EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Ends Policy 1.3	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 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 1.3, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science".

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

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

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

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

Operational Interpretation:

1. I interpret each student as every student enrolled in 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 and within service student groups.
2. I interpret district growth expectations to be at least a year's growth in a year's time for students at or above grade level. For students performing below grade level expectations, I interpret this as accelerated growth. I interpret not limited to as including 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:

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).

In Eden Prairie, we know that each student must possess strong skills in English language arts, math, and science in order to excel in all other academic areas. In addition to English language arts, math, and science, it is our goal that all students will perform at or above grade level in all content areas, including social studies, world language, career technology education, business, fine or applied arts, health, and physical education. Measuring the academic achievement of the Minnesota and national standards in these content areas is as important as determining proficiency in the Minnesota Standards in English language arts, math, and science.

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 Minnesota 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) or the Minnesota Test of Academic Skills (MTAS). The Minnesota K-12 Academic Standards in Mathematics define the proficiency requirement for numbers and operations, algebra, geometry and measurement, data analysis and probability and are measured by MCA/MTAS. The Minnesota K-12 Academic Standards in Science define the proficiency requirement for science and engineering practices, crosscutting concepts, and disciplinary core ideas including physical sciences, life sciences and earth and space sciences (MN State Academic Standards, 2021).

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).

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

The assigned grades for students are identified as a short-cycle assessment. Locally developed classroom assessments aligned to the Minnesota state standards and/or national standards are used to indicate proficiency levels met through a grade-based system.

District Growth Expectations

When any student is performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's worth of growth in order to meet grade level expectations by the end of the school year. That is, a student who is achieving below grade level will not demonstrate grade level standards by the end of the year if they make an average of one year's growth. At best, this student will only maintain their current achievement level, which is below grade level. Therefore, for a student to move from below grade level expectations to meeting or exceeding grade level expectations, they must demonstrate aggressive growth (more than one year's worth of growth).

Citations:

- Great Schools Partnership. "Interim Assessment Definition." *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- Minnesota State Academic Standards (K-12). (n.d.). https://education.mn.gov/mde/dse/stds/.
- MDE Statewide Testing (2022) - https://education.mn.gov/mde/fam/tests/.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart - https://mtss4success.org/resource/academic-screening-tools-chart.

Measurement Plan:

I. Description of the Measurement Tools

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 while students who receive special education services and meet eligibility requirements may take the alternative, the MTAS. MCA/MTAS assessments are used to determine how well districts have aligned curriculum to, and instructed students in, the Minnesota Academic Standards in reading, math, and science.

The following table shows grade levels taking specific parts of the MCA/MTAS:

Grade 3	Math & Reading
Grade 4	Math & Reading
Grade 5	Math, Reading & Science
Grade 6	Math & Reading
Grade 7	Math & Reading
Grade 8	Math, Reading & Science
Grade 10	Math
Grade 11	Reading
High School (post-biology)	Science

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.

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

Mid-Cycle Assessment Growth: Assessed by the FastBridge Universal Screener and Benchmark Assessments

The FastBridge aReading assessment is based on 12 years of research built upon the recommendations of the National Reading Panel (2000). 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 the FastBridge aReading assessment provides a robust estimate of broad reading achievement in grades 2-5. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps. earlyReading is the assessment of early literacy indicators for developing readers and is used in kindergarten and first grade.

The FastBridge 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 2-5 universally and in grades 6-8 for those performing below grade level. earlyMath is the assessment of early numeracy indicators for developing mathematicians and is used in kindergarten and first grade.

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-analytical 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 —in the fall, winter, and spring—and assesses student growth in reading and math during the fall-to-spring interval.

FastBridge Student Growth Achievement Levels:

- Aggressive growth (more than one year's worth of growth)
- Typical growth (equivalent to one year's worth of growth)
- Modest growth (less than one year's worth of growth)
- Flat growth (flat or negative growth)

For FastBridge assessments, students who achieve growth at the levels of "typical" or "aggressive" are deemed to have one year or more of growth.

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

Short Cycle Assessment Proficiency: Assessed by Grades Based on Classroom Assessments

Other curriculum areas include social studies, world language, career technology education, business, fine or applied arts, health, and physical education. Students are measured in grades 6-12 through classroom assessments to indicate proficiency levels met through a grade-based system. These classroom assessments are aligned to the MN state standards and/or identified national standards.

