EP
EDEN PRAIRIE SCHOOLS
Inspiring each student every day

MEETING AGENDA

The mission of Eden Prairie Schools is to inspire each student to learn continuously so they are empowered
To reach personal fulfillment and contribute purposefully to our ever-changing world.

1. **Convene:**
   School Board Roll Call
   Karla Bratrud, Lauren Crandall, Dave Espe, Elaine Larabee, Holly Link, Adam Seidel, Terri Swartout

2. **Presentation: Ends 1.1, 1.2, 1.3 OI (2019-2020)**

   A. Executive Summary - Ends Policies

3. **General Fund Budget Q&A**

4. **Discussion 2020-21 School Calendar Shell** 41

5. **Board Workshop Training Discussion**

6. **Community Linkage Committee**

   A. Review the Inspiring News Article - *Draft* 42

7. **Confirm agenda for next School Board Workshop**

8. **Adjournment at _____p.m.**

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 2018 – June 2019~~ July 2019 – June 2020

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: ~~June 18, 2018~~ June 24, 2019
Evidence: ~~October 2019~~ October 2020

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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 student 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.

Justification:

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on "each" learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

District Policy 613 defines graduation requirements.

The MN department of Education supports a 4 to 7-year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements. 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:

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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
https://nces.ed.gov/npec/pdf/kuh_team_report.pdf
Citation: MN SLEDS - http://sleds.mn.gov/#

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 will increase by 2% points.
- Percent of 9th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science will increase by 2% points.
- Percent of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science ~~and Composite~~ will increase by 2% points.
- 73 percent of 11th grade students will score at or above ACT Composite (21)

4-Year District Graduation Rate
- Target 93%
- Demographic breakdown results– Include N-size

7-Year District Graduation Rate
- Target 97%
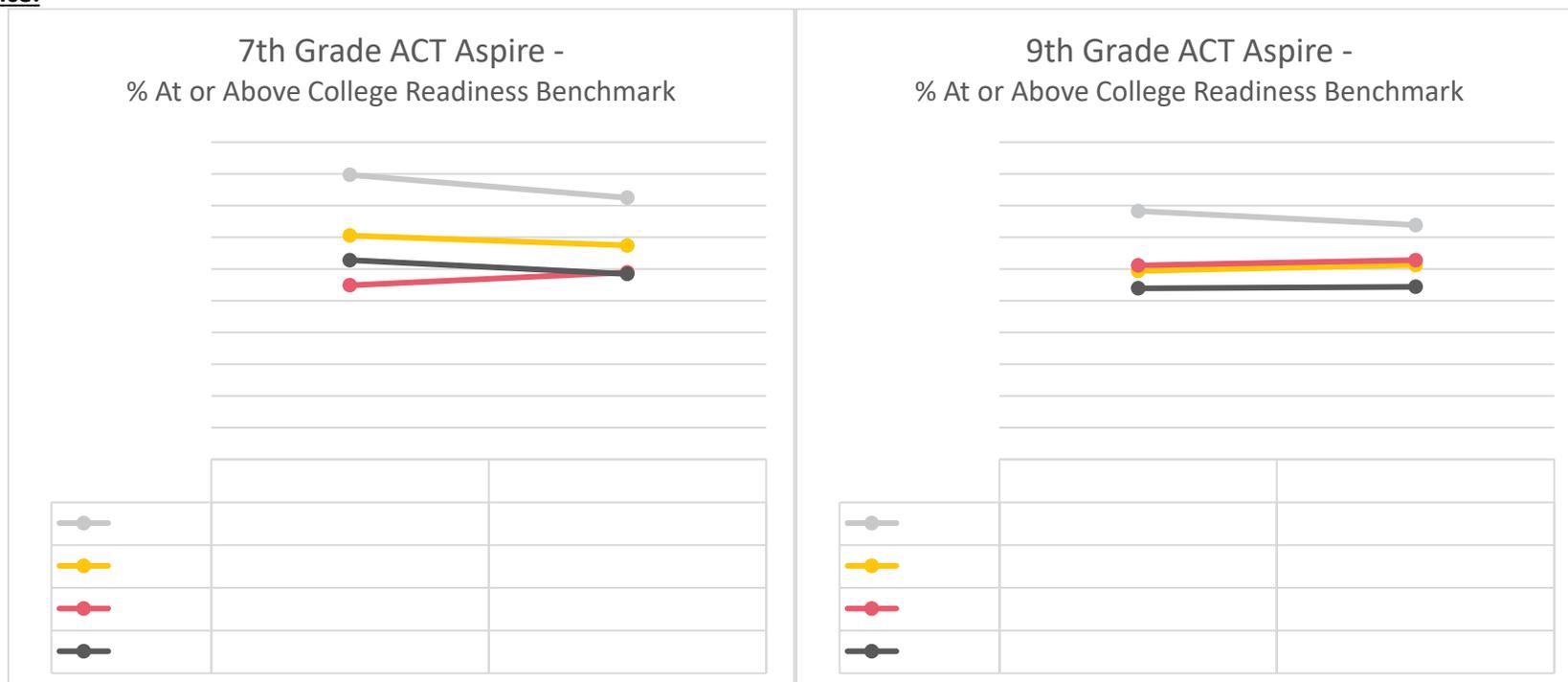- No Demographic breakdown because of N-size

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

5

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

State Longitudinal Educational Data System (SLEDS)

- Percent of HS Graduates Enrolling in College – Fall Target 90% enrolled
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target 95% enrolled
- 4-Year College Completion Target ~~45%~~ 48% HS graduates completing a degree or certificate within 4 years
- 6 Year College Completion Target ~~70%~~ 71% HS graduates completing a degree or certificate within 6 years

Evidence:

