



**EDEN PRAIRIE SCHOOLS**

Inspiring each student every day

**Eden Prairie Schools Ends  
Monitoring Cover Sheet FY  
2017-2018**

<b>Ends Policy 1.1</b>	Each student graduates and is academically prepared to progress to multiple opportunities after high school.
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**Date of Operational Interpretation Monitoring: June 12, 2017**

**Date of Evidence Monitoring: October 22, 2018**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1, "Each student graduates and is academically prepared to progress to multiple opportunities after high school".

<b>Ends Policy 1.1.1</b>	Each student is reading at grade level by the end of third grade.
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**Date of Operational Interpretation Monitoring: June 12, 2017**

**Date of Evidence Monitoring: October 22, 2018**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade".

<b>Ends Policy 1.1.2</b>	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science
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**Date of Operational Interpretation Monitoring: June 12, 2017**

**Date of Evidence Monitoring: October 22, 2018**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science".

<b>Ends 1.1.3</b>	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements
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**Date of Operational Interpretation Monitoring: June 12, 2017**

**Date of Evidence Monitoring: October 22, 2018**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3, "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: October 22, 2018  
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 2017 - June 2018

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

Ol: June 12, 2017

Evidence: October 22, 2018

### 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 exist between racial and service demographic groups.
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 post-secondary success as measured by persistence and completion of post-secondary programming.

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#### 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, or other demographic indicator.

District Policy 613 defines graduation requirements.

The MN department of Education supports a 4 to 6 year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements. 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 Eden Prairie Schools programs and instructional delivery methods for continuous improvement.

Eden Prairie Schools, has identified measures that are designed to predict success of a student's K-12 career and college and career readiness. The ACT Aspire and ACT assessment measures the academic preparation of students to progress to multiple opportunities after high school. The research behind the ACT assessment ensures the assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for post-secondary education and workforce training.

The ACT College and Career Readiness Standards have two research-based components:

1. ACT score ranges are developed based on an in-depth analysis of thousands of student responses. Responses are reviewed across multiple test forms that have been developed against test blueprints. The blueprints align both the content and depth of knowledge in the assessments to standards that describe what students should know and be able to do within the various ACT score ranges.
2. Students progression across ACT score ranges provides a concrete indicator of whether students are performing well enough in relation to those standards to be considered ready for post-secondary opportunities.

On the ACT and ACT Aspire subject-area tests, the Benchmarks are scores representing a minimum score required for students to have a high probability of success in credit-bearing, entry-level college courses in that subject area level.

Citation:

[www.act.org](http://www.act.org)

[https://nces.ed.gov/npec/pdf/kuh\\_team\\_report.pdf](https://nces.ed.gov/npec/pdf/kuh_team_report.pdf)

Citation: MN SLEDs - <http://sleds.mn.gov/>

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**Measurement Plan:**

Percentage of students meeting ACT and ACT Aspire benchmarks indicating on track status to be College and Career Ready as measured by ACT Aspire at grades 7 and 9 and ACT at grade 11.

Demonstration of exceeding minimum ACT and ACT Aspire benchmarks:

- Percent of 7th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science
- Percent of 9th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science
- Percent of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science and Composite

4-Year District Graduation Rate

- Target 93%
- Demographic breakdown results– Include N-size

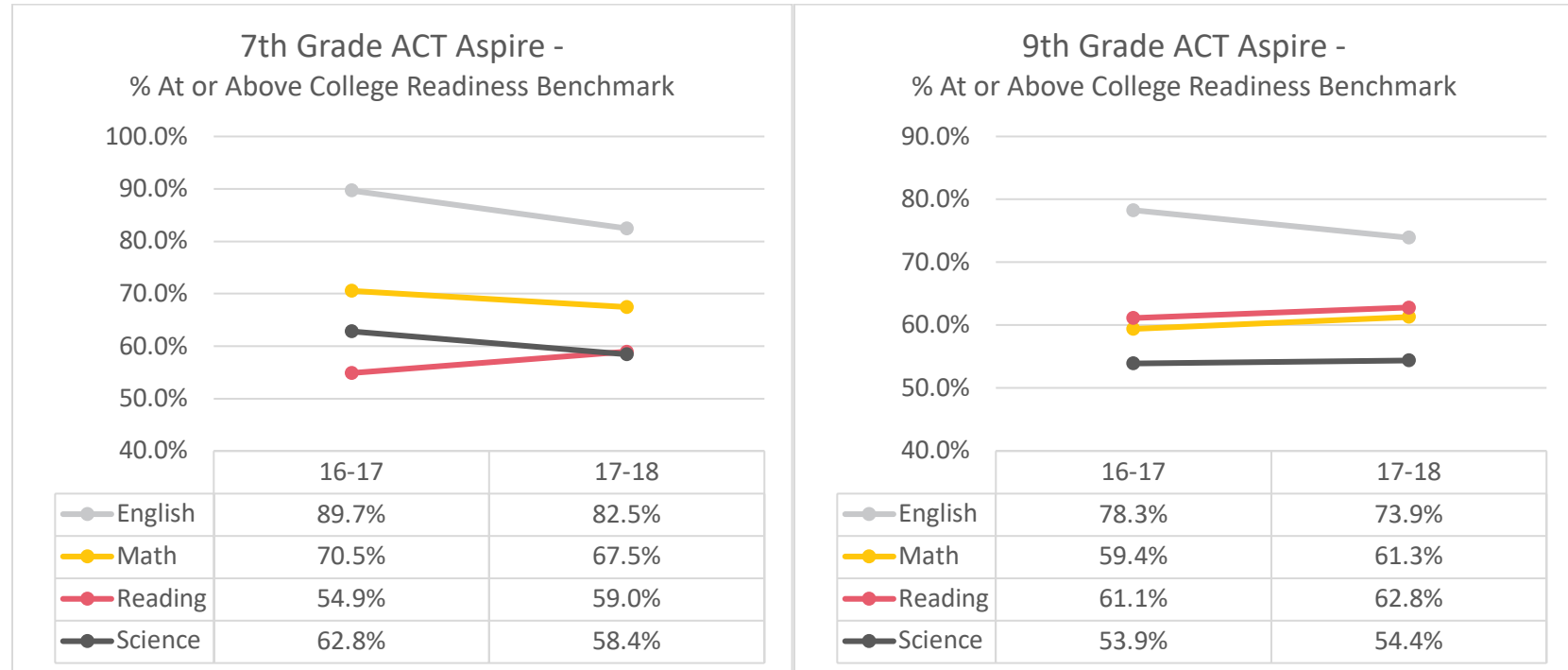
6-Year District Graduation Rate

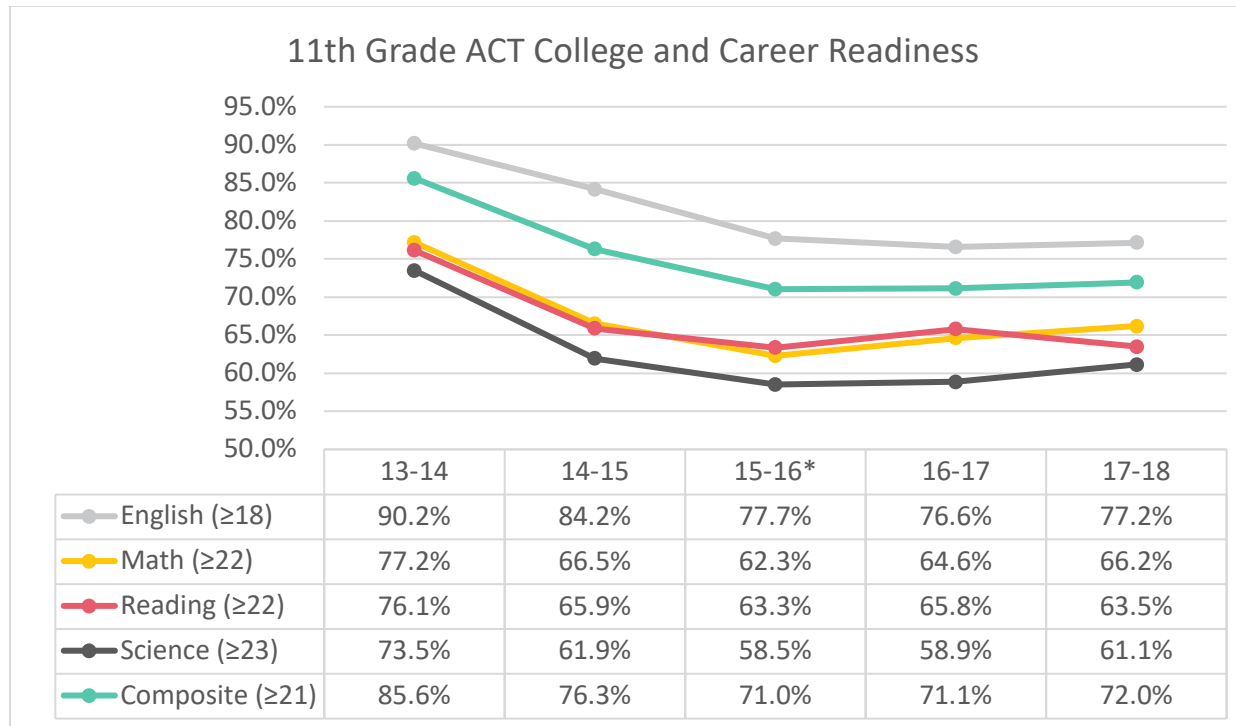
- Target 97%
- No Demographic breakdown because of N-size

State Longitudinal Educational Data System (SLEDs)

- Post-Secondary Education Entrance Target 90% enrolled
- 2nd Year College Persistence Target 95% enrolled
- 4-Year College Completion Target 45% Percent of HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion Target 70% Percent of HS graduates completing a degree or certificate within 6 years

**Evidence:**





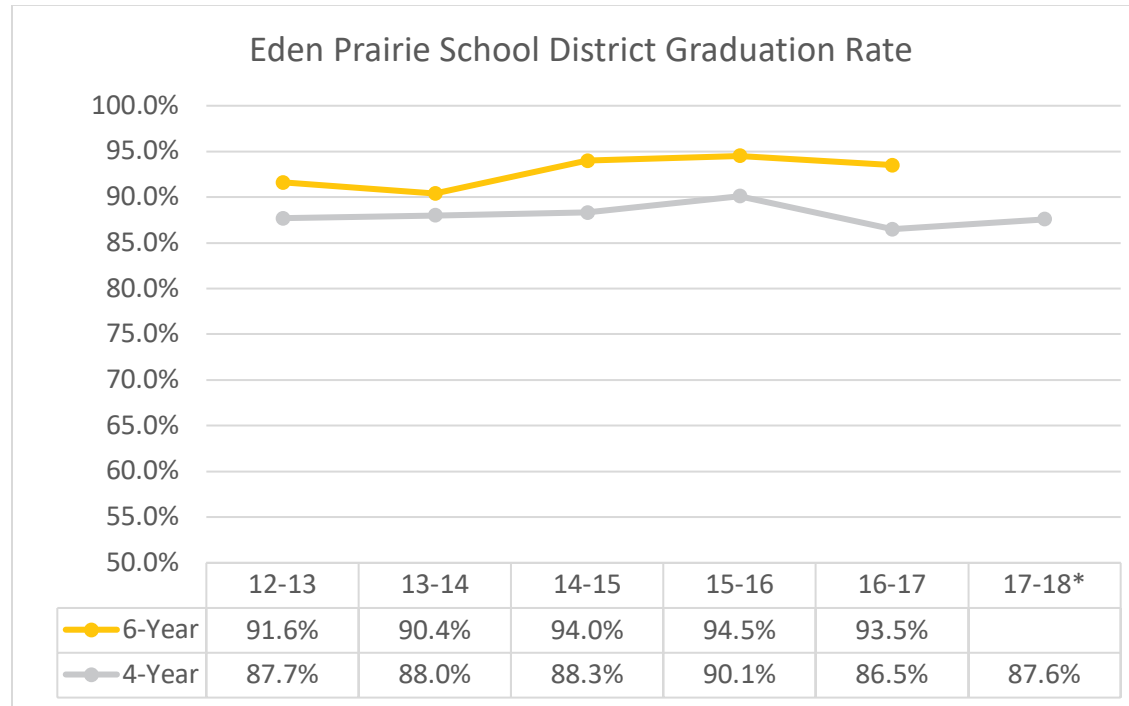
\* Prior to 15-16 not all students took the ACT. Beginning in 15-16, all students were administered the exam.