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

II. Targets

Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments: Targets for 2022-2023

- 76% of students (grades 3-8, 10) will be at or above proficiency in reading.
- 73% of students (grades 3-8, 11) will be at or above proficiency in math.
- 67% of students (grades 5, 8, HS) will be at or above proficiency in science.

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments: Targets for 2022-2023

- The percentage of students (grades K-5) below grade level in reading who achieve aggressive growth from fall to spring will increase by 2 percentage points, from 40% in 2021-2022 to 42% in 2022-2023.
- The percentage of students (grades K-5) below grade level in math who achieve aggressive growth from fall to spring will increase by 2 percentage points, from 36% in 2021-2022 to 38% in 2022-2023.

Note: Aggressive growth is the 75th growth percentile and above

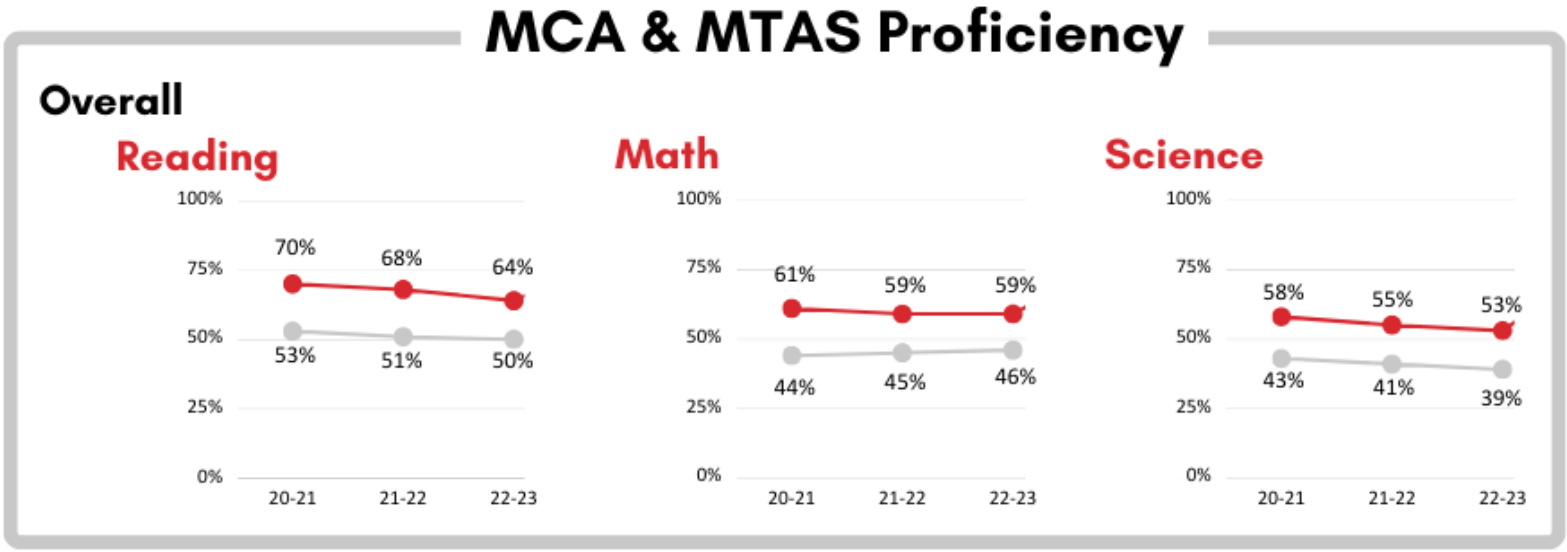
Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for 2022-2023

