



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Eden Prairie Schools Ends Monitoring FY 2021-2022

Ends Policy 1.3	Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.
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Date of Operational Interpretation Monitoring: June 28, 2021

Date of Evidence Monitoring: October 24, 2022

Assertion of Expected Progress by the Superintendent: The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.3, "Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

Certification of the Superintendent: *I certify this report to be accurate.*

Signed 
Dr. Josh Swanson, Superintendent

Date: October 12, 2022



Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.3 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

Monitoring Timeline:

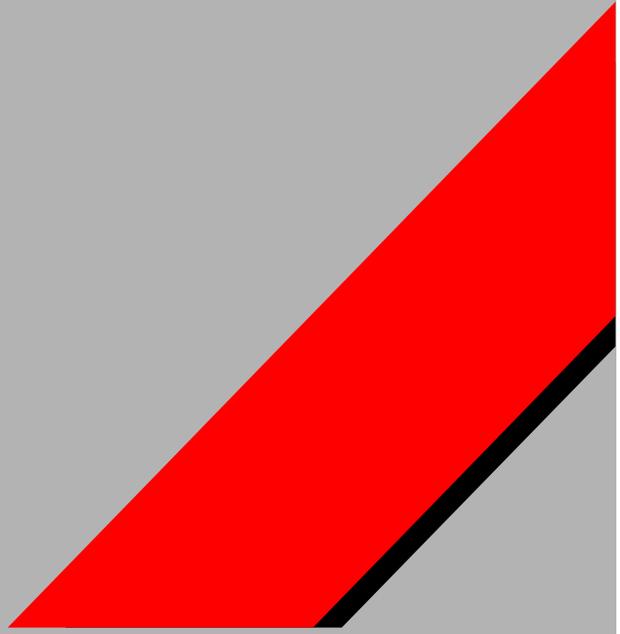
July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 28, 2021

Evidence: October 24, 2022



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

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 be predictable between racial and service student groups.
2. 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.
3. 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:

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

In Eden Prairie, we know that each student possesses strong skills in English Language Arts, Math, and Science needed to excel in all other academic areas. In addition to English Language Arts, Math, and Science it is our goal that all students will perform at or above grade level in all content areas, which include Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education. Measuring the academic achievement of the MN and National Standards in these content areas is as important as determining proficiency as of the MN Standards in English Language Arts, Math, and Science.

Eden Prairie Schools uses a balanced assessment system which includes a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programing and practices. This body of evidence includes:

- Long-cycle: State and national assessments
- Mid-cycle: Universal screening and benchmark assessments
- Short-cycle: Classroom assessments

Long-cycle: State and national assessments

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 and are measured by the Minnesota Comprehensive Assessment (MCA) or the Minnesota Test of Academic Skills (MTAS). The MN K-12 Academic Standards in Mathematics define the proficiency requirement for numbers and operations, algebra, geometry and measurement, data analysis and probability and are measured by MCA & MTAS. The MN K-12 Academic Standards in Science define the proficiency requirement for science and engineering practices, crosscutting concepts, and disciplinary core ideas (physical sciences, life sciences and earth and space sciences) (MN State Academic Standards, 2021).

Mid-cycle: Universal screening and benchmark assessments

Universal screening and benchmark assessments are 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 like the MCA & MTAS. Mid-cycle 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 on student's 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 screening and benchmark assessments offer multiple insights and advantages, including:

- Measuring student achievement and growth over time
- Identifying student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

Short Cycle: Grades based on classroom assessments

The assigned grades for students are identified as a short-cycle assessment. Locally developed classroom assessments aligned to the MN state standards and/or national standards are used to indicate proficiency levels met through a grade-based system.

District Growth Expectations

When any student is performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's worth of growth in order to meet grade level expectations by the end of the school year. That is, a student who is achieving below grade level will not demonstrate grade level standards by the end of the year if they make an average of one year's growth. At best, this student will only maintain their current achievement (which is below grade level). Therefore, for a student to move from below grade level expectations to meeting or exceeding grade level expectations, they must demonstrate aggressive growth (more than one year's worth of growth).

Citations

- Great Schools Partnership. “Interim Assessment Definition.” *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- MN State Academic Standards (K-12). (n.d.). <https://education.mn.gov/mde/dse/stds/>.
- 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.

Measurement Plan

I. Description of the Measurement Tools:

Long-Cycle Assessment Proficiency: Assessed by the 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. MCA & MTAS assessments are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, math, and science.

