Eden Prairie School District 272
Ends Policy Monitoring Report

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 2025 to June 2026

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 2025
Evidence: October 2026

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 *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 greater than one year's growth in one year's time. I interpret *not limited to* as including business, fine or applied arts, health, physical education, social studies, technology, and world language.
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 and these expectations are not impacted by racial, socio-economic, or service groups defined by the Minnesota Department of Education.

Each Student Achieves Growth and Proficiency Expectations Annually
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 business, fine or applied arts, health, physical education, social studies, technology, and world language. 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. In the absence of standardized assessments, such as the Minnesota Comprehensive Assessment (MCA), for subjects other than math, reading, and science, we use course grades based on classroom assessments aligned to MN state standards and/or identified national standards to be an indicator of proficiency for secondary students.

In addition to measuring proficiency in content areas, it is also a priority in Eden Prairie Schools to measure the language proficiency and growth of English learner (EL) students, as English language skills are essential for success in all academic areas.

Eden Prairie Schools' System of Assessment
The Eden Prairie Schools system of assessment fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student. We use 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:

- **Summative Assessments:** Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course,

semester, or school year. Examples of summative assessments are the Minnesota Comprehensive Assessment (MCA) and the ACT.

- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim 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 screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point. Another example of an interim assessment is the PreACT which can be used to predict how a 10th grader will do on the ACT as an 11th or 12 grader.
- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.
- **Growth:** For students achieving at or above grade level expectations, at least one year's growth in one year's time is required to maintain grade level proficiency. For students performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's growth in one year's time in order to "catch up" and meet grade level expectations by the end of the school year. Greater than one year's growth in one year's time is called aggressive or accelerated growth.

Citations

- Great Schools Partnership. (2013, October 30). *Interim assessment definition*. The Glossary of Education Reform. https://www.edglossary.org/interim-assessment/
- Minnesota Department of Education. (n.d.). *Statewide testing*. 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*. Authors.
- University of Oregon Center on Teaching and Learning. (2021). *UO DIBELS® Data System: EasyCBM reading—Using oral reading fluency measures*. https://dibels.uoregon.edu/assessment/reading/

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.

Proficiency Assessed by the MCA/MTAS Assessments for Elementary and Middle School

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, math, and science. MCA-IV and MTAS-IV will replace

MCA-III and MTAS-III for reading in 2025-2026 and math in 2027-2028 (Minnesota Department of Education, n.d.).

MCA-III and MTAS-III Achievement Levels

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

MCA-IV and MTAS-IV Performance Level Descriptors

- Beginning
- Intermediate
- Meets
- Advanced

For MCA-III and MTAS-III, students who achieve at the levels of "exceeds the standards" or "meets the standards" meet the benchmarks of this assessment and are considered to be proficient. For MCA-IV and MTAS IV, students who achieve at the levels of "meets" and "advanced" meet the benchmarks of this assessment and are considered to be proficient.

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

Grade Levels	MCA/MTAS Assessment
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	Reading
Grade 11	Math
High School (post-biology)	Science

The proportion of students who opt-out or refuse to take the MCA/MTAS assessments at the high school level is high. This decreases the reliability of MCA/MTAS results for grade 10 reading, grade 11 math, and high school science in Eden Prairie Schools.

Growth Assessed by the PreACT and ACT for High School

Eden Prairie Schools provides all 11th grade students the opportunity to take the ACT and all 9th and 10th grade students an opportunity to take the PreACT. The ACT and PreACT are offered during the standard school day at no cost to the student. Students may take the ACT multiple times throughout high school and typically do so in their 11th and 12th grade years.

Purposes of the ACT:

- College-entrance exam
- Assist students with college and career planning
- Guide students toward college and career readiness

Purposes of the PreACT:

- Predict how students are likely to do on the ACT as an 11th or 12th grader
- Help students consider their options for life after high school
- Help students plan their future course schedules to prepare them for college

The results of the ACT and the PreACT include subject scores and college-readiness benchmarks in the areas of English, Math, Reading, and Science. A composite score and college-readiness benchmark is also generated from these four subject areas. Students who take the PreACT as 9th or 10th graders will receive a predicted score range for how they are likely to do on the ACT as an 11th or 12th grader. A student meeting or exceeding their predicted ACT score indicates the student is on-track and making expected progress.

