Edina Public Schools

DEFINING EXCELLENCE

School Board Special Meeting
Tuesday, October 25, 2022; 5:00 PM
ECC Room 350

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

II. **Discussion**

A. Edina Public Schools Data Metrics Plan
Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. All data points reflect Spring 2022 baseline data.
Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; Greg Guswiler, Teaching & Learning Data Programming Analyst and Coordinator; Mark Carlson, Curriculum Coordinator; and Bethany Van Osdel, Assistant Director of Teaching & Learning

B. Edina Public Schools Programming Update
Description: On November 8th, 2021 the Edina Public School Board approved Two-Way/Dual Spanish Language to be placed at Countryside Elementary and to move forward with planning to further develop PreK-12 STEAM pathways. In addition, the Edina Virtual Pathway enhancement and growth moved forward with School Board partnership and approval. The launching of and continued development of these three programs aligns directly with the Edina Strategic Plan A:1 and A:2. Leadership teams of staff, students, parents, and community members continue to partner in intentional design teams using implementation as a guide.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Jamie Hawkinson, Dean of Creek Valley; Karen Bergman, Principal Countryside Spanish Dual Language Elementary; Caroline Linden, Principal Countryside Spanish Dual Language Elementary; and Steven Cullison, Edina Virtual Pathway Coordinator

C. Edina Public Schools Academic Calendar Proposals for 2024-2025 and 2025-2026
Description: The Calendar Committee has met four times this fall to develop the calendar proposals for the 2024-25 and 2025-26 school years. The process utilized the Guiding Parameters approved by the school board on Aug. 8, 2022. An update was provided to the board on Sept. 19, 2022 and committee representatives asked the board for feedback on several calendar concepts. In addition a student focus group of 27 EHS students were assembled to collect additional feedback about some calendar concepts. The feedback was incorporated by the committee and is proposing the attached calendars for the 2024-25 and 2025-26 school years.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Sonya Sailer, Director of Human Resources; Sayli Amarapurkar, Cultural Liaison; and Jodie Mettee, Special Education Teacher, VVMS

III. **Leadership and Committee Updates**

IV. **Superintendent Updates**

V. Closed Session

A. Employee Negotiations. Pursuant to Minnesota Statutes section 13D.03, the Board is authorized to vote to move into closed session to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25. The Board will vote to move into closed session to discuss labor negotiations and strategy for the District's negotiations with the following bargaining unit: bus drivers.

VI. Adjournment

Board Workshop Date: October 25, 2022

TITLE: Edina Public Schools Data Metrics Plan

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert, Director of Teaching & Learning, Greg Guswiler**,** Teaching & Learning Data Programming Analyst and Coordinator; Mark Carlson, Curriculum Coordinator; Bethany Van Osdel, Assistant Director of Teaching & Learning

BACKGROUND: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. All data points reflect Spring 2022 baseline data.

RECOMMENDATION: The purpose of this report is to provide an update of the Edina Public Schools Data Metrics Plan and discuss the content in the plan.

DESIRED OUTCOMES FOR THE BOARD: Review in detail, have questions prepared, and provide feedback on the content of the plan.

BACKGROUND MATERIALS:
2.14.22 Approved Data Metrics Plan

ATTACHMENTS:
Board Report (below)

Edina Data Metrics Plan Executive Summary:

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS uses a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key points and take-aways from the 2022 Fall Data Metrics Plan shared with the Edina School Board on October 25th, 2022.

Through the intentional focus on the components named in this Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2027 Strategic Plan.

One important note prior to reviewing the plan is that the global pandemic has interrupted curriculum, instruction and assessment for the past 2 years. Because of this, the data collected is incomplete for this spring 2022 baseline season. In 2022-2023, Edina implemented a district-wide universal screening assessment plan. This plan will ensure that the data sets for this upcoming spring are comprehensive and complete.

The Edina Public Schools Data Metrics Plan has 5 age-bands of data to summarize:
1. Early Learning
2. Elementary
3. Middle School
4. High School
5. District Wide

This summary includes a narrative and key findings in the math, literacy, and social and emotional learning data, as well as additional key findings that demonstrate critical benchmarks in preparing all students to realize their full potential. It will also include a description of the efforts directed to support growth and continuous improvement related to each key finding.

Early Learning	
Narrative: Key Findings	**Action**
Literacy: The FASTBRidge Kindergarten fall screening shows that less than 80% of students are achieving benchmark proficiency or above. 33% of students identifying as Hispanic/Latino in Kindergarten are only achieving benchmark proficiency or above.	The Early Learning Center is focused on the implementation of the new Tier 1 literacy curricula: Creative Curriculum. This is being intentionally implemented to improve outcomes for all students through whole class and small group instruction. • TS Gold is the Universal Assessment used as a measure for both proficiency and progress along the way. This data will be disaggregated by student groups to ensure all students are making progress towards age-appropriate goals. • During the first few weeks of class, we will implement a new language acquisition screener, preLAS, which is recommended by MDE. Results from the preLAS will determine how to best focus any ML support or resources.

Math:	
The FASTBridge Early Math Screening demonstrated that over 80% of students were meeting benchmark proficiency. All racial subgroups with the exception of Hispanic/Latino also hit the 80% target.	• The Early Learning Center continues to engage students in developmentally appropriate numeracy learning activities. • During the first few weeks of class, we will implement a new language acquisition screener, preLAS, which is recommended by MDE. Results from the preLAS will determine how to best focus any ML support or resources.
SEL: The TS Gold Developmental SEL benchmark indicates that 85.5% of students were meeting benchmark proficiency.	• The ELC administrator team will continue to support ELC staff on understanding TS Gold SEL data and how to respond to this data for continuous improvement.
Additional Observations: The attendance rate for ELC enrolled students is high at 98.07%. Most families participating in our ELC programming are residents of Edina.	• ELC continues to target and market to Edina residents. • Families report kids are happy and eager to attend school. • Edina residents are given priority when considering use of School Readiness or Pathway 2 dollars. Community Education in collaboration with marketing uses a purposeful marketing to Edina residents.

Elementary

Narrative	Action
Literacy: 70.65% of Edina 3rd graders met or exceeded proficiency on the MCA Reading Assessment. Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Reading Assessment. Fewer students qualifying for Free and Reduced Priced Lunch met or exceeded proficiency on the MCA Reading Assessment. There is great discrepancy between student groups when calculating the percent of students in the high risk category who achieved aggressive growth.	• The Literacy Leadership Team spent over 20 hours researching the Science of Reading, current best practices and elements of effective implementation. The team used this research to align to our current resources and identified Tier 1 Evidence-based instructional strategies. Teaching and learning will support the team to monitor the elements in classrooms this year. • K-5 Frequently Asked Questions Document for Edina's Tier 1 Commitments is linked here. • The K-5 team will begin a more rigorous curriculum review this winter-spring. The goal is to recommend updates and enhancements to our current resources. This process will follow Implementation Science and will be grounded deeply in data. • Tier 1 instructional elements have been defined. The literacy coaches are working alongside teachers to use data to determine focus areas for each site. Practice profiles will be created with teachers to ensure deep understanding of the instructional approach and the reason why it is important. • Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. • Progress monitoring is being put in place to ensure instruction is impacting students as intended.

Math: 74.84% of all 3rd Grade students demonstrated proficiency on the MCA math assessment. 78.04% of all 3rd grade students demonstrated proficiency when looking at summative classroom assessments. Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Math Assessment. Fewer students qualifying for Free and Reduced Priced Lunch met or exceeded proficiency on the MCA Math Assessment. The FASTBridge amath assessment has been added to the 22-23 school year and will provide a third assessment to triangulate student data.	• Teachers are monitoring gaps students have in their learning, through pre-assessments before starting a unit. • The FASTBridge assessments have been given to help identify students needing interventions in math. • Teachers are beginning to administer interventions at both the Tier I and Tier II level. • Analysis of MCA data has been shared with principals along with suggested areas to focus on for the 22-23 school year. • Teachers are leveraging tools offered within our core curricular materials along with supplemental tools.
Social Emotional Learning: According to a Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - administered to Grades 3–5 over 80% of elementary students feel an adult cares about them and at some point felt excited the week prior. The Panorama data between student groups is all above 80%.	• There is a plan in place this year (2022-2023) to train principals on how to deeply use Panorama SEL data to support CSIP goals and respond to SEL data for continuous improvement.
Additional Observations: More Middle School students (50.73%) participate in Talent Development programming then Elementary students (29.3%). Percentage of 2-5 students earning a 3 higher on report card: 98.93% of students enrolled in Talent Development Pathways in grades 3-5 received no score lower than a 3 on their 21-22 Semester 2 report card.	• Talent Development programming is engaging in an implementation science review with a focus on providing opportunity and scaffolding for all students in elementary with the goal of growing access for each and every student.

Middle School	
Narrative	**Action**

Literacy:
76% of Edina 6th graders achieved proficiency on the MCA Reading Assessment. 65% of Edina 7th graders achieved proficiency on the MCA Reading Assessment. 66% of Edina 8th graders achieved proficiency on the MCA Reading Assessment.
 	
Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Reading Assessment.
 	
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	• The team will continue to work through a process aligned to Implementation Science to define Tier 1 instructional non-negotiables to ensure all students are receiving both rigorous grade level instruction along with appropriate personalized support for students needing scaffolding and/or enrichment in secondary ELA courses.
	• Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites.
	• The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways:
	  ○ Engagement - this includes CLRT strategies and AVID strategies
	  ○ Differentiation - this includes FASTBridge, ML and Special Education data dives to inform instructional strategies to scaffold for students.
	  ○ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the **lens of equity**, specifically our Multilingual Learners. The content of the session will connect strongly to the **Vision and Mission of EPS**.

Math: Approximately 66% of 6th graders, 60% of 7th graders and 64% of 8th graders achieved proficiency on MCA assessments. At the same time 84% of 6th graders, 85% of 7th graders and 79% of 8th graders were proficient when looking at summative assessments in their math courses taken during the school year. Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Assessment. Fewer students qualifying for Free and Reduced Priced Lunch met or exceeded proficiency on the Math Course Summative Assessment.	• Added FASTBridge assessment to help identify students in need of additional intervention work. • Middle schools are developing plans to activate interventions for small groups of students. • Analysis of MCA data has been shared with principals along with suggested areas to focus on for the 22-23 school year. • Teachers are using both core and supplemental resources to scaffold learning for students in need of additional support. • Continued work towards the development of proficiency scales based on the standards to align course work with MCA assessments.

Social Emotional Learning: According to a Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - administered to Grades 6-12 over 70% of 6-12 students feel an adult cares about them and at some point felt excited the week prior. The Panorama data between student groups is all above 70%.	• There is a plan in place this year (2022-2023) to train principals on how to deeply use Panorama SEL data to support CSIP goals and respond to SEL data for continuous improvement.
Additional Observations: More Middle School students (50.73%) participate in Talent Development programming then Elementary students (29.3%). Percentage of 6-8 students earning a B or higher: 99% of students enrolled in Talent Development Pathways in grades 6-8 received no score lower than a B on their 21-22 Semester 2 report card.	• Talent Development programming is engaging in an implementation science review with a focus on providing opportunity and scaffolding for all students in elementary with the goal of greater access for each and every student.

High School

Narrative	Action

Literacy:
59% of 10th graders achieved proficiency on the MCA Reading Assessment.
 	
Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Reading Assessment. There is also a large number of multilingual students that there is no test data for.
 	
69.74% of students achieved proficiency on their summative assessments in the 10th grade ELA course.
 	
Fewer Edina Multilingual Students met proficiency on the summative assessments in the 10th grade ELA course.
 	
Fewer students qualifying for Free and Reduced Priced Lunch met proficiency on the summative assessments in the 10th grade ELA course.
	• The team will continue to work through a process aligned to Implementation Science to define Tier 1 instructional non-negotiables to ensure all students are receiving both rigorous grade level instruction along with appropriate personalized support for students needing scaffolding and/or enrichment in secondary ELA courses.
	• Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites.
	• The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways:
	   ○ Engagement - this includes CLRT strategies and AVID strategies
	   ○ Differentiation - this includes FASTBRidge, ML and Special Education data dives to inform instructional strategies to scaffold for students.
	   ○ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the **lens of equity**, specifically our Multilingual Learners. The content of the session will connect strongly to the **Vision and Mission of EPS**.

Math:	
Math:	• Added a new Trigonometry course for students who needed additional time with this topic prior to taking a Calculus course.
Increasingly the MCA Math Assessment has been an exam in which students are opting out of participation. Approximately 42% of all 11th grade students did not take this test.	• Teachers work to fill gaps in learning through structured Tier I work on high leverage skills in all classes.
Of the students who took the test, approximately 60% demonstrated proficiency.	• Have worked to provide more resources for students through reviews and video lessons to provide anytime learning.
Fewer Edina Multilingual Students met proficiency on the final required MN standards-based course.	• Provided Bridge sections in Algebra II to support learners in need of additional instructional time.
	Teachers continue to:
Fewer students qualifying for Free and Reduced Priced Lunch met proficiency on the final required MN standards-based course.	• Staff tutor center
	• Work with students during Flex time, office hours, before and after school hours.
We also saw a decrease in the percentage of students taking the ACT as some universities have moved to a test optional application process.	
Approximately 70% of students demonstrated proficiency on summative assessments in their final Minnesota Standards based required math course.	
Science:	• Secondary Science is following the implementation science cycle to complete a curriculum review in alignment with new MN State Standards.
63.25% of students were proficient on the Science MCA.	• During the review process Secondary Science staff has been immersed in Professional Development on the instructional shifts in practices that occur with the new standards.
Fewer Edina multilingual students met proficiency on the Science MCA.	
Fewer students qualifying for Free and Reduced Priced Lunch met proficiency on the Science MCA.	
Significantly more Multilingual Students and students qualifying for Free and Reduced lunch met proficiency on their Biology course summative assessments.	

Social and Emotional Learning: According to a Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - administered to Grades 6-12 over 70% of 6-12 students feel an adult cares about them and at some point felt excited the week prior. The Panorama data between student groups is all above 70%.	• There is a plan in place this year (2022-2023) to train principals on how to deeply use Panorama SEL data to support CSIP goals and respond to SEL data for continuous improvement.
Thrive in post-secondary pursuits: 92% of Edina students persist from first year of college to second 85% of Edina students persist from second year of college to third. 476 students take College in the Schools courses. 75 students taking at least 1 PSEO course 83% of Edina students earn a 3+ or higher on AP exams. Summative Assessment data in Gateway Required Courses closely aligns with MCA data. In Math the alignment is with proficiency and students who did not take the Math MCA. In ELA the proficiency rates are lower than in the other Gateway Required Courses. 186 students earn Bilingual Seals. Edina is one of only 35 districts in the state that participates in awarding these honors. Of those, Edina has consistently had the highest percentage of students receiving the awards.	• STEAM programming K-12 is in the exploration phase of implementation science. • Edina High School has established a Career and Technical Education department that is working in collaboration with Teaching & Learning and Community Education and Strategic Partnerships to expand career engagement for each and every student in Edina. • The first class of Edina Dual Spanish immersion has started Kindergarten this year. • More data analysis is needed to determine patterns on students who are not taking the MCA Math test in 11th grade. • The Secondary ELA is teaming closely with Teaching and Learning in order to complete a comprehensive ELA review.

District Wide

Narrative	Action
21.97% of Multilingual Learners made progress on ACCESS assessments. 87.41% of Special Education learners made adequate progress on their Individual Education Plans and 10.19% met their goals.	- The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways: - Engagement - this includes CLRT strategies and AVID strategies - Differentiation - this includes FASTBRidge, ML and Special Education data dives to inform instructional strategies to scaffold for students. - Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the **lens of equity**, specifically our Multilingual Learners. The content of the session will connect strongly to the **Vision and Mission of EPS**.

Edina Public Schools Data Metrics Plan

Vision:
Each and Every Student will Discover their Possibilities and Thrive.

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.

It is important for Edina Public Schools to use a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities.

Reasoning:

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

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

Edina Resident Enrollment: The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system.

ECFE Engagement: Early Childhood Family Education (ECFE) experiences help to foster healthy parent/family and student relationships leading to empowered families who are prepared to support their children as they progress through school.

Early Literacy and Numeracy: Early literacy and numeracy skills are strong predictors of long-term school age performance and should be assessed frequently to determine progress toward meeting developmental benchmarks (Hojnoski, 2019).

Attendance: Consistent attendance in early learning experiences supports the attainment of developmental benchmarks.

Assessment Tools/Domains – Proficiency
A suite of metrics will be examined to determine progress toward kindergarten readiness
**Final report will be disaggregated by student group
Reading
- TS Gold early learning benchmarks
- FastBridge fall kindergarten universal screener (ELC enrolled students)

Math
- TS Gold early learning benchmarks
- FastBridge fall kindergarten universal screener (ELC enrolled students)

Social Emotional Learning
- TS Gold Benchmarks

Attendance
- ELC class attendance

ECFE Participation:
- Enrollment in course offerings

ELC Resident Enrollment:
- Enrollment in 4–5-year-old classes

2021-2022 Baseline Data:

Percentage of 4- & 5-year-old students meeting TS Gold Developmental benchmarks in early literacy: **92.59%**

Percentage of 4- & 5-year-old students meeting TS Gold Developmental benchmarks in early numeracy: **93.55%**
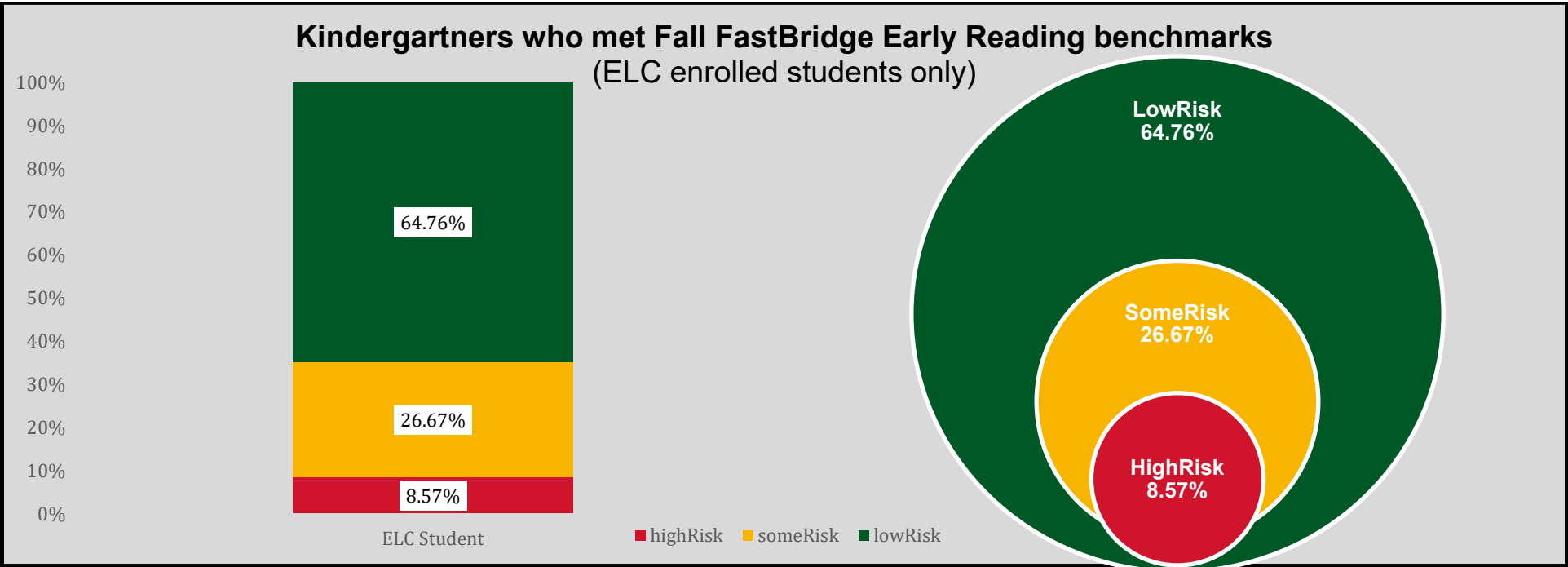
Kindergartners who met Fall FastBridge Early Reading benchmarks
(ELC enrolled students only)

ELC Student: lowRisk 64.76%, someRisk 26.67%, highRisk 8.57%		LowRisk 64.76% / SomeRisk 26.67% / HighRisk 8.57%

highRisk   someRisk   lowRisk

*ELC Student: A student who ended the 2021 school year participating in Edina Public Schools Early Learning Center Programming and ended the 21-22 School Year in one of our Elementary Schools as a Kindergartner.

ELC EarlyReading Risk Level by Student Race

	ELC Student	Asian	Black or African American	Hispanic/Latino	White
lowRisk	64.76%	66.67%	66.67%	33.33%	66.18%
someRisk	26.67%	27.78%	33.33%	16.67%	26.47%
highRisk	8.57%	5.56%	0.00%	50.00%	7.35%

highRisk   someRisk   lowRisk
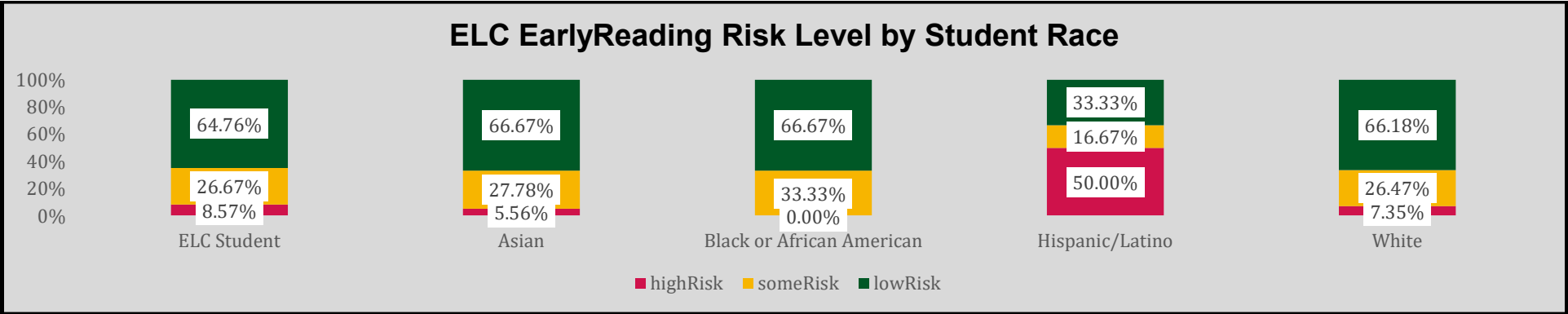
Two or More Race students are not reported as the number is small and could be identifiable.

