



**EDEN PRAIRIE SCHOOLS**  
Inspiring each student every day

<b>Ends Policy 1.2</b>	Each student is reading at grade level by the end of third grade.
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**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 did not demonstrate the expected progress toward the achievement of Ends 1.2, "Each student is reading at grade level by the end of third grade".

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

Signed   
Dr. Josh Swanson, Superintendent

Date: October 11, 2023



# Eden Prairie School District 272

## Ends Policy Monitoring Report

**Policy Name:**

**Ends 1.2** Each student is reading at grade level by the end of third grade.

**Monitoring Timeline:**

July 2022 to June 2023

**Policy Quadrant:** Ends Policy

**Date of School Board Monitoring:**

Ol: June 27, 2022

Evidence: October 23, 2023



**1.2 Each student is reading at grade level by the end of third grade.**

**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 between racial groups and within service student groups.
2. I interpret reading at grade level as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
3. I interpret 3rd grade reading proficiency at grade level in two out of three aligned assessment tools.

**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).

Grade level reading proficiency should be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to indicate proficiency. One measure does 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.

Eden Prairie Schools uses 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. This body of evidence includes:

- Long-cycle: State and national assessments
- Mid-cycle: Universal screening and benchmark assessments
- Short-cycle: Classroom assessments

### **Long-Cycle: State and national assessments**

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 and are measured by the Minnesota Comprehensive Assessment (MCA). For students for whom the MCA is not appropriate, the alternate Minnesota Test of Academic Skills (MTAS) is given.

### **Mid-Cycle: Universal screening and benchmark assessments**

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and indicate whether they are on-track to perform well on future assessments, such as high-stakes tests like the MCA. Mid-cycle assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information regarding a student's learning trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013). It is important to note that these universal screening assessments include distinct and separate measures indicating proficiency (i.e. aReading and CBM-R).

Universal screening and benchmark assessments offer multiple insights and advantages, including:

- Measuring student achievement and growth over time
- Indicating potential student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

### **Short-Cycle: Classroom Assessments**

This assessment tool is not used as part of the measurement plan.

#### *Citations:*

- Great Schools Partnership. "Interim Assessment Definition." *The Glossary of Education Reform*, 30 Oct. 2013, [www.edglossary.org/interim-assessment/](http://www.edglossary.org/interim-assessment/).
- MDE Statewide Testing (2022) - <https://education.mn.gov/mde/fam/tests/>.

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- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
  - University of Oregon Center on Teaching and Learning (2021). "UO DIBELS® Data System." *EasyCBM Reading: Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, [dibels.uoregon.edu/assessment/reading/](http://dibels.uoregon.edu/assessment/reading/).

## **Measurement Plan:**

### ***I. Description of the Measurement Tools***

**Proficient in Two of Three Aligned Reading Assessments:** Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade.

#### **(1 of 3) Long-Cycle: Assessed by the Minnesota State MCA/MTAS Assessments**

The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) are the state assessments that measure student progress toward Minnesota's academic standards and meet federal and state legislative requirements. Most students take the MCA, and students who receive special education services and meet eligibility requirements may take the alternative MTAS assessment. MCA/MTAS are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading.

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2022:

- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

For MCA/MTAS, students who achieve at the levels of "exceeds the standards" or "meets the standards" are deemed to meet the standards of this assessment.

**(2 of 3) Mid-Cycle: Assessed by the FastBridge aReading Universal Screener/Benchmark Assessment**

The FastBridge aReading assessments are based on twelve years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been 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. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels include:

- Exceeds targets (students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments)
- Low risk (students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks)
- Some risk (students show some risk of failure to meet grade level benchmarks so supports may be needed to meet grade level benchmarks)
- High risk (students show high risk of failure to meet grade level benchmarks so additional supports are likely needed to meet grade level benchmarks)

For FastBridge aReading, students who achieve at the levels of “exceeds targets” or “low risk” are deemed to meet the standards of this assessment.

**(3 of 3) Mid-Cycle: Assessed by the FastBridge CBM-R Oral Reading Fluency Universal Screener/Benchmark Assessment**

The FastBridge Curriculum-Based Measurement for Reading (CBM-R) assessment is based on oral reading fluency (ORF) measures. These measures are a standardized set of passages with corresponding administration procedures designed to identify children who may need additional instructional support and support monitoring progress toward instructional goals. CBM-R serves as a broad reading measure that integrates word identification skills with comprehension to indicate a child’s progress related to grade level standards for reading (University of Oregon Center on Teaching and Learning, 2021).

FastBridge CBMR Student Reading Achievement Levels include:

- Exceeds targets (students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments)
- Low risk (students show low risk of failure to meet grade level benchmarks and students are on track to meet grade level benchmarks)
- Some risk (students show some risk of failure to meet grade level benchmarks so supports may be needed to meet grade level benchmarks)
- High risk (students show high risk of failure to meet grade level benchmarks so additional supports are likely needed to meet grade level benchmarks)

For FastBridge CBMR, students who achieve at the levels of “exceeds targets” or “low risk” are deemed to meet the standards of this assessment.