Subject	PreACT Benchmark (1-35)	ACT Benchmark (1-36)
English	14	18
Math	19	22
Reading	19	22
Science	20	23
Composite	19	21

Students who take the PreACT as a 9th or 10th grader and later meet or exceed their predicted ACT score are considered to be learning on-track.

Proficiency Assessed by Grades Based on Classroom Assessments

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

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

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments
The FastBridge aReading assessments are based on 10+ 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.

FastBridge aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps. FastBridge 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, numbers and operations, measurement and data, and geometry in grades 2-5 universally and in grades 6-8 for those performing below grade level. FastBridge 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 FastBridge 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 Growth Levels:
- Flat Growth: flat or negative growth in one year's time
- Modest Growth: less than one year's growth in one year's time
- Typical Growth: one year's growth in one year's time
- Aggressive Growth: more than one year's growth in one year's time

For FastBridge assessments, students who achieve growth at the levels of "typical" or "aggressive" are considered to have one year or more of growth in one year's time. The norm-referenced growth curves provided by FastBridge are categorized such that 25% of students nationwide are expected to make aggressive growth each year (FastBridge, 2025).

Growth Assessed by Minnesota State ACCESS for ELLs (ACCESS)/Alternate ACCESS for ELLs

Students are identified as English Learners (ELs) using the WIDA Screener. All EL students must take the ACCESS or Alternate ACCESS (Alt ACCESS) assessment annually. The ACCESS and Alt ACCESS are used to measure progress towards meeting the WIDA English Language Development Standards in the four domains of listening, reading, speaking, and writing.

The achievement levels on the ACCESS and Alt ACCESS are evaluated for each domain, as well as a composite score of these domains, using the scale below. Students reach proficiency in English in three ways: (1) achieving a composite score of 4.5 or greater *and* achieving scores 3.5 or greater in all four domains on the ACCESS/Alt ACCESS; (2) achieving a composite score of 4.5 or greater *and* achieving scores 3.5 or greater in three of four domains on the ACCESS/Alt ACCESS *and* meeting additional criteria defined by MDE; or (3) special considerations showing English proficiency through other qualifying assessments.

ACCESS/Alt ACCESS Achievement Levels:

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

In alignment with MDE and the Every Student Succeeds Act (ESSA), Eden Prairie Schools determines EL growth through progress towards English language proficiency metric. Each student has an annual target composite score that they are expected to meet each year in order to achieve proficiency over a predetermined length of time.

Citations:

- 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.
- FastBridge. (2025). *Measuring one year's growth*. Illuminate Education. https://fastbridge.illuminateed.com/hc/en-us/articles/10741164677787-Measuring-One-Year-s-Growth
- Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education.* 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.
- Minnesota Department of Education (n.d.). Progress Toward English Language Proficiency. https://www.swsc.org/cms/lib/MN01000693/.
- ACT (n.d.). College and Career Readiness. https://www.act.org/content/act/en/students-and-parents.html.

Targets

Proficiency Assessed by the Minnesota State MCA/MTAS Assessments: Targets for 2025-2026

- Reading: Baseline with state comparison for new MCA-IV and MTAS-IV for students in grades 3-8

- Math: The percentage of students in grades 3-8 proficient in math will increase two percentage points from the results of the previous year
- Science: The percentage of students (grades 5 & 8) proficient in science will increase two percentage points from the results of the previous year

Growth Assessed by the PreACT and ACT for High School: Target for 2025-2026

- 80% of 12th grade students who have completed the PreACT assessment as a 9th or 10th grader will meet or exceed their anticipated score on the ACT

Proficiency Assessed by Grades Based on Classroom Assessments: Targets for 2025-2026

- The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from the previous year

Growth Assessed by FastBridge Universal Screener/Benchmark Assessments: Targets for 2025-2026

