- Overview of Ends life cycle - 15 months.

- Key dates:
  - May 12, 2025: Ends Measurement 101
  - June 9, 2025: Discussion on measurement plan for 25-26
  - June 23, 2025: Final measurement plan proposal for 25-26
  - September 2025: Monitoring for 24-25
  - September 2026: Monitoring for 25-26

- Strengthening our shared understanding of metrics that are included in Ends Policies to assist with upcoming meetings on the 25-26 Measurement Plan.

Our Mission

Inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.

Mission Outcomes

1. Each student will be inspired to learn continuously and achieve district expectations.

2. Each student will enthusiastically and confidently engage in the continual pursuit of personal goals and aspirations.

3. Each student will proactively engage in actions that contribute to community.

Ends

1. **ENDS POLICY 1.1:** Each student graduates and is academically prepared to progress to multiple opportunities after high school.

2. **ENDS POLICY 1.2:** Each student is reading at grade level by the end of third grade.

3. **ENDS POLICY 1.3:** Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

4. **ENDS POLICY 1.4:** Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

5. **ENDS POLICY 1.5:** Each student has the 21st century skills needed to succeed in the global economy.

6. **ENDS POLICY 1.6:** Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

Operational Interpretations

GOALS

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, 5-year, 6-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 exclude

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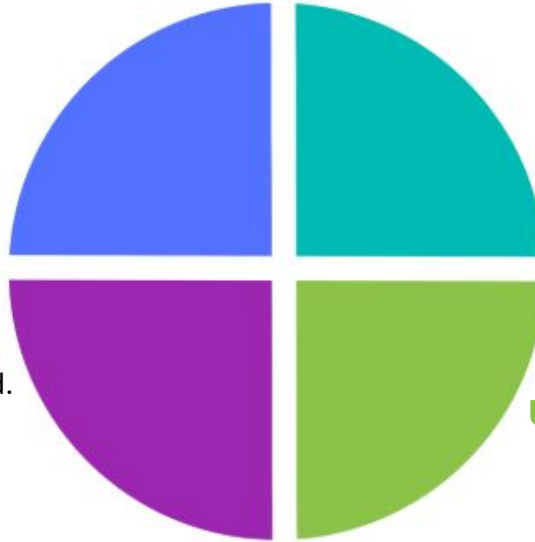
Graduation Rate

Graduate

- Counts at the school they were last enrolled.
- Summer grad: Counts where they finished their last credit.

Continuing

- Counts at the school they were last enrolled.
- *Note! Students continuing at TASSEL or another transition program are categorized as a non-graduate.*

Drop Out

- Withdrawals or 15 day drops.
- If enrolled for more than half a school year, counts at the school they were last enrolled.
- If enrolled for less than half a school year, counts at the school they spent the most time.

Unknown

- Counts at the school they were last enrolled.
- Between years a student doesn't return when expected to in either that school OR any other public MN high school.
- Middle of the year, student says they are moving to another district they never attend/don't show up somewhere else.

Exclude

- Leaving the state or the country, leaving for private school or homeschool, leaving for correctional facility

Summative: ACT | *College Entrance Exam*

- ACT is a college entrance exam which assesses English, math, reading, science, and has an optional writing component.

- PreACT is a practice ACT exam.

- PreACT/ACT in Eden Prairie:
    - One annual event held at EPHS during the school day, free of charge for students.
    - 11th graders: ACT with writing is offered in an online format.
    - 9th and 10th graders: PreACT is offered in a paper/pencil format (no writing).

Summative: ACT | *College Entrance Exam*

About the ACT Student Report
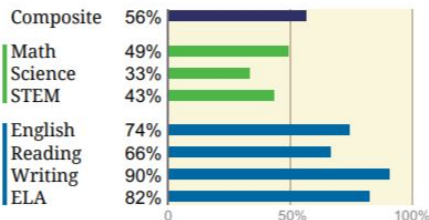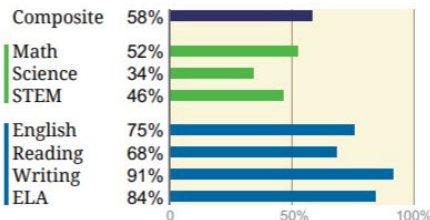Click the *i* symbol to learn more about using the information in the ACT Student Report

The ACT®

Student Report

21 COMPOSITE	19 MATH	18 SCIENCE	19 STEM	24 ENGLISH	23 READING	08 WRITING	24 ELA

The writing test scores range from 2–12.

Your STEM (Science, Technology, Engineering, and Math) score represents your overall performance on the science and math tests.