The following table shows grade levels taking certain parts of the MCA & MTAS:

Grade 3	Math & Reading
Grade 4	Math & Reading
Grade 5	Math, Reading & Science
Grade 6	Math & Reading
Grade 7	Math & Reading
Grade 8	Math, Reading & Science
Grade 10	Math
Grade 11	Reading
High School (post-biology)	Science

MCA & MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2021):

- 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.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Mid-Cycle Assessment Growth: Assessed by the FastBridge Universal Screener and Benchmark Assessments

The FastBridge aReading assessment is based on ten years of research built upon the recommendations of the National Reading Panel (2000). 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 2-5. aReading is a universal screening tool to (a) personalize instruction for each student and (b) identify students at risk for academic gaps. earlyReading is the equivalent assessment for developing readers and is used in grades K and 1.

The FastBridge 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 2-5 universal and 6-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians and is used in grades K and 1.

The aReading, earlyReading, aMath, and earlyMath assessment outcomes can also be used to evaluate a student’s learning growth over time. The growth measures from these assessments are derived from rigorous statistical meta-analysis studies on student learning that compare a student’s actual growth to the average expected growth of a student with a similar start score. More simply, this growth measure details how much gain is typical for a student who starts at a given level. Eden Prairie Schools administers aReading/earlyReading and aMath/earlyMath three times a year during the fall, winter, and spring, and we assess student growth in reading and math during the fall-to-spring interval.

FastBridge Student Growth Achievement Levels:

- Aggressive growth (more than one year’s worth of growth)
- Typical growth (equivalent to one year’s worth of growth)
- Modest growth (less than one year’s worth of growth)
- Flat growth (flat or negative growth)

For FastBridge assessments, students who achieve grow at the levels of “typical” or “aggressive” are deemed to have one year’s or more of growth. Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Short Cycle Assessment Proficiency: Assessed by Grades Based on Classroom Assessments

Other curriculum areas are inclusive of Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education. Students are measured in grades 6-12 through classroom assessments to indicate proficiency levels met through a grade-based system. These classroom assessments are aligned to the MN state standards and/or identified national standards.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

II. Targets

Long-Cycle Assessment Proficiency: Minnesota State MCA & MTAS Assessments: Target for 2021-2022

- 76% of students (grades 3-8, 10) will be at or above proficiency in reading.
- 73% of students (grades 3-8, 11) will be at or above proficiency in math.
- 67% of students (grades 5, 8, HS) will be at or above proficiency in science.

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments: Target for 2021-2022

- The percentage of students (grades K-5) below grade level in reading who achieve aggressive growth from fall to spring will increase by 2% points, from 40% in 2020-2022 to 42% in 2021-2022.
- The percentage of students (grades K-5) below grade level in math who achieve aggressive growth from fall to spring will increase by 2% points, from 36% in 2020-2022 to 38% in 2021-2022.

Note: Aggressive growth is the 75th growth percentile and above

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for 2021-2022

- The percentage of students (grades 6-12) achieving a C grade or higher in other curriculum areas* will increase by 2% points.

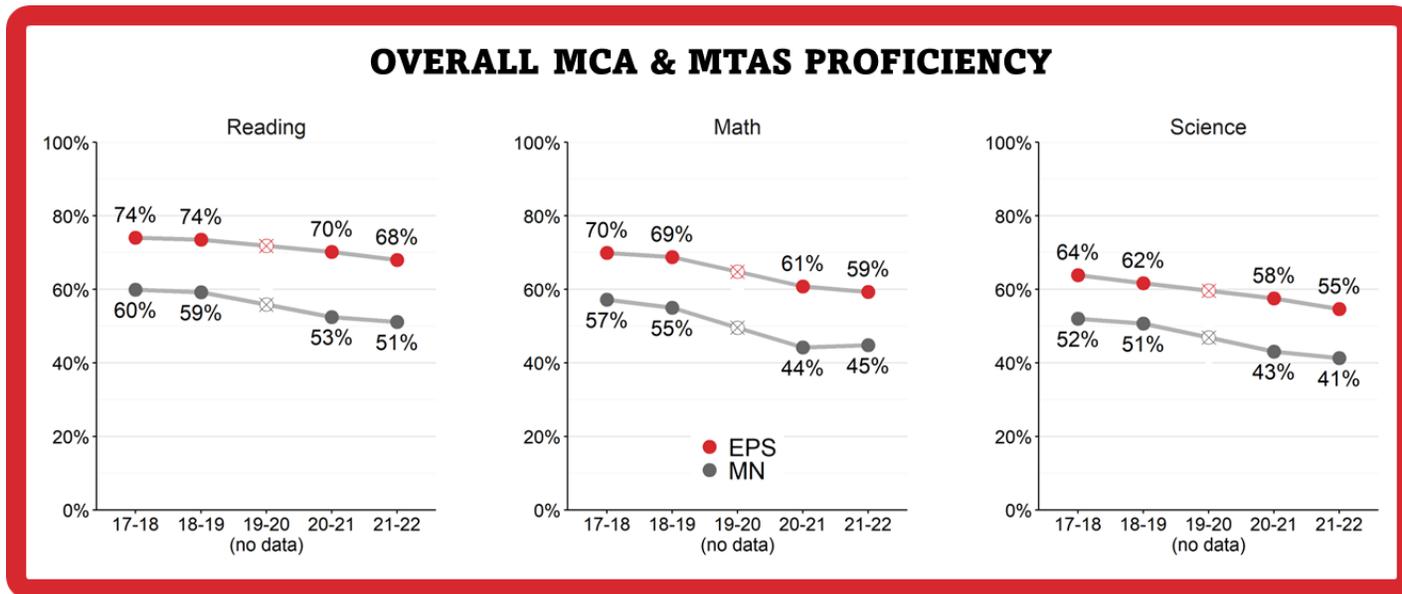
Note: Other curriculum areas include: Social Studies, World Language, Career Technology Education, Business Education - Fine or Applied Arts (music, art courses), Health, Physical Education.

