EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

Ends Policy 1.4	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Date of Operational Interpretation Monitoring: June 26, 2023
Date of Evidence Monitoring: September 23, 2024
Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4, "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 _____   Date: September 11, 2024
        Dr. Josh Swanson, Superintendent

Eden Prairie School District 272
Ends Policy Monitoring Report

Ends 1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 26, 2023
Evidence: September 23, 2024

Operational Interpretation

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools and for whom data exists. *Each* also indicates that achievement disparities will not be predictable *between* racial groups and *within* service student groups.
2. I interpret *broad-based education* as authentic learning experiences that leverage student interest, exploration, talent development, and career exploration, and prepares students to become continuous learners. A broad-based education is extensive in range and scope.
3. I interpret *exceeds* as going beyond state requirements.
4. I interpret *Minnesota State Graduation Requirements* as the following three requirements:
   a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, Chapter 120B, 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

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 and these expectations are not impacted by racial, socio-economic, or service groups defined by the Minnesota Department of Education.

Each Student Exceeds MN Graduation Requirements
Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education that exceeds the Minnesota graduation requirements. Note: Students who exceed Minnesota's graduation requirements by definition overlap with students who graduate (Ends Policy 1.1). Moreover, the experiences and attributes of students who are academically prepared to progress to multiple opportunities after high school (Ends Policy 1.1) share commonalities with students who exceed graduation requirements, particularly in the area of rigorous/college-level coursework. Therefore, the measures in this Policy are similar to those in Ends Policy 1.1.

Each Student Receives a Broad-Based Education
Developing a broad-based education requires extensive study, practice, and thinking in the areas of math and English language arts, in addition to other content areas. 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. In Eden Prairie Schools, we use a talent development model from elementary to middle to high school that fosters student engagement with rigorous and authentic coursework, thereby ensuring each student receives a broad-based education.

Examples of opportunities for at the high-school-level for students to engage in a broad array of rigorous coursework include Post-Secondary Enrollment Opportunities (PSEO), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement (AP) courses, and career and technical education (CTE) courses. High school students may also earn the Minnesota World Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English.

Research shows that post-secondary experiences, especially taking meaningful courses in high school, are key to persistence and graduation. Furthermore, taking a college-level course in high school can provide students with

numerous benefits, including the opportunity to earn college credit, develop college-level skills and knowledge, increase academic rigor and challenge, and demonstrate readiness for college-level coursework.

Students in elementary and middle school also have the opportunity for increased academic rigor and challenge through gifted and talented programming and enriched/honors/advanced coursework. Beginning in 2nd grade for Key and Young Scholars programming and 3rd grade for Mosaic programming, elementary-aged students with exceptional academic gifts and talents engage in activities across academic content areas utilizing problem solving, higher-level thinking skills, and advanced topics. For middle school students, course offerings in enriched, honors, and advanced classes in English, social studies, math, and science foster advanced discussions, abstract thinking, and course-specific grade acceleration. The experiences and programs students in elementary and middle school engage with are examples of targeted talent development that lead to overall greater achievement in other content areas.

In conjunction with talent development throughout all levels, students can discover their passions and interests through broad-based educational opportunities in the Inspired Journey program. Inspired Journey programming provides authentic learning opportunities for students to discover, explore, and pursue potential future careers. Learning experiences K-12 are clustered across five Pathways that allow students to make connections for deeper learning. Ultimately, students are better able to prepare for their next phases of life.

Metrics around participation and achievement in the Inspired Journey program will be complemented by metrics around student engagement. By gathering and acting on student feedback, we foster students' sense of ownership, motivation, and responsibility for learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences. Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education.

Measurement Plan

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Exceeding Minimum Graduation Requirements Assessed by Course Enrollment Credits
- Percentage of graduating students who earned greater than 54 credits, above and beyond, Minnesota state minimum graduation requirements.

Talent Development Assessed by Targeting Programming and Coursework
    Elementary
- Percentage of students in grades 3-5 in elementary Gifted & Talented Programming (i.e., Young Scholars, Key, Mosaic)
- Percentage of students participating in Inspire Choice
- Number of students completing a Steppingstone project
- Student engagement in Inspire Choice collected through survey questions

    Middle
- Percentage of students earning credit in one or more enriched, honors, or advanced course
- Average GPA for Pathways Exploration courses
- Student engagement in Pathways Exploration courses collected through survey questions

    High
- Percentage of students earning credit in one or more college-level experience
    - Post-Secondary Enrollment Options (PSEO) or equivalent program

- ○ Concurrent college enrollment, such as College in the Schools through the University of Minnesota
- ○ Advanced Placement (AP) courses
- ○ Career and technical education (CTE) courses
- ○ Bilingual Seal certification
- Average GPA for Pathways Capstone courses
- Number of students completing a Pathway (10 credits)
- Student engagement in Pathway Capstone courses collected through survey questions
- Student participation in extracurricular activities that are aligned with Pathways

Inspired Journey Participation

The tables below detail the Pathway Exploration courses offered in grades 6-8 and the Pathway Capstone courses and qualifying extracurricular activities offered in grades 9-12 during the 2023-2024 school year.