**Table 1.1a: Percent of Eden Prairie students demonstrating college and career readiness**

Grade	English		Math		Reading		Science		Composite (≥21)		Writing*	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
7 <sup>th</sup> Grade ACT Aspire	89.7%	82.5%	64% 70.5%	67.5%	54.9%	59.0%	62.8%	58.4%	N/A	N/A	40.9%	N/A
9 <sup>th</sup> Grade ACT Aspire	78.3%	73.9%	59.4%	61.3%	61.1%	62.8%	53.9%	54.4%	N/A	N/A	62.7%	N/A
11 <sup>th</sup> Grade ACT	76.6%	77.2%	64.6%	66.2%	65.8%	63.50%	59.0%	61.1%	71.1%	72.0%	N/A	N/A

Note: the math result for 16-17 was incorrectly reported last year; this has been corrected.

\*ACT Aspire no longer reports college and career readiness indicators for Writing.



\*Preliminary 17-18 4-year graduation rate is preliminary.

Note: Last year, MDE developed a new graduation rate methodology to align with ESSA; these numbers reflect the recalculated rates.



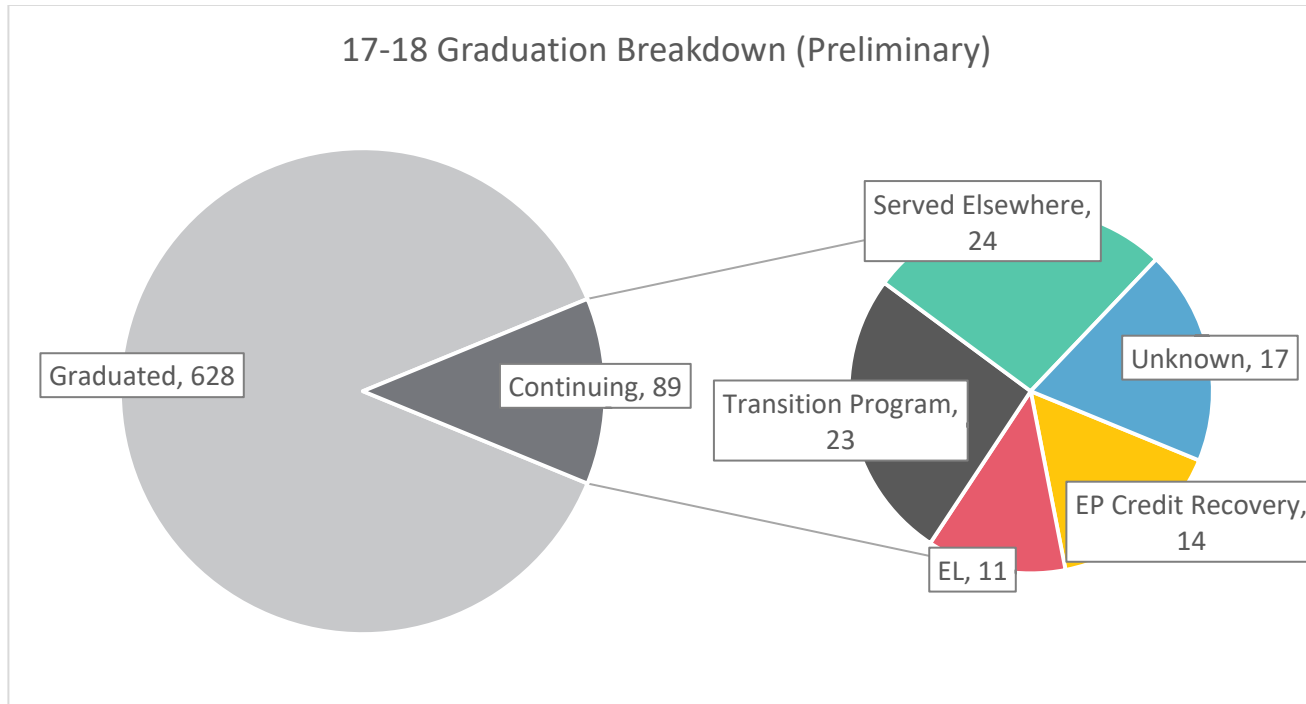


Table 1.1b: 4-Year and 7-Year Graduation Rate

Graduation Rate	Final 16-17	Preliminary 17-18*	Target	Target Met
4-Year (Class of 2017)	86.5%	87.6%	93%	
6-Year (Class of 2015)	95.1%	N/A	97%	

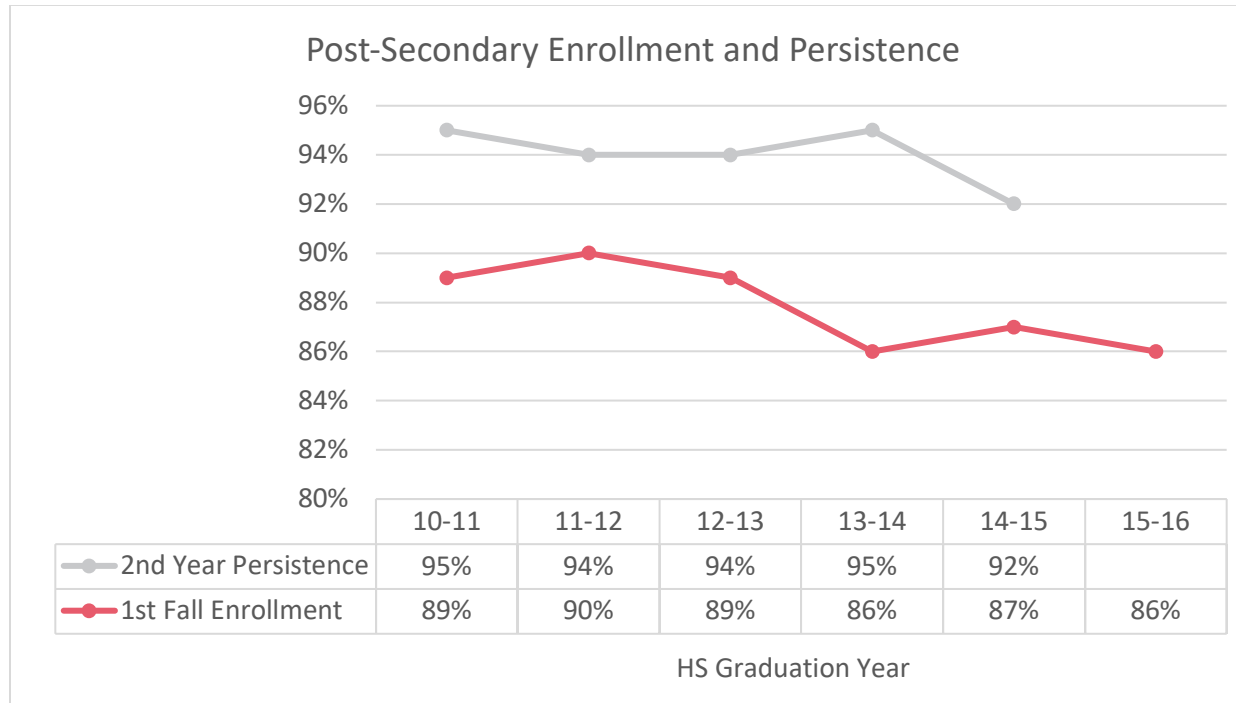
\*Preliminary 17-18 4-year graduation rate is preliminary.

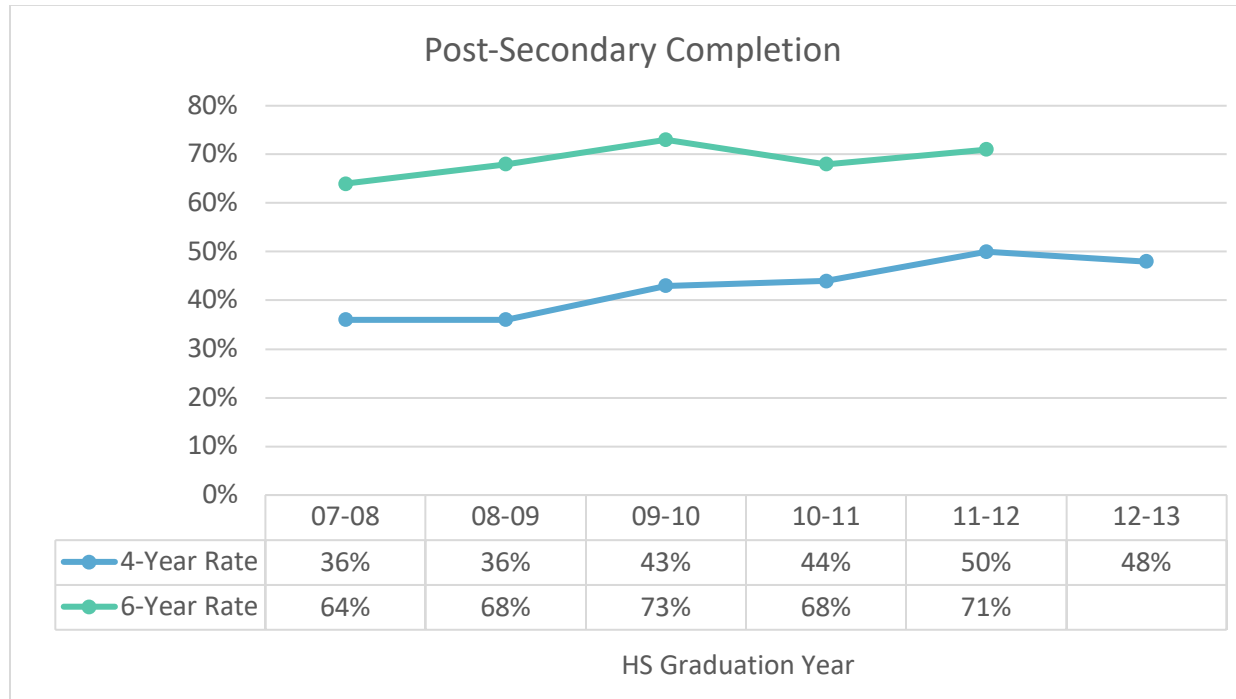
**Table 1.1c: 4-Year Graduation Rate by Demographic Group**

Demographic Group	Final 16-17	Preliminary 17-18*
American Indian or Alaska Native	N/A†	N/A†
Asian	88.6%	90.2%
Black or African American	58.8%	69.4%
Hispanic/Latino Hispanic/Latino	65.4%	73.3%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	71.4%	82.8%
White	92.6%	91.7%
EL	46.3%	10.5%
FRP	63.0%	68.4%
SPED	53.2%	54.1%
<b>Overall</b>	<b>86.5%</b>	<b>87.5%</b>

\*Preliminary 17-18 4-year graduation rate is.

†Counts too small to report.