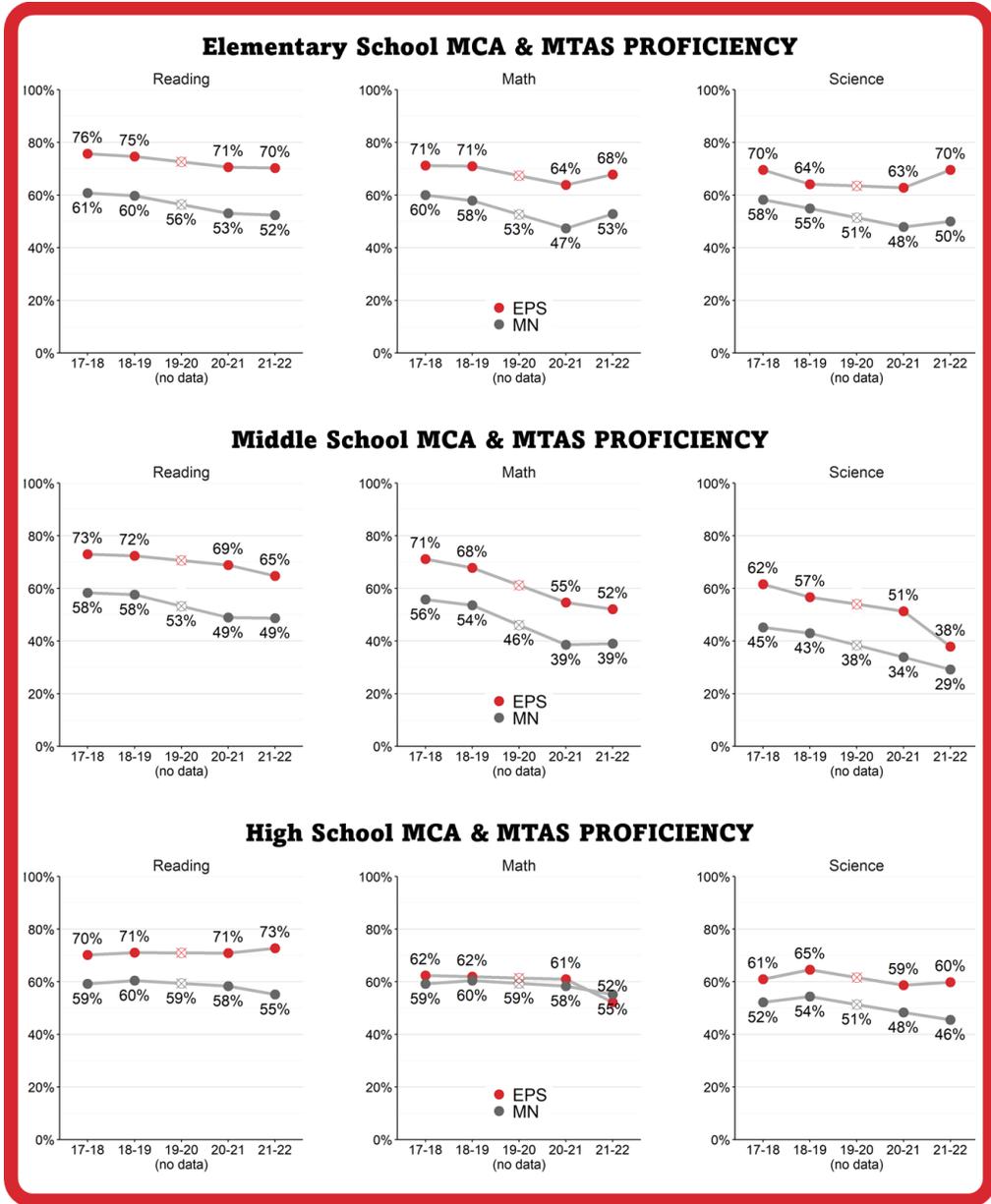
Citations:

- 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>.
- 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.