7th Grade ACT Aspire -
% At or Above College Readiness Benchmark

9th Grade ACT Aspire -
% At or Above College Readiness Benchmark

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

7
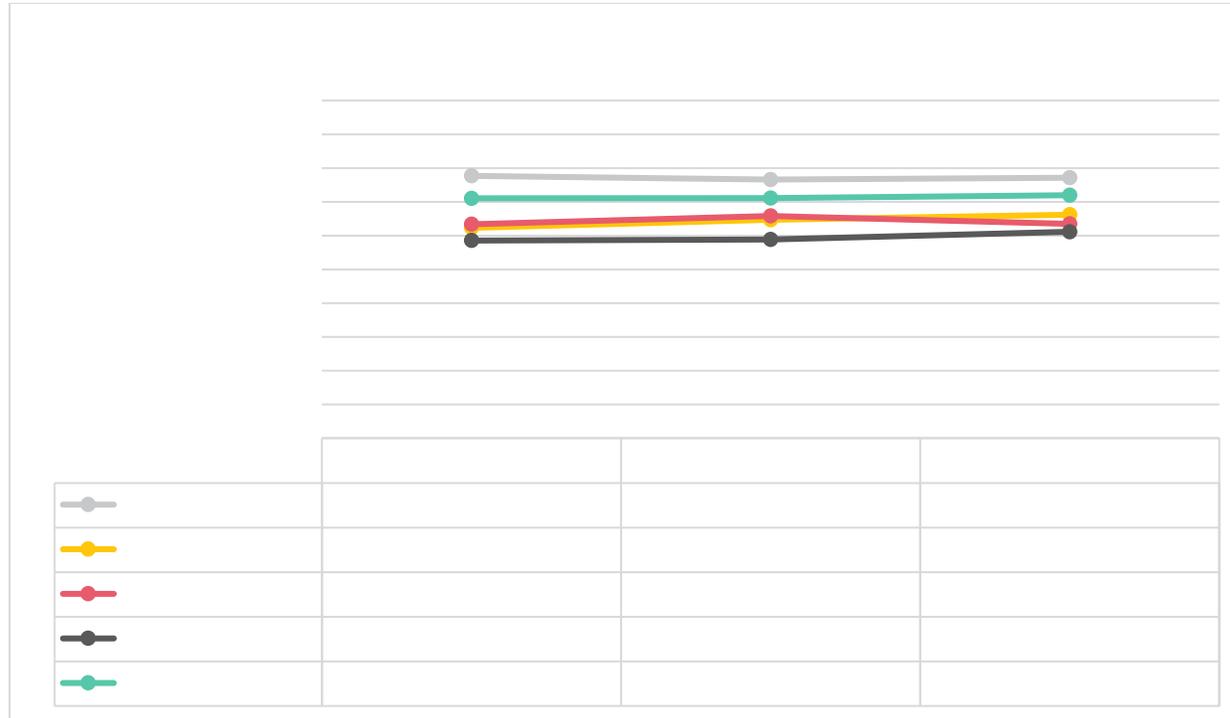
SAMPLE Table 1.1a: Percent of Eden Prairie students demonstrating college and career readiness

Grade	English		Math		Reading		Science		Composite (≥21)	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7th Grade ACT Aspire	82.5%		67.5%		59.0%		58.4%		N/A	
9th Grade ACT Aspire	73.9%		61.3%		62.8%		54.4%		N/A	
11th Grade ACT	77.2%		66.2%		63.50%		61.1%		72.0%	

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

Eden Prairie School District Graduation Rate

8

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

17-18 Graduation Breakdown (Preliminary)

*Sample data.

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

Graduation Rate	Final 17-18	Preliminary 18-19	Target	Target Met
4-Year (Class of 2018)	87.8%		93%	
6-Year (Class of 2016)	95.1%		97%	

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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

Demographic Group		
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
Two or more races		
White		
EL		
FRP		
SPED		
Overall		