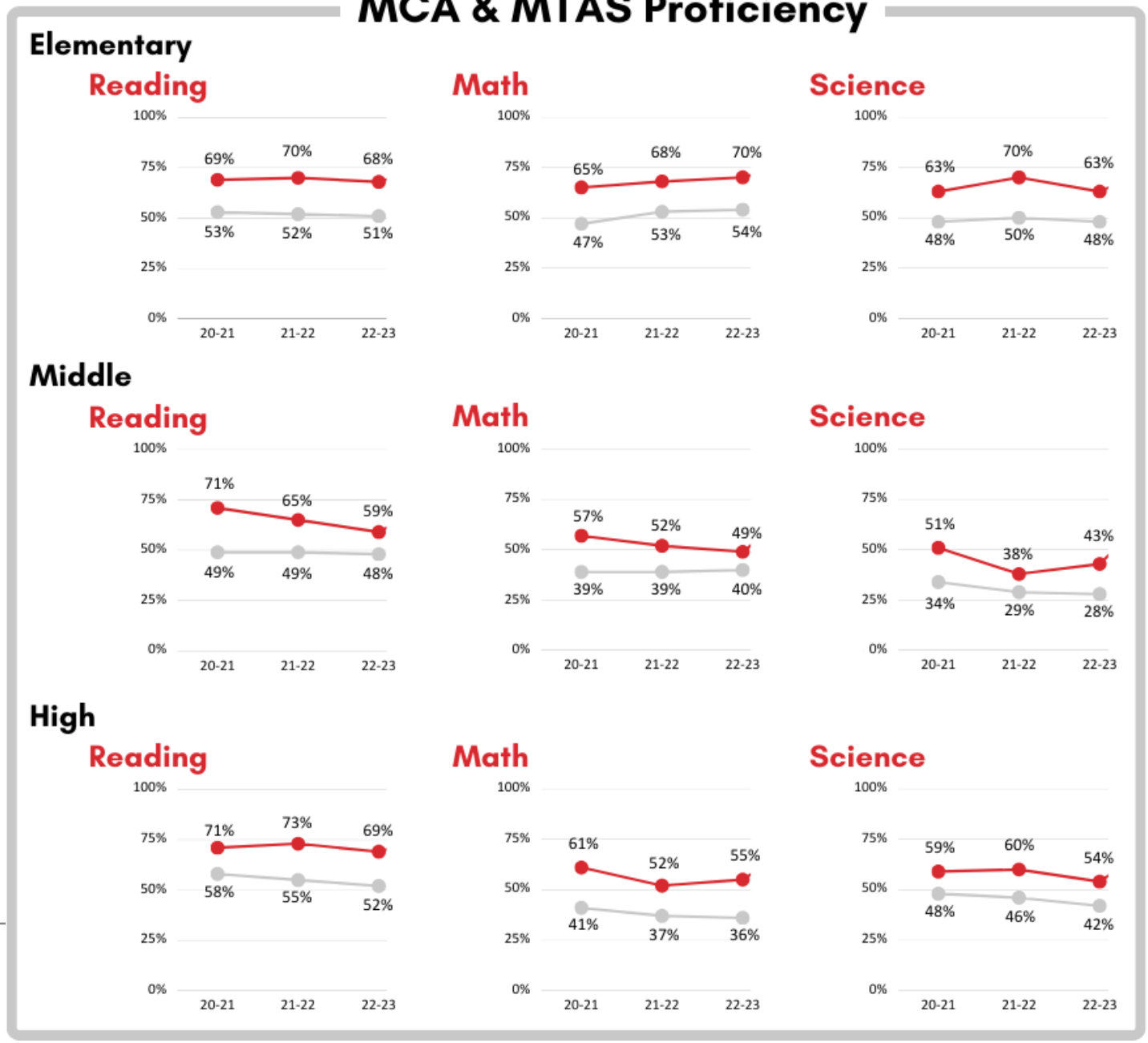
- The percentage of students (grades 6-12) achieving a C grade or higher in other curriculum areas* will increase by 2 percentage points.

Note: Other curriculum areas include: social studies, world language, career technology education, business, fine or applied arts, health, and physical education.

Evidence:

Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments




MCA & MTAS Proficiency
Elementary
Reading
69% 70% 68%
53% 52% 51%
Math
65% 68% 70%
47% 53% 54%
Science
63% 70% 63%
48% 50% 48%
Middle
Reading
71% 65% 59%
49% 49% 48%
Math
57% 52% 49%
39% 39% 40%
Science
51% 38% 43%
34% 29% 28%
High
Reading
71% 73% 69%
58% 55% 52%
Math
61% 52% 55%
41% 37% 36%
Science
59% 60% 54%
48% 46% 42%
100%
75%
50%
25%
0%
20-21
21-22
22-23