Your ELA (English Language Arts) score represents your overall performance on the English, reading, and writing tests.
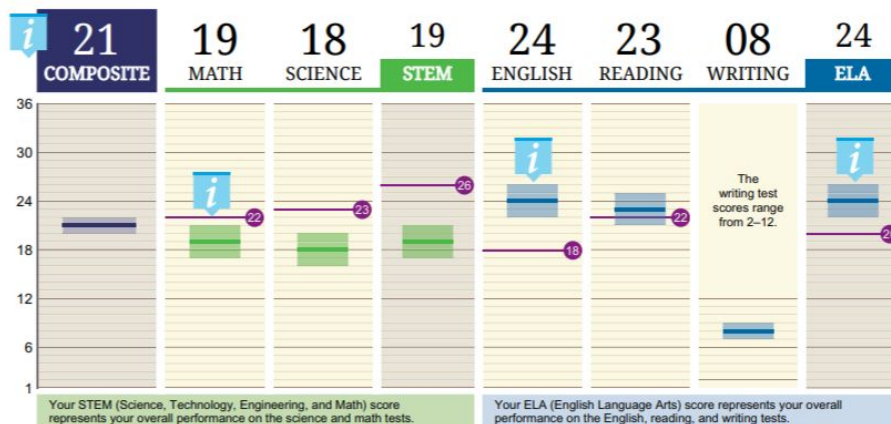
Your Score
- Your Score
- Your Score Range

ACT College Readiness Benchmarks
- Readiness Benchmark

If your score is at or above the Benchmark, you have at least a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in specific first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Your Score Range
Test scores are estimates of your educational development. Think of your true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below your score.

US & State Rank
Your ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT® test and received scores that are the same or lower than your scores. For example, a rank of 56 for your Composite score means 56% of students earned that Composite score or below.

US Rank *i*
Composite	56%
Math	49%
Science	33%
STEM	43%
English	74%
Reading	66%
Writing	90%
ELA	82%

State Rank
Composite	58%
Math	52%
Science	34%
STEM	46%
English	75%
Reading	68%
Writing	91%
ELA	84%

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
  - Bilingual seal certification
  - Concurrent enrollment, such as College in the Schools
  - Articulated credit
 - Students accessing post-secondary enrollment option (PSEO)

Summative: AP Courses & Exams | *College-level Content*

- AP exams are college-level exams that assess mastery of AP course content.

- One national testing period each May.

- AP exams are scored on a 1-5 scale, with a 5 indicating "extremely well qualified" to receive college credit and placement.
  - Scores of 4 or 5 earn college credit at most institutions.

- AP exams in Eden Prairie:
  - One free exam for high school students.
  - Students can take an AP course without taking the corresponding AP exam and vise versa.

Summative: Bilingual Seal | *Language Proficiency*

American Council on the Teaching of Foreign Languages

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.
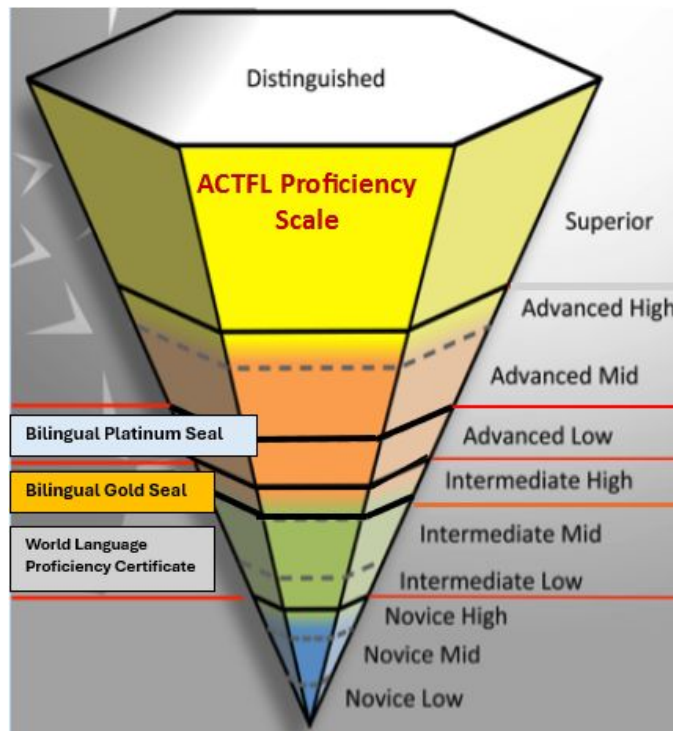
31 languages approved in MN

Platinum Seal: ACTFL Advanced Low proficiency; eligible for 4 semesters of college credit.

Gold Seal: ACTFL Intermediate High proficiency; eligible for 3 semesters of college credit.

World Language Proficiency Certificate: ACTFL Intermediate Low proficiency; eligible for 2 semesters of college credit.

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.

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

# Computer Adaptive Tests

- 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.

- Incorrect answers provide insight equal to that of correct answers.

