



Eden Prairie Schools Ends Monitoring 2019-2020

Ends Policy 1.1	Each student graduates and is academically prepared to progress to multiple opportunities after high school.
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1, "Each student graduates and is academically prepared to progress to multiple opportunities after high school."

Ends Policy 1.1.1	Each student is reading at grade level by the end of third grade.
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."

Ends Policy 1.1.2	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science."



Ends Policy 1.1.3	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3, "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 
Dr. Josh Swanson, Superintendent

October 13, 2020



Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

Monitoring Timeline:

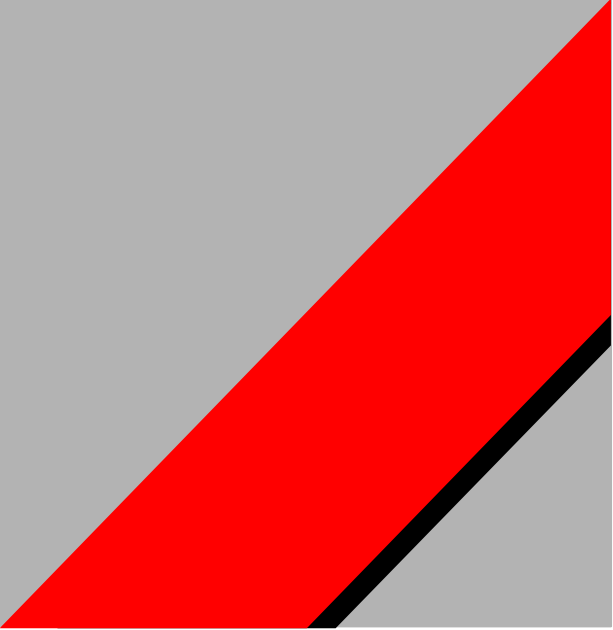
July 2019 to June 2020

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Revised OI: May 4, 2020

Evidence: October 2020



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

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 exist between racial and service student groups.
2. I interpret a graduate to be a student who has met all of the requirements within District Policy 613.
3. I interpret *academically prepared to progress to multiple opportunities after high school* as each student who met the Eden Prairie District graduation requirement will demonstrate post-secondary success as measured by persistence and completion of post-secondary programming.

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, service group defined by the Minnesota Department of Education (MDE).

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. 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 Eden Prairie Schools programs and instructional delivery methods for continuous improvement.

Eden Prairie Schools has identified measures that are designed to predict success of a student’s K-12 career and college and career readiness. ACT assessment measures the academic preparation of students to progress to multiple opportunities after high school. The research behind the ACT assessment ensures the assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for post-secondary education and workforce training.

The ACT College and Career Readiness Standards have two research-based components:

1. ACT score ranges are developed based on an in-depth analysis of thousands of student responses. Responses are reviewed across multiple test forms that have been developed against test blueprints. The blueprints align both the content and depth of knowledge in the assessments to standards that describe what students should know and be able to do within the various ACT score ranges.

2. Students progression across ACT score ranges provides a concrete indicator of whether students are performing well enough in relation to those standards to be considered ready for post-secondary opportunities.

On the ACT, the Benchmarks scores represent a minimum score required for students to have a high probability of success in credit-bearing, entry-level college courses in that subject area level.

Citations: www.act.org ; https://nces.ed.gov/npec/pdf/kuh_team_report.pdf ; MN SLEDS - <http://sleds.mn.gov/#>

Measurement Plan:

Percentage of students meeting ACT benchmarks indicating on track status to be College and Career Ready as measured by ACT at grade 11.

1.1a: Demonstration of exceeding minimum ACT benchmarks:

- Target for 2019-2020: 73% of 11th grade students will score at or above ACT Composite Score of 21.
- Target for 2019-2020: The percentage of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science will increase by 2%.