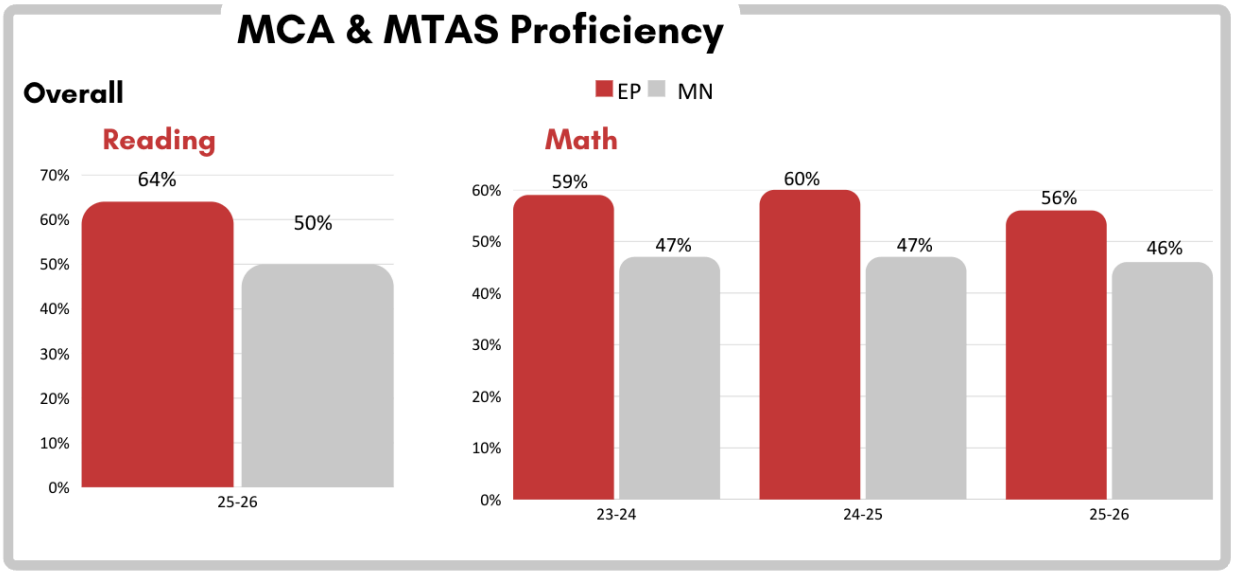
- 40% of students (grades K-5) below grade level in reading will achieve aggressive growth from fall to spring
- 40% of students (grades K-5) below grade level in math will achieve aggressive growth from fall to spring

Growth Assessed by Minnesota State ACCESS/Alt ACCESS: Targets for 2025-2026

- The percentage of students meeting their growth target will increase two percentage points from the results of the previous year

Evidence

MCA and MTAS Proficiency (Grades 3-8)			
Overall	**23-24**	**24-25**	**25-26**
Reading	n/a	n/a	64%
Math	59%	60%	56%
Science	n/a	35%	38%


