Eden Prairie Schools Ends Monitoring 2020-2021

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

Date of Operational Interpretation Monitoring: June 22, 2020
Date of Evidence Monitoring: October 25, 2021
Assertion of Expected Progress by the Superintendent: 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."

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

Date of Operational Interpretation Monitoring: June 22, 2020
Date of Evidence Monitoring: October 25, 2021
Assertion of Expected Progress by the Superintendent: The Eden Prairie School District did not 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."

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

Date of Operational Interpretation Monitoring: June 22, 2020
Date of Evidence Monitoring: October 25, 2021
Assertion of Expected Progress by the Superintendent: The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science."

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

Date of Operational Interpretation Monitoring: June 22, 2020
Date of Evidence Monitoring: October 25, 2021
Assertion of Expected Progress by the Superintendent: 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."

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

Signed _____   **October 13, 2021**

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 2020 to June 2021

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 22, 2020
Evidence: October 25, 2021

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, or 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. ACT assessment measures the academic preparation of students to progress to multiple opportunities after high school. The research behind the ACT assessment ensures the assessment 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.

The ACT scores represent 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.

Citations: www.act.org; https://nces.ed.gov/npec/pdf/kuh_team_report.pdf; MN SLEDS - http://sleds.mn.gov/#

Measurement Plan:

1.1a – Percentage of students meeting ACT benchmarks indicating on track status to be College and Career Ready at grade 11.
- Target: 73% of 11th grade students will score at or above ACT composite benchmark score of 21

1.1b – 4-Year District Graduation Rate (2021 Preliminary Data)
- Target: 94%
- Demographic breakdown results

1.1c – 7-Year District Graduation Rate (2020 Data)
- Target: 97%
- No Demographic breakdown because of n-size

1.1d – State Longitudinal Educational Data System (SLEDS)
- Percent of HS Graduates Enrolling in College in Fall: Target 90%
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: Target 95% enrolled
- 4-Year College Completion: Target 52% HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion: Target 73% HS graduates completing a degree or certificate within 6 years

Evidence:

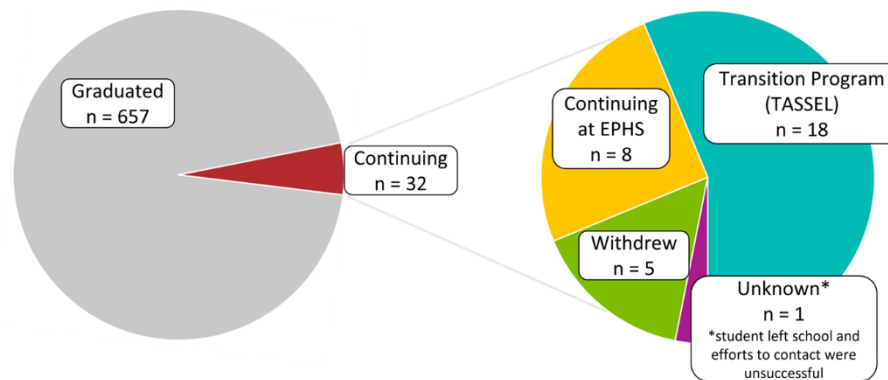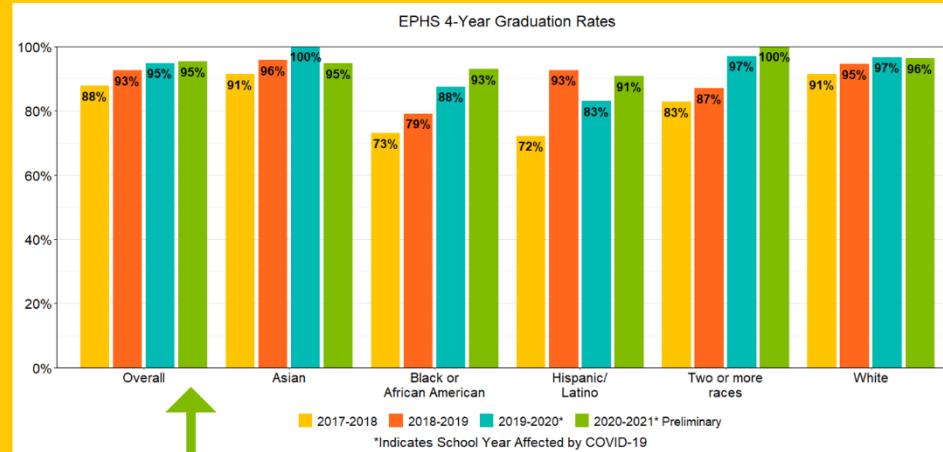**1.1a – 11th Graders Meeting ACT College and Career Ready Benchmark by Demographic Group**
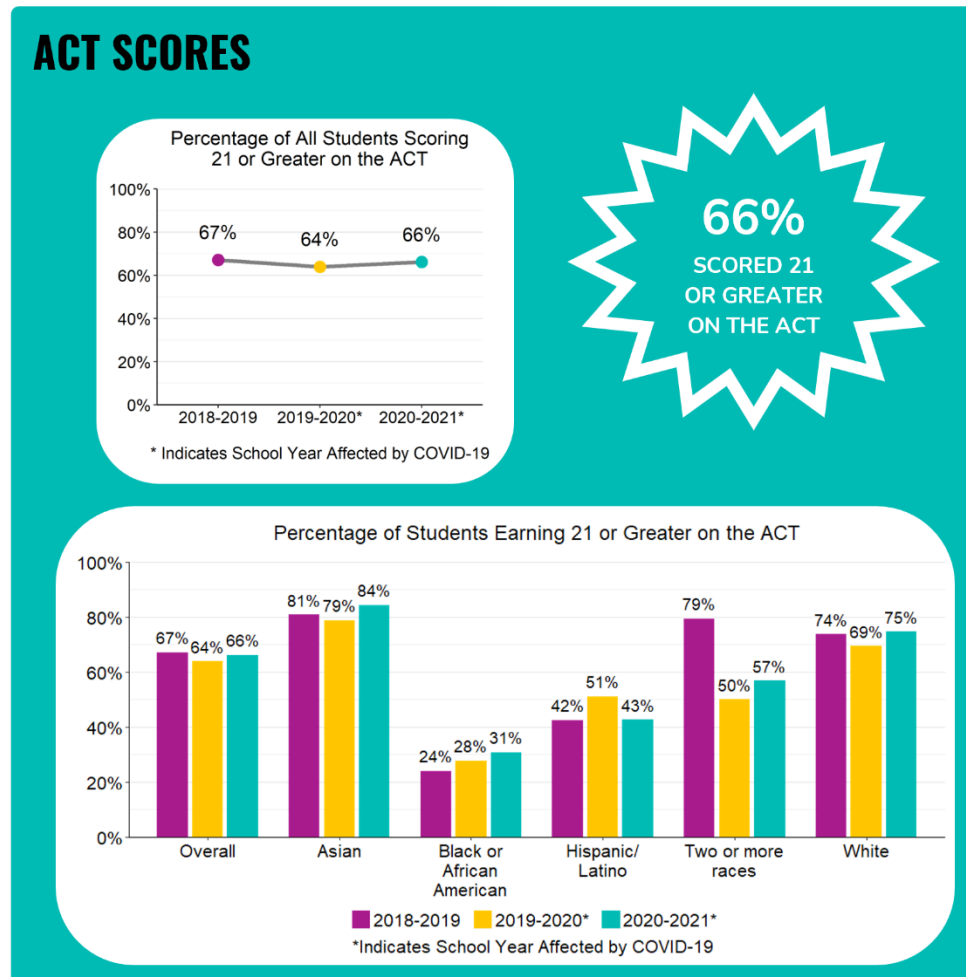
Detailed data by student groups is in the following table