Percentage of Kindergartners who met Fall FastBridge early math benchmarks (ELC enrolled students only):

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Kindergartners who met Fall FastBridge early math benchmarks
(ELC Enrolled Students Only)
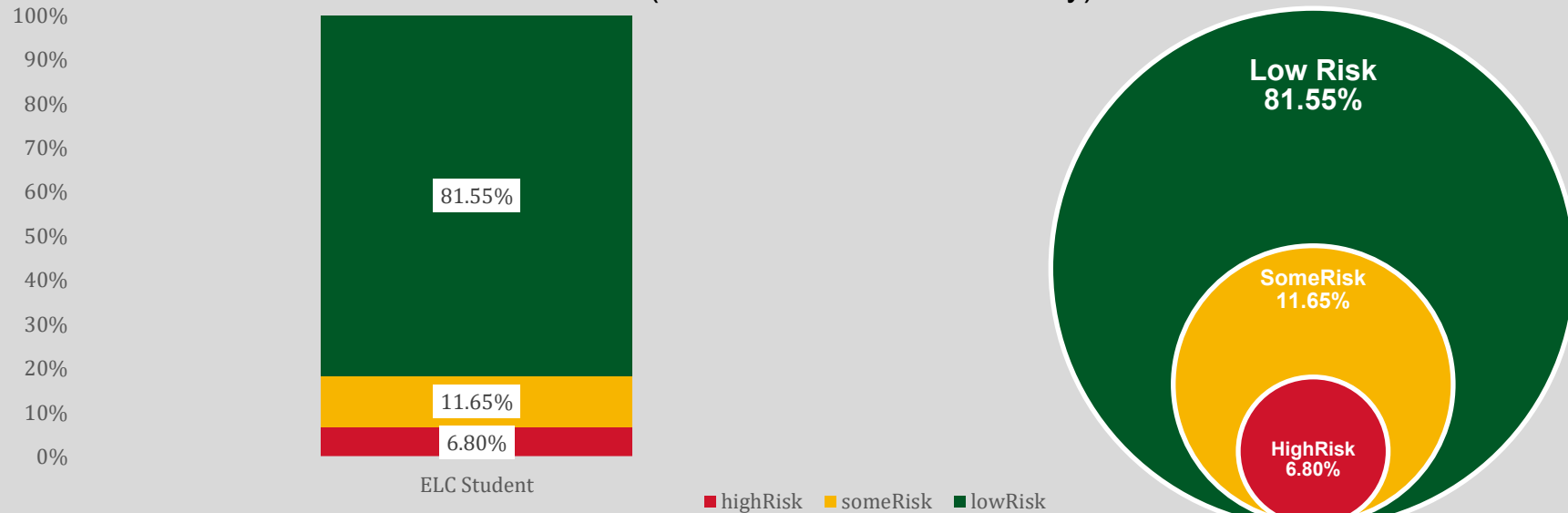
ELC Student: A student who ended the 2021 school year participating in Edina Public Schools Early Learning Center Programming and ended the 21-22 School Year in one of our Elementary Schools as a Kindergarten

ELC EarlyMath Risk Level by Student Race
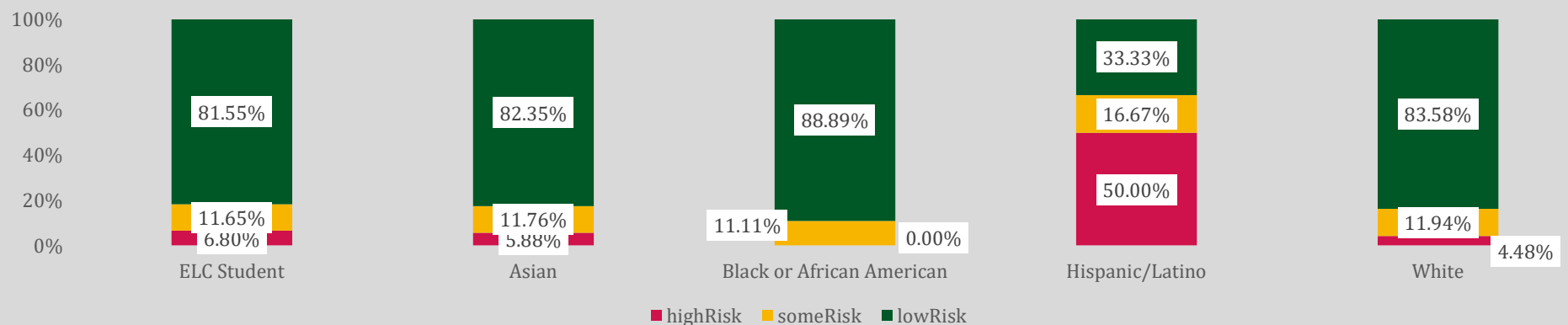
Two or More Race students are not reported as the number is small and could be identifiable.

Percentage of ELC 4- & 5-year-old students meeting TS Gold Developmental SEL developmental benchmarks: **85.5%**

Percentage of ELC 4 & 5-year-old students who attended school: **98.07%**

Percentage of ELC 4- & 5-year-old who are residents of Edina
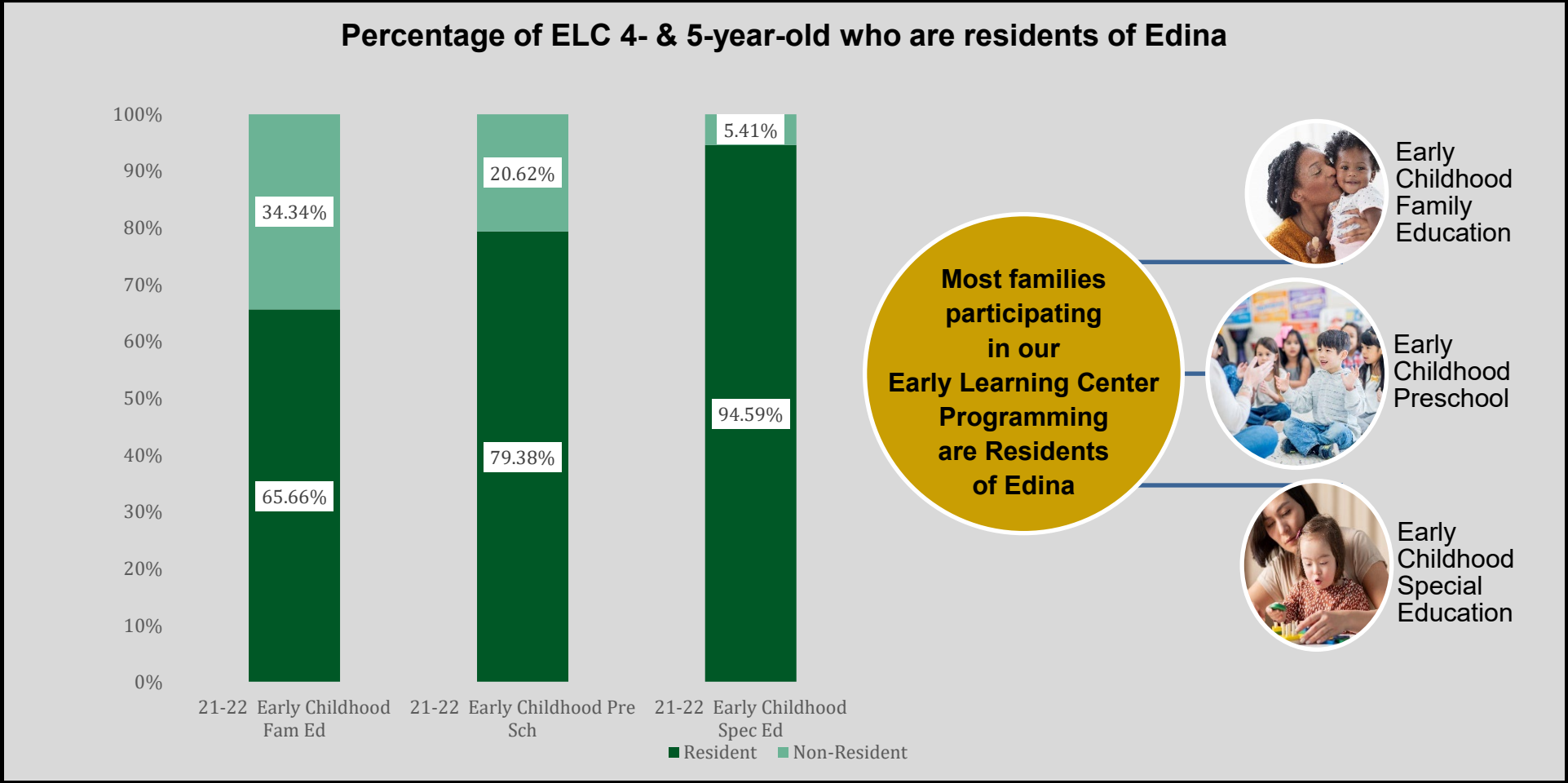
All students who participated in ELC Programming during the 21-22 school year

Early Childhood Family Education Enrollment by Resident District Status and Student Race
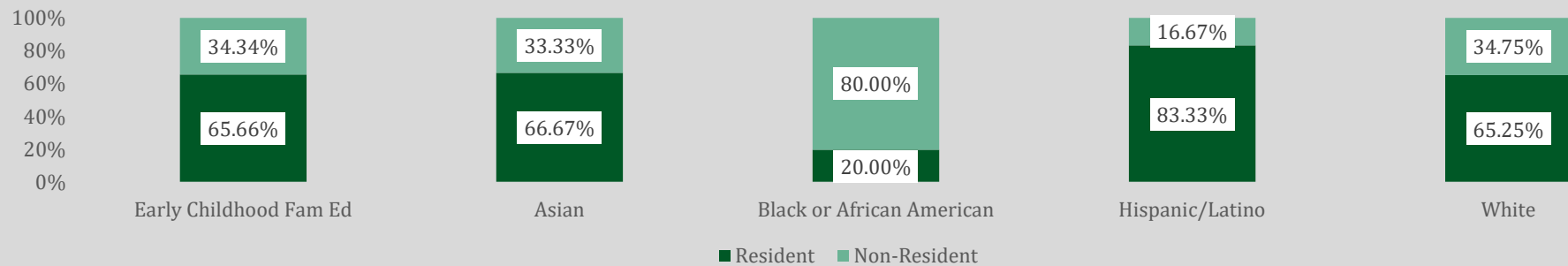
	Resident	Non-Resident
Early Childhood Fam Ed	65.66%	34.34%
Asian	66.67%	33.33%
Black or African American	20.00%	80.00%
Hispanic/Latino	83.33%	16.67%
White	65.25%	34.75%

Two or More Race and American Indian or Alaskan Native students are not reported as the number is small and could be identifiable.

Early Childhood Pre-School Enrollment by Resident District Status and Student Race
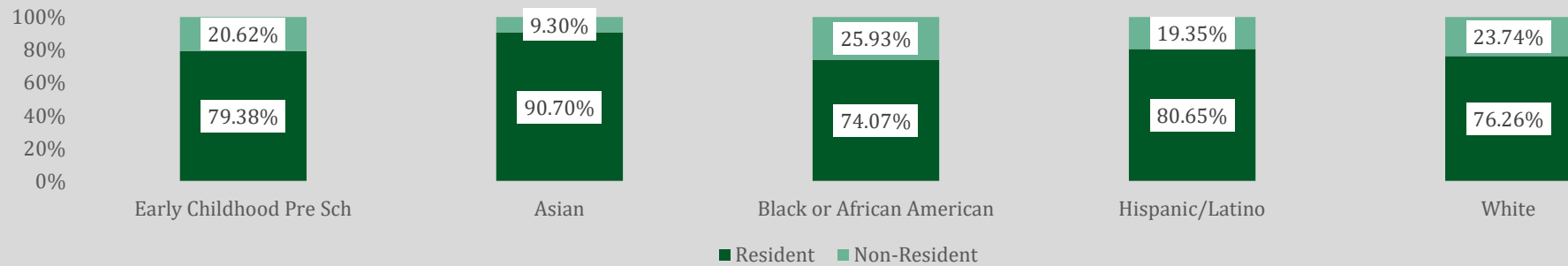
	Resident	Non-Resident
Early Childhood Pre Sch	79.38%	20.62%
Asian	90.70%	9.30%
Black or African American	74.07%	25.93%
Hispanic/Latino	80.65%	19.35%
White	76.26%	23.74%

Two or More Race and American Indian or Alaskan Native students are not reported as the number is small and could be identifiable.

Early Childhood Special Education Enrollment by Resident District Status and Student Race

	Resident	Non-Resident
Early Childhood Spec Ed	94.59%	5.41%
Asian	100.00%	0.00%
Black or African American	100.00%	0.00%
Hispanic/Latino	88.24%	11.76%
White	94.27%	5.73%

Two or More Race and American Indian or Alaskan Native students are not reported as the number is small and could be identifiable.

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Reasoning:

Edina Public Schools offers a dynamic learning environment that focuses on educational excellence. We seek to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. Our focus on Each and Every student ensures all students will demonstrate quality literacy, numeracy, problem solving, and critical thinking skills.

Assessment of learning requires the use of multiple data points to ensure we take a comprehensive approach to monitor student performance.   In addition to using state and local standardized assessments, we believe a cogent monitoring plan should include classroom level assessments as well. To that end the following types of metrics are used to monitor student performance:

Universal Screener: An assessment given to all students in grades K-5, to determine students who may not be on track to meet learning benchmarks and mastery of the Minnesota State Standards in reading and math.

Formative Assessment: Formative assessments monitor student learning at the classroom level and provide both teachers and students on-going feedback about student learning.

Summative Assessment: Evaluates student learning at the end of an instructional unit or period to determine if learning targets and standards were met.

Assessment Tools – Proficiency

Proficiency will be determined when students have demonstrated meeting grade level benchmark on 2 of the 3 following assessments:

**Final report will be disaggregated by student group

Reading

- Minnesota Comprehensive Assessment or the alternative Minnesota Test of Academic Skills (MTAS)
- FastBridge aReading
- FastBridge CBM-R Oral Reading Fluency Universal Screener

Math

- Minnesota Comprehensive Assessment or the alternative Minnesota Test of Academic Skills (MTAS)
- FastBridge aMath 3-5
- Demonstration of Proficiency on Math Summative Assessments

2021-2022 Baseline Data:

Percentage of 3rd grade students proficient in two of three reading assessments: *

*Note: Insufficient FastBridge aReading & FastBridge CBM-R assessment data to provide 2 of 3 analysis
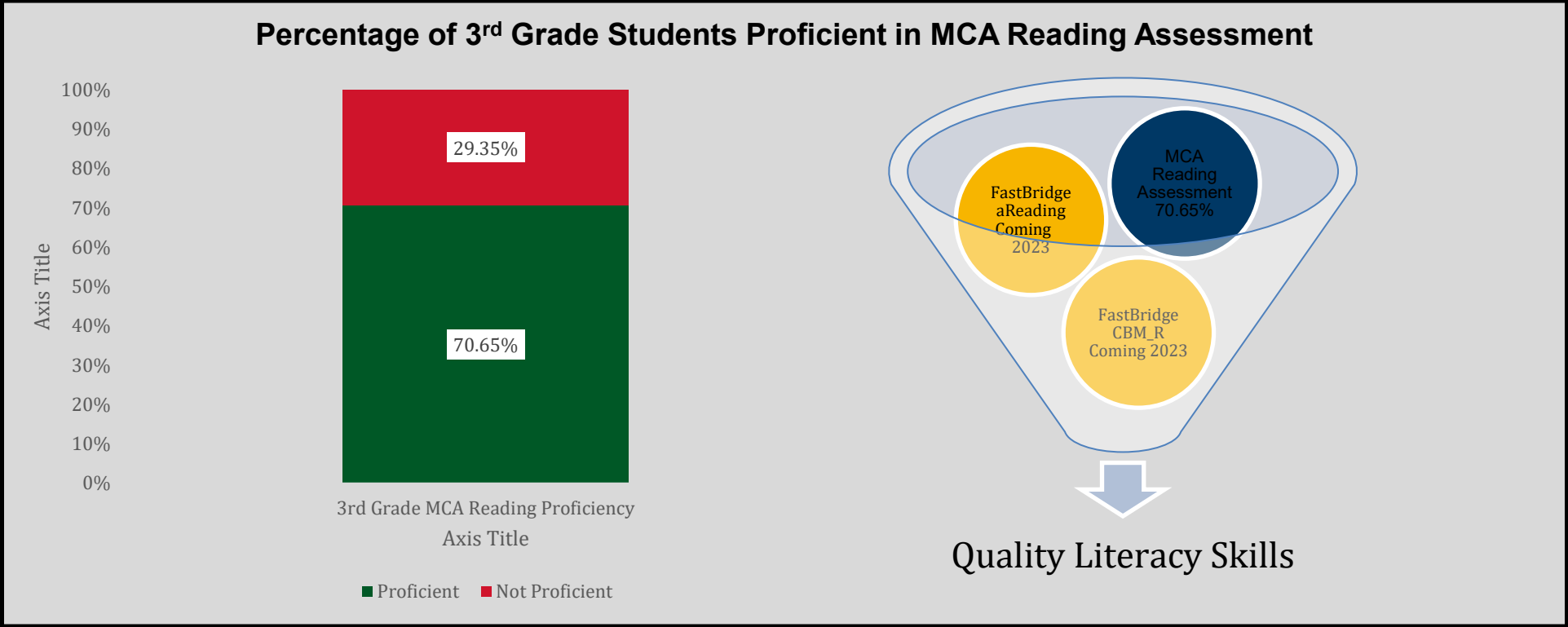
The addition of the universal screener, FastBridge aReading and CBM-R, will complete our triangulation of data

Third Grade MCA Reading Assessment Disaggregated Student Group Data

	Proficient	Not Proficient
Third Grade MCA Reading Proficiency	**70.65%**	**29.35%**

Third Grade MCA Reading Proficiency by Student Gender	Proficient	Not Proficient
Female	69.31%	30.69%
Male	72.18%	27.82%
Grand Total	**70.65%**	**29.35%**

Third Grade MCA Reading Proficiency by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	74.83%	25.17%
Special Ed Student	50.00%	50.00%
Section 504 Student	72.73%	27.27%
Grand Total	**70.65%**	**29.35%**

Third Grade MCA Reading Proficiency by Student ML Status	Proficient	Not Proficient
Non ML Student	74.16%	25.84%
ML Student	17.14%	82.86%
Grand Total	**70.65%**	**29.35%**

Third Grade MCA Reading Proficiency by Student FRPM Status	Proficient	Not Proficient
Non FRPM Student	75.34%	24.66%
FRPM Student	29.31%	70.69%
Grand Total	**70.65%**	**29.35%**

Third Grade MCA Reading Proficiency by Student Race	Proficient	Not Proficient
Asian	75.44%	24.56%
Black or African American	29.73%	70.27%
Hispanic/Latino	48.65%	51.35%
Two or More Races	62.07%	37.93%
White	76.28%	23.72%
Grand Total	**70.65%**	**29.35%**

Percentage of 3rd grade students proficient in two of three math assessments: *
*Note: Insufficient FastBridge aMath assessment data to provide 2 of 3 analysis

Third Grade MCA Math & Math Course Summative Assessments Proficiency

■ Proficient ■ Not Proficient

- Third Grade MCA Math Proficiency: 18.96% Not Proficient, 81.04% Proficient
- Thrid Grade Math Course Summative Assessment Proficiency: 21.96% Not Proficient, 78.04% Proficient

MCA Math Proficiency **+** Math Summative Assessments Proficiency **+** FastBridge aMath Proficiency *Coming in 2023* **=** Quality Numeracy Skills
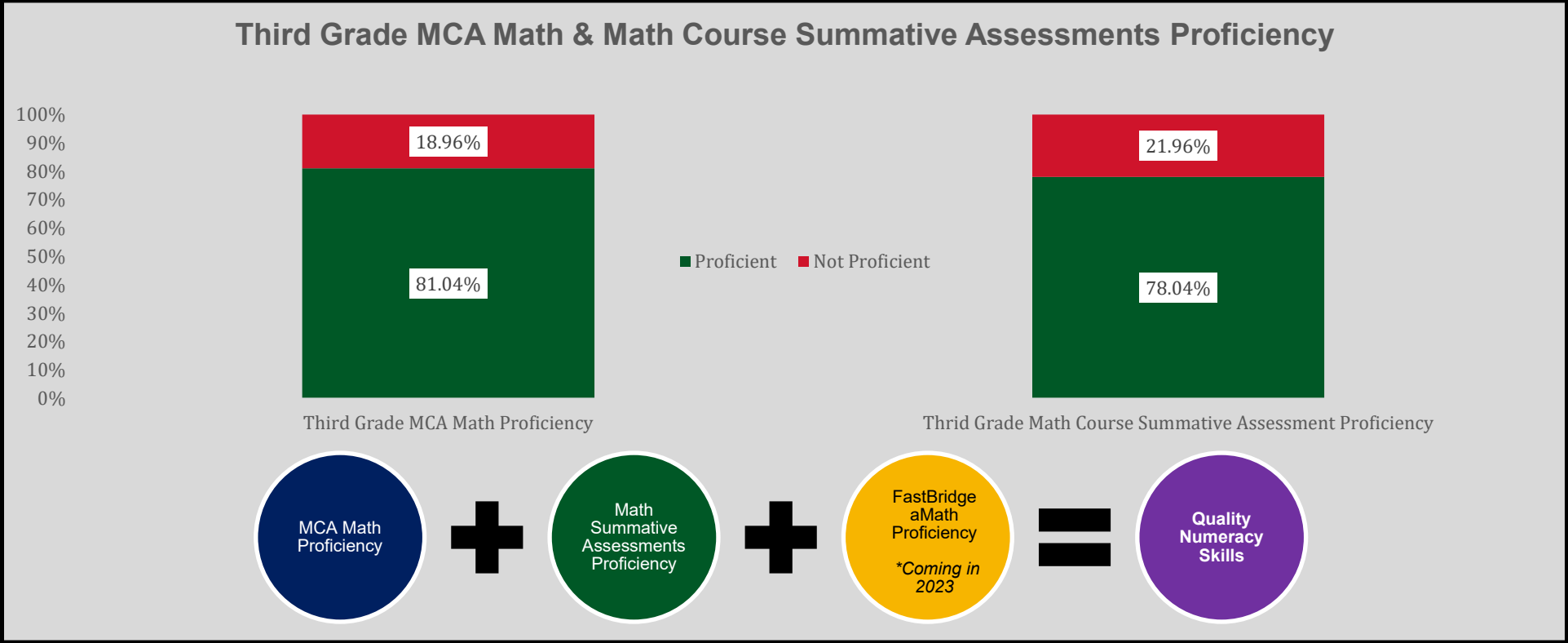
The addition of the universal screener, FastBridge aMath, will complete our triangulation of data

Third Grade MCA Math Proficiency Disaggregated Student Group Data

	Proficient	Not Proficient
Third Grade MCA Math Proficiency	**81.04%**	**18.96%**

Third Grade MCA Math Proficiency by Student Gender	Proficient	Not Proficient
Female	76.77%	23.23%
Male	85.88%	14.12%
Grand Total	**81.04%**	**18.96%**

Third Grade MCA Math Proficiency by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	85.01%	14.99%
Special Ed Student	60.87%	39.13%
Grand Total	**81.04%**	**18.96%**

Third Grade MCA Math Proficiency by Student ML Status	Proficient	Not Proficient
Non ML Student	84.53%	15.47%
ML Student	38.10%	61.90%
Grand Total	**81.04%**	**18.96%**

Third Grade MCA Math Proficiency by Student Race	Proficient	Not Proficient
Asian	90.38%	9.62%
Black or African American	40.63%	59.38%
Hispanic/Latino	55.56%	44.44%
Two or More Races	75.86%	24.14%
White	85.61%	14.39%
Grand Total	**81.04%**	**18.96%**

Third Grade Math Course Proficiency on Summative Assessment Disaggregated Student Group Data

	Proficient	Not Proficient
Third Grade Math Course Proficiency on Summative Assessment	**78.04%**	**21.96%**

Third Grade Math Course Proficiency on Summative Assessment by Student Gender	Proficient	Not Proficient
Female	74.61%	25.39%
Male	81.73%	18.27%
Grand Total	**78.04%**	**21.96%**

Third Grade Math Course Proficiency on Summative Assessment by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	83.09%	16.91%
Special Ed Student	55.74%	44.26%
Section 504 Student	91.30%	8.70%
Grand Total	**78.04%**	**21.96%**

Third Grade Math Course Proficiency on Summative Assessment by Student ML Status	Proficient	Not Proficient
Non ML Student	82.07%	17.93%
ML Student	25.00%	75.00%
Grand Total	**78.04%**	**21.96%**

Third Grade Math Course Proficiency on Summative Assessment by Student ML Status	Proficient	Not Proficient
Non FRPM Student	82.82%	17.18%
FRPM Student	40.85%	59.15%
Grand Total	**78.04%**	**21.96%**

Third Grade Math Course Proficiency on Summative Assessment by Student Race	Proficient	Not Proficient
Asian	73.44%	26.56%
Black or African American	44.19%	55.81%
Hispanic/Latino	53.49%	46.51%
Two or More Races	69.44%	30.56%
White	85.16%	14.84%
Grand Total	**78.04%**	**21.96%**

Assessment Tools - Growth

When student performance indicates that they are not meeting benchmark or standard, it is important to monitor growth. Accelerated growth can demonstrate strong progress toward meeting benchmark or standard and is defined when a performance demonstrates more than one year's growth or aggressive growth. Edina defines aggressive growth as 75th growth percentile and above.
**Final report will be disaggregated by student group

Reading
- FastBridge universal screener and benchmark assessments

Math
- FastBridge universal screener and benchmark assessments *only have for K-1 in spring 2021

2021-2022 Baseline Data:
Percentage of K-1 EarlyReading and 2-5 CBM-R students demonstrating below grade level reading performance who achieve aggressive growth from fall to spring:
KG- 10%, 1st Gr- 16.12%, 2nd Gr- 31.59%, 3rd Gr- 35.73, 4th Gr- 16.56%, 5th Gr- 16.12%

K-1 EarlyReading students demonstrating below grade level reading performance who achieve aggressive growth at 75th percenitle from fall to spring	2-5 CBM-R students demonstrating below grade level reading performance who achieve aggressive growth at 75th percenitle from fall to spring
Kindergarten 10.00% One 16.12%	Two 31.59% Three 35.73% Four 16.56% Five 16.12%
■ Aggressive Growth	■ Aggressive Growth

Percentage of Early Reading Students achieving Aggressive Growth, 75th Percentile, from Fall to Spring Disaggregated by Student group

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Grade	Aggressive Growth
Kindergarten	**10.00%**
One	**16.12%**
Grand Total	**26.12%**

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Student Grade by Student Gender	Aggressive Growth
Kindergarten	**10.00%**
Female	4.37%
Male	5.63%
One	**16.12%**
Female	7.18%
Male	8.93%
Grand Total	**26.12%**

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Student Grade by Student SPED Status	Aggressive Growth
Kindergarten	**10.00%**
General Ed	8.93%
Special Ed	1.07%
One	**16.12%**
General Ed	14.95%
Special Ed	1.17%
Grand Total	**26.12%**

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Student Grade by Student Race	Aggressive Growth
Kindergarten	**10.00%**
Asian	1.26%
Black or African American	0.97%
Hispanic/Latino	0.58%
Multi-Racial	0.87%
White	6.31%
One	**16.12%**
Asian	1.46%
Black or African American	0.97%
Hispanic/Latino	0.39%
Multi-Racial	0.97%
White	12.33%
Grand Total	**26.12%**

Student ML and FRPM Status is not available in FastBridge for the 21-22 School year, it is now available for 2022-23.
American Indian or Alaskan Native removed due to small numbers.