Evidence:

Long-Cycle Assessment Proficiency: Minnesota State MCA & MTAS Assessments



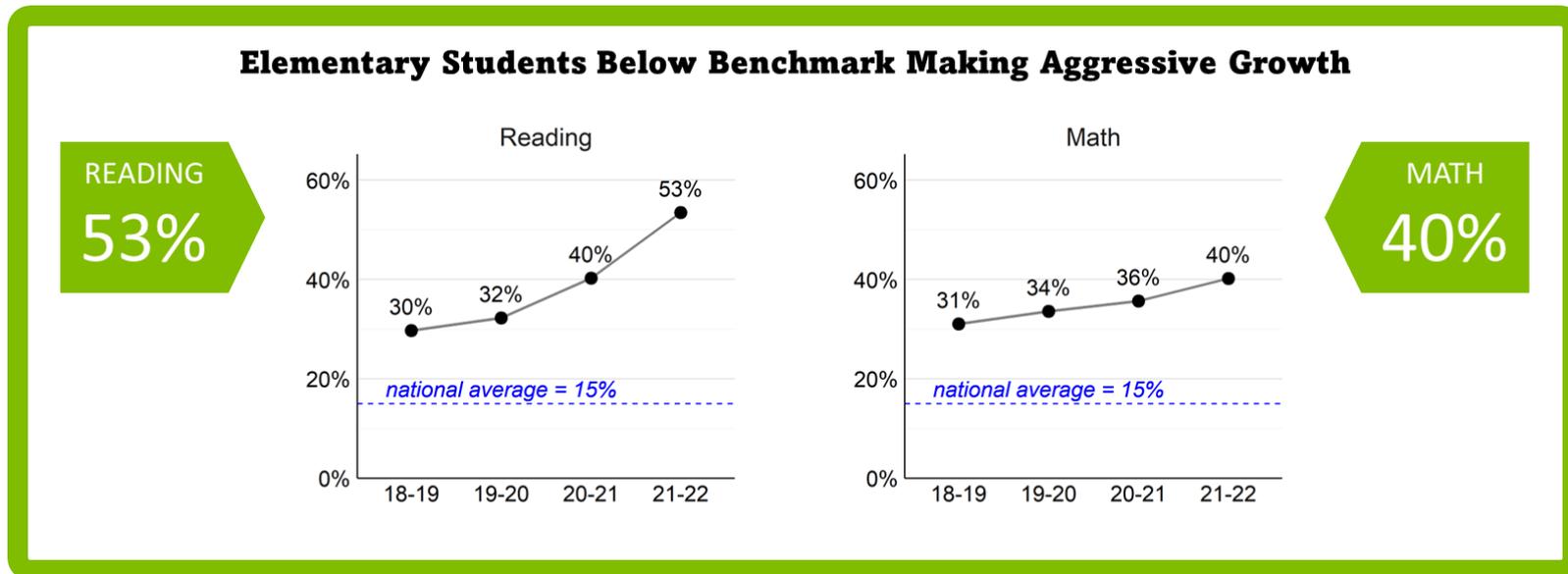


Reading MCA & MTAS Proficiency					
Percentage of Students Meeting Grade Level Standards for MCA & MTAS					
		18-19	19-20*	20-21*	21-22*
Overall	74%	74%	n/a	70%	68%
Grade 3	70%	69%		65%	68%
Grade 4	72%	69%		65%	64%
Grade 5	82%	81%		76%	78%
Grade 6	79%	80%		76%	70%
Grade 7	72%	75%		70%	63%
Grade 8	74%	70%		67%	61%
Grade 10	70%	71%		71%	73%
Asian	83%	83%		84%	81%
Black or African American	48%	49%		44%	42%
Hispanic/Latino	57%	59%		51%	49%
Two or more races	73%	71%		69%	66%
White	81%	80%		78%	77%
EL	22%	21%		16%	17%
FRP	48%	48%		42%	41%
SpEd	38%	35%		35%	39%
<p>Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.</p> <p>*Indicates school year affected by COVID-19. MCA & MTAS were not given in 19-20. Due to the challenges of COVID-19, MDE does not support widely comparing 20-21 MCA & MTAS assessment results to previous years' results.</p>					

