



**Board Meeting:** April 13, 2026

**Title:** MN READ Act Update

**Type:** Discussion

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

**Description:** Edina Public Schools is committed to ensuring every student achieves literacy proficiency through evidence-based, structured literacy instruction. While the Minnesota Reading to Ensure Academic Development (READ) Act (2023) established a statewide shift to the Science of Reading, Edina's work began earlier with the Board-approved 2021 PreK-12 Comprehensive Literacy Plan, aligned to the district's Strategic Plan. This proactive foundation positioned Edina to move beyond compliance and establish a system focused on professional excellence, rigorous assessment, and targeted intervention.

Edina is currently in a high-intensity implementation phase, managing overlapping priorities including READ Act professional learning, rollout of Benchmark Advance, and expansion of Capti ReadBasix diagnostics. This work is defined by systemic application of learning into instruction, strategic alignment of resources, and a strong, ongoing partnership between educators, leadership, and the community.

This collective commitment is producing measurable results as demonstrated in the Edina Data Metrics Plan. Edina is one of a few Minnesota districts to demonstrate consistent reading gains on the MCA over the past four years and continues to lead Minnetonka and Wayzata school districts in overall performance.

**Recommendation:** Discuss the READ Act Update.

**Desired Outcomes for the Board:** Review the report, have questions prepared, and provide feedback on the key information presented.

**Attachments:**

[2023-2025 Data Metrics Plan Board Update](#)

[2025-2027 Data Metrics Plan Board Update](#)

# Executive Summary

## Overview of Progress

- **Curriculum:** Following a multi-year, educator-led evaluation process, Benchmark Advance was unanimously selected for K–5 core instruction. The 2024–25 school year served as an installation phase with Literacy Leadership Team members, leading to full implementation in 2025–26. Secondary levels have similarly adopted evidence-based resources, including StudySync (6th-8th) and Into Literature (9th-10th). **All curriculum resources meet MN READ Act requirements in this area.**
- **Assessment:** Edina Public Schools utilizes a comprehensive assessment system, including FASTBridge Universal Literacy Screeners (K–9) and the expansion of FASTBridge and Capti ReadBasix diagnostics (4th–12th) to identify student needs and monitor progress. This data-driven approach allows for precise identification of students requiring additional support. **The Edina Comprehensive Assessment System currently meets all READ Act requirements in this area.**
- **Professional Development (PD):** READ Act requirements for PD are broken down into three parts: Phase 1, Phase 2, and Paraprofessional/Support Staff professional development. Edina is on track to have 100% of required Phase 1 staff and paraprofessional/support staff complete this intensive training by July 2026, and or in a two year window of time as new staff starting after the 2024-2025 school year. Edina is also on track to begin Phase 2 training this spring for completion by July 2027. A significant investment has been made in the Science of Reading professional learning and **Edina currently meets all READ Act requirements in this area.**
- **Intervention:** Alignment between the district priority areas in the Comprehensive Literacy Plan and READ Act requirements ensures that Tier 2 and Tier 3 interventions are evidence-based. The 2025-2026 school year has brought an increased focus on resource to skill-gap matches and fidelity of implementation in intervention with the use of Capti in grades 4-12. **Edina currently meets all READ Act requirements in this area.**

## Top Four Systemwide Celebrations

- **Consistent Academic Excellence:** When comparing Reading MCA data over the last four years with Minnetonka and Wayzata, Edina is the only district demonstrating steady reading gains, increasing MCA proficiency by 2.94% over this time period (2025-2027 Data Metrics Plan Board Update, Appendix G, page 88).
- **Proactive Systemic Alignment:** Because Edina’s Comprehensive Literacy Plan (2021) predated the READ Act (2023), the district had foundational

structures in place that allowed for a seamless transition to meeting state requirements.

- **Collaborative Educator Leadership:** The unanimous recommendation of new curriculum materials by the Literacy Leadership Team reflects a high level of staff input and a shared commitment to evidence-based practices.
- **Strong Community Support:** The strategic implementation of the READ Act has been bolstered by significant financial and collaborative support from the Edina community through the organized efforts of the Edina Education Fund. This partnership has been instrumental in providing the resources necessary for high-intensity professional learning and the support structures to ensure strong application in instruction.

### **Top Four Systemwide Challenges**

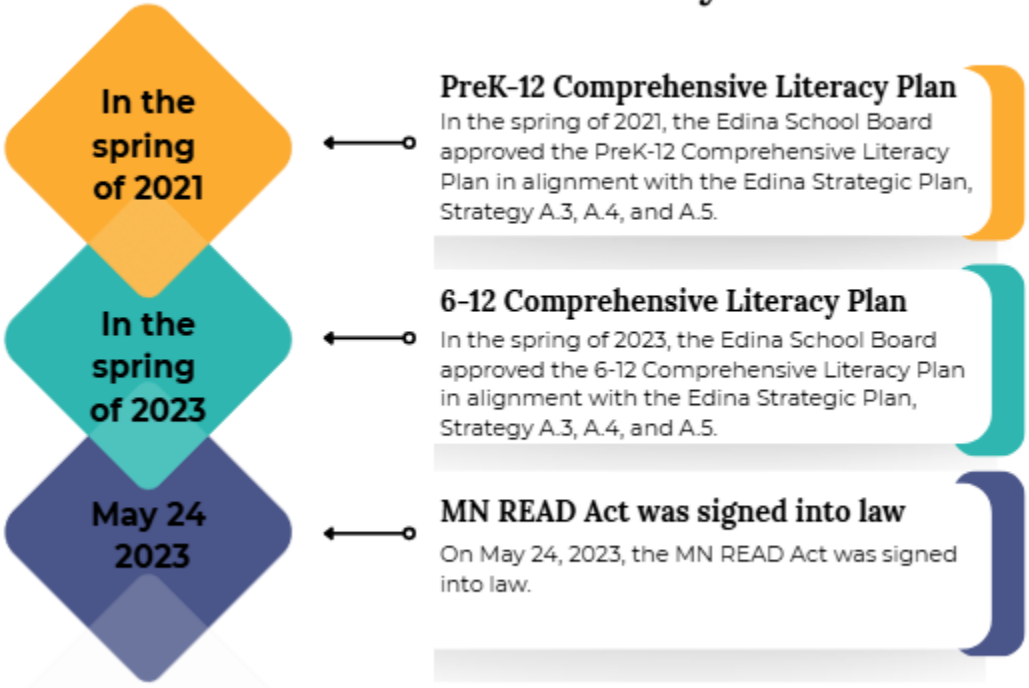
- **High-Intensity Implementation:** Managing the simultaneous rollout of intensive professional development, new core curriculum, expanded diagnostic assessments, and new intervention systems requires significant coordination and staff capacity.
- **Accelerating Growth for Students Below Grade Level:** While overall proficiency is high, current "aggressive growth" rates for students starting below benchmark are not yet sufficient to close persistent achievement gaps (2023-2025 Data Metrics Plan Board Update, Executive Summary, page 4).
- **Sustaining Consistent Practice:** Ensuring the Science of Reading is embedded across all tiers of instruction and roles, including specialists and paraprofessionals, is essential for long-term, high-quality implementation and student success.
- **Funding:** Sustaining the level of investment required to fully implement and maintain READ Act expectations presents an ongoing challenge. While community partnerships, including support from the Edina Education Fund, have been critical, many of these resources are not permanent. Long-term financial planning will be necessary to ensure continued funding for professional development, assessment tools, and intervention supports without compromising other district priorities

# Overview

Edina Public Schools began targeted, systemwide work on literacy improvement prior to the passage of the Minnesota READ Act. In spring 2021, the Edina School Board approved a [PreK-5 Comprehensive Literacy Plan](#) (CLP), followed by the approval of a [6-12 CLP](#) in spring 2023. Both plans are aligned to Strategic Plan priorities (A.3, A.4, A.5). These plans established a cohesive framework focused on academic excellence, multi-tiered systems of support, assessment and data use, professional learning, collaborative leadership, and community partnership.