Edina Public Schools
DEFINING EXCELLENCE

Percentage of CBM- Reading Students achieving Aggressive Growth, 75th Percentile, from Fall to Spring Disaggregated by Student group

Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade	Aggressive Growth
Two	31.59%
Three	35.73%
Four	16.56%
Five	16.12%
Grand Total	**100%**

Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade by Student Gender	Aggressive Growth
Two	**31.59%**
Female	18.08%
Male	13.51%
Three	**35.73%**
Female	18.95%
Male	16.78%
Four	**16.56%**
Female	7.41%
Male	9.15%
Five	**16.12%**
Female	9.37%
Male	6.75%
Grand Total	**100%**

Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade by Student SPED Status	Aggressive Growth
Two	**31.59%**
General Ed	28.32%
Special Ed	3.27%
Three	**35.73%**
General Ed	31.81%
Special Ed	3.92%
Four	**16.56%**
General Ed	14.81%
Special Ed	1.74%
Five	**16.12%**
General Ed	14.81%
Special Ed	1.31%
Grand Total	**100%**

Edina Public Schools
DEFINING EXCELLENCE

Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade by Student Race	Aggressive Growth
Two	**31.59%**
Asian	1.74%
Black or African American	1.53%
Hispanic/Latino	0.87%
Multi-Racial	1.31%
White	26.14%
Three	**35.73%**
Asian	1.31%
Black or African American	1.74%
Hispanic/Latino	1.96%
Multi-Racial	1.74%
White	28.98%
Four	**16.56%**
Asian	0.65%
Black or African American	1.96%
Hispanic/Latino	1.09%
Multi-Racial	0.87%
White	11.98%
Five	**16.12%**
Asian	0.87%
Black or African American	1.09%
Hispanic/Latino	1.09%
Multi-Racial	0.44%
White	12.64%
Grand Total	**100%**

Student ML and FRPM Status was not available in FastBridge for the 21-22 School year, it is now available for 2022-23.

American Indian or Alaskan Native removed due to small numbers.

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth, 75th Percentile, from fall to spring: **14.48%**

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth, 75th Percentile, from fall to spring

```
100%

50%

0%          14.48%
         Aggressive Growth
```
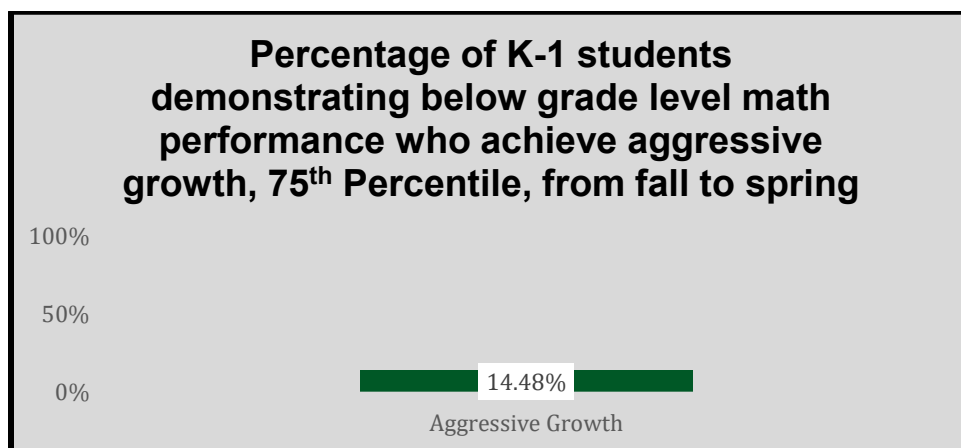
Percentage of Early Math Students achieving Aggressive Growth, 75th Percentile, from Fall to Spring Disaggregated by Student group

	Aggressive Growth
Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring	**14.48%**

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade	Aggressive Growth
Kindergarten	8.45%
One	6.03%
Grand Total	**14.48%**

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade by Student Gender	Aggressive Growth
Kindergarten	**8.45%**
Female	3.77%
Male	4.69%
One	**6.03%**
Female	3.68%
Male	2.34%
Grand Total	**14.48%**

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade by Student SPED Status	Aggressive Growth
Kindergarten	**8.45%**
General Ed	7.20%
Special Ed	1.26%
One	**6.03%**
General Ed	5.02%
Special Ed	1.00%
Grand Total	**14.48%**

Edina Public Schools
DEFINING EXCELLENCE

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade by Student Race	Aggressive Growth
Kindergarten	**8.45%**
Asian	0.42%
Black or African American	1.00%
Hispanic/Latino	0.67%
Multi-Racial	0.67%
White	5.69%
One	**6.03%**
Asian	0.33%
Black or African American	0.84%
Hispanic/Latino	0.59%
Multi-Racial	0.42%
White	3.85%
Grand Total	**14.48%**

Student ML and FRPM Status was not available in FastBridge for the 21-22 School year, it is now available for 2022-23.

American Indian or Alaskan Native removed due to small numbers.

Reasoning:
Edina Public Schools offers a dynamic learning environment that focuses on educational excellence. We seek to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically.   Our focus on Each and Every student ensures all students will demonstrate quality literacy, numeracy, problem solving, and critical thinking skills.

Assessment of learning requires the use of multiple data points to ensure we take a comprehensive approach to monitor student performance.   In addition to using state and local standardized assessments, we believe a cogent monitoring plan should include classroom level assessments as well. To that end the following types of metrics are used to monitor student performance:

Universal Screener: An assessment given to all students in grades 6-8, to determine students who may not be on track to meet learning benchmarks and mastery of the Minnesota State Standards in reading and math.

Formative Assessment: Formative assessments monitor student learning at the classroom level and provide both teachers and students on-going feedback about student learning.

Summative Assessment: Evaluates student learning at the end of an instructional unit or period to determine if learning targets and standards were met.

Assessment Tools – Proficiency
Proficiency will be determined when students have demonstrated meeting grade level benchmark on 2 of the 3 following assessments:
**Final report will be disaggregated by student group
Reading
- Minnesota Comprehensive Assessment or the alternative Minnesota Test of Academic Skills (MTAS) or Goals met that are outlined in Minnesota Individual Education Plan (IEP).
- FastBridge aReading *only 6th grade for 2022 baseline data, we will have data for 6-8 moving forward
- Demonstration of Proficiency on Summative Assessments - 6th, 7th & 8thgrade *We are in review … and do not have this baseline data for 2022, we will have data moving forward.

Math
- Minnesota Comprehensive Assessment **or** the alternative Minnesota Test of Academic Skills (MTAS) **or** Goals met that are outlined in Minnesota Individual Education Plan (IEP)
- FastBridge aMath *only 6th grade for 2022 baseline data, we will have data for 6-8 moving forward
- Demonstration of Proficiency on Summative Assessments

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2021-2022 Baseline Data: *This data may be presented as separate data points for this year only. As both reading and math do not have baseline data for all three assessments for spring 2022. We will in the spring of 2023.

Percentage of 6th, 7th, & 8th grade students proficient in two of three reading assessments:
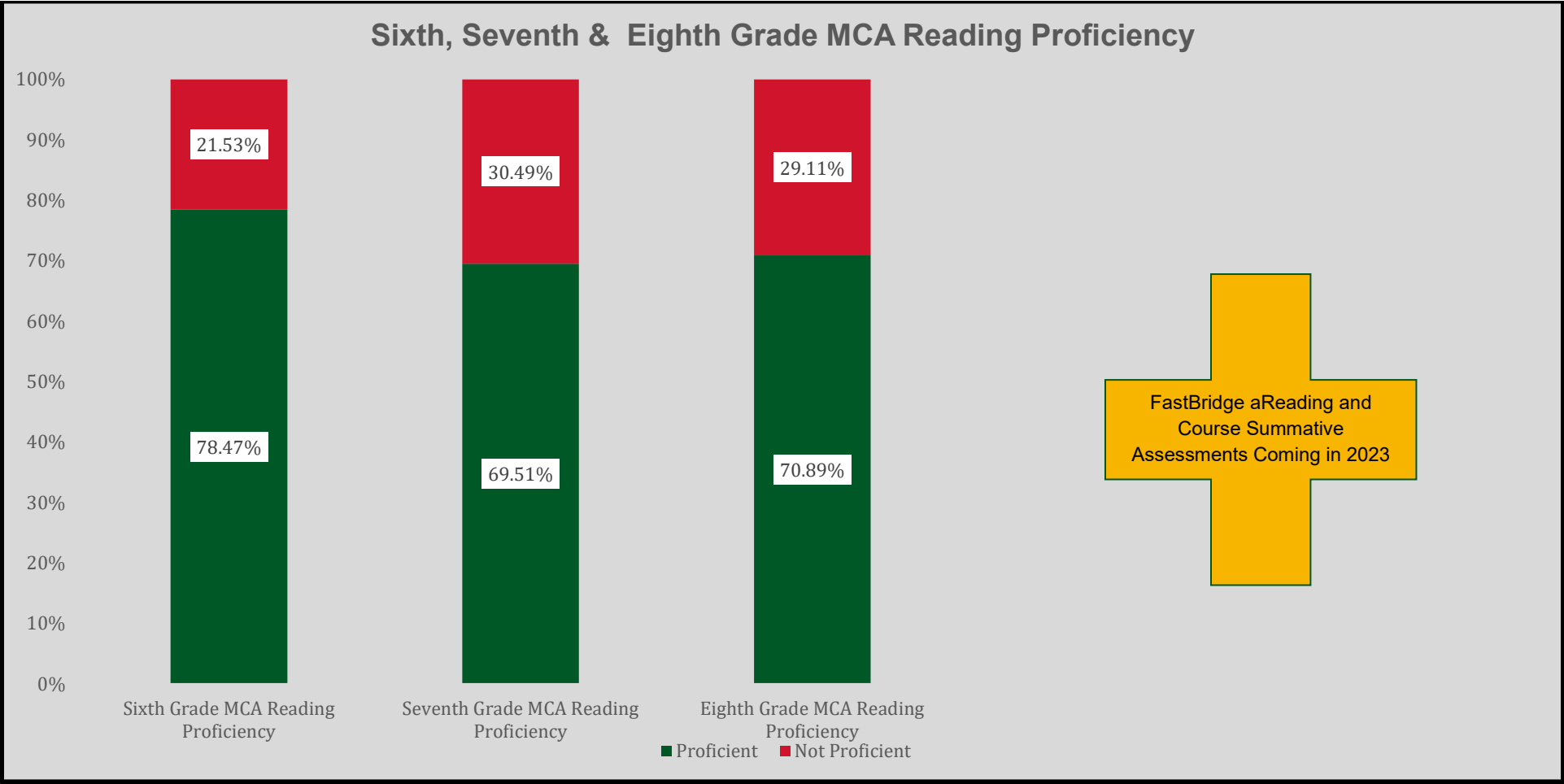
The addition of the universal screener, FastBridge aReading and course summative assessments, will complete our triangulation of data.

MCA Reading Assessment Disaggregated Student Group Data

MCA Reading Proficiency by Student Grade	Proficient	Not Proficient
Sixth Grade MCA Reading Proficiency	**78.47%**	**21.53%**
Seventh Grade MCA Reading Proficiency	**69.51%**	**30.49%**
Eighth Grade MCA Reading Proficiency	**70.89%**	**29.11%**
Grand Total	72.85%	27.15%

MCA Reading Proficiency by Student Gender	Proficient	Not Proficient
Sixth Grade	**78.47%**	**21.53%**
Female	80.21%	19.79%
Male	76.82%	23.18%
Seventh Grade	**69.51%**	**30.49%**
Female	73.17%	26.83%
Male	66.47%	33.53%
Eighth Grade	**70.89%**	**29.11%**
Female	74.06%	25.94%
Male	68.01%	31.99%
Grand Total	72.85%	27.15%

Row Labels	Proficient	Not Proficient
Sixth Grade	**78.47%**	**21.53%**
Gen Ed Student	81.70%	18.30%
Special Ed Student	54.93%	45.07%
Seventh Grade	**69.51%**	**30.49%**
Gen Ed Student	73.08%	26.92%
Special Ed Student	36.07%	63.93%
Eighth Grade	**70.89%**	**29.11%**
Gen Ed Student	75.09%	24.91%
Special Ed Student	26.42%	73.58%
Grand Total	72.85%	27.15%

Row Labels	Proficient	Not Proficient
Sixth Grade	**78.47%**	**21.53%**
ML Student	9.09%	90.91%
Non ML Student	81.16%	18.84%
Seventh Grade	**69.51%**	**30.49%**
ML Student	14.81%	85.19%
Non ML Student	71.95%	28.05%
Eighth Grade	**70.89%**	**29.11%**
ML Student	0.00%	100.00%
Non ML Student	73.03%	26.97%
Grand Total	72.85%	27.15%

Row Labels	Proficient	Not Proficient
Sixth Grade	**78.47%**	**21.53%**
Asian	93.44%	6.56%
Black or African American	47.95%	52.05%
Hispanic/Latino	65.00%	35.00%
Two or More Races	82.05%	17.95%
White	83.02%	16.98%
Seventh Grade	**69.57%**	**30.43%**
Asian	81.25%	18.75%
Black or African American	42.86%	57.14%
Hispanic/Latino	32.50%	67.50%
Two or More Races	79.55%	20.45%
White	74.29%	25.71%
Eighth Grade	**71.01%**	**28.99%**
Asian	93.75%	6.25%
Black or African American	42.25%	57.75%
Hispanic/Latino	65.79%	34.21%
Two or More Races	68.57%	31.43%
White	73.93%	26.07%
Grand Total	**72.92%**	**27.08%**

Percentage of 6th, 7th, & 8th grade students proficient in two of math reading assessments*

*Note: Insufficient FastBridge aMath assessment data to provide 2 of 3 analysis
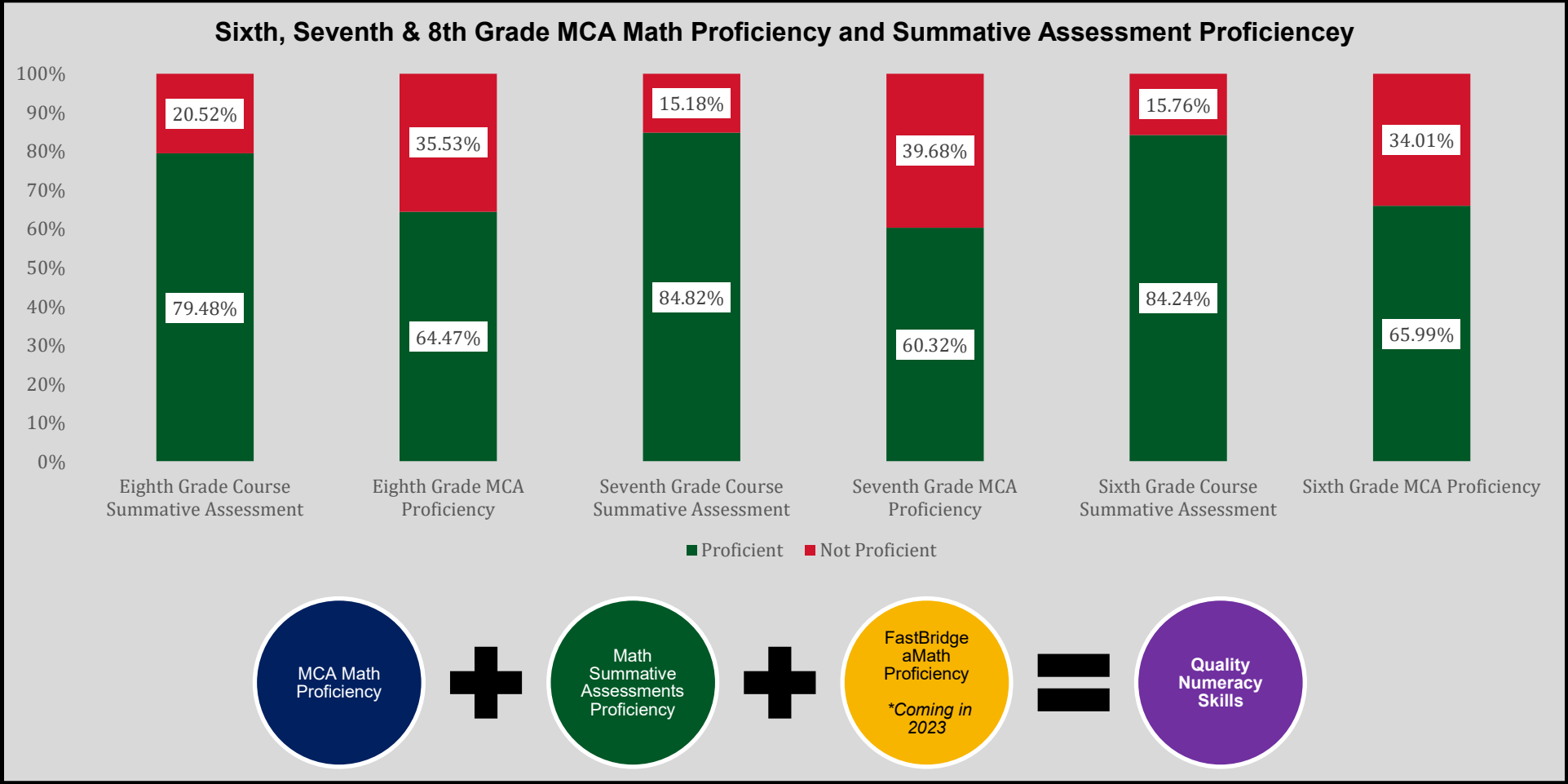
The addition of the universal screener, FastBridge aMath, will complete our triangulation of data

MCA Math Assessment Disaggregated Student Group Data

MCA Math Assessment Proficiency by Student Grade	Proficient	Not Proficient
Sixth Grade MCA Proficiency	65.99%	34.01%
Seventh Grade MCA Proficiency	60.32%	39.68%
Eighth Grade MCA Proficiency	64.47%	35.53%
Grand Total	63.53%	36.47%

MCA Math Assessment Proficiency by Student Grade by Student Gender	Proficient	Not Proficient
Sixth Grade	65.99%	34.01%
Female	61.05%	38.95%
Male	70.63%	29.37%
Seventh Grade	60.32%	39.68%
Female	59.03%	40.97%
Male	61.40%	38.60%
Eighth Grade	64.47%	35.53%
Female	63.89%	36.11%
Male	65.00%	35.00%
Grand Total	63.53%	36.47%

MCA Math Assessment Proficiency by Student Grade by Student SPED Status	Proficient	Not Proficient
Sixth Grade	65.99%	34.01%
Gen Ed Student	69.71%	30.29%
Special Ed Student	39.73%	60.27%
Seventh Grade	60.32%	39.68%
Gen Ed Student	63.68%	36.32%
Special Ed Student	28.33%	71.67%
Eighth Grade	64.47%	35.53%
Gen Ed Student	68.29%	31.71%
Special Ed Student	24.53%	75.47%
Grand Total	63.53%	36.47%

MCA Math Assessment Proficiency by Student Grade by Student Race	Proficient	Not Proficient
Sixth Grade	**65.99%**	**34.01%**
Asian	83.61%	16.39%
Black or African American	17.81%	82.19%
Hispanic/Latino	42.50%	57.50%
Two or More Races	79.49%	20.51%
White	73.60%	26.40%
Seventh Grade	**60.25%**	**39.75%**
Asian	84.62%	15.38%
Black or African American	22.22%	77.78%
Hispanic/Latino	27.50%	72.50%
Two or More Races	61.36%	38.64%
White	65.23%	34.77%
Eighth Grade	**64.58%**	**35.42%**
Asian	87.76%	12.24%
Black or African American	25.71%	74.29%
Hispanic/Latino	50.00%	50.00%
Two or More Races	57.14%	42.86%
White	70.36%	29.64%
Grand Total	**63.54%**	**36.46%**

Math Course Summative Assessment Proficiency Disaggregated Student Group Data

Math Course Summative Assessment Proficiency	Proficient	Not Proficient
Sixth Grade	**84.24%**	**15.76%**
Seventh Grade	**84.82%**	**15.18%**
Eighth Grade	**79.48%**	**20.52%**
Grand Total	**82.79%**	**17.21%**

Math Course Summative Assessment Proficiency by Student Gender	Proficient	Not Proficient
Sixth Grade	**84.24%**	**15.76%**
Female	87.62%	12.38%
Male	81.14%	18.86%
Seventh Grade	**84.82%**	**15.18%**
Female	83.99%	16.01%
Male	85.49%	14.51%
Eighth Grade	**79.48%**	**20.52%**
Female	81.48%	18.52%
Male	77.46%	22.54%
Grand Total	**82.79%**	**17.21%**

Math Course Summative Assessment Proficiency by Student SPED Status	Proficient	Not Proficient
Sixth Grade	**84.24%**	**15.76%**
Gen Ed Student	85.32%	14.68%
Special Ed Student	80.39%	19.61%
Section 504 Student	78.57%	21.43%
Seventh Grade	**84.82%**	**15.18%**
Gen Ed Student	85.51%	14.49%
Special Ed Student	85.87%	14.13%
Section 504 Student	73.17%	26.83%

Eighth Grade	79.48%	20.52%
Gen Ed Student	81.35%	18.65%
Special Ed Student	69.66%	30.34%
Section 504 Student	72.41%	27.59%
Grand Total	**82.79%**	**17.21%**

Math Course Summative Assessment Proficiency by Student ML Status	Proficient	Not Proficient
Sixth Grade	**84.24%**	**15.76%**
Non ML Student	84.88%	15.12%
ML Student	69.23%	30.77%
Seventh Grade	**84.82%**	**15.18%**
Non ML Student	85.45%	14.55%
ML Student	71.88%	28.13%
Eighth Grade	**79.48%**	**20.52%**
Non ML Student	80.30%	19.70%
ML Student	54.55%	45.45%
Grand Total	**82.79%**	**17.21%**

Math Course Summative Assessment Proficiency by Student FRPM Status	Proficient	Not Proficient
Sixth Grade	**84.24%**	**15.76%**
FRPM Student	65.98%	34.02%
Non FRPM Student	87.50%	12.50%
Seventh Grade	**84.82%**	**15.18%**
FRPM Student	71.57%	28.43%
Non FRPM Student	87.14%	12.86%
Eighth Grade	**79.48%**	**20.52%**
FRPM Student	53.09%	46.91%
Non FRPM Student	82.95%	17.05%
Grand Total	**82.79%**	**17.21%**

Math Course Summative Assessment Proficiency by Student Race	Proficient	Not Proficient
Sixth Grade	**84.24%**	**15.76%**
Asian	76.12%	23.88%
Black or African American	70.37%	29.63%
Hispanic/Latino	82.98%	17.02%
Two or More Races	83.72%	16.28%
White	88.59%	11.41%
Seventh Grade	**84.82%**	**15.18%**
American Indian or Alaska Native	0.00%	100.00%
Asian	90.41%	9.59%
Black or African American	60.00%	40.00%
Hispanic/Latino	85.71%	14.29%
Native Hawaiian or Other Pacific Islander	0.00%	100.00%
Two or More Races	78.26%	21.74%
White	88.76%	11.24%
Eighth Grade	**79.48%**	**20.52%**
Asian	78.18%	21.82%
Black or African American	57.69%	42.31%
Hispanic/Latino	83.33%	16.67%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	67.39%	32.61%
White	84.01%	15.99%
Grand Total	**82.79%**	**17.21%**

Assessment Tools - Growth:

When student performance indicates that they are not meeting benchmark or standard, it is important to monitor growth. Accelerated growth can demonstrate strong progress toward meeting benchmark or standard and is defined when a performance demonstrates more than one year's growth or aggressive growth. Edina defines aggressive growth as 75th growth percentile and above.
*Final report will be disaggregated by student group

Reading
- FastBridge aReading *only 6th grade

Math
- aMath *We do not have this baseline data for 2022 but will have it moving forward in alignment with our current Assessment Plan.