Percentage of All Students Earning 21 or Greater on the ACT			
	2018-2019	**2019-2020***	**2020-2021***
Overall	**67%**	**64%**	**66%**
Asian	81%	79%	84%
Black or African American	24%	28%	31%
Hispanic/Latino	43%	51%	43%
Two or more races	79%	50%	57%
White	74%	69%	75%
EL	8%	5%	13%
FRP	28%	31%	32%
SpEd	21%	33%	37%
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. * Indicates school year affected by COVID-19			

1.1b – 4-Year District Graduation Rate

Detailed data by student groups is in the following table

EPHS 4-Year Graduation Rates				
	2017-2018	2018-2019	2019-2020*	2020-2021* Preliminary
Overall	**87.8%**	**92.6%**	**94.9%**	**95.4%**
Asian	91.4%	95.8%	100.0%	94.7%
Black or African American	73.0%	79.1%	87.5%	92.9%
Hispanic/Latino	72.1%	92.7%	83.0%	90.7%
Two or more races	82.8%	87.0%	97.1%	100.0%
White	91.4%	94.5%	96.7%	96.3%
EL	41.7%	71.8%	73.8%	76.3%
FRP	71.2%	80.3%	85.0%	92.9%
SPED	58.5%	73.3%	67.9%	70.4%
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. * Indicates school year affected by COVID-19				

1.1c – 4-Year and 7-Year District Graduation Rate Overall

	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021* Preliminary
4-Year Graduation Rate	86.7%	87.8%	92.6%	94.9%	95.4%
7-Year Graduation Rate	95.2%	95.6%	96.7%	95.7%	n/a
Notes: 4-year graduation rate is preliminary, and we do not estimate a preliminary 7-year graduation rate. * Indicates school year affected by COVID-19					

1.1d – State Longitudinal Educational Data System (SLEDS)

	HS Graduation Year		
	16-17	**17-18**	**18-19**
Percent of HS Graduates Enrolling in College – Fall	86%	86%	84%
	15-16	**16-17**	**17-18**
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	94%	93%	93%
	13-14	**14-15**	**15-16**
4-Year College Completion Target	47%	52%	53%
	12-13	**13-14**	**14-15**
6-Year College Completion Target	74%	74%	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 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.
2. Broad reading ability, assessed by FastBridge aReading.
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R .

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student. The percentage of students proficient as identified by race, socio-economic, and student service groups is included.

Measurement Plan:

Proficient students have met the standards in two out of the three following assessments by the end of third grade:
1. 3rd grade MCA/MTAS Reading Proficiency = Meets or Exceeds (Including n-size)
2. Broad reading ability, assessed by FastBridge aReading
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R

Target: 78% of third grade students are proficient in two of three aligned raeding assessments by spring of 2020-2021.