**Table 1.1d: Post-secondary education metrics**

	HS Graduation Year	
	14-15	15-16
Percent of HS Graduates Enrolling in College – Fall	87%	86%
	13-14	14-15
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	95%	92%
	11-12	12-13
4-Year College Completion Target	50%	48%
	10-11	11-12
6-Year College Completion Target	68%	71%

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** *(enter rating and reasoning when appropriate)*

**Statement of Assertion:** [The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.](#)

**Board Member's Summarizing Comments**

**1.1.1 Each student is reading at grade level by the end of third grade**

**Operational Interpretation:**

1. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
2. I interpret 3rd grade reading proficiency as grade level performance in 2 out of 3 aligned assessment tools.

**Justification:**

Grade level reading proficiency can be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to identify proficiency. One measure should not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. The MN 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.

Three tools will be used at the third-grade level to measure reading proficiency for each student.

1. The Fountas and Pinnell Reading Assessment is a nationally recognized and widely used valid and reliable tool. This assessment measures the literacy skills associated with the specific grade level.
2. FastBridge adaptive measure for Reading (aReading) This assessment is an evidence-based tool used to screen and monitor student progress in reading proficiency.
3. The Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards.

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student.

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**Measurement Plan:**

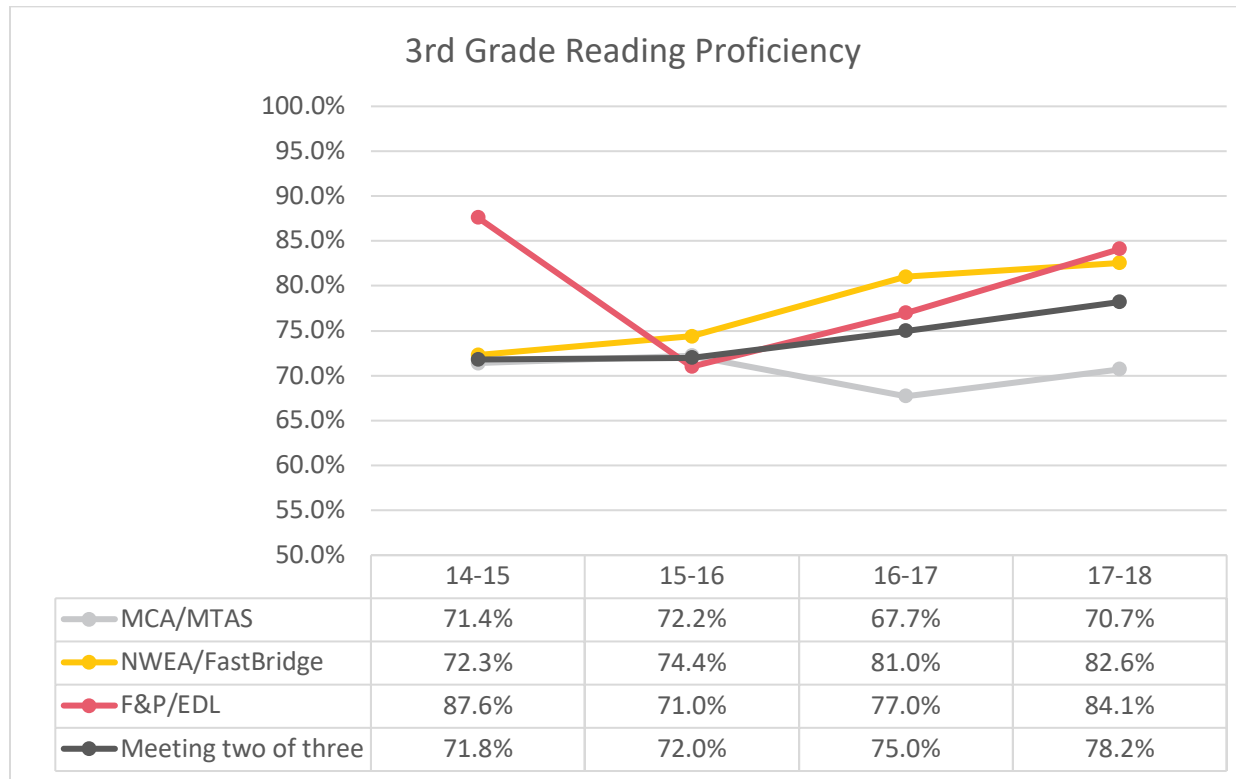
Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade:

- 3<sup>rd</sup> grade MCA Reading Proficiency = Meets or Exceeds (Including n-size)
- FastBridge Assessment 3<sup>rd</sup> grade end of year “aReading” benchmark = 504
- Fountas and Pinnell 3<sup>rd</sup> grade level end of year benchmark = P
- EDL (EHSI) 3rd grade level = 38
- Percentage of students proficient as identified by race, socio-economic and student service groups.

Target: 78% of the students are proficient in 2018.

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**Evidence:**



**Table 1.1.1a: Percent of 3rd grade students enrolled prior to October 1<sup>st</sup> Meeting Proficiency on Two of Three Assessments**

Demographic Group	16-17	17-18
American Indian or Alaska Native	N/A†	N/A†
Asian	87.3%	87.8%
Black or African American	50.0%	55.8%
Hispanic/Latino	47.9%	48.1%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	82.1%	81.8%
White	84.8%	85.8%
EL	46.0%	37.1%
FRP	49.3%	52.5%
SPED	54.2%	36.8%
<b>Overall</b>	<b>75.0%</b>	<b>78.2%</b>

†Counts too small to report.

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** *(enter rating and reasoning when appropriate)*

**Statement of Assertion:** The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1 Each student is reading at grade level by the end of third grade.

**Board Member's Summarizing Comments**



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

#### **Operational Interpretation:**

1. I interpret *district growth expectations* to be at least a year's growth in a year's time for each student at or above grade level and accelerated growth for students below grade level. I interpret not limited to include Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education.
2. 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.

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#### **Justification:**

In Eden Prairie, we know that each student must possess strong skills in English language arts, math and science to excel in all other academic areas. It is our goal that all students will perform at or above grade level in each of the content areas. Measuring the individual growth of each learner is as important as determining proficiency in English Language Arts, Math and Science.

Any students who do not meet grade level expectations must make more than one year's expected academic growth to close the achievement disparities gap. When a student makes accelerated (at or above the 80 percentile) growth they can work to attain grade level expectations.

Eden Prairie Schools believes in a balanced assessment system which includes a body of evidence to support:

- data informed instruction and learning;
- continuous improvement and
- data driven programing and practices.

The aReading assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000). It is also cross-walked to the National Common Core Standards (2010).

Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6 universal and 7-8 for those performing below grade level. EarlyReading is the equivalent assessment for developing readers. EarlyReading is in grades K and 1. It is useful to predict performance on high-stakes assessments (e.g., state tests). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. AReading is designed for Universal Screening to identify students at risk for academic delays and to differentiate instruction for all students.

The aMath 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 2-6 universal and 7-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians. earlyMath is in grades K and 1.

FastBridge adaptive measure for Reading was originally developed by Deno and colleagues to index the level and rate of reading achievement (Deno, 1985; Shinn, 1989). This assessment is an evidence-based tool used to screen and monitor student progress in reading proficiency. This assessment is administered by a trained teacher.

The Minnesota Comprehensive Assessments (MCA's) are used to measure proficiency and growth in reading and math and proficiency in science. This assessment is administered in grades 3-8 and high school. Reading and Math tests are given to students in grades 3-8, 10 and 11. Science is given in grades 5, 8 and high School. These assessments meet the requirements of the Elementary and Secondary Education Act (ESEA).

Inside other curriculum such as Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education students are measured in grades 7-12 through locally developed assessments to indicate proficiency levels met through a grade based system.

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**Measurement Plan:**

**MCA and MTAS Proficiency grades 3-8 and high school 2017-2018**

Source: MDE Minnesota Report Card, Oct 1 Enrollment

**READING** grades 3-8 and HS

**MATH** grades 3-8 and HS

**SCIENCE** Grades 5, 8 and HS

**Targets**

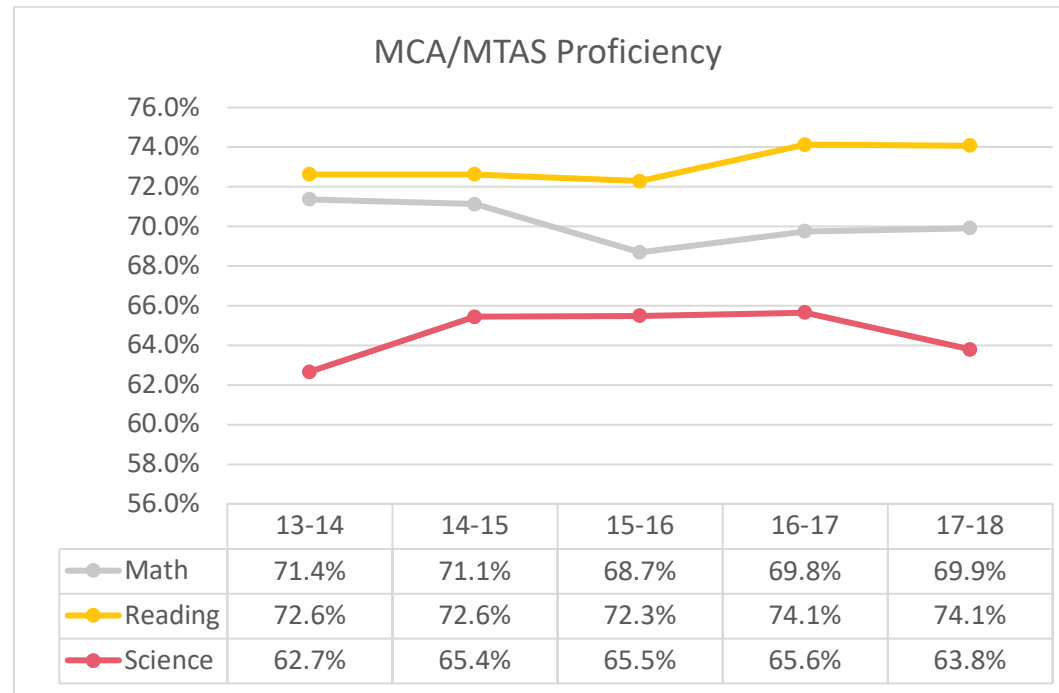
Target for 2018 - 74% of students will be at or above proficiency

Target for 2018 - 71% of students will be at or above proficiency

Target for 2018 - 67% of students will be at or above proficiency

<p><b>Measurement of Growth 2017-2018</b> MCA -Spring to Spring growth grades 4-8 and high school for 2017-2018</p> <p><b>READING</b></p> <p><b>MATH</b></p> <p><b>SCIENCE*</b> <i>*Minnesota State Assessments do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.</i></p>	<p>Target for 2018 - 74% of students will be at medium or high growth</p> <p>Target for 2018 - 78% of students will be at medium or high growth</p>
<p><b>FastBridge Growth Grades K-6 - Fall to Spring growth (by start score)</b></p> <p><b>READING 2017-2018</b></p> <p><b>MATH 2017-2018</b></p>	<p>Percentage of students below grade level with aggressive growth</p> <p>Percentage of students below grade level with aggressive growth</p>
<p><b>2017-2018 Baseline Year of Percentage of C grades or higher in the following subjects</b></p> <ul style="list-style-type: none"> <li>• Geography/Social Studies</li> <li>• World Language</li> <li>• Technology (Tech Ed and Industrial Tech)</li> <li>• Business Education - NA for grade 7 and 8</li> <li>• Fine or Applied Arts</li> <li>• Health</li> <li>• Physical Education</li> </ul>	