2021-2022 Baseline Data:

Percentage of 6th grade students demonstrating below grade level reading performance who achieve aggressive growth, 75th Percentile, from fall to spring : **12.37%**

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th percentile, from fall to spring
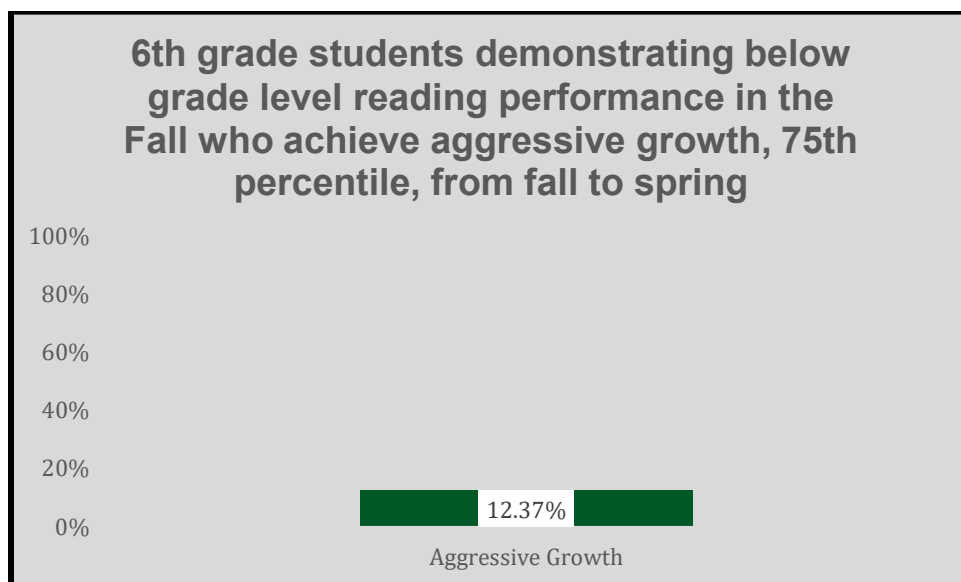
Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieve Aggressive Growth, 75th Percentile, from Fall to Spring Data Disaggregated by Student Group

	Aggressive Growth
6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring	**12.37%**

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th percentile, from fall to spring **by Student Gender**	Aggressive Growth
Female	5.22%
Male	7.15%
Grand Total	**12.37%**

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student SPED Status	Aggressive Growth
General Ed	10.58%
Special Ed	1.79%
Grand Total	**12.37%**

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student Race	Aggressive Growth
Asian	1.04%
Black or African American	1.64%
Hispanic/Latino	0.60%
Multi-Racial	1.49%
White	7.60%
Grand Total	**12.37%**

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th percentile, from fall to spring by Student Gender	Aggressive Growth
Female	5.22%
Male	7.15%
Grand Total	**12.37%**

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student SPED Status	Aggressive Growth
General Ed	10.58%
Special Ed	1.79%
Grand Total	**12.37%**

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student Race	Aggressive Growth
Asian	1.04%
Black or African American	1.64%
Hispanic/Latino	0.60%
Multi-Racial	1.49%
White	7.60%
Grand Total	**12.37%**

Student ML and FRPM Status was not available in FastBridge for the 21-22 School year, it is now available for 2022-23.
American Indian or Alaskan Native removed due to small numbers.

Percentage of 7-8 students demonstrating below grade level reading performance who achieve aggressive growth from fall to spring **: *We do not have this baseline data for 2022 but will have it moving forward in alignment with our current Assessment Plan.**

Percentage of 6-8 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring **: *We do not have this baseline data for 2022 but will have it moving forward in alignment with our current Assessment Plan.**

Reasoning:

Edina Public Schools offers a dynamic learning environment that focuses on educational excellence. We seek to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. Our focus on Each and Every student ensures all students will demonstrate quality literacy, numeracy, problem solving, and critical thinking skills.

Assessment of learning requires the use of multiple data points to ensure we take a comprehensive approach to monitor student performance. In addition to using state and local standardized assessments, we believe a cogent monitoring plan should include classroom level assessments as well. To that end the following types of metrics are used to monitor student performance:

Universal Screener: An assessment given to all students in grade 9 and identified students in 10-12, to determine students who may not be on track to meet learning benchmarks and mastery of the Minnesota State Standards in reading and math.

Formative Assessment: Formative assessments monitor student learning at the classroom level and provide both teachers and students on-going feedback about student learning.

Summative Assessment: Evaluates student learning at the end of an instructional unit or period to determine if learning targets and standards were met.

Assessment Tools – Proficiency:

Proficiency will be determined when students have demonstrated meeting grade level benchmark on the following assessments:
**Final report will be disaggregated by student group

Reading Data pulled in 10th grade to align with MCA administration
- 10th grade Minnesota Comprehensive Assessment *or* the alternative Minnesota Test of Academic Skills (MTAS)
- Course Summative Assessments in 10th grade ELA course

Math Data pulled in 11th grade to align with MCA administration
- 11th grade Minnesota Comprehensive Assessment *or* the alternative Minnesota Test of Academic Skills (MTAS)
- Course Summative Assessments in final required Minnesota Standards Based course

Science Data pulled in year student takes Biology Course
- Minnesota Comprehensive Assessment *or* the alternative Minnesota Test of Academic Skills (MTAS)
- Course Summative Assessments in Biology

2021-2022 Proficiency Baseline Data:
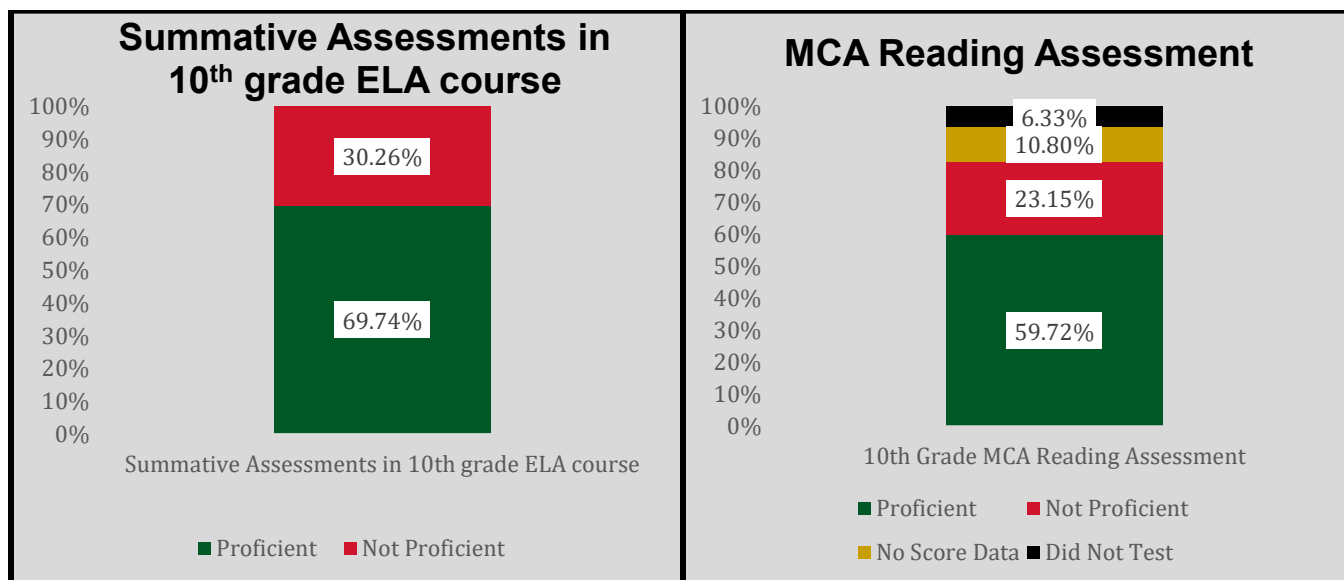
Summative Assessments in 10th grade ELA course Data Disaggregated by Student Group

	Proficient	Not Proficient
Summative Assessments in 10th grade ELA course	**69.74%**	**30.26%**

Summative Assessments in 10th grade ELA course by Student Gender	Proficient	Not Proficient
Female	37.86%	11.49%
Male	31.88%	18.77%
Grand Total	**69.74%**	**30.26%**

Summative Assessments in 10th grade ELA course by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	61.49%	23.62%
Special Ed Student	2.75%	3.72%
Section 504 Student	5.50%	2.91%
Grand Total	**69.74%**	**30.26%**

Summative Assessments in 10th grade ELA course by Student ML Status	Proficient	Not Proficient
Non ML Student	69.42%	27.83%
ML Student	0.32%	2.43%
Grand Total	**69.74%**	**30.26%**

Summative Assessments in 10th grade ELA course by Student FRPM Status	Proficient	Not Proficient
FRPM Student	4.85%	8.41%
Non FRPM Student	64.89%	21.84%
Grand Total	**69.74%**	**30.26%**

Summative Assessments in 10th grade ELA course by Student Race	Proficient	Not Proficient
Asian	8.12%	0.81%
Black or African American	4.06%	6.98%
Hispanic/Latino	3.90%	5.19%
Two or More Races	2.76%	1.79%
White	50.91%	15.58%
Grand Total	**69.64%**	**30.36%**

Native Hawaiian or Pacific Islander data not displayed do to being identifiable.

10th Grade MCA Reading Assessment Data Disaggregated by Student Group

	Proficient	Not Proficient	No Score Data	Did Not Test
10th Grade MCA Reading Assessment	**59.72%**	**23.15%**	**10.80%**	**6.33%**

10th Grade MCA Reading Assessment by Sped Status	Proficient	Not Proficient	No Score Data	No Test Data
Gen Ed Student	57.56%	20.06%	9.72%	2.62%
Special Ed Student	2.16%	3.09%	1.08%	3.70%
Grand Total	**59.72%**	**23.15%**	**10.80%**	**6.33%**

10th Grade MCA Reading Assessment by Student ML Status	Proficient	Not Proficient	No Score Data	No Test Data
Non ML Student	59.57%	21.14%	10.65%	3.86%
ML Student	0.15%	2.01%	0.15%	2.47%
Grand Total	**59.72%**	**23.15%**	**10.80%**	**6.33%**

10th Grade MCA Reading Assessment by Student Race	Proficient	Not Proficient	No Score Data	No Test Data
Asian	7.12%	0.46%	0.93%	0.31%
Black or African American	3.87%	4.80%	1.55%	1.55%
Hispanic/Latino	4.18%	3.56%	0.46%	1.24%
Two or More Races	2.63%	1.39%	0.15%	0.31%
White	41.80%	13.00%	7.74%	2.94%
Grand Total	**59.60%**	**23.22%**	**10.84%**	**6.35%**

Students Proficient in final required Minnesota Standards Based Course: 70.49%

Students Proficient in final required Minnesota Standards Based Course

12th grade students proficient in Algebra II

■ Proficient ■ Not Proficient ■ Did Not Take Course

Percentage of 11th Grade Students Proficient on the MCA Math Assessment

11th grade students proficient on the MCA Math Assessment

■ Proficient ■ Not Proficient ■ Did Not Test
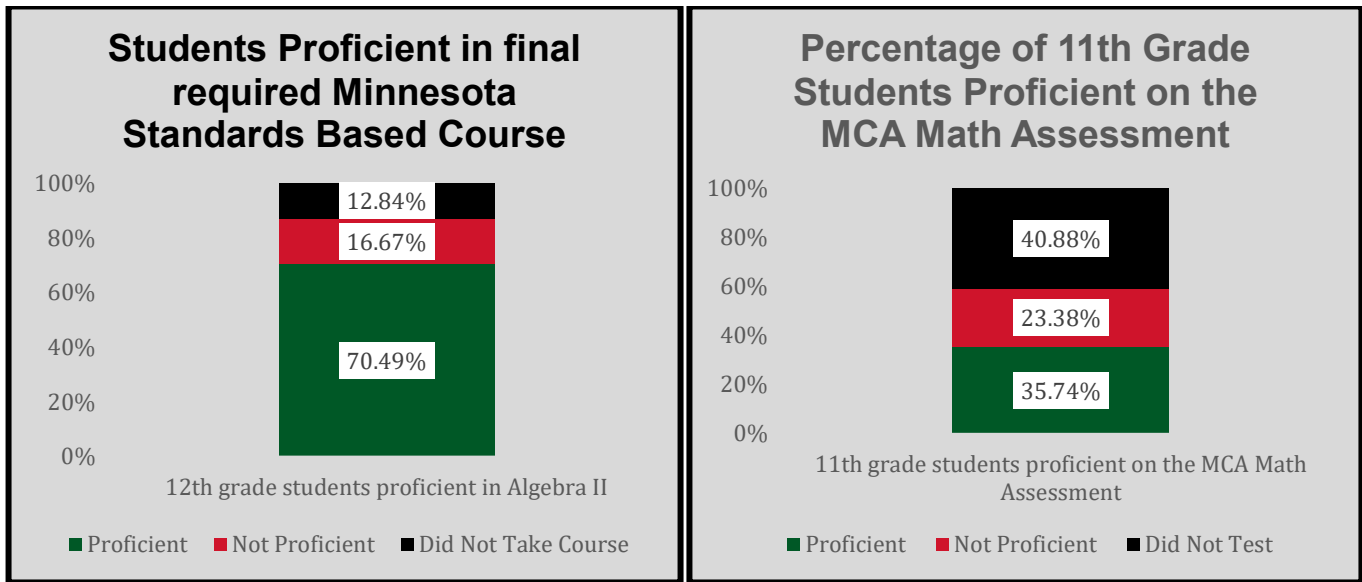
Students Proficient in final required Minnesota Standards Based Course
Data Disaggregated by Student Group

	Proficient	Not Proficient	Did Not Take Course
Students Proficient in final required Minnesota Standards Based Course	**70.49%**	**16.67%**	**12.84%**

Students Proficient in final required Minnesota Standards Based Course by Student Gender	Proficient	Not Proficient	Did Not Take Course
Female	71.26%	15.27%	13.47%
Male	69.69%	18.13%	12.19%
Grand Total	**70.49%**	**16.67%**	**12.84%**

Students Proficient in final required Minnesota Standards Based Course by Student SPED Status	Proficient	Not Proficient	Did Not Take Course
Gen Ed Student	74.86%	16.39%	8.75%
Special Ed Student	31.58%	15.79%	52.63%
Section 504 Student	68.33%	20.00%	11.67%
Grand Total	**70.49%**	**16.67%**	**12.84%**

Students Proficient in final required Minnesota Standards Based Course by Student ML Status	Proficient	Not Proficient	Did Not Take Course
Non ML Student	72.28%	16.54%	11.18%
ML Student	10.53%	21.05%	68.42%
Grand Total	**70.49%**	**16.67%**	**12.84%**

Students Proficient in final required Minnesota Standards Based Course by Student FRPM Status	Proficient	Not Proficient	Did Not Take Course
Non FRPM Student	73.88%	15.31%	10.82%
FRPM Student	32.08%	32.08%	35.85%
Grand Total	**70.49%**	**16.67%**	**12.84%**

Edina Public Schools
DEFINING EXCELLENCE

Students Proficient in final required Minnesota Standards Based Course by Student Race	Proficient	Not Proficient	Did Not Take Course
Asian	69.57%	19.57%	10.87%
Black or African American	38.00%	20.00%	42.00%
Hispanic/Latino	41.46%	21.95%	36.59%
Two or More Races	68.42%	21.05%	10.53%
White	76.57%	15.27%	8.16%
Grand Total	**70.44%**	**16.69%**	**12.86%**

American Indian or Alaska Native students not displayed as enrollment is small and could be identifiable

11th grade students proficient on the MCA Math Assessment Data Disaggregated by Student Group

	Proficient	Not Proficient	Did Not Test
11th grade students proficient on the MCA Math Assessment	**35.74%**	**23.38%**	**40.88%**

11th grade students proficient on the MCA Math Assessment by Student SPED Status	Proficient	Not Proficient	Did Not Test
Gen Ed Student	35.29%	21.03%	36.47%
Special Ed Student	0.44%	2.35%	4.41%
Grand Total	**35.74%**	**23.38%**	**40.88%**

11th grade students proficient on the MCA Math Assessment by Student ML Status	Proficient	Not Proficient	Did Not Test
Non ML Student	35.59%	22.06%	39.26%
ML Student	0.15%	1.32%	1.62%
Grand Total	**35.74%**	**23.38%**	**40.88%**

11th grade students proficient on the MCA Math Assessment by Student Race	Proficient	Not Proficient	Did Not Test
Asian	3.83%	1.33%	3.69%
Black or African American	2.06%	3.10%	5.16%
Hispanic/Latino	1.92%	2.06%	2.21%
Two or More Races	3.10%	1.03%	2.21%
White	24.93%	15.63%	27.73%
Grand Total	**35.84%**	**23.16%**	**41.00%**

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students not listed due to small numbers and being identifiable.

MCA Science and Percentage of students Proficient in Biology B or better: **MCA Science 63.25%, Biology Course 66.52%**

MCA Science Proficiency

100%	
90%	
80%	
70%	**26.06%**
60%	**10.70%**
50%	
40%	**63.25%**
30%	
20%	
10%	
0%	

MCA Science Proficiency

■ Proficient ■ Not Proficient ■ Did Not Test

Biology Course Proficiency

100%	**11.23%**
80%	**22.25%**
60%	
40%	**66.52%**
20%	
0%	

Biology Course Proficiency

■ Did Not Take Course at Edina
■ Not Proficient
■ Proficient
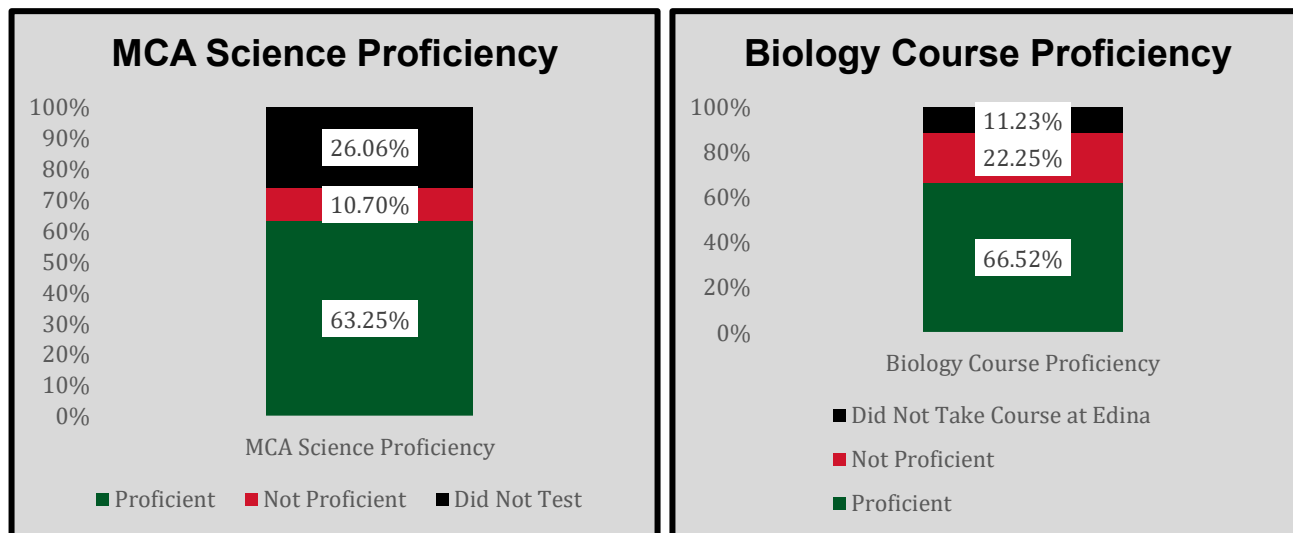
MCA Science Proficiency Data Disaggregated by Student Group

	Proficient	Not Proficient	Did Not Test
MCA Science Proficiency	**63.25%**	**10.70%**	**26.06%**

MCA Science Proficiency by Student Gender	Proficient	Not Proficient	Did Not Test
Female	32.53%	6.11%	13.17%
Male	30.71%	4.59%	12.88%
Grand Total	**63.25%**	**10.70%**	**26.06%**

MCA Science Proficiency by Student SPED Status	Proficient	Not Proficient	Did Not Test
Gen Ed Student	55.09%	7.42%	18.92%
Special Ed Student	2.11%	2.18%	3.78%
Section 504 Student	6.04%	1.09%	3.35%
Grand Total	**63.25%**	**10.70%**	**26.06%**

MCA Science Proficiency by Student ML Status	Proficient	Not Proficient	Did Not Test
Non ML Student	63.10%	9.53%	24.02%
ML Student	0.15%	1.16%	2.04%
Grand Total	**63.25%**	**10.70%**	**26.06%**

MCA Science Proficiency by Student FRPM Status	Proficient	Not Proficient	Did Not Test
Non FRPM Student	60.99%	8.37%	21.25%
FRPM Student	2.26%	2.33%	4.80%
Grand Total	**63.25%**	**10.70%**	**26.06%**

MCA Science Proficiency by Student Race	Proficient	Not Proficient	Did Not Test
Asian	5.03%	0.73%	2.12%
Black or African American	3.06%	1.53%	4.52%
Hispanic/Latino	1.97%	2.04%	2.48%
Two or More Races	4.16%	0.58%	1.17%
White	49.09%	5.69%	15.83%
Grand Total	**63.31%**	**10.58%**	**26.11%**

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers

Biology Course Proficiency Data Disaggregated by Student Group

	Proficient	Not Proficient	Did Not Take Course at Edina
Biology Course Proficiency	**66.52%**	**22.25%**	**11.23%**

Biology Course Proficiency by Student Gender	Proficient	Not Proficient	Did Not Take Course at Edina
Female	35.24%	10.21%	6.17%
Male	31.28%	12.04%	5.07%
Grand Total	**66.52%**	**22.25%**	**11.23%**

Biology Course Proficiency by Student SPED Status	Proficient	Not Proficient	Did Not Take Course at Edina
Gen Ed Student	57.93%	15.71%	7.93%
Special Ed Student	3.08%	3.23%	1.62%
Section 504 Student	5.51%	3.30%	1.69%
Grand Total	**66.52%**	**22.25%**	**11.23%**

Biology Course Proficiency by Student ML Status	Proficient	Not Proficient	Did Not Take Course at Edina
Non ML Student	68.31%	21.38%	10.31%
ML Student	11.63%	48.84%	39.53%
Grand Total	**66.52%**	**22.25%**	**11.23%**

Biology Course Proficiency by Student FRPM Status	Proficient	Not Proficient	Did Not Take Course at Edina
Non ML Student	66.15%	20.70%	9.99%
ML Student	0.37%	1.54%	1.25%
Grand Total	**66.52%**	**22.25%**	**11.23%**

Biology Course Proficiency by Student Race	Proficient	Not Proficient	Did Not Take Course at Edina
Asian	5.81%	1.47%	0.66%
Black or African American	2.80%	3.53%	2.58%
Hispanic/Latino	2.65%	2.50%	1.25%
Two or More Races	3.97%	1.55%	0.44%
White	51.36%	13.10%	6.33%
Grand Total	**66.59%**	**22.15%**	**11.26%**

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers

Focus Area: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness

Reasoning:
Edina Public Schools fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal, and social growth. Strong emotional intelligence is critical to post-secondary success. Individuals with strong social emotional skills are able to cope with and navigate unexpected change in an agile manner.