10

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

Post-Secondary Enrollment and Persistence

HS Graduation Year

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

12
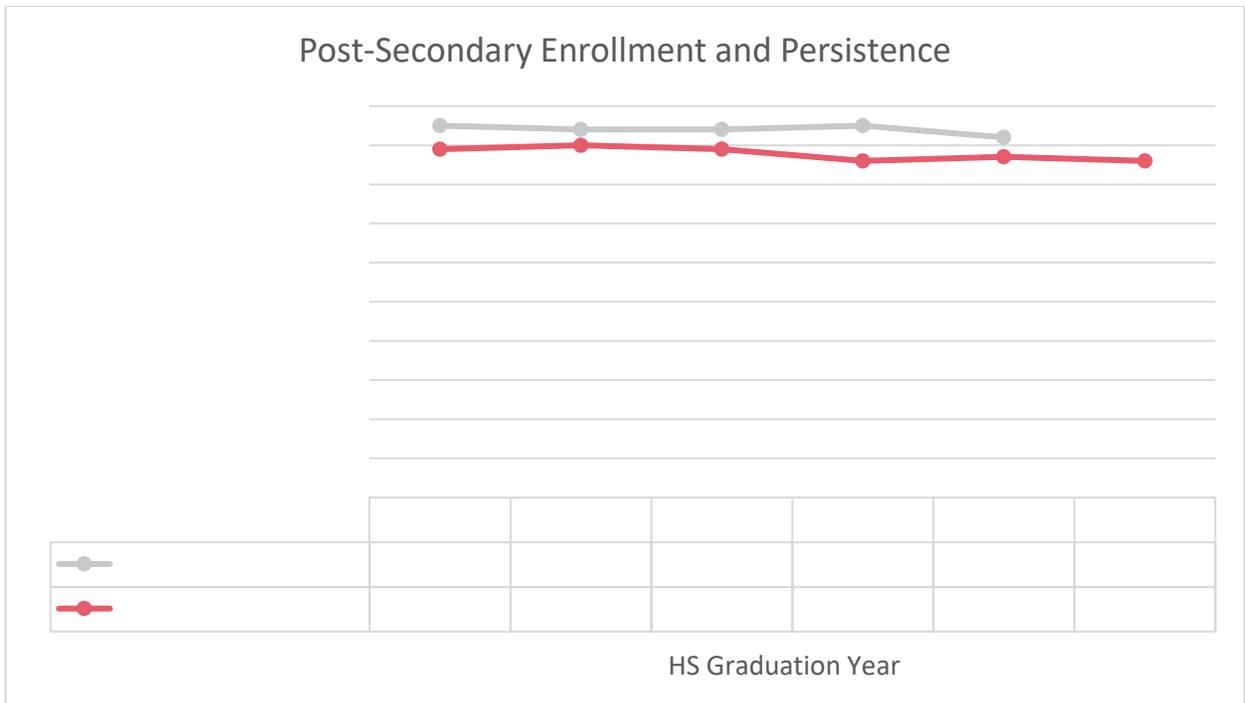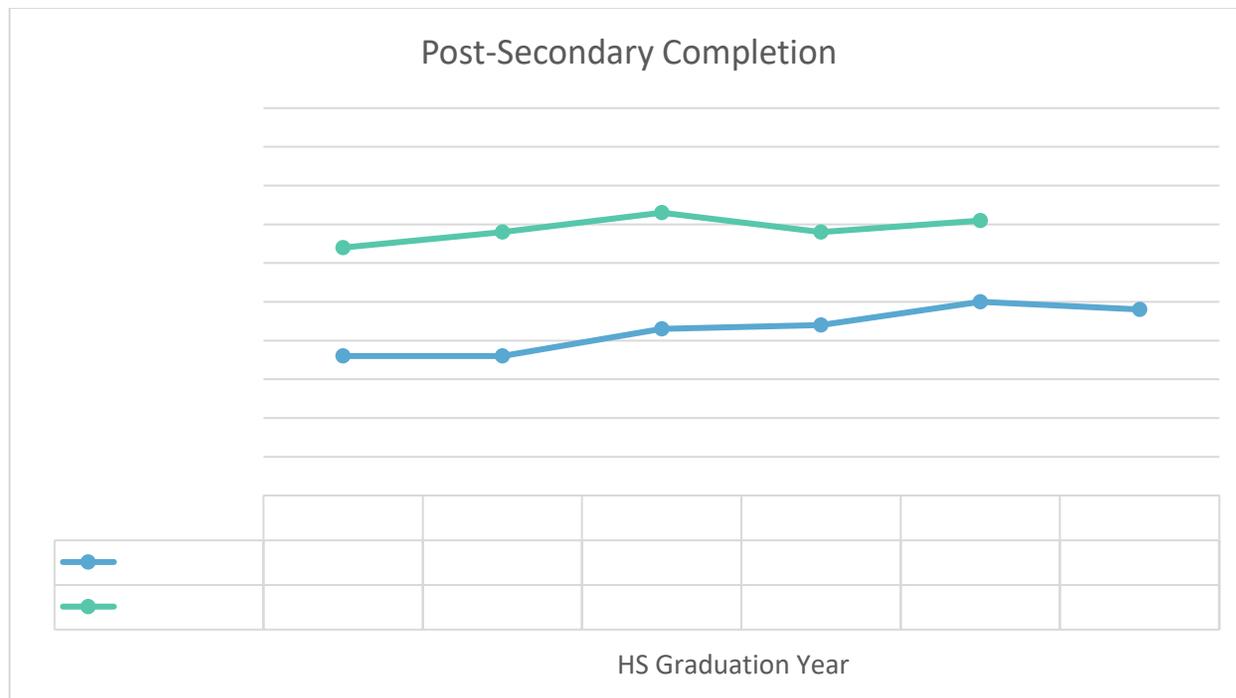
SAMPLE Table 1.1d: Post-secondary education metrics

	HS Graduation Year	
	15-16	**16-17**
Percent of HS Graduates Enrolling in College – Fall	86%	85%
	14-15	**15-16**
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	92%	91%
	12-13	**13-14**
4-Year College Completion Target	48%	50%
	11-12	**12-13**
6-Year College Completion Target	71%	71%

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

Policy Monitoring FOR BOARD USE ONLY
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)*

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.