When the Minnesota READ Act was signed into law on May 24, 2023, Edina already had foundational structures in place that closely aligned with the Read Act’s core components of curriculum, assessment, professional development, and intervention. This alignment demonstrates that Edina’s literacy work was not only proactive, but also well-positioned to meet and advance the requirements of the READ Act.

## Edina Literacy Plan



**Edina PreK-12 Comprehensive Literacy Plan 6 Priority Goal Areas:**

- Academic Excellence: *Standards and Curriculum*
- Multi-Tiered Systems of Support: *Tier 1, Tier 2, and Tier 3 layers of support for students who do not demonstrate mastery of learning standards*
- Purposeful Assessment & Data Systems: *Universal Screening, Diagnostic Assessments, and Progress Monitoring*
- Professional Excellence: *Professional Development in ALL areas of Literacy*
- Collaborative Leadership: *Literacy Leadership Teams with teacher and administrative representation*
- Community Partnerships: *Increase and Improve Upon Communication Pathways with Caregivers and partner with the Edina community to ensure outcomes of excellence for each and every*

**MN READ Act 4 priority areas:**

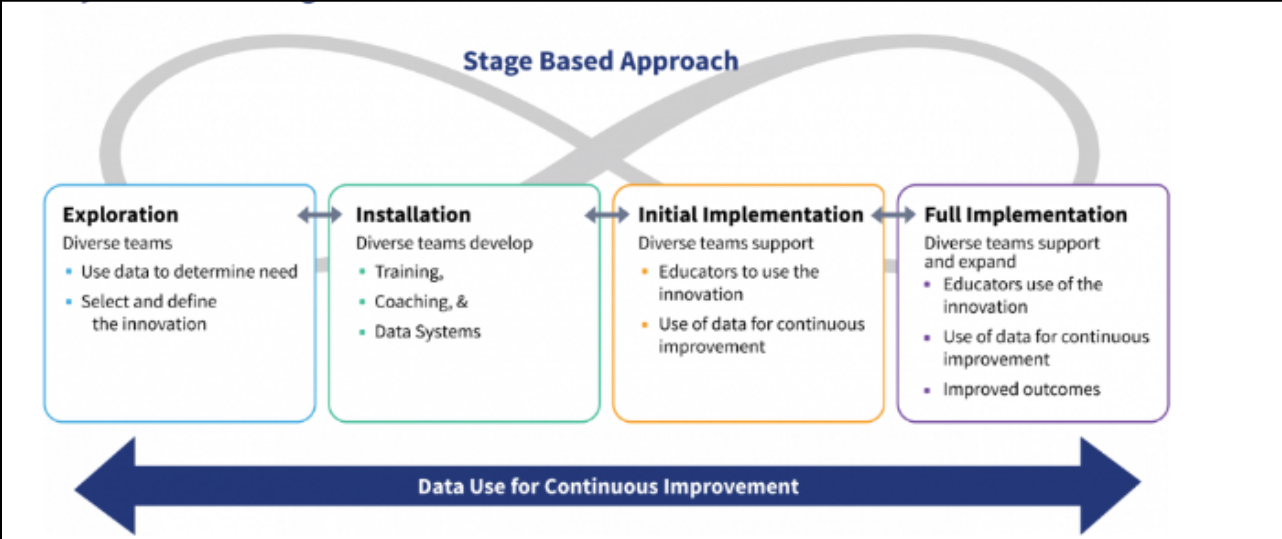
- Curriculum
- Assessment
- Professional Development
- Intervention

This table demonstrates the alignment of the Edina PreK-12 CLP and the MN Read Act.

Topic	Edina PreK-12 CLP Priority Area	MN Read Act Requirement
What standards do we want students to learn and how do we want them to learn them (alignment of evidence-based instructional strategies)?	Academic Excellence	
What materials will we use to teach the standards?	Academic Excellence	Curriculum
How will we know if they learned the standards?	Purposeful Assessment & Data Systems	Assessment
How will we respond if they have not learned the standards?	Multi-Tier Systems of Support	Intervention

What will we do to support teachers' learning on implementation of curriculum resources in alignment with evidence based instructional practices?	Professional Excellence	Professional Development
What frameworks will we create to ensure strong implementation of new resources and new learning?	Collaborative Leadership	
How will we partner with stakeholders in Edina for the greatest success?	Community Partnerships	

Teaching and Learning uses a **Stage Based Approach called Implementation Science**. In this approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage but the goal is to always move through the steps in each stage in collaboration with the Edina School Board, Administrators and Staff, as well as involve community stakeholders and families when possible.



# **READ Act Requirement: Curriculum**

## **READ Act State Requirements and Guidance**

Minnesota statute requires that school districts utilize evidence-based curriculum materials designed to ensure student mastery in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In addition, any literacy curriculum or materials purchased after July 1, 2023, must meet the state's definition of evidence-based instruction as outlined in Minnesota law.

The Minnesota Department of Education (MDE) has developed a rubric to support districts in evaluating and categorizing instructional resources based on their alignment with evidence-based structured literacy practices. This rubric provides clear guidance for determining whether programs meet statutory requirements and reflect the science of reading. As a district, we have used this guidance to ensure alignment, compliance, and instructional coherence across grade levels.

## **Edina Elementary Curriculum Decisions: Alignment and Excellence**

### **Where We Began: Exploration Through Research, Voice, and Readiness (2021–July 2025)**

Edina's elementary literacy redesign began in 2021 with the approval of the PreK–5 Comprehensive Literacy Plan well before the passage of the READ Act. From the outset, the district prioritized responsiveness and professional expertise, centering educators as leaders of the work.

A representative Literacy Leadership Team (LLT) including teachers from every elementary site, grade level, Special Education, Multilingual Learning, and Talent Development site led a multi-year process to analyze student data, study the science of reading, and learn new 2020 Minnesota ELA standards. Using the Reading League Curriculum Evaluation Tool (aligned to MDE and READ Act criteria), the LLT evaluated curriculum for strong alignment to evidence-based practices and new standards.

