

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school

Monitoring Timeline:

July 2018 – June 2019

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 18, 2018

Evidence: October 28, 2019

1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school

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 exist between racial and service student groups.
2. I interpret a *graduate* to be a student who has met all of the requirements within District Policy 613.
3. I interpret *academically prepared to progress to multiple opportunities after high school* as each student who met the Eden Prairie District graduation requirement will demonstrate post-secondary success as measured by persistence and completion of post-secondary programming.

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).

District Policy 613 defines graduation requirements.

The MN Department of Education supports a 4-to 7-year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements. Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of post-secondary education. SLEDS data is used to measure Eden Prairie Schools programs and instructional delivery methods for continuous improvement.

Eden Prairie Schools has identified measures that are designed to predict success of a student's K-12 career and college and career readiness. The ACT Aspire and ACT assessment measures the academic preparation of students to progress to multiple opportunities after high school. The research behind the ACT assessment ensures the assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for post-secondary education and workforce training.

The ACT College and Career Readiness Standards have two research-based components:

1. ACT score ranges are developed based on an in-depth analysis of thousands of student responses. Responses are reviewed across multiple test forms that have been developed against test blueprints. The blueprints align both the content and depth of knowledge in the assessments to standards that describe what students should know and be able to do within the various ACT score ranges.
2. Students progression across ACT score ranges provides a concrete indicator of whether students are performing well enough in relation to those standards to be considered ready for post-secondary opportunities.

On the ACT and ACT Aspire subject-area tests, the benchmarks are scores representing a minimum score required for students to have a high probability of success in credit-bearing, entry-level college courses in that subject area level.

Citation:

www.act.org

https://nces.ed.gov/npec/pdf/kuh_team_report.pdf

Citation: MN SLEDS - <http://sleds.mn.gov/#>

Measurement Plan:

Percentage of students meeting ACT and ACT Aspire benchmarks indicating on track status to be College and Career Ready as measured by ACT Aspire at grades 7 and 9 and ACT at grade 11.

Demonstration of exceeding minimum ACT and ACT Aspire benchmarks:

- Percent of 7th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science will increase by 2% points.
- Percent of 9th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science will increase by 2% points.
- Percent of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science and Composite will increase by 2% points.

4-Year District Graduation Rate

- Target 93%
- Demographic breakdown results– Include N-size

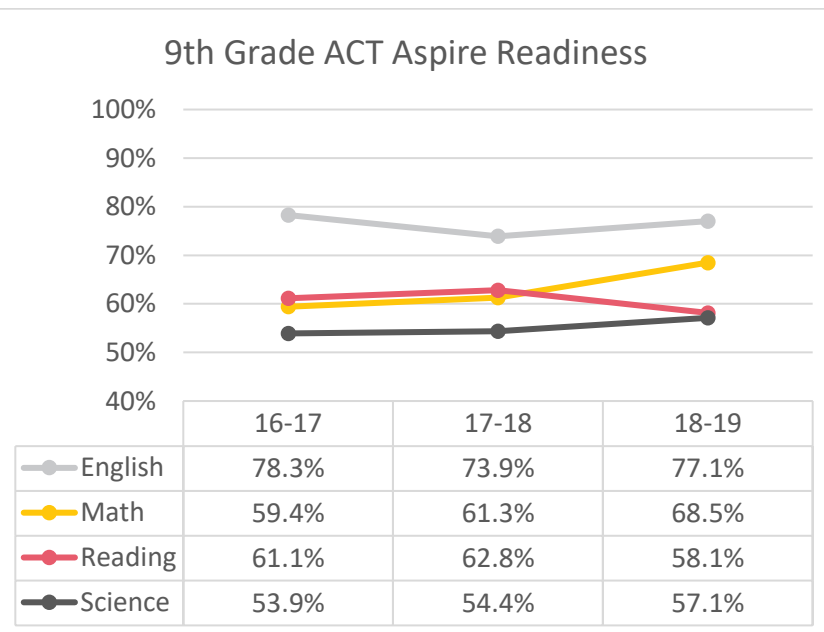
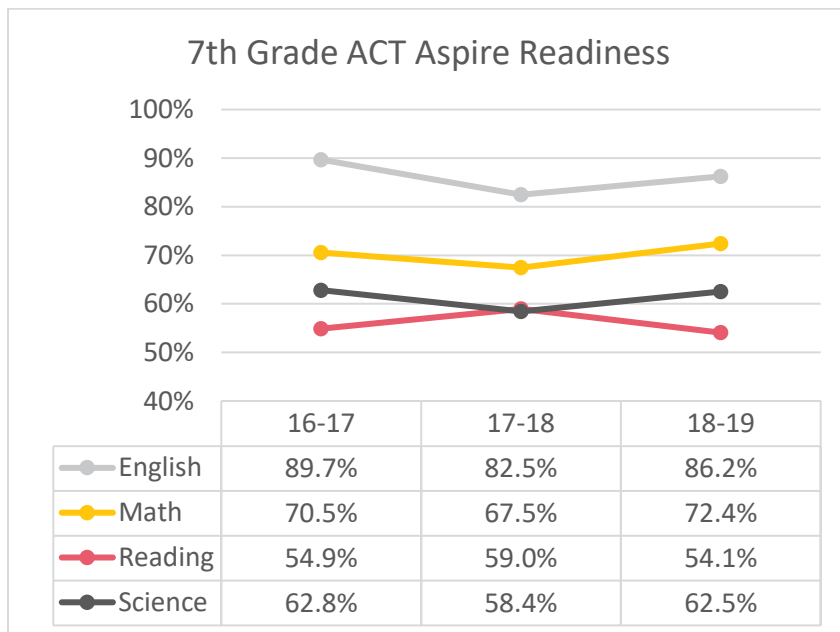
7-Year District Graduation Rate

- Target 97%
- No Demographic breakdown because of N-size

State Longitudinal Educational Data System (SLEDS)

- Percent of HS Graduates Enrolling in College – Fall Target 90% enrolled
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target 95% enrolled
- 4-Year College Completion Target 45% HS graduates completing a degree or certificate within 4 years
- 6 Year College Completion Target 70% HS graduates completing a degree or certificate within 6 years

Evidence:



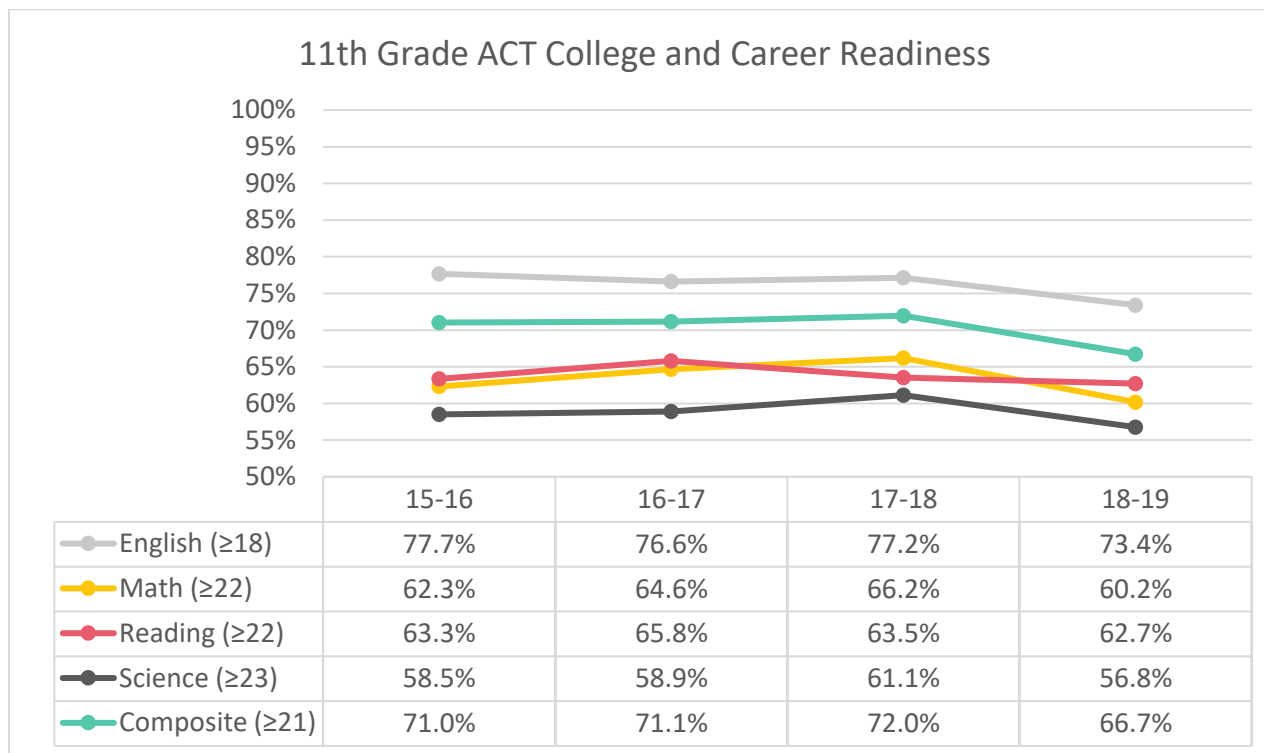
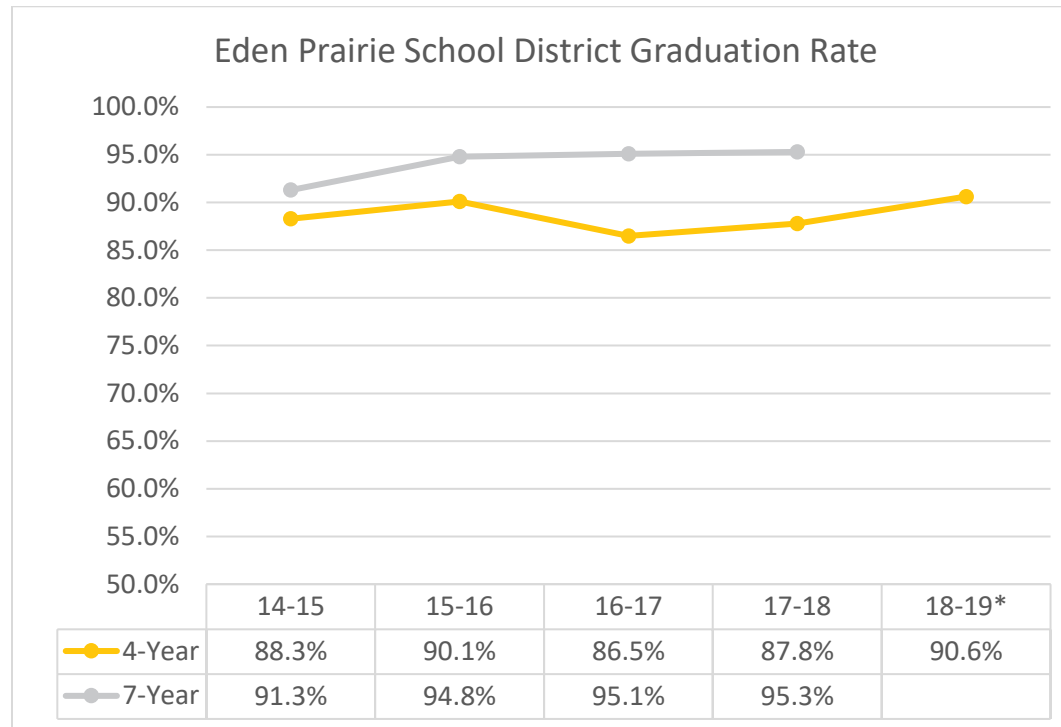


Table 1.1a: Percent of Eden Prairie students demonstrating college and career readiness

Grade	English		Math		Reading		Science		Composite (≥21)	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7th Grade ACT Aspire	82.5%	86.2%	67.5%	72.4%	59.0%	54.1%	58.4%	62.5%	N/A†	N/A†
9th Grade ACT Aspire	73.9%	77.1%	61.3%	68.5%	62.8%	58.1%	54.4%	57.1%	N/A†	N/A†
11th Grade ACT	77.2%	73.4%	66.2%	60.2%	63.5%	62.7%	61.1%	56.8%	72.0%	66.7%

†Readiness is not reported for Composite on the ACT Aspire.



