

# Eden Prairie School District 272

## Ends Policy Monitoring Report

**Policy Name:**

**Ends ~~1.1~~ 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:**

Ol: June 28, 2021

Evidence: October 2021

### 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](#) ~~exist~~ 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.

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#### 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](#) ~~individual growth of each learner~~ is as important as determining proficiency [as of the MN Standards](#) in English Language Arts, Math, and Science.

Eden Prairie Schools [uses](#) ~~in~~ 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 alternate MCA. 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/Alt. MCA. 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/Alt. MCA. 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/](http://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.

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#### Mid-Cycle Assessment—FastBridge Universal Screener and Benchmark Assessment

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 and earlyReading are 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.

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. Students with growth in the 40th percentile or above have typical to aggressive growth.

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.

FastBridge outcomes correlate with Minnesota’s MCA/MTAS [MCA/Alt. MCA](#) state-wide assessments: a FastBridge investigation comparing aReading and CBM-R outcomes to related MCA/MTAS outcomes demonstrated strong correlations (correlation coefficients,  $r, > 0.7$ ), and the FastBridge outcomes were strong predictors of students’ proficiency on the MCA/MTAS [MCA/Alt. MCA](#). An internal study using Eden Prairie Schools FastBridge and

MCA/MTAS ~~MCA/Alt. MCA~~ outcomes confirmed the predictive ability of FastBridge outcomes on MCA/MTAS ~~MCA/Alt. MCA~~ proficiency—FastBridge aReading and aMath scores were predictive of MCA/MTAS ~~MCA/Alt. MCA~~ proficiency with a minimum of 83% explanatory power.

~~Inside other curriculum such as Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education students are measured in grades 7–12 through locally developed classroom assessments to indicate proficiency levels met through a grade-based system. For secondary students, we assessed a student’s proficiency in math, reading, and science based on the course grades a student earned in these core subjects. An internal longitudinal study (2017, 2018, and 2019) demonstrated strong correlations between a student’s core area course final grade and the student’s corresponding MCA/MTAS subject proficiency with between 85% and 99% explanatory power.~~

## **Measurement Plan:**

### *1. Description of the Measurement Tools:*

#### Long-Cycle Assessment Proficiency: Assessed by the Minnesota State MCA/Alt. MCA Assessments

The Minnesota Comprehensive Assessments (MCAs) and the alternate Minnesota Comprehensive Assessments (Alt. MCA) 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 assessment. MCA/Alt. MCA 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/Alt. MCA:

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/Alt. MCA 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/Alt. MCA, 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/alt. MCA Assessments: Target for ~~2020-2021~~ 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 ~~2020-2021~~ 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.
- 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.

Note: Aggressive growth is the 75<sup>th</sup> growth percentile and above

**Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for ~~2020-2021~~ 2021-2022**

- The percentage of students (grades ~~6-7~~ 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 - ~~NA for grade 7 and 8,~~ 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.
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**Evidence:**

[Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments](#)

[Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments](#)

[Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments](#)

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**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**

**Board Member's Summarizing Comments**