In addition, the district expanded input beyond the LLT, providing all elementary educators with an opportunity to review the top curriculum choices of the LLT in the spring of 2024. *Benchmark Advance* emerged as the clear staff preference during this process. After careful review of staff feedback from this process and getting final questions answered during curriculum vendor presentations, the final LLT recommendation of *Benchmark Advance* was unanimous.

The 2024–25 school year was intentionally designed as an Installation and Initial Implementation year in which LLT members were the only staff to implement

*Benchmark Advance*. This allowed LLT members to build expertise, test materials in practice, and provide real-time feedback to strengthen full implementation in 2025-26.

Intentional planning ensured alignment for choice programs (CP and immersion), to maintain rigor and coherence across models. While Spanish Dual Language uses parallel content in *Benchmark Adelante*, district staff is working closely with administrators and teachers at Normandale French Immersion to dedicate resources and time to ensure the French student experience remains rigorous and purposeful.

Initial Implementation Action Steps in Spring 2025:

- **Learning From LLT Experiences:** LLT members, through first hand experience in Initial implementation, provided input on Full Implementation during the 2024-2025 school year. Professional development was designed for 2025-26 to support the Full Implementation based on this feedback.
- **Professional Development:** To ensure the "significant lift" of this transition was supported, the curriculum purchase included seven days of professional development for staff to maintain the integrity of the instructional rollout.
- **Readiness for Full Implementation:** Professional Development for all staff began, in collaboration with building administration and literacy coaches through staff meetings, professional learning community meetings, and district professional development days.

On March 3rd the Edina School Board [approved the recommendation](#) for elementary to fully implement *Benchmark Advance* as the Tier 1 curriculum during the 2025-2026 school year to replace Collaborative Classroom.

### **Where We Are Now: Full Implementation and Improved Outcomes (2025-2026)**

Our path forward is focused on moving from Initial Implementation to Full Implementation, where all staff are using the new materials as their core resource of high-quality, evidence based instruction.

- **Core Curriculum Launch:** Began using *Benchmark Advance* as the primary Tier 1 curriculum across all literacy blocks in August 2025.
- **Instructional Commitments:** Applied specific "*Benchmark Advance* Commitments" to maintain instructional integrity and consistency district-wide.
- **Comprehensive Professional Support:** Delivered a variety of supports including literacy coaching, change management sessions, and model lessons.

- **Ongoing Collaborative Leadership:** Utilized the Literacy Leadership Team (LLT) to provide real-time feedback and adjustments based on teacher experience.
- **Evidence-Based Monitoring:** Literacy Coaches collected classroom walkthrough data to guide continued implementation plans for the 2026-2027 school year

### **Where We Are Going: Full Implementation and Equitable Outcomes (2026–27 and Beyond)**

Edina’s next phase focuses on moving from strong implementation to sustained impact and improved outcomes for all learners.

Key next steps include continuous improvement:

- Using classroom walkthrough data and educator feedback to refine supports and implementation
- Continuing to leverage the LLT and collaborate with them as a driver of continuous improvement and shared leadership
- Deepening instructional practices to ensure high levels of fidelity and responsiveness to student need
- Continue to gather stakeholder feedback on literacy experiences during the elementary literacy instructional period.

### **Edina Middle School Curriculum Decisions: Alignment and Excellence**

#### **Where We Began: Exploration Through Research, Voice, and Redesign (2021–May 2024)**

Edina’s middle school literacy work began in 2021 as part of the Secondary Comprehensive Literacy Plan, with a clear focus on ensuring equitable access to evidence-based instruction and rigorous core content for all students. From the outset, the district prioritized educator voice and cross-site collaboration to guide decision-making.

A representative Middle School ELA Design Team, including teachers from grades 6–8, Special Education, and Multilingual Learning across both middle school sites, led a multi-year process to analyze student data, study updated research on literacy best practices in secondary, and unpack the 2020 Minnesota ELA Standards alongside the requirements of the READ Act.

Using implementation science, the team evaluated current practices and identified the need for a cohesive Tier 1 instructional resource in Exploration. After two years of research and review of best practices, *StudySync* emerged as the strongest option

for alignment, rigor, and instructional coherence. The Middle School ELA Lead Team unanimously recommended *StudySync* for both Enriched and Standard ELA courses.

On May 13, 2024, the Edina School Board approved [the adoption of StudySync](#) to replace previous teacher created instructional materials.

Full Implementation Action Steps in 2024-2025:

- **Curriculum Use:** All middle school ELA teachers started using *StudySync* as the Tier 1 curriculum.
- **Instructional Commitments:** “*StudySync* Commitments” were used to ensure consistency and integrity of implementation across classrooms and sites.
- **Professional Learning:** Ongoing professional development was designed to support instructional shifts, including training on *StudySync* structures and routines.
- **Job-Embedded Coaching and Collaboration:** Literacy leaders and Professional Learning Communities (PLCs) provide job-embedded support, aligned planning, and continuous feedback.
- **Capacity Building:** Staff participated in ASPIRE professional development to strengthen foundational literacy practices and align instruction to research. This professional development started before phase 2 of the READ Act and will be highlighted further in the professional development section of this report.
- **Building Wide Literacy Efforts:** An academic vocabulary professional development session from ASPIRE learning was designed and implemented to lead building wide academic vocabulary training and implementation efforts with building leadership teams across all content areas (Strategy A.4).
- **Monitoring Implementation:** District and building leaders collected and reviewed evidence of Tier 1 instruction, including classroom observations and student data, to guide ongoing support.

### **Where We Are Now: Full Implementation and Improved Outcomes (2025–2026)**

The focus in the 2025-2026 school year has been on strengthening Full Implementation to ensure consistent, high-quality instruction in every classroom.

- **Sustained Professional Support:** Provided ongoing job-embedded coaching and PLC time aligned to *StudySync* practices.
- **Continuous Instructional Improvement:** Refined classroom practices through collaboration and application of ASPIRE research-based training.
- **Building-Wide Literacy Integration:** Continued building-level academic vocabulary efforts across all content areas with leadership teams.

### **Where We Are Going: Continuous Improvement for Equitable Outcomes (2026–27 and Beyond)**

In 2026–27, the district expects to intentionally evaluate how year 1 and 2 of implementation has gone to ensure *Study Sync* is utilized with fidelity and impact in alignment with the PreK-12 Comprehensive Literacy Plan.

Key next steps include continuous improvement:

- Gathering the original team to assess the current reality of implementation after two years and ensuring a deep understanding of the daily experiences of ELA teachers.
- Collecting input from students and families regarding their experiences in 6th-grade reading and 6-8 ELA to ensure literacy instruction and experiences are meeting the needs of our community.
- Utilizing stakeholder data, direct classroom evidence, and student outcome data to refine implementation. This includes updating our '*StudySync* Commitments' (originally created during the exploration phase) to reflect the evolved literacy experiences in Middle School.
- Monitoring the implementation of Literacy Commitments to ensure they are used as intended across all classrooms and that all building-wide literacy efforts remain aligned to state standards and evidence based practices.
- Enhancing building-wide strategies across all content areas specifically for vocabulary, comprehension, and fluency (Strategy A.4).
- Continuing to leverage instructional coaching and PLC (Professional Learning Community) structures to increase instructional consistency and student impact.

