

# Monitoring What Matters

Aligning Questions, Evidence, and Understanding



**EDEN PRAIRIE SCHOOLS**



# Purpose & topics

- Explore how the questions we ask shape the evidence we use to monitor the system
- Build shared understanding of how multiple sources of evidence provide a more complete picture of system effectiveness

# Why this Conversation Matters

**We measure  
what we value**

Assessment  
begins with  
deciding what  
matters most

**Questions  
Drive Evidence**

Different  
questions  
require  
different kinds  
of proof

**No single  
measure is  
enough**

A complete  
picture  
requires  
multiple  
sources

# What is assessment?

## **Assessment OF Learning**

Did the students learn it?

(Summative: report cards, state tests)

## **Assessment FOR Learning**

What do students need next?

(Formative: More frequent checks, consistent feedback)

## **Assessment AS Evidence of System**

Is the system producing results at scale?

(Systemic-Trends across multiple areas, outcomes)



# The Question Comes First

The questions we ask determines the evidence we collect

Compliance/  
Accountability

Progress/  
Improvement

Access for  
Each



# Three scenarios

1. Post-secondary preparedness
2. High quality learning & teaching for each student
3. Student experience



# Post-secondary readiness

- Research Question 1: What percentage of our students enroll in college?
  - Data: Single number of enrollments



# Post-secondary readiness

- Research Question 2: To what extent are our graduates prepared to succeed in life after high school?
  - Data:
    - ACT scores & growth
    - AP / college-level coursework participation & performance
    - Grades
    - College enrollment & persistence
    - Career & military placement
    - Senior exit surveys
    - Parent/guardian surveys
    - Employer feedback
    - Alumni interviews / focus groups



# High quality learning & teaching for each

- Research Question 1: What percentage of students score at a proficient level on the MCA?
  - Data: Percentage of students scoring at a certain level



# High quality learning & teaching for each

- Research Question 2: Does each student experience high quality learning and instruction every day?
  - Data:
    - MCA proficiency and growth
    - FastBridge proficiency and growth
    - Higher-level course/program access & success
    - Student engagement surveys
    - Classroom observation data/walkthrough patterns
    - Curriculum (CIC) implementation evidence
    - Student work samples & exhibitions
    - Teacher & student 4C proficiency scales



# Student experience

- Research Question 1: What % of our students report that they belong at school?
  - Data: Survey responses that are favorable



# Student experience

- Research Question 2: Do students experience our schools as places where they feel safe, valued, and connected?
  - Data:
    - Student surveys with multiple items
    - Attendance data
    - Behavior data
    - Staff engagement surveys & interviews
    - Extracurricular participation
    - Listening sessions
    - Observations of school culture, attendance at events, parent/guardian reports



# No Single Measure Tells the Whole Story

Multiple sources of evidence give us a triangulated view of the system.

**State Tests (MCA'S):** Moment in Time

**Growth Measures (Fastbridge):** Rate of Progress

**Attendance and Behavior:** engagement

**Formative Assessments:** check points on student learning

**Trend Data (CDL):** System Patterns

**Survey Data: (Panorama)** Students lived experience



# Takeaways

- Start with the question, not the metric
- Align evidence to the question
- Build understanding