**Evidence:**



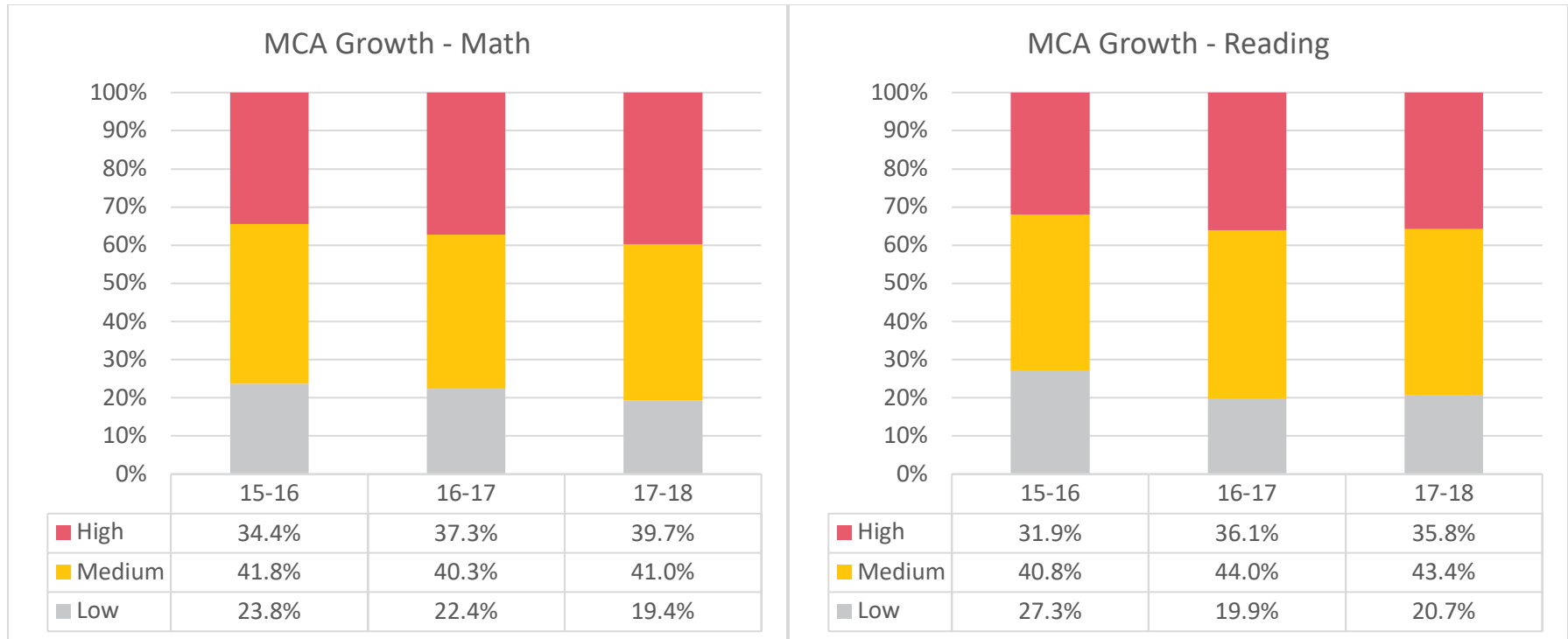
**Table 1.1.2a: Percent of students by grade that Meet or Exceed the proficiency standard on MCA/MTAS**

Grade	Math		Reading		Science	
	16-17	17-18	16-17	17-18	16-17	17-18
3	73.9%	71.5%	66.7%	69.8%	N/A	N/A
4	75.0%	77.6%	74.3%	72.1%	N/A	N/A
5	68.8%	67.1%	80.1%	82.2%	66.6%	69.6%
6	66.5%	68.8%	78.4%	78.9%	N/A	N/A
7	69.9%	65.3%	74.3%	72.4%	N/A	N/A
8	71.7%	76.5%	72.0%	73.6%	61.0%	61.6%
HS	63.0%	62.2%	73.0%	70.2%	69.1%	60.8%
Overall	69.8%	69.9%	74.1%	74.1%	65.6%	63.8%

**Table 1.1.2b: Percent of students by demographic group that Meet or Exceed the proficiency standard on MCA/MTAS**

Demographic Group	Math		Reading		Science	
	16-17	17-18	16-17	17-18	16-17	17-18
American Indian or Alaska Native	33.3%	50.0%	50.0%	64.3%	N/A†	N/A†
Asian	84.0%	87.4%	82.9%	82.6%	76.4%	81.3%
Black or African American	34.6%	37.5%	47.2%	48.0%	32.4%	32.5%
Hispanic/Latino	46.4%	47.2%	60.3%	57.1%	42.1%	44.2%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	63.3%	62.7%	69.6%	72.8%	65.0%	54.3%
White	78.5%	78.1%	80.6%	81.3%	72.0%	71.0%
EL	29.7%	30.2%	21.7%	21.9%	11.4%	7.1%
FRP	38.7%	39.3%	48.9%	47.8%	38.6%	33.1%
SPED	42.6%	34.9%	45.3%	39.3%	44.6%	33.2%
<b>Overall</b>	<b>69.8%</b>	<b>69.8%</b>	<b>74.1%</b>	<b>74.1%</b>	<b>65.6%</b>	<b>63.8%</b>

†Counts too small to report.



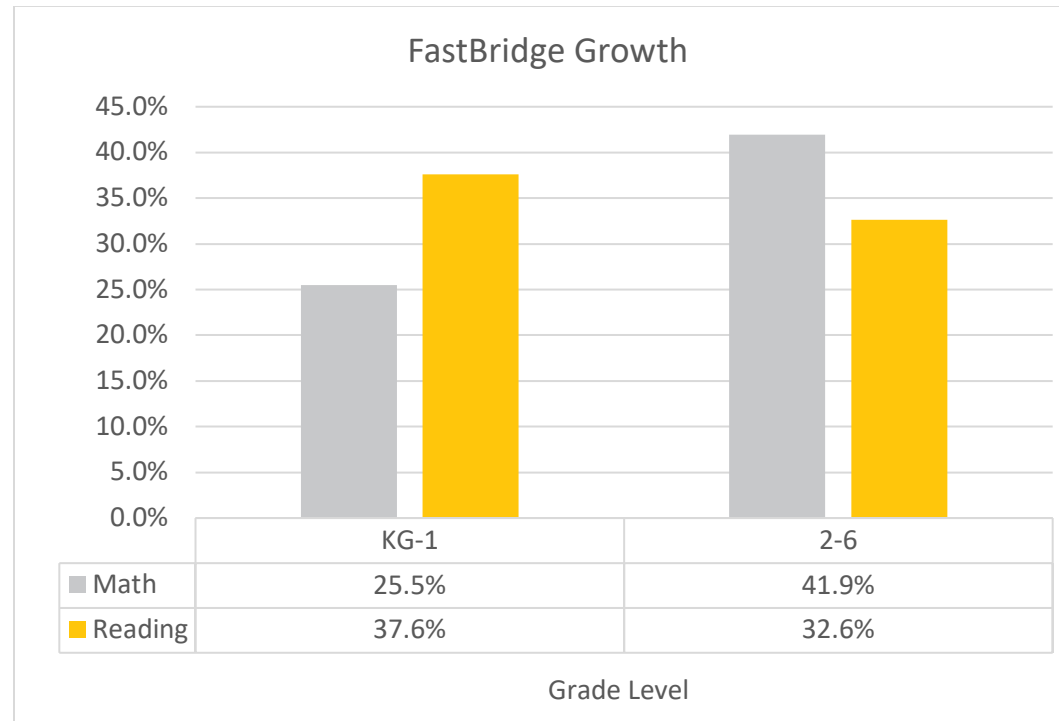
**Table 1.1.2c: Percent of students by grade who made medium or high growth on MCA/MTAS**

Grade	Math		Reading	
	16-17	17-18	16-17	17-18
4	77.2%	83.4%	82.1%	80.5%
5	74.6%	81.4%	82.1%	80.4%
6	80.6%	83.1%	82.7%	83.4%
7	74.6%	77.2%	72.5%	73.2%
8	89.2%	86.3%	83.4%	80.7%
HS	69.3%	71.8%	78.4%	77.5%
Overall	77.6%	80.6%	80.1%	79.3%

**Table 1.1.2d: Percent of students by demographic group who made medium or high growth on MCA/MTAS**

Demographic Group	Math		Reading	
	16-17	17-18	16-17	17-18
American Indian or Alaska Native	91.7%	N/A†	N/A†	N/A†
Asian	87.5%	86.9%	84.0%	79.7%
Black or African American	69.2%	72.5%	75.9%	72.3%
Hispanic/Latino	72.6%	75.9%	75.2%	72.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†
Two or more races	71.0%	80.4%	75.5%	81.7%
White	78.5%	81.8%	81.1%	81.5%
EL	68.0%	70.2%	75.0%	68.9%
SPED	70.5%	69.4%	71.7%	69.8%
FRP	68.5%	72.6%	76.7%	71.1%
Overall	77.6%	80.6%	80.1%	79.3%

†Counts too small to report.



**Table 1.1.2c: Baseline Year - Percent of students by grade below grade level who made aggressive growth on FastBridge (Fall-to-Spring; by start score)**

Grade Level	17-18	
	Math	Reading
KG-1	25.5%	37.6%
2-6	41.9%	32.6%
Overall	36.2%	34.5%



**Table 1.1.2d: Baseline Year - Percent of students by demographic below grade level who made aggressive growth on FastBridge  
(Fall-to-Spring; by start score)**

Demographic Group	17-18	
	Math	Reading
American Indian or Alaska Native	N/A†	N/A†
Asian	46.9%	30.4%
Black or African American	33.3%	29.4%
Hispanic/Latino	27.7%	26.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	30.7%	32.9%
White	39.8%	40.8%
EL	31.0%	27.2%
SPED	29.4%	27.8%
FRP	35.2%	31.8%
Overall	36.2%	34.5%

†Counts too small to report.

**Table 1.1.2e: Percentage of C grades or higher in the following subjects**

Subject Area	17-18	
	7-8	9-12
Geography/Social Studies	92.3%	92.2%
World Language	86.4%	95.7%
Technology (Tech Ed and Industrial Tech)	96.4%	92.5%
Business Education	N/A	97.0%
Fine or Applied Arts	98.5%	94.7%
Health	92.9%	93.4%
Physical Education	99.8%	96.8%
<b>Overall</b>	<b>93.4%</b>	<b>94.4%</b>

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** (enter rating and reasoning when appropriate)

**Statement of Assertion:** The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math and Science.

**Board Member's Summarizing Comments**

### 1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements

#### Operational Interpretation:

1. I interpret *broad-based education* as:
  - a. Authentic learning experiences within the educational program preparing students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
2. I interpret *exceeds* as to go beyond state expectations.
3. I interpret *Minnesota State Graduation Requirements* as the three requirements of the State of Minnesota:
  - a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, 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.

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#### Justification:

Developing a broad-based education requires extensive study, practice and thinking in the area of math and English Language Arts. 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. We also know that broad based educational opportunities allow students to discover their passions and interests, leading to continuous learning. Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include College in the Schools (CIS), Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement and Career and Technical Education (CTE) courses. Research shows that pre-college experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

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**Measurement Plan:**

Demonstration of exceeding minimum graduation requirements:

- Post-Secondary Options- Dual Enrollment
  - Number/Percent of Students that are Post-Secondary eligible (Gr. 10-12)
  - Number of Students enrolled and successfully completing PSEO/CIS course work.
- Students enrolled in rigorous coursework
  - Number of students taking AP exams
  - Number of students scoring 3 or better on AP exams
- Advanced course offerings i.e. World Languages, Career & Tech Ed, Math
- Percentages of graduating students who earned credits above and beyond minimum graduation requirements.
- Percentage of students graduating with a completed My Life plan.

