Eden Prairie School District 272
Ends Policy Monitoring Report

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 2024 to June 2025

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 2024
Evidence: August 2025

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Operational Interpretation

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools and for whom data exists. *Each* also indicates that achievement disparities will not be predictable *between* racial groups and *within* service student groups.
2. I interpret *district growth expectations* to be at least a year's growth in a year's time for students at or above grade level. For students performing below grade level expectations, I interpret this as greater than one year's growth in one year's time. I interpret *not limited to* as including business, fine or applied arts, health, physical education, social studies, technology, and world language.
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 and these expectations are not impacted by racial, socio-economic, or service groups defined by the Minnesota Department of Education.

Each Student Achieves Growth and Proficiency Expectations Annually
In Eden Prairie, we know that each student must possess strong skills in English language arts, math, and science in order 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, including business, fine or applied arts, health, physical education, social studies, technology, and world language. Measuring the academic achievement of the Minnesota and national standards in these content areas is as important as determining proficiency in the Minnesota Standards in English language arts, math, and science.

In addition to measuring proficiency in content areas, it is also a priority in Eden Prairie Schools to measure the language proficiency and growth of English learner (EL) students, as English language skills are essential for success in all academic areas.

Eden Prairie Schools' System of Assessment
The Eden Prairie Schools system of assessment fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student. We use a balanced assessment system which includes a body of evidence to support data-informed instruction and learning, continuous improvement, and data-driven programming and practices. This body of evidence includes:

- **Summative Assessments:** Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, semester, or school year. Examples of summative assessments are the Minnesota Comprehensive Assessment (MCA) and the ACT.

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- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim 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 regarding a student's learning 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 screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point. Another example of an interim assessment is the PreACT which can be used to predict how a 10th grader will do on the ACT as an 11th or 12 grader.
- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.
- **Growth:** For students achieving at or above grade level expectations, at least one year's growth in one year's time is required to maintain grade level proficiency. For students performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's growth in one year's time in order to "catch up" and meet grade level expectations by the end of the school year. Greater than one year's growth in one year's time is called aggressive or accelerated growth.

Citations
- Great Schools Partnership. "Interim Assessment Definition." *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- Minnesota State Academic Standards (K-12). (n.d.). https://education.mn.gov/mde/dse/stds/.
- Minnesota Department of Education (MDE) Statewide Testing (2022) - 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

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Proficiency Assessed by the Minnesota State MCA/MTAS Assessments for Elementary and Middle School

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 assessment. MCA/MTAS are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, math, and science.

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The following table shows grade levels taking specific parts of the MCA/MTAS:

Grade Levels	MCA/MTAS Assessment
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	Reading
Grade 11	Math
High School (post-biology)	Science

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2023):
- 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.

The proportion of students who opt-out or refuse to take the MCA/MTAS assessments at the high school level is high. This decreases the reliability of MCA/MTAS results for grade 10 reading, grade 11 math, and post-biology science in Eden Prairie Schools.

Growth Assessed by the PreACT and ACT for High School
Eden Prairie Schools provides all 11th grade students the opportunity to take the ACT and all 9th and 10th grade students the opportunity to take the PreACT. The ACT and PreACT are offered during a regularly scheduled school day where a modified schedule is run for all students to accommodate the test schedule. Students may take the ACT multiple times throughout high school and typically do so in their 11th and 12th grade years.

Purposes of the ACT:
- College-entrance exam
- Assist students with college and career planning
- Guide students toward college and career readiness

Purposes of the PreACT:
- Predict how students are likely to do on the ACT as an 11th or 12th grader

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- Help students consider their options for life after high school
- Help students plan their future course schedules to prepare them for college

The results of the ACT and the PreACT include subject scores and college-readiness benchmarks in the areas of English, Math, Reading, and Science. A composite score and college-readiness benchmark is also generated from these four subject areas. Students who take the PreACT as 10th graders will receive a predicted score range for how they are likely to do on the ACT as an 11th or 12th grader. A student meeting or exceeding their predicted ACT score indicates the student is on-track and making expected progress.