Assessing various areas of student social emotional competence including mindsets, behaviors, and attitudes allows Edina Public Schools to garner insight about school culture and climate and student perception of belonging and well-being.

Universal Screener: An assessment of 3-12 students to determine the extent to which students feel connected to adults and hold a sense of belonging and well-being at school.

Assessment Tools

Extent to which students feel connected to adults and hold a sense of belonging and well-being at school will be monitored using the Panorama Survey.
**Final report will be disaggregated by student group

2021-2022 Baseline Data:

Percentage of K-2 students reported as proficient on ICCAR values on report cards:

Percentage of K-2 Students Reported as Proficient on ICCAR Values by ICCAR Element

	Accepts responsibility	Completes work on time	Demonstrates a positive attitude	Follows directions	Follows school/classroom rules	Handles conflict appropriately	Organizes and uses time appropriately	Respects rights, diversity, feelings and property of others
Not Proficient	7.03%	13.69%	3.15%	14.69%	8.31%	10.42%	17.08%	4.24%
Proficient	92.97%	86.31%	96.85%	85.31%	91.69%	89.58%	82.92%	95.76%

Percentage of K-2 Students Reported as Proficient on ICCAR Values by Grade

	KG	1	2
Not Proficient	7.98%	10.77%	9.95%
Proficient	92.02%	89.23%	90.05%

■ Proficient   ■ Not Proficient

2021-2022 Spring Semester (S2) Report Card Data

Edina Public Schools
DEFINING EXCELLENCE

50

Percentage of 3rd – 5th grade students reporting
Do you have a teacher or other adult from school who you can count on to help you, no matter what?

Do you have a teacher or other adult from school who you can count on to help you, no matter what?

	3rd Grade	4th Grade	5th Grade
Percent Unfavorable	12%	11%	14%
Percent Favorable	88%	89%	86%

■ Percent Favorable ■ Percent Unfavorable

Compared to schools across the country, Edina Public Schools' score is near the 90th percentile

Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 3–5

Grades 3-5 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Data Disaggregated by Student Group

Do you have a teacher or other adult from school who you can count on to help you, no matter what? **by Student Gender**	Percent Favorable	Percent Unfavorable
Female	88.00%	12.00%
Male	88.00%	12.00%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? **By Student SPED Status**	Percent Favorable	Percent Unfavorable
Gen Ed	87%	13%
Special Ed	90%	10%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? **By Student Race**	Percent Favorable	Percent Unfavorable
Asian	90%	10%
Black or African American	92%	8%
Hispanic/Latino	90%	10%
White	87%	13%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers. Panorama did not have an ML student element for the 21-22 survey.

Percentage of 3rd – 5th grade students reporting
During the past week, how often did you feel excited?

Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 3–5

Grades 3-5 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Data Disaggregated by Student Group

During the past week, how often did you feel excited? by Student Gender	Percent Favorable	Percent Unfavorable
Female	89.00%	11.00%
Male	88.00%	12.00%

During the past week, how often did you feel excited? By Student SPED Status	Percent Favorable	Percent Unfavorable
Gen Ed	89%	11.00%
Special Ed	85%	15.00%

During the past week, how often did you feel excited? By Student Race	Percent Favorable	Percent Unfavorable
Asian	90%	10.00%
Black or African American	88%	12.00%
Hispanic/Latino	88%	12.00%
White	89%	11.00%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers. Panorama did not have an ML student element for the 21-22 survey.

Percentage of 6th – 12th grade students reporting
Do you have a teacher or other adult from school who you can count on to help you, no matter what?

Do you have a teacher or other adult from school who you can count on to help you, no matter what?

Compared to schools across the country, Edina Public Schools' score is near the 80th percentile

Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 6–12

Grades 6-12 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Data Disaggregated by Student Group

Do you have a teacher or other adult from school who you can count on to help you, no matter what? by Student Gender	Percent Favorable	Percent Unfavorable
Female	75.00%	25.00%
Male	71.00%	29.00%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? By Student SPED Status	Percent Favorable	Percent Unfavorable
Gen Ed	72%	28.00%
Special Ed	76%	24.00%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? By Student Race	Percent Favorable	Percent Unfavorable
Asian	70%	30.00%
Black or African American	72%	28.00%
Hispanic/Latino	75%	25.00%
White	75%	25.00%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers. Panorama did not have an ML student element for the 21-22 survey.

Percentage of 6th – 12th grade students reporting
During the past week, how often did you feel excited?
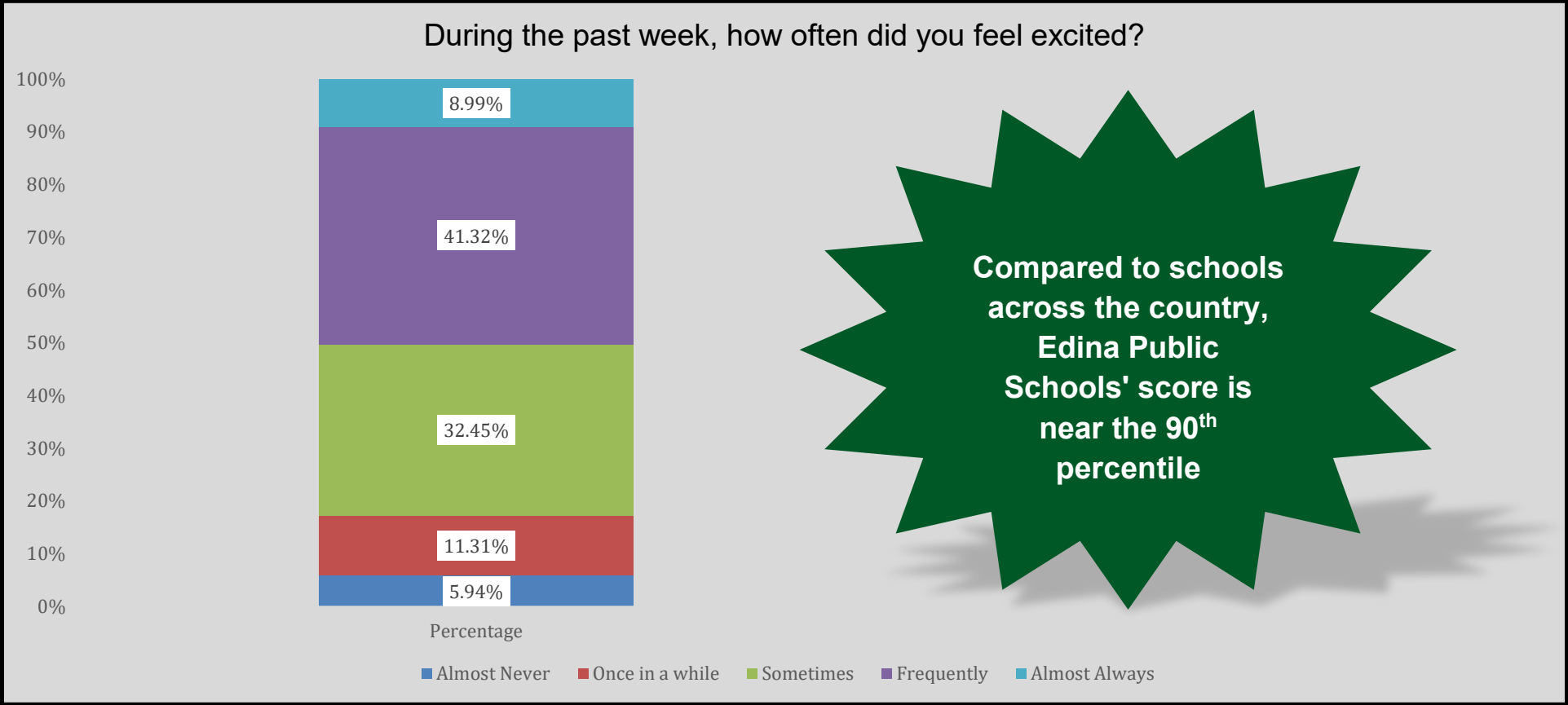
Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 6–12

Grades 6-12 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Data Disaggregated by Student Group
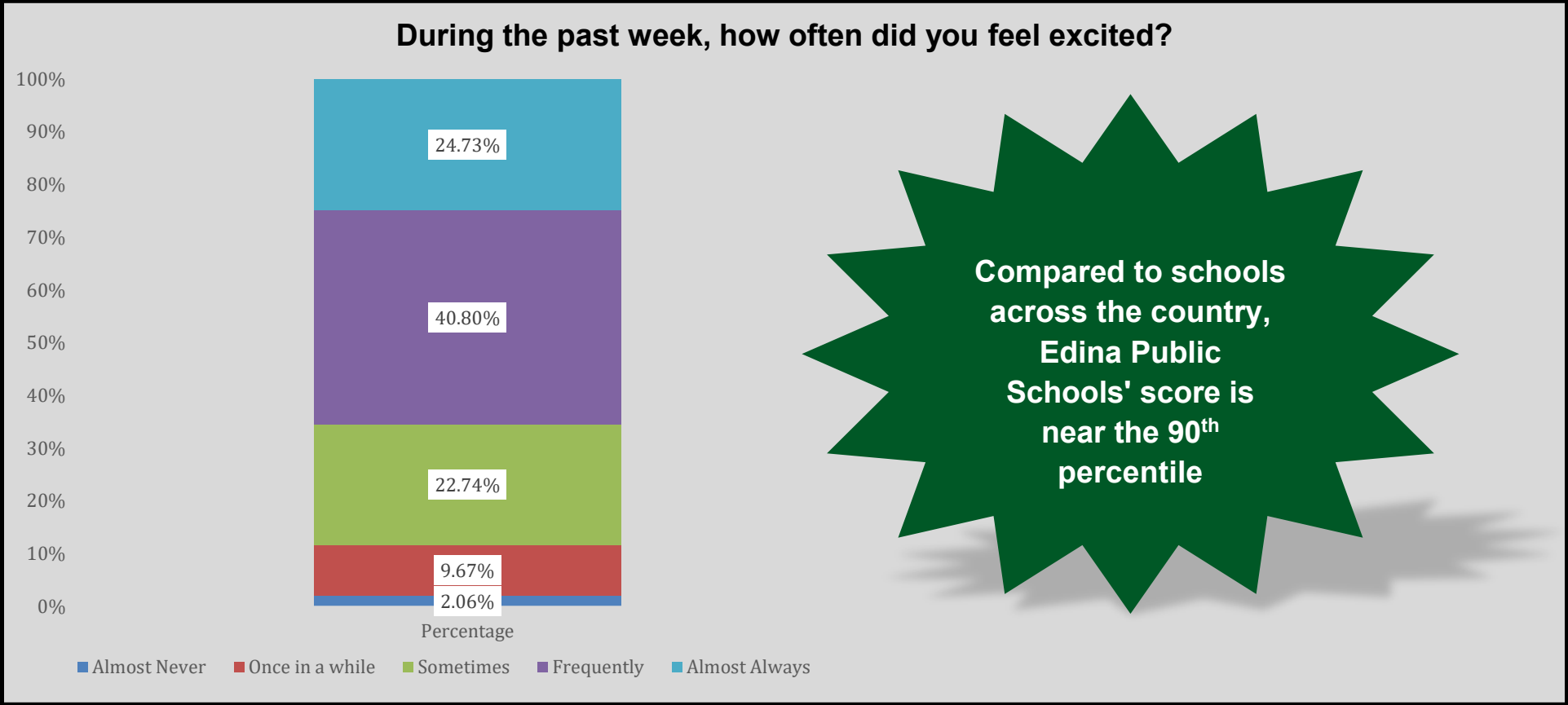
During the past week, how often did you feel excited? by Student Gender	Percent Favorable	Percent Unfavorable
Female	82.00%	18.00%
Male	83.00%	17.00%

During the past week, how often did you feel excited? By Student SPED Status	Percent Favorable	Percent Unfavorable
Gen Ed	83%	17.00%
Special Ed	76%	24.00%

During the past week, how often did you feel excited? By Student Race	Percent Favorable	Percent Unfavorable
Asian	82%	18.00%
Black or African American	80%	20.00%
Hispanic/Latino	84%	16.00%
White	83%	17.00%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers. Panorama did not have an ML student element for the 21-22 survey.

Reasoning:

Edina Public School's mission is to be a dynamic learning community that delivers educational excellence and prepares each and every student to realize their full potential. Through a broad set of academics, activities, and opportunities we encourage creativity, foster curiosity & develop critical thinking skills. This ensures we support the whole student. In order to assess progress in this focus area we must monitor a variety of data points.

Assessment Tools/Domain

Section 1

Graduation Rates: 4-year and 7-year

K-12 Attendance Rates

ACT Composite Score

College Persistence Rate - State Longitudinal Educational System (SLEDS)

College in the Schools

PSEO

Bilingual Seals

AP score

Gateway Courses

Section 2

National Merit Scholars

Students completing internships or apprenticeships

Extra-curricular participation

Section 3

Alumni Survey ***2022 Data Unavailable**

****Final report will be disaggregated by the student group unless size of group is too small to report.*

2021-2022 Baseline Data:

Section 1:

*Percentage of students graduating in 2022:

- **626 Graduates out of 651 Students- 96.16%**
- **7 Year Graduation Rate 97.7%**
- **All but two students who did not graduate with their peers in June of 2022 are enrolled in either programming at Northern Star Online or at Edina High School. The two students whose whereabouts are unknown have not responded after multiple contact attempts.**

*Percentage of K-12 students attending school

Percent in Attendance by District / Grade Band

	Percent Absent	Percent In Attendance
Edina Public School District (All Schools)	5.79%	94.21%
K-5	4.34%	95.66%
6-8	5.78%	94.22%
9-12	7.84%	92.16%

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
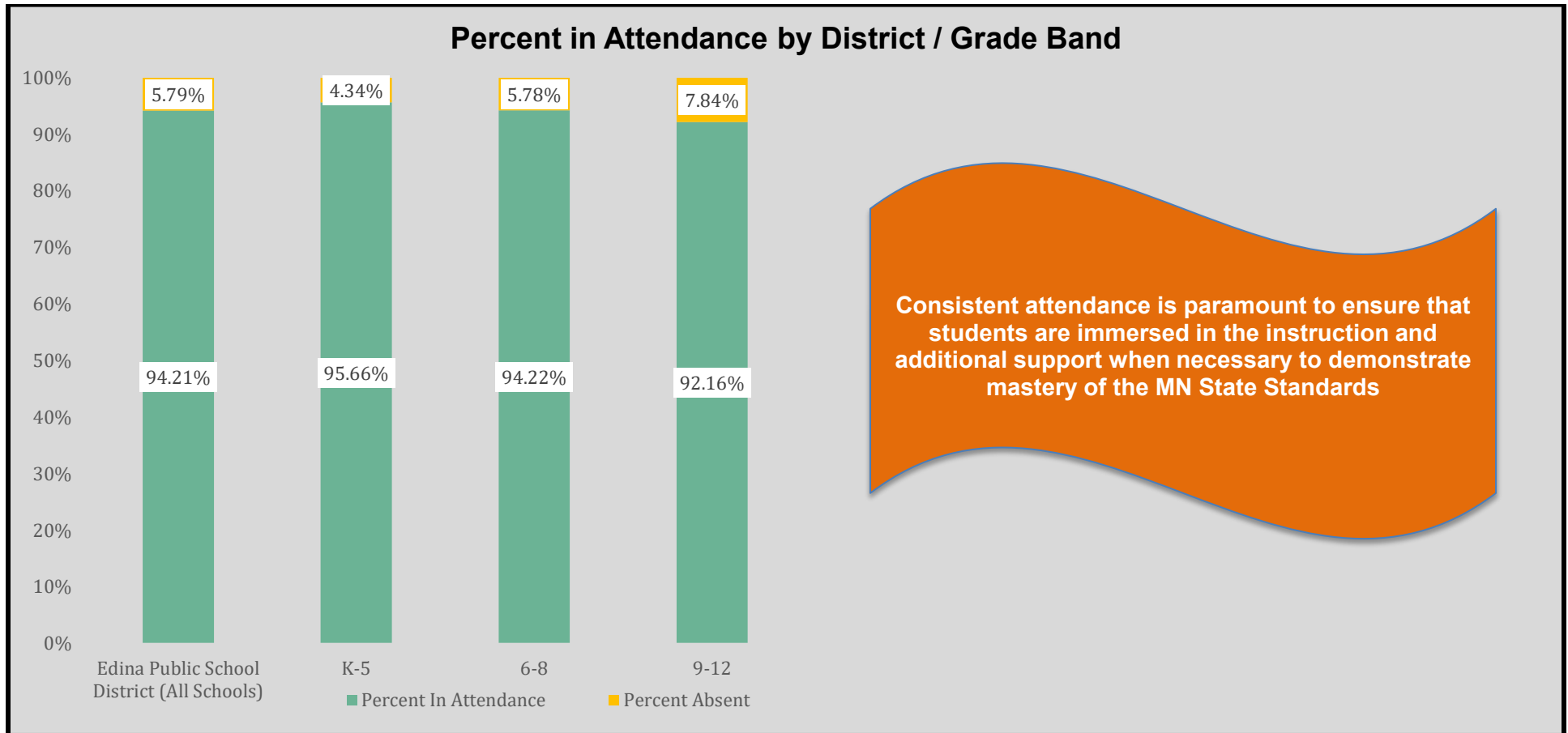
Infinite Campus ADM ADA report all school buildings for the 2021-2022 school year.

Edina Public Schools
DEFINING EXCELLENCE

*Percentage of students earning an ACT composite score of 22 by 12th grade: 71.75%

Students Scoring Composite ACT Score of 22 or Better.

28.25%		
71.75%		

Performance on ACT

■ Scored 22 or Higher   ■ Did Not Score 22 or Higher
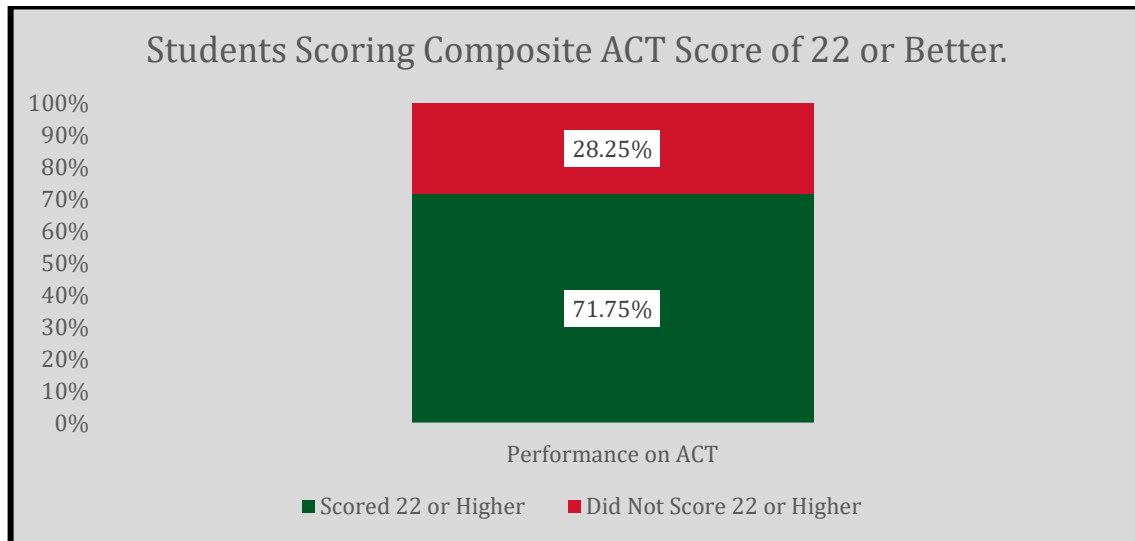
Students Earning an ACT Composite Score of 22 Data disaggregated by the student group

	Scored 22 or Higher	Did Not Score 22 or Higher
Performance on ACT	**71.75%**	**28.25%**

Performance on ACT by Student Gender	Scored 22 or Higher	Did Not Score 22 or Higher
Female	70.30%	29.70%
Male	73.36%	26.64%
Grand Total	**71.75%**	**28.25%**

Performance on ACT by Student SPED Status	Scored 22 or Higher	Did Not Score 22 or Higher
Gen Ed Student	73.50%	26.50%
Special Ed Student	46.15%	53.85%
Section 504 Student	68.64%	31.36%
Grand Total	**71.75%**	**28.25%**

ML, FRPM and Student Race numbers were small and could be identifiable and are not included.

