

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 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

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 be [predictable](#) 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 [a body of evidence including standardized assessment, successful completion of high school course work and capstone experience as well as the](#) 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).

[Academically prepared to progress to multiple opportunities after high school should be identified by multiple measures. Sound research and measurement practices recommend the triangulation of data for each student to identify success. One measure alone should not determine academic and workforce preparedness. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. A balanced assessment approach allows for the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.](#)

Graduation Rates

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.

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

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 high school programs and instructional delivery methods for continuous improvement.

Standardized College Entrance Assessment

A college entrance assessment is a standardized aptitude test designed to measure a student's aptitude in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is one predictor of post-secondary success, retention and graduation (Department of Defense, n.d.). These assessments are designed to be a measure of the potential for future success in post-secondary workforce (ACT, 2021).

~~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.~~

~~The ACT scores representing 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.~~

Gateway Courses

A gateway course is defined as credit-bearing course necessary for college preparation. Gateway courses are aimed to set up students for post-secondary success during both their academic career and professional lives. When students enter post-secondary experiences without background knowledge, critical thinking skills, or the ability to work collaboratively, they may not be set up for success. Students who were not provided these experiences in high school may enter their post-secondary opportunity with fewer skills and abilities to do well in their chosen major, obtain their degree, or enter the workforce (Kwak, 2021).

Capstone Experience Courses

Student exploration, learning, and experience with a career pathway can culminate in a Capstone experience. Capstone experiences provide students opportunities to acquire, apply and demonstrate learning in personalized ways that authentically reflect how professionals think and act within the career field. As part of Eden Prairie School's Designing Pathways implementation process, stakeholders including business partners and community members identified that the essential elements of a Capstone experience should include authentic learning defined as instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field. In partnership with business leaders who

are part of the EP Inspires group, this Capstone experience was designed to include collaboration with professionals in the field through both networking and mentoring. Throughout the Capstone experience, students will apply their previous and current learning and demonstrate their learning in a variety of ways.

Citations:

- National Research Leader in College and Workforce Readiness. ACT. (2021). <https://www.act.org/content/act/en/research.html>.
- Department of Defense (n.d.). *Taking College Entrance Exams: My Future: Test Preparation*. My Future. <https://myfuture.com/college/taking-college-entrance-exams>.
- Kwak, A. J. (2021, February 19). *What Are Gateway Courses and Why Do They Matter to Equity in Higher Ed?* Every Learner Everywhere. <https://www.everylearnereverywhere.org/blog/what-are-gateway-courses-and-why-do-they-matter-to-equity-in-higher-ed/>.

Measurement Plan:

I. Description of the Measurement Tools

Graduation Rates

- 4-year graduation rate
- 7-year graduation rate

Results will include the demographic breakdown by racial and service student groups.

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

- Percent of HS Graduates Enrolling in College
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target
- 4-Year College Completion HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion HS graduates completing a degree or certificate within 6 years

Results will include the demographic breakdown by racial and service student groups.

Academically Prepared for Opportunities after High School:

Demonstration of academic preparedness for multiple opportunities after high school will be measured by a student having met the two out of three benchmarks by the end of 12th grade.

Results will include the demographic breakdown by racial and service student groups.

(1 of 3) Standardized College Entrance Assessment: ACT

Students who achieve a composite score of 21 or greater are deemed to be college and career ready by the ACT.

(2 of 3) Gateway Courses

Students who have achieved a C grade or higher in each of the four identified EPHS gateway courses are deemed to be academically prepared for opportunities after high school. The four EPHS gateway courses are English 12, Algebra II, Physics or Chemistry, and Economics.

(3 of 3) Capstone Experience Courses

Students who have achieved a C grade or higher in at least one EPHS capstone courses are deemed to be academically prepared for opportunities after high school.

II. Targets

Graduation Rates: Target for ~~2020-2021~~ 2021-2022

- 4-year graduation rate: ~~94%~~ 95%
- 7-year graduation rate: 97%

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS): Target for ~~2020-2021~~ 2021-2022

- Percentage of HS Graduates Enrolling in College: 90%
- Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: 95%
- 4-Year College Completion (high school graduates completing a degree or certificate within 4 years): ~~52%~~ 53%
- 6-Year College Completion (high school graduates completing a degree or certificate within 6 years): 73%

Academically Prepared for Opportunities after High School: Target for ~~2020-2021~~ 2021-2022

- Baseline data will be collected for 2021-2022

Evidence:

[Graduation Rates](#)

[Post-Secondary Metrics from State Longitudinal Educational Data System \(SLEDS\)](#)

[Academically Prepared for Opportunities after High School](#)

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