MCA & MTAS Proficiency by Grade											
Reading				Math				Science			
	20-21	21-22	22-23		20-21	21-22	22-23		20-21	21-22	22-23
Overall	**70%**	**68%**	**64%**	**Overall**	**61%**	**59%**	**59%**	**Overall**	**58%**	**55%**	**53%**
3	65%	68%	61%	3	72%	76%	73%	3			
4	65%	64%	66%	4	66%	67%	71%	4			
5	76%	78%	78%	5	57%	61%	65%	5	63%	70%	63%
6	76%	70%	62%	6	61%	47%	44%	6			
7	70%	63%	55%	7	53%	53%	46%	7			
8	67%	61%	59%	8	57%	57%	55%	8	51%	38%	43%
10	71%	73%	69%	11	61%	52%	55%	11	59%	60%	54%

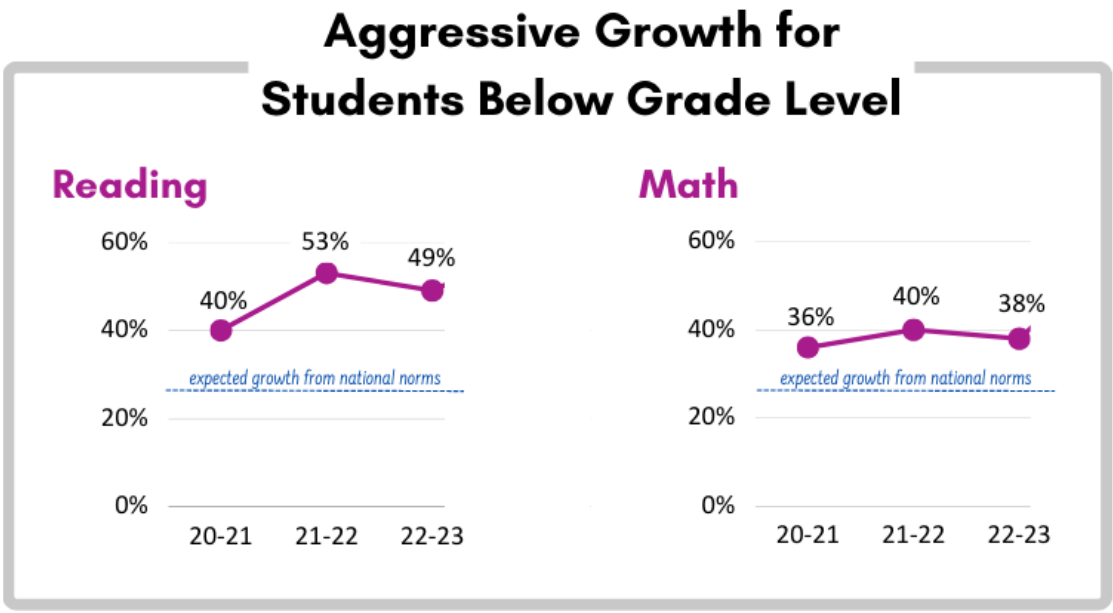
Reading MCA & MTAS Proficiency by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	**70%**	**68%**	**64%**	**79%**	**76%**	**71%**	**15%**	**17%**	**18%**	**35%**	**39%**	**40%**	**42%**	**41%**	**28%**
Asian	85%	81%	80%	92%	88%	87%	29%	26%	33%	41%	42%	42%	76%	67%	59%
Black or African American	44%	42%	38%	60%	53%	46%	13%	14%	13%	17%	20%	25%	39%	38%	34%
Hispanic/Latino	51%	49%	45%	68%	65%	59%	11%	16%	18%	23%	24%	29%	38%	35%	33%
Two or more races	68%	66%	61%	74%	74%	69%	<10	<10	<10	33%	29%	27%	37%	43%	38%
White	78%	77%	73%	81%	80%	76%	16%	15%	12%	46%	53%	52%	51%	56%	49%

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.

Math MCA & MTAS Proficiency 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	**61%**	**59%**	**59%**	**67%**	**66%**	**65%**	**21%**	**21%**	**22%**	**30%**	**36%**	**38%**	**32%**	**29%**	**28%**
Asian	82%	82%	82%	86%	86%	88%	49%	46%	48%	48%	55%	51%	70%	65%	62%
Black or African American	33%	30%	27%	42%	37%	32%	15%	13%	13%	17%	18%	18%	29%	26%	23%
Hispanic/Latino	36%	36%	36%	44%	46%	43%	18%	19%	19%	16%	20%	32%	28%	22%	22%
Two or more races	56%	52%	50%	60%	58%	58%	<10	<10	<10	23%	22%	15%	28%	23%	20%
White	68%	68%	69%	71%	71%	72%	15%	30%	32%	36%	47%	52%	32%	38%	44%
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.															

