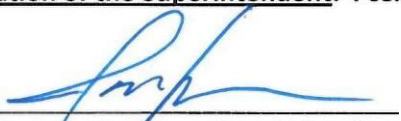| Ends Policy 1.1	Each student graduates and is academically prepared to progress to multiple opportunities after high school.

Date of Operational Interpretation Monitoring: June 27, 2022
Date of Evidence Monitoring: October 23, 2023
Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.1, "Each student graduates and is academically prepared to progress to multiple opportunities after high school".

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

Signed _____   Date: October 11, 2023

Dr. Josh Swanson, Superintendent

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 2022 to June 2023

Policy Quadrant: Ends Policy

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

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 be predictable between racial groups inside a 4- to 7-year graduation rate and taking into consideration appropriate programming within service student groups to meet specific transitional needs.
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 preparedness for post-secondary success as measured by a body of evidence including standardized assessment, successful completion of high school course work and capstone experience resulting in as well as the persistence and completion of post-secondary programming. (This metric far exceeds Minnesota Department of Education state high school requirements and our policy 6.1.3.)

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).

Academically prepared to progress to multiple opportunities after high school should be identified by multiple measures. Sound research and measurement practices recommend the triangulation of data for each student to identify success. One measure alone should not determine academic and workforce preparedness. Using multiple assessment methods identifies disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents. A balanced assessment approach allows for the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.

Graduation Rates

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.

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

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 high school programs and instructional delivery methods for continuous improvement.

Standardized College Entrance Assessment

A college entrance assessment is a standardized achievement test designed to measure a student's current ability in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is designed to be a predictor of post-secondary success, retention, and graduation (Department of Defense, n.d.). These assessments are designed to be a measure of the potential for future success in postsecondary workforce (ACT, 2021).

Gateway Courses

A gateway course is defined as a credit-bearing course necessary for college preparation. Gateway courses are aimed to set up students for post-secondary success during both their academic career and professional lives. When students enter post-secondary experiences without background knowledge, critical thinking skills, or the ability to work collaboratively, they may not be set up for success. Students who were not provided these experiences in high school may enter their postsecondary opportunity with fewer skills and abilities to do well in pursuing their chosen major, obtaining their degree, or entering the workforce (Kwak, 2021).

College and Career Readiness Courses

Student exploration, learning, and experience directly related to various career pathways are offered in a variety of ways. Capstone experiences provide students opportunities to acquire, apply, and demonstrate learning in personalized ways that authentically reflect how professionals think and act within a career field. As part of Eden Prairie School's Designing Pathways implementation process, stakeholders including business partners and community members identified that the essential elements of a Capstone experience should include authentic learning defined as instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field. In partnership with business leaders who are part of the EP Inspires group, Capstone experiences are

designed to include collaboration with professionals in the field through both networking and mentoring. Advanced Placement (AP) courses are another avenue designed to offer college-level studies through high school course work. Many colleges offer students credit, placement or both for qualifying AP exam scores. Finally, concurrent college enrollment programs offer college credit on an official college transcript from the partnering college. Each of these opportunities offer students the chance to engage in work at a career or college level.

Citations:

- National Research Leader in College and Workforce Readiness. ACT. (2021). https://www.act.org/content/act/en/research.html.
- Department of Defense (n.d.). Taking College Entrance Exams: My Future: Test Preparation. My Future. https://myfuture.com/college/taking-college-entrance-exams.
- Kwak, A. J. (2021, February 19). What Are Gateway Courses and Why Do They Matter to Equity in Higher Ed? Every Learner Everywhere. https://www.everylearnereverywhere.org/blog/what-are-gateway-courses-and-why-do-they-matter-to-equity-in-higher-ed/.

Measurement Plan:

I.   *Description of the Measurement Tools*

Graduation Rates
- 4-year graduation rate
- 7-year graduation rate

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

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)
- Percent of HS Graduates Enrolling in 2- or 4-Year College
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target
- 4-Year College Completion HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion HS graduates completing a degree or certificate within 6 years

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

Academically Prepared for Opportunities after High School:
Demonstration of academic preparedness for multiple opportunities after high school will be measured by a student having met the two out of three benchmarks by the end of 12th grade.

(1 of 3) Standardized College Entrance Assessment: ACT
Students who achieve a composite score of 21 or greater are likely deemed to be college and career ready as indicated by the ACT organization.