MCA & MTAS Proficiency
Overall
EP
MN
Reading
70%
60%
50%
40%
30%
20%
10%
0%
64%
50%
25-26
Math
60%
50%
40%
30%
20%
10%
0%
59%
47%
60%
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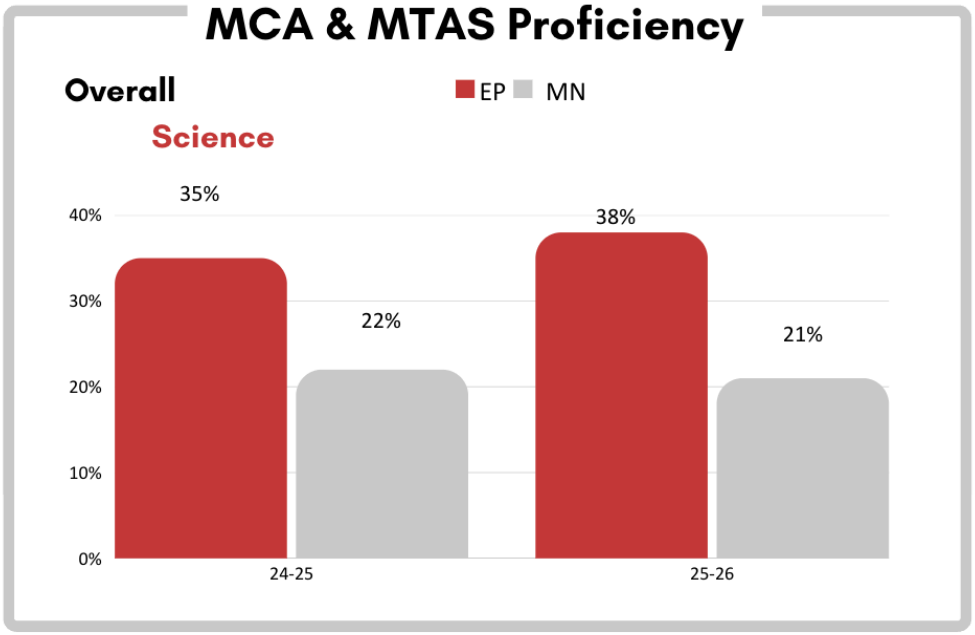
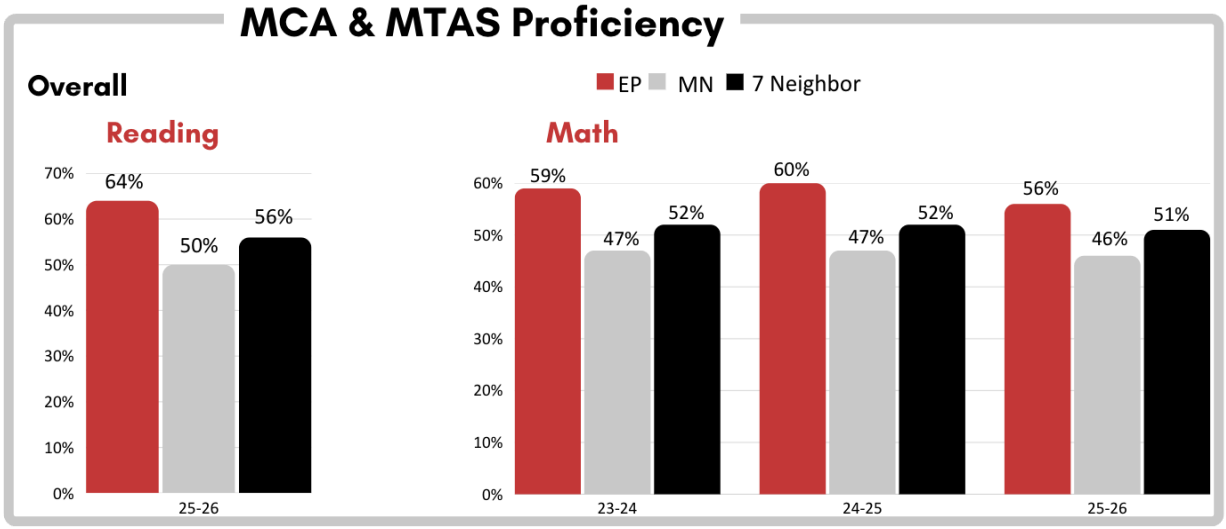
46%
23-24
24-25
25-26


MCA & MTAS Proficiency
Overall
EP
MN
Science
40%
30%
20%
10%
0%
35%
22%
38%
21%
24-25
25-26