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

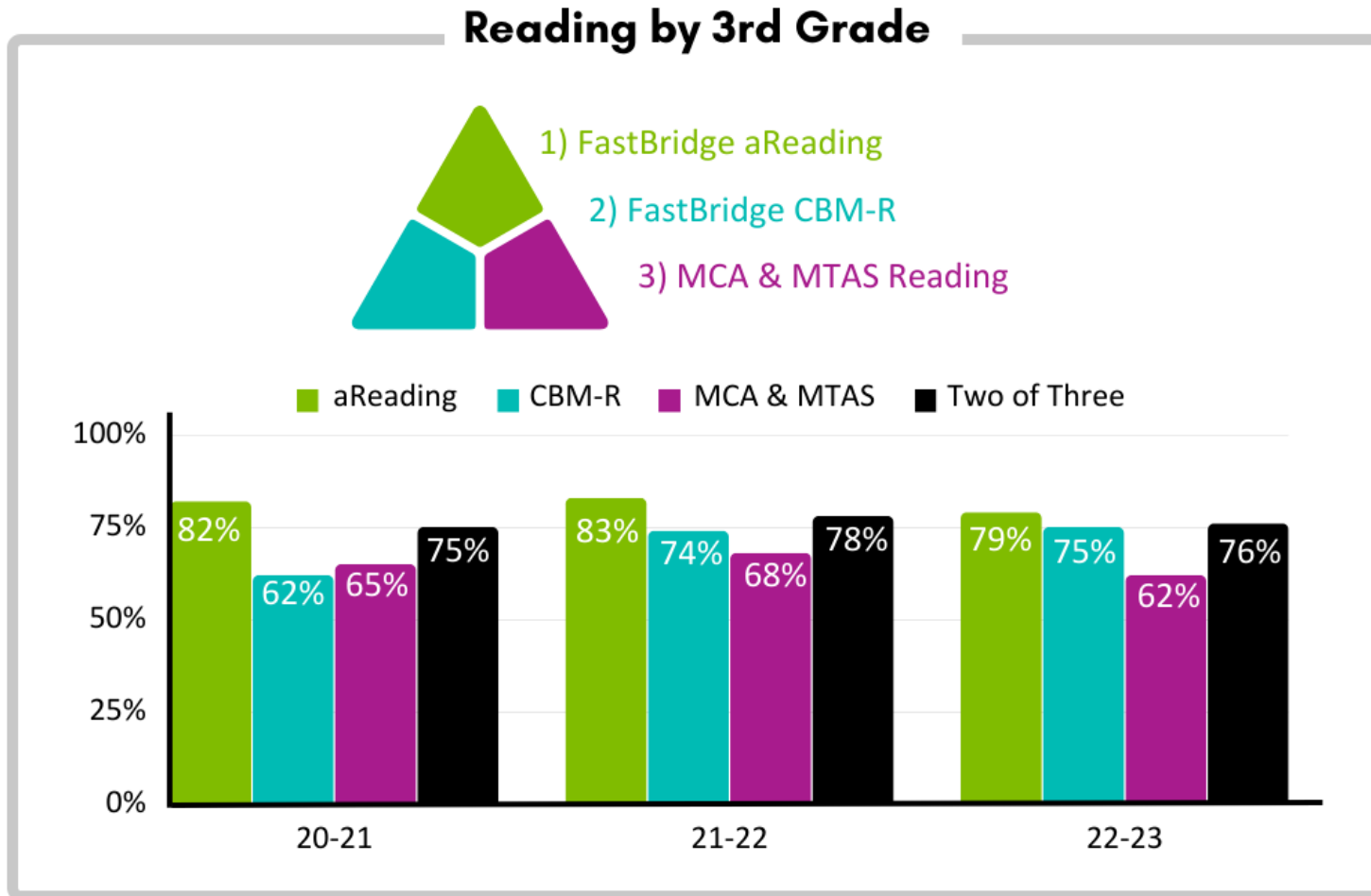
## **II. Targets**

### **Proficient in Two of Three Aligned Reading Assessments: Target for 2022-2023**

- 80% of 3rd grade students will be proficient in two of the three aligned reading assessments.

**Evidence:**

Proficient in Two of Three Aligned Reading Assessments





Reading by Third Grade (Meets 2 of 3 Metrics) 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
<b>Overall</b>	<b>75%</b>	<b>78%</b>	<b>76%</b>	<b>84%</b>	<b>88%</b>	<b>83%</b>	<b>35%</b>	<b>39%</b>	<b>41%</b>	<b>46%</b>	<b>61%</b>	<b>49%</b>	<b>52%</b>	<b>59%</b>	<b>52%</b>
Asian	96%	86%	89%	100%	93%	94%	<10	78%	69%	<10	<10	<10	<10	<10	<10
Black or African American	58%	59%	48%	83%	75%	62%	30%	33%	34%	8%	38%	6%	51%	53%	45%
Hispanic/Latino	59%	68%	57%	93%	81%	81%	23%	39%	45%	<10	<10	<10	37%	53%	39%
Two or more races	78%	78%	78%	80%	88%	83%	<10	<10	<10	<10	<10	<10	<10	<10	65%
White	79%	86%	83%	81%	90%	86%	<10	<10	<10	57%	68%	75%	58%	80%	69%
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.															

**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**