Eden Prairie School District 272
Ends Policy Monitoring Report

Ends 1.2 Each student is reading at grade level by the end of third grade.

Monitoring Timeline: July 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 2024
Evidence: August 2025

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Operational Interpretation

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 will not be predictable *between* racial groups and *within* service student groups.
2. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including nation, state, and local assessments.
3. I interpret 3rd grade reading proficiency at grade level in two out of three aligned assessment tools.

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.

Each Student Is Reading by 3rd Grade
Eden Prairie Schools uses a balanced assessment approach that supports the triangulation of data to report students who are reading well by the end of third grade. Sound research and measurement practices recommend the triangulation of data for each student to indicate grade level reading proficiency, as one measure may not determine proficiency or mastery of district and state expectations. Moreover, using multiple assessment methods helps identify disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents.

Eden Prairie Schools' System of Assessment:
The Eden Prairie Schools system of assessment 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. We use a balanced assessment system which includes a body of evidence to support data-informed instruction and learning, continuous improvement, and data-driven programming and practices. This body of evidence includes:

- **Summative Assessments:** 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. One example of a summative assessment is the Minnesota Comprehensive Assessment (MCA).
- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information regarding a student's learning trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013). Universal screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point.

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- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.

Citations:
- Great Schools Partnership. "Interim Assessment Definition." *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education.* https://education.mn.gov/mde/fam/tests/.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- University of Oregon Center on Teaching and Learning (2021). "UO DIBELS® Data System." *EasyCBM Reading: Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

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.

Proficient in Two of Three Aligned Reading Assessments:
To evaluate if each student is reading at grade level by the end of third grade, Eden Prairie Schools uses a combination of summative and interim assessments. Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade.

(1 of 3) (Summative) Minnesota State MCA/MTAS Assessments

The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) are the state assessments that measure student progress toward Minnesota's academic standards and meet federal and state legislative requirements. Most students take the MCA, and students who receive special education services and meet eligibility requirements may take the alternative MTAS assessment. MCA/MTAS are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, math, and science.

MCA/MTAS Student Achievement Levels (according to MDE Statewide Testing, n.d.):
- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

For MCA/MTAS, students who achieve at the levels of "exceeds the standards" or "meets the standards" are deemed to meet the standards of this assessment.

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(2 of 3) (Interim) FastBridge aReading Universal Screener/Benchmark Assessment

The FastBridge aReading assessments are based on 10+ years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels include:
- Exceeds Targets: Students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments.
- Low Risk: Students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.
- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level benchmarks.

For FastBridge aReading, students who achieve at the levels of "exceeds targets" or "low risk" are deemed to meet the standards of this assessment.

(3 of 3) (Interim) FastBridge CBM-R Oral Reading Fluency Universal Screener/Benchmark Assessment

The FastBridge Curriculum-Based Measurement for Reading (CBM-R) assessment is based on oral reading fluency (ORF) measures. These measures are a standardized set of passages with corresponding administration procedures designed to identify children who may need additional instructional support and support monitoring progress toward instructional goals. CBM-R serves as a broad reading measure that integrates word identification skills with comprehension to indicate a child's progress related to grade level standards for reading (University of Oregon Center on Teaching and Learning, 2021).

FastBridge CBM-R Student Reading Achievement Levels include:
- Exceeds Targets: Students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments.
- Low Risk: Students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.

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- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level benchmarks.

For FastBridge CBM-R, students who achieve at the levels of "exceeds targets" or "low risk" are deemed to meet the standards of this assessment.

