

Metrics for 23-24 Ends Policy OIs



EDEN PRAIRIE SCHOOLS



Learning Outcomes/Purpose

1. Board Members & Administrators will develop a shared understanding of metrics that are included in Ends policies.
2. Shared understanding will help in our ongoing conversations about monitoring Ends policies, particularly when we meet on June 12 to review measurement plans for the 2023-2024 school year.
3. Questions and discussion.

Ends Policy 1.1

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

Graduation Rate

ACT

College-level Coursework

Capstone Courses





Graduation Rate

- Graduation rates are reported directly from MDE as a part of Minnesota's North Star accountability system
- 4-year and 7-year graduation rates are determined for cohorts
- North Star has 5 options for student end statuses:
 - Graduate, dropout, continuing education, unknown, and stopped because student was unable to attend school or transferred out of MN public school system

$$\text{Graduation Rate} = \frac{\text{Graduates}}{\text{Graduates} + \text{Dropouts} + \text{Continuing} + \text{Unknown}}$$



ACT

- Purpose: The ACT is a college entrance exam which assesses English, math, reading, science, and has an optional writing component.
- Scope of ACT in EPS:
 - The ACT with writing is offered in an online format.
 - One annual ACT testing event is offered in the spring during school hours at no cost to all 11th grade students and any 12th grade student who does not yet have an ACT score.
- Scoring: Students receive a composite score, which is the average of the scores of four subjects: English, math, reading, and science. Writing is not included in the composite score.

College-Level Coursework

- We interpret college-level to include courses that can qualify for credits at 2-year and 4-year colleges.
- At EPHS and EPO-S, college-level coursework includes:
 - Advance Placement (AP) courses
 - Concurrent enrollment, such as College in the Schools
 - Articulated credit
 - Students accessing post-secondary enrollment option (PSEO)
 - Bilingual seal certification



Minnesota bilingual seals are awarded to high school students upon graduation who have demonstrated the required levels of language proficiency in listening, reading, speaking, and writing.



Capstone Courses

- Capstone experiences provide 11th & 12th grade students opportunities to acquire, apply, and demonstrate learning in personalized ways that authentically reflect how professionals think and act within a career field.
- Capstone courses are built on instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field.
- Capstone experiences are designed to include collaboration with professionals in the field through guest instruction, site visits, and mentoring.

EP Pathways & Capstones



Business & Management	Entrepreneurship, Integrated Marketing & Analytics
Human & Public Services	Education, Civics in ACTION
Natural & Applied Sciences	Science Research & Design, Aeronautics* (24-25)
Engineering, Technology & Manufacturing	Engineering, Woodcrafting, iOS App Development, Aeronautics* (24-25)
Communication & Arts	Multimedia Story Production



Questions for Ends 1.1 Metrics

Graduation Rate

ACT

College-level Coursework

Capstone Courses

Ends Policy 1.2

Each student is reading at grade level by the end of 3rd grade.

MCA/MTAS Reading

FastBridge aReading

FastBridge CBM-R





EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Balanced Assessments in our Multi-Tiered System of Supports

The Eden Prairie Assessment System fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student.

Assessment Types: *How will this assessment meet the needs of most, some, or a few students?*

Formative Assessments

Any assessment-collected evidence used to make instructional adjustments. Most common examples include Common Formative Assessments (CFA) and classroom formative assessments. Other examples include:

Progress Monitoring Assessment

[Detailed Description](#)

Evaluate progress toward learning target and the rate of improvement for the specific skill targeted by an instructional match

- Who: Some or Few students
- When: Weekly, Bi-weekly
- K-6 Examples: CBMR, Repeated CFA (Common Formative Assessment)
- 7-12 Examples: Repeated CFA (Common Formative Assessment)

Interim Assessments

Used to evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stakes tests or end-of-course exams. Also includes:

Diagnostic Assessment

[Detailed Description](#)

Pinpoint specific area of need

- Who: Students, groups, and grades flagged by universal screening
- When: Follow-up to universal screening
- K-6 Examples: Analysis of student work, decoding inventory, F&P
- 7-12 Examples: Analysis of student work

Summative Assessments

Used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period - typically at the end of a project, unit, course, semester, or school year.

Universal Screening Assessments

[Detailed Description](#)

Identify which students are in need of additional or different instruction to meet learning goals.