Evidence:

1.1.1 – Percentage of Students Proficient on Two of Three Assessments by Assessment
(To be included in this calculation, students had to have taken at least two of the three assessments.)
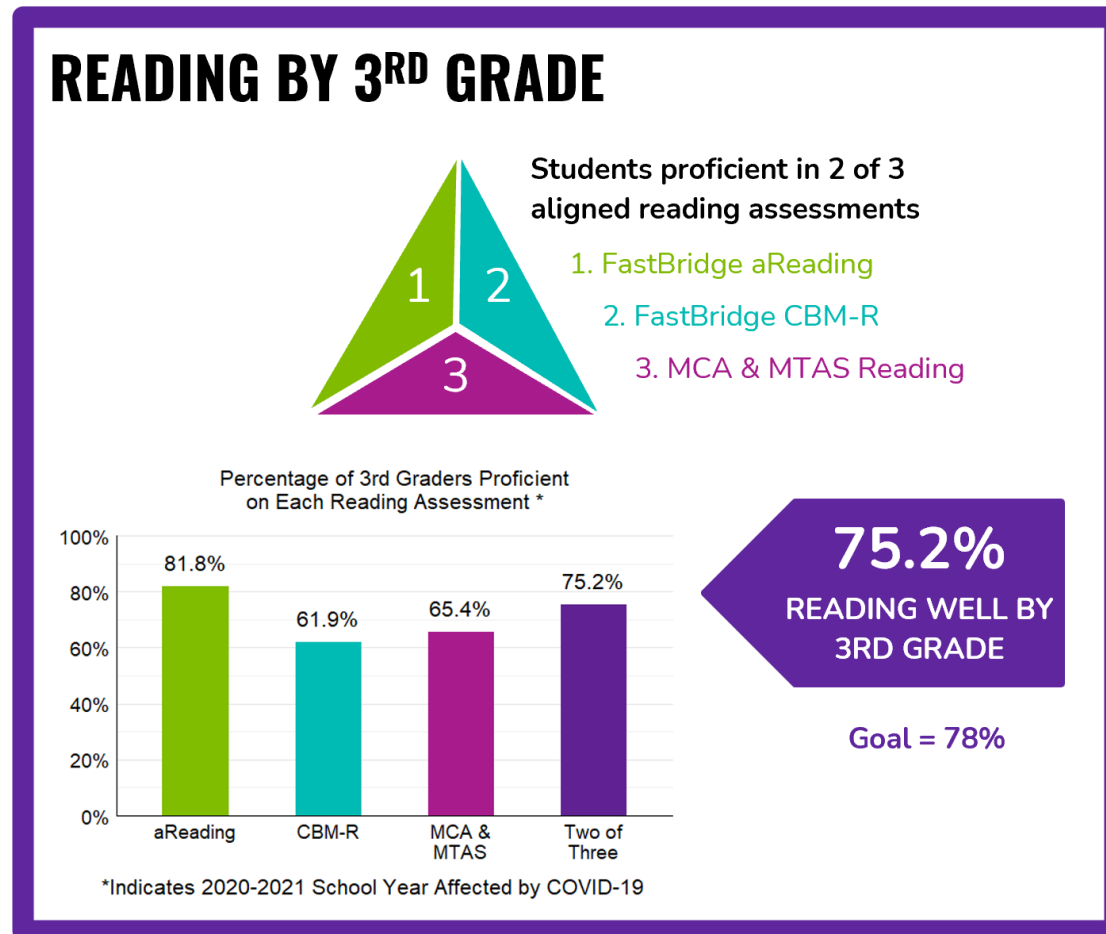
Detailed data by student groups is in the following table

Reading by 3rd Grade: Meets Two of Three Criteria	
	2020-2021*
Overall	**75.2%**
Asian	95.7%
Black or African American	57.9%
Hispanic/Latino	58.8%
Two or more races	77.8%
White	78.6%
EL	34.3%
FRP	52.2%
SpEd	45.3%
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. * Indicates school year affected by COVID-19	

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 not 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:

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. I interpret not limited to include Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health, and Physical Education.

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 needed 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 aggressive (at or above the 75th national 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
* data driven programing 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-validated with 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 universal 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 aReading, earlyReading, aMath, and earlyMath assessment outcomes can also be used to evaluate a student's learning growth over time. The growth measures from these assessments are derived from rigorous statistical meta-analysis studies on student learning that compare a student's actual growth to the average expected growth of a student with a similar start score. More simply, this growth measure details how much gain is typical for a student who starts at a given level. Eden Prairie Schools administers aReading/earlyReading and aMath/earlyMath three times a year during the fall, winter, and spring, and we assess student growth in reading and math during the fall-to-spring interval. Students with growth in the 40th percentile or above have typical to aggressive growth.

FastBridge outcomes correlate with Minnesota's MCA & MTAS state-wide assessments: a FastBridge investigation comparing aReading and CBM-R outcomes to related MCA & MTAS outcomes demonstrated strong correlations (correlation coefficients, r, > 0.7), and the FastBridge outcomes were strong predictors of students' proficiency on the MCA & MTAS. An internal study using Eden Prairie Schools FastBridge and MCA & MTAS outcomes confirmed the predictive ability of FastBridge outcomes on MCA &MTAS proficiency - FastBridge aReading and aMath scores were predictive of MCA & MTAS proficiency with a minimum of 83% explanatory power.