Citations:
- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart. https://mtss4success.org/resource/academic-screening-tools-chart.
- Minnesota Department of Education (MDE) Statewide Testing (2021) - https://education.mn.gov/mde/fam/tests/.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.
- University of Oregon Center on Teaching and Learning (2021). "UO DIBELS® Data System." *EasyCBM Reading: Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.
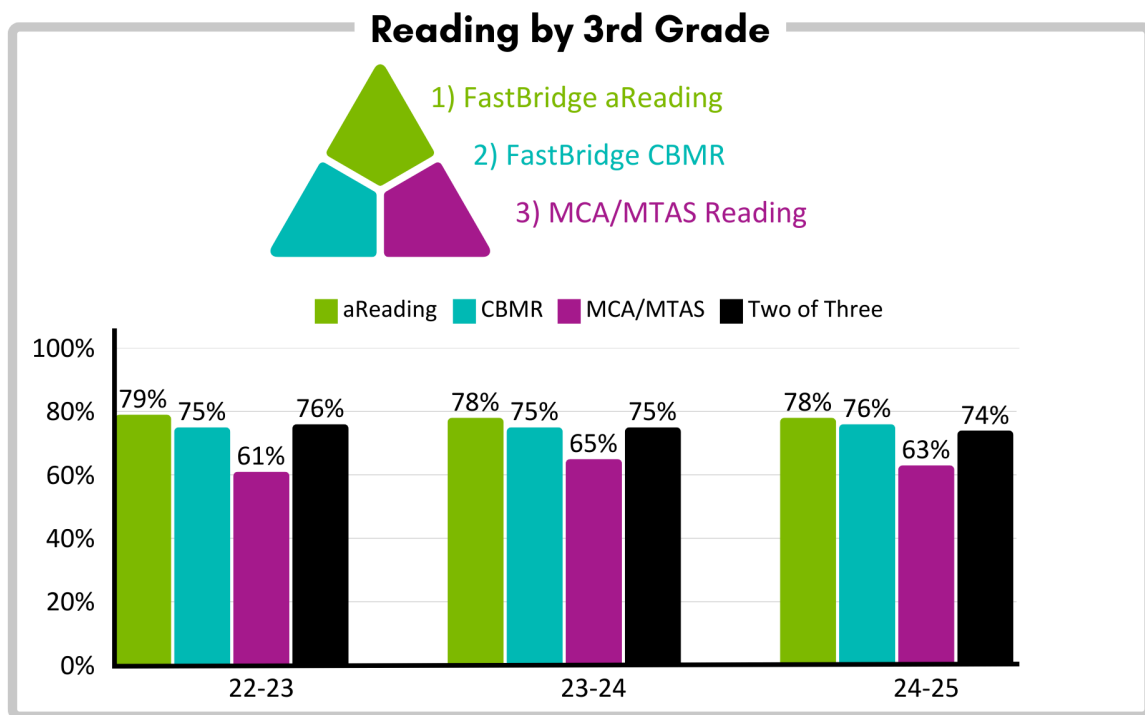
Targets

Proficient in Two of Three Aligned Reading Assessments: Target for 2024-2025
- 80% of 3rd grade students will be proficient in two of the three aligned reading assessments.

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Evidence

Proficient in Two of Three Aligned Reading Assessments

Students Reading by Third Grade			
	22-23	**23-24**	**24-25**
Overall	76%	75%	74%

Reading by 3rd Grade

1) FastBridge aReading

2) FastBridge CBMR

3) MCA/MTAS Reading

Legend: aReading, CBMR, MCA/MTAS, Two of Three

	aReading	CBMR	MCA/MTAS	Two of Three
22-23	79%	75%	61%	76%
23-24	78%	75%	65%	75%
24-25	78%	76%	63%	74%

Students Reading by Third Grade by Student Group															
	Overall			**Non-EL & Non-SpEd**			**EL**			**SpEd**			**FRP**		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Overall	**76%**	**75%**	**74%**	**83%**	**84%**	**84%**	**41%**	**43%**	**39%**	**49%**	**51%**	**33%**	**52%**	**58%**	**56%**
Asian	89%	80%	80%	94%	93%	90%	69%	63%	64%	<10	<10	<10	<10	63%	67%
Black or Afr. Am.	48%	62%	61%	62%	72%	74%	34%	47%	39%	6%	20%	<10	45%	56%	59%
Hispanic/Latino	57%	63%	65%	81%	91%	85%	45%	24%	19%	<10	<10	<10	39%	45%	44%
Two or more races	78%	63%	63%	83%	64%	76%	<10	<10	<10	<10	<10	25%	65%	46%	42%
White	83%	83%	80%	86%	88%	86%	<10	33%	30%	75%	61%	43%	69%	73%	62%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

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State and Neighboring District Comparison