Subject	PreACT Benchmark (1-35)	ACT Benchmark (1-36)
English	19	18
Math	19	22
Reading	21	22
Science	17	23
Composite	19	21

Students who take the PreACT as a 10th grader and later meet or exceed their predicted ACT score are considered to be learning on-track.

Proficiency Assessed by Grades Based on Classroom Assessments
Other curriculum areas include business, fine or applied arts, health, physical education, social studies, technology, and world language. 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.

Grade Point Average (GPA) is calculated from the percentage of points earned out of the total number of available points. Students in grades 6-12 earn credit based on the GPA scale below:

Letter Grade	Percentage of Available Points Earned	GPA Weight on 4.0 Scale
A	93% to 100%	4.0
A-	90% to 92%	3.7
B+	87% to 89%	3.4
B	83% to 86%	3.0
B-	80% to 82%	2.7
C+	77% to 79%	2.4
C	73% to 76%	2.0
C-	70% to 72%	1.7
D+	67% to 69%	1.4

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D	63% to 66%	1.0
D-	60% to 62%	0.7
Incomplete	0% to 59%	0

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments

The FastBridge aReading assessments are based on 10+ years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment 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 2-6.

FastBridge aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps. FastBridge earlyReading is the assessment of early literacy indicators for developing readers and is used in kindergarten and first grade.

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, numbers and operations, measurement and data, and geometry in grades 2-5 universally and in grades 6-8 for those performing below grade level. FastBridge earlyMath is the assessment of early numeracy indicators for developing mathematicians and is used in kindergarten and first grade.

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-analytical 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 FastBridge aReading/earlyReading and aMath/earlyMath three times a year —in the fall, winter, and spring—and assesses student growth in reading and math during the fall-to-spring interval.

FastBridge Student Growth Achievement Levels:
- Aggressive Growth: more than one year's growth in one year's time
- Typical Growth: one year's growth in one year's time
- Modest Growth: less than one year's growth in one year's time
- Flat Growth: flat or negative growth in one year's time

For FastBridge assessments, students who achieve growth at the levels of "typical" or "aggressive" are deemed to have one year or more of growth in one year's time.

Growth Assessed by Minnesota State ACCESS for ELLs (ACCESS)/Alternate ACCESS for ELLs

Students are identified as English Learners (ELs) using the WIDA Screener. All EL students must take the ACCESS or Alternate ACCESS (Alt ACCESS) assessment annually. The ACCESS and Alt ACCESS are used to

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measure progress towards meeting the WIDA English Language Development Standards in the four domains of listening, reading, speaking, and writing.

The achievement levels on the ACCESS and Alt ACCESS are evaluated for each domain, as well as a composite score of these domains, using the scale below. Students reach proficiency in English in three ways: (1) achieving a composite score of 4.5 or greater *and* achieving scores 3.5 or greater in all four domains on the ACCESS/Alt ACCESS; (2) achieving a composite score of 4.5 or greater *and* achieving scores 3.5 or greater in three of four domains on the ACCESS/Alt ACCESS *and* meeting additional criteria defined by MDE; or (3) special considerations showing English proficiency through other qualifying assessments.

ACCESS/Alt ACCESS Achievement Levels:
- Level 6: Reaching
- Level 5: Bridging
- Level 4: Expanding
- Level 3: Developing
- Level 2: Emerging
- Level 1: Entering

In alignment with MDE and the Every Student Succeeds Act (ESSA), Eden Prairie Schools determines EL growth through progress towards English language proficiency metric. Each student has an annual target composite score that they are expected to meet each year in order to achieve proficiency over a predetermined length of time.

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.
Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education.* 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.
Minnesota Department of Education (n.d.). "Progress Toward English Language Proficiency." *Minnesota Department of Education.* https://www.swsc.org/cms/lib/MN01000693/.
ACT (n.d.). "College and Career Readiness." https://www.act.org/content/act/en/students-and-parents.html.

Targets

Proficiency Assessed by the Minnesota State MCA/MTAS Assessments: Targets for 2024-2025
- The percentage of students (grades 3-8) proficient in reading will increase two percentage points from the results of the previous year.
- The percentage of students (grades 3-8) proficient in math will increase two percentage points from the results of the previous year.
- The percentage of students (grades 3-8) proficient in science will increase two percentage points from the results of the previous year.