- Who: All students
- When: At the start of the year and 1 or 2 more times throughout school year
- K-6 Examples: aReading, aMath, CBMR, 4Cs
- 7-12 Examples: Grades, Attendance, 4Cs, Aspir

Assessment Timing Throughout the Year

Summative: End of year, term, course

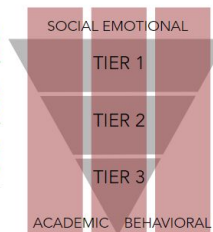
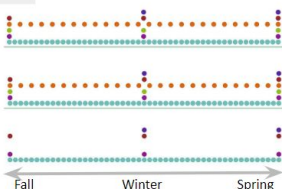
Interim: 2-3 times/year

Progress Monitoring: weekly/bi-weekly

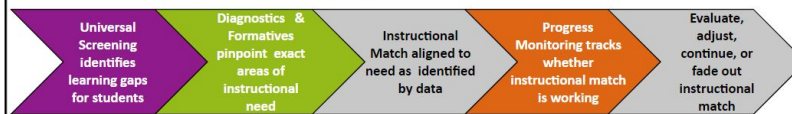
Diagnostic: 2-3 times/year

Universal Screening: 2-3 times/year

Formative (Just-In Time): Ongoing



Assessment & Instruction Flow for Multi-Tiered System of Supports





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Assessment Types

Formative Assessments

Detail Description

Confirm that specific learning has taken place and provide data to inform instruction that follows

- **Who:** All students
- **When:** Ongoing/continuous as part of instruction
- **Examples:** Classroom or common formative

What should I teach next? Are there any instructional needs to address before moving on for all, some, or individual students?

Interim Assessments

Detail Description

Measure students' standards proficiency

- **Who:** All students in particular grade
- **When:** Periodically/seasonally (e.g., fall, winter, spring)
- **Examples:** 4C's, Benchmark

Which standards are students still working to master? Who is demonstrating an instructional gap?

Summative Assessments

Detail Description

Evaluate, certify, and/or grade learning at the end of a specific period of instruction

- **Who:** All students
 - **When:** End of year, end of course, end of unit, classroom summative
 - **Examples:** MCA, Midterms, Finals
- Did students master the content (knowledge and skills)?*

Computer Adaptive Tests

- Computer-adaptive tests (CAT) are considered the leading edge of assessment technology.
- Computer-adaptive tests are designed to adjust their level of difficulty based on the responses provided to match the knowledge and ability of a test taker.
- In a computer-adaptive test, the student will answer roughly 50% of the questions presented incorrectly. The incorrect answers provide insight equal to that of correct answers. This 50/50 ratio of correct and incorrect questions maximizes the effectiveness of the test without overwhelming students.
- The precision of measurement in a CAT is optimized regardless of whether a student functions at, above, or significantly below grade level.



MCA/MTAS (Summative)

- Purpose: The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) are state assessments in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance (grades 3-12) relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.
- MCA/MTAS Reading in 3rd Grade:
 - All students in 3rd grade take the MCA or the MTAS.
- Scoring: Students do not pass or fail the MCA/MTAS. The tests measure student performance relative to the Minnesota Academic Standards, and each student receives a score that falls in one of four achievement levels:
 - Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards



FastBridge aReading (Interim)

- Purpose: The aReading (Adaptive Reading) assessment is a computer-administered adaptive measure of broad reading that is individualized for each student.

Test items evaluate a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.

- FastBridge aReading in 3rd Grade:
 - All students in 3rd grade take aReading in fall, winter, and spring.
- Scoring: Benchmark/criterion standards are specified for each grade level and used to identify students at risk for not meeting end of year reading targets.

Students receive a score that falls in one of four levels:

- High Risk, Some Risk, Low Risk, Exceeds Targets



FastBridge CBM-Reading (Interim)

- Purpose: The Curriculum-Based Measurement (CBM) of oral reading fluency is an oral reading assessment. It requires the effective integration of reading skills, including phonemic awareness, phonics, and fluency.
- FastBridge CBM-Reading in 3rd Grade:
 - All students in 3rd grade take CBM-Reading in fall, winter, and spring.
- Scoring: Benchmark/criterion standards are specified for each grade level and used to identify students at risk for not meeting end of year reading targets.

Students receive a score that falls in one of three levels:

- High Risk, Some Risk, Low Risk



Questions for Ends 1.2 Metrics

MCA/MTAS Reading

FastBridge aReading

FastBridge CBM-Reading

Ends Policy 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

MCA/MTAS Math, Reading, & Science
Grades based on classroom assessments
FastBridge Growth
ACCESS/Alt ACCESS Growth





MCA/MTAS (Summative)

- Purpose: Previously discussed.
- MCA/MTAS Scope:
 - Math: Grades 3-8, 11
 - Reading: Grades 3-8, 10
 - Science: 5, 8, and high school post-biology
- Scoring: Students do not pass or fail the MCA/MTAS. The tests measure student performance relative to the Minnesota Academic Standards, and each student receives a score that falls in one of four achievement levels:
 - Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards



Grades (Summative)

- **Purpose:** Students receive a grade at the end of a course based on classroom assessments which indicate what a student knows and is able to do, relative to Minnesota State Standards.
- **Scope:** Proficiency assessed by grades based on classroom assessments for Ends 1.3 is measured in the curriculum areas of business, fine or applied arts, health, physical education, social studies, technology, and world language.
- **Scoring:**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	Incomplete
Percentage	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	0-59%
GPA Weight	4.0	3.7	3.4	3.0	2.7	2.4	2.0	1.7	1.4	1.0	0.7	0