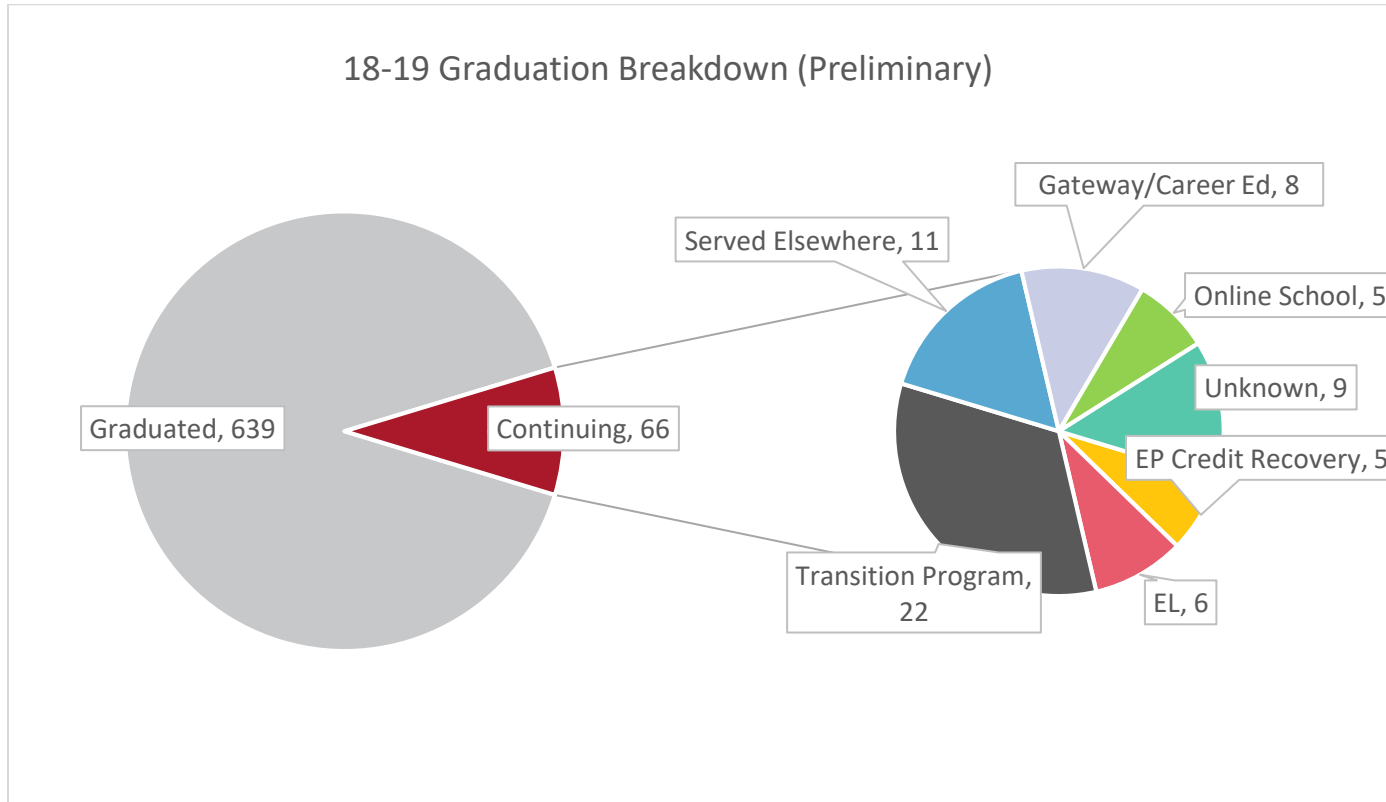


Table 1.1b: 4-Year and 7-Year Graduation Rate

Graduation Rate	Final 17-18	Preliminary 18-19*	Target	Target Met
4-Year (Class of 2017)	87.8%	90.6%	93%	No
7-Year (Class of 2015)	95.3%	N/A†	97%	N/A†

*18-19 4-year graduation rate is preliminary.

†We do not estimate a preliminary 7-year graduation rate.

