



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 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2023

Evidence: October 2024

Operational Interpretation:

- 1.—1a. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists ~~to include in the report.~~
1b. *Each* also indicates that achievement disparities **measured by 4-year and 7-year graduation rates** will not be predictable between racial groups ~~inside a 4- to 7-year graduation rate~~ and taking into consideration appropriate programming within service student groups to meet specific transitional needs.
- 2.—2a. I interpret a graduate to be a student who has met all of the requirements within District Policy 613.
- 3.—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.** ~~each student who met the Eden Prairie District graduation requirement will demonstrate preparedness for post-secondary success as measured by a body of evidence including standardized assessment, successful completion of high school course work and capstone experience resulting in persistence and completion of post-secondary programming. (This metric far exceeds Minnesota Department of Education state high school requirements and our policy 6.1.3.)~~ **(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 **raciale**, socio-economic **group**, 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:

~~Academically prepared to progress to multiple opportunities after high school should be identified by multiple measures.~~ **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 should 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. A balanced assessment approach supports the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.

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. 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

College and Career Readiness Courses

~~Student exploration, learning, and experiences directly related to various career pathways are offered in a variety of ways.~~

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.*

~~As part of Eden Prairie School's Designing Pathways implementation process, stakeholders including business partners and community members identified that the essential elements of a Capstone experience should include authentic learning defined as instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field. In partnership with business leaders who are part of the EP Inspires group, Capstone experiences are designed to include collaboration with professionals in the field through both networking and mentoring. Advanced Placement (AP) courses are another avenue designed to offer college-level studies through high school course work. Many colleges offer students credit, placement or both for qualifying AP exam scores. Finally, concurrent college enrollment programs offer college credit on an official college transcript from the partnering college. Each of these opportunities offer students the chance to engage in work at a career or college level.~~

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of post secondary education. SLEDS data is used to measure high school programs and instructional delivery methods for continuous improvement.

Gateway Courses

~~A gateway course is defined as a credit-bearing course necessary for college preparation. Gateway courses are aimed to set up students for post-secondary success during both their academic career and professional lives. When students enter post-secondary experiences without background knowledge, critical thinking skills, or the ability to work collaboratively, they may not be set up for success. Students who were not provided these experiences in high school may enter their post secondary opportunity with fewer skills and abilities to do well in pursuing their chosen major, obtaining their degree, or entering the workforce (Kwak, 2021).~~

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/>.
- Kwak, A. J. (2021, February 19). *What Are Gateway Courses and Why Do They Matter to Equity in Higher Ed?* Every Learner Everywhere. <https://www.everylearnereverywhere.org/blog/what-are-gateway-courses-and-why-do-they-matter-to-equity-in-higher-ed/>.

Measurement Plan:

~~I. Description of the Measurement Tools~~

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

Results will include the demographic breakdown by racial groups and within service student groups including 3-year trend data when available.

Indicators of Academically 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 ~~met two of the three benchmarks~~ by the end of 12th grade.

Results will include the demographic breakdown by racial groups and within service student groups including 3-year trend data when available.

~~(1 of 3)~~ 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.

~~(2 of 3)~~ Gateway Courses

Students who have achieved a C grade or higher in each of the four identified EPHS gateway courses are deemed to be academically prepared for opportunities after high school. The four EPHS gateway courses are English 12, Algebra II, Physics or Chemistry, and Economics.

~~(2 of 3)~~ 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

~~(3 of 3) College and Career Readiness Courses~~

~~Students who have achieved a C grade or higher in at least one EPHS capstone courses, AP course, or courses with concurrent college enrollment (University of Minnesota, Normandale, Hennepin Technical College (HTC), University of Iowa, Minnesota State University—Mankato, St. Cloud State University) are deemed to be academically prepared for opportunities after high school.~~

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 2023-2024 school year.

Pathway	Pathway Capstone Courses in 2023-2024
Business & Management	Entrepreneurship; Integrated Marketing & Analytics
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)
Natural & Applied Science	Science Research & Design
Engineering, Technology & Manufacturing	iOS App Development; Advanced Woodcrafting; Principles of Engineering
Communication & Arts	Multimedia Story Production

~~Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDs)~~

- ~~II. Percent of HS Graduates Enrolling in 2- or 4-Year College~~
- ~~III. Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year~~
- ~~Target~~
- ~~IV. 4-Year College Completion HS graduates completing a degree or certificate within 4 years~~
- ~~V. 6-Year College Completion HS graduates completing a degree or certificate within 6 years~~
- ~~Results will include the demographic breakdown by racial groups and service student groups including 3-year trend data when available.~~

~~VI. Targets~~

Targets:

Graduation Rates: Targets for **2023-2024** ~~2022-2023~~

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

~~Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDs): Target for 2022-2023~~

- ~~• Percentage of HS Graduates Enrolling in 2- or 4-Year College: 90%~~

- ~~Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: 95%~~
- ~~4 Year College Completion (high school graduates completing a degree or certificate within 4 years): 53%~~
- ~~6 Year College Completion (high school graduates completing a degree or certificate within 6 years): 73%~~

Academically Prepared for Opportunities after High School: Target for 2023-2024 ~~2022-2023~~

- 65% **75%** of 12th grade students will achieve **at least one of the three indicators of post-secondary readiness** ~~two of the three benchmarks~~

Evidence:

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable.
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion

Board Member's Summarizing Comments