13

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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.
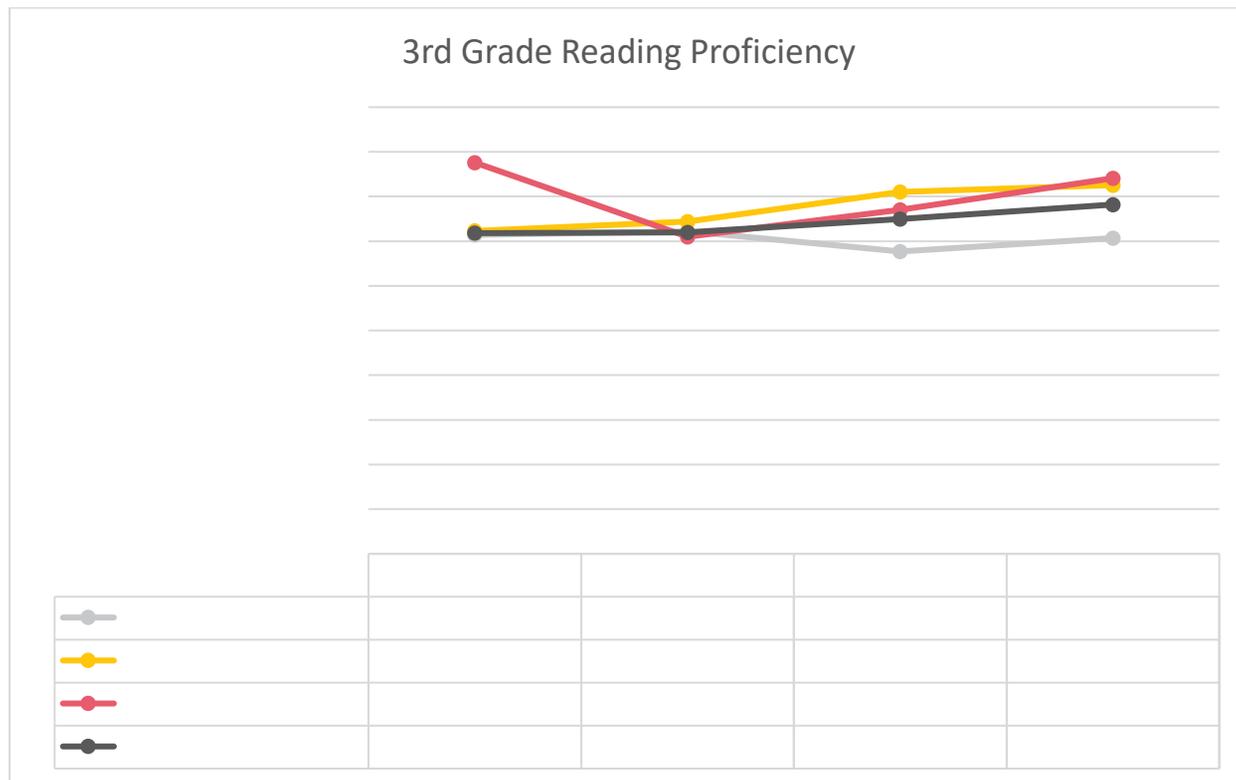
Measurement Plan:
Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade:
- 3rd grade MCA/MTAS Reading Proficiency = Meets or Exceeds (Including n-size)
- FastBridge Assessment 3rd grade end of year "aReading" benchmark ≥ 503 (Retrieved 5/2018)
- Fountas and Pinnell 3rd grade level end of year benchmark ≥ P (Retrieved 5/2018)
- EDL (EHSI) 3rd grade level ≥ 38
- Percentage of students proficient as identified by race, socio-economic and student service groups.

Target: ~~78%~~ 80% of the students are proficient in ~~2018-2019~~ 2019-2020.

14

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

Evidence:

15

3rd Grade Reading Proficiency

	17-18	18-19
MCA/MTAS	70.7%	
NWEA/FastBridge	82.6%	
F&P/EDL	84.1%	
Meeting two of three	78.2%	

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

SAMPLE Table 1.1.1a: Percent of 3rd grade students enrolled prior to October 1st Meeting Proficiency on Two of Three Assessments

Demographic Group	17-18	18-19
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
Two or more races		
White		
EL		
FRP		
SPED		
Overall		

16

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)*

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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

Operational Interpretation:
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.
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:
In Eden Prairie, we know that each student possesses 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), aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. 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 earlyReading is the equivalent assessment for developing readers and is used in grades K and 1. These measures are useful to predict performance on high-stakes assessments (e.g., state tests). aReading is designed for Universal Screening to identify students at risk for academic gaps and personalized instruction for each student.

The 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, number and operations in base ten,

17

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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 an is used in grades K and 1.

The Minnesota Comprehensive Assessments (MCA's) is 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 gradebased system.

Measurement Plan:

	Targets
MCA and MTAS Proficiency grades 3-8 and high school for ~~2018-2019~~ 2019-2020 Source: MDE Minnesota Report Card, October 1, ~~2018~~ 2019 Enrollment • **READING** grades 3-8 and HS • **MATH** grades 3-8 and HS • **SCIENCE** Grades 5, 8 and HS	Reading Goal ~~2018-2019~~ 2019-2020 76% of students will be at or above proficiency Math Goal ~~2018-2019~~ 2019-2020 73% of students will be at or above proficiency Science Goal ~~2018-2019~~ 2019-2020 - 67% of students will be at or above proficiency
Measurement of Growth ~~2018-2019~~ 2019-2020 MCA/MTAS -Spring to Spring growth grades 4-8 and high school for ~~2018-2019~~ 2019-2020 • **READING** • **MATH**	Reading Goal ~~2018-2019~~ 2019-2020 ~~78%~~ 79% of students will be at medium or high growth Math Goal ~~2018-2019~~ 2019-2020 ~~78%~~ 80% of students will be at medium or high growth *Minnesota State Assessments do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.
FastBridge Growth grades K-6 - Fall to Spring growth • **READING** – ~~2018-2019~~ 2019-2020	Percent of students below grade level in Reading achieving aggressive growth will increase by 2% points.

18

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

• **MATH –** ~~2018-2019~~ 2019-2020	Percent of students below grade level in Math achieving aggressive growth will increase by 2% points.
Student Achievement in Other Curriculum Areas in Grades 7-12 • Social Studies • World Language • Technology • Business Education - NA for grade 7 and 8 • Fine or Applied Arts • Health • Physical Education	Percent of students achieving a C grade or higher in the referenced subjects will increase by 2% points.

Evidence:

19

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota
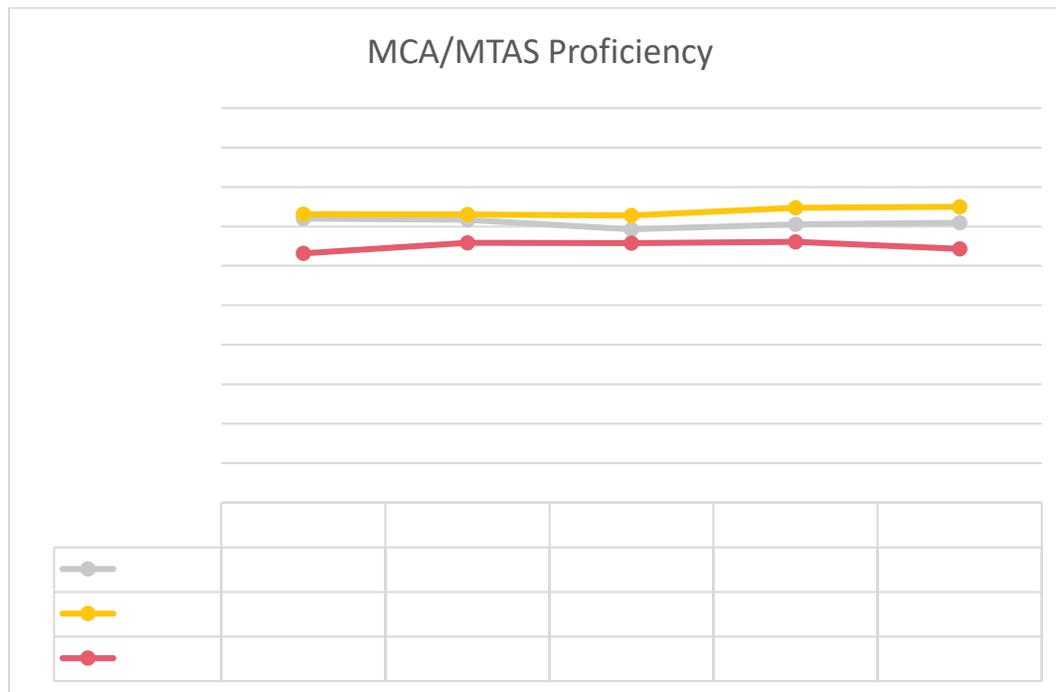
School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

SAMPLE 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	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%**

†Counts too small to report.

SAMPLE 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						
Asian						
Black or African American						
Hispanic/Latino						
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races						
White						
EL						
FRP						
SPED						
Overall						

†Counts too small to report.

20

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

SAMPLE MCA Growth Charts

MCA Growth - Math
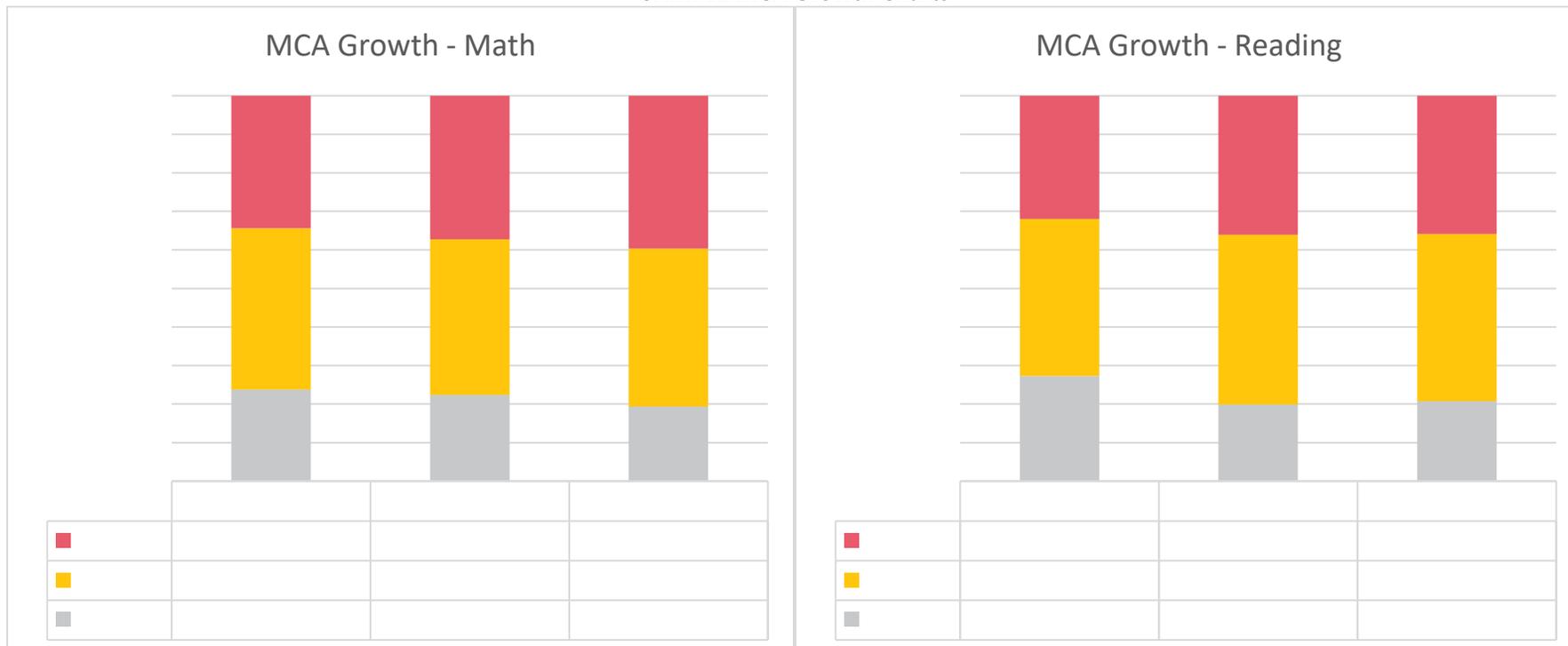
MCA Growth - Reading

SAMPLE 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%**

21

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

SAMPLE 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				
Asian				
Black or African American				
Hispanic/Latino				
Native Hawaiian or Other Pacific Islander				
Two or more races				
White				
EL				
SPED				
FRP				
Overall				