Table 1.1c: 4-Year Graduation Rate by Demographic Group

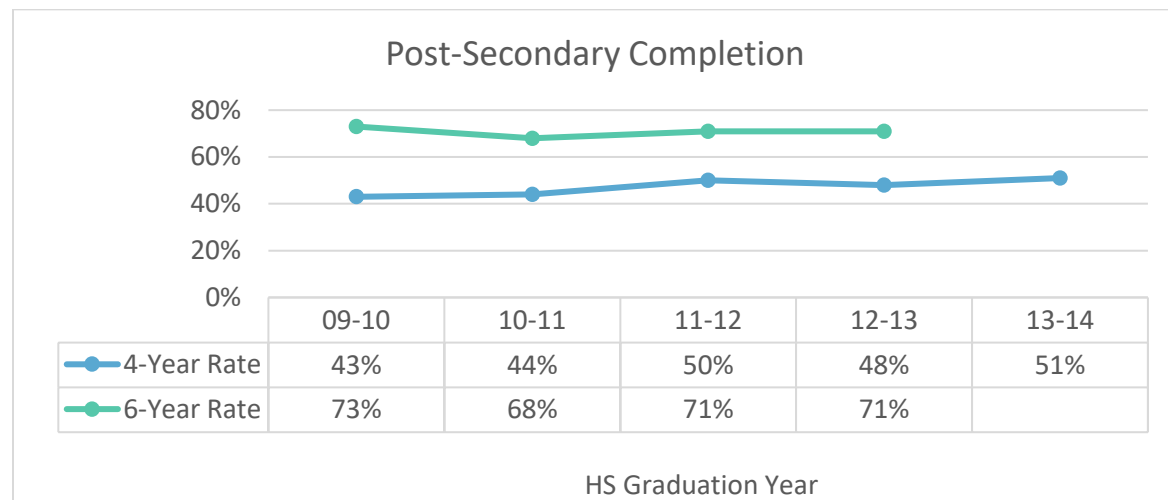
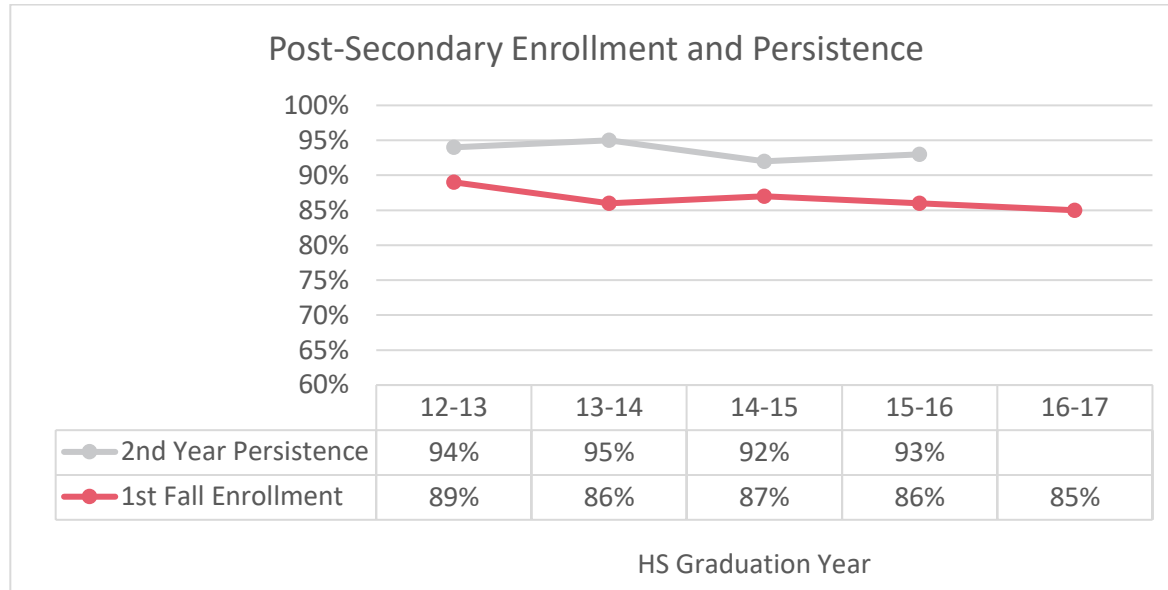
Demographic Group	Final 17-18	Preliminary 18-19*
American Indian or Alaska Native	N/A†	N/A†
Asian	91.4%	95.7%
Black or African American	73.0%	71.0%
Hispanic/Latino	72.1%	92.5%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	82.8%	95.2%
White	91.4%	92.6%
EL	41.7%	52.6%
FRP	71.2%	74.5%
SPED	58.5%	62.0%
Overall	87.8%	90.6%

*18-19 4-year graduation rate is preliminary.

†Counts too small to report.

Table 1.1d: Post-secondary education metrics

	HS Graduation Year	
	15-16	16-17
Percent of HS Graduates Enrolling in College – Fall	86%	85%
	14-15	15-16
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	92%	93%
	12-13	13-14
4-Year College Completion	48%	51%
	11-12	12-13
6-Year College Completion	71%	71%



Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

Board Member's Summarizing Comments

1.1.1 Each student is reading at grade level by the end of third grade

Operational Interpretation:

1. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
2. I interpret *3rd grade reading proficiency* as grade level performance in 2 out of 3 aligned assessment tools.

Justification:

Grade level reading proficiency can be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to identify proficiency. One measure should not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. The MN K-12 Academic Standards in English Language Arts define the proficiency requirement for reading, writing, speaking, viewing, listening, media literacy, and language standards for all school districts in the state.

Three tools will be used at the third-grade level to measure reading proficiency for each student.

1. The Fountas and Pinnell Reading Assessment is a nationally recognized and widely used valid and reliable tool. This assessment measures the literacy skills associated with the specific grade level.
2. FastBridge adaptive measure for Reading (aReading) is an evidence-based tool used to screen and monitor student progress in reading proficiency.
3. The Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards.

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student.

Measurement Plan:

Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade:

- 3rd grade MCA/MTAS Reading Proficiency = Meets or Exceeds (Including n-size)
- FastBridge Assessment 3rd grade end of year "aReading" benchmark ≥ 503 (Retrieved 5/2018)
- Fountas and Pinnell 3rd grade level end of year benchmark $\geq P$ (Retrieved 5/2018)

- EDL (EHSI) 3rd grade level ≥ 38
- Percentage of students proficient as identified by race, socio-economic and student service groups.

Target: 78% of the students are proficient in 2018-2019.

Evidence:

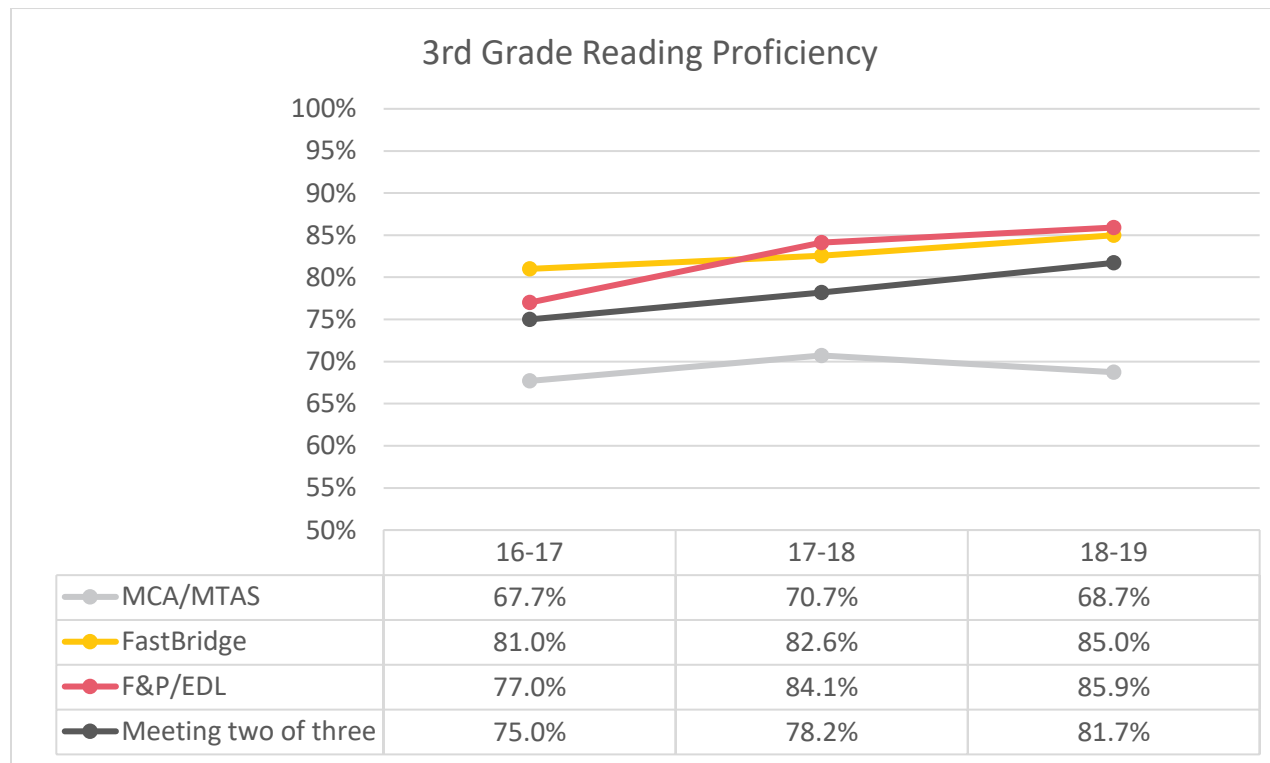


Table 1.1.1a: Percent of 3rd grade students enrolled prior to October 1st Meeting Proficiency on Two of Three Assessments

Demographic Group	17-18	18-19
American Indian or Alaska Native	N/A†	N/A†
Asian	87.8%	87.5%
Black or African American	55.8%	70.1%
Hispanic/Latino	48.1%	68.5%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	81.8%	76.2%
White	85.8%	86.4%
EL	37.1%	52.7%
FRP	52.5%	64.5%
SPED	36.8%	47.3%
Overall	78.2%	81.7%

†Counts too small to report.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
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Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1 Each student is reading at grade level by the end of third grade.

Board Member's Summarizing Comments

1.1.2 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math and Science

Operational Interpretation:

1. I interpret *district growth expectations* to be at least a year's growth in a year's time for each student at or above grade level and accelerated growth for students below grade level.
2. I interpret *not limited* to include Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education.
3. I interpret *proficiency expectations annually in, but not limited to Language Arts, Math and Science*, for each student identified at or above proficiency as measured by content area assessments in English Language Arts, Math and Science.

Justification:

In Eden Prairie, we know that each student possesses strong skills in English Language Arts, Math and Science to excel in all other academic areas. It is our goal that all students will perform at or above grade level in each of the content areas. Measuring the individual growth of each learner is as important as determining proficiency in English Language Arts, Math and Science.

Any students who do not meet grade level expectations must make more than one year's expected academic growth to close the achievement disparities gap. When a student makes accelerated (at or above the 80 percentile) growth they can work to attain grade level expectations.

Eden Prairie Schools believes in a balanced assessment system which includes a body of evidence to support:

- data informed instruction and learning;
- continuous improvement and
- data driven programming and practices.

The aReading assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000), aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. It is also cross-walked to the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6 earlyReading is the equivalent assessment for developing readers and is used in grades K and 1. These measures are useful to predict performance on high-stakes assessments (e.g., state tests). aReading is designed for universal screening to identify students at risk for academic gaps and personalized instruction for each student.

The aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry in grades 2-6 universally and 7-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians and is used in grades K and 1.

The Minnesota Comprehensive Assessments (MCAs) is used to measure proficiency and growth in reading and math and proficiency in science. This assessment is administered in grades 3-8 and high school. Reading and Math tests are given to students in grades 3-8, 10 and 11. Science is given in grades 5, 8 and high school. These assessments meet the requirements of the Elementary and Secondary Education Act (ESEA).

Inside other curriculum such as Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education students are measured in grades 7-12 through locally developed assessments to indicate proficiency levels met through a grade-based system.

Measurement Plan:

<u>MCA and MTAS Proficiency grades 3-8 and high school for 2018-2019</u>	Targets
Source: MDE Minnesota Report Card, October 1, 2018 Enrollment <ul style="list-style-type: none"> • READING grades 3-8 and HS • MATH grades 3-8 and HS • SCIENCE Grades 5, 8 and HS 	Reading Goal 2018-2019 76% of students will be at or above proficiency Math Goal 2018-2019 73% of students will be at or above proficiency Science Goal 2018-2019 - 67% of students will be at or above proficiency
<u>Measurement of Growth 2018-2019</u> MCA/MTAS -Spring to Spring growth grades 4-8 and high school for 2018-2019 <ul style="list-style-type: none"> • READING • MATH 	Reading Goal 2018-2019 -78% of students will be at medium or high growth Math Goal 2018-2019 – 78% of students will be at medium or high growth *MCA/MTAS do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.

<p><u>FastBridge Growth grades K-6</u> - Fall to Spring growth</p> <ul style="list-style-type: none">• READING – 2018-2019 • MATH – 2018-2019	<p>Percent of students below grade level in Reading achieving aggressive growth will increase by 2% points.</p> <p>Percent of students below grade level in Math achieving aggressive growth will increase by 2% points.</p>
<p><u>Student Achievement in Other Curriculum Areas in Grades 7-12</u></p> <ul style="list-style-type: none">• Social Studies• World Language• Technology• Business Education – N/A for grade 7 and 8• Fine or Applied Arts• Health• Physical Education	<p>Percent of students achieving a C grade or higher in the referenced subjects will increase by 2% points.</p>

Evidence:

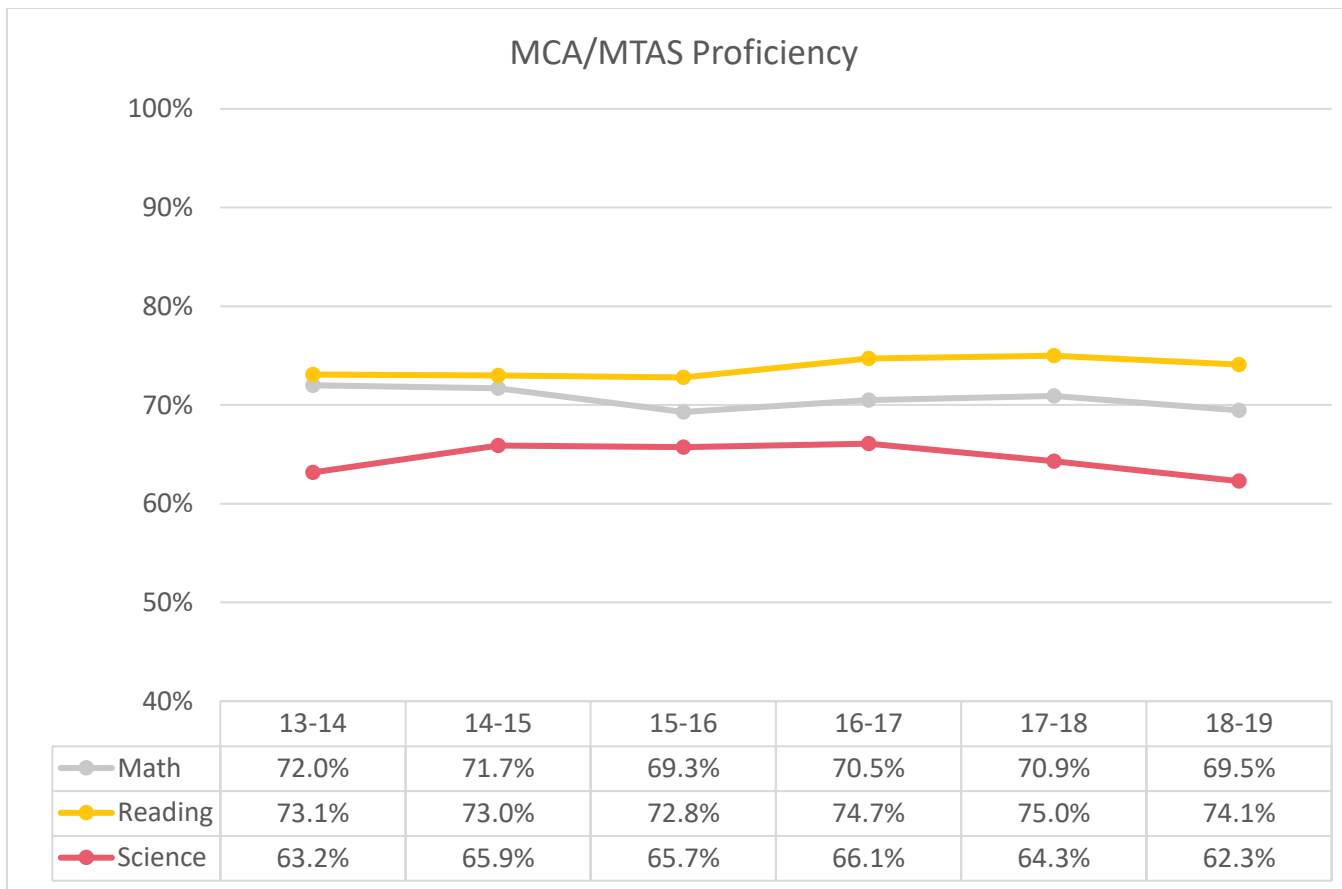


Table 1.1.2a: Percent of students enrolled prior to October 1st by grade that Meet or Exceed the proficiency standard on MCA/MTAS

Grade	Math		Reading		Science	
	17-18	18-19	17-18	18-19	17-18	18-19
3	72.4%	74.7%	70.7%	68.7%	N/A	N/A
4	78.6%	75.9%	72.8%	70.1%	N/A	N/A
5	67.8%	65.5%	82.8%	82.0%	70.1%	64.7%
6	70.0%	69.6%	79.8%	80.4%	N/A	N/A
7	66.5%	69.7%	73.6%	75.7%	N/A	N/A
8	77.7%	68.3%	74.6%	70.9%	62.4%	57.7%
HS	63.4%	62.2%	71.2%	71.2%	61.3%	64.8%
Overall	70.9%	69.5%	75.0%	74.1%	64.3%	62.3%

Table 1.1.2b: Percent of students enrolled prior to October 1st by demographic group that Meet or Exceed the proficiency standard on MCA/MTAS

Demographic Group	Math		Reading		Science	
	17-18	18-19	17-18	18-19	17-18	18-19
American Indian or Alaska Native	45.5%	57.1%	63.6%	71.4%	N/A†	N/A†
Asian	87.4%	86.6%	83.0%	84.0%	81.0%	74.4%
Black or African American	39.3%	38.5%	49.8%	49.8%	33.3%	27.5%
Hispanic/Latino	48.0%	47.3%	58.9%	59.6%	44.6%	41.9%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	63.5%	65.1%	73.6%	71.7%	54.1%	61.2%
White	78.5%	77.0%	81.5%	80.4%	71.3%	71.0%
EL	31.3%	27.1%	22.7%	21.8%	8.0%	6.5%
FRP	40.9%	40.3%	49.4%	48.9%	33.5%	31.0%
SPED	36.3%	33.6%	40.3%	37.4%	33.5%	35.4%
Overall	70.9%	69.5%	75.0%	74.1%	64.3%	62.3%

†Counts too small to report.

