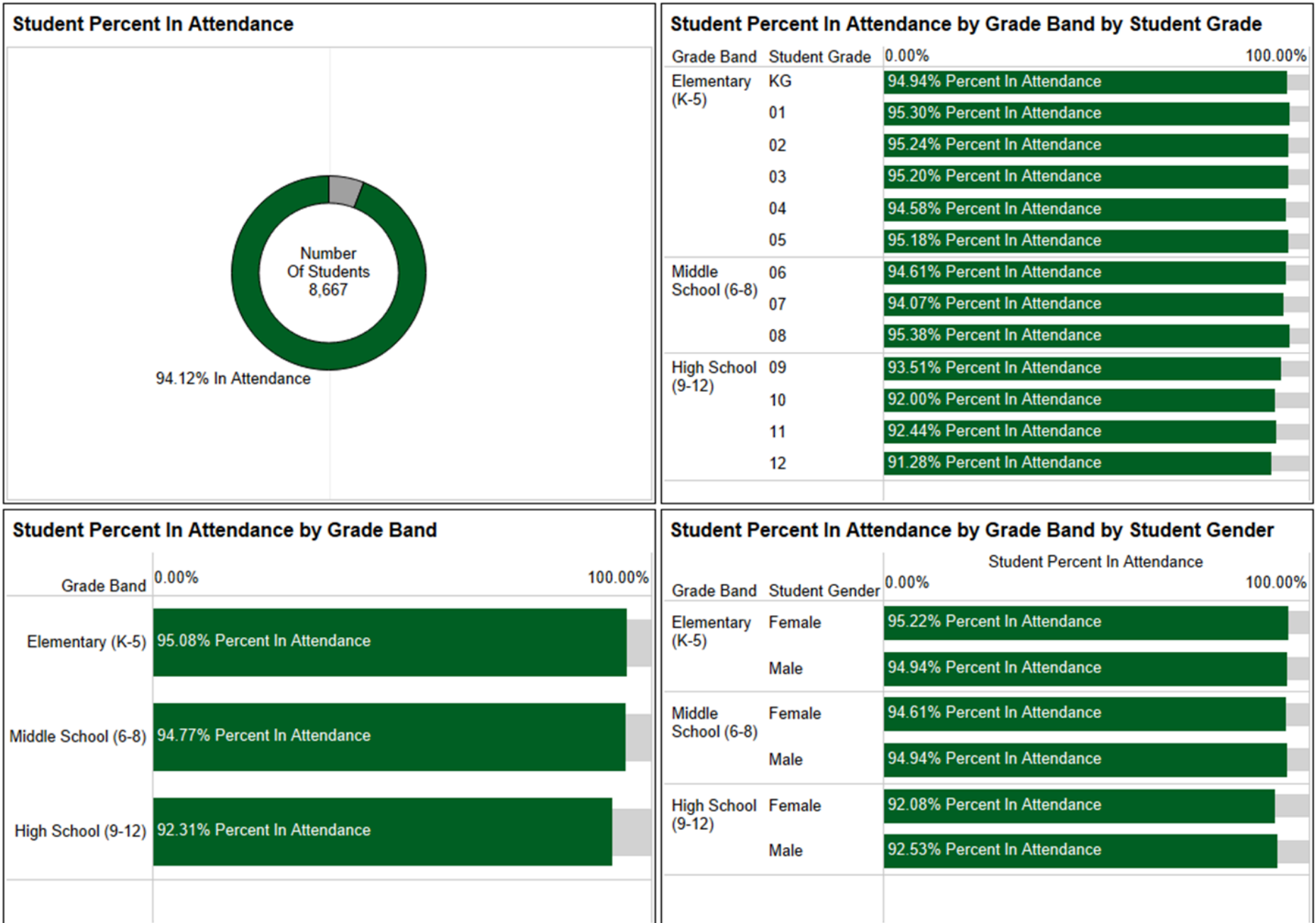
Professional Learning Community (PLC): “An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, & Eaker, 2002)