MCA & MTAS Proficiency
Overall
EP
MN
7 Neighbor
Reading
70%
60%
50%
40%
30%
20%
10%
0%
64%
50%
56%
25-26
Math
60%
50%
40%
30%
20%
10%
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59%
47%
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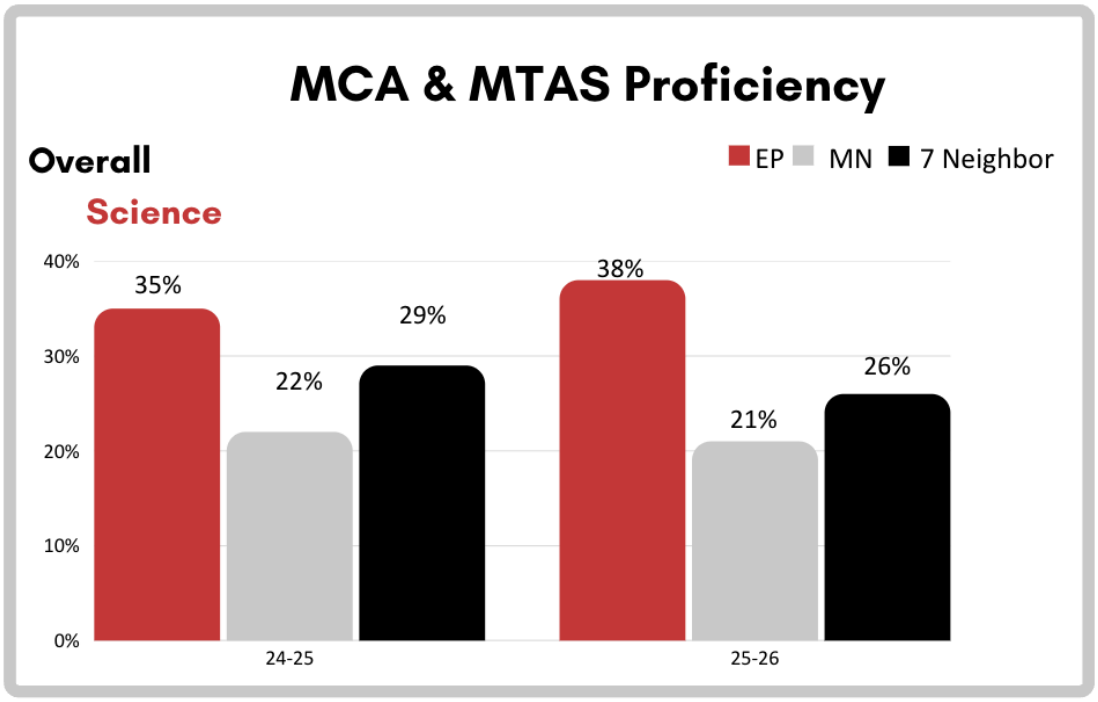
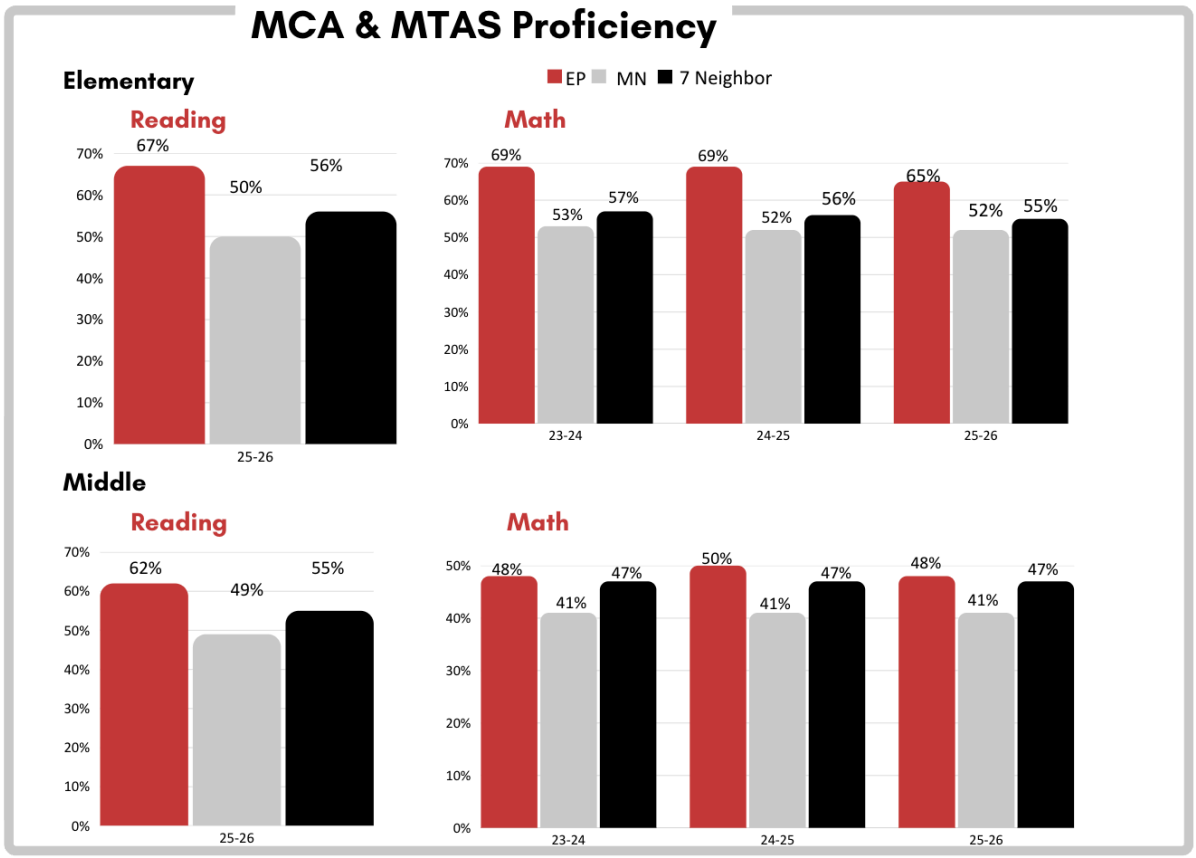
60%
47%
52%
56%
46%
51%
23-24
24-25
25-26