- The precision of measurement in a CAT is optimized regardless of whether a student functions at, above, or significantly below grade level.
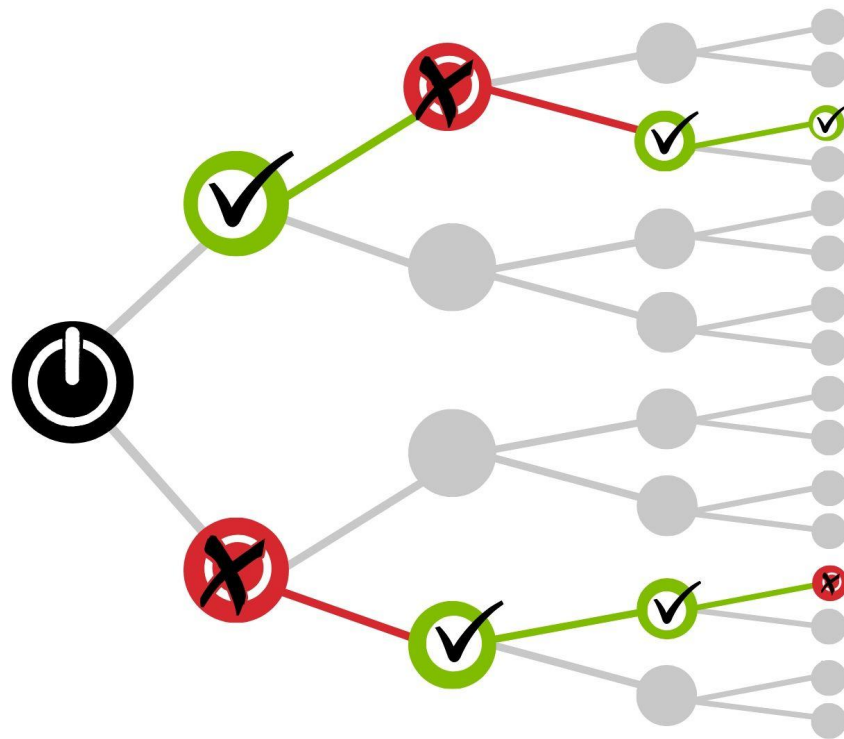
Summative: MCA & MTAS | *Minnesota Standards Mastery*

- 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.
    - Reading and math are computer adaptive tests.

- 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.

How do the MCA scale scores translate into MCA Achievement Levels?

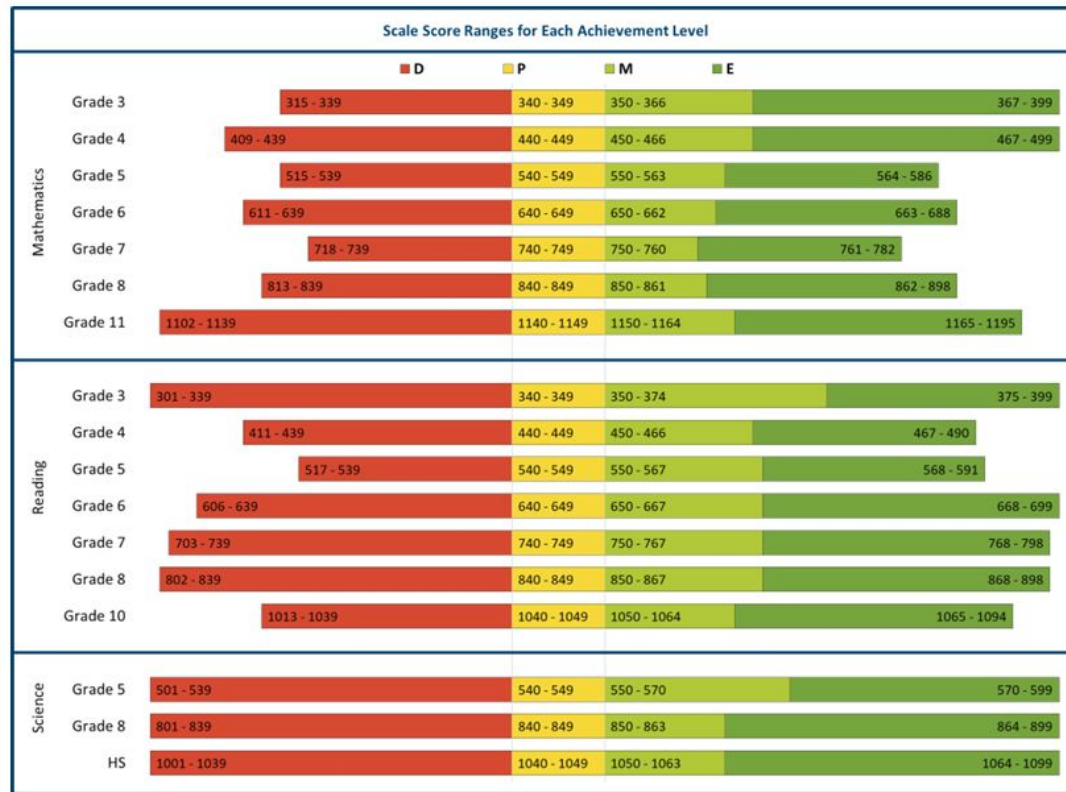Each grade and subject has four achievement levels:

- D – Does Not Meet Standards
- P – Partially Meets Standards
- M – Meets Standards
- E – Exceeds Standards

Does Not Meet Standards does not have a set student score or range; both vary by grade and subject.