(2 of 3) Gateway Courses
Students who have achieved a C grade or higher in each of the four identified EPHS gateway courses are deemed to be academically prepared for opportunities after high school. The four EPHS gateway courses are English 12, Algebra II, Physics or Chemistry, and Economics.

(3 of 3) College and Career Readiness Courses
Students who have achieved a C grade or higher in at least one EPHS capstone courses, AP course, or courses with concurrent college enrollment (University of Minnesota, Normandale, Hennepin Technical College (HTC), University of Iowa, Minnesota State University – Mankato, St. Cloud State University) are deemed to be academically prepared for opportunities after high school.

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

II.   *Targets*

Graduation Rates: Target for 2022-2023
- 4-year graduation rate: 95%
- 7-year graduation rate: 97%

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS): Target for 2022-2023
- Percentage of HS Graduates Enrolling in 2- or 4-Year College: 90%
- Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: 95%
- 4-Year College Completion (high school graduates completing a degree or certificate within 4 years): 53%
- 6-Year College Completion (high school graduates completing a degree or certificate within 6 years): 73%

Academically Prepared for Opportunities after High School: Target for 2022-2023
- 65% of 12th grade students will achieve two of the three benchmarks

Evidence:

Graduation Rates

EPHS 4-Year and 7-Year Overall Graduation Rate				
	2019	**2020**	**2021**	**2022**	**2023 Preliminary**
4-Year Graduation Rate	93%	95%	94%	93%	95%
7-Year Graduation Rate	97%	96%	96%	97%	n/a
*We do not estimate a preliminary 7-year graduation rate.					

Eden Prairie Schools
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work - Ends Policy Monitoring
Ends 1.1 for 2022-2023

EPHS 4-Year Graduation

Eden Prairie Schools
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work - Ends Policy Monitoring
Ends 1.1 for 2022-2023
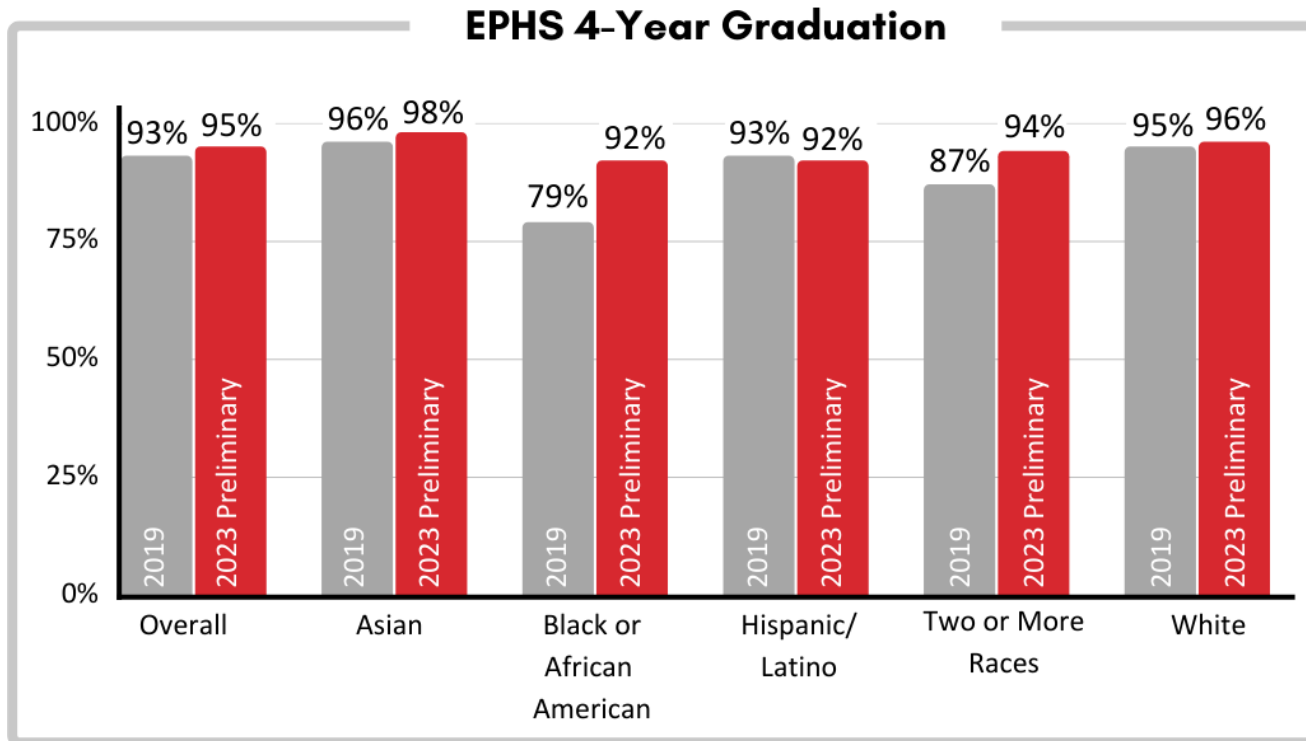
EPHS 4-Year Graduation Rate by Student Group					
	2019	**2020**	**2021**	**2022**	**2023 Preliminary**
Overall	**93%**	**95%**	**94%**	**94%**	**95%**
Asian	96%	100%	95%	99%	98%
Black or African American	79%	88%	90%	90%	92%
Hispanic/Latino	93%	83%	82%	90%	92%
Two or more races	87%	97%	100%	93%	94%
White	95%	97%	95%	95%	96%
EL	72%	74%	75%	79%	84%
FRP	80%	85%	87%	87%	89%
SPED	73%	68%	71%	69%	64%
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.					