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Growth Assessed by PreACT and ACT for High School: Target for 2024-2025
- 80% of 12th grade students who have completed the PreACT assessment as a 10th grader will meet or exceed their anticipated scores on the ACT.

Proficiency Assessed by Grades Based on Classroom Assessments: Targets for 2024-2025
- The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from the previous year.

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments: Targets for 2024-2025
- 40% of students (grades K-5) below grade level in reading will achieve aggressive growth from fall to spring.
- 40% of students (grades K-5) below grade level in math will achieve aggressive growth from fall to spring.

Note: Aggressive growth is more than one year's growth in one year's time. FastBridge defines aggressive growth to be the 75th percentile and above.

Growth Assessed by Minnesota State ACCESS/Alt ACCESS: Targets for 2024-2025
- The percentage of students meeting their growth target will increase two percentage points from the results of the previous year.

Evidence

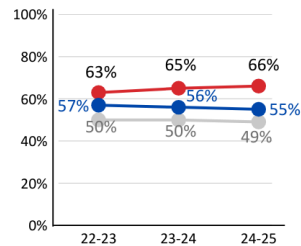**Proficiency Assessed by the Minnesota State MCA/MTAS Assessments**

MCA and MTAS Proficiency (Grades 3-8)			
Overall	22-23	23-24	24-25
Reading	63%	65%	66%
Math	59%	59%	60%

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MCA & MTAS Proficiency

Overall

Legend: EP (red) MN (gray) 7 Neighbor (blue)

Reading

	22-23	23-24	24-25
EP	63%	65%	66%
7 Neighbor	57%	56%	55%
MN	50%	50%	49%

Math

	22-23	23-24	24-25
EP	59%	59%	60%
7 Neighbor	53%	52%	52%
MN	47%	47%	47%
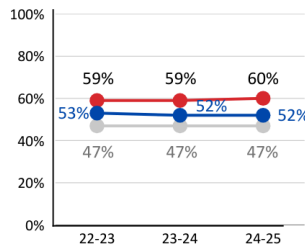
MCA & MTAS Proficiency

Elementary

Legend: EP (red) MN (gray) 7 Neighbor (blue)

Reading

	22-23	23-24	24-25
EP	68%	69%	68%
7 Neighbor	58%	57%	56%
MN	52%	51%	50%

Math

	22-23	23-24	24-25
EP	70%	69%	69%
7 Neighbor	58%	57%	56%
MN	54%	53%	52%

Middle

Reading

	22-23	23-24	24-25
EP	58%	61%	63%
7 Neighbor	55%	55%	55%
MN	48%	48%	49%

Math

	22-23	23-24	24-25
EP	48%	48%	50%
7 Neighbor	47%	47%	47%
MN	40%	41%	41%

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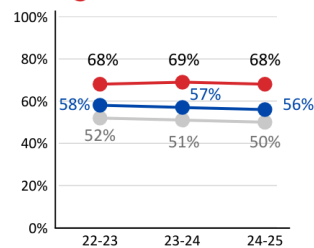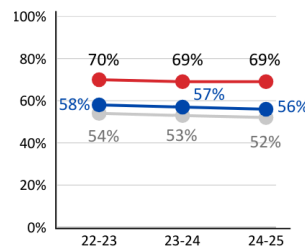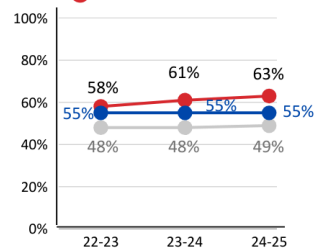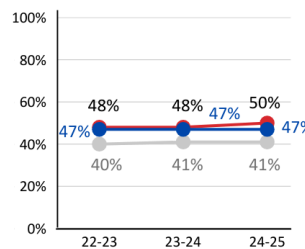
Reading MCA & MTAS Proficiency by Student Group (Grades 3-8)																		
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP					
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25			
Overall	**63%**	**65%**	**66%**	**71%**	**73%**	**75%**	**18%**	**19%**	**17%**	**38%**	**37%**	**39%**	**37%**	**39%**	**41%**			
Asian	80%	81%	77%	88%	90%	88%	34%	38%	35%	39%	50%	35%	56%	56%	57%			
Black or Afr. Am.	37%	39%	42%	45%	49%	55%	13%	13%	14%	24%	20%	23%	33%	35%	38%			
Hispanic/Latino	44%	44%	48%	58%	64%	68%	19%	12%	12%	25%	32%	41%	34%	34%	37%			
Two or more races	59%	57%	60%	68%	66%	68%	<10	25%	15%	22%	21%	24%	35%	35%	32%			
White	73%	74%	76%	76%	79%	80%	14%	23%	17%	53%	49%	50%	49%	52%	52%			