22

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

23

SAMPLE FASTBRIDGE GROWTH GRAPH
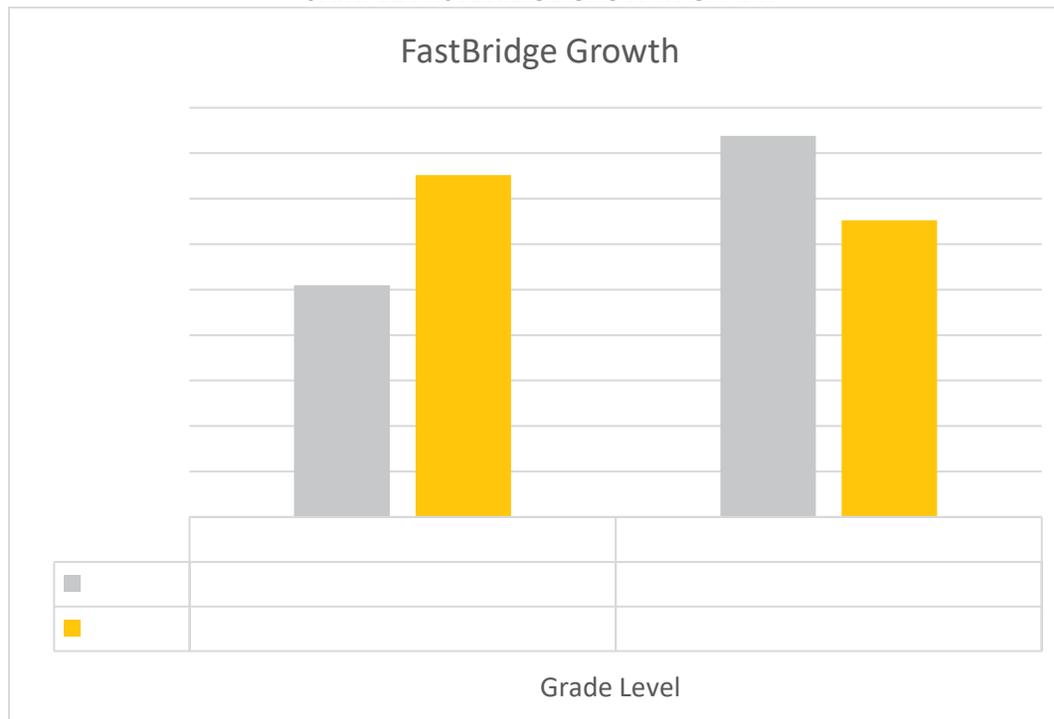
SAMPLE Table 1.1.2c: Percent of students by grade below grade level who made aggressive growth on FastBridge (Fall-to-Spring)

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

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

SAMPLE Table 1.1.2d: Percent of students by demographic below grade level who made aggressive growth on FastBridge (Fall-to-Spring)

Demographic Group	17-18	
	Math	Reading
American Indian or Alaska Native		
Asian		
Black or African American		
Hispanic/Latino		
Native Hawaiian or Other Pacific Islander		
Two or more races		
White		
EL		
SPED		
FRP		
Overall		

24

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

SAMPLE 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		
World Language		
Technology (Tech Ed and Industrial Tech)		
Business Education		
Fine or Applied Arts		
Health		
Physical Education		
Overall		

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)*

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.

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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.

Measurement Plan:

Demonstration of exceeding minimum graduation requirements:
- Post-Secondary Options- Dual Enrollment
    - Percent of students who are eligible for Post-Secondary Options.
    - Percent of students who are enrolled and successfully completing PSEO/CIS course work.
- Students enrolled in rigorous coursework
    - Percent of students enrolled in at least one AP course.
    - Percent of scores 3 or higher on AP exams.
- Percent of students enrolled and successfully completing Advanced course offerings i.e. World Languages, Career & Tech Ed, Math.
- Percent of graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements.

Evidence:

26

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

27

SAMPLE 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
% of students who are eligible for Post-Secondary Options		
% of students who are enrolled and successfully completing PSEO/CIS course work		
% of students enrolled in at least one AP course		
% of scores 3 or higher on AP exams		
% of students enrolled and successfully completing Advanced course offerings i.e. World Languages, Career & Tech Ed, Math		
% of graduating students who earned greater than 54 credits		

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:

Board Member's Summarizing Comments

Eden Prairie School District 272
Ends Policy Monitoring Report

Policy Name:
Ends 1.2 Each student has the 21st century skills needed to succeed in the global economy.

Monitoring Timeline:
~~July 2018 to June 2019~~ July 2019 to June 2020

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: ~~June 18, 2018~~ June 24, 2019
Evidence: ~~October 2019~~ October 2020

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.2 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ ~~June 10, 2019~~

1.2 Each student has the 21st century skills needed to succeed in the global economy.

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 student groups.
2. I interpret the *21st Century Skills* as Communication, Critical Thinking, Collaboration, and Creativity. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21st Century Skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating).

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 service group defined by the Minnesota Department of Education (MDE).

An integration of 21st century themes into daily learning experiences will guarantee and enhance high levels of learning in academic core content areas. The integration of 21st Century skills and content areas increases academic achievement by engaging students in authentic experiences replicating those they will encounter beyond their years in school. These experiences are designed to create transferable skills, preparing students to contribute purposefully to our ever-changing world.

In Eden Prairie, 21st Century skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating). Eden Prairie's interpretation of the 21st Century skills are defined as:

- Communication
  - Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, including being able to communicate interactively and effectively to support individual learning and contribute to the learning of others. Students will communicate effectively in diverse environments showing cultural understanding and global awareness.
- Critical Thinking
  - Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.

29

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.2 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ ~~June 10, 2019~~

- Collaboration
    - Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.
- Creativity
    - Students will be able to think creatively and develop new and worthwhile ideas. Learners will work creatively with others as they develop, implement and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

Eden Prairie's implementation of this measurement is ongoing and we will continue to make progress towards measuring each of the 4C's with all students. Student proficiency of the 4C's is measured through performance assessments embedded into content area assessments. The effective measurement of the 4C's requires the implementation of system-wide rubrics and a shift in teacher practice in the area of assessment. An annual review and update of this measurement plan will ensure long-term success and sustainable change.