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:

MCA and MTAS Proficiency grades 3-8 and high school for 2020-2021 Source: MDE Minnesota Report Card, October 1, 2020 Enrollment • Reading Grades 3-8 and HS • Math Grades 3-8 and HS • Science Grades 5, 8, and HS	76% of students will be proficient in Reading 73% of students will be proficient in Math 67% of students will be proficient in Science
FastBridge Growth grades K-6 - Fall to Spring growth • Reading • Math	Percentage of students below grade level in Reading achieving aggressive growth* will increase by 2% points Percentage of students below grade level in Math achieving aggressive growth* will increase by 2% points *Note: Aggressive growth is 75th growth percentile
Student Achievement in Other Curriculum Areas in Grades 7-12 • Social Studies • Fine or Applied Arts (music, art courses) • World Language • Business Education – n/a for grades 7 and 8 • Technology • Physical Education • Health	Percentage of students achieving a C grade or higher in the referenced subjects will increase by 2% points.

Evidence:

1.1.2a – Grades 3-12 MCA and MTAS Proficiency by Subject
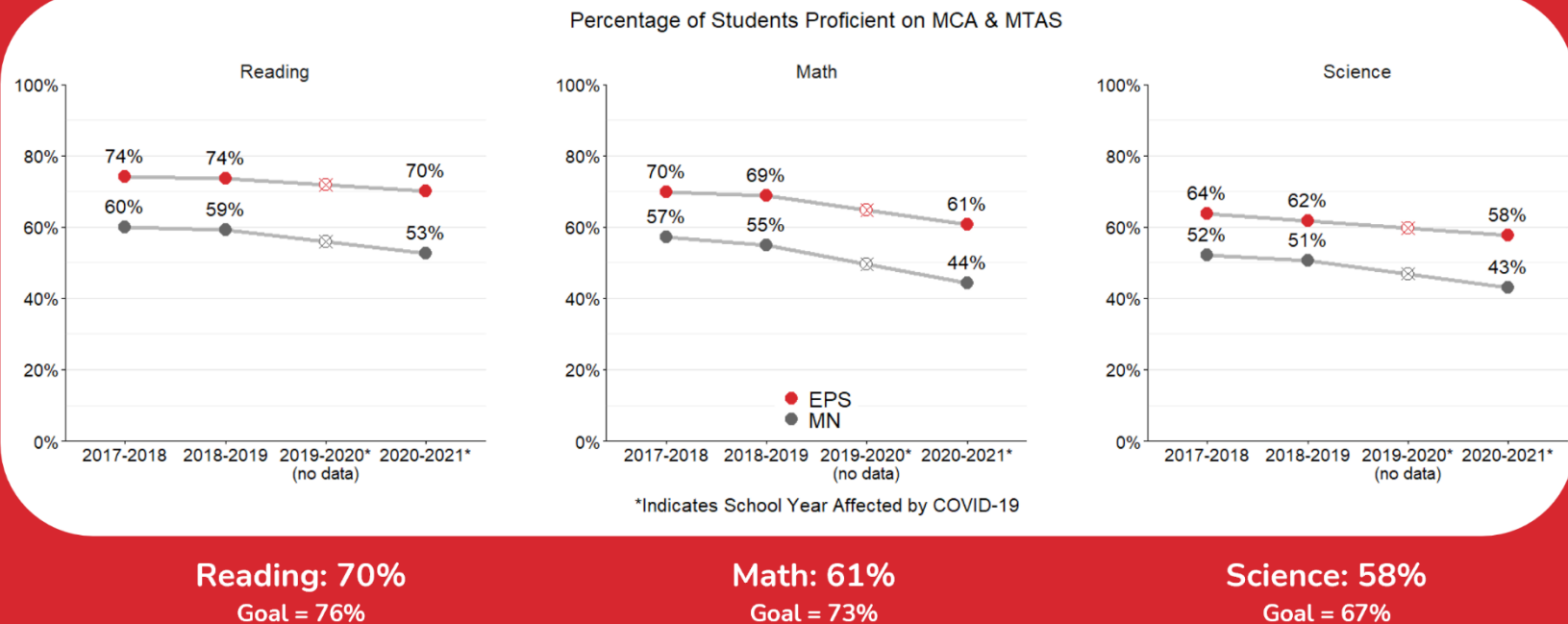
Detailed data by student groups is in the following three tables for reading, math, and science

** Due to the challenges of COVID-19, MDE does not support widely comparing
2021 MCA & MTAS assessment results to previous years' results.*

1.1.2a – Reading: MCA and MTAS Proficiency by Grade and Student Group

READING – MCA & MTAS Proficiency				
Percentage of Students Meeting Grade Level Standards for MCA & MTAS				
	2017-2018	2018-2019	2019-2020*	2020-2021*
Overall	**74%**	**74%**	**n/a – COVID-19**	**70%**
Grade 3	70%	69%		65%
Grade 4	72%	69%		65%
Grade 5	82%	81%		76%
Grade 6	79%	80%		76%
Grade 7	72%	75%		70%
Grade 8	74%	70%		67%
Grade 10	70%	71%		71%
Asian	83%	83%		84%
Black or African American	48%	49%		44%
Hispanic/Latino	57%	59%		51%
Two or more races	73%	71%		69%
White	81%	80%		78%
EL	22%	21%		16%
FRP	48%	48%		42%
SpEd	38%	35%		35%
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. * Indicates school year affected by COVID-19. Due to the challenges of COVID-19, MDE does not support widely comparing 2021 MCA & MTAS assessment results to previous years' results.				