## **Edina High School Curriculum Design: Expanding Access, Rigor, and Choice**

### **Where We Began: Exploration Through Research, Voice, and Redesign (2021–2023)**

Edina High School's literacy redesign began in 2021 as part of the district's broader Comprehensive Literacy Plan, with a focus on strengthening access, engagement, and rigor for all learners. This work, initiated prior to the READ Act, reflects a proactive commitment to continuous improvement at the secondary level.

A representative Secondary Design Team, comprised of EHS ELA teachers and department leadership, led a multi-year process grounded in research, student data analysis, and practitioner expertise. Through this work, the team created a Guiding Change document and identified a critical need to move beyond a "one-size-fits-all" model in grades 9 and 10 to better meet the diverse needs of learners.

The Guiding Change Document led to a significant instructional redesign: the development of two distinct, high-quality course pathways titled "Survey" and

“Roundtable” created to provide differentiated entry points into rigorous, standards-aligned literacy experiences. To support this shift, the district transitioned from primarily teacher-created materials to a more coherent curricular foundation through the adoption of *Into Literature* (Houghton Mifflin Harcourt), alongside dedicated investment in core texts and curriculum development.

Year One recommendations also focused on expanded class offerings, including college-credit opportunities and scaffolded supports and flexible pathways. For example College Reading Readiness expanded from 2 sections to 4 to provide targeted intervention for students in 9th and 10th grade who need extra support to succeed in their core Survey or Roundtable classes. On January 8, 2024 the Edina School Board approved the [instructional redesign and the additional course offerings for 2024-2025](#), as well as the purchase of instructional resources to support implementation, including *Into Literature*.

Year Two recommendations continued to focus on expanded class offerings and connected flexible pathways for learning. On January 6, 2025 the Edina School Board approved the proposed [year two ELA course offerings](#) as well as the purchase of instructional resources to support implementation.

This multi-year exploration phase reflected intentional leadership, strong persistence, and responsiveness, ensuring that course design was both research-based and teacher-informed, while maintaining high expectations for all students aligned with opportunities to ensure strong instructional matches.

Full Implementation Action Steps in 2024-2025:

- **Clear Communication:** Communicated to all stakeholders about the new course offerings and the shift in instructional design.
- **Targeted Professional Development and Curriculum Writing:** Ensured teachers were equipped to deliver the distinct instructional models of Survey and Roundtable with new instructional resources.
- **Building Wide Literacy Efforts:** Designed an academic vocabulary professional development session using ASPIRE content to lead building-wide academic vocabulary training and implementation efforts with building leadership teams across all content areas (Strategy A.4).
- **Instructional Alignment:** Focused on Roundtable courses emphasizing inquiry, discussion, and collaborative meaning-making, while Survey courses provided structured supports for complex text analysis.
- **Data and Feedback Collection:** Collected student data and educator feedback to refine course design, supports, and instructional practices for originally proposed year 2 and year 3 plans.

## **Where We Are Now: Full Implementation and Improved Outcomes (2025–2026)**

Edina High School is currently in the Full Implementation stage with year 1 and year 2, with a focus on aligning instruction, supporting educators, and refining the student experience.

Implementation has been prioritized in the following way:

- **Instructional Redesign Support:** Provided targeted professional development to ensure teachers could effectively deliver the new Survey and Roundtable models.
- **Strategic Instructional Alignment:** Focused Roundtable courses on inquiry and discussion while Survey courses provided structured support for text analysis.
- **Enhanced Intervention:** Continued to adjust College Reading Readiness courses based on Capti Diagnostic data and MTSS teaming collaboration.
- **Student-Informed Design:** Gathered student input to ensure all students have access to strong instructional matches, access to expanded course offerings, and flexible pathways for high levels of engagement, leading to college readiness outcomes in all ELA course offerings.

Teacher input continues to be central and strong Area Lead leadership continues to be integral to high success outcomes. A collective decision to not add the original year 3 plan to new course recommendations for the 26-27 school year was made this fall and instead a shift was recommended to some of the classes to ensure more offerings were provided to meet the non-fiction graduation requirements in alignment with standards. On January 12 2026, the Edina School Board approved these [proposed course adjustments](#).

## **Where We Are Going: Full Implementation, Choice, and Post-Secondary Success (2026–27 and Beyond)**

The next phase of this work focuses on ensuring that redesigned pathways lead to higher levels of engagement in and excitement about Edina High School ELA experiences, as well as equitable access to advanced coursework and strong post-secondary outcomes.

Key next steps include:

- Refining course offerings to ensure alignment with the Portrait of a Well-Rounded Graduate and district literacy goals.
- Monitoring student access and outcomes to ensure equitable participation in rigorous coursework.
- Sustaining high-quality instruction through ongoing professional development and collaboration.

- Using the Guiding Change framework to ensure consistency, relevance, and rigor across all courses.
- Continuing to use student data and educator feedback to refine course design, supports, and instructional practices.

# READ Act Requirement: Assessment

## State Requirements and Guidance

The Minnesota READ Act emphasizes the systematic use of assessment data to monitor student progress and identify students who require additional instructional support. Districts are expected to implement universal screening, additional diagnostics when necessary to screen for markers of dyslexia, ongoing progress monitoring, and data-informed decision-making. The goal is to ensure timely and targeted interventions.

## Where We Began: Building the Foundation (2021–2023)

Edina's assessment work began prior to the READ Act with the approval of the district's PreK-12 Comprehensive Literacy Plan (CLP), with a focus on creating a more coherent, responsive, and actionable system.

During the 2021–2022 school year, a representative Assessment Design Team led a comprehensive review of existing practices. This process surfaced a critical need showing that current assessment systems were not yet providing consistent, timely data to inform instruction across all grade levels.

In response, the team recommended the adoption of FASTBridge as a Universal Screening tool for reading and math (K–8), while maintaining Teaching Strategies Gold (TS Gold) in Early Learning. [This recommendation](#), which was approved by the Edina School Board in July 2022, positioned the district ahead of state requirements, as FASTBridge meets READ Act assessment criteria.

In the 2022–2023 school year the district moved quickly to Full Implementation, while keeping Installation and Initial Implementation action steps at the forefront in order to ensure a strong foundation for a coherent assessment system into the future.