1.1b: 4-Year and 7-Year District Graduation Rate

- Target for 2019-2020: 93% 4-year graduation rate
- Target for 2019-2020: 97% 7-year graduation rate
- Graduation breakdown for all students

1.1c: 4-Year District Graduation Rate by Demographic Group

- 4-year graduation rate by demographic group

1.1d: Post-Secondary Metrics from State Longitudinal Education Data System (SLEDS)

- Percentage of HS Graduates Enrolling in College - Target for 2019-2020: 90% enrolled
- Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year - Target for 2019-2020: 95% enrolled
- 4-Year College Completion - Target for 2019-2020: 48% HS graduates will complete a degree or certificate within 4 years
- 6-Year College Completion - Target for 2019-2020: 71% HS graduates will complete a degree or certificate within 6 years

Evidence:

Table 1.1a: Demonstration of exceeding minimum ACT benchmarks for 11th grade students

11th Grade ACT Scores	2016-2017	2017-2018	2018-2019	2019-2020
English (≥18)	76.6%	77.2%	73.6%	69.4%
Math (≥22)	64.6%	66.2%	60.4%	56.5%
Reading (≥22)	65.8%	63.5%	62.9%	60.1%
Science (≥23)	58.9%	61.1%	56.8%	54.3%
Composite (≥21)	71.1%	72.0%	66.9%	63.7%

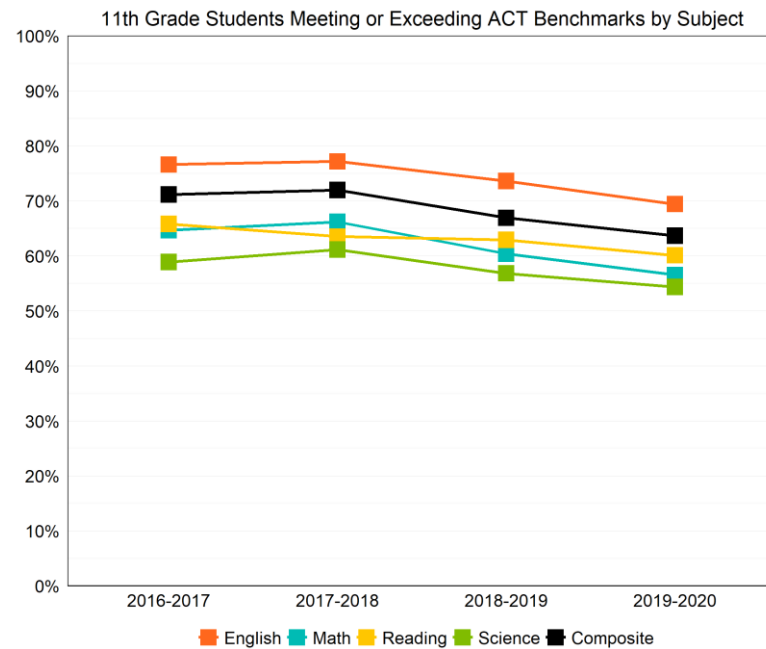
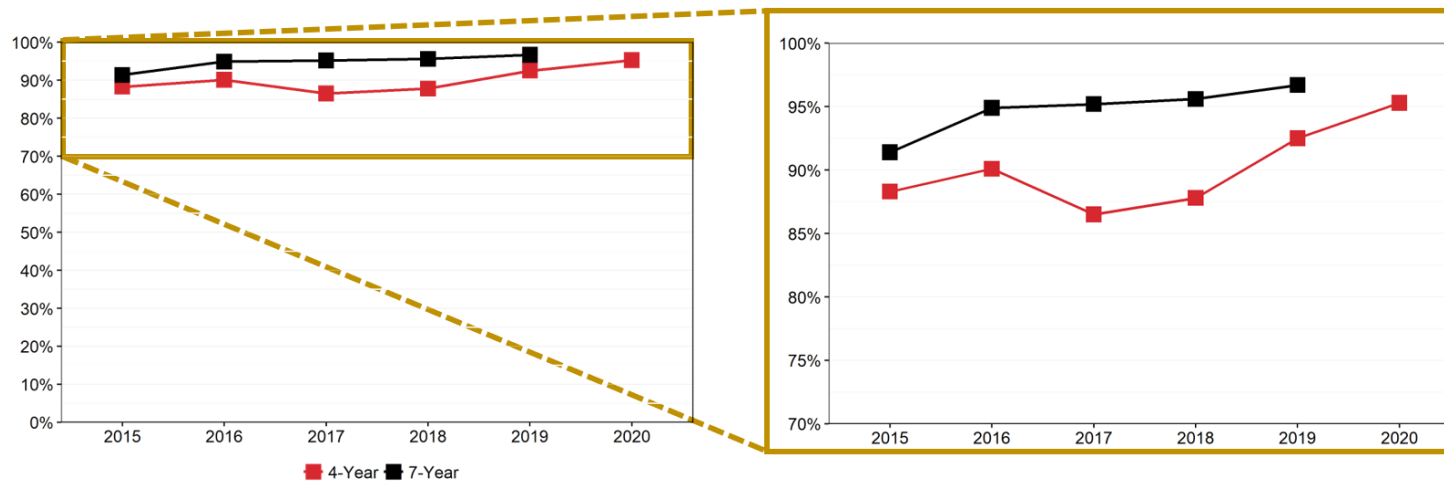