1.1.2a – Math: MCA and MTAS Proficiency by Grade and Student Group

| MATH – MCA & MTAS Proficiency				
Percentage of Students Meeting Grade Level Standards for MCA & MTAS				
	2017-2018	**2018-2019**	**2019-2020***	**2020-2021***
Overall	**70%**	**69%**	**n/a – COVID-19**	**61%**
Grade 3	72%	74%		72%
Grade 4	78%	75%		66%
Grade 5	67%	65%		57%
Grade 6	69%	69%		61%
Grade 7	65%	69%		53%
Grade 8	76%	67%		57%
Grade 11	62%	62%		61%
Asian	87%	86%		82%
Black or African American	38%	38%		33%
Hispanic/Latino	47%	46%		36%
Two or more races	63%	64%		56%
White	78%	77%		68%
EL	30%	27%		21%
FRP	39%	39%		32%
SpEd	34%	31%		30%
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. * Indicates school year affected by COVID-19. Due to the challenges of COVID-19, MDE does not support widely comparing 2021 MCA & MTAS assessment results to previous years' results.				

1.1.2a – Science: MCA and MTAS Proficiency by Grade and Student Group

SCIENCE – MCA & MTAS Proficiency				
Percentage of Students Meeting Grade Level Standards for MCA & MTAS				
	2017-2018	**2018-2019**	**2019-2020***	**2020-2021***
Overall	**64%**	**62%**	**n/a – COVID-19**	**58%**
Grade 5	64%	70%		63%
Grade 8	57%	62%		51%
Grade HS	61%	65%		59%
Asian	73%	81%		74%
Black or African American	27%	33%		27%
Hispanic/Latino	42%	45%		37%
Two or more races	58%	53%		54%
White	71%	71%		65%
EL	6%	7%		10%
FRP	31%	33%		31%
SpEd	33%	33%		27%
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. * Indicates school year affected by COVID-19. Due to the challenges of COVID-19, MDE does not support widely comparing 2021 MCA & MTAS assessment results to previous years' results.				

1.1.2b – Grades K-6 Students Below Benchmark Making Aggressive Growth by Subject
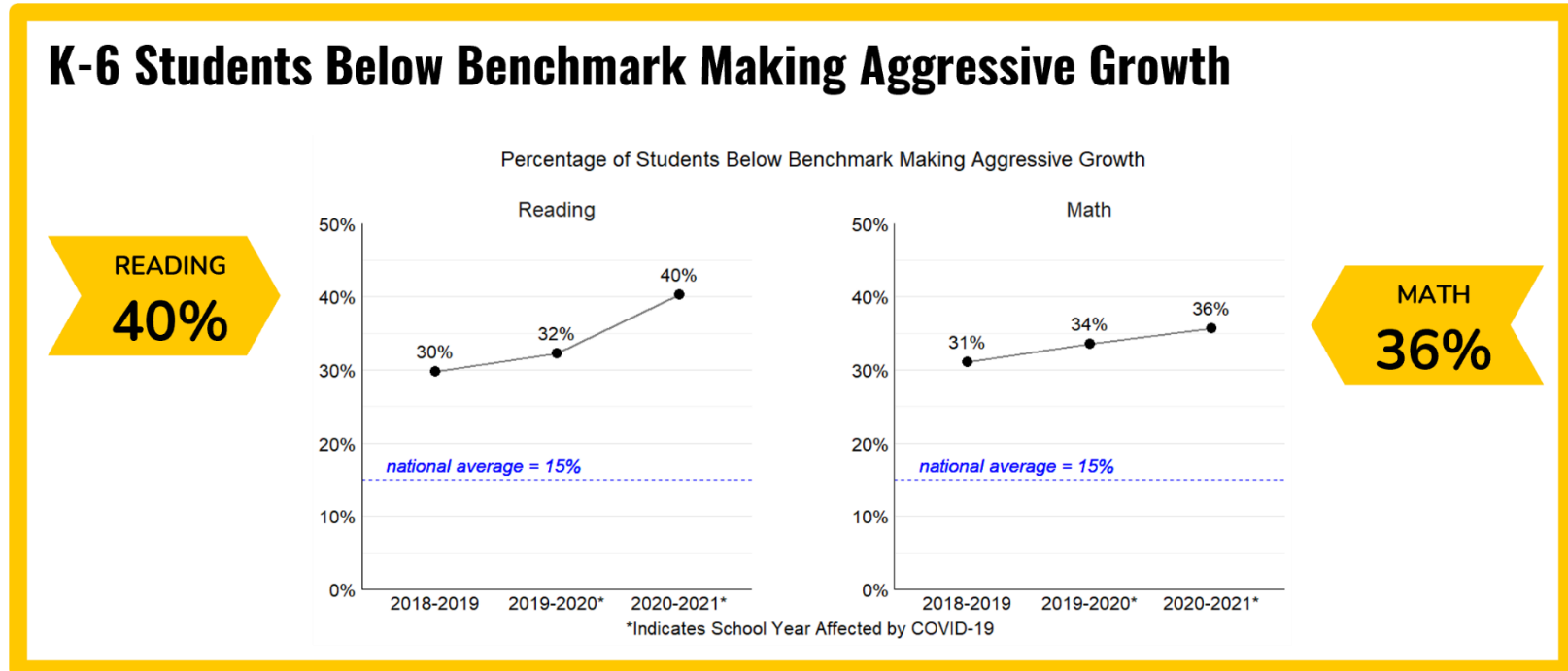
Detailed data by student groups is in the following two tables for reading and math

