



# Measuring What Matters

## Third Grade Reading Metrics

2021-2022 School Year  
Academic Achievement

### Introduction

The Eden Prairie School Board formally reviews third grade reading metrics each year when Ends Policy 1.2 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 prioritizes this goal in its policies.

Sound research and measurement practices involve the triangulation of data for each student to identify success. Eden Prairie Schools utilize three reading assessments to measure proficiency and provide comprehensive evidence that third grade students are reading at grade level.

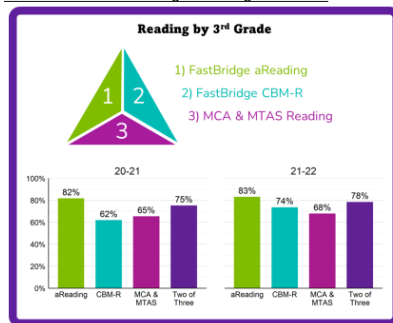
### Data

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**

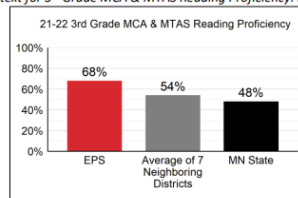


Reading by 3 <sup>rd</sup> Grade: Meets Two of Three Criteria		
	20-21	21-22
Overall	75%	78%
Asian	96%	86%
Black or African American	58%	59%
Hispanic/Latino	59%	68%
Two or more races	78%	78%
White	79%	86%
EL	34%	39%
FRP	52%	59%
SpEd	45%	61%

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.

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**Additional Context for 3<sup>rd</sup> Grade MCA & MTAS Reading Proficiency: Neighboring District Average and State Proficiency Levels**



School Board Meeting – June 28, 2021

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## School Board's Perspective on the Data

On October 24, 2022, the School Board monitored Ends Policy 1.2. The Superintendent asserted that reasonable progress had not been made, falling just short of 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, including the "Power Reading" program, gained traction post MCA/MTAS testing, (7) EP School reading outcomes vs surrounding school districts demonstrated superior execution and performance.

Considering the aforementioned factors in 2021-2022, and the improving data trends seen in the recent test metrics, the School Board decided not to accept the Superintendent's assertion and concluded that reasonable progress had been made by the school district. Although the School Board considered extraordinary circumstances for the 2021-2022 measurement period, the School Board reasserted the reading proficiency target for 2022-2023 at 80%, reflecting the expectation that the district consistently raises performance expectations for each child in our district.