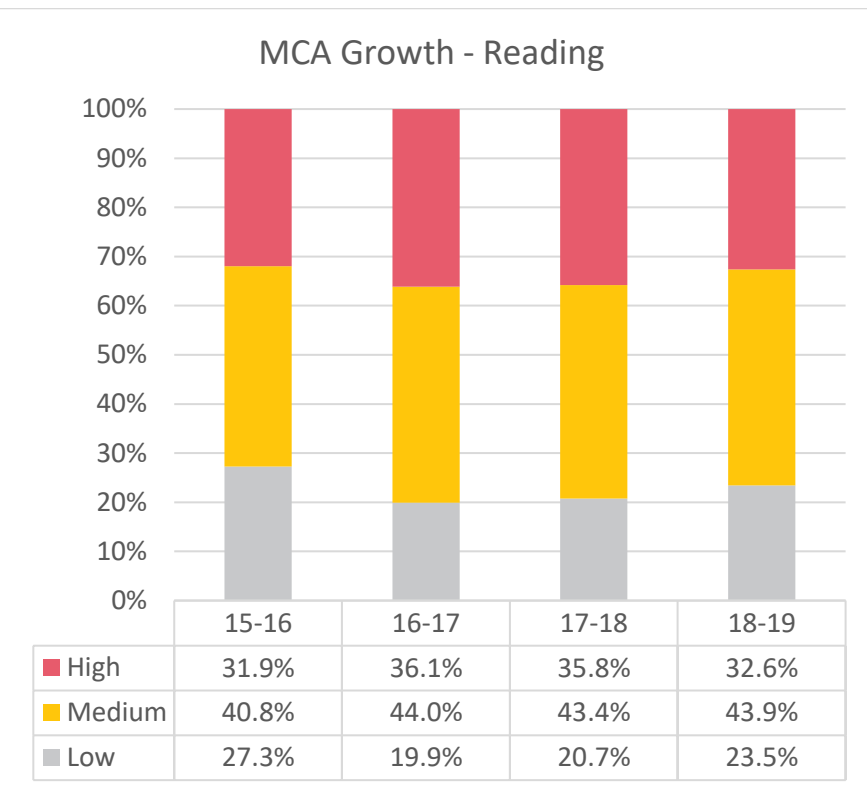
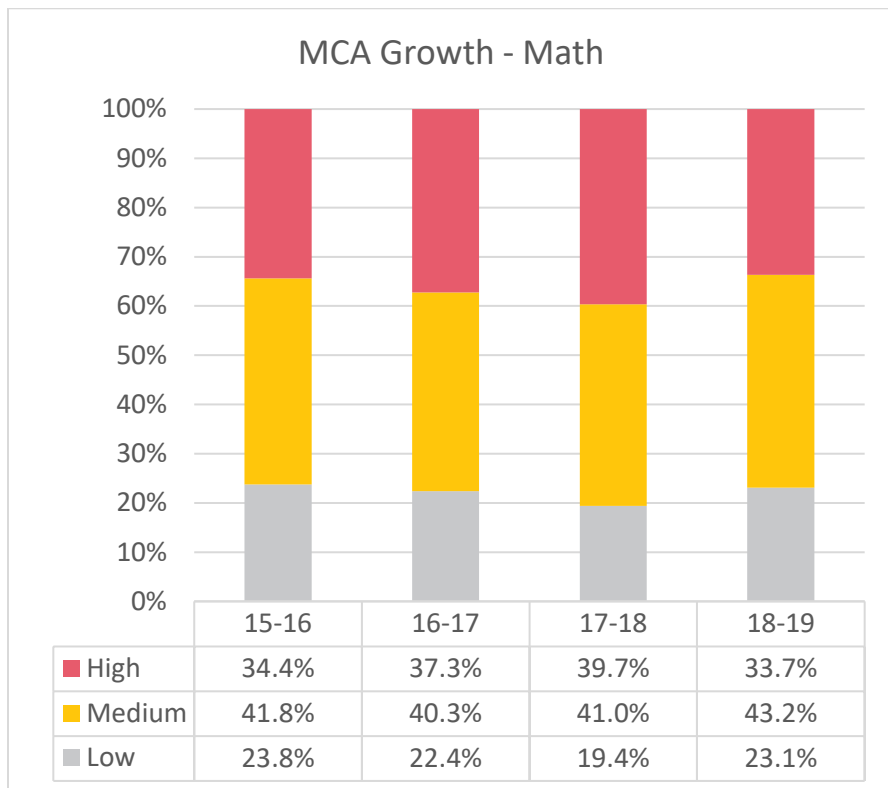


Table 1.1.2c: Percent of students by grade who made medium or high growth on MCA/MTAS

Grade	Math		Reading	
	17-18	18-19	17-18	18-19
4	83.4%	82.7%	80.5%	79.1%
5	81.4%	75.3%	80.4%	81.5%
6	83.1%	82.4%	83.4%	81.9%
7	77.2%	73.4%	73.2%	72.1%
8	86.3%	75.3%	80.7%	72.8%
HS	71.8%	71.6%	77.5%	71.9%
Overall	80.6%	76.9%	79.3%	76.5%

Table 1.1.2d: Percent of students by demographic group who made medium or high growth on MCA/MTAS

Demographic Group	Math		Reading	
	17-18	18-19	17-18	18-19
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†
Asian	86.9%	84.7%	79.7%	81.8%
Black or African American	72.5%	68.8%	72.3%	68.1%
Hispanic/Latino	75.9%	71.1%	72.0%	76.7%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†
Two or more races	80.4%	75.5%	81.7%	71.5%
White	81.8%	78.0%	81.5%	77.8%
EL	70.2%	69.1%	68.9%	68.3%
FRP	72.6%	69.9%	71.1%	69.9%
SPED	69.4%	64.3%	69.8%	69.5%
Overall	80.6%	76.9%	79.3%	76.5%

†Counts too small to report.