**Evidence:**

**Table 1.1.3a: Percent and number of Eden Prairie High School students demonstrating how they are exceeding minimum graduation requirements**

	16-17	17-18
# 10-12 Grade students eligible for PSEO	1,780	1,780
% 10-12 Grade students eligible for PSEO	80.0%	79.2%
# of students enrolled and successfully completed PSEO Courses	105	141
# of students enrolled and successfully completed CIS Courses	257	271
# of students enrolled in a World Language	1,858	1,840
# of students enrolled in Career & Technology Education Courses	597	514
# of students enrolled in AP Courses	1,071	1,071
# of students enrolled in Advanced/Honors course offerings	1,687	1,705
# of AP Exams completed with Scores of 3 or Better	1,521	1,529
# of Students who took AP Exams	837	837
% of graduates who earned >54 credits	89.1%	86.9%
% of graduates with a completed My Life plan	91.7%	100.0%

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** *(enter rating and reasoning when appropriate)*

**Statement of Assertion:** [The Eden Prairie School District did demonstrate the expected progress toward the achievement of 1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.](#)

**Board Member's Summarizing Comments**



# **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 2017 - June 2018

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

Ol: June 12, 2017

Evidence: October 22, 2018

### 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 exist between racial and service demographic groups.
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 post-secondary success as measured by persistence and completion of post-secondary programming.

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#### 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, or other demographic indicator.

District Policy 613 defines graduation requirements.

The MN department of Education supports a 4 to 6 year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements. 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 Eden Prairie Schools programs and instructional delivery methods for continuous improvement.

Eden Prairie Schools, has identified measures that are designed to predict success of a student's K-12 career and college and career readiness. The ACT Aspire and ACT assessment measures the academic preparation of students to progress to multiple opportunities after high school. The research behind the ACT assessment ensures the assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for post-secondary education and workforce training.

The ACT College and Career Readiness Standards have two research-based components:

1. ACT score ranges are developed based on an in-depth analysis of thousands of student responses. Responses are reviewed across multiple test forms that have been developed against test blueprints. The blueprints align both the content and depth of knowledge in the assessments to standards that describe what students should know and be able to do within the various ACT score ranges.
2. Students progression across ACT score ranges provides a concrete indicator of whether students are performing well enough in relation to those standards to be considered ready for post-secondary opportunities.

On the ACT and ACT Aspire subject-area tests, the Benchmarks are scores representing a minimum score required for students to have a high probability of success in credit-bearing, entry-level college courses in that subject area level.

Citation:

[www.act.org](http://www.act.org)

[https://nces.ed.gov/npec/pdf/kuh\\_team\\_report.pdf](https://nces.ed.gov/npec/pdf/kuh_team_report.pdf)

Citation: MN SLEDs - <http://sleds.mn.gov/>

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**Measurement Plan:**

Percentage of students meeting ACT and ACT Aspire benchmarks indicating on track status to be College and Career Ready as measured by ACT Aspire at grades 7 and 9 and ACT at grade 11.

Demonstration of exceeding minimum ACT and ACT Aspire benchmarks:

- Percent of 7th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science
- Percent of 9th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science
- Percent of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science and Composite

4-Year District Graduation Rate

- Target 93%
- Demographic breakdown results– Include N-size

6-Year District Graduation Rate

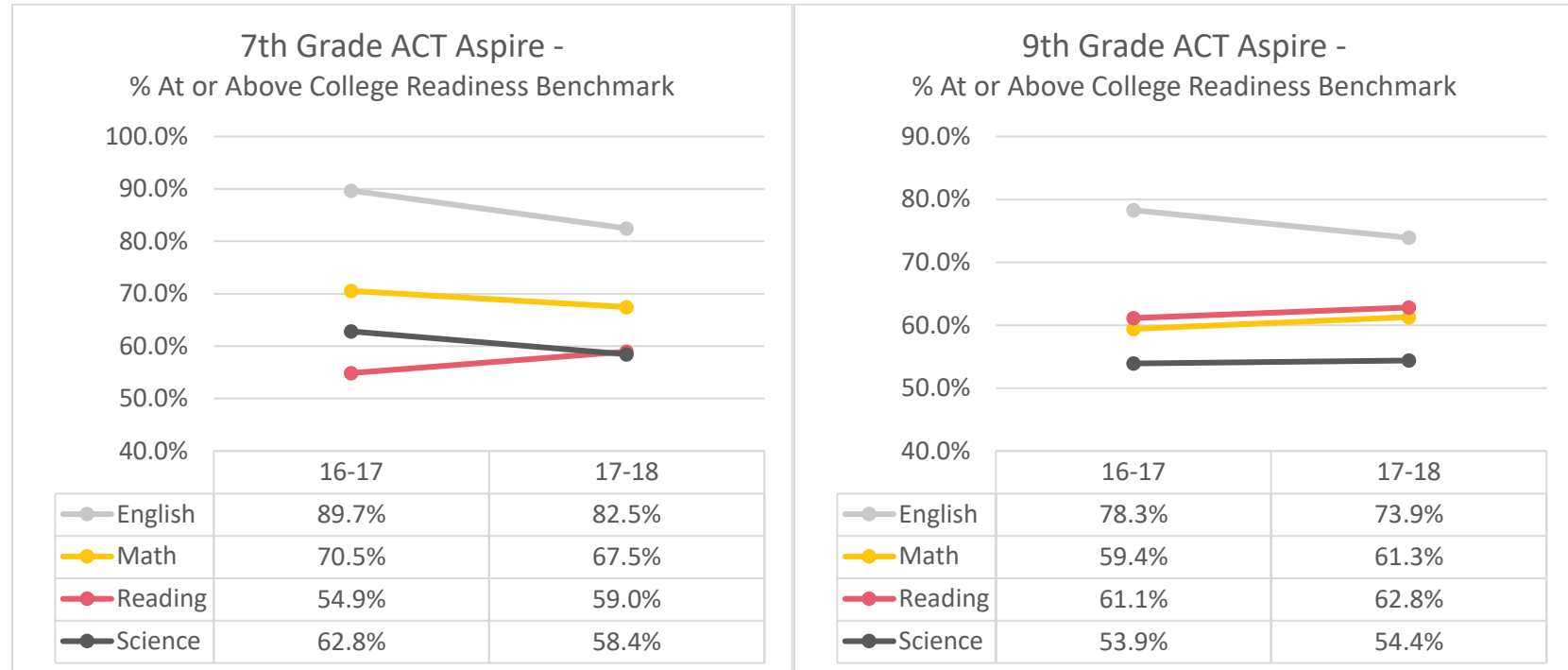
- Target 97%
- No Demographic breakdown because of N-size

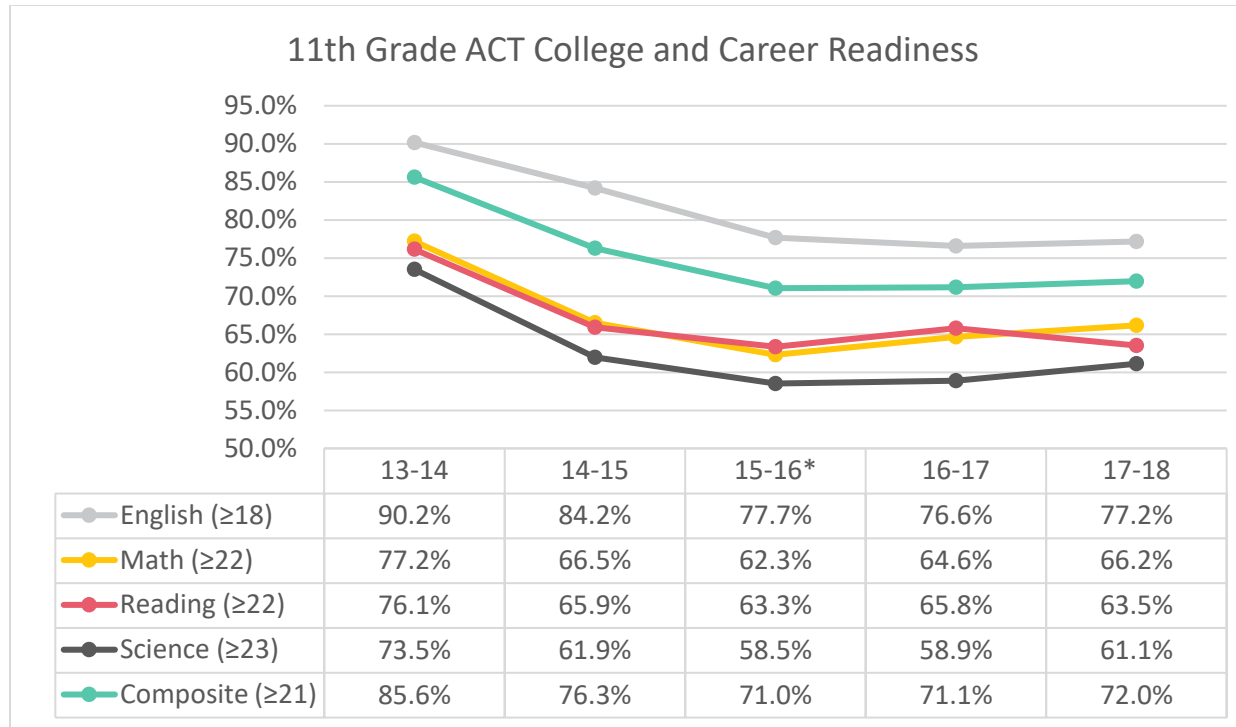
State Longitudinal Educational Data System (SLEDs)

- Post-Secondary Education Entrance Target 90% enrolled
- 2nd Year College Persistence Target 95% enrolled
- 4-Year College Completion Target 45% Percent of HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion Target 70% Percent of HS graduates completing a degree or certificate within 6 years



**Evidence:**





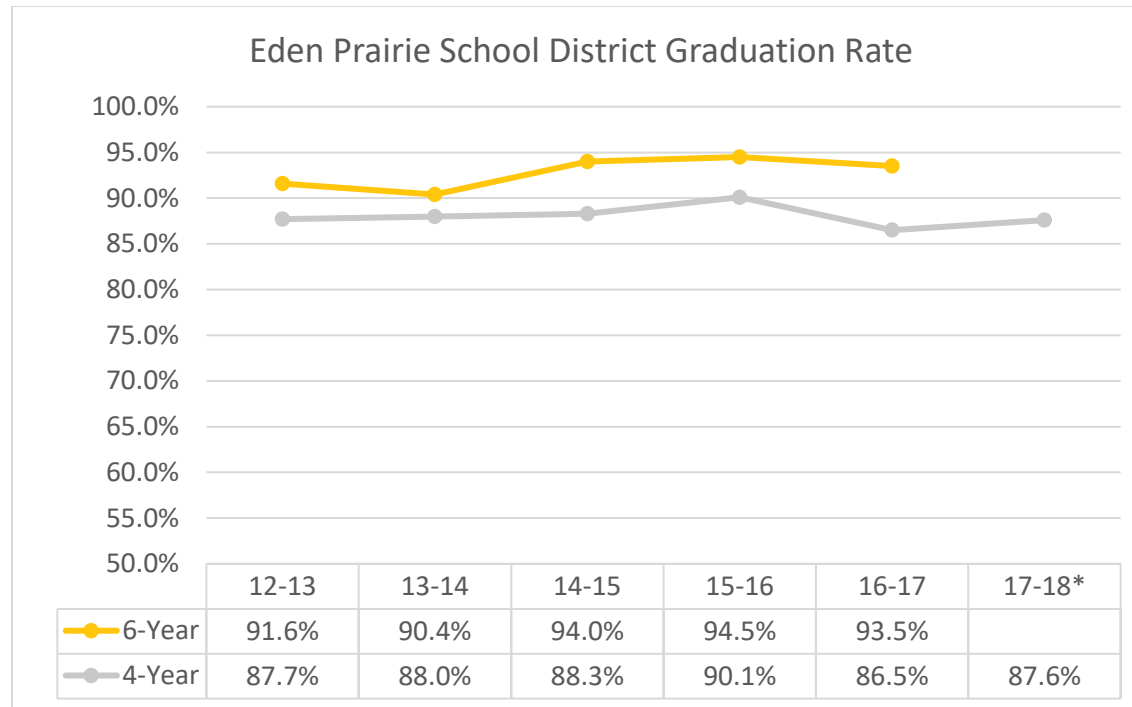
\* Prior to 15-16 not all students took the ACT. Beginning in 15-16, all students were administered the exam.

