



Measuring What Matters

Language Arts, Math, and Science: 2022-23 School Year

Introduction

Each year during the policy monitoring cycle, the Eden Prairie School Board formally reviews Ends Policy 1.3 which states, “Each student achieves individual growth and proficiency expectations annually in, but not limited to Language Arts, Math, and Science. During the monitoring process the Superintendent provides evidence to support whether reasonable progress has or has not been achieved.

Data

Sound research and measurement practices include metrics across long, medium, and short-term assessments. Further, we leverage state and national assessments, universal screening and benchmark assessments, and locally developed classroom assessments designed to indicate proficiency levels. The results provide a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programming and practices.

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

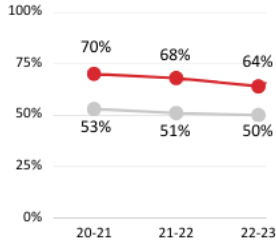
Target for 2022-2023

- 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.

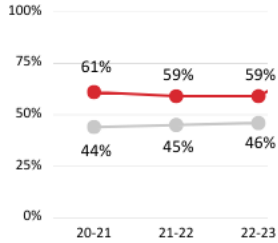
MCA & MTAS Proficiency

Overall

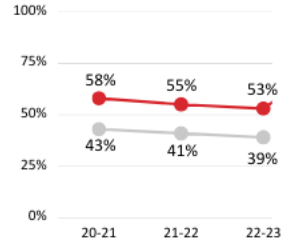
Reading



Math



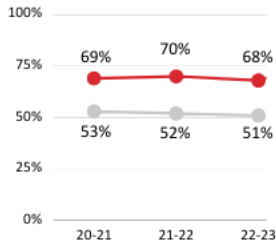
Science



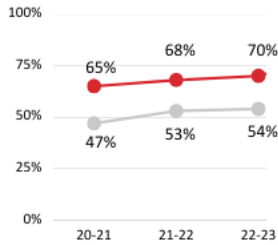
MCA & MTAS Proficiency

Elementary

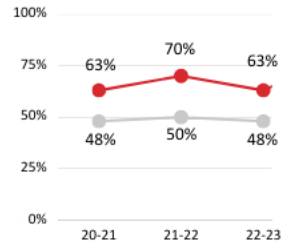
Reading



Math

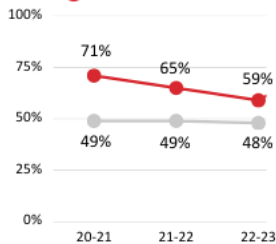


Science

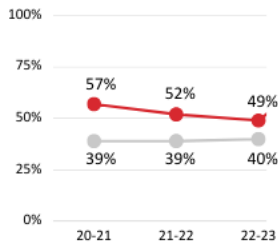


Middle

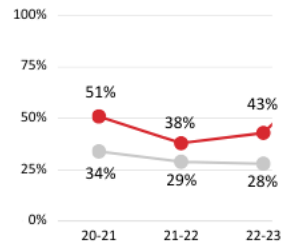
Reading



Math

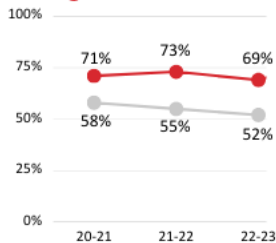


Science

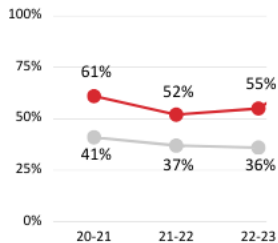


High

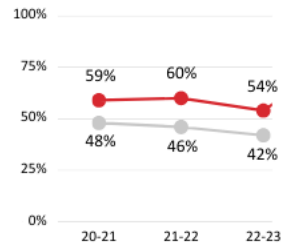
Reading



Math



Science

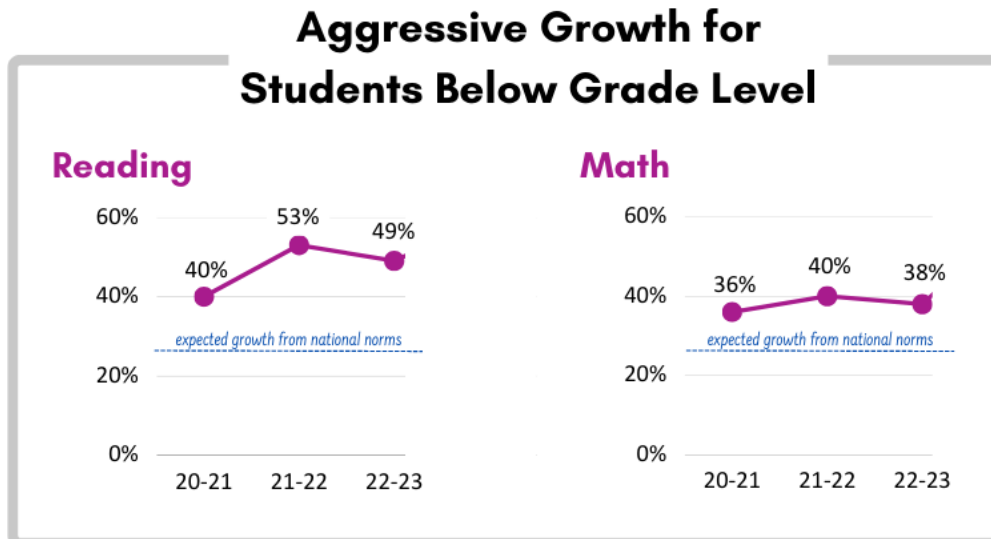


Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments:

Targets for 2022-2023

- The percentage of students (grades K-5) below grade level in reading who achieve aggressive growth from fall to spring will increase by 2 percentage points, from 40% in 2021-2022 to 42% in 2022-2023. (**)
- The percentage of students (grades K-5) below grade level in math who achieve aggressive growth from fall to spring will increase by 2 percentage points, from 36% in 2021-2022 to 38% in 2022-2023.

Note: Aggressive growth is the 75th growth percentile and above 2022 (Highlighted above does not match graph numbers from monitoring report)



Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for 2022-2023

