Ends Policy 1.4	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Date of Operational Interpretation Monitoring: June 27, 2022
Date of Evidence Monitoring: October 23, 2023
Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements".

Certification of the Superintendent: *I certify this report to be accurate.*

Signed _____   Date: October 11, 2023
Dr. Josh Swanson, Superintendent

Eden Prairie School District 272
Ends Policy Monitoring Report

Policy Name:
Ends 1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 27, 2022
Evidence: October 23, 2023

1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

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 by racial groups and within service student groups.
2. I interpret broad-based education as authentic learning experiences that leverage student interest, exploration, talent development, and career exploration, and prepares students to become continuous learners. A broad-based education is extensive in range and scope.
3. I interpret exceeds as going beyond state expectations.
4. I interpret Minnesota State Graduation Requirements as the following three requirements:
    a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, Chapter 120B, Section 120B.024.
    b. Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
    c. Meet graduation assessment requirements.

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 regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

Developing a broad-based education requires extensive study, practice, and thinking in the areas of math and English Language Arts. Students must have opportunities to read, write, listen, and speak with an authentic purpose and audience. In doing so, students develop the ability to use broad communication/language skills expressively, informatively, and analytically across all content areas. We also know that broad-based educational opportunities allow students to discover their passions and interests, leading to continuous learning. K-12 Pathways programming provides authentic learning opportunities for students to explore, learn about and experience potential future careers. The Pathways programming enables students to purposefully plan for their future by offering K-12 coursework to prepare them for specific college, career, or civic opportunities after graduation.

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Ends 1.4 for 2022-2023

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education that exceeds the Minnesota Graduation requirements. Some examples include recognition of multiple language proficiency through obtaining a Bilingual Seal; concurrent college enrollment, Post-Secondary Enrollment Opportunities (PSEO), world language – College in the Schools, Advanced Placement (AP), and career and technical education (CTE) courses. Research shows that post-secondary experiences— especially taking meaningful courses in high school—are key to persistence and graduation.

Measurement Plan:

I. *Description of the Measurement Tools*

Enrollment of Students Participating in Pathways Programming: Assessed by Pathways Programming Enrollment
- Number of students participating in the Inspire Choice at the elementary level.
- Number of students enrolled in Career Pathways courses at the high school level.

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

Rigorous Course Enrollment: Assessed by Student Course Enrollments in One or More of the Following:
- Post-Secondary Enrollment Options (PSEO) program
- Concurrent College Enrollment – Spanish, French, German via College in the Schools: University of Minnesota; Entrepreneurship – University of Iowa; Intro to Engineering and Principles of Engineering – St. Cloud State University; Advanced Wood crafting – Hennepin Technical College; Intro to Education; Multicultural Education, Algebra/Trigonometry, Calculus 3 – Normandale Community College; Advanced Accounting – Minnesota State University, Mankato
- Successful completion of Advanced Placement (AP) course (C or higher and/or score of 3 or better on Advanced Placement exam)
- Successful completion of Bilingual Seal
- Successful completion of advanced course offerings in world languages, career & tech ed, math, etc.

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

Exceeding Minimum Graduation Requirements: Assessed by Course Enrollment Credits

- Percentage of graduating students who earned greater than 54 credits, above and beyond, Minnesota state minimum graduation requirements.

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

II.   Targets

Enrollment of Students Participating in Pathways Programming: Targets for 2022-2023

- Baseline data will be collected for Inspire Choice 2022-2023
- The number of students participating in Capstone courses in grades 9-12 will increase 50 percent

Rigorous Coursework: Targets for 2022-2023

- Comparative data will be provided to identify trends

Exceeding Minimum Graduation Requirements: Targets for 2022-2023

- Comparative data will be provided to identify trends

Evidence:

Enrollment of Students Participating in Pathways Programming

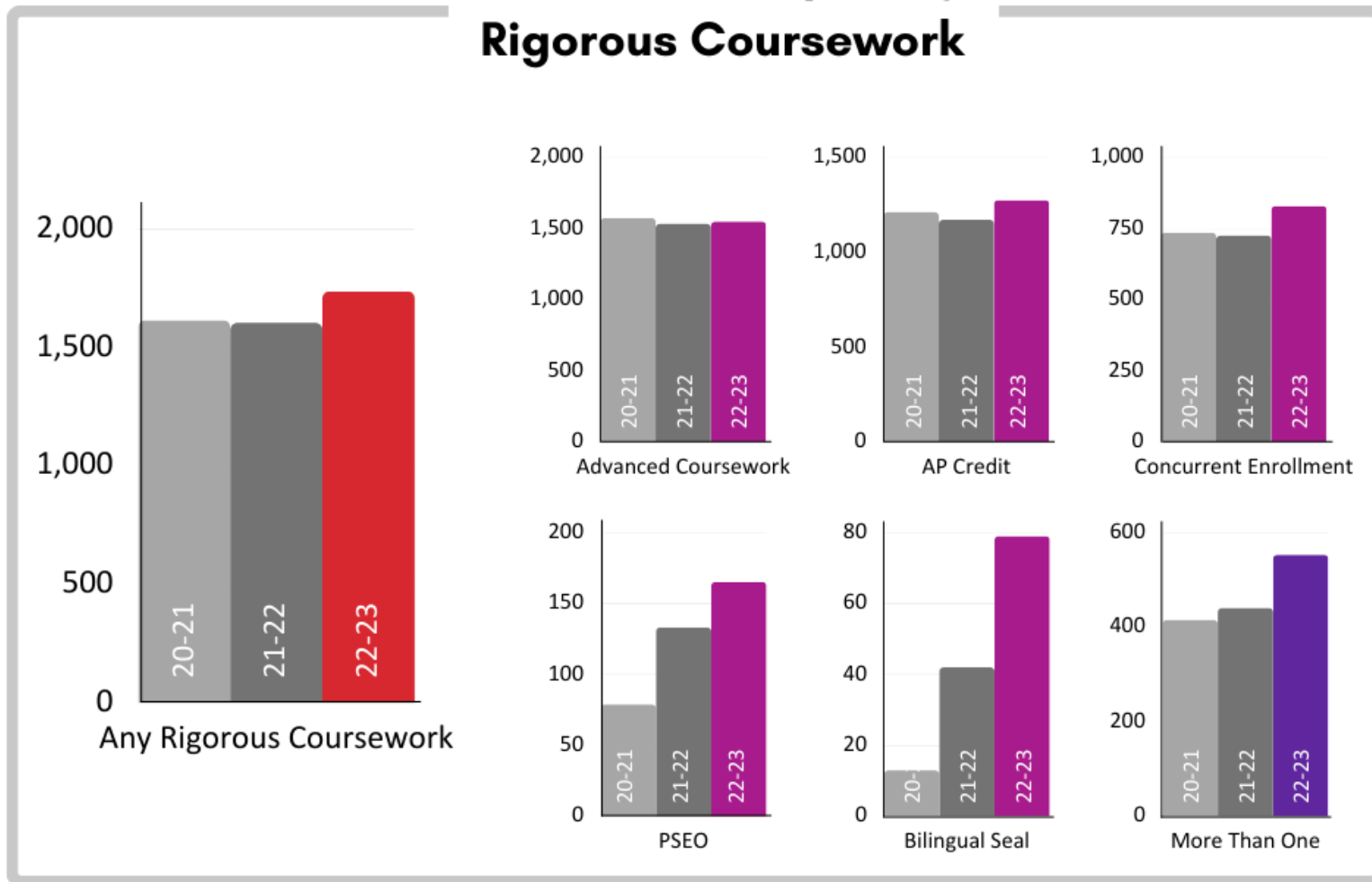| Number of Students Participating in Pathways Programming			
School Level	**Program**	**21-22 Baseline**	**22-23**
Elementary	Inspire Choice/Discovery	0 (delayed implementation due to COVID-19)	1101 (all CR and EL students)
Middle	21st Century Elective	1880 (all CMS students)	2011 (all CMS students)
High	Career Pathways	59 (2 courses)	135 (6 courses)

Rigorous Coursework

Students Completing Rigorous Coursework by Grade			
	20-21	**21-22**	**22-23**
Overall	**57%**	**58%**	**61%**
9th Graders	57%	60%	61%
10th Graders	42%	41%	46%
11th Graders	66%	62%	67%
12th Graders	65%	67%	70%

Students Completing Rigorous Coursework by Student Group															
	Overall			**Non-EL & Non-SpEd**			**EL**			**SPED**			**FRP**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Overall	**57%**	**58%**	**61%**	**63%**	**64%**	**68%**	**30%**	**25%**	**32%**	**16%**	**17%**	**24%**	**38%**	**36%**	**45%**
Asian	78%	81%	82%	82%	85%	85%	53%	47%	63%	17%	11%	36%	50%	61%	58%
Black or African American	41%	39%	46%	47%	47%	54%	30%	23%	32%	15%	15%	13%	39%	37%	44%
Hispanic/Latino	40%	43%	48%	48%	54%	63%	20%	21%	24%	14%	14%	23%	34%	30%	41%
Two or more races	45%	51%	53%	54%	56%	59%	<10	<10	<10	4%	22%	21%	22%	21%	29%
White	60%	61%	65%	65%	65%	68%	40%	33%	40%	19%	19%	28%	39%	38%	53%
Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.															

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Students Completing Rigorous Coursework

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Exceeding Minimum Graduation Requirements

Students Graduating with Greater than 54 Credits by Student Group																		
	Overall			**Non-EL & Non-SpEd**			**EL**			**SPED**			**FRP**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Overall	**90%**	**91%**	**92%**	**91%**	**92%**	**93%**	**75%**	**82%**	**90%**	**70%**	**75%**	**82%**	**80%**	**84%**	**81%**
Asian	94%	97%	99%	95%	97%	99%	<10	<10	<10	<10	<10	<10	75%	100%	100%
Black or African American	84%	83%	86%	86%	82%	87%	75%	83%	88%	<10	<10	<10	86%	82%	83%
Hispanic/Latino	80%	90%	87%	88%	94%	88%	<10	<10	91%	<10	<10	<10	71%	64%	83%
Two or more races	94%	83%	89%	92%	85%	89%	<10	<10	<10	<10	<10	<10	75%	100%	71%
White	91%	94%	93%	92%	94%	93%	<10	<10	<10	74%	94%	86%	72%	100%	64%
Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.															

Eden Prairie Schools   **School Board Meeting**
Independent School District 272   **Board Work - Ends Policy Monitoring**
Eden Prairie, Minnesota   **Ends 1.4 for 2022-2023**

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