**Table 1.1a: Percent of Eden Prairie students demonstrating college and career readiness**

Grade	English		Math		Reading		Science		Composite (≥21)		Writing*	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
7 <sup>th</sup> Grade ACT Aspire	89.7%	82.5%	70.5%	67.5%	54.9%	59.0%	62.8%	58.4%	N/A	N/A	40.9%	N/A
9 <sup>th</sup> Grade ACT Aspire	78.3%	73.9%	59.4%	61.3%	61.1%	62.8%	53.9%	54.4%	N/A	N/A	62.7%	N/A
11 <sup>th</sup> Grade ACT	76.6%	77.2%	64.6%	66.2%	65.8%	63.50%	59.0%	61.1%	71.1%	72.0%	N/A	N/A

Note: the math result for 16-17 was incorrectly reported last year; this has been corrected.

\*ACT Aspire no longer reports college and career readiness indicators for Writing.



\*Preliminary 17-18 4-year graduation rate is preliminary.

Note: Last year, MDE developed a new graduation rate methodology to align with ESSA; these numbers reflect the recalculated rates.

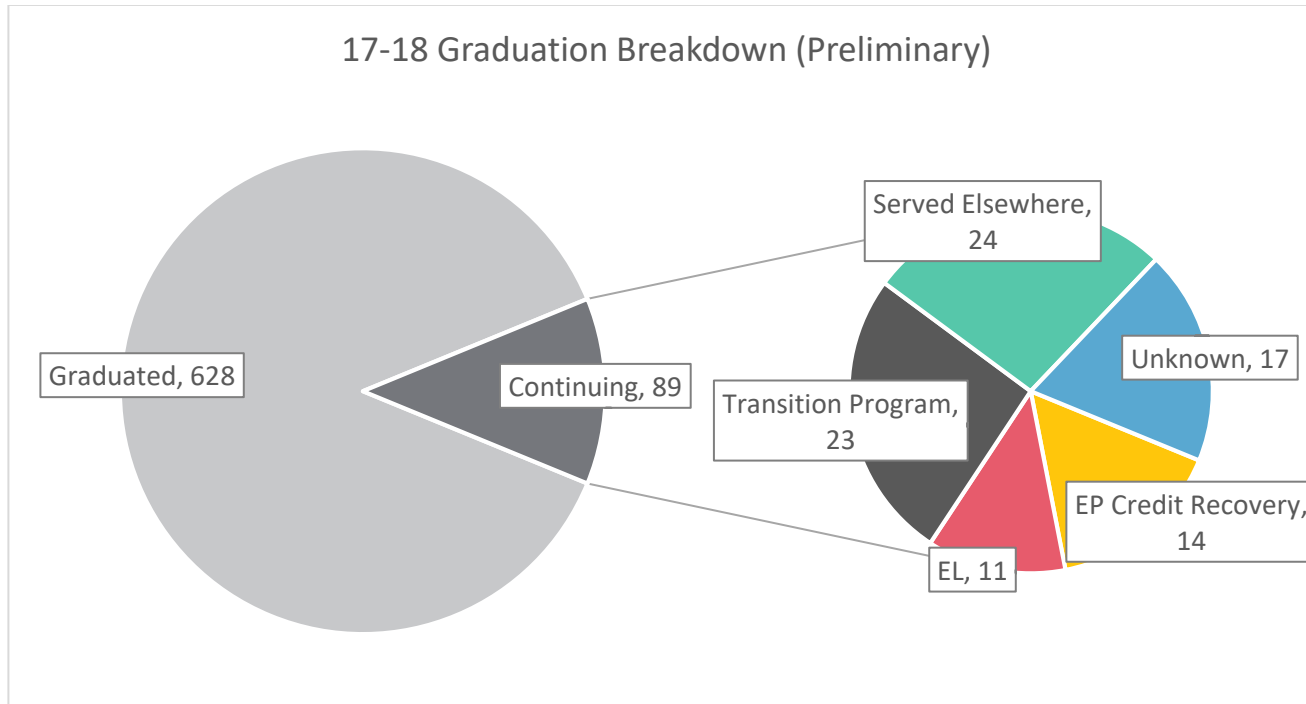


Table 1.1b: 4-Year and 7-Year Graduation Rate

Graduation Rate	Final 16-17	Preliminary 17-18*	Target	Target Met
4-Year (Class of 2017)	86.5%	87.6%	93%	
6-Year (Class of 2015)	95.1%	N/A	97%	

\*Preliminary 17-18 4-year graduation rate is preliminary.

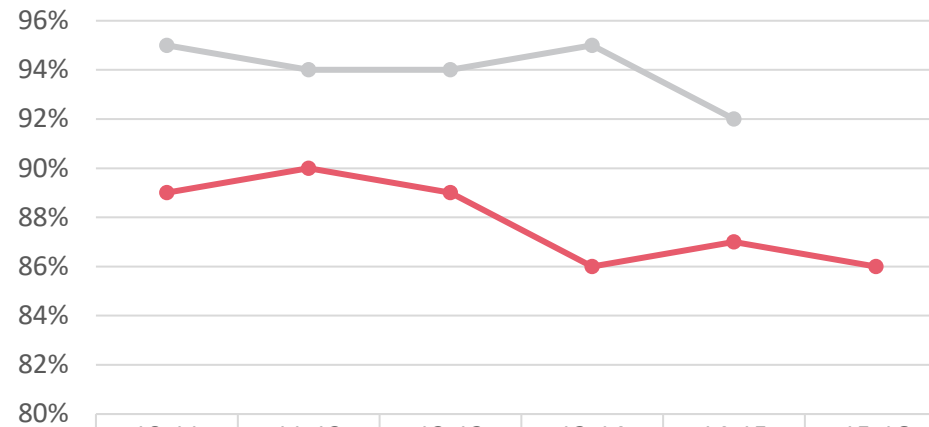
**Table 1.1c: 4-Year Graduation Rate by Demographic Group**

<b>Demographic Group</b>	<b>Final 16-17</b>	<b>Preliminary 17-18*</b>
American Indian or Alaska Native	N/A†	N/A†
Asian	88.6%	90.2%
Black or African American	58.8%	69.4%
Hispanic/Latino	65.4%	73.3%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	71.4%	82.8%
White	92.6%	91.7%
EL	46.3%	10.5%
FRP	63.0%	68.4%
SPED	53.2%	54.1%
<b>Overall</b>	<b>86.5%</b>	<b>87.5%</b>

\*Preliminary 17-18 4-year graduation rate is preliminary.

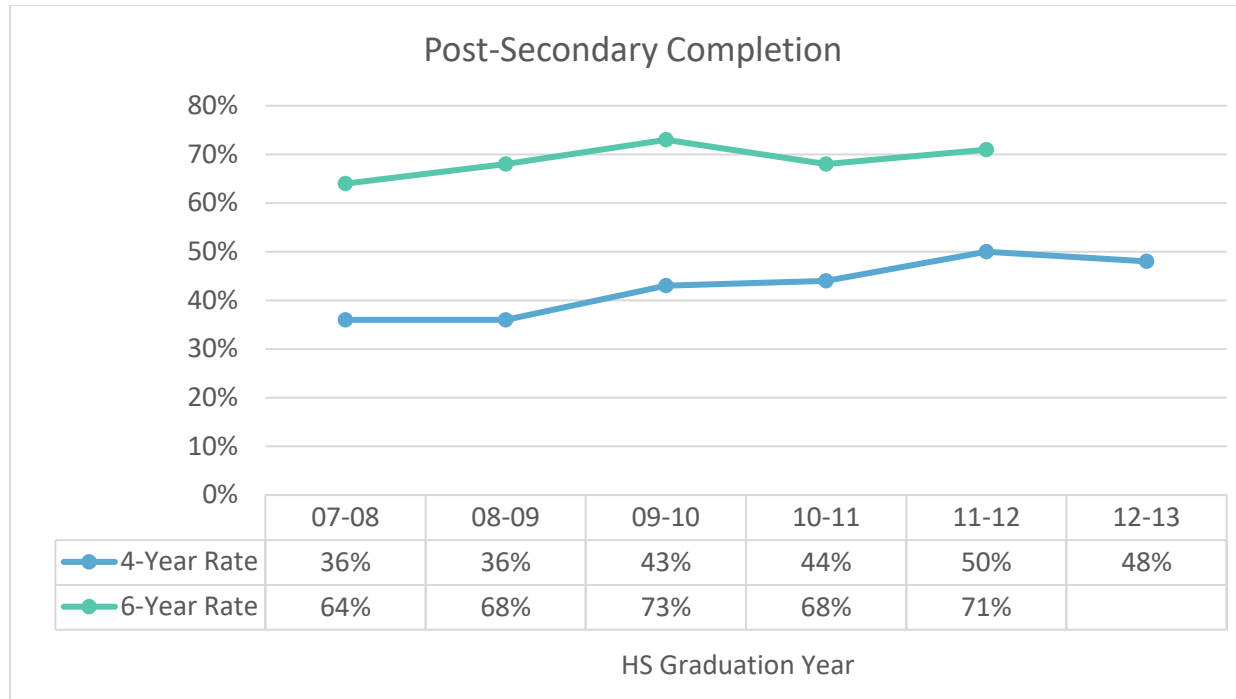
†Counts too small to report.

### Post-Secondary Enrollment and Persistence



—●— 2nd Year Persistence	10-11	11-12	12-13	13-14	14-15	15-16
	95%	94%	94%	95%	92%	
—●— 1st Fall Enrollment	10-11	11-12	12-13	13-14	14-15	15-16
	89%	90%	89%	86%	87%	86%

HS Graduation Year



**Table 1.1d: Post-secondary education metrics**

	HS Graduation Year	
	14-15	15-16
Percent of HS Graduates Enrolling in College – Fall	87%	86%
	13-14	14-15
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	95%	92%
	11-12	12-13
4-Year College Completion Target	50%	48%
	10-11	11-12
6-Year College Completion Target	68%	71%

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** *(enter rating and reasoning when appropriate)*

**Statement of Assertion:** The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

**Board Member's Summarizing Comments**

**1.1.1 Each student is reading at grade level by the end of third grade**

**Operational Interpretation:**

1. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
2. I interpret 3rd grade reading proficiency as grade level performance in 2 out of 3 aligned assessment tools.

**Justification:**

Grade level reading proficiency can be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to identify proficiency. One measure should not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. The MN 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.



Three tools will be used at the third-grade level to measure reading proficiency for each student.

1. The Fountas and Pinnell Reading Assessment is a nationally recognized and widely used valid and reliable tool. This assessment measures the literacy skills associated with the specific grade level.
2. FastBridge adaptive measure for Reading (aReading) This assessment is an evidence-based tool used to screen and monitor student progress in reading proficiency.
3. The Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards.

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student.