* Percentage of HS graduates enrolling in college: *2022 Data Unavailable.*

* Percentage of HS graduates starting college and persisting or graduating as of 2nd college academic year:
- **Students Persisting from first year of college to second 94%**
- **Students Persisting from second year of college to third 85%**

* Number of EHS students taking College in the Schools courses:
- **College in the Schools (Latin IV CIS): 12 Students**

- **STEM (dual enrollment):   271 Students**
- **Math (dual enrollment)   193 Students**

* Number of EHS students enrolled through PSEO: **75 Students taking at least 1 PSEO Course.**

* Percentage of EHS students earning a 3+ or higher on AP exam: **83%**

2021-2022 Baseline Data:

Gateway Required Courses

- Successful completion of Algebra 1 before 8th Grade or in 8th grade with a B or better.
- Successful completion of Biology in High School with a B or better.
- Successful completion of ELA course US Literature and Composition with a B or better.
- Passing Score on the MN Civics Test Data
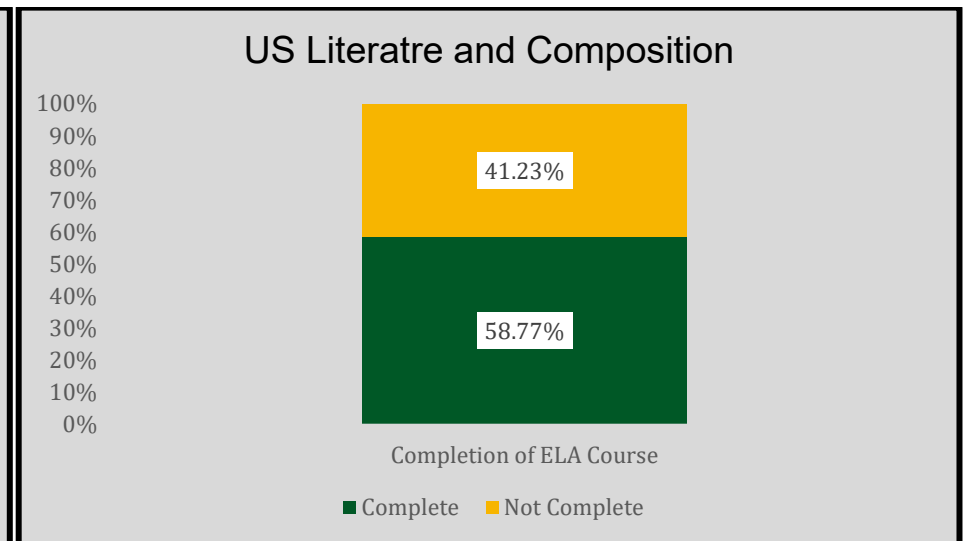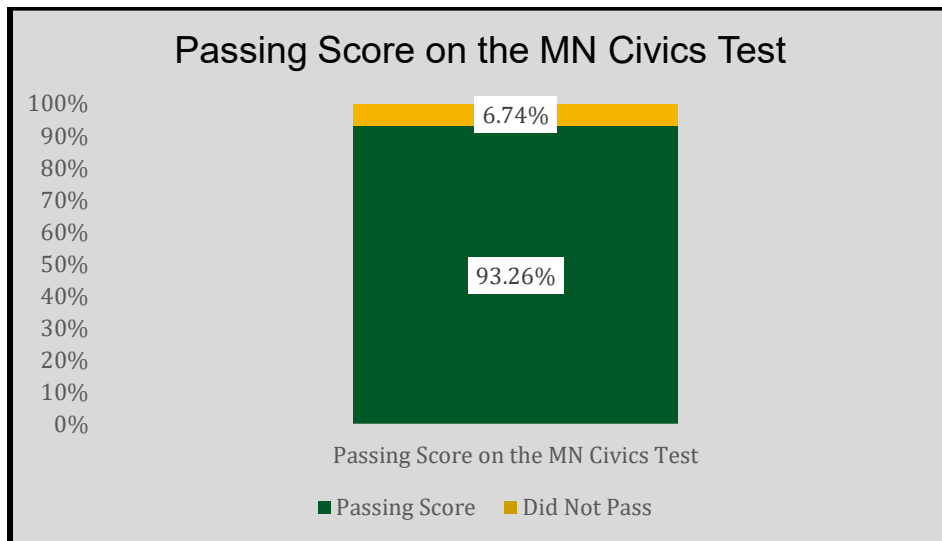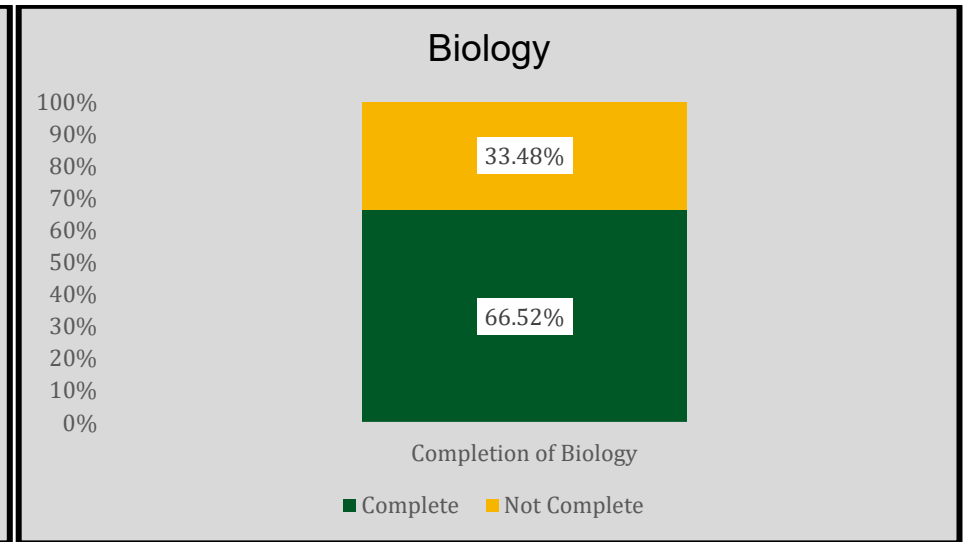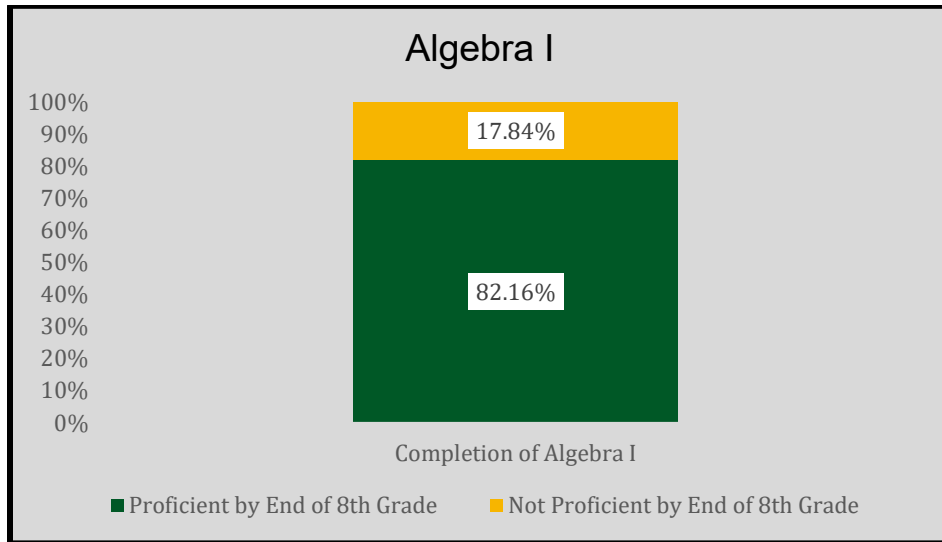
Gateway Elective Course

- Completion of Pre-Calculus in High School
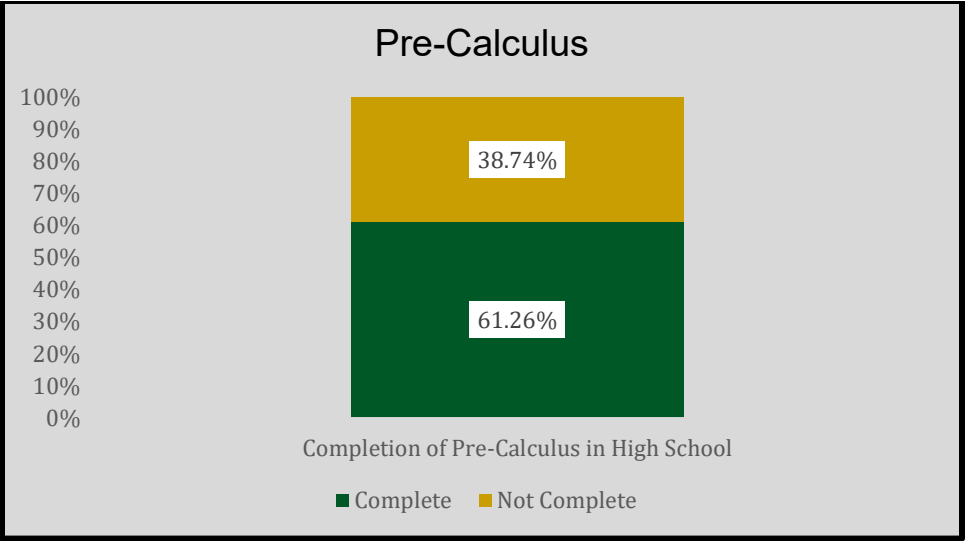
Pre-Calculus

38.74%

61.26%

Completion of Pre-Calculus in High School

■ Complete   ■ Not Complete

Section 2:
* Number of National Merit Scholars:
- **24 Students Commended**
- **10 Semifinalists**
- **9 Student Finalists**

* Number of EHS 12th students completing an Internship or Apprenticeship: **12**

* Percent of EHS Students Participating in extracurricular Activities:
- 9th Grade Students **64%**
- 10th Grade Students**62%**
- 11th Grade Students**63%**
- 12th Grade Students**59%**

*Number of students earning Bilingual Seals:
- Minnesota Bilingual Gold Seal-French   31
- Minnesota Bilingual Gold Seal-Spanish   22
- Minnesota Bilingual Platinum Seal-French   14
- Minnesota Bilingual Gold Seal-Latin   8
- Minnesota Bilingual Platinum Seal-Spanish   4
- Minnesota Bilingual Gold Seal-Spanish   3
- Minnesota Bilingual Platinum Seal-Chinese   1
- Minnesota Bilingual Gold Seal-Chinese   1
- Minnesota Bilingual Gold Seal-French   1
- Minnesota Bilingual Gold Seal-Italian   1

Reasoning:

EPS welcomes, respects, supports, and values everyone so students can learn effectively, develop a deeper understanding of complex issues, and become empowered to contribute to the school and greater community. We strive to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically.

Assessment Tool/Domain

Enrollment in Talent Development Pathways

Grades earned K-5 & 6-8 in Talent Development Pathways

IEP goals

Progress toward English Language Proficiency

**Final report will be disaggregated by student group unless size of group is too small to report.

2021-2022 Baseline Data:

Percentage of 3-8 students enrolled in talent development pathways:

Talent Development Program Participation by Grade Band
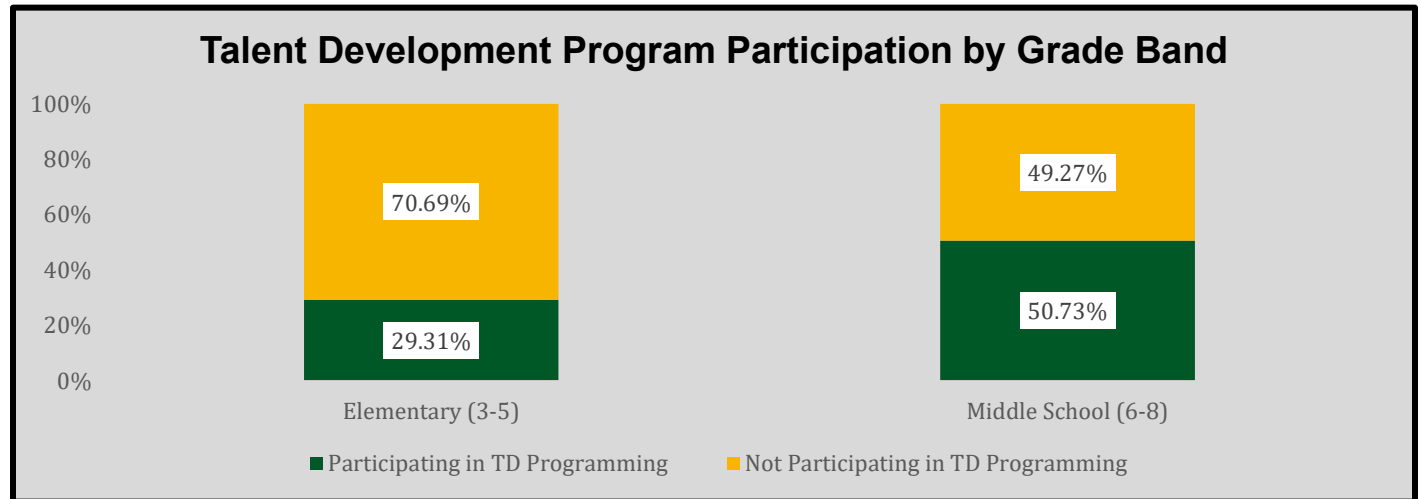
Grade Band by Student Gender	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
Female	29.17%	70.83%
Male	29.45%	70.55%
Middle School (6-8)	**50.73%**	**49.27%**
Female	50.48%	49.52%
Male	50.97%	49.03%
Grand Total	**40.21%**	**59.79%**

Grade Band by SPED Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
Gen Ed Student	32.65%	67.35%
Section 504 Student	20.48%	79.52%
Special Ed Student	15.26%	84.74%
Middle School (6-8)	**50.73%**	**49.27%**
Gen Ed Student	56.17%	43.83%
Section 504 Student	42.86%	57.14%
Special Ed Student	16.74%	83.26%
Grand Total	**40.21%**	**59.79%**

Edina Public Schools
DEFINING EXCELLENCE

Grade Band by ML Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
ML Student	3.64%	96.36%
Non ML Student	30.88%	69.12%
Middle School (6-8)	**50.73%**	**49.27%**
ML Student	0.00%	100.00%
Non ML Student	52.65%	47.35%
Grand Total	**40.21%**	**59.79%**

Grade Band by Student FRPM Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
FRPM Student	19.66%	80.34%
Non FRPM Student	30.66%	69.34%
Middle School (6-8)	**50.73%**	**49.27%**
FRPM Student	12.27%	87.73%
Non FRPM Student	56.80%	43.20%
Grand Total	**40.21%**	**59.79%**

Grade Band by Student Race	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	**29.31%**	**70.69%**
American Indian or Alaska Native	0.00%	100.00%
Asian	49.71%	50.29%
Black or African American	20.89%	79.11%
Hispanic/Latino	33.33%	66.67%
Native Hawaiian or Other Pacific Islander	0.00%	100.00%
Two or More Races	50.00%	50.00%
White	25.53%	74.47%

Middle School (6-8)	50.73%	49.27%
American Indian or Alaska Native	0.00%	100.00%
Asian	71.20%	28.80%
Black or African American	13.78%	86.22%
Hispanic/Latino	32.35%	67.65%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	54.55%	45.45%
White	55.67%	44.33%
Grand Total	40.21%	59.79%

Percentage of 2-5 students earning a 3 higher on report card: **98.93% of students enrolled in Talent Development Pathways in grades 3-5 received no score lower than a 3 on their 21-22 Semester 2 report card.**

Percentage of 6-8 students earning a B or higher: **99% of students enrolled in Talent Development Pathways in grades 6-8 received no score lower than a B on their 21-22 Semester 2 report card.**

Percentage of students receiving English Language services demonstrating progress on ACCESS assessment:

ML Student 21-22 Access Proficiency by District / Grade Band
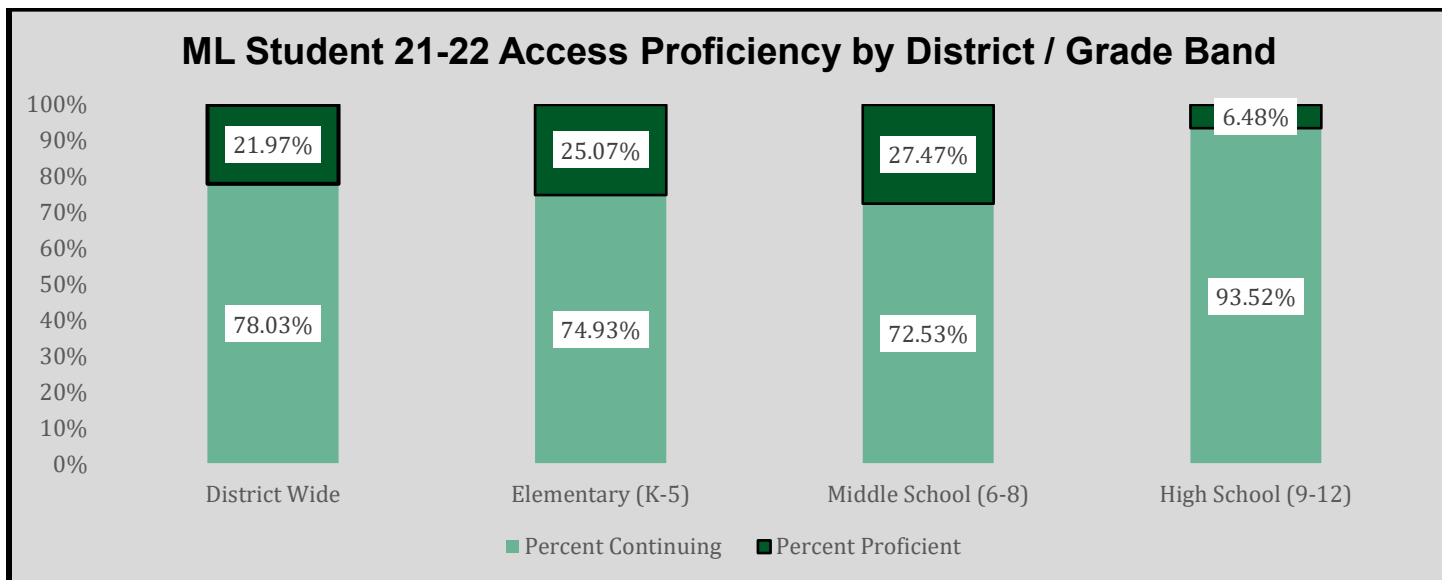
District 21.97% of ML Students Assessed Achieved Proficiency in 2022 (K-5 25.07%, 6-8 27.47% 9-12 6.48%)

21-22 ML Student Growth

22-23 ML Student Growth
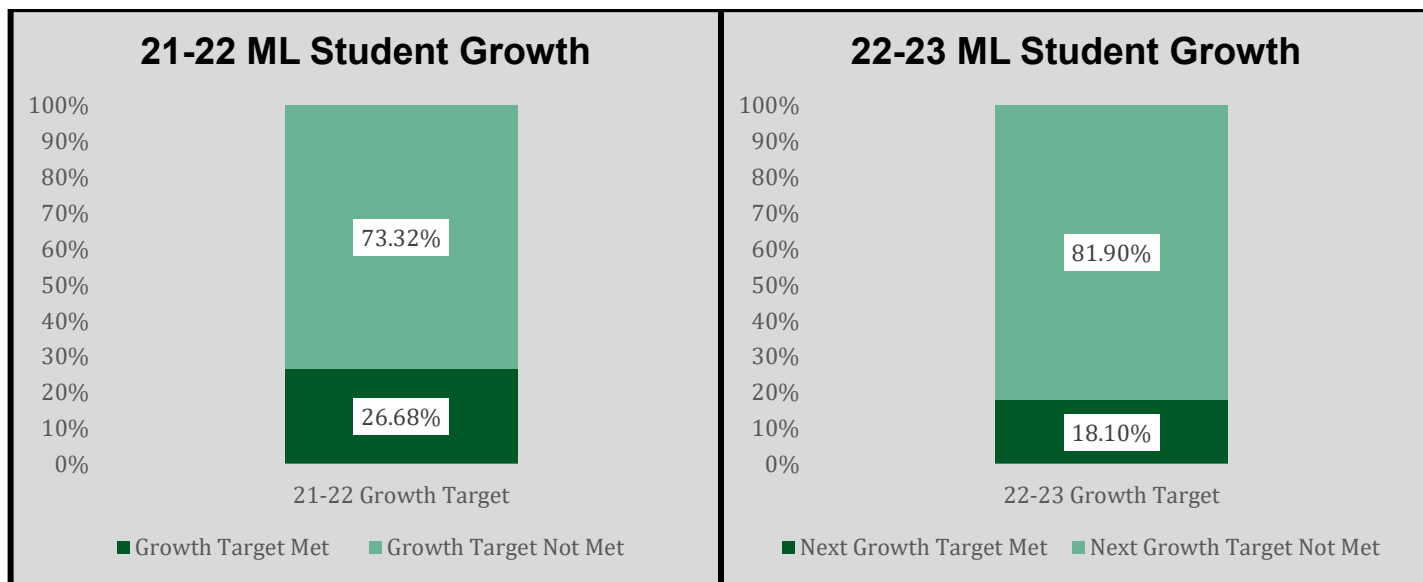
Growth targets provided by MDE on the Progress Toward English Language Proficiency Roster

Grade Band by Student Gender	Non ML Student	ML Student
Elementary (K-5)	**91.52%**	**8.48%**
Female	92.19%	7.81%
Male	90.91%	9.09%
Middle School (6-8)	**96.40%**	**3.60%**
Female	96.71%	3.29%
Male	96.12%	3.88%

High School (9-12)	95.95%	4.05%
Female	96.51%	3.49%
Male	95.38%	4.62%
Grand Total	**94.06%**	**5.94%**

Grade Band by Student SPED Status	Non ML Student	ML Student
Elementary (K-5)	**91.52%**	**8.48%**
Gen Ed Student	92.09%	7.91%
Special Ed Student	87.06%	12.94%
Section 504 Student	100.00%	0.00%
Middle School (6-8)	**96.40%**	**3.60%**
Gen Ed Student	97.25%	2.75%
Special Ed Student	89.12%	10.88%
Section 504 Student	100.00%	0.00%
High School (9-12)	**95.95%**	**4.05%**
Gen Ed Student	96.43%	3.57%
Special Ed Student	87.87%	12.13%
Section 504 Student	99.59%	0.41%
Grand Total	**94.06%**	**5.94%**

Grade Band by Student FRPM Status	Non ML Student	ML Student
Elementary (K-5)	**91.52%**	**8.48%**
FRPM Student	63.02%	36.98%
Non FRPM Student	95.16%	4.84%
Middle School (6-8)	**96.40%**	**3.60%**
FRPM Student	79.55%	20.45%
Non FRPM Student	99.06%	0.94%
High School (9-12)	**95.95%**	**4.05%**
FRPM Student	77.36%	22.64%
Non FRPM Student	98.47%	1.53%
Grand Total	**94.06%**	**5.94%**

Grade Band by Student Race	Non ML Student	ML Student
Elementary (K-5)	**91.52%**	**8.48%**
American Indian or Alaska Native	100.00%	0.00%
Asian	78.45%	21.55%
Black or African American	60.92%	39.08%
Hispanic/Latino	67.98%	32.02%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	95.62%	4.38%
White	99.04%	0.96%
Middle School (6-8)	**96.40%**	**3.60%**
American Indian or Alaska Native	100.00%	0.00%
Asian	97.89%	2.11%
Black or African American	82.67%	17.33%
Hispanic/Latino	83.09%	16.91%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	100.00%	0.00%
White	99.61%	0.39%
High School (9-12)	**95.95%**	**4.05%**
American Indian or Alaska Native	100.00%	0.00%
Asian	96.35%	3.65%
Black or African American	80.55%	19.45%
Hispanic/Latino	80.00%	20.00%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	100.00%	0.00%
White	99.89%	0.11%
Grand Total	**94.06%**	**5.94%**

Percentage of students meeting their IEPS goals:

Special Education Student Progress Toward Meeting IEP Goals

- Insufficient Progress
- Adequate Progress
- Goal Met
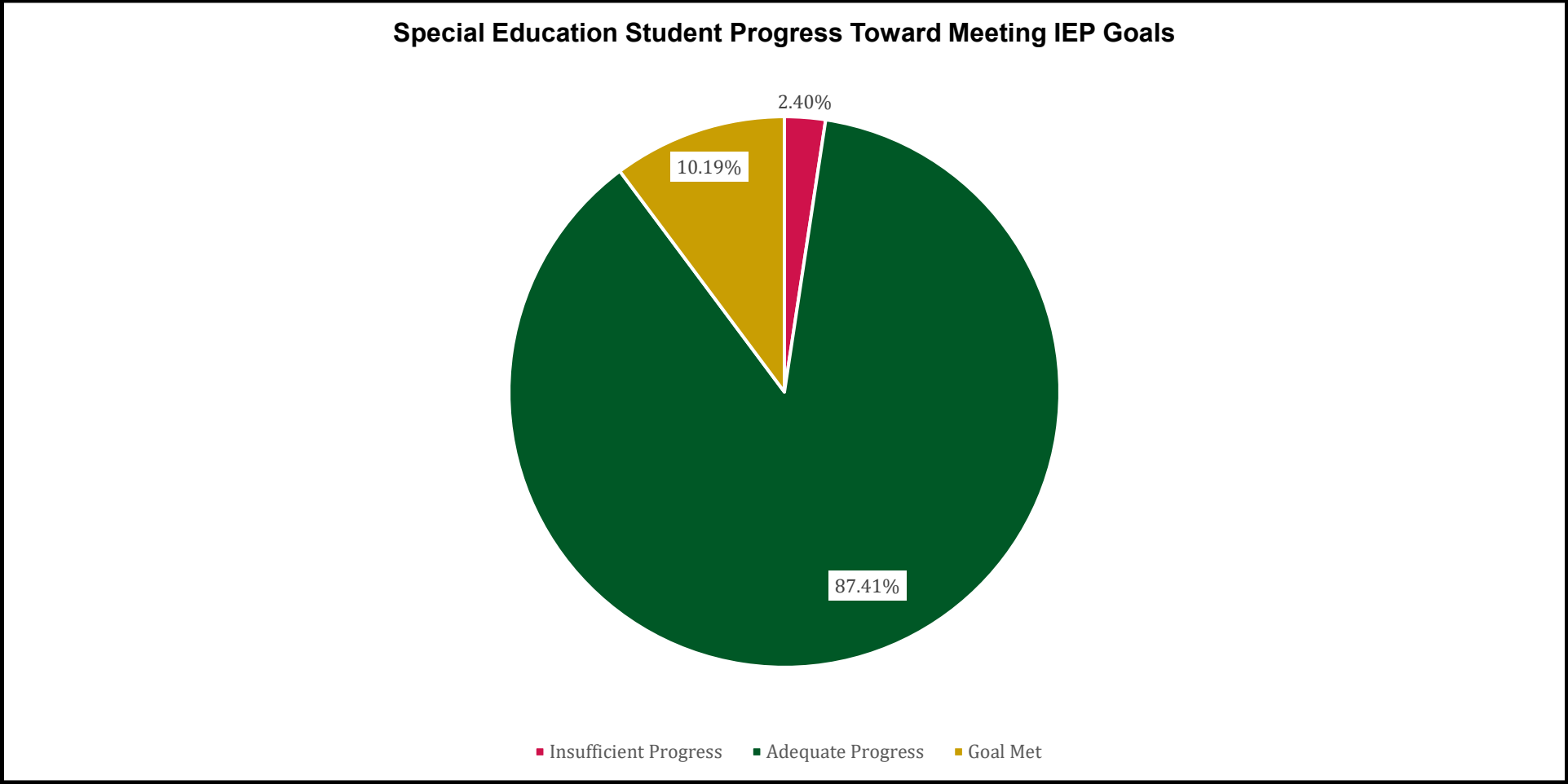
2021-2022 SpedForms Progress Report all goals for all students and how they progressed in the 21-22 school year.