Science MCA & MTAS Proficiency 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	**58%**	**55%**	**53%**	**64%**	**60%**	**58%**	**9%**	**12%**	**7%**	**27%**	**38%**	**37%**	**31%**	**28%**	**23%**
Asian	75%	66%	73%	81%	70%	77%	16%	33%	13%	30%	31%	33%	45%	46%	48%
Black or African American	27%	26%	22%	34%	33%	26%	5%	7%	4%	19%	16%	33%	24%	27%	17%
Hispanic/Latino	37%	36%	27%	45%	47%	35%	9%	15%	7%	24%	14%	18%	22%	22%	15%
Two or more races	54%	46%	50%	62%	51%	56%	<10	<10	<10	7%	28%	21%	47%	21%	20%
White	65%	64%	63%	69%	66%	65%	<10	<10	<10	34%	53%	52%	54%	33%	40%
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.															

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments



Students Below Grade Level Making Aggressive Growth							
Reading				Math			
	20-21	21-22	22-23		20-21	21-22	22-23
All Grades	**40%**	**53%**	**49%**	**All Grades**	**36%**	**40%**	**38%**
K	39%	50%	42%	K	32%	37%	34%
1	59%	51%	42%	1	33%	32%	34%
2	54%	69%	63%	2	44%	41%	46%
3	35%	55%	50%	3	34%	45%	40%
4	33%	52%	53%	4	36%	40%	42%
5	15%	39%	38%	5	38%	46%	31%

Students Below Grade Level in Reading Making Aggressive Growth 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	**40%**	**53%**	**49%**	**45%**	**57%**	**36%**	**36%**	**54%**	**51%**	**32%**	**39%**	**33%**	**36%**	**49%**	**48%**
Asian	46%	55%	59%	46%	69%	32%	46%	49%	60%	25%	27%	46%	38%	<10	45%
Black or African American	35%	54%	47%	40%	56%	35%	32%	54%	46%	34%	44%	31%	36%	37%	49%
Hispanic/Latino	34%	47%	44%	27%	49%	42%	42%	47%	48%	29%	38%	35%	33%	24%	42%
Two or more races	36%	48%	39%	42%	50%	29%	<10	<10	<10	24%	38%	30%	38%	50%	40%
White	45%	55%	52%	49%	59%	46%	7%	76%	64%	34%	39%	34%	39%	32%	57%
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.															

Students Below Grade Level in Math Making Aggressive Growth 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	**36%**	**40%**	**38%**	**41%**	**40%**	**42%**	**29%**	**39%**	**38%**	**26%**	**39%**	**28%**	**34%**	**36%**	**36%**
Asian	42%	51%	44%	45%	40%	60%	40%	62%	44%	35%	45%	12%	62%	<10	32%
Black or African American	34%	39%	35%	43%	39%	37%	27%	37%	36%	16%	39%	28%	34%	51%	35%
Hispanic/Latino	30%	33%	42%	26%	35%	52%	31%	35%	38%	31%	24%	36%	32%	37%	42%
Two or more races	38%	38%	29%	37%	41%	31%	<10	<10	<10	44%	29%	25%	30%	35%	29%
White	38%	43%	43%	44%	43%	49%	17%	35%	33%	24%	46%	31%	32%	64%	46%
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.															

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments

Students Achieving a C Grade or Higher						
	Middle School			High School		
Subject Area	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Overall	90%	91%	90%	96%	97%	97%
Geography/Social Studies	90%	93%	89%	96%	96%	95%
World Language	91%	91%	90%	97%	96%	97%
Technology	87%	84%	92%	97%	96%	97%
Business Education	n/a	95%	86%	97%	98%	97%
Fine or Applied Arts	92%	91%	91%	94%	98%	98%
Health	87%	84%	87%	97%	97%	95%
Physical Education	91%	95%	94%	97%	98%	97%
Notes: 21-22 includes EPO Secondary grades. 6th grade moved to CMS in 21-22.						

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