GRADES 6-8	
Pathway	**Pathway Exploration Courses**
Business & Management	Pathways to Business (Gr 6); Entrepreneurship (Gr 7); Personal Career Literacy (Gr 7); Business Leadership & Management (Gr 8); Personal Financial Literacy (Gr 8)
Human & Public Service	*Note: This area is under focused development for 23-24.*
Natural & Applied Science	*Note: This area is under focused development for 23-24.*
Engineering, Technology & Manufacturing	Pathways to Engineering & Technology (Gr 6); Designers & Makers (Gr 7); GreEngineering (Gr 7); Coding & Robotics (Gr 8); Design, Model & Make (Gr 8)
Communication & Arts	Digital Media Arts (Gr 6); Theater Arts (Gr 6); Visual Arts Experience (Gr 6); Arts Media & Culture (Gr 7); Drawing and Painting (Gr 7); Theater Arts (Gr 7); 3D Visual Arts (Gr 8); Theater Arts (Gr 8); Visual Arts & Identity (Gr 8)

GRADES 9-12		
Pathway	**Pathway Capstone Courses**	**Qualifying Extracurricular Activities**
Business & Management	Entrepreneurship; Integrated Marketing & Analytics	DECA; Computer Science Honors Society; Student Council
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)	Dare 2 Be Real; Student Council; Best Buddies; HOSA; KEY club; Connect 9
Natural & Applied Science	Science Research & Design	Math Team; Robotics; Science Olympiad; HOSA
Engineering; Technology & Manufacturing	iOS App Development; Advanced Woodcrafting; Principles of Engineering	Computer Science Honor Society; Math Team; Robotics; Science Olympiad; Quiz Bowl
Communication & Arts	Multimedia Story Production	Speech; Fall Musical; Winter Guard; Marching Band; Jazz Band; Chamber Winds; Chamber Orchestra; Chamber Choir; Y's Act

Grade Point Average (GPA) is calculated from the percentage of points earned out of the total number of available points. Students in grades 6-12 earn credit based on the GPA scale below:

Letter Grade	Percentage of Available Points Earned	GPA Weight on 4.0 Scale
A	93% to 100%	4.0
A-	90% to 92%	3.7
B+	87% to 89%	3.4
B	83% to 86%	3.0
B-	80% to 82%	2.7
C+	77% to 79%	2.4
C	73% to 76%	2.0
C-	70% to 72%	1.7
D+	67% to 69%	1.4
D	63% to 66%	1.0
D-	60% to 62%	0.7
F	0% to 59%	0

Targets

Exceeding Minimum Graduation Requirements: Target for 2023-2024
- 90% of seniors will graduate with more than 54 credits

Talent Development: Targets for 2023-2024

Elementary
- 25% of students in grades 3-5 will participate in Gifted & Talented Programming
- 100% of elementary students will participate in Discovery (formerly Inspire Choice) programming
- Baseline data will be collected for the number of students completing a Steppingstone project
- Baseline data will be collected for student engagement in Inspire Choice

Middle
- 40% of students in grades 6-8 will earn credit in one or more enriched, honors, or advanced course
- Baseline data will be collected for the average GPA for Pathways Exploration courses
- Baseline data will be collected for student engagement in Pathway Exploration courses

High
- 45% of students will earn credit in one or more college-level course
- Baseline data will be collected for the average GPA for Pathways Capstone courses
- Baseline data will be collected for the number of students completing a Pathway (10 credits)
- Baseline data will be collected for student engagement in Pathway Capstone courses
- Baseline data will be collected for student participation in extracurricular activities that are aligned with Pathways

Evidence

Exceeding Minimum Graduation Requirements

Students Graduating with >54 Credits			
	21-22	**22-23**	**23-24**
Overall	91%	92%	93%