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

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

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

## Appendix B: K-12 Attendance Charts and Graphs

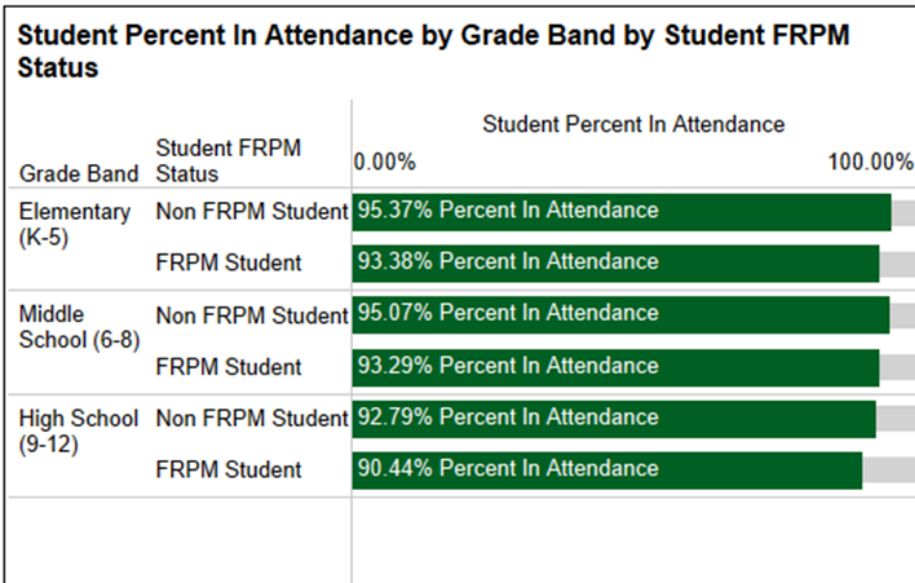
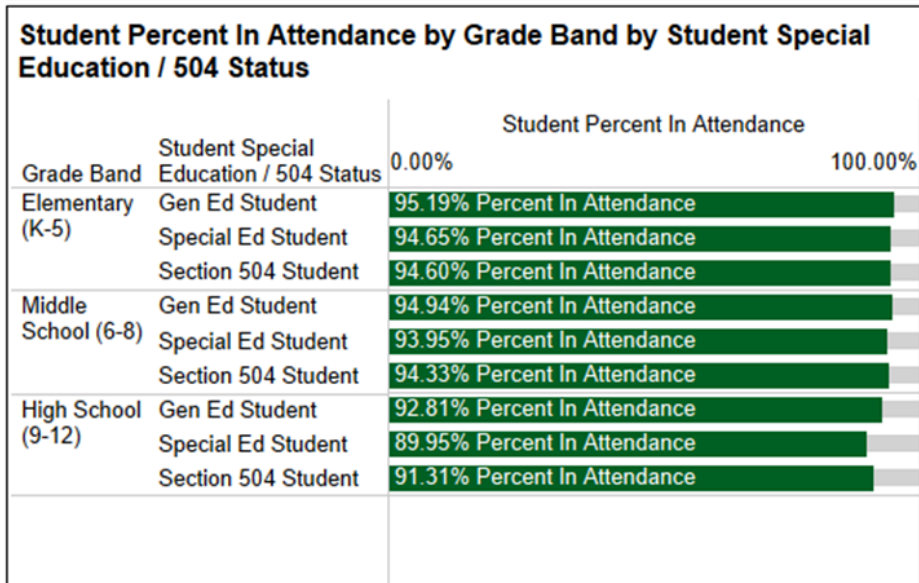
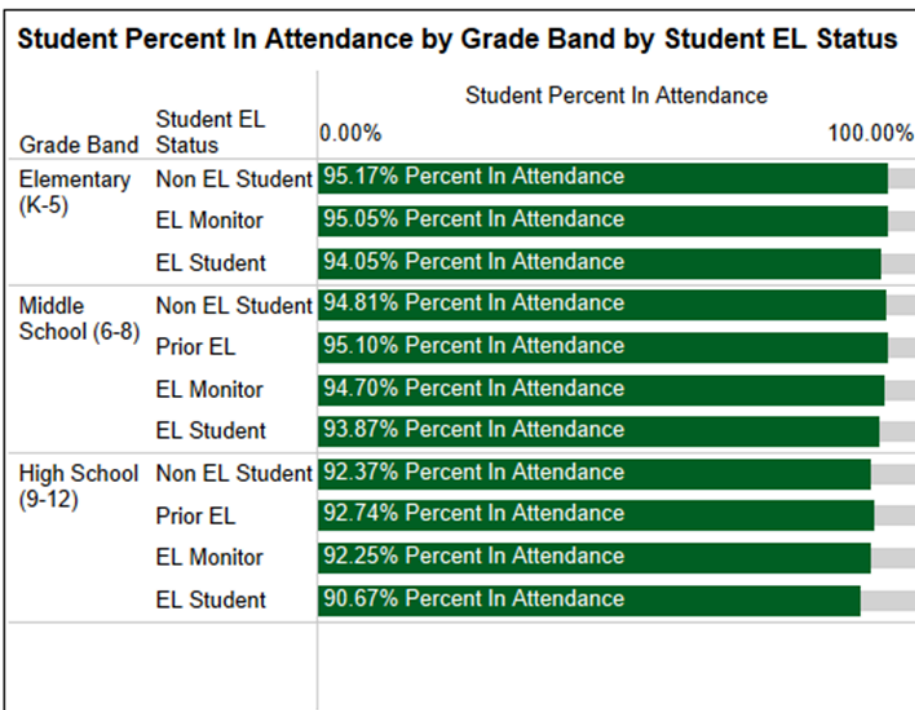
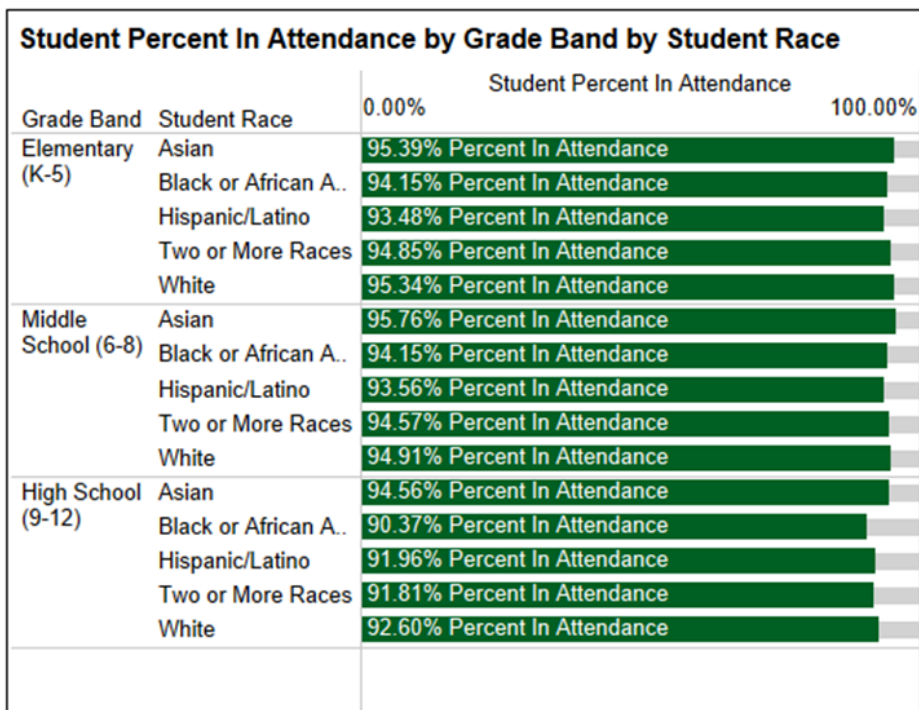