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Math MCA & MTAS Proficiency by Student Group (Grades 3-8)																		
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP					
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25			
Overall	**59%**	**59%**	**60%**	**65%**	**65%**	**66%**	**23%**	**25%**	**22%**	**39%**	**39%**	**42%**	**29%**	**30%**	**33%**			
Asian	83%	79%	78%	89%	86%	85%	50%	50%	55%	55%	43%	35%	66%	57%	56%			
Black or Afr. Am.	27%	30%	33%	32%	34%	42%	14%	16%	13%	19%	24%	22%	24%	25%	30%			
Hispanic/Latino	37%	36%	36%	45%	48%	50%	20%	16%	8%	35%	31%	37%	23%	21%	18%			
Two or more races	49%	47%	52%	58%	53%	58%	<10	13%	17%	14%	21%	31%	20%	24%	25%			
White	70%	69%	71%	72%	72%	73%	28%	37%	46%	54%	51%	57%	43%	47%	52%			

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

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MCA Science Results

The 2019 Minnesota Academic Standards in Science were adopted in 2021 and fully implemented in the 2024–25 school year. The 2024-2025 school year marked the first administration of the new Science MCA-IV and Alternate MCA assessments aligned to those standards.

All new MCA assessments must go through a "standard setting" process before scores can be released. The majority of this process took place in summer 2025. Ultimately, the team of educators will recommend what students need to know and be able to do at each performance level. The new assessments use four performance levels: Beginning, Intermediate, Meets, and Advanced. State committees will recommend the "cut scores" that determine which level corresponds to each score.

Because of this re-benchmarking process, all Science MCA-IV results have been delayed this year. We anticipate that results will be available this fall.

It is important to note that results from the prior Science MCA-III will not be comparable to the new MCA-IV, as the two assessments measure different academic standards and are therefore being re-normed.

Growth Assessed by PreACT and ACT for High School

Students Meeting or Exceeding Predicted ACT Score		
	24-25 Target	**24-25 Actual**
Overall	80%	88%

Meeting or Exceeding Predicted ACT Score by Student Group					
	Overall	**Non-ML & Non-SpEd**	**ML**	**SpEd**	**FRP**
	24-25	**24-25**	**24-25**	**24-25**	**24-25**
Overall	**88%**	**88%**	**87%**	**84%**	**85%**
Asian	90%	90%	<10	<10	86%
Black or Afr. Am.	86%	86%	<10	<10	84%
Hispanic/Latino	89%	89%	<10	<10	88%
Two or more races	94%	94%	<10	<10	<10
White	86%	86%	80%	82%	86%

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Proficiency Assessed by Grades Based on Classroom Assessments

Average GPA for Select Curriculum Areas						
	Middle School			High School		
	22-23	23-24	24-25	22-23	23-24	24-25
Business	2.91	3.12	3.26	3.58	3.53	3.50
Fine or Applied Arts	3.35	3.47	3.38	3.70	3.65	3.51
Health	2.97	2.98	3.06	3.50	3.47	3.37
Physical Education	3.40	3.49	3.59	3.67	3.58	3.50
Social Studies	3.14	3.25	3.20	3.43	3.30	3.30
Technology	3.34	3.50	3.49	3.46	3.32	3.23
World Language	3.24	3.30	3.33	3.48	3.51	3.40

