



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. The district leverages state and national assessments, universal screening and benchmark assessments, and locally developed classroom assessments to indicate proficiency levels. The results provide a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programing and practices.

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

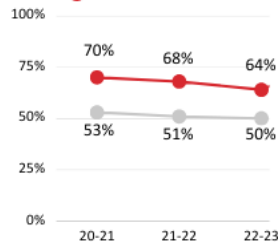
Target for 2022-2023

- 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.

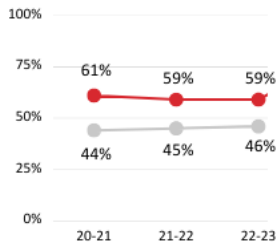
MCA & MTAS Proficiency

Overall

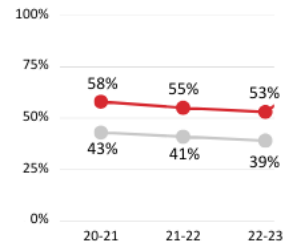
Reading



Math



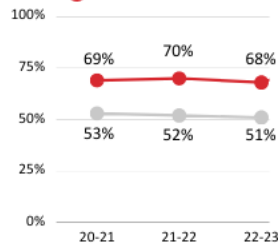
Science



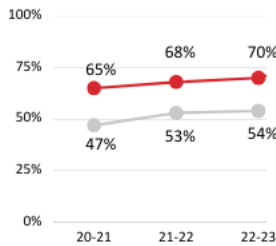
MCA & MTAS Proficiency

Elementary

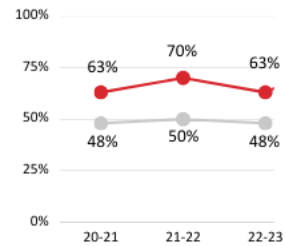
Reading



Math

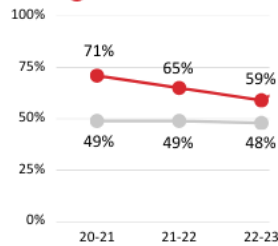


Science

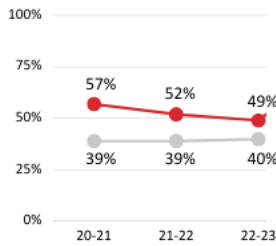


Middle

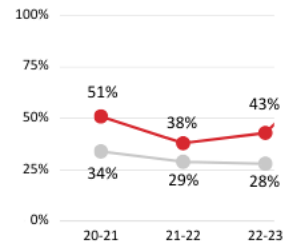
Reading



Math

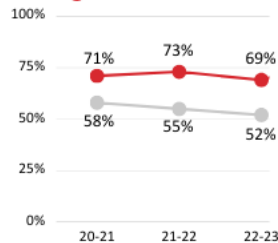


Science

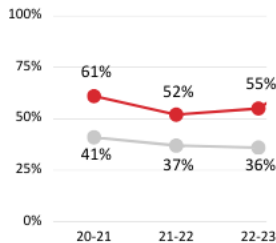


High

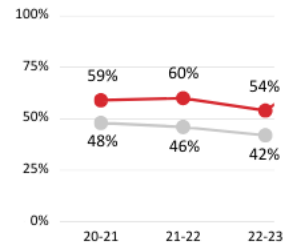
Reading



Math



Science

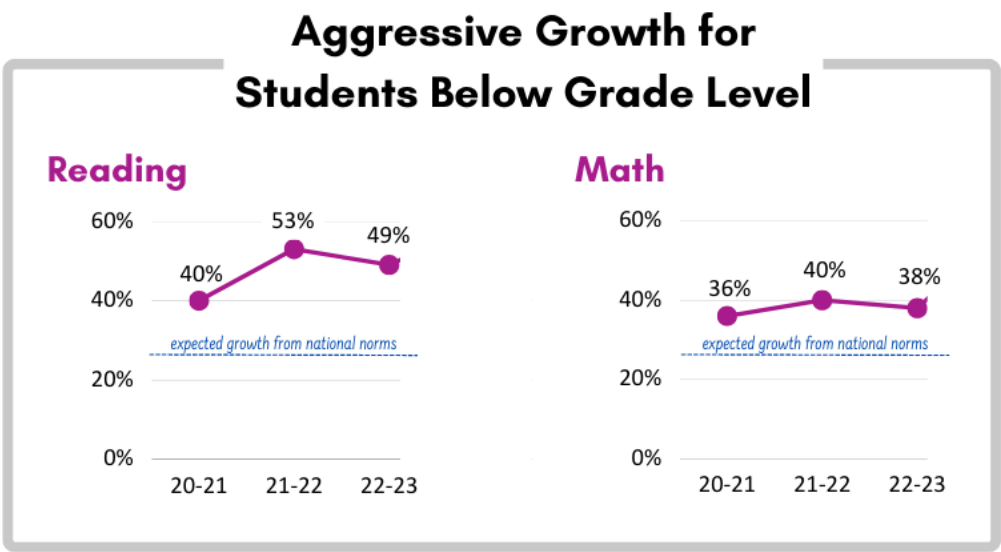


Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments:

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



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.						

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

The School Board monitored Ends policy 1.3 at the October 23, 2023, School Board Business Meeting, where the Superintendent asserted, and the board concurred, expected progress had not been demonstrated. Despite aggressive target setting by district administration, significant investments from stakeholders, and focused efforts by teachers and staff to mitigate post-pandemic learning loss, the board was disappointed to learn results remained off target. After reviewing the data, the Board believed disruptions to learning patterns and emotional development relative to the pandemic continued to have an impact on the 2022-2023 learning cycle.

A team of district leaders provided a progress report on Ends Policy 1.3 at the February 26th, 2024, School Board Business Meeting. The report highlighted areas of focus and strategies to meet the achievement targets, including a focus on math instruction utilizing the “thinking classroom” approach, enhanced professional development for supporting multilingual learners, triangulation of data points, and family engagement efforts to encourage reading at home. The board is confident that investment in these key areas and

the addition of interventions currently underway to implement quickened monitoring cycles, more timely correction loops, and streamlined best practices across the district will drive improvement in Ends Policy 1.3 metrics.