Citations:
Partnership for 21st Century Learning - http://www.p21.org/
EdLeader21 - http://www.edleader21.com/

Measurement Plan:

~~2018-2019~~ 2019-2020
- Percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Communication will increase by 2% points.
- Percentage of students in grades EC-2, 3-5, 7-8, 9-12 proficient in the area of Critical Thinking will increase by 2% points.
- Percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Creativity will increase by 2% points.
- Percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Collaboration will increase by 2% points.

Student Performance Data measured by the Eden Prairie's 4C's Rubrics:
- Level 1: describes student performance that requires significant support in reaching basic proficiency.
- Level 2: describes student performance that is approaching proficiency.
- Level 3: describes a "proficient" level of student performance.
- Level 4: describes student performance that is exemplary and exceeds proficiency.

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.2 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

Evidence:

Student Performance Data measured by Eden Prairie's 4C's Rubrics
- EC-12 grade student performance on Critical Thinking, Collaboration, Communication and Creativity

Level 1: describes student performance that requires significant support in reaching basic proficiency.
Level 2: describe student performance that is approaching proficiency.
Level 3: describes a proficient level of student performance.
Level 4: describes student performance that is exemplary and exceeds proficiency.
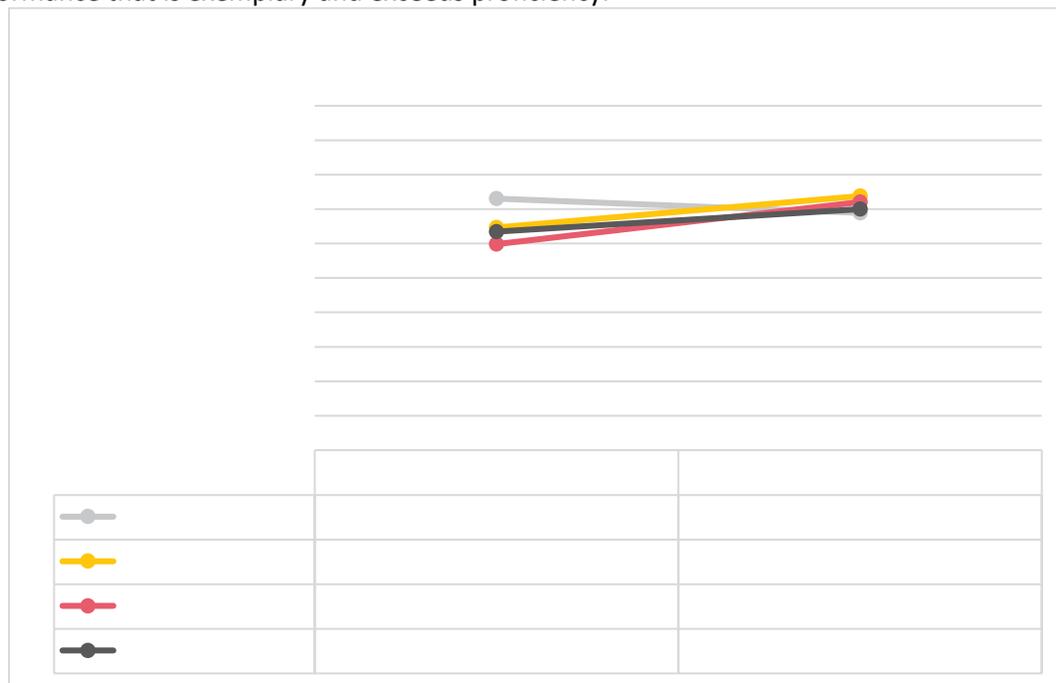
SAMPLE Table 1.2a: Percent of students by grade level who were proficient (earned a 3 or 4) on the 4Cs

Grade	Collaboration		Communication		Creativity		Critical Thinking	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
EC	NA		NA		NA		NA	

Grade	Collaboration	Communication	Creativity	Critical Thinking

31

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.2 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K-2	68.4%		70.0%		70.9%		68.1%	
3-6	75.6%		84.0%		82.8%		75.5%	
7-8	65.3%		71.5%		NA		NA	
9-12	63.1%		65.9%		57.9%		64.4%	
Overall	**68.9%**		**73.8%**		**72.0%**		**70.0%**	

SAMPLE Table 1.2b: Percent of students by demographic group who were proficient (earned a 3 or 4) on the 4Cs

	Collaboration		Communication		Creativity		Critical Thinking	
Demographic Group	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
American Indian or Alaska Native								
Asian								
Hispanic/Latino								
Black or African American								
White								
Native Hawaiian or Other Pacific Islander								
Two or more races								
EL								
SPED								
FRP								
Overall								

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)*

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.2 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

Statement of Assertion:
Board Member's Summarizing Comments

33

Eden Prairie School District 272
Ends Policy Monitoring Report

Policy Name:
Ends 1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

Monitoring Timeline:
~~July 2018 to June 2019~~ July 2019 to June 2020

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: ~~June 18, 2018~~ June 24, 2019
Evidence: ~~October 2019~~ October 2020

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.3 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ ~~June 10, 2019~~

1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

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 student groups.   I interpret the knowledge that citizens and residents need to contribute positively to society as an understanding of civics as defined by the Minnesota Learning Law and Democracy Foundation in partnership with the United States citizenship and immigration services.
2. I interpret to contribute positively to society to mean within the 21st Century demonstrating, self-direction and personal motivation, responsible/respectful behavior, and digital citizenship.

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 service group defined by the Minnesota Department of Education (MDE).

To contribute purposely to society, students must engage in the study of citizenship to develop the content, concepts, skills, and dispositions necessary to be informed and engaged citizens in the contemporary world. These skills are taught throughout our social studies curriculum. Eden Prairie students will be measured on their understanding of these outcomes by completing a comprehensive assessment based upon the naturalization test administered by U.S. Citizenship and Immigration Services.