Table 1.1b: 4-year and 7-year graduation rate overall

Overall Graduation Rate	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Preliminary 2019-2020*
4-Year	88.3%	90.1%	86.5%	87.8%	92.5%	95.3% Target Met
7-Year	91.4%	94.9%	95.2%	95.6%	96.7%	†

*2019-2020 4-year graduation rate is preliminary. †We do not estimate a preliminary 7-year graduation rate.

4-Year and 7-Year Graduation Rates



2019-2020 Graduation Breakdown (preliminary)

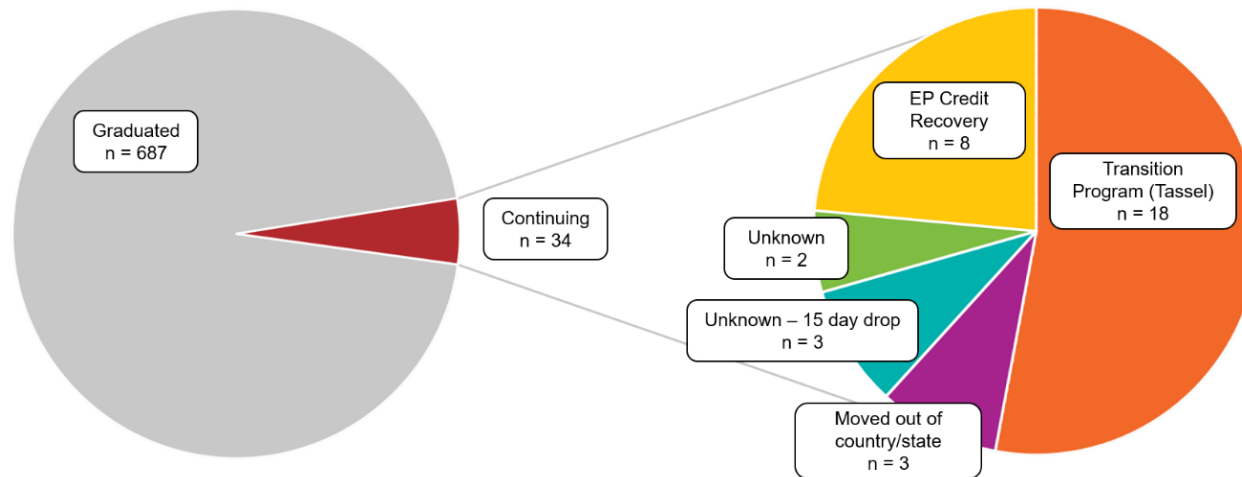


Table 1.1c: 4-year graduation rate by demographic group

Demographic Group	2017-2018	2018-2019	Preliminary 2019-2020
American Indian or Alaska Native	N/A†	N/A†	N/A†
Asian	91.4%	95.8%	99.0%
Black or African American	73.0%	79.1%	86.5%
Hispanic/Latino	72.1%	92.7%	84.8%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†
Two or more races	82.8%	87.0%	97.0%
White	91.4%	94.5%	97.5%
EL	41.7%	71.8%	59.3%
SPED	58.5%	72.4%	65.7%
FRP	71.2%	80.3%	85.4%
Overall	87.8%	92.5%	95.3%

†Fewer than 10 students in this demographic group.

Table 1.1d: Post-secondary metrics

	HS Graduation Year		
	15-16	16-17	17-18
Percent of HS Graduates Enrolling in College – Fall	88%	86%	86%
	14-15	15-16	16-17
Percent of HS Graduates Starting College and Persisting or Graduating as of 2 nd Academic Year	94%	94%	93%
	12-13	13-14	14-15
4-Year College Completion Target	47%	48%	53%
	11-12	12-13	13-14
6-Year College Completion Target	71%	71%	†

† Not yet reported by MDE.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Dates 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: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1, "Each student graduates and is academically prepared to progress to multiple opportunities after high school."