Key actions included:

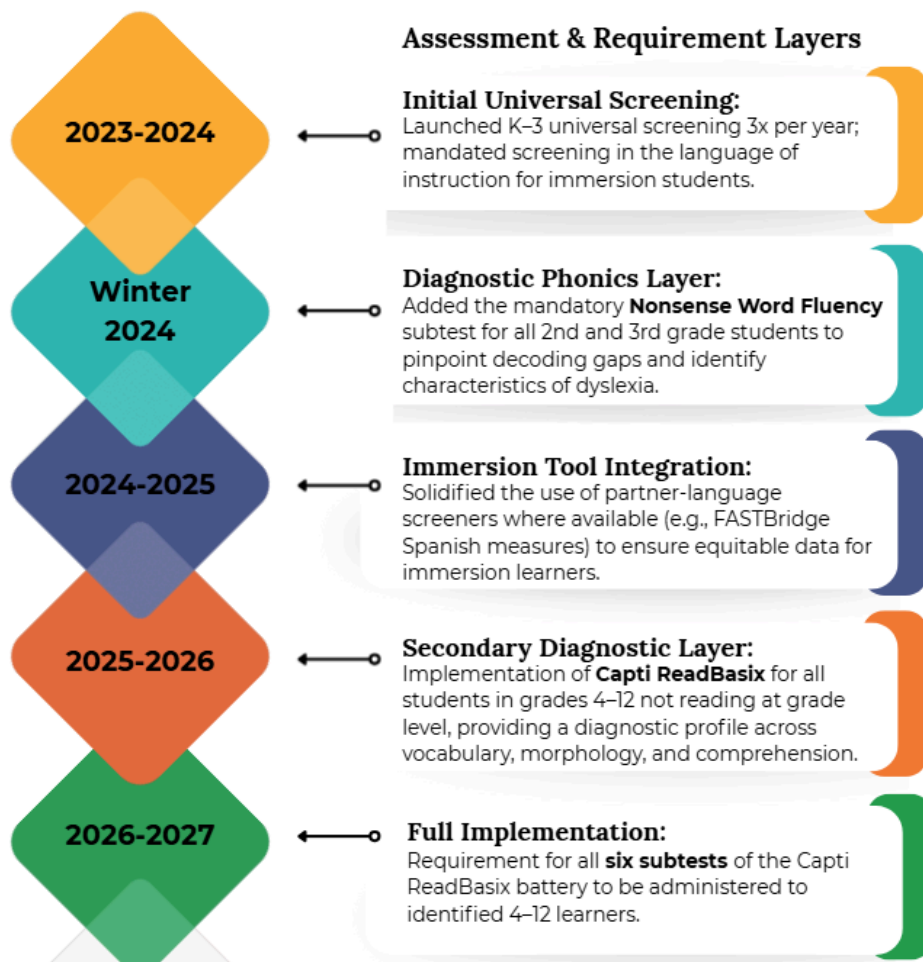
- **Standardized Screening Windows:** Established consistent universal screening windows in the fall, winter, and spring to monitor student growth and instructional impact throughout the year.
- **Connect and Assess Launch:** Introduced "Connect and Assess" days to build student-teacher relationships and gather critical early data on elementary students before the first day of school.
- **Job-Embedded Professional Learning:** Leveraged elementary literacy coaches and secondary literacy leads to provide training on how to effectively administer, interpret, and act on assessment data.

- **Systemic Consistency:** Created building-level systems and supports to ensure assessment practices were implemented uniformly and with high fidelity across all sites.
- **Instructional Shift:** Transitioned assessment practices from compliance-based activities to a critical tool for early identification and instructional response to increase learning outcomes for all students.

## Where We Are Now: Deepening Implementation and Instructional Impact (2024–2026)

With the passage of the READ Act in 2023, Edina was well-positioned with an established universal screening system and strong implementation structures already in place. The MN READ Act has however evolved from a broad screening mandate in 2023 into a more sophisticated, multi-layered diagnostic system. The state has progressively added specific diagnostic requirements to ensure that screening doesn't just identify *who* is struggling, but exactly *why* they are struggling. In addition, immersion program requirements were added,

## Assessment Timeline



After the quick Full Implementation of Universal Screening, Edina has since deepened implementation to not only align with READ Act requirements but to ensure that assessment directly supports educators, while strengthening instruction, and outcomes for students in alignment with the Edina 2020-2030 Strategic Plan A.3 and the Multi-Tiered Systems of Support and Purposeful Assessment and Data Systems Priority Areas in the Edina PreK-12 Comprehensive Literacy Plan.

Action steps have focused on building a valid, reliable and coherent system that meets the needs each unique learner:

- **Expanded Screening System:** FASTBridge reading is now used across grades K–9 three times a year, exceeding READ Act requirements and allowing for identification of both early and late-emerging reading needs, as well as monitoring the growth of all learners.
- **Strengthening Early Learning Assessment Practices:** In response to identified inconsistencies in Teaching Strategies Gold (TS Gold) data collection, the district prioritized targeted professional development for PreK staff in 2025-2026. An Early Learning assessment coach with expertise in TS Gold was hired to provide job-embedded support, ensuring more consistent administration and improving the reliability and validity of student data used to inform instruction
- **Balanced Assessment Approach:** FASTBridge (2-3) and Capti (grades 4–12) diagnostic assessments have both been to the assessment system. They each provide deeper insight into student skill development which allows for targeted instructional responses and stronger at home family partnerships.
- **Data-Driven Instruction:** Mutli-Tiered Systems of Support (MN-MTSS) Collaboratively Linked Teams meet regularly to analyze data, identify student needs, and plan Tier 1, Tier 2, and Tier 3 instructional responses.
- **Integrated Systems:** Assessment data is now directly connected to the implementation of new literacy curricula (e.g., Benchmark Advance, StudySync), strengthening instructional alignment.
- **Instructional Language Alignment:** Continually collaborating on screening students in the language of foundational reading instruction using MDE-approved resources, while also giving English screening so that students are meeting grade-level benchmarks in both languages.

Recognizing the significant shift in practice, the district has prioritized ongoing support and responsiveness through:

- **Job-Embedded Support:** Utilized coaching, professional learning communities, and district PD focused on data use and instructional response.

- **Continuous Feedback Loops:** Engaged educators and families in feedback cycles to refine assessment practices, including improvements to Connect and Assess days.
- **Collaborative Leadership:** Maintained ongoing leadership collaboration specifically through district level MTSS meetings, as well as providing support with building level implementation.

Through intentional planning and continuous improvement of Full Implementation, the district has responded to several key challenges:

- **System Demands:** Managed the significant time and organizational requirements of universal screening and data analysis.
- **Protocol Standardization:** Developed clear protocols and consistent expectations across all school buildings.
- **Data-Driven Instruction:** Provided targeted support to help educators give assessments in reliable and consistent methods and use assessment data effectively to drive classroom instruction.
- **Regulatory Compliance:** Ensured all evolving READ Act requirements are met with high fidelity.

These adjustments reflect a collective commitment to responsiveness, continuous improvement, and strong collaboration across all levels of the system.

### **Where We Are Going: Sustained Impact and Equitable Outcomes (2026–27 and Beyond)**

Edina’s next phase focuses on transitioning from strong system implementation to sustained impact for every learner. While current data confirms Edina remains a high-performing district, it also reveals a persistent gap between academic excellence and equitable outcomes. Spring 2025 FASTBridge data and Data Metrics reporting shows that while 79% of students in grades 2–9 are proficient in literacy, proficiency rates for Black or African American students (52%) and Hispanic/Latino students (58%) reflect gaps of 27 and 21 percentage points, respectively. These disparities persist across every grade level, underscoring an urgent need to strengthen Tier 1 culturally responsive teaching and improve the fidelity and urgency of intervention instruction in Tier 2 and Tier 3 based on skill gaps displayed in diagnostic outcomes.