MCA & MTAS Proficiency
Overall
EP
MN
7 Neighbor
Science
40%
30%
20%
10%
0%
35%
22%
29%
38%
21%
26%
24-25
25-26


MCA & MTAS Proficiency
Elementary
EP
MN
7 Neighbor
Reading
67%
50%
56%
25-26
Math
69%
53%
57%
69%
52%
56%
65%
52%
55%
23-24
24-25
25-26
Middle
Reading
62%
49%
55%
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Math
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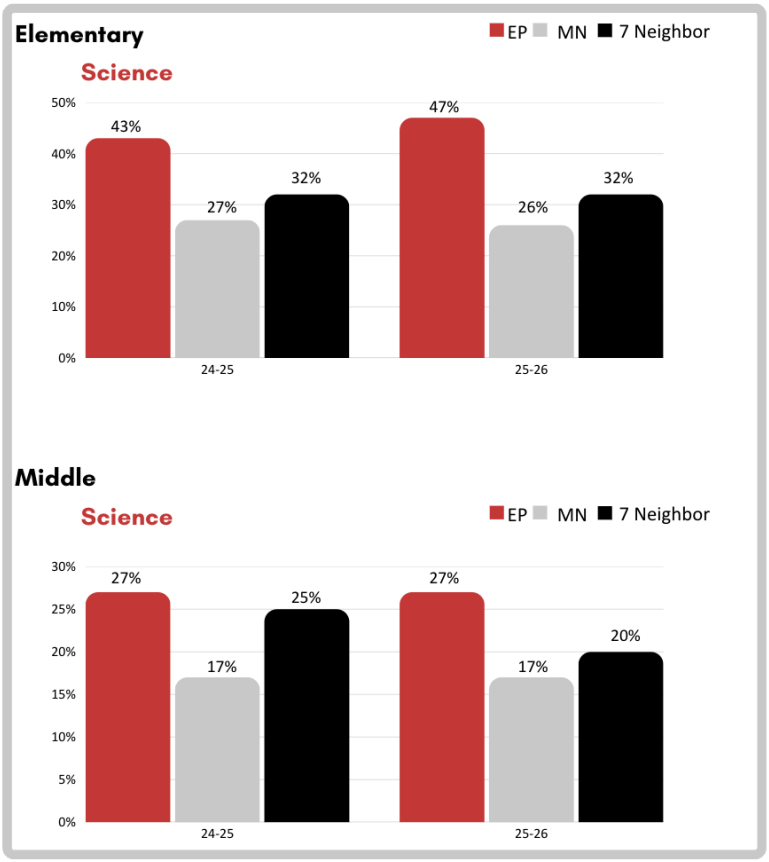
24-25
25-26



Reading MCA & MTAS Proficiency by Student Group (Grades 3-8)															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	65%	65%	64%	73%	75%	74%	19%	17%	17%	37%	39%	59%	39%	41%	40%
Asian	81%	77%	76%	90%	88%	85%	38%	35%	36%	50%	35%	76%	56%	57%	65%
Black or Afr. Am.	39%	42%	39%	49%	55%	49%	13%	14%	18%	20%	23%	31%	35%	38%	35%
Hispanic/Latino	44%	48%	46%	64%	68%	70%	12%	12%	7%	32%	41%	39%	34%	37%	28%
Two or more races	57%	60%	64%	66%	68%	71%	25%	15%	<10	21%	24%	60%	35%	32%	33%
White	74%	76%	76%	79%	80%	81%	23%	17%	19%	49%	50%	71%	52%	52%	65%
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 (Grades 3-8)															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	59%	60%	56%	65%	66%	64%	25%	22%	19%	39%	42%	38%	30%	33%	30%
Asian	79%	78%	72%	86%	85%	80%	50%	55%	41%	43%	35%	31%	57%	56%	50%
Black or Afr. Am.	30%	33%	29%	34%	42%	36%	16%	13%	15%	24%	22%	18%	25%	30%	25%
Hispanic/Latino	36%	36%	37%	48%	50%	54%	16%	8%	11%	31%	37%	29%	21%	18%	22%
Two or more races	47%	52%	56%	53%	58%	61%	13%	17%	10%	21%	31%	35%	24%	25%	27%
White	69%	71%	69%	72%	73%	72%	37%	46%	25%	51%	57%	55%	47%	52%	53%
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.															

