



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 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 12, 2023

Evidence: October 2024

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 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~~ *accelerated growth*. I interpret *not limited* to as including ~~business, fine or applied arts, health, physical education, social studies, technology, and world language. social studies, world language, technology, business, fine or applied arts, health, and physical education.~~ *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 ~~raciale~~, socio-economic ~~group~~, 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. social studies, world language, technology, business, fine or applied arts, health, and physical education.~~ 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. 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 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.

Eden Prairie Schools uses 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:

- State and national assessments
- Universal screening and benchmark assessments
- Classroom assessments

State and national assessments

The Minnesota 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 Minnesota Test of Academic Skills (MTAS). The Minnesota 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/MTAS. The Minnesota K-12 Academic Standards in Science define the proficiency requirement for science and engineering practices, crosscutting concepts, and disciplinary core ideas including physical sciences, life sciences and earth and space sciences (MN State Academic Standards, 2021).

Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and indicate whether they are on track to perform well on future assessments. 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 regarding a 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). It is important to note that these universal screening assessments include two distinct measures that indicate proficiency.

Universal screening and benchmark assessments offer multiple insights and advantages, including:

- Measuring student achievement and growth over time
- Indicating 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 Minnesota 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 level, 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/.
- 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:

1. Description of the Measurement Tools:

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

Long-Cycle Assessment (Summative) Proficiency Assessed by the 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, and science.

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

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/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2023~~2~~):

- 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.

Results will include the demographic breakdown by racial groups and within service student groups, including 3-year trend data when available.

Short Cycle Assessment- (Interim) 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](#) ~~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.

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

Results will include the demographic breakdown by racial groups and within service student groups, including 3-year trend data when available.

Growth ~~Mid-Cycle Assessment Growth~~-Assessed by FastBridge Universal Screener/Benchmark Assessments

The FastBridge aReading assessments are based on ~~twelve~~ 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, ~~number and operations in base ten,~~ 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 worth of growth in one year’s time
- Typical Growth: equivalent to one year’s worth of growth in one year’s time
- Modest Growth: less than one year’s worth of 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*.

~~Results will include the demographic breakdown by racial groups and within service student groups, including 3-year trend data when available.~~

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 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.

~~II. Targets~~

Targets:

~~Long-Cycle Assessment Proficiency: Assessed by the Minnesota State MCA/MTAS Assessments: Targets for 2023-2024-2022-2023~~

- ~~● 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.~~
- The percentage of students (grades 3-8, 10) proficient in reading will increase two percentage points from the results of the previous year.
- The percentage of students (grades 3-8, 11) proficient in math will increase two percentage points from the results of the previous year.

- The percentage of students (grades 3-8, HS) proficient in science will increase two percentage points from the results of the previous year.

Short Cycle Assessment Proficiency Assessed by Grades Based on Classroom Assessments: Targets for 2023-2024 ~~2022-2023~~

- ~~The percentage of students (grades 6-8, 9-12) 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.
- 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 ~~Mid-Cycle Assessment Growth~~: Assessed by FastBridge Universal Screener/Benchmark Assessments: Targets for 2023-2024 ~~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.~~
- 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 the 75th growth percentile and above.~~ 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 2023-2024

- The percentage of students meeting their growth target will increase two percentage points from the results of the previous year.

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/>.

Evidence:

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