



Eden Prairie School District 272

Ends Policy Monitoring Report

Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 2024

Evidence: August 2025

Operational Interpretation

- 1a. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists.
- 1b. *Each* also indicates that achievement disparities measured by 4-year and 7-year graduation rates will not be predictable between racial groups and taking into consideration appropriate programming within service student groups to meet specific transitional needs.
- 2a. I interpret a graduate to be a student who has met all of the requirements within District Policy 613.
- 2b. I interpret *academically prepared to progress to multiple opportunities after high school* as the successful completion of coursework built on authentic, rigorous, and personalized learning experiences where students discover, explore, and pursue pathways through the Inspired Journey program. (Note: District Policy 613 far exceeds the Minnesota Department of Education high school graduation requirements.)

Justification

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on each learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations and these expectations are not impacted by racial, socio-economic, or service groups defined by the Minnesota Department of Education.

This policy calls for students to graduate and be academically prepared to progress to multiple opportunities after high school. Though these concepts are related, they are different from each other. Consequently, they are addressed separately below.

All Eden Prairie High School students are included in the measurement plan of both parts of this policy. Due to the unique environment of Eden Prairie Online (e.g., newness of the program, highly transient student populations), internal study continues to be done to identify most appropriate ways for Ends policies to address progress in that environment.

Each Student Graduates

District Policy 613 defines graduation requirements. The MN department of Education supports a 4- to 7-year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements.

Each Student Is Academically Prepared to Progress to Multiple Opportunities After High School

Eden Prairie Schools uses a balanced assessment approach that supports the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school. Sound research and measurement practices recommend the triangulation of data for each student to identify success, as one measure alone typically does not determine academic and workforce preparedness. Moreover, using multiple assessment methods helps identify disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents.

In alignment with our mission to inspire each student and one of our core values that we believe each person has individual gifts, interests, and talents, Eden Prairie Schools honors multiple avenues to demonstrate academic preparedness for post-secondary opportunities. Specifically, we consider students to be academically prepared if they achieve at least one of the following: (a) meet or exceed a college-readiness benchmark on a college entrance exam, (b) earn credit in a college-level course, and/or (c) earn credit in a Capstone course through the Inspired Journey program.

a. *Standardized College Entrance Assessment*

A college entrance assessment is a standardized achievement test designed to measure a student's current ability in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is designed to be a predictor of post-secondary success, retention, and graduation (Department of Defense, n.d.). These assessments are designed to be a measure of the potential for future success in post-secondary workforce (ACT, 2021). *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they achieve a 21 composite score or greater on the ACT, a college entrance exam offered to all Eden Prairie 11th grade students one time free of charge.*

b. *College-Level Coursework*

Eden Prairie Schools offers multiple opportunities for students to take college-level coursework. The categorization of "college-level" is used to denote courses that go beyond the expected rigor of high school curriculum. These courses vary in focus and extend beyond the traditional four-year college path. Examples of college-level coursework include Post-Secondary Enrollment Opportunities (PSEO), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement (AP) courses, and career and technical education (CTE) courses. Students may also earn the Minnesota World Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English. These Seals are generally equivalent to 2-4 semesters of world language college credit.

Research shows that post-secondary experiences, especially taking meaningful courses in high school, are key to persistence and graduation. Furthermore, taking a college-level course in high school can provide students with numerous benefits, including the opportunity to earn college credit, develop college-level skills and knowledge, increase academic rigor and challenge, and demonstrate readiness for college-level coursework. *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they earn credit in a college-level course described above.*

c. *Capstone Completion through the Inspired Journey Program*

The Inspired Journey program in Eden Prairie Schools offers students personalized learning through pathways of discovery, exploration, and pursuit. At the high school level, students have the opportunity to take Capstone courses within five Pathways of Business & Management, Human & Public Services, Natural & Applied Sciences, Engineering, Technology & Manufacturing, and Communication & Arts. Capstone courses are different from other coursework, such as college-level courses or internship courses, in that Capstone experiences provide students opportunities to acquire, apply, and demonstrate learning in personalized ways that authentically reflect how professionals think and act within a career field.

In Capstone courses, students think and act like professionals in the field as they apply new and prior knowledge and skills. They do so by engaging with resources, tasks, purposes, and audiences that are authentic to the given profession. Students also engage directly with industry professionals via mentorship, guest instruction, and site visits. *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they earn credit in a Capstone course.*

Citations:

- Department of Defense (n.d.). "Taking College Entrance Exams: My Future: Test Preparation." *My Future*. <https://myfuture.com/college/taking-college-entrance-exams>.
- ACT (2021). "National Research Leader in College and Workforce Readiness." *ACT Research*. <https://www.act.org/content/act/en/research.html>.
- Minnesota Department of Education (n.d.). "Minnesota Bilingual Seals Program." *Minnesota Department of Education*. <https://education.mn.gov/MDE/dse/stds/world/seals/>.