Measure Names

■ Percent In Attendance    ■ Percent Absent

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

## Appendix B: K-12 Attendance Charts and Graphs Cont.



#### Measure Names

■ Percent In Attendance    ■ Percent Absent

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

## Appendix C: Demographic Summary

### Demographic Summary by Grade Band by Student Race

Grade Band		Student Race	
Grade Band	Elementary (K-5)	Asian	7.72%
		Black or African American	7.14%
		Hispanic/Latino	7.67%
		Two or More Races	8.29%
		White	69.18%
		<b>Total</b>	100.00%
	Middle School (6-8)	Asian	7.32%
		Black or African American	8.16%
		Hispanic/Latino	8.07%
		Two or More Races	6.38%
		White	70.06%
		<b>Total</b>	100.00%
	High School (9-12)	Asian	8.06%
		Black or African American	14.15%
		Hispanic/Latino	7.92%
Two or More Races		6.52%	
White		63.35%	
<b>Total</b>		100.00%	

### Demographic Summary by Grade Band by Student Grade

Grade Band		Student Grade	
Grade Band	Elementary (K-5)	KG	15.19%
		01	15.90%
		02	16.89%
		03	17.52%
		04	17.34%
		05	17.15%
	<b>Total</b>	100.00%	
	Middle School (6-8)	06	33.02%
		07	32.82%
		08	34.16%
		<b>Total</b>	100.00%
	High School (9-12)	09	24.97%
		10	25.30%
		11	25.51%
		12	24.22%
<b>Total</b>		100.00%	

### Demographic Summary by Grade Band by Student Special Education / 504 Status

Grade Band		Student SPED / 504 Student Status	
Grade Band	Elementary (K-5)	Gen Ed Student	79.08%
		Special Ed Student	17.23%
		Section 504 Student	3.69%
		<b>Total</b>	100.00%
	Middle School (6-8)	Gen Ed Student	79.17%
		Special Ed Student	13.08%
		Section 504 Student	7.75%
		<b>Total</b>	100.00%
	High School (9-12)	Gen Ed Student	75.89%
		Special Ed Student	10.09%
		Section 504 Student	14.03%
		<b>Total</b>	100.00%

### Demographic Summary by Grade Band by Student Gender

Grade Band	Student Gender	
Elementary (K-5)	Female	47.88%
	Male	52.12%
	<b>Total</b>	100.00%
Middle School (6-8)	Female	49.90%
	Male	50.10%
	<b>Total</b>	100.00%
High School (9-12)	Female	49.09%
	Male	50.91%
	<b>Total</b>	100.00%

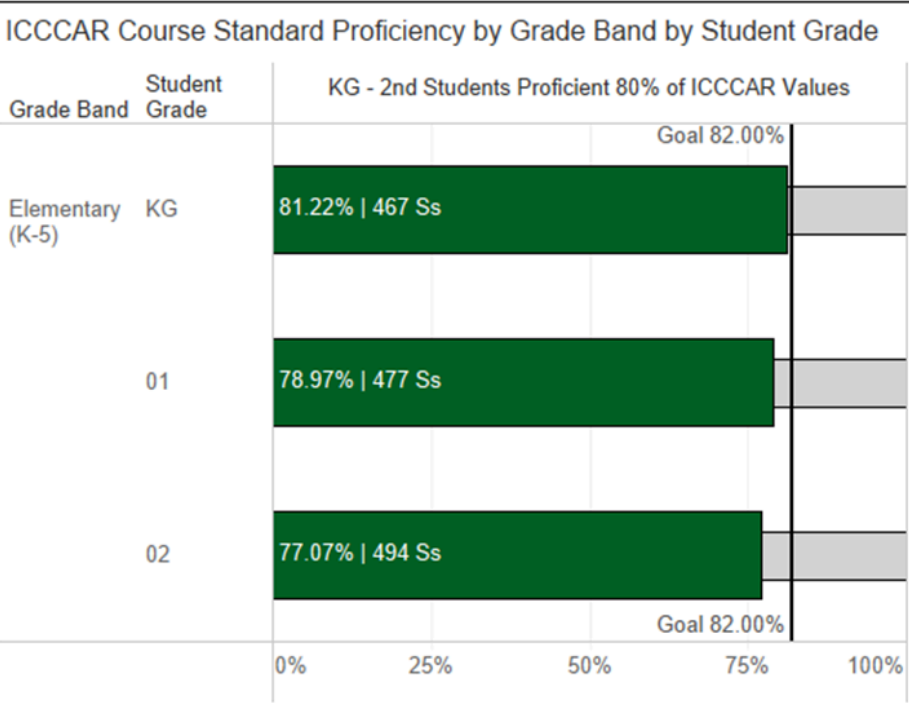
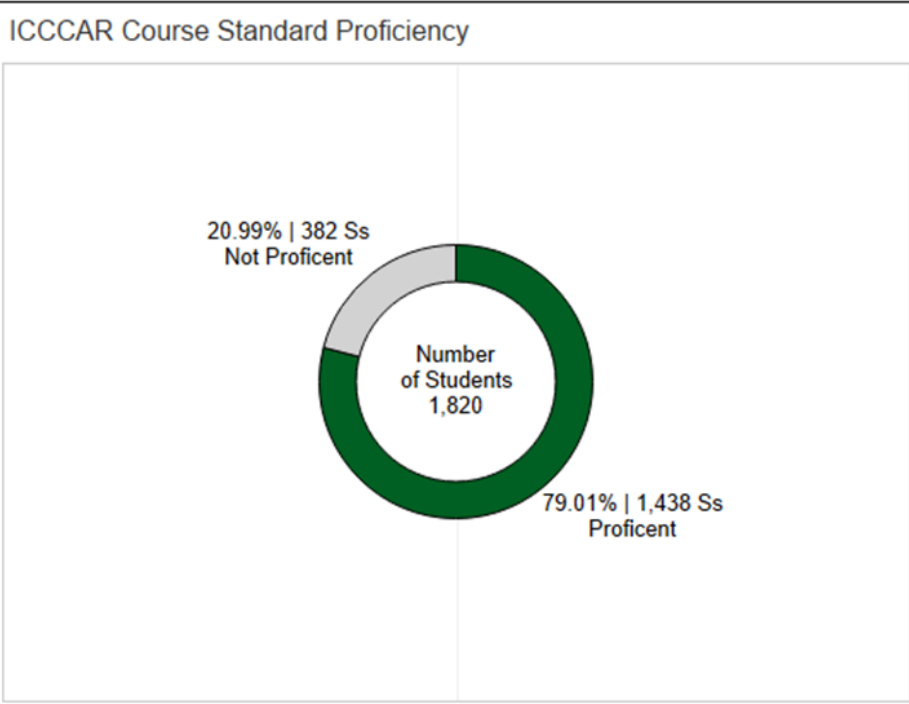
### Demographic Summary by Grade Band by Student EL Status