Reading MCA and MTAS Proficiency by Neighboring District			
3rd Grade Only			
	22-23	**23-24**	**24-25**
Eden Prairie	61%	65%	63%
Average of 7 Neighbors	53%	51%	51%
State Average	47%	47%	46%

3rd Grade Only

Reading MCA & MTAS

● EPS ● 7 Neighbor Avg. ● MN

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3rd Grade Only

Reading MCA & MTAS

Legend: ● EPS   ● 7 Neighbor Avg.   ● MN

Year	EPS	7 Neighbor Avg.	MN
22-23	61.0	53.0	47.0
23-24	65.0	51.0	47.0
24-25	63.0	51.0	46.0
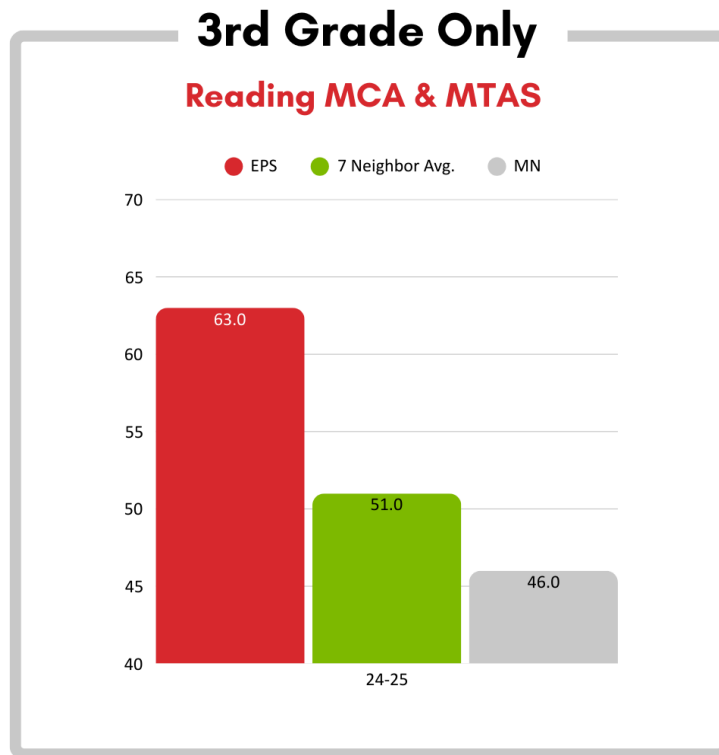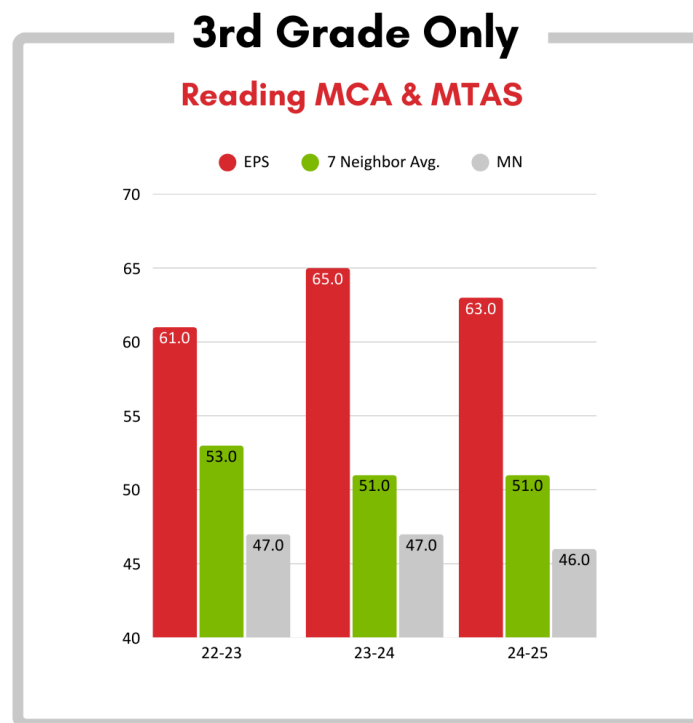
Policy Monitoring FOR BOARD USE ONLY

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 did not demonstrate expected progress toward the achievement of Ends 1.2.

Board Member's Summarizing Notes/Comments