2023 Preliminary Graduate and Non-Graduate Breakdown

EPHS

Graduated n = 684
Continuing n = 36
TASSEL n = 22
Withdrew or 15 Day Drop n = 5
Continuing at EPHS n = 3
Continuing Elsewhere n = 6

EPO

Graduated n = 23
Continuing n = 14
Continuing at EPO n = 3
Continuing Elsewhere n = 2
TASSEL n = 1
Withdrew or 15 Day Drop n = 8
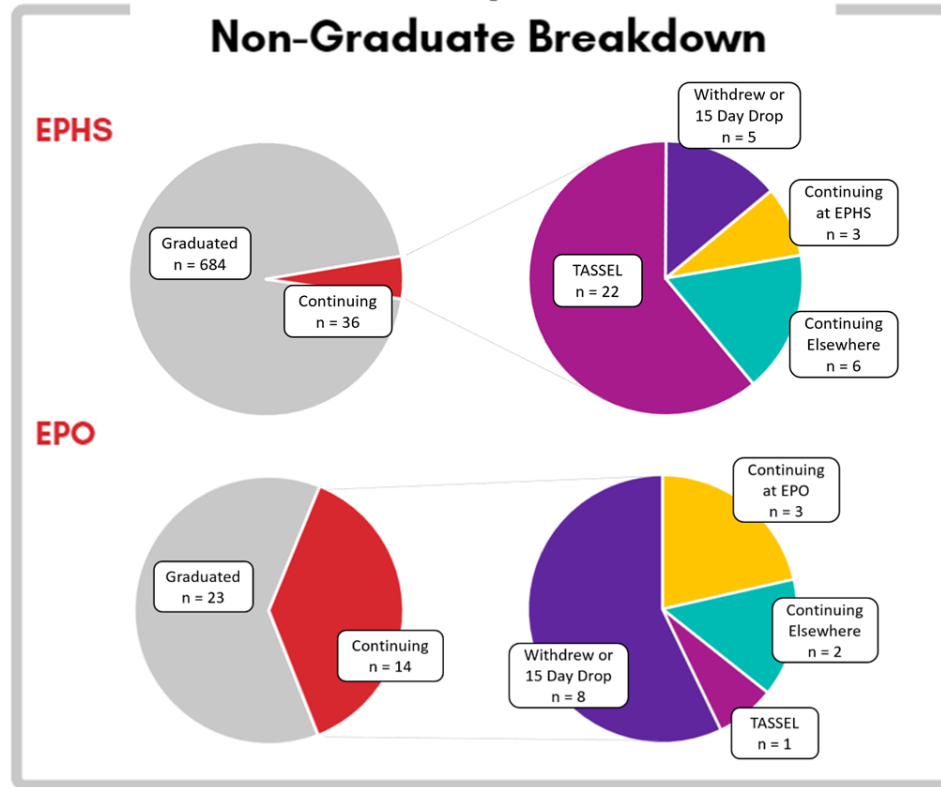
Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

	HS Graduation Year					
	EPHS			MN		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Percent of HS Graduates Enrolling in College – Fall	85%	81%	84%	66%	62%	61%
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	93%	91%	92%	84%	83%	81%
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
4-Year College Completion Target	51%	55%	53%	36%	37%	37%
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
6-Year College Completion Target	71%	71%	71%	52%	49%	49%