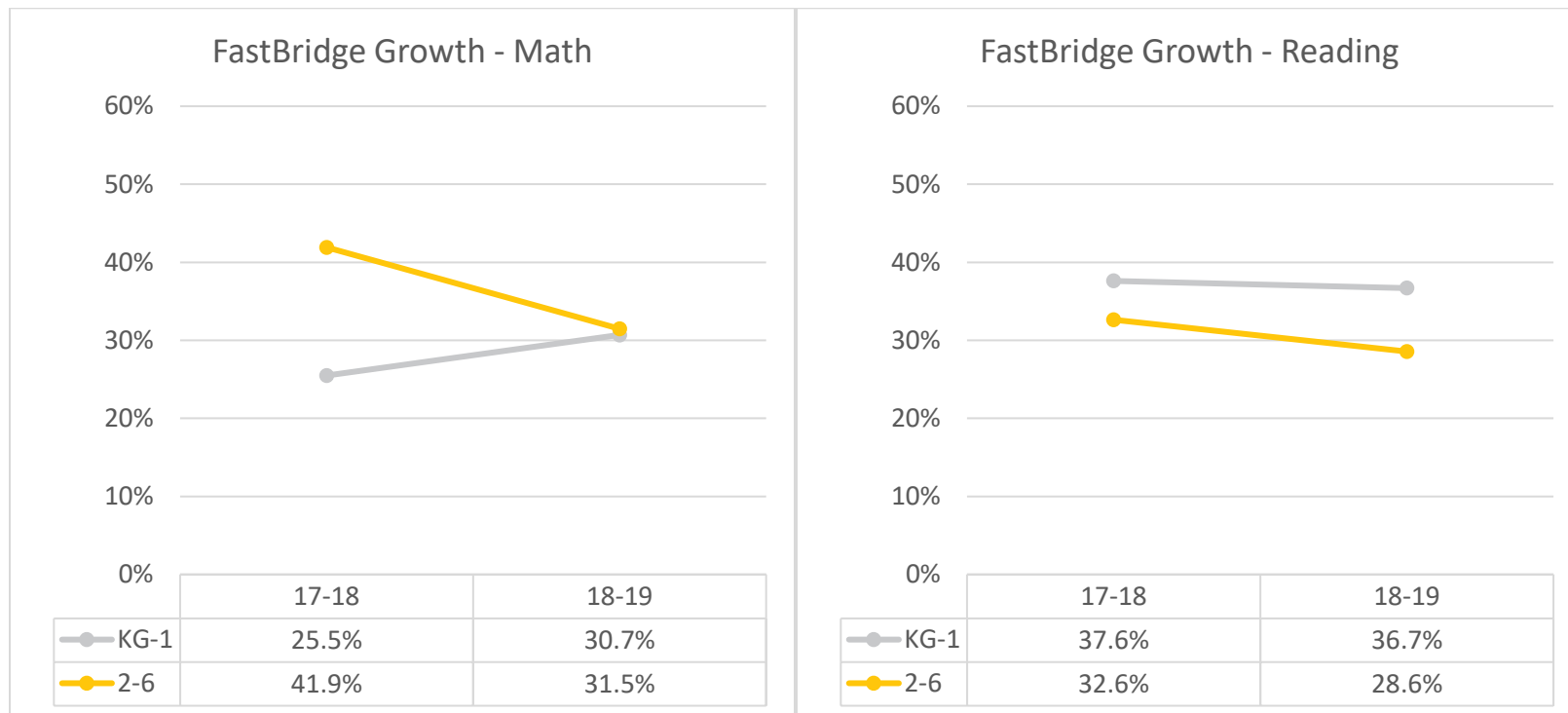


Table 1.1.2c: Percent of students by grade below grade level who made aggressive growth on FastBridge (Fall-to-Spring; by start score)

Grade Level	Math		Reading	
	17-18	18-19	17-18	18-19
KG-1	25.5%	30.7%	37.6%	36.7%
2-6	41.9%	31.5%	32.6%	28.6%
Overall	36.2%	31.2%	34.5%	32.0%

**Table 1.1.2d: Percent of students by demographic below grade level who made aggressive growth on FastBridge
 (Fall-to-Spring; by start score)**

Demographic Group	Math		Reading	
	17-18	18-19	17-18	18-19
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†
Asian	46.9%	41.7%	30.4%	37.8%
Black or African American	33.3%	26.6%	29.4%	29.4%
Hispanic/Latino	27.7%	30.1%	26.0%	28.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†
Two or more races	30.7%	31.9%	32.9%	37.5%
White	39.8%	32.9%	40.8%	32.7%
EL	31.0%	28.0%	27.2%	29.0%
FRP	35.2%	25.5%	31.8%	28.5%
SPED	29.4%	29.6%	27.8%	19.3%
Overall	36.2%	31.2%	34.5%	32.0%

†Counts too small to report.

Table 1.1.2e: Percentage of C grades or higher in the following subjects

Subject Area	Grades 7-8		Grades 9-12	
	17-18	18-19	17-18	18-19
Geography/Social Studies	92.3%	92.0%	92.2%	93.3%
World Language	86.4%	85.1%	95.7%	95.4%
Technology (Tech Ed and Industrial Tech)	96.4%	90.1%	92.5%	93.2%
Business Education	N/A†	N/A†	97.0%	97.1%
Fine or Applied Arts	98.5%	98.5%	94.7%	96.9%
Health	92.9%	93.8%	93.4%	93.1%
Physical Education	99.8%	98.6%	96.8%	96.2%
Overall	93.4%	92.3%	94.4%	94.9%

†There are now business education classes in grades 7-8.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. **Include specific evidence** for rating conclusion and recommendations.

Board member name: (enter rating and reasoning when appropriate)

Statement of Assertion: The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math and Science.

Board Member's Summarizing Comments

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

Operational Interpretation:

1. I interpret *broad-based education* as:
 - a. Authentic learning experiences within the educational program preparing students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
2. I interpret *exceeds* as to go beyond state expectations.
3. I interpret *Minnesota State Graduation Requirements* as the three requirements of the State of Minnesota:
 - a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, 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:

Developing a broad-based education requires extensive study, practice and thinking in the area 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. Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include College in the Schools (CIS), Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement and Career and Technical Education (CTE) courses. Research shows that pre-college experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

Measurement Plan:

Demonstration of exceeding minimum graduation requirements:

- Post-Secondary Options- Dual Enrollment
 - Percent of students who are eligible for Post-Secondary Options (10-12th graders who were on-track in terms of credits earned at the beginning of the academic year).
 - Percent of students who are enrolled and successfully completing PSEO/CIS course work.
- Students enrolled in rigorous coursework

- Percent of students enrolled in at least one AP course.
- Percent of scores 3 or higher on AP exams.
- Percent of students enrolled and successfully completing Advanced course offerings i.e. World Languages, Career & Tech Ed, Math.
- Percent of graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements.

Evidence:

Table 1.1.3a: Percent and number of Eden Prairie High School students demonstrating how they are exceeding minimum graduation requirements

	17-18	18-19
% of students who are eligible for Post-Secondary Options	79.2%	81.3%
% of students who are enrolled and successfully completing PSEO course work	93.7%	88.4%
% of students who are enrolled and successfully completing CIS course work	97.8%	100%
% of students enrolled in at least one AP course	33.7%	29.2%
% of scores 3 or higher on AP exams	80.1%	79.0%
% of students enrolled and successfully completing advanced course offerings: Advanced and Honors courses	52.7%	56.3%
% of students enrolled and successfully completing advanced course offerings: World Languages	58.2%	59.3%
% of students enrolled and successfully completing advanced course offerings: Career & Tech Ed	15.9%	15.8%
% of students enrolled and successfully completing advanced course offerings in Mathematics	27.4%	26.8%
% of graduating students who earned greater than 54 credits	86.9%	87.9%

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Board Member's Summarizing Comments