Board Work Session Date: October 25th, 2022

TITLE: Edina Public Schools Programming Update

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jamie Hawkinson, Dean of Creek Valley; Karen Bergman, Principal Countryside Spanish Dual Language Elementary; Caroline Linden, Principal Countryside Spanish Dual Language Elementary; and Steven Cullison, Edina Virtual Pathway Coordinator

BACKGROUND: On November 8th, 2021 the Edina Public School Board approved Two-Way/Dual Spanish Language to be placed at Countryside Elementary and to move forward with planning to further develop PreK-12 STEAM pathways. In addition, the Edina Virtual Pathway enhancement and growth moved forward with School Board partnership and approval. The launching of and continued development of these three programs aligns directly with the Edina Strategic Plan A:1 and A:2. Leadership teams of staff, students, parents, and community members continue to partner in intentional design teams using implementation as a guide.

RECOMMENDATION: The purpose of this report is to update the board on Edina STEAM, Countryside Spanish Dual Language, and Virtual Pathway programming.

DESIRED OUTCOMES FOR THE BOARD: Review in detail, have questions prepared, and provide feedback on program development and implementation

  ATTACHMENTS:
- Guiding Change Document for EPS Elementary Programming
- Edina Virtual Pathway Guiding Change Document

STEAM

What is STEAM?
STEAM is an integrated approach to learning that encourages creativity, fosters curiosity and develops critical thinking skills. The most common approach to STEAM is the integration of Science, Technology, Engineering, Art, and Math.
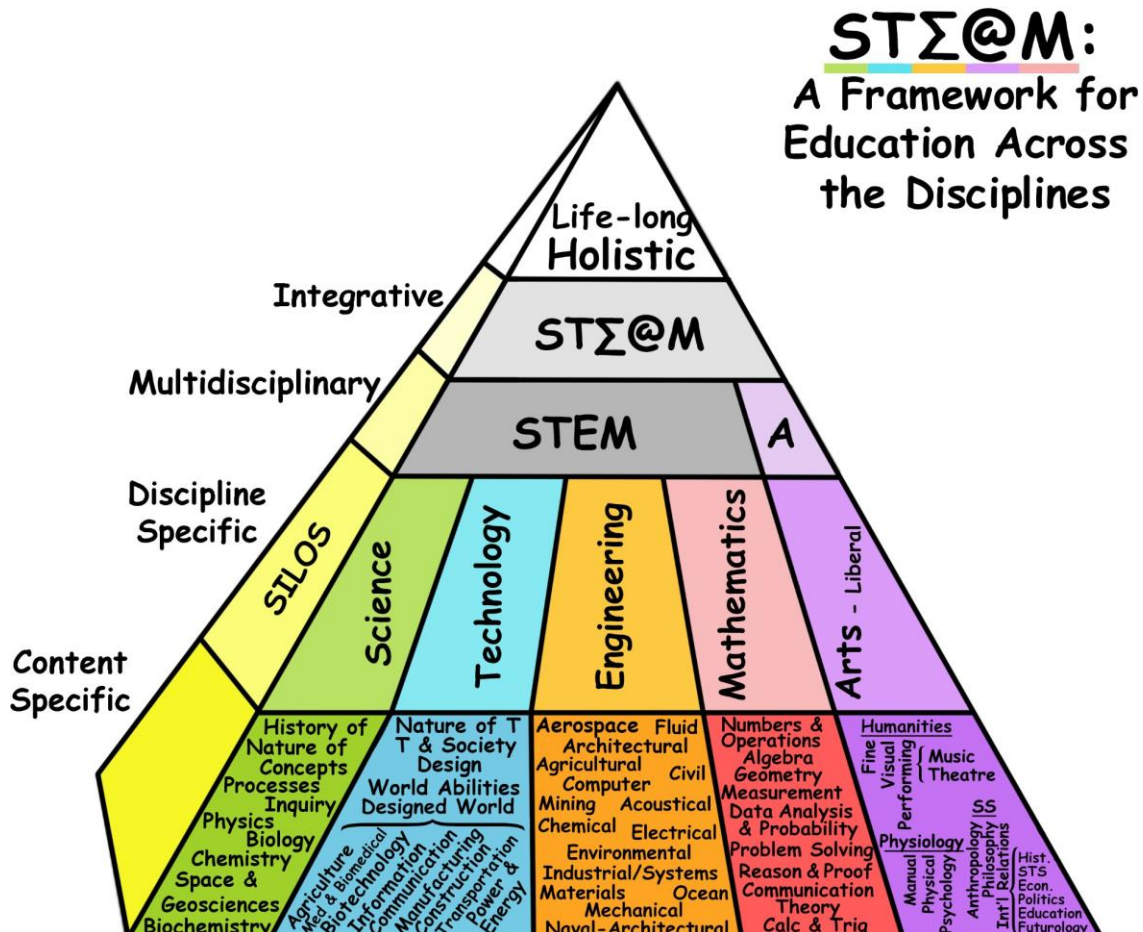
2022-23 Edina STEAM K-12 - Student Spaceflight Experiment:
"Edina Public Schools is the only Minnesota school district participating in the 2022 Student Spaceflight Experiments!!"

Edina Public Schools has been accepted to the 2022 Student Spaceflight Experiments Program (SSEP) by the National Center for Earth and Space Science Education. This fall, Edina students will have the opportunity to develop microgravity experiments, one of which will be selected to be conducted on the International Space Station. SSEP is about inspiring America's next generation of scientists and engineers, and engaging entire communities in the process. There will be many ways for students and the community to be involved in this exciting opportunity!

Edina Public Schools Webpage

The Edina Education Fund has pledged financial support for the district's involvement. It is expected that participation will cost $27,000 to cover the cost of launching the team experiment, astronauts conducting the experiment, and returning the student mini-laboratory back to earth.

SSEP Timeline:

September 1 – November 2, 2022: Experiment Design and Proposal Writing

November 2, 2022: Flight Experiment Proposals due to Edina District Review Committee
November 11, 2022: Local Review Board selects three finalist proposals to submit to NCESSE
December 15, 2022: NCESSE selects Edina's flight experiment for the International Space Station
Late Spring 2023: Ferry Flight of SSEP Payload to ISS on SpaceX Dragon
4-6 weeks Post Launch: Ferry Flight of SSEP Payload back to Earth
Late June/ Early July 2023: SSEP National Conference for students at the Smithsonian National Air and Space Museum, Washington, DC

Elementary Testimonials:
" We've spent the last few weeks getting the kids up to speed on the basic ideas of 1) microgravity 2) controlling variables (we tested paper airplanes the other day on the "runway" in our hallway). The last few days have been spent with the kids looking over the collections I assembled of past experiments by category. Tomorrow they are going to complete a Google Form selection of their first-choice topic and we will use that to put them in groups. So, starting next week they begin brainstorming what they want to propose for their experiment. My hope is that it will be in place late next week and we have begun assembling the pieces of the proposal." Allison Knoph, Concord 5th Grade Teacher

"Our class is looking into aeroponics, hydroponics, stratification and propagation to see if there are any cool ideas about seed growth and germination Another class is looking at the growth of Aloe Vera due to its many useful applications." Cody Ellis, Creek Valley 5th Grade Teacher

Examples of lessons using 5th grade science standards:
[Microgravity Project Presentation](#)
Here is a link to the presentation on controlling variables and how we linked it to the SSEP project: [Controlling Variables](#)

Middle School Testimonials:
"The Student Spaceflight Experiment is providing our students with a real world opportunity to apply criteria and constraints to experimental design. Our students are in the process of researching their questions and selecting experiment samples. It's great to see their excitement as they collaborate with their group members. Students are exploring the impacts of microgravity on plant growth, fungi growth, blood sugar, vitamin D, and many other areas." Kristie Kriss, Valley View Teacher

High School Testimonials:
"We spent the last couple of weeks of class exploring the earth's orbit and orbital mechanics. The students utilized STK software to find and narrow down all the nighttime fly-overs of the International Space Station. They were amazed at how fast the ISS is traveling. For SSEP, students spent time researching topics and finding mentors in professional settings such as

universities and STEM focused companies. One student told me "It was so cool! He actually responded to our email within two hours and would love to work with us! I can't believe it!" It has been a real push for our students to leave their comfort zones to reach out for mentors, but it has been truly rewarding. Students are now getting into their actual experimental design. We can't share what the project topics are because they are VERY COMPETITIVE and WANT TO WIN!" Shannon Seaver, High School Teacher

SSEP Mission Patch:
The SSEP Mission Patch is an additional way to get students involved in the Spaceflight Experiments. Mission Patches have been a part of the space program since the early days of spaceflight. Each astronaut crew works with a NASA artist to design a graphic that captures the mission objectives for their flight. It is this graphic that is turned into a cloth patch that the astronauts wear on, e.g., their flight suits. This means that SSEP is not just an authentic STEM initiative, but an authentic STEAM initiative (A for Art). The following Mission Patch proposal was recently sent to and approved by the National Center for Earth and Science Space Education:

> Edina Public Schools plans to hold two mission patch contests; one at Elementary level and one at the Secondary level as follows:
>
> **Elementary:** 427 5th grade students will be participating in the creation of Mission 17 patches across four elementary schools. The Art Department will be administering the contest at each site. The Art Department will choose the top 3 patches per site, and students will vote to select the winning mission patch design. The one winning design from the elementary schools will fly with Mission 17.
>
> **Secondary:** Art Students in grades 6-12 will participate in the creation of Mission 17 patches across two middle schools and one high school. A minimum of 865 6-12 grade students will be participating, with the potential for up to 1600 students to participate. The Art Department at each school will administer the contest and will select the top 3 patches per site. Students will then vote to decide the winning patch. The one winning design from the secondary schools will fly with Mission 17.

Elementary STEAM Design Team:
The STEAM Elementary Design team is continuing their work with Dr. AnnMarie Thomas. Dr. AnnMarie Thomas is a Professor of the School of Engineering and Schulze School of Entrepreneurship, as well as the Director of the Playful Learning Lab and the Innovation Director and Co-Founder of the Center for Engineering Education.

Under Dr. Thomas' leadership, the Design Team is working through the Human Centered Design Thinking process. The team is working through the steps of reframing, ideating, iterating, building, and testing through materials from Stanford's d.school. The following meeting dates have occurred:
- **August**: Two initial synchronous online learning sessions.
  - Session one: A crash course in human centered design
  - Session two: Applying human centered design to STEAM* for Edina
- **August-Sept**: 4 asynchronous sessions to be completed between August and September. The homework entailed reflection on the August sessions and an exploration of three STEAM projects.
- **September**: Continued learning session, specific to ideating, information finding and

questions storming.

Expanded Collaborations and Celebrations:
On September 29, Dr. Smasal and Dean Hawkinson met with Specialists for Art, Music, and Phy. Ed. to discuss STEAM integration in their specialty areas. The Specialist teams are doing amazing things for our learners. Many of their current lessons and activities include future ready competencies and interdisciplinary design thinking. The partnership between Specialists and classroom teachers will be incredibly valuable as we continue to intentionally create opportunities with a STEAM emphasis for our learners K-5.

New Science Standards Review and Implementation:
On September 29, Classroom Teachers 3-5 across the district planned and designed lessons using the new Science Standards. Teachers were intentional about STEAM opportunities and collaboration across disciplines. Additionally, numerous field trips and community partner classroom visits have been planned with inquiry and engineering design thinking in mind.

Next Steps:
- Monthly learning and partnership session with Dr. AnnMarie Thomas to refine a STEAM vision, implementation plan and metrics of success
- Continued professional development on new MN Science Standards to support the instructional pedagogy of NGSS alignment.
- Continued engagement in the installation and initial implementation stages of the elementary science curriculum review process.
- STEAM school visit in November (Music)
- Secondary STEAM planning session with Stanford's d.school starting on Nov. 15
- Upon completion of the exploration phase at each level a timeline will be outlined to begin to structure initial implementation and beyond.

Countryside Spanish Dual Language:

"We are Countryside!:"
In February 2022 Principal Bergman welcomed Countryside Spanish Dual Language families in a welcome message that articulated Spanish Dual Language as a new Edina program and that provided information on the planning process for the development of the eagerly anticipated arrival of language immersion in Edina. Her first words in providing information about the planning process were: *"We are Countryside!"* and the next bullet points enforced the one community vision:

We are Countryside! – *Even though our first group of students are located at the Early Learning Center, they are ALL Countryside students, and we will find ways to connect with them each day.*

Your Contact Moving Forward – *Our Countryside office team is your main contact as questions come up and as information is shared. Feel free to call 952-848-4700 at any time. Also, our Spanish Dual Language families will be included in all Countryside/Kindergarten communication as we move toward the fall.*

Countryside Kindergarten Open House April 7 – *All incoming kindergarteners are invited to our annual kindergarten open house in April. It will be held here at Countryside and our Spanish Dual Language teachers will be here to meet and welcome your families. An invitation will be sent as that day gets closer.*
<div align="center">Karen Bergman, February 17, 2022</div>

On April 7th all Countryside Kindergarten families came together for the Countryside Kindergarten Open House. One of the two Spanish Dual Language teachers was hired at this time and joined the Countryside English Speaking teachers to welcome all Countryside Kindergarten students and families. There were two specific Spanish Dual Language meetings and families were encouraged to tour the building before and after the meetings.

An additional and critical family communication to the Spanish Dual Language families was created in August. This communication was a virtual tour that introduced both of the Spanish Dual Language Kindergarten teachers. This communication also offered a virtual tour of the Early Learning Center space that would host the Spanish Dual Language classrooms for the 2022-23 school year. The communication allowed families to see where their children would be going to lunch, playing on the playground, learning in the classrooms, and entering and leaving the building.

Since the beginning of the year Spanish Dual Language families have been encouraged to participate and attend all Countryside events and the one Countryside community continues to be enriched by dual language programming. ***"We are Countryside!"***

Spanish Dual Language Curriculum and Program Planning:
"A two-way dual language program is based on the premise that two groups of students (each with different home languages, in the United States one being English) learn together in a systematic way so that both groups become bilingual and biliterate in the two languages. Two major objectives guide the implementation of two-way dual language immersion programs, namely, (1) having a successful forum for addressing the language and academic needs of English learners, and (2) having an opportunity for other students to gain a world class education that instills the promise of a more interdependent world."
<div align="center">Kristin Grayson, M.ED., <u>IDRA Newsletter</u>, April 2012</div>

Dual language and immersion education provides students with content classroom instruction via a foreign or heritage language (hereafter partner language) by promoting the full development of bilingualism and biliteracy, reaching grade-level academic achievements, and fostering socio-cultural competence (Howard et al., 2018)

As of October 1st we have 48 students enrolled in Countryside Spanish Dual Language Kindergarten Classrooms. 23% of these students are Spanish Heritage Speakers.

In the spring of 2022 the Countryside team was fortunate to hire Alex Giraldo as one of the two Kindergarten teachers. In addition, Profe Giraldo was hired as a consultant with the purpose of leading curriculum development. He is steeped in research from his experience at the university level and is a PhD. candidate in the area of second language education. In partnership with Bethany VanOsdel, Assistant Director of Teaching and Learning, and Caroline Linden, Dean of Countryside Elementary, Profe Giraldo used the following steps directly aligned to the exploration stage of implementation science to determine material purchases:

- Conducted research on Dual Language Curriculum and Instruction
- Created a curriculum materials criteria rubric based on the research
- Conducted a curriculum and instructional standards review in all content areas
- Researched Health, Science, and Social Studies Edina scope and sequence to determine materials and opportunities for integration of content.
- Communicated with publishers for curriculum overviews and requested sample materials
- Conducted curriculum reviews using the materials criteria rubric
- Collaborated on the creation of classroom book lists
- Recommended materials purchases

As Profe Giraldo was engaging in the specific curriculum review process, the Countryside team was able to hire the second Kindergarten teacher, Veronica Castellanos-Vasquez. Profe Catellanos-Vasquez was immediately able to partner on the final materials recommendations and planning stages for implementation.

The curriculum materials purchased for CS Dual Immersion are:

Math In Focus *aligned with English curriculum
American Reading Company (ARC) Core Literacy
Estrellita Phonemic Awareness
Mystery Science *aligned with English pilot/initial implementation
Character Strong SEL *aligned with English pilot/initial implementation
Social Studies and Health Standards are embedded with literacy, science, and
classroom library purchases

An additional critical component of initial implementation is identifying professional development needs. Profe Giraldo and Castellanos-Vasquez did participate in ARC Core Literacy training in August, and originally began participating in the LETRS training with district wide colleagues. It was later determined to not be as applicable to dual language instruction at the kindergarten level as previously thought, so that has been discontinued. They also actively participate in the Countryside community professional development on Character Strong.

The Student Experience - Learning and Growing:

Academic Experience
Academic rigor characterizes the educational experience of our Spanish dual language students. Since school started, students have been part of a classroom community with high academic expectations, an equitable learning environment, and classroom routines centered on achieving academic rigor. For example, students' results of the early reading FAST bridge screener administered during the Connect and Assess days showed that some students were at high risk. Anecdotal evidence and daily assessments of students' performance indicate that students are growing academically, especially in those foundational reading skills. The same indicators reflect students' growth in math and other school subject areas. The instruction is providing a rich academic experience as students' additional language, Spanish, is continuously growing in the dual language classrooms.

Spanish Language Growth
Students' additional language, Spanish, has drastically grown in the first few weeks of school.

While our dual-language classrooms do not have strict language policies, teachers always engage students in Spanish using gestures, visuals, and other strategies to scaffold language and ensure comprehension. The ARC and Estrellita curricula support Profe Castellano-Vasquez and Profe Giraldo to make the language accessible to students and to build a rich language environment to enhance Spanish language literacy skills. It is critical to mention that those who are Spanish heritage language students also benefit from these resources and the teachers' expertise to expand and strengthen their home language in the dual language program. Additionally, the English language teacher supports students identified as English Language Learners twice a week. This support is provided in different program models with the primary goal of integrating into classroom instruction to make explicit cross-linguistic connections and engage in bridging activities between Spanish and English in some lessons. In the end, each and every student in the dual language classrooms should build strong language skills in the additional language, Spanish, and the majority language, English.

Social and Emotional Learning

Character Strong provides solid support to our dual language students in Spanish. Profe Castellano-Vazquez and Profe Giraldo engage students in Spanish with posters, songs, and activities provided by Character Strong curriculum and embedded into the morning routines. Also, the Countryside daily news provides another space for students to learn some characteristics to enhance social and emotional skills. For example, we focused on Respect for the month of September. The daily news introduced respect each day and provided a definition in Spanish, allowing teachers to build and continue the conversation with students in the classroom. Students enjoy the Character Strong activities as they understand that everyone belongs and is respected at Countryside.

Challenges: to be completed

The excitement of starting a new Spanish dual language program should not overshadow the challenges. While all the difficulties are critical to discuss, this report will focus on three main challenges because they capture the problems that should be addressed to define excellence in the Spanish dual language program.

The Spanish dual language program logistics are complicated. The program belongs proudly to Countryside as it is also part of the Early Learning Center and Normandale. The triangulation of expectations and communications to run the two kindergarten classrooms is an extra task that not many programs face. For example, it was challenging to communicate and build a recess schedule because of the complexity and the limited options to access extra playground time for the students. Another example is the communication and expectations when students come late to school or are picked up earlier from the classrooms. All these challenges add a layer of difficulty, including the struggle to hire and retain paraprofessionals in the two classrooms.

Profe Castellano-Vazquez and Profe Giraldo are grateful for the paraprofessionals in their classrooms. The Dual Language Spanish Immersion Program is not immune to the current shortages in the labor market. The program started with a team of five paraprofessionals, and shortly after, three of them resigned due to personal circumstances. During the transition time of hiring a new group of paraprofessionals, Profe Castellano-Vazquez and Profe Giraldo were fortunate to have plenty of extra hands supporting their students. As with all educational contexts, the inconsistency of having the same adults in the classroom challenges the classroom community, particularly those students who need stability and continuity in expectations.

The last challenge concerns the specific support Profe Castellano-Vazquez and Profe Giraldo and their students need in the program. Spanish dual language teachers need unique

characteristics and specific pedagogical skills to teach in this setting. We have also learned that there are other aspects of the program that would benefit from more specific bilingual support including intervention and social emotional supports.

As the program celebrates successes and a promising future, discussing solutions to address these challenges is essential. The Countryside admin team, including the principal and The Dean of Students, resolves many challenges daily. We realize that we are very early in the implementation of the program and look forward to continuing the partnership to ensure the program develops at the level of excellence that we hold in Edna Public Schools.

Next Steps:
- Continue to evaluate strengths and challenges.
- Mid year survey of families to gather feedback on the programming to date.
- Frequent check ins with our Spanish program instructors on current needs and progress
- Monitoring of learning progress including use of Spanish Language Arts Proficiency assessments
- Development of Proficiency Standards for Spanish Language Arts for each grade level
- Prepare registration materials for next year to include grades K-1
- Monitor enrollment in the program
- Plan for expectations to enroll newcomer students into first and beyond grade levels.

Edina Virtual Pathway

Building Structures and Current Enrollment

Elementary:

26 students
Staff: Two full time classroom teachers, two paraprofessionals, three part-time specialists (art, music, and PE)

Secondary:

Comprehensive: 42 students
Supplemental: 404 EHS students and 2 external students (not attending EHS)
Staff: 18 part-time teachers, one part-time counselor, one part-time advisor/social worker
Courses registrations: 558 course enrollments in semester one and 428 in semester two

Middle: EVP Middle School was put on pause for the year due to low enrollment.

Professional Development:
EVP Teachers had the opportunity to participate in professional development focused on supporting knowledge of how children learn online and on personalizing instruction. Fifteen staff participated in two days of training built to model best practices for asynchronous online learning.

Development of Secondary Classes:

Twenty distinct online courses are running at the secondary level, sixteen of which are being offered online for the first time. These new online courses, as well as overload enrollment for the returning online classes, would not have been possible without the MOU approved by the Board in the spring. The online courses address the same learning standards as their in-person counterparts at EHS, and are often taught by the same instructor. The degree to which online and in-person courses mirror each other in their activities and assessments varies from course to course. At this time EVP Secondary offers one AP course (Calculus BC.) Secondary EVP does not offer any World Language courses, but hopes to do so in the fall beginning with Latin, if not others.

Where online courses are taught as an overload under the MOU approved earlier this year by the Board, instruction and support of students occurs outside of the teacher workday. The instructional workday remains dedicated to serving in-person students.

EVP Secondary achieved NCAA approval/recognition for its coursework. To have its core coursework qualify in this way requires completion of a rigorous process.

