EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring FY 2021-2022

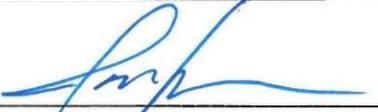| Ends Policy 1.4	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Date of Operational Interpretation Monitoring: June 28, 2021
Date of Evidence Monitoring: October 24, 2022
Assertion of Expected Progress by the Superintendent: The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements."

Certification of the Superintendent: *I certify this report to be accurate.*

Signed _____   Date: October 12, 2022
      Dr. Josh Swanson, Superintendent

Eden Prairie School District 272
Ends Policy Monitoring Report

Policy Name:
Ends 1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Monitoring Timeline:
July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 28, 2021
Evidence: October 24, 2022

1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not be predictable between racial and service student groups.
2. I interpret *broad-based education* as authentic learning experiences that leverage student interest, exploration, talent development, career exploration and prepares students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
3. I interpret *exceeds* as to go beyond state expectations.
4. I interpret *Minnesota State Graduation Requirements* as the three requirements of the State of Minnesota:
   a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024.
   b. Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
   c. Meet graduation assessment 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 regardless of race, socio-economic group, or service group defined by the Minnesota Department of Education (MDE).

Developing a broad-based education requires extensive study, practice, and thinking in the areas of math and English Language Arts. Students must have opportunities to read, write, listen, and speak with an authentic purpose and audience. In doing so, students develop the ability to use broad communication/language skills expressively, informatively, and analytically across all content areas. We also know that broad-based educational opportunities allow students to discover their passions and interests, leading to continuous learning. K-12 Pathways programming provides authentic learning opportunities for students to explore, learn about and experience potential future careers. The Pathways programming enables students to purposefully plan for their future by offering K-12 coursework to prepare them for specific college, career, or civic opportunities post-graduation.

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include Concurrent College Enrollment, Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement, and Career and Technical Education (CTE) courses. Research shows that post-secondary experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

Measurement Plan:

I. *Description of the Measurement Tools*

Enrollment of Students Participating in Pathways Programming: Assessed by Pathways Programming Enrollment

- Number of students participating in the Inspire Choice at the elementary level.
- Number of students enrolled in 21st Century elective course at the middle school level.
- Number of students enrolled in Career Pathways courses at the high school level.

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

Exceeding Minimum Graduation Requirements/Rigorous Course Enrollment: Assessed by Course Enrollments

- Post-Secondary Options - Dual Enrollment
  - Number of students enrolled in the Post-Secondary Enrollment Options program. (Data obtained from MN Department of Education)
- Students enrolled in rigorous course work
  - Percentage of students enrolled in at least one Advanced Placement course.
  - Percentage of scores 3 or higher on Advanced Placement exams.
  - Concurrent College Enrollment – College in the Schools (CIS) Spanish, French, German, Normandale Calculus III, Algebra Trig, Intro to Education, Multicultural Education & Human Relations in Schools.
- Percentage of students enrolled and successfully completing Advanced course offerings in World Languages, Career & Tech Ed, Math, etc.
- Percentage of graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements.

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

II. *Targets*

Enrollment of Students Participating in Pathways Programming

- Baseline data will be collected for 2021-2022

Rigorous Coursework Enrollment

- Comparative data will be provided to identify trends

Evidence:

**Enrollment of Students Participating in Pathways Programming**

Number of Students Participating in Pathways Programming		
School Level	**Program**	**21-22 Baseline**
Elementary	Inspire Choice	0 students (Delayed implementation due to COVID-19)
Middle	21st Century Elective	1880 students (All CMS students)
High	Career Pathways	59 students (Two courses: Entrepreneurship & iOS Mobile App Development)

Rigorous Coursework Enrollment

Students Enrolled in Post-Secondary Options

Graduating Students Concurrently Enrolled in PSEO (Source: MN SLEDS)						
	EPS			MN		
	18-19	19-20	20-21	18-19	19-20	20-21
Students in Concurrent PSEO	196	222	226	19,510	19,217	19,598
Graduating Students	690	723	653	61,226	60,641	60,511
Percentage	**28%**	**31%**	**35%**	**32%**	**32%**	**32%**