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments

Students Below Grade Level Making Aggressive Growth			
	22-23	23-24	24-25
Overall K-5 Reading	49%	49%	50%
Overall K-5 Math	38%	37%	39%

Aggressive Growth for Students Below Grade Level

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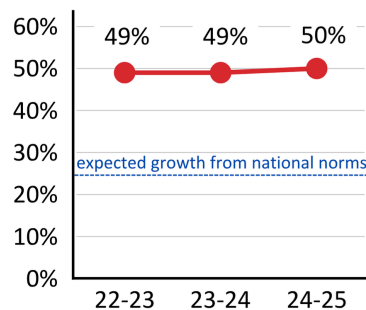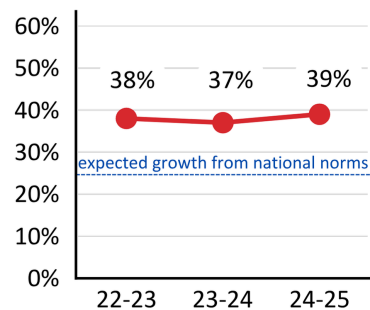
Reading: Students Below Grade Level Making Aggressive Growth by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Overall	49%	49%	50%	36%	52%	52%	51%	50%	50%	33%	40%	43%	48%	46%	46%
Asian	59%	45%	46%	32%	56%	32%	60%	41%	53%	46%	25%	37%	45%	39%	31%
Black or Afr. Am.	47%	42%	46%	35%	40%	47%	46%	47%	49%	31%	41%	37%	49%	41%	45%
Hispanic/ Latino	44%	52%	49%	42%	53%	48%	48%	52%	50%	35%	44%	39%	42%	53%	49%
Two or more races	39%	46%	52%	29%	48%	54%	<10	<10	<10	30%	42%	52%	40%	40%	47%
White	52%	53%	53%	46%	55%	54%	64%	62%	56%	34%	41%	46%	57%	55%	42%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Math: Students Below Grade Level Making Aggressive Growth by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Overall	38%	37%	39%	42%	39%	36%	38%	36%	40%	28%	33%	39%	36%	32%	35%
Asian	44%	49%	56%	60%	56%	55%	44%	44%	55%	12%	46%	70%	32%	35%	35%
Black or Afr. Am.	35%	30%	34%	37%	28%	39%	36%	33%	28%	28%	24%	27%	35%	29%	34%
Hispanic/ Latino	42%	32%	38%	52%	35%	29%	38%	32%	40%	36%	27%	39%	42%	31%	34%
Two or more races	29%	34%	33%	31%	28%	24%	<10	<10	<10	25%	44%	55%	29%	23%	36%
White	43%	47%	40%	49%	52%	38%	33%	46%	60%	31%	36%	37%	46%	44%	41%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.3 OI for 2024-2025

Growth Assessed by Minnesota State ACCESS/Alt ACCESS

ML Students Meeting ACCESS Growth Target			
	22-23	**23-24**	**24-25**
Overall	31%	33%	33%

ML Growth
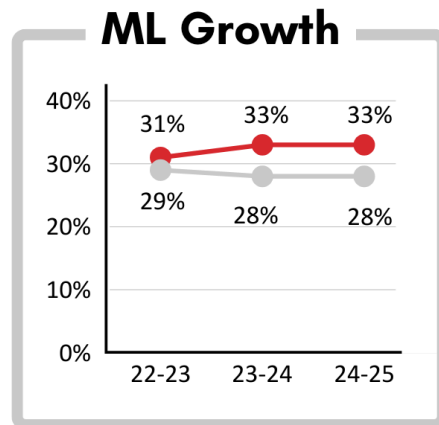
Policy Monitoring FOR BOARD USE ONLY
Board policy monitoring motions: ● Operational Interpretation is/is not reasonable. ● Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception. ● Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.
Statement of Assertion
The Eden Prairie School District did not demonstrate expected progress toward the achievement of Ends 1.3.
Board Member's Summarizing Notes/Comments