Grade Band		Student EL Status	
Grade Band	Elementary (K-5)	Non EL Student	89.31%
		EL Monitor	2.60%
		EL Student	8.09%
		<b>Total</b>	100.00%
	Middle School (6-8)	Non EL Student	86.97%
		Prior EL	2.72%
		EL Monitor	5.65%
		EL Student	4.66%
	<b>Total</b>	100.00%	
	High School (9-12)	Non EL Student	84.89%
		Prior EL	7.23%
		EL Monitor	2.69%
EL Student		5.19%	
<b>Total</b>	100.00%		

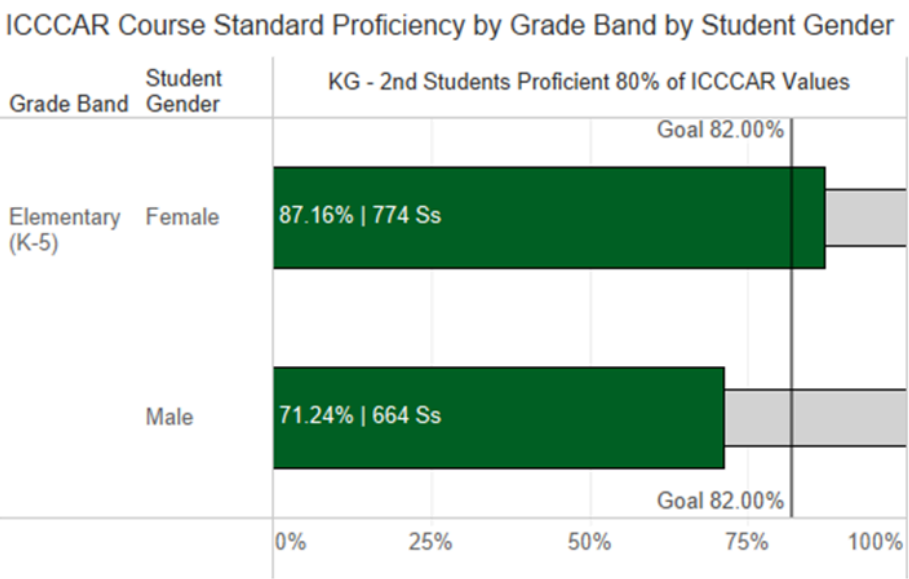
### Demographic Summary by Grade Band by Student FRPM Status

Grade Band	Student FRPM Status	
Elementary (K-5)	Non FRPM Student	85.20%
	FRPM Student	14.80%
	<b>Total</b>	100.00%
Middle School (6-8)	Non FRPM Student	82.38%
	FRPM Student	17.62%
	<b>Total</b>	100.00%
High School (9-12)	Non FRPM Student	80.04%
	FRPM Student	19.96%
	<b>Total</b>	100.00%

**Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs**



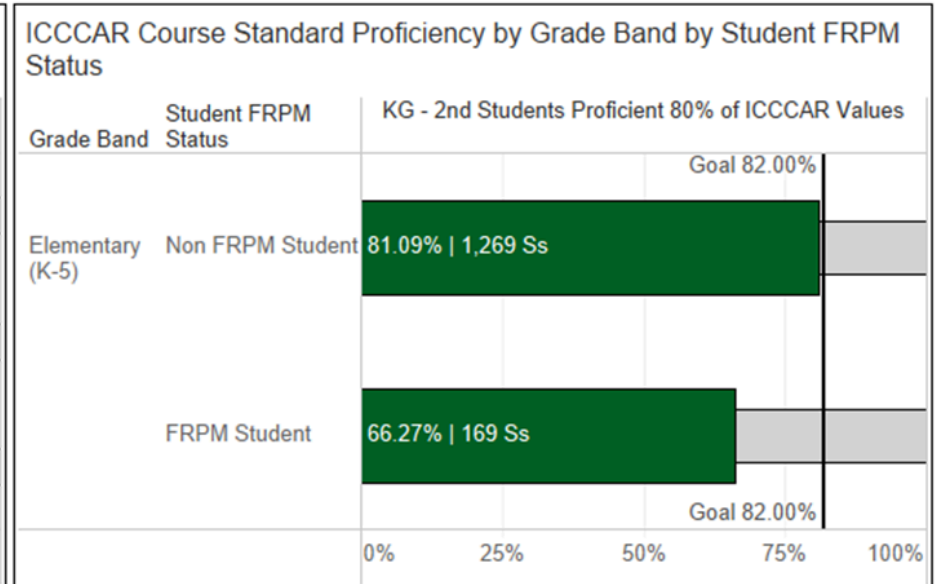
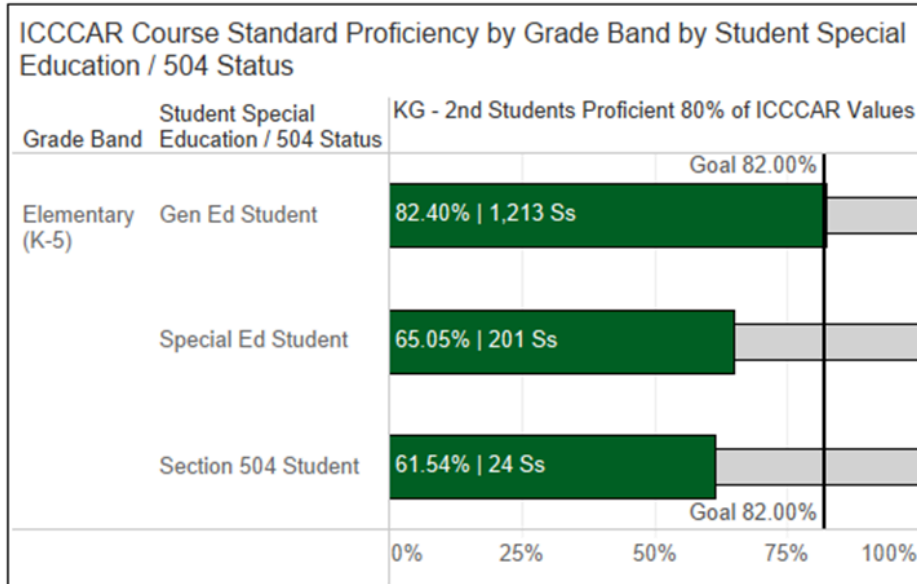
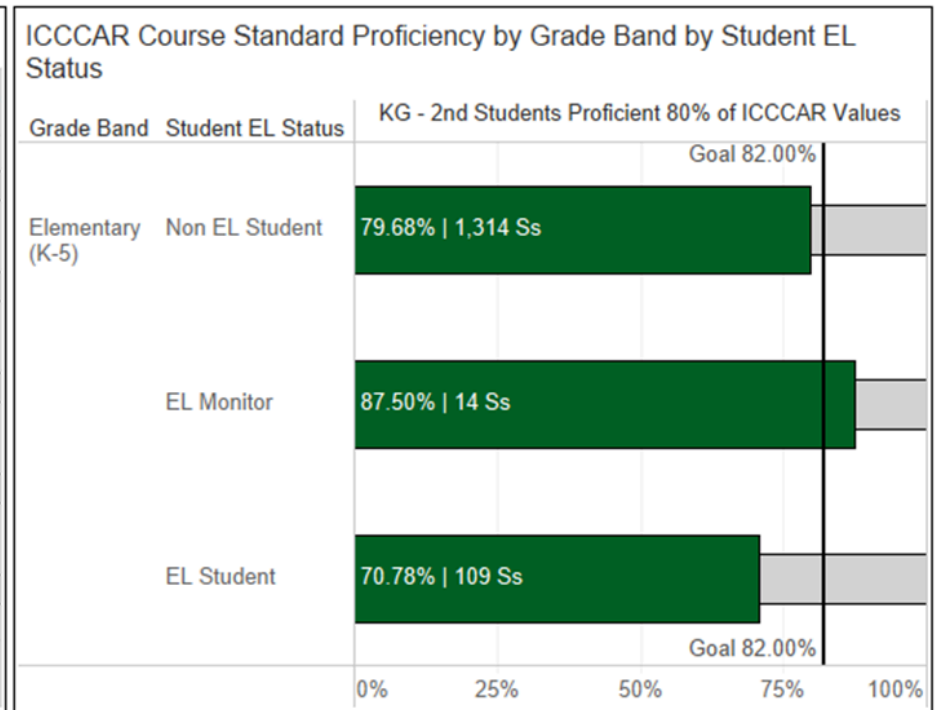
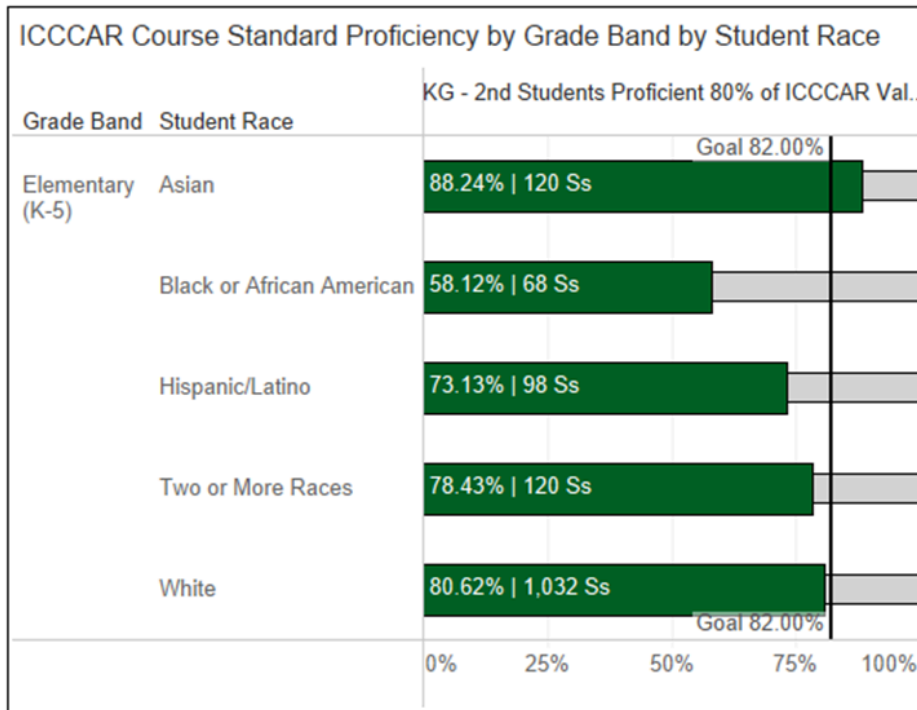
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ICCCAR Proficiency Status  
■ Proficient    ■ Not Proficient

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

## Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs Cont.