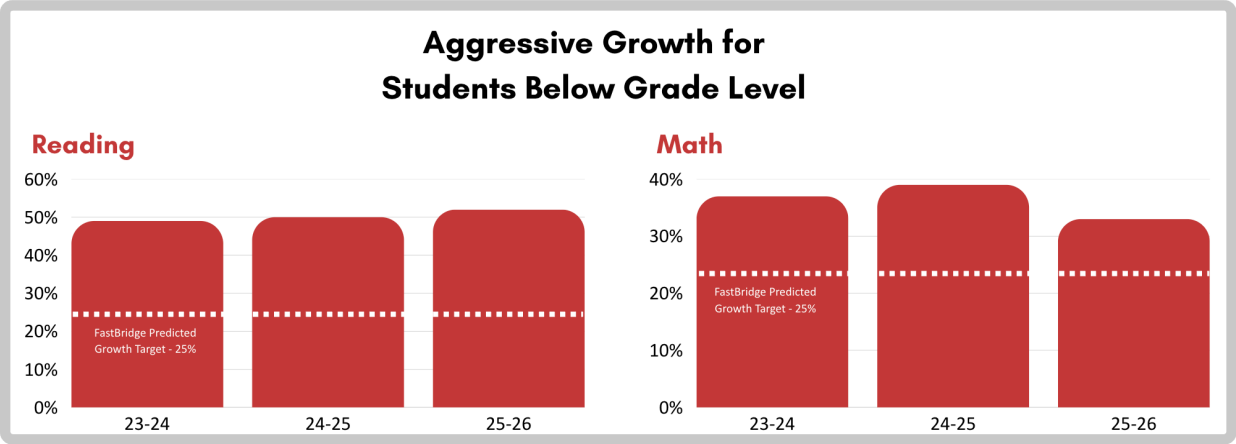
Science MCA & MTAS Proficiency by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	50%	36%	38%	55%	38%	43%	9%	5%	3%	35%	24%	25%	25%	13%	18%
Asian	70%	56%	52%	75%	59%	60%	25%	21%	0%	42%	39%	18%	45%	33%	39%
Black or Afr. Am.	23%	15%	17%	25%	18%	19%	6%	4%	4%	26%	14%	21%	20%	11%	16%
Hispanic/Latino	26%	13%	23%	39%	20%	35%	4%	0%	2%	27%	5%	17%	15%	7%%	10%
Two or more races	40%	27%	33%	46%	32%	33%	<10	<10	<10	19%	8%	31%	31%	6%	18%
White	60%	42%	49%	63%	43%	51%	13%	0%	<10	44%	36%	33%	40%	19%	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.															

Students Meeting or Exceeding Predicted ACT Score		
	25-26 Target	25-26 Actual
Overall	80%	89%

Students Meeting or Exceeding Predicted ACT Score					
	Overall	Non-EL & Non-SpEd	EL	SpEd	FRP
Overall	**89%**	**89%**	**79%**	**84%**	**82%**
Asian	94%	94%	<10	<10	<10
Black or African American	80%	81%	<10	<10	78%
Hispanic/Latino	87%	88%	<10	<10	95%
Two or more races	84%	83%	<10	<10	<10
White	91%	91%	<10	82%	87%

Average GPA for Select Curriculum Areas						
	Middle School			High School		
	23-24	24-25	25-26	23-24	24-25	25-26
Business	3.12	3.26	3.20	3.53	3.50	3.34
Fine or Applied Arts	3.47	3.38	3.23	3.65	3.51	3.53
Health	2.98	3.06	3.07	3.47	3.37	3.23
Physical Education	3.49	3.59	3.68	3.58	3.50	3.37
Social Studies	3.25	3.20	3.21	3.30	3.30	3.21
Technology	3.50	3.49	3.21	3.32	3.23	3.24
World Language	3.30	3.33	3.26	3.51	3.40	3.46