Math MCA & MTAS Proficiency					
Percentage of Students Meeting Grade Level Standards for MCA & MTAS					
		18-19	19-20*	20-21*	21-22*
Overall	74%	74%	n/a	70%	59%
Grade 3	72%	74%		72%	76%
Grade 4	78%	75%		66%	67%
Grade 5	67%	65%		57%	61%
Grade 6	69%	69%		61%	47%
Grade 7	65%	69%		53%	53%
Grade 8	76%	67%		57%	57%
Grade 11	62%	62%		61%	52%
Asian	87%	86%		82%	81%
Black or African American	38%	38%		33%	30%
Hispanic/Latino	47%	46%		36%	36%
Two or more races	63%	64%		56%	52%
White	78%	77%		68%	69%
EL	30%	27%		21%	21%
FRP	39%	39%		32%	29%
SpEd	34%	31%		30%	36%
<p>Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.</p> <p>*Indicates school year affected by COVID-19. MCA & MTAS were not given in 19-20. Due to the challenges of COVID-19, MDE does not support widely comparing 20-21 MCA & MTAS assessment results to previous years' results.</p>					

Science MCA & MTAS Proficiency					
Percentage of Students Meeting Grade Level Standards for MCA & MTAS					
	17-18	18-19	19-20*	20-21*	21-22*
Overall	64%	62%	n/a	58%	55%
Grade 5	64%	70%		63%	70%
Grade 8	57%	62%		51%	38%
Grade HS	61%	65%		59%	60%
Asian	73%	81%		74%	66%
Black or African American	27%	33%		27%	26%
Hispanic/Latino	42%	45%		37%	36%
Two or more races	58%	53%		54%	47%
White	71%	71%		65%	64%
EL	6%	7%		10%	13%
FRP	31%	33%		31%	28%
SpEd	33%	33%		27%	38%
<p>Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.</p> <p>*Indicates school year affected by COVID-19. MCA & MTAS were not given in 19-20. Due to the challenges of COVID-19, MDE does not support widely comparing 20-21 MCA & MTAS assessment results to previous years' results.</p>					

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments



Students Below Benchmark Making Aggressive Growth							
READING – FastBridge earlyReading & aReading				MATH – FastBridge earlyMath & aMath			
	19-20	20-21	21-22		19-20	20-21	21-22
Overall	32%	40%	53%	Overall	34%	36%	40%
Grade K	5%*	39%	50%	Grade K	10%*	32%	37%
Grade 1	24%*	59%	51%	Grade 1	13%*	33%	32%
Grade 2	51%	54%	69%	Grade 2	54%	44%	41%
Grade 3	46%	35%	55%	Grade 3	42%	34%	45%
Grade 4	33%	33%	52%	Grade 4	34%	36%	40%
Grade 5	27%	15%	39%	Grade 5	30%	38%	46%
Grade 6	28%	19%	n/a	Grade 6	29%	32%	n/a
Asian	43%	46%	55%	Asian	41%	42%	51%
Black or African American	27%	35%	54%	Black or African American	34%	34%	39%
Hispanic/Latino	32%	34%	47%	Hispanic/Latino	33%	30%	33%
Two or more races	32%	36%	48%	Two or more races	35%	38%	38%
White	35%	45%	55%	White	32%	38%	43%
EL	30%	36%	54%	EL	34%	29%	39%
FRP	26%	36%	49%	FRP	30%	34%	36%
SpEd	29%	32%	39%	SpEd	28%	26%	39%
Notes: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. 6 th grade moved to CMS in 21-22.							
*Growth measures were not available for all students due to COVID-19 testing disruptions.							

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments

Percentage of Students Achieving a C grade or Higher						
Subject Area	Middle School			High School		
	19-20	20-21	21-22*	19-20	20-21	21-22*
Overall	98%	90%	91%	98%	96%	97%
Geography/Social Studies	97%	90%	93%	96%	96%	96%
World Language	96%	91%	91%	99%	97%	96%
Technology	97%	87%	84%	97%	97%	96%
Business Education	n/a	n/a	n/a	100%	97%	98%
Fine or Applied Arts	99%	92%	91%	99%	94%	98%
Health	98%	87%	84%	97%	97%	97%
Physical Education	100%	91%	95%	99%	97%	98%

Notes: 21-22 includes EPO Secondary grades. 6th grade moved to CMS in 21-22.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent's assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion: The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.3, "Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

Board Member's Summarizing Comments