ICCCAR Proficiency Status  
■ Proficient ■ Not Proficient

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

## Appendix E: Career/College Ready Research

The following national studies and frameworks represent some of the most widely recognized research on college and career readiness. Together, they highlight the importance of rigorous coursework, benchmark assessments, and key skill areas as strong predictors of post-secondary success.

### Sources

- Adelman, C. (2006). *The Toolbox Revisited: Paths to degree completion from high school through college*. U.S. Department of Education.  
→ Completing advanced math courses (beyond Algebra II) is the strongest curriculum factor predicting college completion.
- ACT. (2023). *The Condition of College & Career Readiness 2023*. ACT, Inc.  
→ College readiness benchmarks in English, math, reading, and science align with first-year college success.
- National Center for Education Statistics. (2017). *High school course-taking and college readiness: 2017 update*. U.S. Department of Education.  
→ Rigorous course sequences in math, science, and English increase college enrollment and persistence.
- Partnership for 21st Century Learning. (2019). *Framework for 21st century learning*. Battelle for Kids.  
→ Identifies critical thinking, communication, collaboration, and global awareness as essential readiness skills.

Together the following research highlights how these opportunities extend readiness, promote equity of access, and celebrate student distinction within our community.

### Sources

- An, B. P. (2013). *The impact of dual enrollment on college degree attainment*. Educational Evaluation and Policy Analysis.  
→ Dual enrollment significantly increases college enrollment and degree attainment, especially for underrepresented students.
- Advance CTE & Association for Career and Technical Education. (2018). *Work-based learning in high school: Findings from a national survey*. \*\*  
→ Work-based learning (e.g., internships) builds career readiness, applied skills, and student engagement.
- National Merit Scholarship Corporation. (2022). *Annual Report*. \*\*  
→ National Merit recognition highlights high academic achievement and expands opportunities for selective college admissions and scholarships.