Family Feedback:

Elementary EVP
- The amount of live lessons, including from specialists, is a strength of Edina's program relative to those of other districts.
- The teachers and paraprofessionals are appreciated for their expertise, and the special education support has been highly regarded.
- This year the program is operating independently of any in-person schools. Some families have expressed a wish for the online program to return to a relationship with an in-person school, such as EVP Elementary had with Highlands last year.

Secondary EVP
- Parents have expressed appreciation for the rigor of the coursework
- Students who have wrestled with health issues, including mental health, and students with complex schedules, such as due to athletics, have expressed appreciation for the opportunity to get an Edina education from home
- Students, especially those new to the district, have required support around learning expectations for attendance in each class. There is a desire for more uniformity in the appearance and processes of the online classes.
- There is an interest in opportunities for in-person support

Next Steps:
- Collect mid-year feedback from students, staff and families about satisfaction of the current programming model will be collected.
- Determine long-term plan for EVP Elementary that accounts for "post-Covid" levels of interest in enrollment at the K-5 grade levels. This could include integration with an in-person Edina school or exploring collaboration with another district.
- Determine plan for Middle School offering that accounts for "post-Covid" levels of interest in enrollment at the 6-8 grade levels. This could include exploring collaboration with another district.

- Explore summer offerings for Secondary EVP.
- Expand the number of course offerings at the secondary level.
- Continue to monitor enrollment at each level.
- Collaborate with Communications around marketing EVP.

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: Oct. 25, 2022

TITLE: EPS Academic Calendar Proposals for 2024-2025 and 2025-2026

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Sonya Sailer, Director of Human Resources; Sayli Amarapurkar, Cultural Liaison; Jodie Mettee, Special Education Teacher, VVMS

BACKGROUND: The Calendar Committee has met four times this fall to develop the calendar proposals for the 2024-25 and 2025-26 school years. The process utilized the Guiding Parameters approved by the school board on Aug. 8, 2022. An update was provided to the board on Sept. 19, 2022 and committee representatives asked the board for feedback on several calendar concepts. In addition a student focus group of 27 EHS students were assembled to collect additional feedback about some calendar concepts. The feedback was incorporated by the committee and is proposing the attached calendars for the 2024-25 and 2025-26 school years.

RECOMMENDATION: Administrative recommendations have been proposed for the 2024-2025 and 2025-2026 academic school calendars.

Desired Outcomes from the Board: Provide feedback on the attached draft calendars. The purpose of this meeting is for discussion. No action on the recommendation is being requested at this meeting.

ATTACHMENTS:

1. *Guiding Change for the 2024-25 & 2025-26 EPS Calendars*
2. *2024-25 and 2025-26 Calendars*

Summary of Calendar Discussion:

1. Placement of 11 Workshop/Professional Development/Conference and 3 Data Days days (Non Student Days) in the school calendar
   - A priority was made to place these days on either a Monday or Friday in order to maintain learning continuity during the week and provide a "bundled" set of days off as a long weekend for families.
   - In a recent focus group conversation, mid-week breaks of pattern were described as disruptive to the learning process by 25/27 EHS students. A clear preference by students was to align breaks to Mondays and or Fridays when possible. Reasons describing mid-week breaks as a disruption to the learning process included a change of sleep patterns mid-week, a feeling that mid-week breaks make the week feel longer, and a feeling that it disrupts learning and study habits/routines.
   - When assessing placement of these days the calendar committee discussed three tiers or options.
     - Tier 1 - School for staff and students. Observances and Holidays to be acknowledged. Modifications of assignments, projects or tests may be needed by teachers to accommodate students celebrating or practicing and observance.
     - Tier 2 - Non School day for students but a work day for staff. These days would be prioritized to fall on Mondays, Fridays or a day directly preceding or following a holiday when possible in order to maintain learning continuity for the week.
     - Tier 3 - Non school day and non work day. These days align to federally designated holidays.
   - In addition, a priority was made to spread the breaks out across various months to prevent separate breaks from being too close to each other when possible.

2. The committee worked to balance the number of student contact days in Semester I and Semester II when possible. This is most relevant for secondary courses. When 170 student contact days are divided evenly across semesters, each semester would be 85 days long. The committee prioritized moving the end of the semester to the end of the week so that the non school day for students would fall on a Friday. This provides for a smoother transition time for secondary staff who are teaching new courses.

January 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 **No Students** Winter Break	2 **No Students** Winter Break	3 **No Students** Winter Break	4
5	6 Teacher Day 87	7 Teacher Day 88	8 Teacher Day 89	9 Teacher Day 90	10 Teacher Day 91	11
12	13 Teacher Day 92	14 Teacher Day 93	15 Teacher Day 94	16 **Last Day of First Semester (86th Student Day)** Teacher Day 95	17 **No Students Teacher Data Day** Teacher Day 96	18
19	20	21	22	23	24	25

3. Breaks

   2 day MEA break

   2 day week before Thanksgiving to continue

   - (Attendance rates that week are typically no more than 5% out.)

   Holiday break is 2 weeks long

   Spring breaks fall between the third week of March and the first week of April (Historic parameter of community preference.)

Remaining points of discussion raised by the calendar committee:
- The November election day falls on a Tuesday. To maintain learning continuity of the week, should EPS school sites remain on the list as community polling sites? If they were not, that mid week break could be moved to a Monday or Friday.
- The committee continued to discuss the impact of aligning breaks to Mondays and Fridays on ECSE services provided throughout the week for families.

Thank you to our Calendar Committee Members:
- Sayali Amarapurkar
- Angela Hruby
- Jodie Mettee
- Betony Osborne
- Kate Strand
- Anthony Wolfbauer
- Jennifer Carter
- Cheryl Gunness
- Melisa Craig
- Daphne Edwards
- Julie Gabrielson
- Rachel Hicks
- Minoo Misaghi

- Jill Deitering
- Sonya Sailer
- Randy Smasal

August 2024

July '24

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '24

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13 New Faculty Orientation	14 New Faculty Orientation	15 New Faculty Orientation	16 No Students Teacher Data Day (Floater Today or 6.2.25) Teacher Day 1	17
18	19 No Students Workshop Week Teacher Day 2	20 No Students Workshop Week Teacher Day 3	21 No Students Workshop Week Teacher Day 4	22 No Students Workshop Week Teacher Day 5	23 No Students Workshop Week Teacher Day 6	24
25	26 School Begins 6-12 Connect & Assess K-5 Teacher Day 7	27 Connect & Assess K-5 Teacher Day 8	28 School Begins K-5, ELC, and ESCE Teacher Day 9	29 Teacher Day 10	30 Teacher Day 11	31
1	2					

184 Teacher Contract Days
170 Student Days 6-12
168 Student Days K-5
3 Data Days
11 Workshop/Professional Development/Conference Days

DRAFT as of 10.18.2022

Semester 1 "No Student" Days = 1 Monday, 1 Tuesday, 1 Wednesday, 2 Thursdays, 3 Fridays
Semester 2 "No Student" Days = 3 Mondays, 1 Tuesday, 0 Wednesday, 0 Thursday, 3 Fridays
Did not include full week breaks in day of the week counts

Calendar Templates by Vertex42
https://www.vertex42.com/calendars/

September 2024

August '24

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October '24

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 **No Students** **Buildings Closed**	3 Teacher Day 12	4 Teacher Day 13	5 Teacher Day 14	6 Teacher Day 15	7
8	9 Teacher Day 16	10 Teacher Day 17	11 Teacher Day 18	12 Teacher Day 19	13 Teacher Day 20	14
15	16 Teacher Day 21	17 Teacher Day 22	18 Teacher Day 23	19 Teacher Day 24	20 Teacher Day 25	21
22	23 Teacher Day 26	24 Teacher Day 27	25 Teacher Day 28	26 Teacher Day 29	27 Teacher Day 30	28
29	30 Teacher Day 31	1	2	3	4	5
6	7	Notes				

October 2024

September '24
S	M	T	W	T	F	S
	1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30

November '24
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1 Teacher Day 32	2 Teacher Day 33	3 Teacher Day 34	4 **No Students** **Teacher Professional Development Day** Teacher Day 35	5
6	7 Teacher Day 36	8 Teacher Day 37	9 Teacher Day 38	10 Teacher Day 39	11 Teacher Day 40	12
13	14 Teacher Day 41	15 Teacher Day 42	16 Teacher Day 43	17 **No Students** **Education MN Conference**	18 **No Students**	19
20	21 Teacher Day 44	22 Teacher Day 45	23 Teacher Day 46	24 Teacher Day 47	25 Teacher Day 48	26
27	28 Teacher Day 49	29 Teacher Day 50	30 Teacher Day 51	31 Teacher Day 52	1	2
3	4	Notes				

November 2024

October '24						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December '24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1 Teacher Day 53	2
3	4 Teacher Day 54	5 **No Students** **Teacher Professional Development Day** **Election Day** Teacher Day 55	6 Teacher Day 56	7 Teacher Day 57	8 Teacher Day 58	9
10	11 Teacher Day 59	12 Teacher Day 60	13 Teacher Day 61	14 Teacher Day 62	15 Teacher Day 63	16
17	18 Teacher Day 64	19 Teacher Day 65	20 Teacher Day 66	21 Teacher Day 67	22 Teacher Day 68	23
24	25 Teacher Day 69	26 Teacher Day 70	27 **No Students** **Teacher Comp Day for Evening Conferences** Teacher Day 71	28 **No Students** **Buildings Closed**	29 **No Students** **Buildings Closed**	30
1	2	Notes				

December 2024

November '24
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January '25
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Teacher Day 72	3 Teacher Day 73	4 Teacher Day 74	5 Teacher Day 75	6 Teacher Day 76	7
8	9 Teacher Day 77	10 Teacher Day 78	11 Teacher Day 79	12 Teacher Day 80	13 Teacher Day 81	14
15	16 Teacher Day 82	17 Teacher Day 83	18 Teacher Day 84	19 Teacher Day 85	20 Teacher Day 86	21
22	23 **No Students** **Winter Break**	24 **No Students** **Winter Break**	25 **No Students** **Winter Break**	26 **No Students** **Winter Break**	27 **No Students** **Winter Break**	28
29	30 **No Students** **Winter Break**	31 **No Students** **Winter Break**	1	2	3	4
5	6	Notes				

January 2025

December '24
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '25
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	**1** No Students **Winter Break**	**2** No Students **Winter Break**	**3** No Students **Winter Break**	**4**
5	**6** Teacher Day 87	**7** Teacher Day 88	**8** Teacher Day 89	**9** Teacher Day 90	**10** Teacher Day 91	**11**
12	**13** Teacher Day 92	**14** Teacher Day 93	**15** Teacher Day 94	**16** **Last Day of First Semester (86th Student Day)** Teacher Day 95	**17** No Students **Teacher Data Day** Teacher Day 96	**18**
19	**20** No Students **Buildings Closed**	**21** Teacher Day 97	**22** Teacher Day 98	**23** Teacher Day 99	**24** Teacher Day 100	**25**
26	**27** Teacher Day 101	**28** Teacher Day 102	**29** Teacher Day 103	**30** Teacher Day 104	**31** Teacher Day 105	1
2	3	Notes				

February 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3 Teacher Day 106	4 Teacher Day 107	5 Teacher Day 108	6 Teacher Day 109	7 Teacher Day 110	8
9	10 Teacher Day 111	11 Teacher Day 112	12 Teacher Day 113	13 Teacher Day 114	14 Teacher Day 115	15
16	17 **No Students** **Buildings Closed**	18 **No Students** **Teacher Professional Development Day** Teacher Day 116	19 Teacher Day 117	20 Teacher Day 118	21 Teacher Day 119	22
23	24 Teacher Day 120	25 Teacher Day 121	26 Teacher Day 122	27 Teacher Day 123	28 Teacher Day 124	
2	3	Notes				

March 2025

February '25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

April '25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
23	24	25	26	27	28	1
2	3 Teacher Day 125	4 Teacher Day 126	5 Teacher Day 127	6 Teacher Day 128	7 Teacher Day 129	8
9	10 Teacher Day 130	11 Teacher Day 131	12 Teacher Day 132	13 Teacher Day 133	14 **No Students** **Teacher PD, Conf,** **or Comp Evening Conf** Teacher Day 134	15
16	17 Teacher Day 135	18 Teacher Day 136	19 Teacher Day 137	20 Teacher Day 138	21 Teacher Day 139	22
23	24 Teacher Day 140	25 Teacher Day 141	26 Teacher Day 142	27 Teacher Day 143	28 Teacher Day 144	29
30	31 **No Students** **Spring Break**	Notes				

April 2025

| March '25 | | | | | | | May '25 | | | | | | |
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1					1	2	3
2	3	4	5	6	7	8	4	5	6	7	8	9	10
9	10	11	12	13	14	15	11	12	13	14	15	16	17
16	17	18	19	20	21	22	18	19	20	21	22	23	24
23	24	25	26	27	28	29	25	26	27	28	29	30	31
30	31												

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 **No Students** **Spring Break**	2 **No Students** **Spring Break**	3 **No Students** **Spring Break**	4 **No Students** **Spring Break**	5
6	7 Teacher Day 145	8 Teacher Day 146	9 Teacher Day 147	10 Teacher Day 148	11 Teacher Day 149	12
13	14 Teacher Day 150	15 Teacher Day 151	16 Teacher Day 152	17 Teacher Day 153	18 Teacher Day 154	19
20	21 Teacher Day 155	22 Teacher Day 156	23 Teacher Day 157	24 Teacher Day 158	25 **No Students** **Teacher Professional Development Day** Teacher Day 159	26
27	28 Teacher Day 160	29 Teacher Day 161	30 Teacher Day 162	1	2	3
4	5	Notes				

May 2025

April '25

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June '25

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	**1** Teacher Day 163	**2** Teacher Day 164	3
4	**5** Teacher Day 165	**6** Teacher Day 166	**7** Teacher Day 167	**8** Teacher Day 168	**9** Teacher Day 169	10
11	**12** Teacher Day 170	**13** Teacher Day 171	**14** Teacher Day 172	**15** Teacher Day 173	**16** Teacher Day 174	17
18	**19** Teacher Day 175	**20** Teacher Day 176	**21** Teacher Day 177	**22** Teacher Day 178	**23** Teacher Day 179	24
25	**26** **No Students** **Buildings Closed**	**27** Teacher Day 180	**28** Teacher Day 181	**29** Teacher Day 182	**30** **Last Day of** **Second Semester** **(170th Student Day)** Teacher Day 183	31
1	2	Notes				

June 2025

May '25								July '25						
S	M	T	W	T	F	S		S	M	T	W	T	F	S
				1	2	3				1	2	3	4	5
4	5	6	7	8	9	10		6	7	8	9	10	11	12
11	12	13	14	15	16	17		13	14	15	16	17	18	19
18	19	20	21	22	23	24		20	21	22	23	24	25	26
25	26	27	28	29	30	31		27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 **No Students** **Teacher Data Day** Teacher Day 184	3 **No Students** **Teacher Data Day** (Floater Today or 8.16.24)	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5
6	7	Notes				

August 2025

July '25								September '25					
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5		1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30	31			28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12 New Faculty Orientation	13 New Faculty Orientation	14 New Faculty Orientation	15 No Students **Teacher Data Day** **(Floater Today or 6.1.26)** **Teacher Day 1**	16
17	18 No Students **Workshop Week** Teacher Day 2	19 No Students **Workshop Week** Teacher Day 3	20 No Students **Workshop Week** Teacher Day 4	21 No Students **Workshop Week** Teacher Day 5	22 No Students **Workshop Week** Teacher Day 6	23
24	25 **School Begins 6-12** **Connect & Assess K-5** Teacher Day 7	26 **Connect & Assess K-5** Teacher Day 8	27 **School Begins K-5,** **ELC, and ECSE** Teacher Day 9	28 Teacher Day 10	29 Teacher Day 11	30
31	1	**184 Teacher Contract Days** 170 Student Days 6-12 168 Student Days K-5 3 Data Days 11 Workshop/PD/Conference Days			**DRAFT as of 10.18.2022** Semester 1 "No Student" Days = 2 Mondays, 1 Tuesday, 1 Wednesday, 2 Thursdays, 2 Fridays Semester 2 "No Student" Days = 4 Mondays, 1 Tuesday, 0 Wednesday, 0 Thursday, 2 Fridays Did not include full week breaks in day of the week counts	

September 2025

August '25						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October '25						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 **No Students** **Buildings Closed**	2 Teacher Day 12	3 Teacher Day 13	4 Teacher Day 14	5 Teacher Day 15	6
7	8 Teacher Day 16	9 Teacher Day 17	10 Teacher Day 18	11 Teacher Day 19	12 Teacher Day 20	13
14	15 Teacher Day 21	16 Teacher Day 22	17 Teacher Day 23	18 Teacher Day 24	19 Teacher Day 25	20
21	22 **No Students** **Teacher Professional Development Day** Teacher Day 26	23 Teacher Day 27	24 Teacher Day 28	25 Teacher Day 29	26 Teacher Day 30	27
28	29 Teacher Day 31	30 Teacher Day 32	1	2	3	4
5	6	Notes				

October 2025

September '25
S M T W T F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30

November '25
S M T W T F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30 Teacher Day 33	1 Teacher Day 34	2 Teacher Day 35	3 Teacher Day 36	4
5	6 Teacher Day 37	7 Teacher Day 38	8 Teacher Day 39	9 Teacher Day 40	10 Teacher Day 41	11
12	13 Teacher Day 42	14 Teacher Day 43	15 Teacher Day 44	16 No Students Education MN Conference	17 No Students	18
19	20 Teacher Day 45	21 Teacher Day 46	22 Teacher Day 47	23 Teacher Day 48	24 Teacher Day 49	25
26	27 Teacher Day 50	28 Teacher Day 51	29 Teacher Day 52	30 Teacher Day 53	31 Teacher Day 54	1
2	3	Notes				

November 2025

October '25							December '25					
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4		1	2	3	4	5	6
5	6	7	8	9	10	11	7	8	9	10	11	12	13
12	13	14	15	16	17	18	14	15	16	17	18	19	20
19	20	21	22	23	24	25	21	22	23	24	25	26	27
26	27	28	29	30	31		28	29	30	31			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31 Teacher Day 54	1
2	3 Teacher Day 55	4 **No Students** **Teacher Professional Development Day** **Election Day** Teacher Day 56	5 Teacher Day 57	6 Teacher Day 58	7 Teacher Day 59	8
9	10 Teacher Day 60	11 Teacher Day 61	12 Teacher Day 62	13 Teacher Day 63	14 Teacher Day 64	15
16	17 Teacher Day 65	18 Teacher Day 66	19 Teacher Day 67	20 Teacher Day 68	21 Teacher Day 69	22
23	24 Teacher Day 70	25 Teacher Day 71	26 **No Students** **Teacher Comp Day for Evening Conferences** Teacher Day 72	27 **No Students** **Buildings Closed**	28 **No Students** **Buildings Closed**	29
30	1	Notes				

December 2025

November '25
S M T W T F S
            1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30

January '26
S M T W T F S
        1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1 Teacher Day 73	2 Teacher Day 74	3 Teacher Day 75	4 Teacher Day 76	5 Teacher Day 77	6
7	8 Teacher Day 78	9 Teacher Day 79	10 Teacher Day 80	11 Teacher Day 81	12 Teacher Day 82	13
14	15 Teacher Day 83	16 Teacher Day 84	17 Teacher Day 85	18 Teacher Day 86	19 Teacher Day 87	20
21	22 No Students Winter Break	23 No Students Winter Break	24 No Students Winter Break	25 No Students Winter Break	26 No Students Winter Break	27
28	29 No Students Winter Break	30 No Students Winter Break	31 No Students Winter Break	1	2	3
4	5	Notes				

January 2026

December '25								February '26						
S	M	T	W	T	F	S		S	M	T	W	T	F	S
	1	2	3	4	5	6		1	2	3	4	5	6	7
7	8	9	10	11	12	13		8	9	10	11	12	13	14
14	15	16	17	18	19	20		15	16	17	18	19	20	21
21	22	23	24	25	26	27		22	23	24	25	26	27	28
28	29	30	31											

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1 **No Students** **Winter Break**	2 **No Students** **Winter Break**	3
4	5 Teacher Day 88	6 Teacher Day 89	7 Teacher Day 90	8 Teacher Day 91	9 Teacher Day 92	10
11	12 Teacher Day 93	13 Teacher Day 94	14 Teacher Day 95	15 **Last Day of** **First Semester** **(87th Student Day)** Teacher Day 96	16 **No Students** **Teacher Data Day** Teacher Day 97	17
18	19 **No Students** **Buildings Closed**	20 Teacher Day 98	21 Teacher Day 99	22 Teacher Day 100	23 Teacher Day 101	24
25	26 Teacher Day 102	27 Teacher Day 103	28 Teacher Day 104	29 Teacher Day 105	30 Teacher Day 106	31
1	2	Notes				

February 2026

January '26
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March '26
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Teacher Day 107	3 Teacher Day 108	4 Teacher Day 109	5 Teacher Day 110	6 Teacher Day 111	7
8	9 Teacher Day 112	10 Teacher Day 113	11 Teacher Day 114	12 Teacher Day 115	13 Teacher Day 116	14
15	16 **No Students** **Buildings Closed**	17 **No Students** **Teacher Professional Development Day** Teacher Day 117	18 Teacher Day 118	19 Teacher Day 119	20 Teacher Day 120	21
22	23 Teacher Day 121	24 Teacher Day 122	25 Teacher Day 123	26 Teacher Day 124	27 Teacher Day 125	28
1	2	3	4	5	6	7
8	9	Notes				

March 2026

February '26
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

April '26
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 **No Students** **Teacher PD, Conf, or Comp Evening Conf** Teacher Day 126	3 Teacher Day 127	4 Teacher Day 128	5 Teacher Day 129	6 Teacher Day 130	7
8	9 Teacher Day 131	10 Teacher Day 132	11 Teacher Day 133	12 Teacher Day 134	13 Teacher Day 135	14
15	16 **No Students** **Spring Break**	17 **No Students** **Spring Break**	18 **No Students** **Spring Break**	19 **No Students** **Spring Break**	20 **No Students** **Spring Break**	21
22	23 Teacher Day 136	24 Teacher Day 137	25 Teacher Day 138	26 Teacher Day 139	27 Teacher Day 140	28
29	30 Teacher Day 141	31 Teacher Day 142	1	2	3	4
5	6	Notes				

April 2026

	March '26					
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	May '26					
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 Teacher Day 143	2 Teacher Day 144	3 Teacher Day 145	4
5	6 Teacher Day 146	7 Teacher Day 147	8 Teacher Day 148	9 Teacher Day 149	10 No Students Teacher Professional Development Day Teacher Day 150	11
12	13 Teacher Day 151	14 Teacher Day 152	15 Teacher Day 153	16 Teacher Day 154	17 Teacher Day 155	18
19	20 Teacher Day 156	21 Teacher Day 157	22 Teacher Day 158	23 Teacher Day 159	24 Teacher Day 160	25
26	27 Teacher Day 161	28 Teacher Day 162	29 Teacher Day 163	30 Teacher Day 164	1	2
3	4	Notes				

May 2026

April '26
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June '26
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	**1** Teacher Day 165	2
3	**4** Teacher Day 166	**5** Teacher Day 167	**6** Teacher Day 168	**7** Teacher Day 169	**8** Teacher Day 170	9
10	**11** Teacher Day 171	**12** Teacher Day 172	**13** Teacher Day 173	**14** Teacher Day 174	**15** Teacher Day 175	16
17	**18** Teacher Day 176	**19** Teacher Day 177	**20** Teacher Day 178	**21** Teacher Day 179	**22** Teacher Day 180	23
24	25 **No Students** **Buildings Closed**	**26** Teacher Day 181	**27** Teacher Day 182	**28** **Last Day of Second Semester (170th Student Day)** Teacher Day 183	**29** **No Students Teacher Data Day** Teacher Day 184	30
31	1	Notes				

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June 2026

May '26
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July '26
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 **No Students** **Teacher Data Day** (Floater Today or 8.15.25)	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	Notes				