Key priorities include:

- Utilize the cohesive PreK-12 assessment system to ensure achievement gap data consistently informs instructional shifts in every classroom.
- Articulate and implement the right supports that empower building leaders and teachers to respond to real-time data with agility.

- Provide continued whole group professional development on Culturally Responsive School Systems, while shifting to job-embedded support that translates into actionable outcomes for each and every.
- Continue refining diagnostic assessment, progress monitoring, and reporting systems to ensure students in Tier 2 and Tier 3 receive the precise instructional matches required for accelerated learning.
- Strengthen the direct link between assessment and action, ensuring every data point leads to targeted, effective teaching and intervention

# **READ Act Requirement: Professional Development (PD)**

## **State Requirements and Guidance**

The Minnesota READ Act, enacted in 2023, requires all school districts to provide professional development in evidence-based reading instruction aligned to the Science of Reading. Guidance from the Minnesota Department of Education (MDE) outlines a phased implementation approach to ensure that all educators who are involved in teaching reading develop the knowledge and skills necessary to deliver structured, systematic literacy instruction for all students. While this legislation establishes a statewide expectation, Edina Public Schools entered this work with a strong foundation in place.

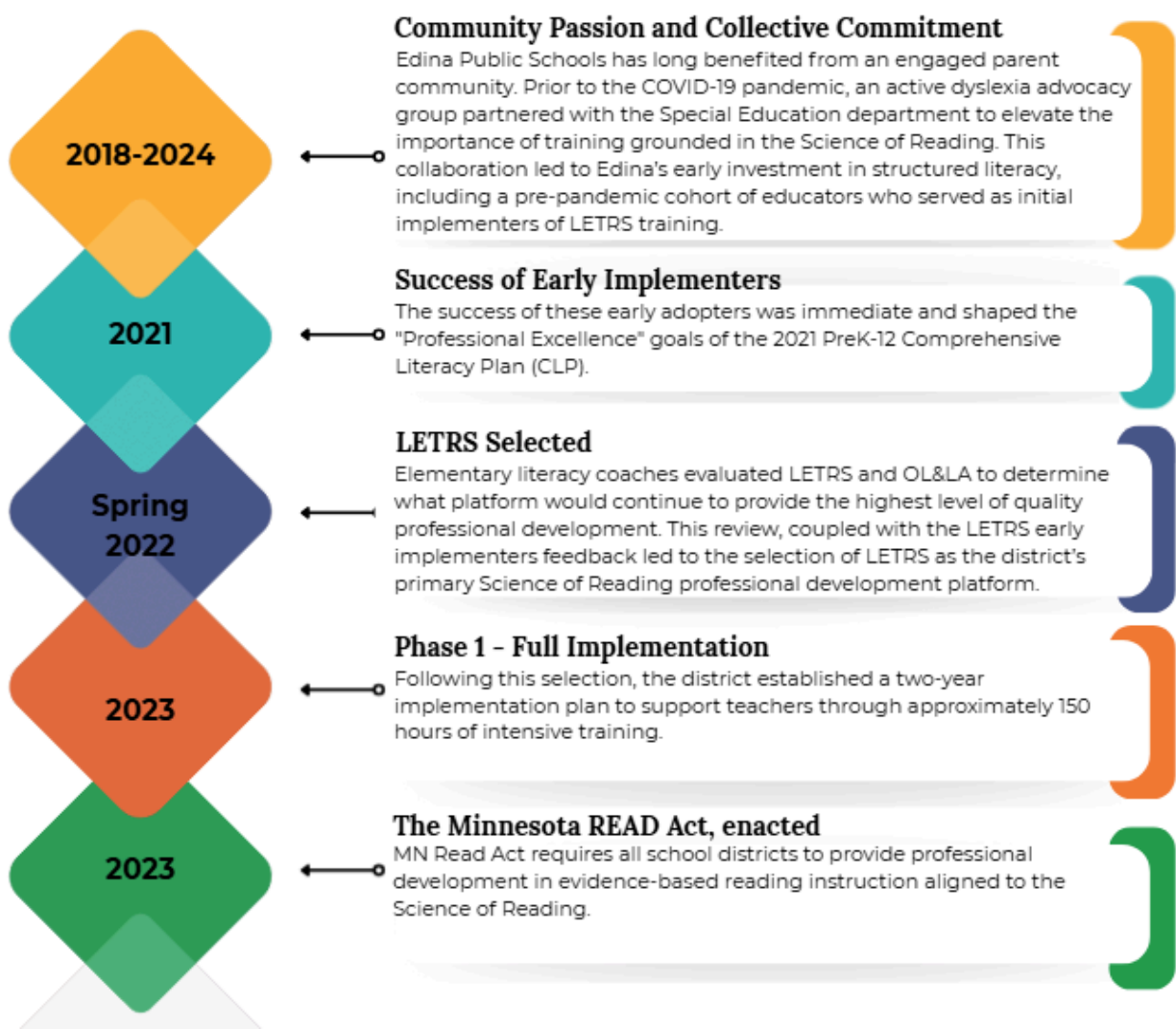
## **Where We Began: Community Passion and Collective Commitment (2018–2024)**

Edina Public Schools has long benefited from an engaged parent community. Prior to the COVID-19 pandemic, an active dyslexia advocacy group partnered with the Special Education department to elevate the importance of training grounded in the Science of Reading. This collaboration led to Edina's early investment in structured literacy, including a pre-pandemic cohort of educators who served as initial implementers of LETRS training.

The success of these early adopters was immediate and shaped the "Professional Excellence" goals of the 2021 PreK-12 Comprehensive Literacy Plan (CLP). In the 2021-2022 school year, three elementary literacy coaches evaluated multiple pathways (LETRS and OL&LA/CORE) for continued Science of Reading Professional Development that ensured the highest level of quality and classroom applicability. This rigorous process led to the selection of LETRS as the district's primary Science of Reading professional development platform in Spring 2022.

Following this selection, the district established a two-year implementation plan to support teachers through approximately 150 hours of intensive training. Full Implementation for all Phase 1 Educators began in 2023. This effort was further solidified on November 4, 2024, when the Edina School Board approved a [READ Act Professional Development MOU](#), outlining the three pathways of support for staff already in place for Edina educators: compensation, choice, and time. This work has been bolstered by a longstanding partnership with the Edina Education Fund. Without the consistent and dedicated support of the Ed Fund, and thus the Edina community, the quality of professional development would not be as excellent. This dedicated support has ensured that important critical learning for staff translates into direct and powerful outcomes for students.