## Appendix F: Program Included in Edina High School and Edina Community Education Data

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| <ul style="list-style-type: none"> <li>● Advanced Archery: Gr. 5-12,</li> <li>● Alpine Ski - Boys,</li> <li>● Alpine Ski - Girls,</li> <li>● Archery 101: Gr. 5-12,</li> <li>● Architecture, Construction, Engineering (ACE) club,</li> <li>● Art Club,</li> <li>● Badminton Club (Valley View): Gr. 6-8,</li> <li>● Badminton Club: South View Gr. 6-8,</li> <li>● Badminton Club: Valley View Gr. 6-8,</li> <li>● Badminton,</li> <li>● Baseball,</li> <li>● Basketball - Boys,</li> <li>● Basketball - Girls,</li> <li>● Basketball Club (Valley View): Gr. 6-8,</li> <li>● Black Student Union,</li> <li>● Business Club,</li> <li>● Ceramics Club,</li> <li>● Cheer Tryouts 2025-26,</li> <li>● Cheerleading,</li> <li>● Chess Club: South View Gr. 6-8,</li> <li>● Chess Club: Valley View Gr. 6-8,</li> <li>● Chinese Club,</li> <li>● Civics Club,</li> <li>● Club Archery: Gr. 5-12,</li> <li>● Coed Afterschool Basketball Club: SVMS &amp; VVMS Gr. 6-8,</li> <li>● Competition Dance,</li> <li>● Competitive Diving Mondays Apr-May,</li> <li>● Competitive Diving Mondays Jan-Mar,</li> <li>● Competitive Diving Mondays,</li> <li>● Competitive Diving Thursdays Apr-May,</li> <li>● Competitive Diving Wednesdays Apr-May,</li> <li>● Competitive Diving Wednesdays Jan-Mar,</li> <li>● Criminal Justice Club,</li> <li>● Cross Country - Boys,</li> <li>● Cross Country - Girls,</li> <li>● Cross Country Running Club: South View &amp; Valley View:</li> </ul> | <ul style="list-style-type: none"> <li>Gr. 6,</li> <li>● Crumbl Club,</li> <li>● Debate,</li> <li>● DECA,</li> <li>● Donation Club,</li> <li>● Driver's Ed: Classroom &amp; Behind-the-Wheel: Gr. 9-12,</li> <li>● Dungeon Adventures: South View Gr. 6-8,</li> <li>● Dungeon Adventures: Valley View Gr. 6-8,</li> <li>● Dungeons &amp; Dragons Club,</li> <li>● Dungeons Adventures Gr. 6-8 (South View),</li> <li>● Dungeons Adventures Gr. 6-8 (Valley View),</li> <li>● E - Sports,</li> <li>● Edina Gymnastics Session I: Ages 8-16,</li> <li>● Edina Junior High Competition Cheer Team: Gr. 6-9,</li> <li>● Edina Winter Open Chess Tournament Gr. 1-12,</li> <li>● Edina Women in STEM,</li> <li>● EHS Film Club,</li> <li>● EHS Thespian Club,</li> <li>● Etiquette, Manners, Social Skills, Oh My!: Gr 1-6,</li> <li>● FAST- Functional Athletic Speed Training: Gr. 6-8,</li> <li>● FAST-Functional Athletic Speed Training Session I: Valley View Gr. 6-8,</li> <li>● Fishing,</li> <li>● Football,</li> <li>● Game Club,</li> <li>● GiGi's Playhouse Down Syndrome Achievement Center Volunteer Club,</li> <li>● Girls Book Club,</li> <li>● Girls Workout Club,</li> <li>● Golf - Boys,</li> <li>● Golf - Girls,</li> <li>● Gymnastics,</li> <li>● Hip Hop Dance,</li> <li>● Hockey - Boys,</li> <li>● Hockey - Girls,</li> <li>● Hockey Cheer Tryouts,</li> <li>● Hornettes,</li> <li>● HOSA,</li> </ul> | <ul style="list-style-type: none"> <li>● In Person: Morning Math Team: South View: Gr. 6-8,</li> <li>● In Person: Morning Math Team: Valley View: Gr. 6-8,</li> <li>● Intermediate Diving Wednesdays Apr-May,</li> <li>● Intermediate Diving Wednesdays,</li> <li>● Investments Club,</li> <li>● Jazz Band,</li> <li>● Jewish Student Union (JSU),</li> <li>● Knowledge Bowl,</li> <li>● Kung Fu - Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult,</li> <li>● Kung Fu - Wu Shu for Self-Defense and Fitness: Green - 2nd Purple Belt: Ages 5 - Adult,</li> <li>● Kung Fu - Wu Shu for Self-Defense and Fitness: Instruments &amp; Sparring: Ages 8 - Adult,</li> <li>● Kung Fu- Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult,</li> <li>● Kung Fu- Wu Shu for Self-Defense and Fitness: White - Orange Belt: Ages 5 - Adult,</li> <li>● Lacrosse - Boys,</li> <li>● Lacrosse - Girls,</li> <li>● Learn to Dive Mondays,</li> <li>● Letters for Aurora,</li> <li>● Letters of Love,</li> <li>● Level I/Pre-Teen Ballet,</li> <li>● Level I/Pre-Teen Ballet: Ages 8-13yrs,</li> <li>● Math Team,</li> <li>● Middle School Dance Club: South View &amp; Valley View Gr. 6,</li> <li>● Mikkonen Music - Spring Piano, Guitar &amp; Ukulele Lessons: Pick Your Number,</li> <li>● Mock Trial,</li> <li>● Model UN,</li> <li>● Non-School Day Career Exploration: Arts and</li> </ul> |
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| <p>Tourism,</p> <ul style="list-style-type: none"> <li>● Non-School Day: Career Explorations Gr. 6-8: Government,</li> <li>● Non-School Day: Career Explorations Gr. 7-8 Environmental Science,</li> <li>● Nordic Ski - Boys,</li> <li>● Nordic Ski - Girls,</li> <li>● One Act,</li> <li>● Online Stock Market, Personal Finance, &amp; Business Club: Gr. 6-12,</li> <li>● Origami Club,</li> <li>● Our Minds Matter,</li> <li>● Pokemon Kanto Journey 1: Normandale Gr. 1-8,</li> <li>● Political Science Club,</li> <li>● Private Voice or Piano Lessons: Ages 7+,</li> <li>● Project Blush,</li> <li>● Queer Student Union (Formerly: Gender &amp; Sexuality Alliance),</li> <li>● Quiz Bowl,</li> <li>● ROBOTICS- FIRST</li> </ul> | <ul style="list-style-type: none"> <li>● ROBOTICS COMP. (FRC), ROBOTICS- FIRST TECH CHALLENGE (FTC),</li> <li>● Soccer - Boys,</li> <li>● Soccer - Girls,</li> <li>● Softball,</li> <li>● South Asian Society,</li> <li>● South View Chess Club Gr. 6-8,</li> <li>● South View Middle School Boys Track &amp; Field: Gr. 6-8,</li> <li>● South View Middle School Girls Track &amp; Field: Gr. 6-8,</li> <li>● South View Middle School Wrestling Team: Gr. 6-8,</li> <li>● Speech,</li> <li>● Spike Ball Club,</li> <li>● Spring Chess Tournament: Gr. K-12,</li> <li>● Strategy Game Club Gr. 6-8 (SouthView),</li> <li>● Strategy Game Club Gr. 6-8 (Valley View),</li> <li>● Strategy Game Club: South View Gr 6-8,</li> <li>● Strategy Game Club: Valley</li> </ul> | <p>View Gr 6-8,</p> <ul style="list-style-type: none"> <li>● Swim &amp; Dive - Boys,</li> <li>● Swim &amp; Dive - Girls,</li> <li>● Synchro Swim,</li> <li>● Team Manager - Spring,</li> <li>● Team Manager,</li> <li>● Technovation Girls,</li> <li>● Teens For A Greener Tomorrow,</li> <li>● Tennis - Boys,</li> <li>● Tennis - Girls,</li> <li>● Theater,</li> <li>● Track &amp; Field - Boys,</li> <li>● Track &amp; Field - Girls,</li> <li>● Valley View Middle School Boys Track &amp; Field: Gr. 6-8,</li> <li>● Valley View Middle School Girls Track &amp; Field: Gr. 6-8,</li> <li>● Valley View Middle School Wrestling Team: Gr. 6-8,</li> <li>● Volleyball Youth Fall League: Gr. 1-6,</li> <li>● Volleyball,</li> <li>● World Quest,</li> <li>● Wrestling,</li> </ul> |
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# Appendix G: District Wide MCA Assessment Performance District Comparison

