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 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 *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.

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.

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.

In addition to authentic and rigorous learning through Inspired Journey programming, student participation in extracurricular activities contribute to a broad-based education. Select clubs and activities align to a Pathway and can contribute credit towards a student's completion of a Pathway.

Personalized Transition Plans
Personal goal setting and planning increases motivation and self-direction, and these attributes are important for students to succeed in the global economy. Self-directed students continuously self-monitor and seek more challenging ways to meet the goals they have set for themselves. These students are able to define, prioritize, and complete tasks without direct oversight. Key academic transitions – between elementary and middle school, middle and high school, and high school to post-secondary – are critical moments for fostering and strengthening these self-directed learning behaviors.

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

- Graduating students who earn greater than 54 credits, above and beyond, Minnesota state minimum graduation requirements.

Experiencing an Inspired Journey of Discovery, Exploration, and Pursuit

Elementary

- Completion of a standardized transition plan for middle school that requires students to reflect on their strengths, interests, and areas of growth and align these to middle school course offerings
- Exposure to multiple Pathways within the same year
- Completion of Steppingstone projects
- Student engagement with an industry professional or site visit
- Student engagement in Discovery groups collected through survey questions

Middle

- Completion of a standardized transition plan for high school that requires students to reflect on their strengths, interests, and areas of growth and align these to high school course offerings
- Average GPA for Pathways Exploration courses
- Completion of Milestone projects
- Student engagement in Pathway Exploration courses collected through survey questions

- Student engagement with an industry professional or site visit

High

- Completion of a standardized transition plan for after high school that requires students to reflect on their strengths, interests, and areas of growth and align these to opportunities after high school
- Average GPA for Pathways Capstone courses
- Completion of a Pathway (10 credits)
- Student engagement in Pathway Capstone courses collected through survey questions
- Student engagement with an industry professional or site visit in Capstone courses
- Student participation in extracurricular activities

The tables below detail the Pathway Exploration courses offered in grades 6-8 and the Pathway Capstone courses and Pathway-aligned extracurricular activities offered in grades 9-12 during the 2025-2026 school year. Other clubs and activities at the high school level are not explicitly listed below if they are not specifically aligned to a Pathway.

GRADES 6-8	
Pathway	**Pathway Exploration Courses**
Business & Management	• Pathways to Business 6 • Entrepreneurship 7 • Personal Career Literacy 7 • Business Leadership & Management 8 • Personal Financial Literacy 8
Human & Public Services	• Social Studies • Key Scholars • Key Spanish
Natural & Applied Sciences	• Science
Engineering, Technology & Manufacturing	• Pathways to Engineering & Technology 6 • Designers & Makers 7 • Renewable Creators 7 • Bot Builders and Drone Drivers 8 • Design, Model & Make 8
Communication & Arts	• Pathways to Art 6 • Clay and Sculpture 7 • Draw, Paint, and Photograph 7 • Theatre Design 7 • Clay and Sculpture 8 • Acting & Directing 8 • Draw, Paint, and Animation 8

GRADES 9-12		
Pathway	**Pathway Capstone Courses**	**Pathway-Aligned Extracurricular Activities**
Business & Management	Entrepreneurship; Marketing & Analytics; Leadership and Management	Computer Science Honors Society; DECA; Quiz Bowl; Speech; Debate Team
Human & Public Service	Education Capstone; Civics in ACTION; Public Policy and Artificial Intelligence	Best Buddies; Dare 2 Be Real; HOSA; KEY Club; Student Council;
Natural & Applied Science	Science Research & Design; Certified Nursing Assistant; Scientific Research Capstone	Future Problem Solvers; HOSA; Math Team; Robotics; Science Olympiad; Quiz Bowl
Engineering; Technology & Manufacturing	Aeronautics; iOS App Development; Advanced Woodcrafting; Applied Engineering; Principles of Engineering	Computer Science Honor Society; Drone Racing; Future Problem Solvers; Math Team; Robotics; Science Olympiad; Quiz Bowl
Communication & Arts	Art Capstone; Media & Communication Capstone; EPO Professional Music Performance; EPO Writing/Illustrating for Publication	Speech; Debate; Drama; 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: Targets for 2025-2026

- 90% of seniors will graduate with more than 54 credits

Inspired Journey Experiences: Targets for 2025-2026

Elementary

- 95% of 5th grade students will create a transition plan for middle school
- 65% of students will have exposure to multiple Pathways within the same year
- 100% of 5th grade students will complete a Steppingstone project
- 50% of students will engage with an industry professional or site visit
- Student engagement in Discovery groups collected through survey questions will increase 2 percentage points from the previous year's results

Middle

- 95% of 8th grade students will create a transition plan for high school
- 95% of 8th grade students will complete a Milestone project
- 50% of students will engage with an industry professional or site visit
- Average GPA for Pathways Exploration courses will increase 0.1 from the previous year's results
- Student engagement in Exploration courses collected through survey questions will increase 2 percentage points from the previous year's results

High

- 95% of 12th grade students will create a transition plan for post-secondary opportunities
- 15% of 12th grade students will complete a Pathway (10 credits)
- 100% of students in Capstone courses will engage with an industry professional or site visit
- Average GPA for Pathways Capstone courses will increase 0.1 from the previous year's results
- Student engagement in Capstone courses collected through survey questions will increase 2 percentage points from the previous year's results
- Student participation in extracurricular activities will increase by 2 percentage points from the previous year's results

Evidence

Exceeding Minimum Graduation Requirements

Students Graduating with Greater than 54 Credits			
	23-24	**24-25**	**25-26**
Overall	93%	94%	95%

Inspired Journey

Elementary			
	23-24	**24-25**	**25-26**
Transition Plans	–	–	Baseline: 78%
Exposure to Multiple Pathways	–	70%	72%
Steppingstone Project Completion	100% of 5th grade CR and EL students	100%	100%
Engagement with Industry Professional or Site Visit	–	Baseline: 9%	11.05%
Discovery Group Engagement	87% positive engagement	88% positive engagement	92.1% positive engagement

Middle			
	23-24	**24-25**	**25-26**
Transition Plans	–	–	Baseline: 95%
Exploration Course GPA	3.4	3.4	3.3
Milestone Project Completion	–	Baseline: 17%	4%
Engagement with Industry Professional or Site Visit	–	Baseline: 34%	50%
Exploration Course Engagement	77% positive engagement	80% positive engagement	81.8% positive engagement

High			
	23-24	**24-25**	**25-26**
Transition Plans	–	–	Baseline: 100%
Capstone Course GPA	3.7	3.8	3.7
Pathway Completion	10%	15%	19%
Engagement with Industry Professional or Site Visit	–	100%	100%
Pathways Capstone Engagement	94% positive engagement	92% positive engagement	94% Positive Engagement
Pathways Extracurriculars	5%	15%	30%

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