1.1.2b – Reading Table: Students Below Benchmark Making Aggressive Growth by Grade and Demographic Group

READING – FastBridge earlyReading & aReading			
Percentage of Students Below Grade Level Making Aggressive Growth			
	2018-2019	**2019-2020***	**2020-2021***
Overall	**30%**	**32%**	**40%**
Grade K	25%	5%	39%
Grade 1	40%	24%	59%
Grade 2	35%	51%	54%
Grade 3	37%	46%	35%
Grade 4	31%	33%	33%
Grade 5	14%	27%	15%
Grade 6	13%	28%	19%
Asian	35%	43%	46%
Black or African American	29%	27%	35%
Hispanic/Latino	28%	32%	34%
Two or more races	37%	32%	36%
White	28%	35%	45%
EL	29%	30%	36%
FRP	28%	26%	36%
SpEd	20%	29%	32%
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. * Indicates school year affected by COVID-19			

1.1.2b – Math Table: Students Below Benchmark Making Aggressive Growth by Grade and Demographic Group

MATH – FastBridge earlyMath & aMath			
Percentage of Students Below Grade Level Making Aggressive Growth			
	2018-2019	2019-2020*	2020-2021*
Overall	**31%**	**34%**	**36%**
Grade K	35%	10%	32%
Grade 1	27%	13%	33%
Grade 2	35%	54%	44%
Grade 3	35%	42%	34%
Grade 4	34%	34%	36%
Grade 5	28%	30%	38%
Grade 6	23%	29%	32%
Asian	42%	41%	42%
Black or African American	26%	34%	34%
Hispanic/Latino	30%	33%	30%
Two or more races	32%	35%	38%
White	33%	32%	38%
EL	28%	34%	29%
FRP	25%	30%	34%
SpEd	30%	28%	26%
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. * Indicates school year affected by COVID-19			

1.1.2c – Grades 7-12 Student Achievement in Other Curriculum Areas

Percentage of Students Achieving a C Grade or Higher						
	Grades 7-8			Grades 9-12		
	2018-2019	2019-2020*	2020-2021*	2018-2019	2019-2020*	2020-2021*
Overall	**92.3%**	**97.7%**	**90.0%**	**94.9%**	**98.1%**	**96.3%**
Geography/Social Studies	92.0%	97.3%	89.9%	93.3%	96.1%	96.0%
World Language	85.1%	96.2%	90.7%	95.4%	98.8%	96.8%
Technology	90.1%	97.2%	86.8%	93.2%	97.3%	96.9%
Business Education	n/a	n/a	n/a	97.1%	99.6%	96.5%
Fine or Applied Arts	98.5%	98.6%	92.4%	96.9%	99.2%	93.7%
Health	93.8%	98.1%	87.1%	93.1%	97.4%	96.9%
Physical Education	98.6%	99.9%	91.4%	96.2%	98.8%	97.5%
* Indicates school year affected by COVID-19. Specifically, in term 4 of 2019-2020 and in 2020-2021, EPHS students had the option for a Pass/Incomplete grading scale or a traditional letter grade scale. This adjustment was offered in response to COVID-19 learning model changes.						

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 not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency 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:
- Students enrolled in Post-Secondary Options - Dual Enrollment
    - Percentage of students who are eligible for Post-Secondary Options.
    - Percentage of students who are enrolled and successfully completing PSEO coursework.
    - Percentage of students who are enrolled and successfully completing CIS course work.
- Students enrolled in rigorous coursework
    - Percentage of students enrolled in at least one AP course.
    - Percentage of scores 3 or greater on AP exams.
- Percentage of students enrolled and successfully completing Advanced course offerings i.e. World Languages, Career & Tech Ed, Math.
- Percentage of graduating students who earned greater than 54 credits, above and beyond MN state minimum graduation requirements.