## Read Act Professional Development Timeline in Edina



Action Steps to Meet Phase 1 Requirements (*Phase 1 includes: PreK-3 Classroom, K-12 Special Education, EL, Reading Interventionists, and Curriculum Directors*):

- **Intensive Foundational Training:** Implemented LETRS as the primary platform for over 300 Phase 1 educators, providing deep knowledge in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Early Success Milestones:** Celebrated the 2023 completion of all eight LETRS units by the inaugural cohort of 22 teachers, who then served as mentors and models for subsequent participants.
- **Critical Partnerships:** Leveraged the expertise of the Edina Education Fund to secure the funding and community buy-in necessary to sustain the highest-level of professional learning excellence over multiple years.
- **Built Internal Capacity:** Established a sustainable model for professional excellence by developing three certified internal LETRS Facilitators. This

internal expertise provides the district with unmatched flexibility in managing cohorts and allows for the expansion of Structured Literacy training beyond those mandated by the READ Act.

- **Robust Tracking and Oversight System:** Developed a sophisticated tracking infrastructure to manage the high-stakes requirements of the READ Act. This system allows the district to monitor the real-time progress of every staff member, providing personalized deadline reminders and support, ensuring no educator falls behind. Additional staff resources through time card and stipend pay were allocated to an Elementary Literacy Coach, an Early Learning Teacher, and a Teaching and Learning Department specialists with the Director of Teaching and Learning responsible for complete project oversight.
- **Strategic Immersion Alignment:** Tailored professional development to meet the unique linguistic needs of Edina's dual-language programs. All French Immersion educators completed LETRS training to align with the district's foundational core. For K-2 Spanish Immersion, the district selected the CORE (OL&LA) platform, while 3rd Grade Spanish Immersion teachers are completing LETRS.
- **Continued Implementation:** Maintained a strict trajectory toward the July 1, 2025, statutory deadline, utilizing a support and application model that ensures all required staff meet the state-mandated 80% mastery threshold, and connect learning to new curriculum resources for instructional transfer.
- **Intermediate Extension:** Enrolled over 50 4-5 and 6-12 Reading and ELA teachers in the ASPIRE platform, a 28-course extension of LETRS designed to bridge deep theory into daily classroom application. Required staff to complete the 5 pre-requisite courses, with the option to do additional courses. The training was paused after pre-requisite completion, in order to ensure alignment with future READ Act requirements. While paused, this training successfully prompted building-wide academic vocabulary initiatives across all content areas at all secondary sites.
- **Coaching and Modeling:** Deployed elementary literacy coaches to provide 1:1 support, classroom observations, and data-driven feedback, ensuring professional learning results in "aggressive growth" for students. Deployed secondary literacy leads to provide structural support for collaborative implementation of ASPIRE PD and secondary intervention to ensure "aggressive growth" for students.

#### Teacher Testimony:

*"In 33 years this has been the best reading training I have received."*

*"LETRS training created common, research-based tools, strategies, and language to effectively teach literacy across all tiers of instruction. Because students are using the same strategies, with every teacher, across all grades, they are more efficient in applying the strategy to new material and feel confident that they know what to do when they get stuck."*

## Where We Are Now: Continued Partnerships, Adherence to Requirements, and Committed Classroom Application (2024-Now)

Edina is currently in a high-intensity implementation phase. This is directly related to the overlap of multiple requirements being implemented in different stages with the same amount of resource. It is also related to the collective commitment to ensure the transition from foundational learning to systemic application in instruction through strong support and clear expectations for educators.

- Phase 1 Completion Trajectory:** Continuing to leverage detailed tracking systems and aligned supports to ensure all Phase 1 educators (K-5, Special Education, EL, and Reading Interventionists) are positioned to complete their training by July 2026, unless a new to Edina teacher who is positioned to complete their training 2 years after their start day.

The following chart provides an updated progress check on Phase 1 Completion:

	Completed	In Process
LETRS with a Principal Primer	16	0
LETRS for Administrators	3	7
LETRS for Early Childhood	33	7
LETRS	216	98
<b>TOTALS</b>	<b>268</b>	<b>112</b>

- New Teacher Induction Systems:** A system for educators entering the district after the 23-24 school year has been established. New staff who have not previously completed state-approved training are enrolled upon hire and provided the same two-year completion window as the initial cohort, maintaining long-term sustainability.
- Curriculum and PD Alignment:** In year 1 of Full Implementation of *Benchmark Advance*, there is intentional alignment with ongoing Science of Reading professional learning. This ensures that "what" is being taught in the classroom is perfectly aligned with the "how" learned during training.
- Support Staff Training (Paraprofessionals):** A comprehensive training session was conducted on April 10, 2026, for all Special Education paraprofessionals and many General Education paraprofessionals. This session was led by five Edina-trained facilitators (3 General Ed, 2 Special Ed) who completed a rigorous 2 day "Train the Trainer" program to ensure high-quality local delivery.

This 6 hour session will be followed by a 2 hour session before the end of the school year. The 8 hour training will be repeated for all new paraprofessionals engaged in literacy instruction going forward.

- **Phase 2 Planning and Selection:** The selection of *STRIVE* as the primary professional development platform for Phase 2 educators (Grades 6-12 ELA, Reading, and Administrators) has been finalized. This decision followed a collaborative review process where staff evaluated MDE-approved options for rigor and alignment with secondary standards. An initial communication was sent to Phase 2 educators on Wednesday, March 11th indicating that additional details would be provided mid April. Additional details will provide expectations of learning and application, as well as support structures to ensure completion of *STRIVE* learning by July 2027.
- **Embedded Coaching and Accountability:** The importance of the established and robust tracking systems and principal partnerships, with literacy coaches and district office staff cannot be underestimated. The structures built on clarity, collaboration, and accountability ensures the depth of any READ Act professional development supports participating staff and translates into measurable instructional shifts in the classroom.
- **Critical Partnerships:** The expertise of the Edina Education Fund continues to be leveraged to secure the funding and community support necessary to sustain high-level professional learning over multiple years. This partnership is instrumental in continued implementation.
- **Resource Allocation:** Additional staff resources continued to be allocated through time card and stipend pay to an Elementary Literacy Coach, an Early Learning Teacher, and a Teaching and Learning Department specialists. An additional stipend has been provided to an additional elementary literacy coach to partner with secondary literacy leads in Phase 2 implementation. The Director of Teaching and Learning remains responsible for complete project oversight of READ Act PD requirements.

### **Where Are We Going: Sustaining Excellence (2026-2027 and Beyond)**

As Edina Public Schools move beyond the initial compliance phases of the MN READ Act, the focus shifts to ensuring that high-level professional learning becomes an embedded, permanent feature of the district's instructional culture. The goal is to move from "learning the science" to "mastering the application" for the benefit of each and every Edina student.

Key priorities include:

- Maintaining sustainable induction systems to implement the robust "New to Edina" training pipeline established during Phase 1. This ensures that any educator joining the district after 2024 is immediately enrolled in state-approved professional development,

- Providing strategic support for the comprehensive rollout of the STRIVE platform for required Phase 2 educators.
- Ensuring that all Science of Reading (SoR) learning is directly applied to the district's primary resources. This includes the intentional alignment of SoR principles with:
  - Curriculum: Maximizing the impact of *Benchmark Advance* (K-5) and *StudySync* (6-9).
  - Assessment: Using FASTBridge and Capti ReadBasix data to make precise instructional adjustments aligned with the Science of Reading.
  - Intervention: Ensuring Tier 2 and Tier 3 resources align with the Science of Reading and are implemented with high levels of fidelity matching Science of Reading training.
- Maintaining the focus from professional development completion to instructional impact.
- Leveraging the district's internal Science of Reading Facilitators, as well as expert staff leads, to provide ongoing "booster" sessions and specialized training for non-mandated staff. This internal capacity ensures that Edina remains a self-sustaining learning organization capable of adapting to future literacy research without relying solely on outside vendors.