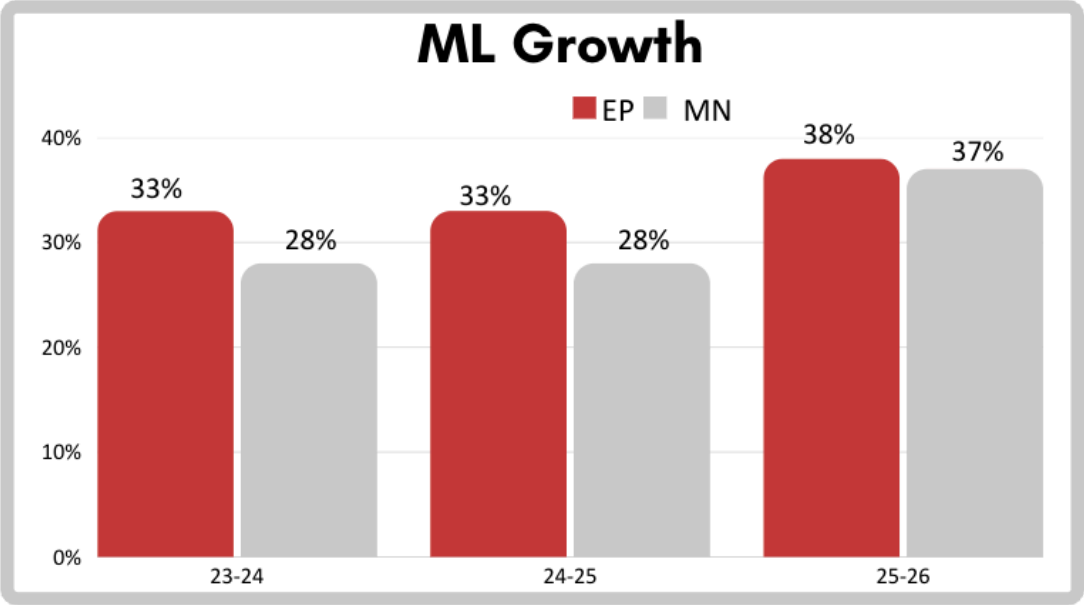
Students Below Grade Level Making Aggressive Growth			
	23-24	24-25	25-26
Overall K-5 Reading	49%	50%	52%
Overall K-5 Math	37%	39%	33%



Students Below Grade Level in Reading Making Aggressive Growth															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	**49%**	**50%**	**52%**	**52%**	**52%**	**54%**	**50%**	**50%**	**51%**	**40%**	**43%**	**41%**	**46%**	**46%**	**49%**
Asian	45%	46%	56%	56%	32%	57%	41%	53%	55%	25%	37%	33%	39%	31%	59%
Black or African American	42%	46%	44%	40%	47%	47%	47%	49%	47%	41%	37%	31%	41%	45%	45%
Hispanic/Latino	52%	49%	53%	53%	48%	56%	52%	50%	47%	44%	39%	44%	53%	49%	53%
Two or more races	46%	52%	56%	48%	54%	54%	<10	<10	<10	42%	52%	48%	40%	47%	46%
White	53%	53%	54%	55%	54%	55%	62%	56%	63%	41%	46%	44%	55%	42%	55%
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															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	**37%**	**39%**	**33%**	**39%**	**36%**	**35%**	**36%**	**40%**	**33%**	**33%**	**39%**	**24%**	**32%**	**35%**	**27%**
Asian	49%	56%	60%	56%	55%	62%	44%	55%	62%	46%	70%	43%	35%	35%	38%
Black or African American	30%	34%	25%	28%	39%	27%	33%	28%	24%	24%	27%	21%	29%	34%	25%
Hispanic/Latino	32%	38%	31%	35%	29%	31%	32%	40%	28%	27%	39%	13%	31%	34%	30%
Two or more races	34%	33%	34%	28%	24%	31%	<10	<10	<10	44%	55%	37%	23%	36%	22%
White	47%	40%	35%	52%	38%	39%	46%	60%	44%	36%	37%	24%	44%	41%	30%
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.															

	ML Students Meeting ACCESS Growth Target		
	23-24	24-25	25-26
Overall	33%	33%	38%



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