Evidence:

1.1.3a – Students Enrolled in Post-Secondary Options – Dual Enrollment
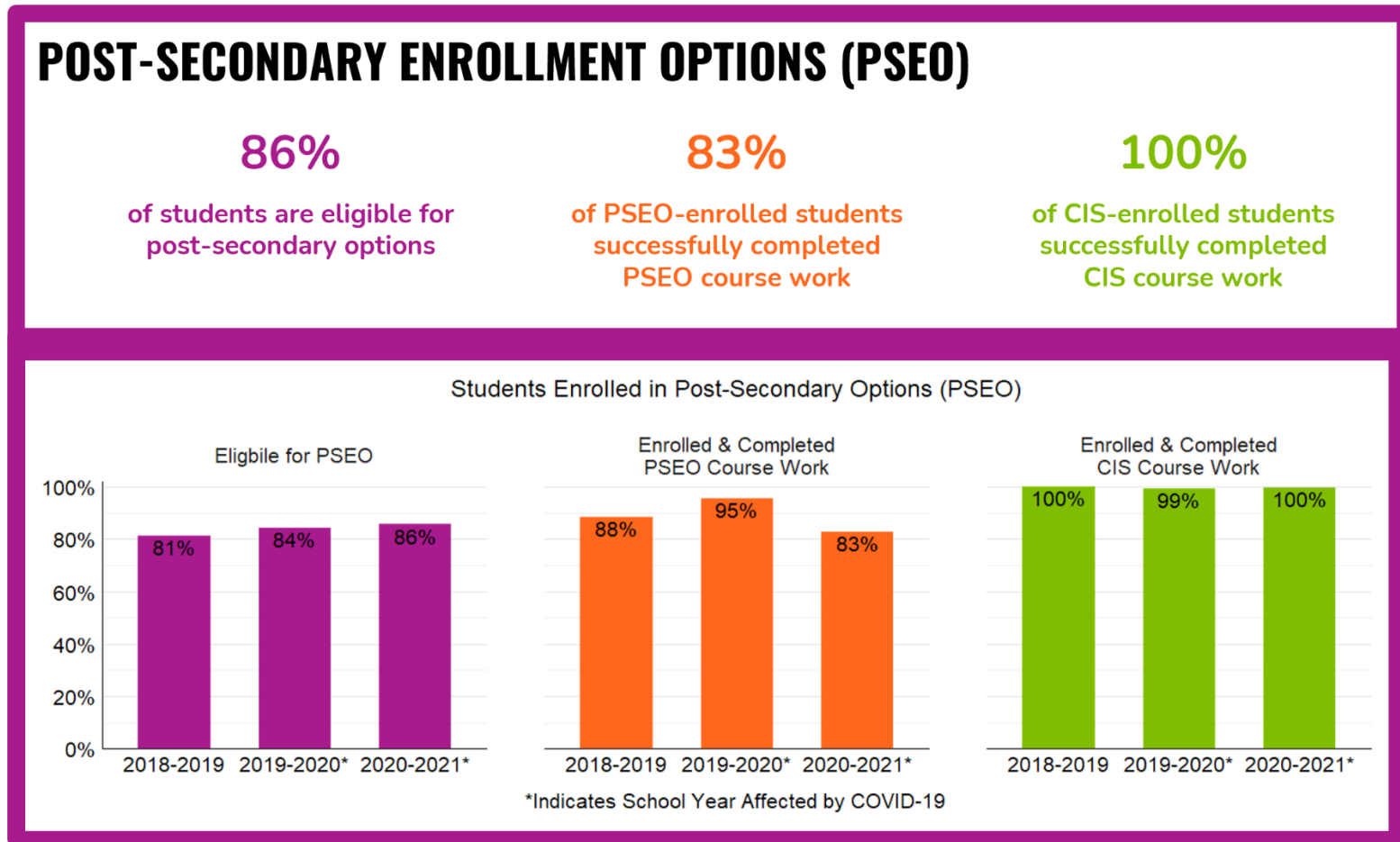
Detailed data by student groups is in the following three tables

Students Eligible for Post-Secondary Options			
	2018-2019	**2019-2020***	**2020-2021***
Overall	**81.3%**	**84.2%**	**85.6%**
Asian	87.2%	88.0%	88.6%
Black or African American	54.5%	64.5%	69.4%
Hispanic/Latino	62.5%	72.9%	75.8%
Two or more races	83.1%	81.6%	81.9%
White	87.4%	89.2%	90.8%
EL	31.6%	52.5%	59.3%
FRP	56.5%	67.5%	73.5%
SPED	66.5%	68.7%	73.9%
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. * Indicates school year affected by COVID-19			

Students Enrolled and Successfully Completing PSEO Course Work			
	2018-2019	2019-2020*	2020-2021*
Overall	**88.4%**	**95.4%**	**82.8%**
Asian	96.2%	95.0%	84.8%
Black or African American	78.6%	92.0%	73.9%
Hispanic/Latino	90.0%	87.5%	92.9%
Two or more races	100.0%	100.0%	55.6%
White	86.3%	97.2%	87.5%
EL	100.0%	100.0%	75.0%
FRP	73.9%	92.9%	67.5%
SPED	50.0%	100.0%	75.0%
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. * Indicates school year affected by COVID-19			

| Students Enrolled and Successfully Completing CIS Course Work			
	2018-2019	**2019-2020***	**2020-2021***
Overall	**100.0%**	**99.3%**	**99.6%**
Asian	97.1%	100.0%	100.0%
Black or African American	100.0%	100.0%	100.0%
Hispanic/Latino	100.0%	100.0%	100.0%
Two or more races	100.0%	100.0%	100.0%
White	100.0%	99.0%	99.4%
EL	0.0%	100.0%	100.0%
FRP	100.0%	100.0%	100.0%
SPED	100.0%	100.0%	100.0%
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. * Indicates school year affected by COVID-19			