Board Member's Summarizing Comments

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

Operational Interpretation:

1. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
2. I interpret 3rd grade reading proficiency as grade level performance in 2 out of 3 aligned assessment tools.

Justification:

Grade level reading proficiency can be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to identify proficiency. One measure should not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. The MN K-12 Academic Standards in English Language Arts define the proficiency requirement for reading, writing, speaking, viewing, listening, media literacy, and language standards for all school districts in the state.

Three tools will be used at the third-grade level to measure reading proficiency for each student.

1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student. The percentage of students proficient as identified by race, socio-economic, and student service groups.

Measurement Plan:

1.1.1: Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade

1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading benchmark ≥ 517
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R benchmark > 151

Target: 78% of the students are proficient in 2019-2020.

Evidence:

1.1.1: Proficient students have met the standards in two out of the three assessments* by the end of 3rd grade.

Meets Two of Three Criteria**	2019-2020
American Indian or Alaska Native	N/A†
Asian	84.9%
Black or African American	61.7%
Hispanic/Latino	55.8%
Native Hawaiian or Other Pacific Islander	N/A†
Two or more races	72.5%
White	84.8%
Overall	78.5% Target Met

*Percentage calculated from number of students who took the assessment, not the total number of students enrolled. Term 1 and winter 2019-2020 data used due to Covid-19.

**To be included in this calculation, the student had to have taken at least two of the three assessments.

†Fewer than 10 students in this demographic group.

<p>Policy Monitoring FOR BOARD USE ONLY</p> <ul style="list-style-type: none"> • OI is/is not reasonable • Dates does/does not provide adequate evidence of compliance. Include specific evidence for rating conclusion and recommendations. <p>Board member name: (enter rating and reasoning when appropriate)</p>

<p>Statement of Assertion: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."</p>
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<p>Board Member’s Summarizing Comments</p>

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

Operational Interpretation:

I interpret *district growth expectations* to be at least a year's growth in a year's time for each student at or above grade level and accelerated growth for students below grade level. I interpret not limited to include Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education.

I interpret *proficiency expectations annually in, but not limited to Language Arts, Math and Science*, for each student identified at or above proficiency as measured by content area assessments in English Language Arts, Math and Science.

Justification:

In Eden Prairie, we know that each student possesses strong skills in English language arts, math, and science to excel in all other academic areas. It is our goal that all students will perform at or above grade level in each of the content areas. Measuring the individual growth of each learner is as important as determining proficiency in English Language Arts, Math, and Science.

Any students who do not meet grade level expectations must make more than one year's expected academic growth to close the achievement disparities gap. When a student makes accelerated (at or above the 75th percentile) growth they can work to attain grade level expectations.

Eden Prairie Schools believes in a balanced assessment system which includes a body of evidence to support:

- data informed instruction and learning
- continuous improvement
- data driven programing and practices

The aReading assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. It is also 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. earlyReading is the equivalent assessment for developing readers and is used in grades K and 1. These measures are useful to predict performance on high-stakes assessments (e.g., state tests). aReading is designed for Universal Screening to identify students at risk for academic gaps and personalized instruction for each student.

The aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten,

numbers and operations, measurement and data, and geometry in grades 2-6 universal and 7-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians and is used in grades K and 1.

Inside other curriculum such as Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education students are measured in grades 7-12 through locally developed assessments to indicate proficiency levels met through a grade-based system.

Measurement Plan:

1.1.2a: Most Recent Standard Report Card Grade Signifies Grade-Level Proficiency

- Reading Target for 2019-2020: 76% of grades 3-12 students will be at or above proficiency
- Math Target for 2019-2020: 73% of grades 3-12 students will be at or above proficiency
- Science Target for 2019-2020: 67% grades 3-12 of students will be at or above proficiency

The level of mastery described by EPS report card grades aligns to the state standards of that subject, and we use proficiency sales to align our grading practices and assessments. In grades 3-5, report cards use proficiency scales (Beginning, Developing, Proficient / On-Track), whereas grades 6-12 report cards use letter grades (Proficient = A, B, C; Not Proficient = D, F).