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**Measurement Plan:**

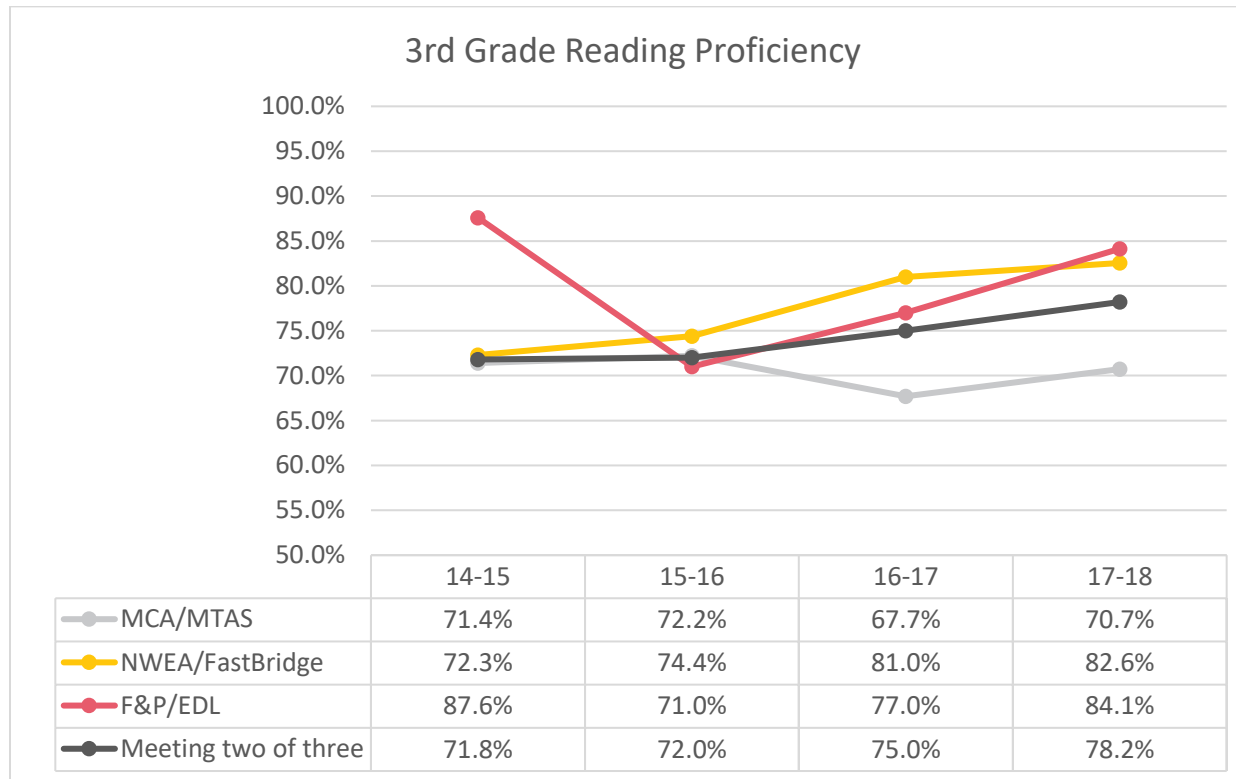
Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade:

- 3<sup>rd</sup> grade MCA Reading Proficiency = Meets or Exceeds (Including n-size)
- FastBridge Assessment 3<sup>rd</sup> grade end of year “aReading” benchmark = 504
- Fountas and Pinnell 3<sup>rd</sup> grade level end of year benchmark = P
- EDL (EHSI) 3rd grade level = 38
- Percentage of students proficient as identified by race, socio-economic and student service groups.

Target: 78% of the students are proficient in 2018.

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**Evidence:**



**Table 1.1.1a: Percent of 3rd grade students enrolled prior to October 1<sup>st</sup> Meeting Proficiency on Two of Three Assessments**

Demographic Group	16-17	17-18
American Indian or Alaska Native	N/A†	N/A†
Asian	87.3%	87.8%
Black or African American	50.0%	55.8%
Hispanic/Latino	47.9%	48.1%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	82.1%	81.8%
White	84.8%	85.8%
EL	46.0%	37.1%
FRP	49.3%	52.5%
SPED	54.2%	36.8%
<b>Overall</b>	<b>75.0%</b>	<b>78.2%</b>

†Counts too small to report.

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** *(enter rating and reasoning when appropriate)*

**Statement of Assertion:** The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1 Each student is reading at grade level by the end of third grade.

**Board Member's Summarizing Comments**

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

#### **Operational Interpretation:**

1. I interpret *district growth expectations* to be at least a year's growth in a year's time for each student at or above grade level and accelerated growth for students below grade level. I interpret not limited to include Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education.
2. 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.

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#### **Justification:**

In Eden Prairie, we know that each student must possess strong skills in English language arts, math and science to excel in all other academic areas. It is our goal that all students will perform at or above grade level in each of the content areas. Measuring the individual growth of each learner is as important as determining proficiency in English Language Arts, Math and Science.

Any students who do not meet grade level expectations must make more than one year's expected academic growth to close the achievement disparities gap. When a student makes accelerated (at or above the 80 percentile) growth they can work to attain grade level expectations.

Eden Prairie Schools believes in a balanced assessment system which includes a body of evidence to support:

- data informed instruction and learning;
- continuous improvement and
- data driven programing and practices.

The aReading assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000). It is also cross-walked to the National Common Core Standards (2010).

Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6 universal and 7-8 for those performing below grade level. EarlyReading is the equivalent assessment for developing readers. EarlyReading is in grades K and 1. It is useful to predict performance on high-stakes assessments (e.g., state tests). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. AReading is designed for Universal Screening to identify students at risk for academic delays and to differentiate instruction for all students.

The aMath 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 2-6 universal and 7-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians. earlyMath is in grades K and 1.

FastBridge adaptive measure for Reading was originally developed by Deno and colleagues to index the level and rate of reading achievement (Deno, 1985; Shinn, 1989). This assessment is an evidence-based tool used to screen and monitor student progress in reading proficiency. This assessment is administered by a trained teacher.

The Minnesota Comprehensive Assessments (MCA's) are used to measure proficiency and growth in reading and math and proficiency in science. This assessment is administered in grades 3-8 and high school. Reading and Math tests are given to students in grades 3-8, 10 and 11. Science is given in grades 5, 8 and high School. These assessments meet the requirements of the Elementary and Secondary Education Act (ESEA).

Inside other curriculum such as Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education students are measured in grades 7-12 through locally developed assessments to indicate proficiency levels met through a grade based system.

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**Measurement Plan:**

**MCA and MTAS Proficiency grades 3-8 and high school 2017-2018**

Source: MDE Minnesota Report Card, Oct 1 Enrollment

**READING** grades 3-8 and HS

**MATH** grades 3-8 and HS

**SCIENCE** Grades 5, 8 and HS

**Targets**

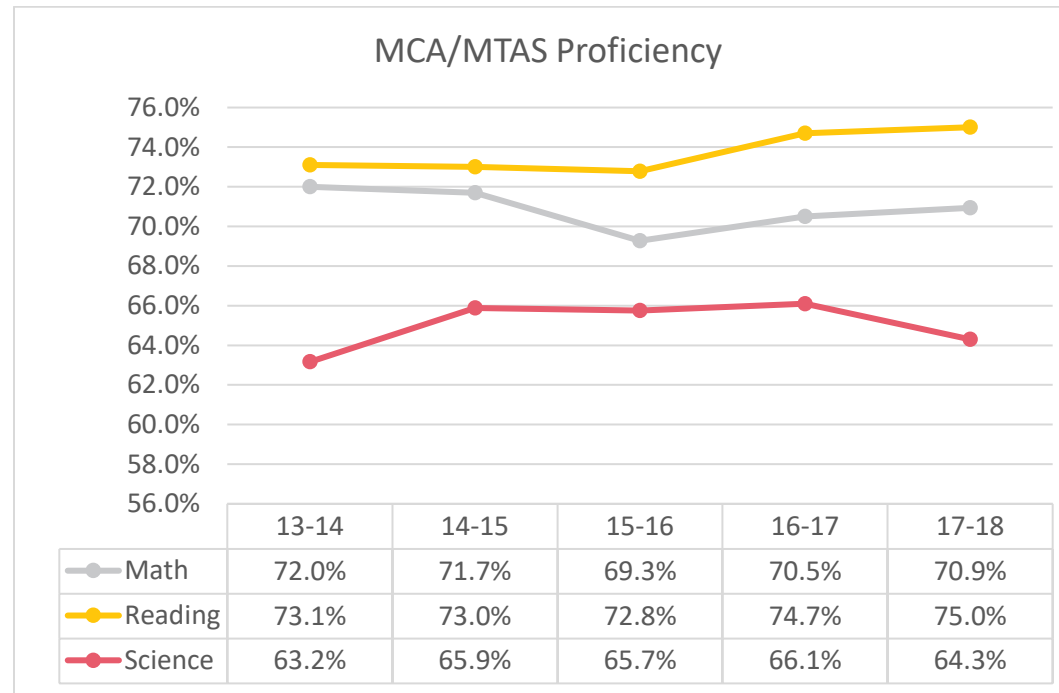
Target for 2018 - 74% of students will be at or above proficiency

Target for 2018 - 71% of students will be at or above proficiency

Target for 2018 - 67% of students will be at or above proficiency

<p><b>Measurement of Growth 2017-2018</b> MCA -Spring to Spring growth grades 4-8 and high school for 2017-2018</p> <p><b>READING</b></p> <p><b>MATH</b></p> <p><b>SCIENCE*</b> <i>*Minnesota State Assessments do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.</i></p>	<p>Target for 2018 - 74% of students will be at medium or high growth</p> <p>Target for 2018 - 78% of students will be at medium or high growth</p>
<p><b>FastBridge Growth Grades K-6 - Fall to Spring growth (by start score)</b></p> <p><b>READING 2017-2018</b></p> <p><b>MATH 2017-2018</b></p>	<p>Percentage of students below grade level with aggressive growth</p> <p>Percentage of students below grade level with aggressive growth</p>
<p><b>2017-2018 Baseline Year of Percentage of C grades or higher in the following subjects</b></p> <ul style="list-style-type: none"> <li>• Geography/Social Studies</li> <li>• World Language</li> <li>• Technology (Tech Ed and Industrial Tech)</li> <li>• Business Education - NA for grade 7 and 8</li> <li>• Fine or Applied Arts</li> <li>• Health</li> <li>• Physical Education</li> </ul>	

**Evidence:**



**Table 1.1.2a: Percent of students enrolled prior to October 1<sup>st</sup> by grade that Meet or Exceed the proficiency standard on MCA/MTAS**