1.1.3b – Students Enrolled in Rigorous Course Work
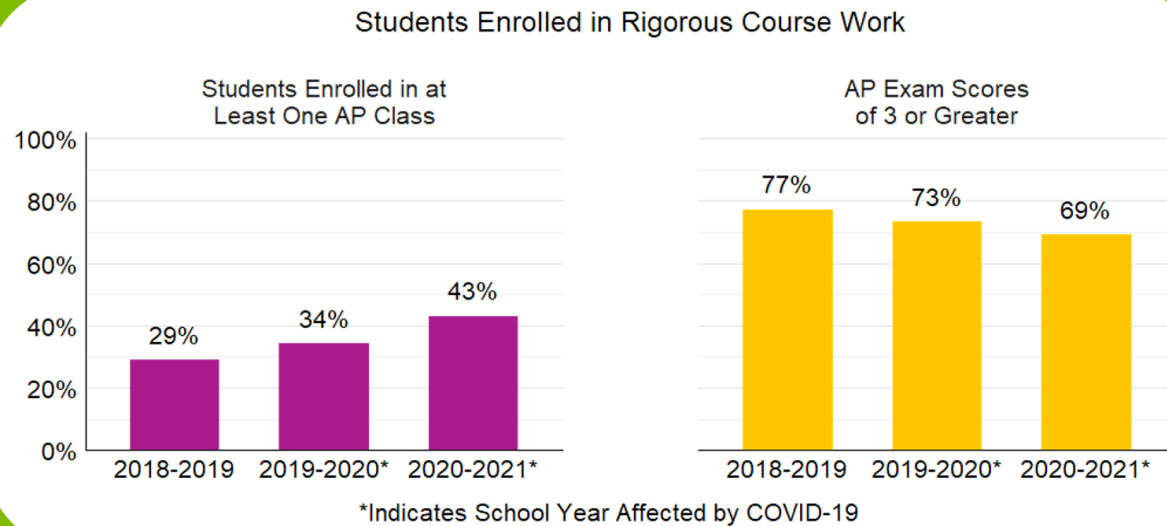
Detailed data by student groups is in the following two tables

Students Enrolled in at Least One AP Class			
	2018-2019	**2019-2020***	**2020-2021***
Overall	**29.0%**	**34.2%**	**43.0%**
Asian	51.2%	54.5%	67.0%
Black or African American	9.6%	12.1%	22.4%
Hispanic/Latino	14.4%	16.6%	25.5%
Two or more races	27.5%	33.3%	36.1%
White	31.4%	23.0%	46.1%
EL	0.7%	0.0%	7.1%
FRP	8.9%	11.4%	20.3%
SPED	2.6%	3.1%	4.0%
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. * Indicates school year affected by COVID-19			

AP Exam Scores of 3 or Greater			
	2018-2019	**2019-2020***	**2020-2021***
Overall	**77.2%**	**73.2%**	**69.2%**
Asian	81.5%	80.6%	82.1%
Black or African American	65.6%	46.9%	50.0%
Hispanic/Latino	47.5%	63.6%	59.2%
Two or more races	80.6%	81.3%	63.0%
White	77.5%	70.9%	65.1%
EL	60.0%	100.0%	57.1%
FRP	65.6%	52.7%	45.8%
SPED	83.3%	45.5%	60.0%
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. * Indicates school year affected by COVID-19			

1.1.3c – Students Enrolled and Successfully Completing Advanced Course Offerings

Students Enrolled and Successfully Completing Advanced Course Offerings			
	2018-2019	**2019-2020***	**2020-2021***
Students enrolled and successfully completed advanced courses	**55.8%**	**57.5%**	**55.5%**
… in World Languages	59.0%	59.4%	57.7%
… in Career & Tech Ed	16.0%	15.0%	14.9%
… in Math	26.4%	28.6%	31.8%

Students Enrolled and Successfully Completing Advanced Course Offerings			
	2018-2019	**2019-2020***	**2020-2021***
Overall	**55.8%**	**57.5%**	**55.5%**
Asian	75.1%	73.8%	70.8%
Black or African American	28.4%	31.8%	33.5%
Hispanic/Latino	39.9%	36.9%	37.6%
Two or more races	55.8%	52.2%	48.1%
White	60.7%	63.8%	61.3%
EL	6.8%	11.4%	13.1%
FRP	30.4%	29.2%	35.1%
SPED	12.9%	14.2%	10.1%
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. * Indicates school year affected by COVID-19			

1.1.3d – Graduating Students Earning More than 54 Credits, Above and Beyond MN State Minimum Graduation Requirements

Graduating Students Earning More Than 54 Credits			
	2018-2019	**2019-2020***	**2020-2021***
Graduating students who earned greater than 54 credits	**87.9%**	**86.6%**	**84.9%**

Graduating Students Earning More Than 54 Credits	
	2020-2021*
Overall	**84.9%**
Asian	89.6%
Black or African American	77.5%
Hispanic/Latino	67.3%
Two or more races	83.3%
White	87.7%
EL	62.9%
FRP	70.8%
SPED	70.1%
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. Detailed data by student group will be collected for 2020-2021 and later. * Indicates school year affected by COVID-19	

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