Partially Meets Standards always starts at a student score of 40, and the range is always the same.

Meets Standards always starts at a student score of 50, and the range varies by grade and subject.

Exceeds Standards does not have a set student score or range; both vary by grade and subject.

Scale Score Ranges for Each Achievement Level

|		D	P	M	E
Mathematics	Grade 3	315 - 339	340 - 349	350 - 366	367 - 399
	Grade 4	409 - 439	440 - 449	450 - 466	467 - 499
	Grade 5	515 - 539	540 - 549	550 - 563	564 - 586
	Grade 6	611 - 639	640 - 649	650 - 662	663 - 688
	Grade 7	718 - 739	740 - 749	750 - 760	761 - 782
	Grade 8	813 - 839	840 - 849	850 - 861	862 - 898
	Grade 11	1102 - 1139	1140 - 1149	1150 - 1164	1165 - 1195
Reading	Grade 3	301 - 339	340 - 349	350 - 374	375 - 399
	Grade 4	411 - 439	440 - 449	450 - 466	467 - 490
	Grade 5	517 - 539	540 - 549	550 - 567	568 - 591
	Grade 6	606 - 639	640 - 649	650 - 667	668 - 699
	Grade 7	703 - 739	740 - 749	750 - 767	768 - 798
	Grade 8	802 - 839	840 - 849	850 - 867	868 - 898
	Grade 10	1013 - 1039	1040 - 1049	1050 - 1064	1065 - 1094
Science	Grade 5	501 - 539	540 - 549	550 - 570	570 - 599
	Grade 8	801 - 839	840 - 849	850 - 863	864 - 899
	HS	1001 - 1039	1040 - 1049	1050 - 1063	1064 - 1099

Screener: FastBridge aReading | *Broad Reading Ability*

- aReading is a computer-adaptive test.

- aReading measures broad reading ability by assessing skills such as:
  - Phonological awareness
  - Phonics
  - Vocabulary
  - Comprehension
  - Orthography
  - Morphology

- FastBridge aReading in 3rd Grade:
  - All students in 3rd grade take aReading in fall, winter, and spring.

FastBridge Score Outcomes: Norm Percentiles
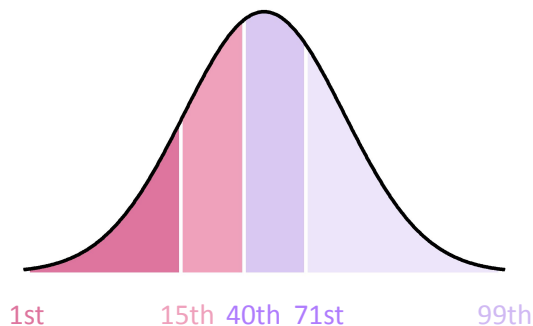
1st   15th 40th 71st   99th

Students receive a score that falls in one of four levels based on a student's risk of not meeting end of year targets.

Students at **high risk** of not meeting end of year targets.

Students at **some risk** of not meeting end of year targets.

Students at **low risk** of not meeting end of year targets.

Students who are **exceeding** end of year **targets.**

1st   15th   40th   71st   99th

Lowest Scale Score   ← Norm Percentiles →   Highest Scale Score
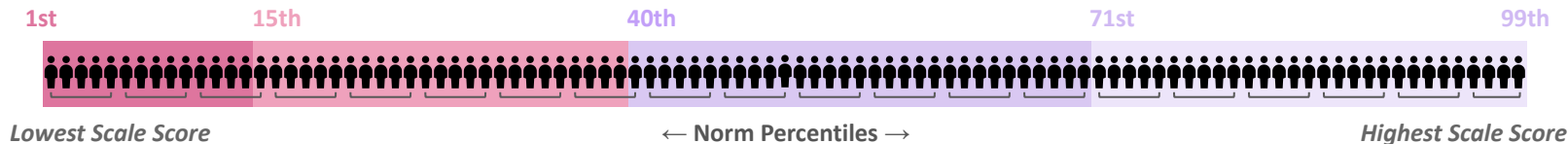
Screener: FastBridge CBM-R | *Reading Fluency*

- CBM-R = Curriculum-Based Measure for Reading

- CBM-R is an oral reading assessment which requires effective integration of reading skills working together synergistically.

- CBM-R measures fluency through the combination of:
  - Accuracy: The ability to recognize words quickly, accurately, and effortlessly.
  - Automaticity: The ability to perform a task at an automatic level with a minimum level of attention.