1.1.2b: K-6 Fall-to-Spring Growth

- Reading Target for 2019-2020: The percentage of students below grade level in Reading achieving aggressive growth* will increase by 2%.
 - Math Target for 2019-2020: The percentage of students below grade level in Math achieving aggressive growth* will increase by 2%.
- *Aggressive growth is > 75th growth percentile

1.1.2c: Student Achievement in Other Curriculum Areas in Grades 7-12

- Social Studies Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- World Language Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Technology Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Business Education Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
 - Not applicable for grades 7-8
- Fine or Applied Arts Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
 - Includes music and art courses
- Health Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Physical Education Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.

Evidence:

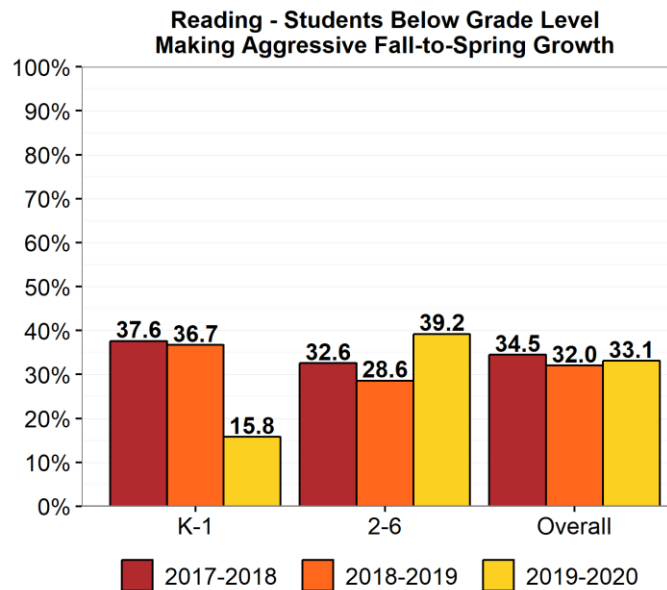
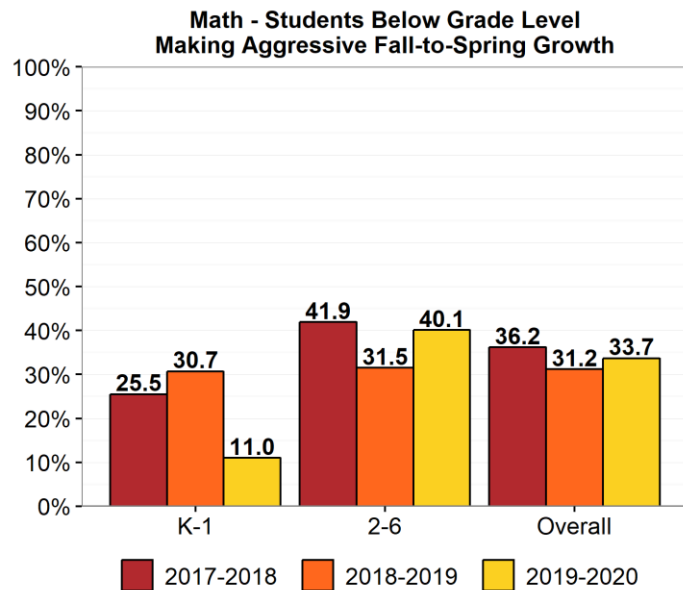
1.1.2a: Grade-Level Proficiency Assessed by Subject-Specific Report Card Grades

Grade	Reading	Math	Science
3*	74.6%	64.8%	92.9%
4*	74.8%	50.4%	94.4%
5*	72.8%	66.9%	81.4%
6	79.8%	76.2%	80.7%
7	88.4%	75.0%	79.2%
8	89.4%	85.4%	77.8%
9	78.4%	82.1%	80.4%
10	85.3%	78.2%	85.9%
11	90.7%	85.5%	83.7%
12	76.8%	86.3%	85.7%
Overall	80.6% Target Met	73.7% Target Met	83.8% Target Met

*Grades 3-5 report cards use proficiency scales (Beginning, Developing, Proficient / On-Track) whereas grades 6-12 report cards use letter grades.