FastBridge Growth (Interim)

- Purpose: FastBridge aReading and aMath computer-administered adaptive measures of broad reading and math that are individualized for each student.
- aReading and aMath Scope:
 - All students in grades 2-8 take aReading and aMath in fall, winter, and spring.
- Scoring: Fall-to-Spring growth is calculated for students based on their specific start score. Growth norms are determined for each start score so that student growth is evaluated relative to their initial achievement. Each student receives a growth percentile that falls in one of four growth levels:
 - Flat, Modest, Typical, Aggressive

$$\text{FastBridge Growth} = \frac{\text{Spring Score} - \text{Fall Score}}{\text{Number of Days between Scores}}$$



ACCESS/Alt ACCESS Growth (Summative)

- Purpose: The ACCESS and Alternate ACCESS are used to measure progress towards meeting the WIDA English Language Development Standards in the four domains of listening, reading, speaking, and writing.
- ACCESS/Alt ACCESS Scope:
 - Each student identified as an English Learner (EL) takes the ACCESS or Alt ACCESS every year until they reach proficiency.
- Scoring: Students do not pass or fail the ACCESS/Alt ACCESS. The tests measure student performance relative to English Language Development Standards, and each student receives a score that falls in one of six achievement levels:
 - Entering, Emerging, Developing, Expanding, Bridging, Reaching

Each student receives a target goal each year, and progress towards this goal is the measure for ACCESS/Alt ACCESS growth.



Questions for Ends 1.3 Metrics

MCA/MTAS Math, Reading, & Science

Grades based on classroom assessments

FastBridge Growth

ACCESS/Alt ACCESS Growth

Ends Policy 1.4

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

Inspired Journey Program

Rigorous Coursework

Exceeding MN Graduation Requirements





Inspired Journey

- All participating students will regularly complete surveys to measure engagement and for program evaluation
- Elementary: Steppingstone project completion for 5th graders
- Secondary: Pathways Exploration & Capstone course grades, measured on GPA scale
- High: Participation in extracurricular activities that are aligned with Pathways
- High: Pathway completion (10 credits)
 - Capstone (2 credits). Up to 2 credits can come from qualifying extracurricular activities. The remaining credits come from “supporting courses.”

Rigorous Coursework

- Elementary: Participation in Mosaic, Young Scholars, or KEY programming
- Middle: Earning credit in enriched, honors, or advanced coursework
- High: Earning credit/certification in any of the following:
 - Advance Placement (AP) courses
 - Concurrent enrollment, such as College in the Schools (CIS)
 - Articulated credit
 - Students accessing post-secondary enrollment option (PSEO)
 - Bilingual seal certification



Minnesota bilingual seals are awarded to high school students upon graduation who have demonstrated the required levels of language proficiency in listening, reading, speaking, and writing.



Exceeding MN Graduation Requirements

Course Credits

Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, your child's high school coursework must include at least the minimum state course credit requirements. A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district. Students must complete a minimum of 21.5 course credits as follows:

- **4 credits of language arts**
- **3 credits of mathematics**, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra credit by the end of eighth grade.
- **3 credits of science**, including at least one credit of biology, one credit of chemistry or physics, and one elective credit of science. The combination of credits under this clause must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science.
- **3½ credits of social studies**, including U.S. history, geography, government and citizenship, world history and economics.
- **1 credit in the arts**
- **Physical Education, credit is determined at the local level.** Must meet state standards requirements.
- **Health Education, credit is determined at the local level.** Must meet locally developed standard requirements.
- **7 elective credits**



Questions for Ends 1.4 Metrics

Inspired Journey Program

Rigorous Coursework

Exceeding MN Graduation Requirements

Ends Policy 1.5

Each student has the 21st century skills needed to succeed in the global economy.

4Cs





4Cs - Proficiency Scales

- Student proficiency of the 4Cs and digital citizenship is measured through performance assessments embedded into content area assessments.
- Scoring:
 - Level 1: Describes student performance that requires significant support in reaching basic proficiency.
 - Level 2: Describes student performance that is approaching proficiency.
 - Level 3: Describes student performance that is proficient.
 - Level 4: Describes student performance that is exemplary and exceeds proficiency



Questions for Ends 1.5 Metrics

4Cs

Ends Policy 1.6

Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

MN Civics
Attendance





MN Civics

- Minnesota Civics Test: The test consists of 50 out of the 100 questions in the United States Citizenship and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by the Learning Law and Democracy Foundation, in consultation with civics teachers (MDE Social Studies, 2021)
- Civics Coursework: Students will receive a credit bearing grade in US Government & Politics or Advanced Placement US Government.



Attendance Rate

$$\text{Attendance Rate} = \frac{\text{Average Daily Attendance}}{\text{Average Daily Membership}}$$



Questions for Ends 1.6 Metrics

MN Civics

Attendance