- FastBridge aReading in 3rd Grade:
  - All students in 3rd grade take aReading in fall, winter, and spring.

Student Copy   **Level 3 Screening Form 1**

Bob, Zach, and Linda

Bob's mom told him she had a surprise for him. She handed him a present and he wondered what it was. Inside was an orange shirt with the words, "Big Brother". There was also a picture of a smiling baby. He realized his mom was going to have a baby. He was excited because his friends had little brothers and sisters. Now he would have one too.

His mom read him a book about how babies grow. He asked her lots of questions. He wondered what it was like when he was a baby. She answered and said he could help pick a name. He came up with a list of names he liked best. He liked the name Linda for a girl. If it was a boy he wanted to name it Zach.

Bob helped his dad get the baby's room ready. They painted the walls a pretty pale yellow. They also hung a picture over the bed. It was a big green frog with funny legs. Then they put some toys and stuffed animals in the room.

One morning, his mom woke up early. She said it was time to go to the hospital. Bob went to stay with his grandma. Later that day, his dad came to pick him up. He told Bob the baby was a girl. He had a sister now and was excited to meet her. When he got there he learned her name was Linda.

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

FastBridge Growth

ACCESS/Alt ACCESS Growth

Grades based on classroom assessments

Summative: MCA & MTAS | *Minnesota Standards Mastery*

- 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.
  - Reading and math are computer adaptive tests.

- 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:
  - Math: Grades 3-8, 11
  - Reading: Grades 3-8, 10
 - Science: 5, 8, and high school post-biology

Transition from MCA-III & MTAS-III to MCA-IV & MTAS-IV

- New assessments to measure new standards.
- Achievement Levels → Performance Level Descriptors
- Performance Level Descriptors
  - Beginning | Intermediate | Meets | Advanced
  - Describe the knowledge and skills that students are expected to display at each grade level
  - Show the trajectory of advancement

Science: 24-25   **Math: 27-28**
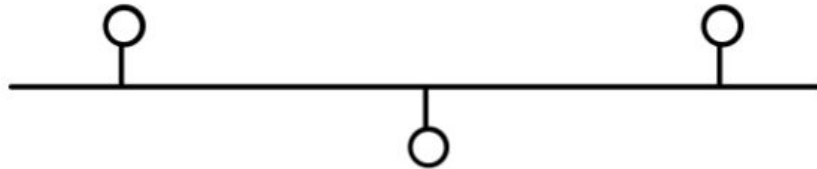
Reading: 25-26

Screener: FastBridge Reading and Math

- **K-1: FastBridge earlyReading and earlyMath:**
  - All students in K-1 take earlyReading and earlyMath in fall, winter, and spring.
  - earlyReading and earlyMath measure foundational literacy and numeracy in a fixed format (not computer adaptive).

- **2-8: FastBridge aReading and aMath:**
  - All students in 2-8 take aReading and aMath in fall, winter, and spring.
  - aReading and aMath are a computer-adaptive tests which means they are individualized for each student.

FastBridge Score Outcomes: Norm Percentiles
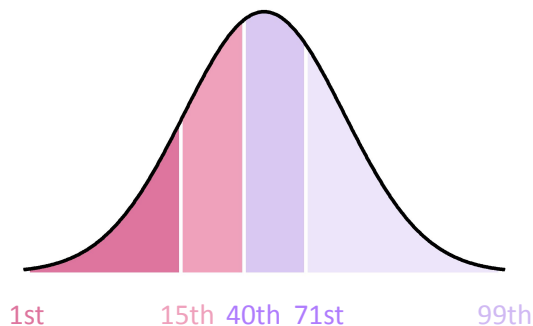
1st   15th 40th 71st   99th

Students receive a score that falls in one of four levels based on a student's risk of not meeting end of year targets.

Students at **high risk** of not meeting end of year targets.

Students at **some risk** of not meeting end of year targets.

Students at **low risk** of not meeting end of year targets.

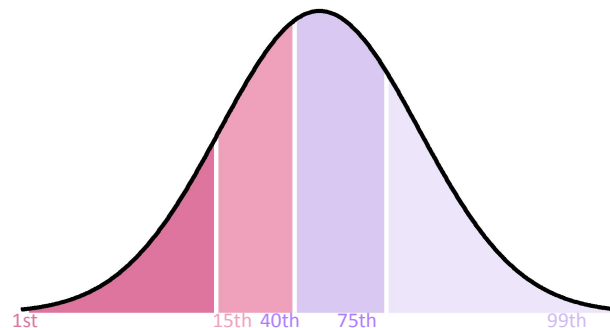Students who are **exceeding** end of year **targets.**