1.1.2b: Fall-to-Spring Growth by Grade Band and Overall

Grades	Math			Reading		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
K-1	25.5%	30.7%	11.2%	37.6%	36.7%	15.8%
2-6	41.9%	31.5%	40.1%	32.6%	28.6%	39.2%
Overall	36.2%	31.2%	33.7% Target Met	34.5%	32.0%	33.1% Target Not Met



1.1.2b: Fall-to-Spring Growth by Demographic Group

Demographic Group	Math			Reading		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Asian	46.9%	41.7%	40.7%	30.4%	37.8%	43.9%
Black or African American	33.3%	26.6%	33.7%	29.4%	29.4%	27.0%
Hispanic/Latino	27.7%	30.1%	33.3%	26.0%	28.0%	33.1%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	30.7%	31.9%	34.7%	32.9%	37.5%	31.6%
White	39.8%	32.9%	32.1%	40.8%	32.7%	36.0%
EL	31.0%	28.0%	34.2%	27.2%	29.0%	30.5%
FRP	35.2%	25.5%	30.5%	31.8%	28.5%	26.5%
SPED	29.4%	29.6%	29.6%	27.8%	19.3%	30.4%
Overall	36.2%	31.2%	33.7%	34.5%	32.0%	33.1%

†Fewer than 10 students in this demographic group.

1.1.2c: Student Achievement in Other Curriculum Areas in Grades 7-12

Subject Area	Grades 7-8			Grades 9-12		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Geography/Social Studies	92.3%	92.0%	97.3%	92.2%	93.3%	96.1%
World Language	86.4%	85.1%	96.2%	95.7%	95.4%	98.8%
Technology (Tech Ed and Industrial Tech)	96.4%	90.1%	97.2%	92.5%	93.2%	97.3%
Business Education	N/A†	N/A†	N/A†	97.0%	97.1%	99.6%
Fine or Applied Arts	98.5%	98.5%	98.4%	94.7%	96.9%	99.2%
Health	92.9%	93.8%	98.1%	93.4%	93.1%	97.4%
Physical Education	99.8%	98.6%	99.9%	96.8%	96.2%	98.8%
Overall	93.4%	92.3%	97.7%	94.4%	94.9%	98.1%

†Fewer than 10 students in this demographic group.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Dates 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: The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science."

Board Member's Summarizing Comments

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

Operational Interpretation:

1. I interpret *broad-based education* as:
 - a. Authentic learning experiences within the educational program preparing students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
2. I interpret *exceeds* as to go beyond state expectations.
3. 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:

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

Measurement Plan:

Demonstration of exceeding minimum graduation requirements:

1.1.3a: Post-Secondary Options - Dual Enrollment

- Students who are eligible for Post-Secondary Options
- Students who are enrolled and successfully completing PSEO/CIS course work

1.1.3b: Students enrolled in rigorous coursework

- Students enrolled in at least one AP course
- Scores 3 or higher on AP exams

1.1.3c: Students enrolled and successfully completing Advanced course offerings

- Advanced course offerings include advanced and honors courses
- Courses include World Languages, Career & Tech Ed, Math

1.1.3d: Graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements

Evidence:

1.1.3a: Post-Secondary Options - Dual Enrollment

	2017-2018	2018-2019	2019-2020
Students who are eligible for Post-Secondary Options	79.0%	81.3%	84.0%
Students who are enrolled and successfully completing PSEO course work	93.7%	88.4%	95.4%
Students who are enrolled and successfully completing CIS course work	97.8%	100.0%	99.3%

1.1.3b: Students enrolled in rigorous coursework

	2017-2018	2018-2019	2019-2020
Students enrolled in at least one AP class	33.7%	29.2%	31.5%
AP exam scores of 3 or higher	80.1%	79.0%	75.6%

1.1.3c: Students enrolled and successfully completing Advanced course offerings

	2017-2018	2018-2019	2019-2020
Students enrolled and successfully completed advanced courses	52.7%	56.3%	57.2%
... in World Languages	58.2%	59.3%	59.3%
... in Career & Tech Ed	15.9%	15.8%	15.0%
... in Math	27.4%	26.8%	28.6%

1.1.3d: Graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements

	2017-2018	2018-2019	2019-2020
Graduating students who earned greater than 54 credits	86.9%	87.9%	86.6%

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: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3 “Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.”

Board Member’s Summarizing Comments