# READ Act Requirements: Intervention

## State Requirements and Guidance

The Minnesota READ Act requires that all students not reading at grade level, including multilingual learners and students receiving special education services, receive evidence-based interventions aligned to the Science of Reading. These interventions must be targeted to each student's specific skill needs (e.g., phonics, fluency, vocabulary) as identified through Minnesota Department of Education (MDE)-approved screening and diagnostic tools and be delivered by educators who have completed approved training in the Science of Reading.

Subsequent legislative updates in 2024 expanded the scope of these requirements from 2023 which were to use state approved interventions models released in November 2025, as well as to add intervention requirements to students in 4-12 grade no meeting reading proficiency. These requirements establish a consistent, system-wide expectation that all students receive timely, targeted, and research-based literacy support.

## Where We Began: Establishing an Multi-Tier Systems of Support (MTSS) Framework (2021–2024)

Edina's PreK–12 Comprehensive Literacy Plan (CLP), aligned with Strategy A.3 of the Edina Strategic Plan, proactively addresses READ Act Intervention requirements in the MTSS Priority Area. These MTSS priorities established the need for a clear, standardized framework for Tier 2 and Tier 3 support, ensuring a systematic and equitable approach to intervention prior to state mandates. A specific action step for K-5 was noted as, "establish a clear structure for identification of Tier 2 and Tier 3 learning opportunities for students needing additional support and students needing extended learning, talent development pathways, targeted programs, and progress monitoring processes." A specific action step for 6-12 was noted as, "Implement the intervention structure for students in need of Tier Two and Three supports "in addition to" core instruction."

Initial Action Steps following PreK-12 CLP approvals included:

- **Cohesive Team Structures:** Established District and Site-Level MTSS teams to create a common language, non-negotiables for Tier 1 instruction, and standardized "KidTalk" protocols for collaborative problem-solving.
- **Data-Based Entry Criteria:** Defined clear entrance and exit criteria for supplemental (Tier 2) and intensive (Tier 3) interventions based on FASTBridge screening results and diagnostic deep-dives.

- **Progress Monitoring Implementation:** Established a rigorous system for students performing below literacy grade-level standards by leveraging FASTBridge. This was not merely a technical rollout but a shift in practice, supported by targeted professional development to ensure staff understood how to use frequent, short assessments to track student response to instruction.
- **Classroom-Level Intervention Support:** Prioritized the successful administration of FASTbridge interventions within the classroom setting by providing direct, side-by-side support for teachers. Literacy coaches and administrators worked collaboratively with staff to move beyond screening into the response phase, helping teachers select the correct intervention protocols, organize small-group instruction, and ensure that the intervention being delivered matched the specific skill deficit identified in the data.
- **Secondary Intervention Resources:** Engaged in Exploration to conduct initial resource reviews at both the elementary and secondary to establish a current reality of resources being used in intervention, researched resources in alignment with Science of Reading learning. Movement to Installation and Initial Implementation were paused to ensure alignment with the state-approved intervention list projected to be released in November of 2025.

## **Where We Are Now: Strategic Alignment and Continuous Improvement (2024–2026)**

Edina is currently in a critical implementation phase, marked by an urgent need to accelerate growth for students not yet meeting grade-level expectations. Ongoing analysis of universal screening and progress monitoring data shows persistent gaps across student groups, as well as a pattern of insufficient accelerated growth for students performing below grade level. This trend, identified as a priority in fall Data Metrics reporting, calls for a more precise and responsive approach to both core instruction and intervention.

- **MnMTSS Foundation:** Through collaboration implementation a two-year MDE MTSS grant (2024-2025 & 2025-2026) is being leveraged to build a proactive framework that ensures positive academic and behavioral outcomes for every student.
- **Strengthened Tier 1 and Tier 2 Alignment:** Intensifying efforts to ensure core instruction and intervention systems work cohesively to produce accelerated, grade-level outcomes for all students.
- **Data-Driven Precision and Accountability:** Leveraging diagnostic data to more tightly align interventions to student needs, while increasing accountability for measurable student growth.
- **Targeted Paraprofessional Development:** Supporting the role of trained special education and general education paraprofessionals to deliver

interventions under the guidance of licensed teachers, reinforcing Science of Reading practices across all support settings.

- **Secondary Diagnostic Implementation:** Implementing the Capti ReadBasix diagnostic for students in grades 4–12 reading below grade level and creating response systems to ensure strong instructional matches with skill deficits and instructional resources.

## **Where We Are Going: System Coherence and Measurable Impact (2025 and Beyond)**

Edina is entering the next phase of implementation with a clear focus on coherence, consistency, and results. Building on strengthened systems and increased precision, the district's priority is to ensure that all components of literacy instruction and intervention work together to produce measurable, accelerated growth for every student. This includes a sustained commitment to eliminating persistent gaps in achievement and ensuring equitable outcomes across all student groups.

Key priorities include:

- Pursuing a second round of MTSS grant funding to deepen implementation, with a targeted focus on addressing inequitable outcomes in Tier 1 instruction and Tier 2 intervention across PreK–12.
- Transitioning to and implementing fully MDE-approved intervention programs, ensuring consistency, fidelity, and alignment with READ Act requirements across all sites.
- Advancing a tightly articulated intervention model with clear expectations for accelerated growth at each tier.
- Continuing to strengthen core instruction as the foundation of the system, ensuring that high-quality, evidence-based practices reduce the number of students requiring intervention over time.
- Building staff capacity across roles, including teachers, specialists, and paraprofessionals, to ensure consistent, high-quality implementation of structured literacy and intervention practices.
- Ensuring alignment across curriculum, assessment, professional development, and intervention systems, with ongoing monitoring to evaluate impact and inform continuous improvement.

## **Conclusion: Leading the Way in Literacy Excellence**

Edina Public Schools' early and unwavering commitment to the Science of Reading has positioned the district as a state leader in literacy outcomes. While statewide trends have shown significant challenges in reading proficiency over the last five years, Edina has remained a notable outlier, achieving consistent reading gains on the Minnesota Comprehensive Assessments (MCAs) since 2022.

As of the 2025 MCA results, Edina not only continues to exceed the state proficiency average but is also a leader of surrounding high-performing districts in overall reading growth and proficiency. This success is the direct result of the strategic alignment between our Comprehensive Literacy Plan, intensive professional development, and a precise MTSS framework. By fostering a culture of continuous improvement and high expectations while providing educators with the tools and support they need, Edina Public Schools is ensuring that each and every student is on a trajectory toward lifelong literacy and academic success.