1st   15th   40th   71st   99th

Lowest Scale Score   ← **Norm Percentiles** →   *Highest Scale Score*
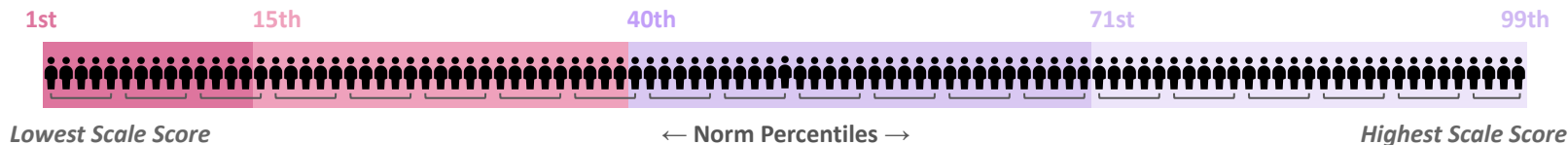
FastBridge Score Outcomes: Growth Percentiles

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

Growth norms are determined for each start score so that student growth is evaluated relative to their initial achievement.
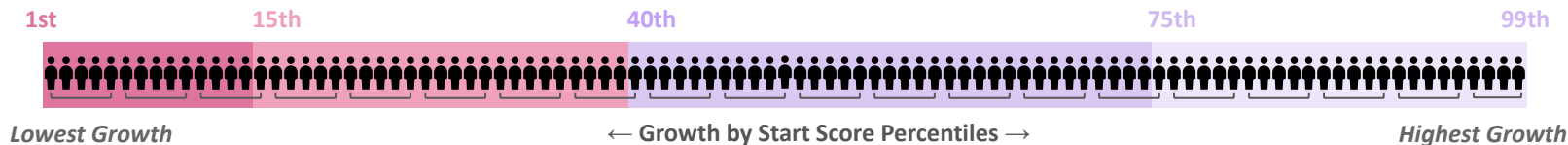
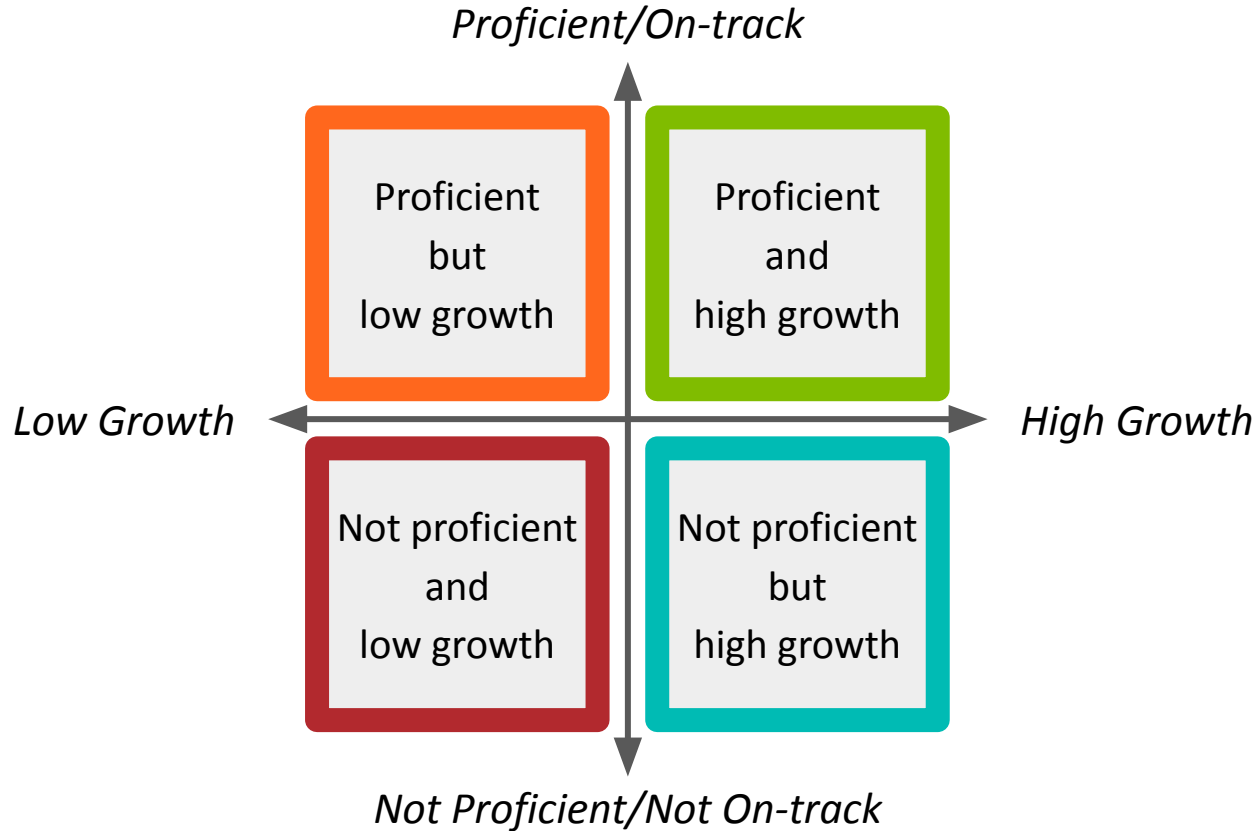1st   15th 40th   75th   99th
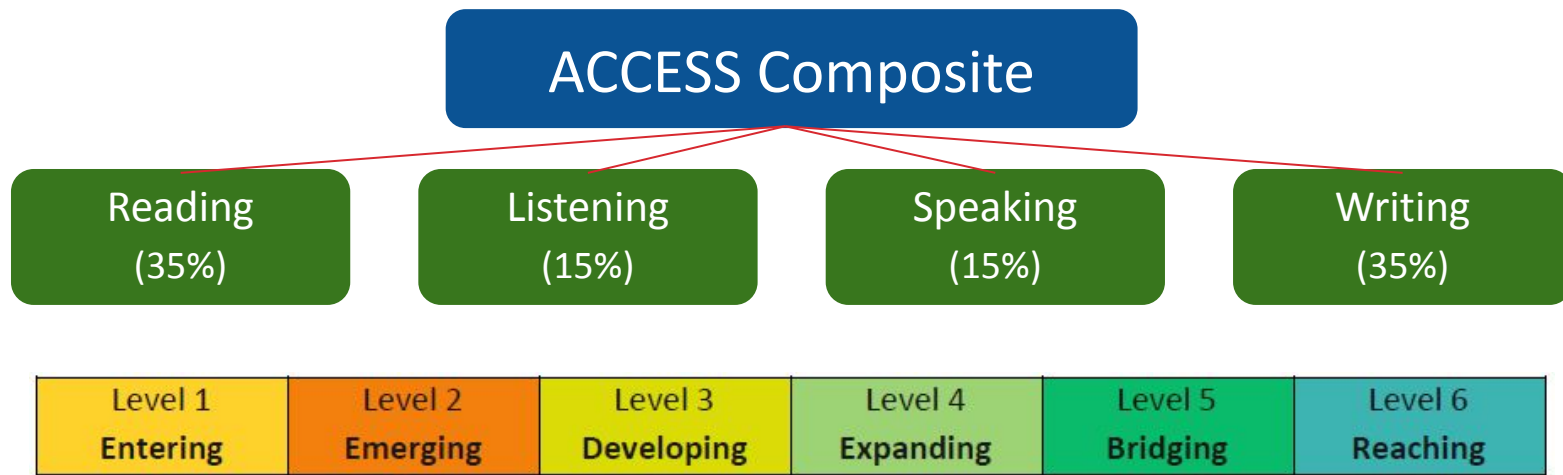
| FLAT | MODEST | TYPICAL | AGGRESSIVE |