Graduating Students Concurrently Enrolled in PSEO
(Source: MN SLEDS)
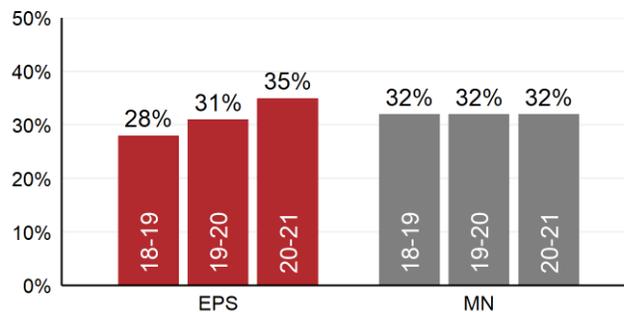
Students Enrolled in Rigorous Coursework

Student Enrollment and Achievement in Rigorous AP Coursework

AP Course Enrollment

AP Scores of 3, 4, or 5
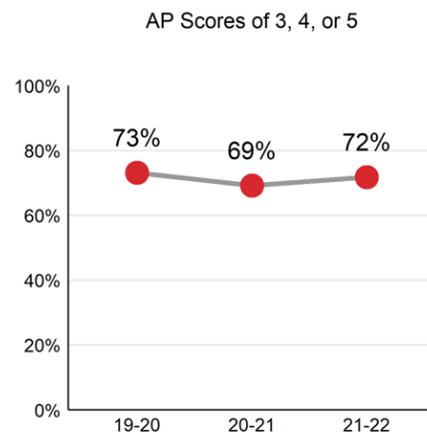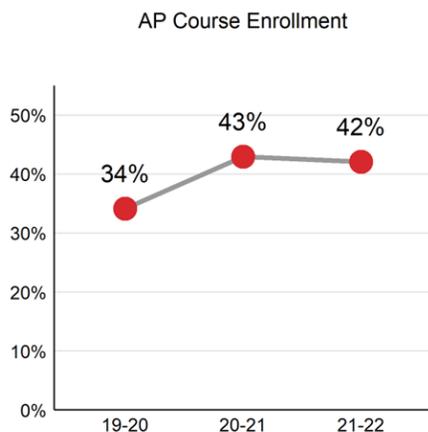
AP Course Enrollment			
Demographic Group	**19-20**	**20-21**	**21-22**
Overall	**34%**	**43%**	**42%**
Asian	54%	67%	68%
Black or African American	12%	22%	21%
Hispanic/Latino	17%	26%	26%
Two or more races	33%	36%	37%
White	23%	46%	46%
EL	0%	7%	9%
FRP	11%	20%	19%
SpEd	3%	4%	6%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			

AP Exam Scores of 3, 4, or 5			
Demographic Group	**19-20**	**20-21**	**21-22**
Overall	**73%**	**69%**	**72%**
Asian	81%	82%	80%
Black or African American	47%	50%	52%
Hispanic/Latino	64%	59%	60%
Two or more races	81%	63%	59%
White	71%	65%	71%
EL	100%	57%	50%
FRP	53%	46%	53%
SpEd	45%	60%	60%
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.			

Students Completing Advanced Course Offerings

Students Completing Advanced Course Offerings			
	19-20	**20-21**	**21-22**
Overall	**64%**	**66%**	**61%**
Asian	79%	82%	80%
Black or African American	35%	42%	35%
Hispanic/Latino	42%	50%	49%
Two or more races	59%	60%	56%
White	71%	71%	68%
EL	12%	18%	21%
FRP	32%	43%	38%
SpEd	16%	14%	15%
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.			

Students with Concurrent College Enrollment – Data reported in this manner starting in the 21-22 school year

Students with Concurrent College Enrollment	
	21-22
Overall	**7.3%**
Asian	6.3%
Black or African American	2.0%
Hispanic/Latino	7.3%
Two or more races	8.7%
White	9.3%
EL	2.3%
FRP	2.4%
SpEd	0.7%
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.	

Students Exceeding Minimum Graduation Requirements – Detailed data by student group in 20-21 and after

Graduating Students Earning More than 54 Credits		
	20-21	**21-22**
Overall	**85%**	**91%**
Asian	90%	82%
Black or African American	78%	72%
Hispanic/Latino	67%	83%
Two or more races	83%	90%
White	88%	87%
EL	63%	71%
FRP	71%	75%
SpEd	70%	72%
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.		

Policy Monitoring FOR BOARD USE ONLY
- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent's assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

Statement of Assertion: The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements."

Board Member's Summarizing Comments