Measurement Plan

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Graduation Rates:

- 4-year graduation rate
- 7-year graduation rate

Indicators of Academic Preparedness for Opportunities after High School:

Demonstration of academic preparedness for multiple opportunities after high school will be measured by a student achieving at least one of the following: (a) meeting or exceeding a college-readiness benchmark on a college entrance exam, (b) earning credit in a college-level course, and/or (c) earning credit in a Capstone course through the Inspired Journey program by the end of 12th grade.

a. Standardized College Entrance Assessment: ACT

Students who achieve a composite score of 21 or greater are likely deemed to be college and career ready as indicated by the ACT organization.

b. College-Level Coursework

Students who have earned credit in any one or more of the following have completed college-level coursework:

- Post-Secondary Enrollment Options (PSEO) or equivalent program
- Concurrent college enrollment, such as College in the Schools through the University of Minnesota
- Advanced Placement (AP) courses
- Career and technical education (CTE) courses
- Bilingual Seal certification

We have partnerships with these institutions for PSEO, concurrent enrollment, and CTE courses:

- Minnesota State University, Mankato
- University of Minnesota
- Normandale
- Hennepin Technical College
- University of Iowa

PSEO, concurrent enrollment, AP, and CTE courses include:

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| • Advanced Woodcrafting | • AP Spanish Literature and Culture |
| • Algebra Trigonometry | • AP Statistics |
| • AP AB Calculus | • AP US Government |
| • AP BC Calculus | • AP U.S. History 10 |
| • AP Biology | • AP World History: Modern |
| • AP Chemistry | • Calculus III - Multivariable |
| • AP Comparative Politics | • Combined AP US Government / AP Comparative Politics |
| • AP Computer Science A: Java | • Education Capstone |
| • AP Computer Science Principles | • Entrepreneurship Capstone |
| • AP Economics | • French 5 / CIS French 1003 |
| • AP English 10: Seminar | • French 6 / CIS French 1004 |
| • AP English: Language and Composition | • German 4 / CIS German 1003 |
| • AP English: Literature & Composition | • German 5 / CIS German 1004 |
| • AP Environmental Science | • Introduction to Aeronautics |
| • AP Human Geography | • Introduction to Engineering Design |
| • AP Macroeconomics | • Keyboarding |
| • AP Microeconomics | • Principles of Engineering Capstone |
| • AP Physics I | • Spanish 5 / CIS Spanish 1003 |
| • AP Psychology | • Spanish 6 / CIS Spanish 1004 |
| | • Spreadsheets and Databases |

c. Capstone Completion through the Inspired Journey Program

Students who have earned credit in a Pathway Capstone course through the Inspired Journey program. The table below details the Pathway Capstone courses offered in grades 9-12 during the 2024-2025 school year.

Pathway	Pathway Capstone Courses in 2024-2025
Business & Management	Entrepreneurship; Integrated Marketing & Analytics; Leadership and Management Internship
Human & Public Service	Education Capstone; Civics in ACTION; Public Policy and Artificial Intelligence
Natural & Applied Science	Science Research & Design; Biomedical Internship: CNA
Engineering, Technology & Manufacturing	iOS App Development; Woodcrafting; Principles of Engineering; Aeronautics
Communication & Arts	Art; Media and Communication; Professional Music Performance; Writing/Illustrating for Publication

Targets

Graduation Rates: Targets for 2024-2025

- 4-year graduation rate: 95%
- 7-year graduation rate: 97%

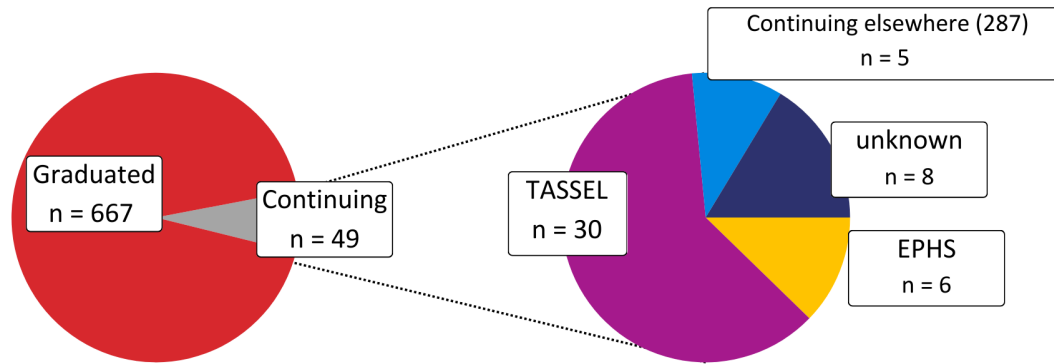
Academically Prepared for Opportunities after High School: Target for 2024-2025

- 80% of 12th grade students will achieve at least one of the three indicators of post-secondary readiness.