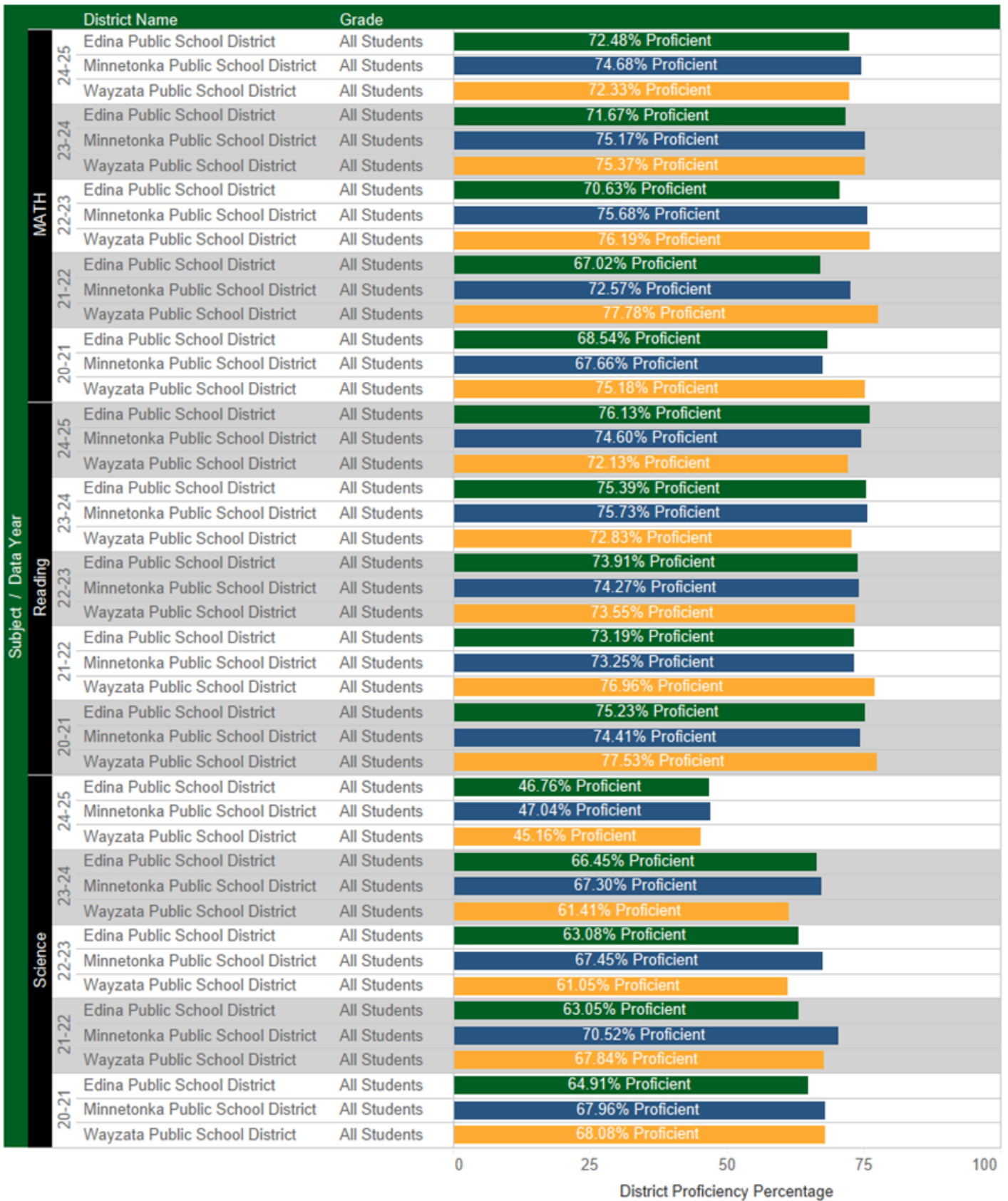
District Name

Edina Public School District

Minnetonka Public School District

Wayzata Public School District

## All Students Math, Reading and Science by Subject



# Appendix H: High School MCA Assessment Performance District Comparison

District Name

Edina Public School District

Minnetonka Public School District

Wayzata Public School District

HS Students Math, Reading and Science by Subject

District Name		Grade		
		10	11	HS
MATH	24-25	Edina Public School District	73.47% Proficient	
		Minnetonka Public School District	61.61% Proficient	
		Wayzata Public School District	80.17% Proficient	
	23-24	Edina Public School District	70.00% Proficient	
		Minnetonka Public School District	63.04% Proficient	
		Wayzata Public School District	78.23% Proficient	
	22-23	Edina Public School District	62.75% Proficient	
		Minnetonka Public School District	69.31% Proficient	
		Wayzata Public School District	77.87% Proficient	
	21-22	Edina Public School District	59.85% Proficient	
		Minnetonka Public School District	66.44% Proficient	
		Wayzata Public School District	78.21% Proficient	
20-21	Edina Public School District	56.54% Proficient		
	Minnetonka Public School District	68.41% Proficient		
	Wayzata Public School District	76.87% Proficient		
Reading	24-25	Edina Public School District	86.21% Proficient	
		Minnetonka Public School District	77.27% Proficient	
		Wayzata Public School District	78.70% Proficient	
	23-24	Edina Public School District	88.65% Proficient	
		Minnetonka Public School District	79.05% Proficient	
		Wayzata Public School District	80.37% Proficient	
	22-23	Edina Public School District	85.42% Proficient	
		Minnetonka Public School District	71.62% Proficient	
		Wayzata Public School District	82.46% Proficient	
	21-22	Edina Public School District	71.85% Proficient	
		Minnetonka Public School District	72.00% Proficient	
		Wayzata Public School District	81.01% Proficient	
20-21	Edina Public School District	76.03% Proficient		
	Minnetonka Public School District	80.46% Proficient		
	Wayzata Public School District	84.01% Proficient		
Science	24-25	Edina Public School District		66.79% Proficient
		Minnetonka Public School District		56.08% Proficient
		Wayzata Public School District		62.25% Proficient
	23-24	Edina Public School District		88.44% Proficient
		Minnetonka Public School District		77.41% Proficient
		Wayzata Public School District		67.87% Proficient
	22-23	Edina Public School District		88.59% Proficient
		Minnetonka Public School District		72.81% Proficient
		Wayzata Public School District		67.53% Proficient
	21-22	Edina Public School District		87.39% Proficient
		Minnetonka Public School District		78.85% Proficient
		Wayzata Public School District		70.38% Proficient
20-21	Edina Public School District		82.08% Proficient	
	Minnetonka Public School District		77.83% Proficient	
	Wayzata Public School District		68.19% Proficient	

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**