



Measuring What Matters

Third Grade Reading Metrics

2021-2022 School Year

Academic Achievement

Introduction

Third grade reading metrics are reviewed by the Eden Prairie School Board each year when Ends Policy 1.1.1 is monitored. This policy states: “Each student is reading at grade level by the end of third grade.” During the monitoring process the Superintendent must provide evidence that the district is making reasonable progress toward this goal.

Studies show that in third grade students transition from learning to read to reading to learn. If students are not reading at grade level in third grade it can negatively impact their academic achievement in future years, so the Board prioritized this goal in its policies.

Sound research and measurement practices involve the triangulation of data for each student to identify success. To provide comprehensive evidence that third grade students are reading at grade level, EP Schools uses three metrics to demonstration of proficiency.

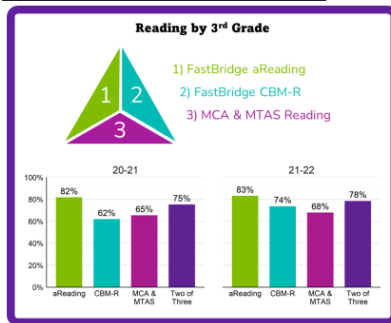
Data

The data for the 2021-2022 school year was presented to the Board on October 24, 2022.

Target Set for 2021-2022: 80%: Level of Achievement: 78%

Evidence:

Proficient in Two of Three Aligned Reading Assessments

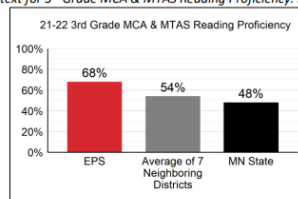


Reading by 3 rd Grade: Meets Two of Three Criteria		
	20-21	21-22
Overall	75%	78%
Asian	96%	86%
Black or African American	58%	59%
Hispanic/Latino	59%	68%
Two or more races	78%	78%
White	79%	86%
EL	34%	39%
FRP	52%	59%
SpEd	45%	61%

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

41

Additional Context for 3rd Grade MCA & MTAS Reading Proficiency: Neighboring District Average and State Proficiency Levels



School Board Meeting – June 28, 2021

Policy Monitoring Ends 1.2 for FY 2021-2022 | Page 8 of 7

School Board's Perspective on the Data

On October 24, 2022, this policy was monitored by the School Board. The Superintendent asserted that reasonable progress had not been made based upon not achieving the 80% target.

The School Board debated this assertion extensively, evaluating: (1) Management did not reach the target, (2) Management initially proposed a 78% metric, but the board requested (and management agreed) to raise performance expectations to 80%, (3) Although EP Schools maximized in person school days during the 2021-2022 school year, there were significant COVID distractions and student/staff absences that impacted student learning, (4) The 80% target was set during the summer of 2021, before additional COVID restrictions/impacts were contemplated, (5) Fastbridge test results (which are last in the evaluation cycle) were trending towards the 80% metric, (6) Supplemental initiatives to improve reading performance “Power Reading” gained traction post MCA/MTAS testing, (7) EP School reading outcomes vs surrounding school districts demonstrated superior execution and performance.

The School Board did not accept the Superintendent's assertion and concluded that reasonable progress had been made by the school district. Although the School Board considered extenuating circumstances in 2021-2022, Management and the School Board agreed to set the reading proficiency target for 2022-2023 at 80%, reflecting the expectation that the district consistently raise performance expectations for each child in our district.