



# 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 2025 to June 2026

**Policy Quadrant:** Ends Policy

**Date of School Board Monitoring:**

OI: June 2025

Evidence: October 2026

## Operational Interpretation

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1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists. *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.
2. I interpret a graduate to be a student who has met all of the requirements within District Policy 613. I interpret a student to be eligible for continuing in an approved transition program to be a student with an active individualized education program (IEP) and a transition plan based on the individual's specific needs.
3. I interpret academically prepared to progress to multiple opportunities after high school as the successful completion of nationally normed assessments and/or 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

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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. Students with individualized education programs (IEPs) that are eligible and demonstrate a need for transition services may choose to continue their education in a transition program until their 22nd birthday.

### ***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 or military service 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~~ *Post-secondary Readiness Assessment*  
College entrance exams and military services readiness exams are two types of standardized assessments that can be used to indicate post-secondary readiness.

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. Some standardized college entrance assessments, such as the ACT, are designed to predict post-secondary success, retention, and graduation (ACT, 2021). Other college entrance assessments, such as the ACCUPLACER, can be used to determine appropriate college course placement (CollegeBoard, n.d.).

For military service, the Armed Services Vocational Aptitude Battery (ASVAB) is used to assess a candidate's strengths and potential for success in military training and occupations. Scores from the ASVAB are used by all branches of the U.S. military to determine enlistment eligibility and to match individuals with suitable roles based on their aptitudes (U.S. Department of Defense, n.d.).

- 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, and 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 (Minnesota Department of Education, n.d.).

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.

~~c. Capstone Completion through the Inspired Journey Program~~

c. **Career-ready Coursework**

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 also offers a robust selection of career and technical education (CTE) courses, such as Advanced Woodc, that provide students with hands-on experiences, industry-relevant skills, and opportunities for certifications.

**Citations:**

- ACT. (2021). *National research leader in college and workforce readiness*. ACT.  
<https://www.act.org/content/act/en/research.html>
- CollegeBoard. (n.d.). ACCUPLACER. <https://accuplacer.collegeboard.org/>
- U.S. Department of Defense. (n.d.). *ASVAB Career Exploration Program*.  
<https://www.asvabprogram.com/>
- Minnesota Department of Education. (n.d.). *Minnesota bilingual seals program*.  
<https://education.mn.gov/MDE/dse/stds/world/seals/>

## Measurement Plan

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*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 **and transition program continuation** 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~~ **post-secondary readiness** exam; b) earning credit in a college-level course or earning a Bilingual Certification/Seal; and c) earning credit in a Capstone **or CTE course** ~~through the Inspired Journey program~~ by the end of 12<sup>th</sup> grade.

**~~a. Standardized College Entrance Assessment: ACT~~**

**a. Post-secondary Readiness Assessment**

- ACT: Students who achieve a composite score of 21 or greater are considered to be college and career ready (ACT, 2021).
- ACCUPLACER: Students who score 263 or higher on two or more subtests are considered ready for college-level coursework (CollegeBoard, n.d.).
- ASVAB: Students who have an Armed Forces Qualification Test (AFQT) of 50 or higher are considered qualified for enlistment (U.S. Department of Defense, n.d.).

**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, and AP, ~~and CTE~~ courses include:

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

- Principles of Engineering Capstone
- Spanish 5 / CIS Spanish 1003
- Spanish 6 / CIS Spanish 1004
- ~~Spreadsheets and Databases~~

**~~c. Capstone Completion through the Inspired Journey Program~~**

**c. Career-ready Coursework**

Students who have earned credit in a Pathway Capstone or CTE course through the Inspired Journey program.

## Targets

**Graduation Rates: Targets for ~~2024-2025~~ 2025-2026**

- 4-year graduation and transition program continuation rate: 95% 97%
- 7-year graduation rate: 97%

**Academically Prepared for Opportunities after High School: Target for ~~2024-2025~~ 2025-2026**

- ~~80%~~ 85% of 12<sup>th</sup> grade students will achieve at least one of the three indicators of post-secondary readiness.

## Evidence

### 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

### Board Member's Summarizing Notes/Comments