Students Graduating with >54 Credits by Student Group															
	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	**91%**	**92%**	**93%**	**92%**	**93%**	**95%**	**82%**	**90%**	**88%**	**75%**	**82%**	**64%**	**84%**	**81%**	**88%**
Asian	97%	99%	98%	97%	99%	97%	<10	<10	<10	<10	<10	<10	100%	100%	100%
Black or Afr. Am.	83%	86%	86%	82%	87%	91%	83%	88%	85%	<10	<10	<10	82%	83%	88%
Hispanic/Latino	90%	87%	89%	94%	88%	92%	<10	91%	92%	<10	<10	<10	64%	83%	90%
Two or more races	83%	89%	81%	85%	89%	90%	<10	<10	<10	<10	<10	<10	100%	71%	50%
White	94%	93%	96%	94%	93%	96%	<10	<10	<10	94%	86%	82%	100%	64%	90%

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.

Talent Development

Talent Development: Elementary			
	21-22	**22-23**	**23-24**
Gifted & Talented Programming (Grades 3-5)	12%	29%	29%
Discovery Group Participation	--	100% of CR and EL students	100%
Steppingstone Project Completion	--	--	100% of 5th grade CR and EL students
Discovery Group Engagement	--	--	87% positive engagement

Talent Development: Middle			
	21-22	**22-23**	**23-24**
Enriched, Honors, and Advanced Coursework	45%	49%	54%
Exploration Course GPA	--	--	3.40
Exploration Course Engagement	--	--	77% positive engagement

Talent Development: High			
	21-22	**22-23**	**23-24**
College Level Coursework	76%	78%	76%
Capstone Course GPA	--	--	3.72
Pathway Completion	--	--	62 students
Pathways Capstone Engagement	--	--	94% positive engagement
Pathways Extracurriculars	--	--	85 students

Elementary - Students in Gifted and Talented Programming by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	**12%**	**29%**	**29%**	**14%**	**36%**	**35%**	**7%**	**14%**	**15%**	**0%**	**5%**	**5%**	**2%**	**18%**	**18%**
Asian	24%	48%	36%	29%	56%	48%	13%	25%	6%	0%	9%	4%	13%	36%	16%
Black or Afr. Am.	1%	22%	24%	2%	32%	33%	0%	6%	9%	0%	5%	9%	1%	18%	20%
Hispanic/Latino	2%	22%	22%	4%	36%	37%	0%	16%	20%	0%	3%	1%	0%	13%	11%
Two or more races	9%	44%	39%	9%	49%	45%	10%	11%	9%	0%	<10	<10	0%	27%	23%
White	15%	27%	28%	15%	29%	30%	10%	16%	19%	0%	0%	4%	7%	15%	15%

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.

Middle - Students in Enriched, Honors, or Advanced Coursework by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	**45%**	**49%**	**54%**	**50%**	**57%**	**63%**	**9%**	**13%**	**21%**	**15%**	**7%**	**9%**	**23%**	**27%**	**34%**
Asian	69%	75%	70%	74%	82%	79%	8%	26%	35%	11%	12%	9%	41%	42%	40%
Black or Afr. Am.	30%	31%	41%	36%	40%	52%	5%	6%	7%	17%	5%	13%	25%	29%	40%
Hispanic/Latino	27%	34%	34%	34%	45%	48%	6%	4%	17%	11%	10%	6%	17%	23%	21%
Two or more races	36%	47%	54%	40%	58%	66%	9%	6%	21%	<10	<10	<10	19%	20%	33%
White	47%	52%	59%	50%	57%	64%	13%	19%	25%	29%	0%	0%	16%	23%	31%

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.

High - Students Earning Credit in College-Level Coursework

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Overall	**76%**	**78%**	**76%**	**82%**	**84%**	**83%**	**40%**	**40%**	**31%**	**67%**	**67%**	**65%**	**67%**	**68%**	**66%**
Asian	88%	88%	89%	92%	91%	92%	23%	45%	43%	68%	80%	81%	69%	75%	64%
Black or Afr. Am.	69%	72%	71%	75%	81%	79%	35%	26%	24%	68%	63%	67%	72%	70%	71%
Hispanic/Latino	69%	72%	64%	77%	78%	74%	42%	39%	32%	60%	73%	56%	60%	69%	59%
Two or more races	71%	75%	70%	75%	79%	79%	45%	53%	24%	<10	<10	<10	53%	58%	58%
White	78%	79%	78%	83%	84%	84%	43%	45%	34%	85%	61%	74%	64%	63%	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.

Board Policy Monitoring

Monitoring Motions
● 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

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4.

Board Member's Summarizing Notes/Comments