1st   15th   40th   75th   99th

Lowest Growth   ← **Growth by Start Score Percentiles** →   *Highest Growth*

Proficiency and Growth Quadrants

Summative: ACCESS | *English Language Proficiency*

ACCESS Composite

Reading (35%)	Listening (15%)	Speaking (15%)	Writing (35%)

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching

- Students do not pass or fail the ACCESS/Alt ACCESS.
- ACCESS/Alt ACCESS measure student performance relative to English Language Development Standards.

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

Secondary Course Grades

- Students receive a grade at the end of a course – based on classroom assessments – which indicates what a student knows and is able to do relative to Minnesota State Standards.

- 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.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
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

Ends Policy 1.4

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

- -

Inspired Journey Program

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."

Exceeding Graduation Requirements

MN Grad 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**

Ends Policy 1.5

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

- -

4Cs

Goal Setting

4Cs and Digital Citizenship Proficiency Scales

- Student proficiency of the 4Cs and Digital Citizenship are measured through performance assessments embedded into content area assessments.

OT	On Track	Indicates students are on track to achieve end-of-year proficiency; used in midyear grading for skills where instruction will continue *(III or IV on proficiency scales)*
P	Proficient	Indicates students are proficient in a content area and the content learning is complete; used primarily in end of year grading *(III or IV on proficiency scales)*
D	Developing	Indicates students demonstrate partial success towards supporting targets *(typically II on proficiency scale)*
B	Beginning	Indicates student has minimal success toward supporting targets *(typically I on proficiency scale)*
NA	Not Yet Assessed	Skill is not yet assessed