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

Note: Other curriculum areas include: social studies, world language, career technology education, business, fine or applied arts, health, and physical education.

***Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments**

Students Achieving a C Grade or Higher						
Subject Area	Middle School			High School		
	20-21	21-22	22-23	20-21	21-22	22-23
Overall	90%	91%	90%	96%	97%	97%
Geography/Social Studies	90%	93%	89%	96%	96%	95%
World Language	91%	91%	90%	97%	96%	97%
Technology	87%	84%	92%	97%	96%	97%
Business Education	n/a	95%	86%	97%	98%	97%
Fine or Applied Arts	92%	91%	91%	94%	98%	98%
Health	87%	84%	87%	97%	97%	95%
Physical Education	91%	95%	94%	97%	98%	97%
Notes: 21-22 includes EPO Secondary grades. 6th grade moved to CMS in 21-22.						

(*Table from page 15 of 16 Ends Policy 1.3, 2022-2023 Report)

School Board's Perspective on the 2022-23 Data:

On October 23, 2023, Ends policy 1.3 was monitored by the School Board. The Superintendent asserted, and the board concurred, that expected progress toward the achievement of the policy had not been made. District leaders including principals, teachers, and members of the administrative cabinet, provided a progress report on Ends Policy 1.3 at the February 26th, 2024 School Board Business Meeting.

The School Board was disappointed with the data that suggested the significant post-covid investment (dollars, focus, and efforts) by teachers, staff, and taxpayers had not yet resulted in improved results. The Board believes the district was still dealing with post-covid impacts of learning loss and interrupted emotional development associated with pandemic lockdowns and disruptions to learning patterns.

Management highlighted efforts to utilize more real-time data to achieve timely intervention, course correction, and targeted instructional student supports. As teachers and management implement quickened monitoring cycles, expanded professional development, and best practice sharing across the district, outcome should improve. Further, management provided multiple examples of creative strategies educators are incorporating to build engaged, collaborative, and thinking classrooms (especially in math).

The board left the management update on ENDS 1.3 confident that new approaches, continued investment, more timely feedback and correction loops, and leadership will drive improvement across EP Schools.