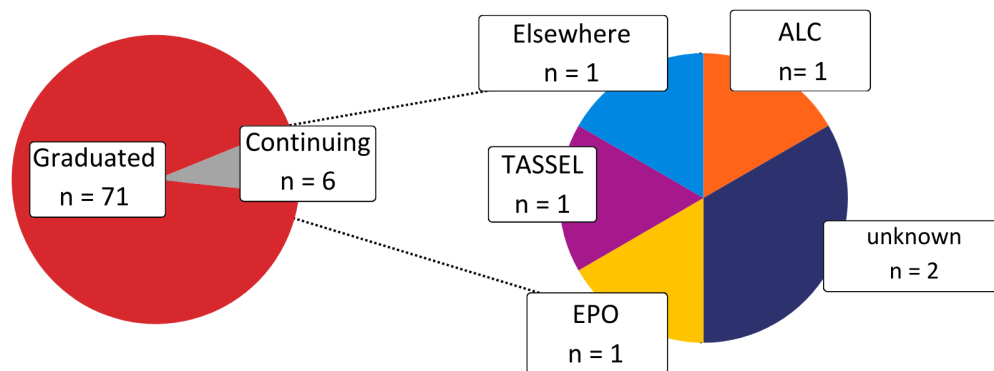
Evidence

2025 Preliminary Graduate and Non-Graduate Breakdown

EPHS



EPO



Graduation Rates

EPHS 4-Year and 7-Year Overall Graduation Rate					
	2021	2022	2023	2024	2025 Preliminary
4-Year Graduation Rate	94%	94%	94%	94%	93%
7-Year Graduation Rate	96%	98%	98%	98%	n/a*
*We do not estimate a preliminary 7-year graduation rate.					

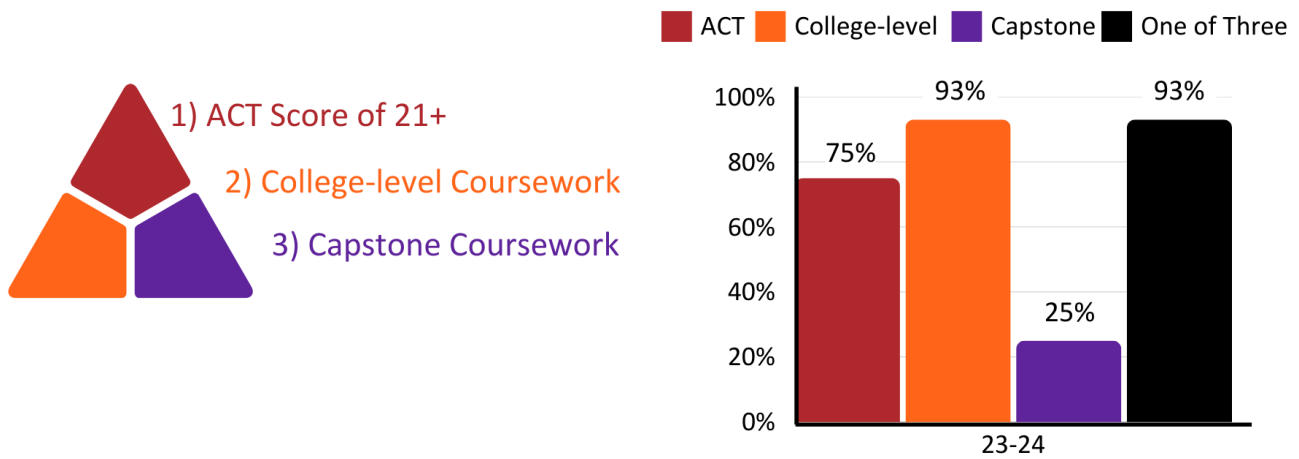
EPHS 4-Year Graduation Rate by Student Group					
	2021	2022	2023	2024	2025 Preliminary
Overall	94%	94%	94%	94%	93%
Asian	95%	99%	98%	98%	96%
Black or Afr. Am.	90%	90%	90%	94%	87%
Hispanic/Latino	82%	90%	90%	82%	84%
Two or more races	100%	93%	94%	100%	87%
White	95%	95%	96%	95%	97%
EL	75%	79%	84%	80%	73%
SpEd	71%	69%	70%	62%	55%
FRP	87%	87%	88%	88%	85%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.					

EPO 4-Year Graduation Rate by Student Group				
	2022	2023	2024	2025 Preliminary
Overall	78%	50%	78%	92%
Asian	<10	<10	<10	<10
Black or Afr. Am.	<10	<10	58%	100%
Hispanic/Latino	<10	<10	<10	<10
Two or more races	<10	<10	<10	<10
White	100%	56%	86%	93%
EL	<10	<10	<10	<10
SpEd	<10	<10	93%	<10
FRP	<10	46%	79%	<10
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.				

Academically Prepared for Opportunities after High School

Students Demonstrating Post-Secondary Readiness					
	22-23	23-24	24-25	24-25 Target	Target Met?
Overall	94%	93%	93%	80%	Yes

Post-Secondary Readiness



Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.1.

Board Member's Summarizing Notes/Comments