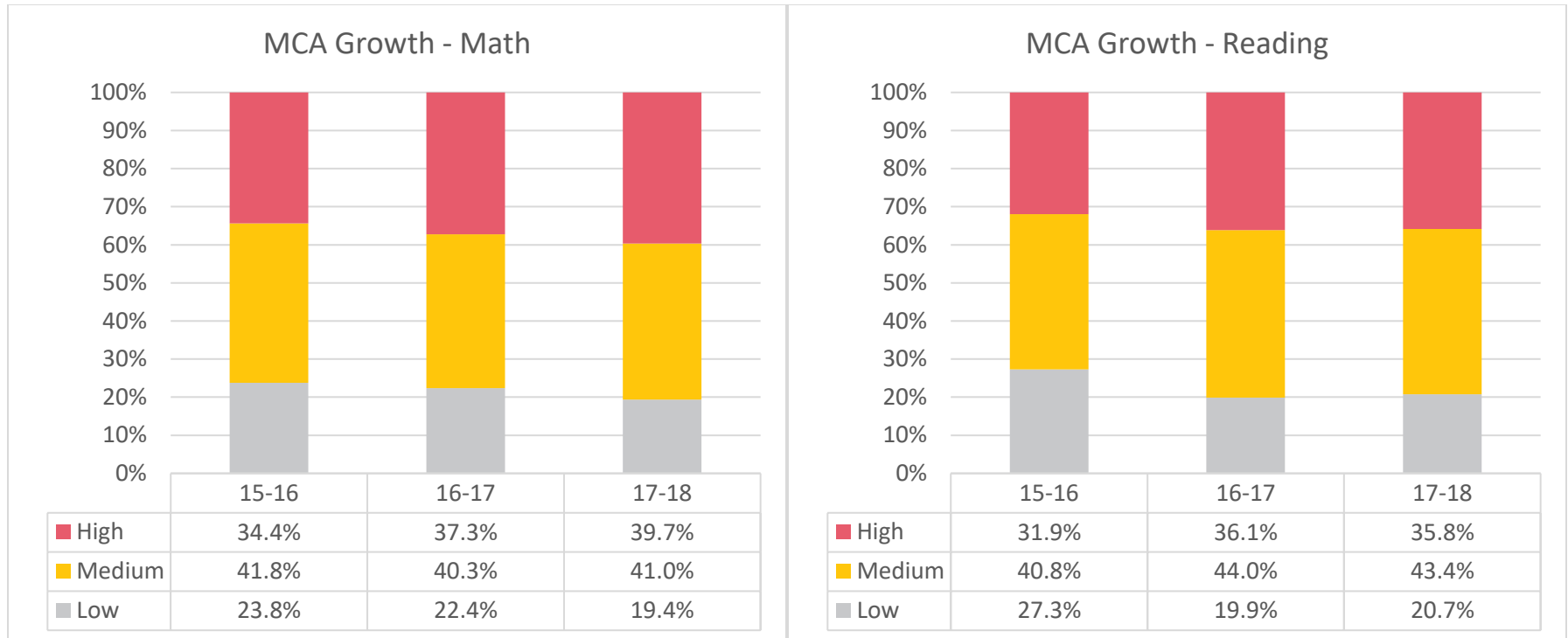
Grade	Math		Reading		Science	
	16-17	17-18	16-17	17-18	16-17	17-18
3	74.7%	72.4%	67.7%	70.7%	N/A	N/A
4	75.4%	78.6%	74.5%	72.8%	N/A	N/A
5	69.5%	67.8%	80.4%	82.8%	67.0%	70.1%
6	67.4%	70.0%	79.2%	79.8%	N/A	N/A
7	70.8%	66.5%	74.7%	73.6%	N/A	N/A
8	72.7%	77.7%	72.9%	74.6%	61.8%	62.4%
HS	63.9%	63.4%	73.8%	71.2%	69.2%	61.3%
Overall	70.5%	70.9%	74.7%	75.0%	66.1%	64.3%

**Table 1.1.2b: Percent of students enrolled prior to October 1<sup>st</sup> by demographic group that Meet or Exceed the proficiency standard on MCA/MTAS**

Demographic Group	Math		Reading		Science	
	16-17	17-18	16-17	17-18	16-17	17-18
American Indian or Alaska Native	33.3%	45.5%	50.0%	63.6%	N/A†	N/A†
Asian	85.0%	87.4%	83.4%	83.0%	76.8%	81.0%
Black or African American	36.0%	39.3%	48.4%	49.8%	31.7%	33.3%
Hispanic/Latino	47.0%	48.0%	61.4%	58.9%	42.6%	44.6%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	63.3%	63.5%	69.3%	73.6%	64.9%	54.1%
White	78.7%	78.5%	80.8%	81.5%	72.3%	71.3%
EL	29.9%	31.3%	22.5%	22.7%	11.5%	8.0%
FRP	39.8%	40.9%	49.8%	49.4%	39.0%	33.5%
SPED	43.1%	36.3%	45.8%	40.3%	44.6%	33.5%
<b>Overall</b>	<b>70.5%</b>	<b>70.9%</b>	<b>74.7%</b>	<b>75.0%</b>	<b>66.1%</b>	<b>64.3%</b>

†Counts too small to report.





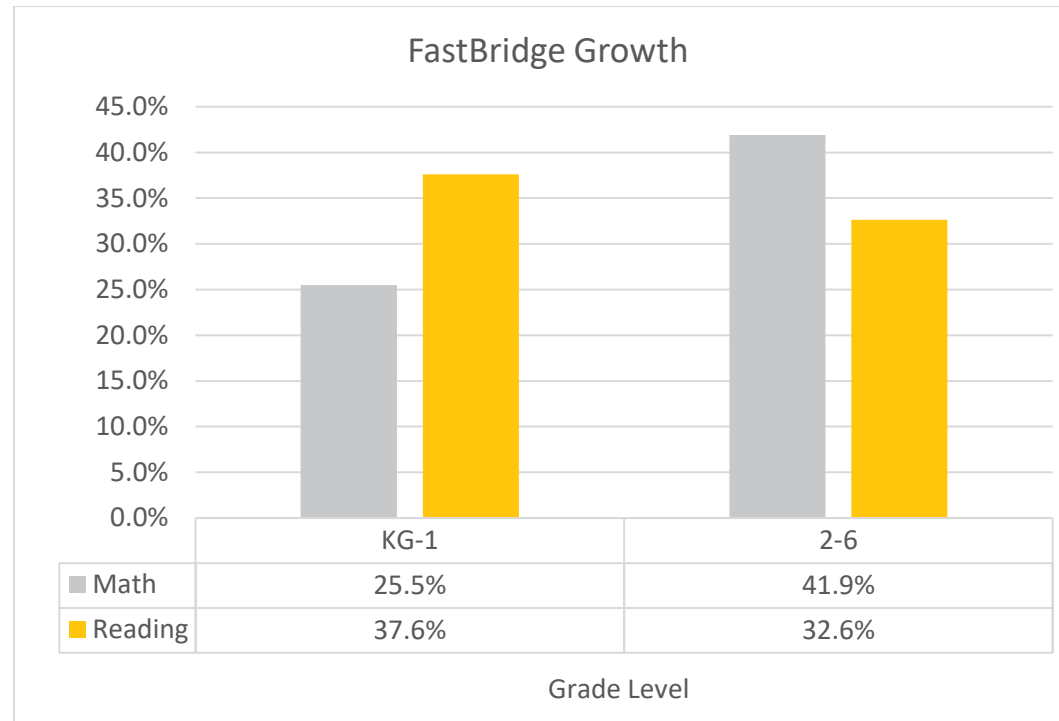
**Table 1.1.2c: Percent of students by grade who made medium or high growth on MCA/MTAS**

Grade	Math		Reading	
	16-17	17-18	16-17	17-18
4	77.2%	83.4%	82.1%	80.5%
5	74.6%	81.4%	82.1%	80.4%
6	80.6%	83.1%	82.7%	83.4%
7	74.6%	77.2%	72.5%	73.2%
8	89.2%	86.3%	83.4%	80.7%
HS	69.3%	71.8%	78.4%	77.5%
Overall	77.6%	80.6%	80.1%	79.3%

**Table 1.1.2d: Percent of students by demographic group who made medium or high growth on MCA/MTAS**

Demographic Group	Math		Reading	
	16-17	17-18	16-17	17-18
American Indian or Alaska Native	91.7%	N/A†	N/A†	N/A†
Asian	87.5%	86.9%	84.0%	79.7%
Black or African American	69.2%	72.5%	75.9%	72.3%
Hispanic/Latino	72.6%	75.9%	75.2%	72.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†
Two or more races	71.0%	80.4%	75.5%	81.7%
White	78.5%	81.8%	81.1%	81.5%
EL	68.0%	70.2%	75.0%	68.9%
SPED	70.5%	69.4%	71.7%	69.8%
FRP	68.5%	72.6%	76.7%	71.1%
Overall	<b>77.6%</b>	<b>80.6%</b>	<b>80.1%</b>	<b>79.3%</b>

†Counts too small to report.



**Table 1.1.2c: Baseline Year - Percent of students by grade below grade level who made aggressive growth on FastBridge (Fall-to-Spring; by start score)**

Grade Level	17-18	
	Math	Reading
KG-1	25.5%	37.6%
2-6	41.9%	32.6%
Overall	36.2%	34.5%

**Table 1.1.2d: Baseline Year - Percent of students by demographic below grade level who made aggressive growth on FastBridge  
(Fall-to-Spring; by start score)**

Demographic Group	17-18	
	Math	Reading
American Indian or Alaska Native	N/A†	N/A†
Asian	46.9%	30.4%
Black or African American	33.3%	29.4%
Hispanic/Latino	27.7%	26.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	30.7%	32.9%
White	39.8%	40.8%
EL	31.0%	27.2%
SPED	29.4%	27.8%
FRP	35.2%	31.8%
Overall	<b>36.2%</b>	<b>34.5%</b>

†Counts too small to report.

**Table 1.1.2e: Percentage of C grades or higher in the following subjects**

Subject Area	17-18	
	7-8	9-12
Geography/Social Studies	92.3%	92.2%
World Language	86.4%	95.7%
Technology (Tech Ed and Industrial Tech)	96.4%	92.5%
Business Education	N/A	97.0%
Fine or Applied Arts	98.5%	94.7%
Health	92.9%	93.4%
Physical Education	99.8%	96.8%
<b>Overall</b>	<b>93.4%</b>	<b>94.4%</b>

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** *(enter rating and reasoning when appropriate)*

**Statement of Assertion:** The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math and Science.

**Board Member's Summarizing Comments**

### 1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements

#### Operational Interpretation:

1. I interpret *broad-based education* as:
  - a. Authentic learning experiences within the educational program preparing students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
2. I interpret *exceeds* as to go beyond state expectations.
3. I interpret *Minnesota State Graduation Requirements* as the three requirements of the State of Minnesota:
  - a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, 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.

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#### Justification:

Developing a broad-based education requires extensive study, practice and thinking in the area of math and English Language Arts. 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. We also know that broad based educational opportunities allow students to discover their passions and interests, leading to continuous learning. Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include College in the Schools (CIS), Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement and Career and Technical Education (CTE) courses. Research shows that pre-college experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

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**Measurement Plan:**

Demonstration of exceeding minimum graduation requirements:

- Post-Secondary Options- Dual Enrollment
  - Number/Percent of Students that are Post-Secondary eligible (Gr. 10-12)
  - Number of Students enrolled and successfully completing PSEO/CIS course work.
- Students enrolled in rigorous coursework
  - Number of students taking AP exams
  - Number of students scoring 3 or better on AP exams
- Advanced course offerings i.e. World Languages, Career & Tech Ed, Math
- Percentages of graduating students who earned credits above and beyond minimum graduation requirements.
- Percentage of students graduating with a completed My Life plan.

**Evidence:**

**Table 1.1.3a: Percent and number of Eden Prairie High School students demonstrating how they are exceeding minimum graduation requirements**

	<b>16-17</b>	<b>17-18</b>
# 10-12 Grade students eligible for PSEO	1,780	1,780
% 10-12 Grade students eligible for PSEO	80.0%	79.2%
# of students enrolled and successfully completed PSEO Courses	105	141
# of students enrolled and successfully completed CIS Courses	257	271
# of students enrolled in a World Language	1,858	1,840
# of students enrolled in Career & Technology Education Courses	597	514
# of students enrolled in AP Courses	1,071	1,071
# of students enrolled in Advanced/Honors course offerings	1,687	1,705
# of AP Exams completed with Scores of 3 or Better	1,521	1,529
# of Students who took AP Exams	837	837
% of graduates who earned >54 credits	89.1%	86.9%
% of graduates with a completed My Life plan	91.7%	100.0%

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

**Board member name:** *(enter rating and reasoning when appropriate)*

**Statement of Assertion:** The Eden Prairie School District did demonstrate the expected progress toward the achievement of 1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

**Board Member's Summarizing Comments**