Eden Prairie Schools
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work - Ends Policy Monitoring
Ends 1.1 for 2022-2023

Academically Prepared for Opportunities after High School

Eden Prairie Schools
Independent School District 272
Eden Prairie, Minnesota

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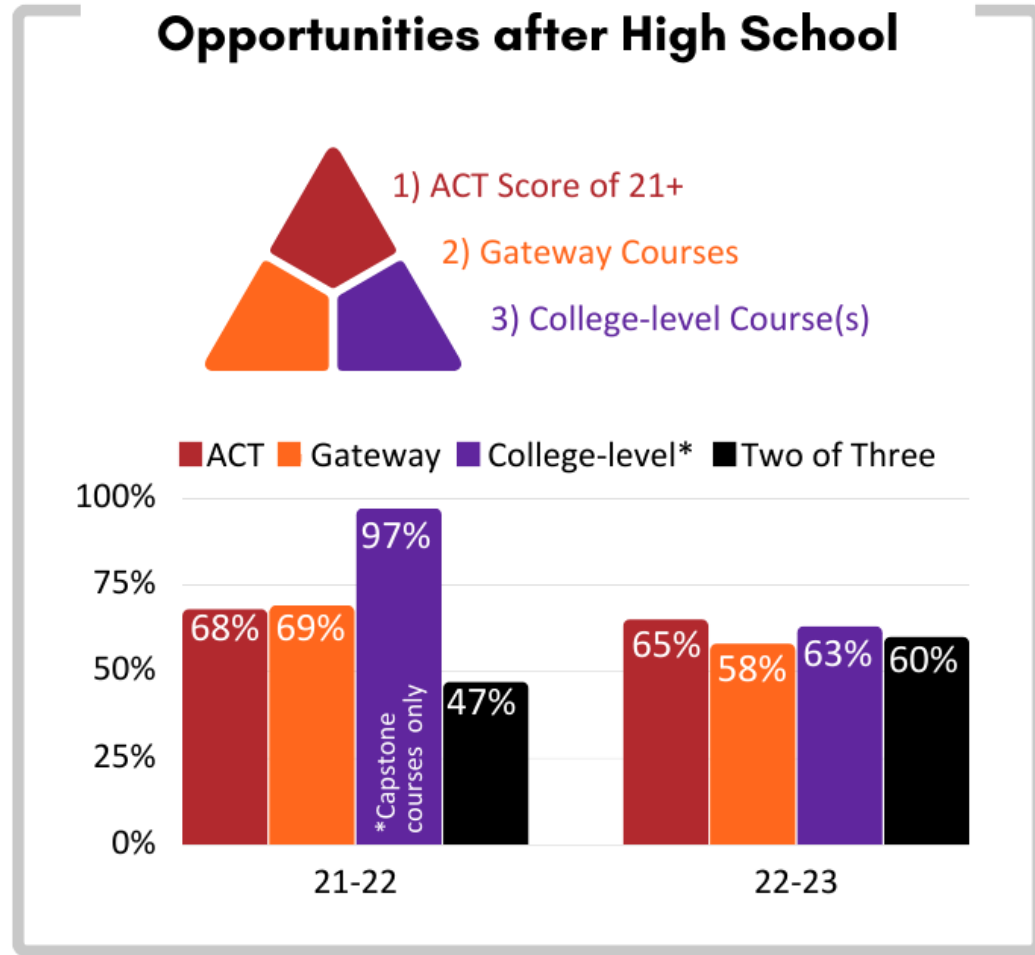
Academically Prepared for Opportunities after High School (Achieves 2 of 3 Metrics) by Student Group										
	Overall		Non-EL & Non-SpEd		EL		SPED		FRP	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Overall	**47%**	**60%**	**52%**	**70%**	**5%**	**12%**	**20%**	**21%**	**17%**	**28%**
Asian	39%	69%	39%	71%	<10	<10	<10	<10	<10	44%
Black or African American	11%	23%	14%	33%	0%	5%	20%	10%	5%	22%
Hispanic/Latino	27%	49%	31%	63%	<10	<10	<10	<10	18%	31%
Two or more races	53%	55%	56%	69%	<10	<10	25%	9%	<10	10%
White	62%	74%	65%	80%	<10	<10	23%	24%	38%	42%
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