Eden Prairie School District 272
Ends Policy Monitoring Report

Ends 1.2 Each student is reading at grade level by the end of third grade.

Monitoring Timeline: July 2025 to June 2026

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 2025
Evidence: October 2026

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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 *reading at grade level* as a student's demonstration of proficiency through a body of evidence including national, state, and local assessments.
3. For standardized assessments that are norm-referenced, there will be students who do not meet the assessment benchmarks. For students who do not meet the benchmarks in a norm-referenced standardized assessment, we use growth as an indicator of progress. Greater than one year's growth in one year's time (called aggressive or accelerated growth) is required for students to catch up and begin to meet benchmarks over time.

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 Is Reading by 3rd Grade
Eden Prairie Schools uses a balanced assessment approach that supports the triangulation of data to report students who are reading well by the end of third grade. Sound research and measurement practices recommend the triangulation of data for each student to indicate grade level reading proficiency, as one measure may not determine proficiency or mastery of district and state expectations. Moreover, using multiple assessment methods helps identify disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents.

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. One example of a summative assessment is the Minnesota Comprehensive Assessment (MCA).
- **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

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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.

- **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. (2013, October 30). *Interim assessment definition*. The Glossary of Education Reform. https://www.edglossary.org/interim-assessment/
- Minnesota Department of Education. (n.d.). *Statewide testing*. 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*. Authors.
- University of Oregon Center on Teaching and Learning. (2021). *UO DIBELS® Data System: EasyCBM reading—Using oral reading fluency measures*. https://dibels.uoregon.edu/assessment/reading/

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.

Proficient in Two of Three Aligned Reading Assessments or Demonstrating Aggressive Growth:
To evaluate if each student is reading at grade level by the end of third grade, Eden Prairie Schools uses a combination of summative and interim assessments. Students are considered to be "proficient" if they have met or exceeded the benchmark in two out of the three following assessments by the end of 3rd grade. For the subset of students still working toward this proficiency indicator, we measure the aggressive growth rate. Students making aggressive growth are making more than one year's growth in one year's time, which accelerates their trajectory to meet grade level expectations. ~~will help them "catch up" and meet grade level expectations~~

(1 of 3) (Summative) 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 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,

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and science. MCA-IV and MTAS-IV will replace MCA-III and MTAS-III for reading in 2025-2026 (Minnesota Department of Education, n.d.).

MCA-III and MTAS-III Achievement Levels	MCA-IV and MTAS-IV Performance Level Descriptors
● Does not meet the standards	● Beginning
● Partially meets the standards	● Intermediate
● Meets the standards	● Meets
● Exceeds the standards	● Advanced

For MCA-III and MTAS-III, students who achieve at the levels of "exceeds the standards" or "meets the standards" meet the benchmarks of this assessment and are considered to be proficient. For MCA-IV and MTAS IV, students who achieve at the levels of "meets" and "advanced" meet the benchmarks of this assessment and are considered to be proficient.

(2 of 3) (Interim) FastBridge aReading Universal Screener/Benchmark Assessment

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. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps.

FastBridge aReading Achievement Levels:
- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.
- Low Risk: Students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks.
- Exceeds Targets: Students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments.

For FastBridge aReading, students who achieve at the levels of "exceeds targets" or "low risk" are considered to meet the benchmarks of this assessment and are considered to be proficient.

(3 of 3) (Interim) FastBridge CBMR Oral Reading Fluency Universal Screener/Benchmark Assessment

The FastBridge Curriculum-Based Measurement for Reading (CBMR) assessment is based on oral reading fluency (ORF) measures. These measures are a standardized set of passages with corresponding administration procedures designed to identify children who may need additional instructional support and support monitoring progress toward instructional goals. CBMR serves as a broad reading measure that integrates word identification skills with comprehension to

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indicate a child's progress related to grade level standards for reading (University of Oregon Center on Teaching and Learning, 2021).

FastBridge CBMR Achievement Levels:
- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.
- Low Risk: Students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks.
- Exceeds Targets: Students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments.

For FastBridge CBMR, students who achieve at the levels of "exceeds targets" or "low risk" are deemed to meet the benchmarks of this assessment and are considered to be proficient.

Growth on FastBridge Reading Universal Screener/Benchmark Assessments

The aReading and CBMR 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 and CBMR three times a year —in the fall, winter, and spring—and assesses student growth during the fall-to-spring interval.

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

For FastBridge assessments, students who achieve aggressive growth are considered to have made more than one year's worth of growth in one year's time. The norm-referenced growth curves provided by FastBridge are categorized such that 25% of students nationwide are expected to make aggressive growth each year (FastBridge, 2025).

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.
- FastBridge. (2025). *Measuring one year's growth*. Illuminate Education. https://fastbridge.illuminateed.com/hc/en-us/articles/10741164677787-Measuring-One-Year-s-Growth
- Minnesota Department of Education (MDE) Statewide Testing (2021) - https://education.mn.gov/mde/fam/tests/.

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- Minnesota Department of Education. (n.d.). *Performance level descriptors*. https://education.mn.gov/MDE/dse/test/pld/
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.
- University of Oregon Center on Teaching and Learning (2021). "UO DIBELS® Data System." *EasyCBM Reading: Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

Targets

Proficient in Two of Three Aligned Reading Assessments or Demonstrating Aggressive Growth: Target for ~~2024-2025~~ 2025-2026
- ~~80% of 3rd grade students will be proficient in two of the three aligned reading assessments~~
- By spring, 82% of 3rd grade students will either:
    - score at benchmark or above in two of the three aligned reading assessments; or
    - if they did not score at benchmark on two of the three aligned reading assessments, they will demonstrate aggressive growth from fall to spring on a FastBridge reading assessment.

Evidence

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
Board Member's Summarizing Notes/Comments