	Collaboration		Communication
Level IV	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and initiative when working with others to achieve the team's goals.	Level IV	Student can communicate convincingly about academic topics, making strategic choices in both oral conversation and written composition to ensure messages are understood clearly by diverse audiences.
Level III	**Essential Learning Target:** Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility when working with others to achieve the team's goals.	Level III	**Essential Learning Target:** Student can communicate effectively about academic topics, making choices in both oral conversation and written composition to ensure messages are understood clearly by intended audiences.
Level II	Supporting Targets: Student can demonstrate the following as necessary for the collaborative task: • Demonstrates a clear understanding of the purpose and scope of the team's work, as well as the roles and responsibilities of team members, and follows a flexible plan to meet task requirements • Establishes and follows team norms • Takes personal responsibility in carrying out the task and willingly accepts individual roles • Prioritizes and monitors individual and team progress toward goals, assisting other team members as needed • Shows willingness to listen and adjust to the various ideas and skills of other team members • Provides and responds to constructive feedback in an effective manner • Uses technology tools across multiple platforms for collaboration in ways that demonstrate cooperation, boost productivity, and engage diverse perspectives • Reflects on one's own collaboration skills and identifies improvements that could be made in future collaboration	Level II	Supporting Targets: Student can demonstrate the following as necessary for the communicative task: • Uses a format, level of formality, and style that is appropriate based on the purpose of the communication and its intended audience. • Develops clear, focused, and detailed ideas to demonstrate conceptual understanding and knowledge. • Organizes ideas in a manner that is logical and creates cohesion from the introduction of the idea to its conclusion. • Gauge audience understanding and clarify one's intended message as needed. • Listens actively and attentively to other participants, using effective interpersonal skills (questioning, diplomacy, feedback) to show understanding and interest. • Uses verbal & nonverbal techniques effectively and digital media with intentionality to enhance oral presentations. • Shows intentionality in how to communicate effectively through a variety of media platforms and communities as a responsible and respectful 21st century digital citizen, with an understanding of how to shape one's online footprint. • Uses cultural understanding of various audiences to diversify communication approaches for each audience; understands how the use of some language (i.e. colloquialisms, jargon, slang) can make understanding difficult for an audience. • Assesses the effectiveness and impact of one's communications; knows whether the audience has understood the message and can identify improvements that could be made in future communication.
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.	Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Ends Policy 1.6

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

- -

Digital Citizenship

Safe, Kind, Responsible, Respectful

Attendance

4Cs and Digital Citizenship Proficiency Scales

- Student proficiency of the 4Cs and Digital Citizenship are measured through performance assessments embedded into content area assessments.

OT	On Track	Indicates students are on track to achieve end-of-year proficiency; used in midyear grading for skills where instruction will continue *(III or IV on proficiency scales)*
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	Collaboration		Communication
Level IV	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and initiative when working with others to achieve the team's goals.	Level IV	Student can communicate convincingly about academic topics, making strategic choices in both oral conversation and written composition to ensure messages are understood clearly by diverse audiences.
Level III	**Essential Learning Target:** Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility when working with others to achieve the team's goals.	Level III	**Essential Learning Target:** Student can communicate effectively about academic topics, making choices in both oral conversation and written composition to ensure messages are understood clearly by intended audiences.
Level II	Supporting Targets: Student can demonstrate the following as necessary for the collaborative task: • Demonstrates a clear understanding of the purpose and scope of the team's work, as well as the roles and responsibilities of team members, and follows a flexible plan to meet task requirements • Establishes and follows team norms • Takes personal responsibility in carrying out the task and willingly accepts individual roles • Prioritizes and monitors individual and team progress toward goals, assisting other team members as needed • Shows willingness to listen and adjust to the various ideas and skills of other team members • Provides and responds to constructive feedback in an effective manner • Uses technology tools across multiple platforms for collaboration in ways that demonstrate cooperation, boost productivity, and engage diverse perspectives • Reflects on one's own collaboration skills and identifies improvements that could be made in future collaboration	Level II	Supporting Targets: Student can demonstrate the following as necessary for the communicative task: • Uses a format, level of formality, and style that is appropriate based on the purpose of the communication and its intended audience. • Develops clear, focused, and detailed ideas to demonstrate conceptual understanding and knowledge. • Organizes ideas in a manner that is logical and creates cohesion from the introduction of the idea to its conclusion. • Gauge audience understanding and clarify one's intended message as needed. • Listens actively and attentively to other participants, using effective interpersonal skills (questioning, diplomacy, feedback) to show understanding and interest. • Uses verbal & nonverbal techniques effectively and digital media with intentionality to enhance oral presentations. • Shows intentionality in how to communicate effectively through a variety of media platforms and communities as a responsible and respectful 21st century digital citizen, with an understanding of how to shape one's online footprint. • Uses cultural understanding of various audiences to diversify communication approaches for each audience; understands how the use of some language (i.e. colloquialisms, jargon, slang) can make understanding difficult for an audience. • Assesses the effectiveness and impact of one's communications; knows whether the audience has understood the message and can identify improvements that could be made in future communication.
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.	Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Attendance

$$\text{Attendance Rate} = \frac{\text{Average Daily Attendance}}{\text{Average Daily Membership}} \times 100$$

Chronic Absenteeism

A student is considered chronically absent when they have missed 10% or more full days for non-instructional reasons.

Questions