In our 21st century society, students must develop and model citizenship including digital citizenship. Developing the attributes of a good citizen are essential for all students to create a productive and effective local, national, and global community. To become a digital citizen, students must learn respect for themselves and others, how to educate themselves and others and how to protect themselves and others in a technology rich world.

Learning to become a responsible and respectful citizen of a school community will contribute towards each student becoming a citizen who contributes positively in local, and national, global community. Daily interactions among students should be characterized as respectful for one another regardless of ethnicity, race, gender, political or social philosophies, and/or other characteristics and opinions. The system implementation of Positive Behavior Interventions & Supports paradigm provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.

35

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.3 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ ~~June 10, 2019~~

Personal goal setting increases motivation and self-direction, these attributes are important for citizens to contribute positively to society. Self-directed students continuously self-monitor and seek more challenging ways to meet the goals they have set for themselves, and work with increasing independence as they explore and compare their own experiences and perspectives with those of others. They are able to define, prioritize and complete tasks without direct oversight.

Citations:
Minnesota Learning Law and Democracy Foundation - http://www.legacy.leg.mn/MN-Civics-Questions.pdf
U.S. Citizenship and Immigration Services - https://www.uscis.gov/
ISTE - https://www.iste.org/explore/ArticleDetail?articleid=101
Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf

Measurement Plan:

Civics
Target for ~~2018-2019~~ 2019-2020
- ~~80%~~ 95% of twelfth graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- 95% of twelfth graders will receive a credit bearing grade in Globalization & American Citizenship or Advanced Placement US Government.

Self-Direction and Personal Motivation - Students set personal academic and social emotional goals.
Target for ~~2018-2019~~ 2019-2020
- 90% of students in grades 4-12 set personal academic and social emotional goals

Responsible/Respectful Behavior
Digital Citizenship
Target for ~~2018-2019~~ 2019-2020
- Percentage of students will be found proficient in Digital Citizenship as measured by Eden Prairie Schools digital citizenship strands rubrics embedded into Eden Prairie's 4C's Rubrics and will increase by 2% points.

36

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.3 OI for 2018-19 2019-20
June 18, 2018 June 10, 2019

EC-12 grade student performance in the area of Digital Citizenship
- Level 1: describes student performance that requires significant support in reaching basic proficiency.
- Level 2: describe student performance that is approaching proficiency.
- Level 3: describes a proficient level of student performance.
- Level 4: describe student performance that is exemplary and exceeds proficiency

~~**Suspensions Incidents for 2018-2019**~~

- ~~Reduce K-12 suspension incidents (in-school and out of school) across Eden Prairie Schools and within all racial and student service groups.~~

Respect and Responsibility
- **Baseline data will be collected for K-5 students, from the report card term 2 scores, measuring respectful behavior and responsible behavior.**
- **Baseline data will be collected from 6-12 students using a perception survey focusing on respectful behavior and responsible behavior.**

Attendance Rate
The target for the 2018-2019 2019-2020 school year is to reach 95% or above for all schools.

Evidence:

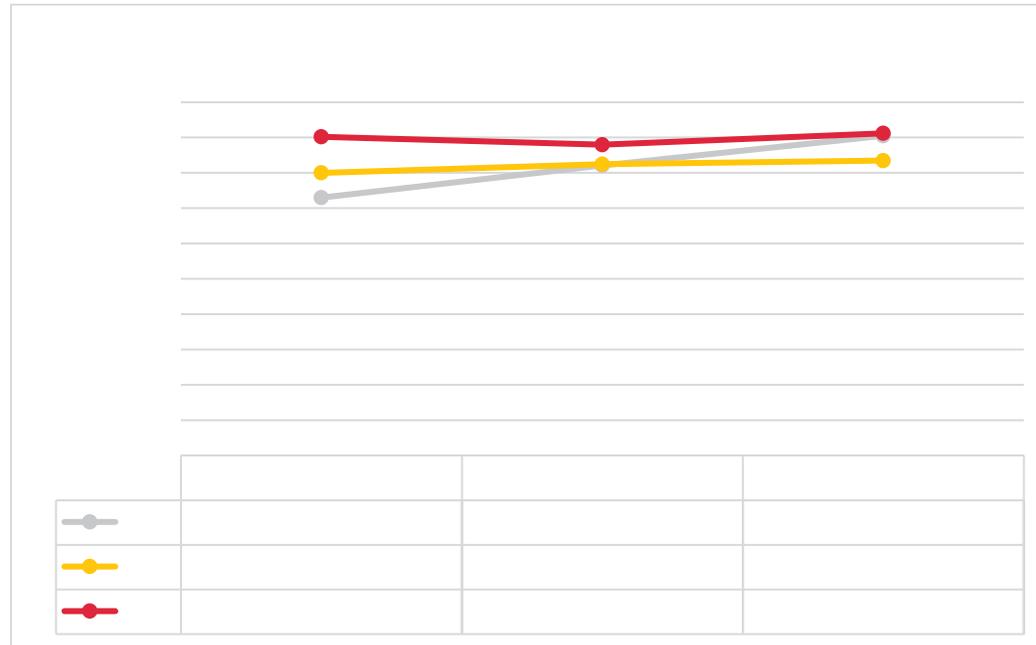**SAMPLE Table 1.3a: Percent of 12th grade students earning 60% or higher on the Minnesota Civics Test**

	17-18	Target	Target Met
60 % or Higher	97.5%	95%	

SAMPLE Table 1.3b: Percent of 12th grade students receiving credit bearing grade in US Government

	17-18	Target	Target Met
Credit Bearing Grade	98.1%	95%	

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.3 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

38

*Sample data, not actual data but a pictorial representation of evidence.

SAMPLE Table 1.3c: Percent of students setting goals

Grade Level	17-18	Target	Target Met
4-6	100%	90%	
7-8	97.6%	90%	
9-12	83.0%	90%	

SAMPLE Table 1.3d: Percent of students by demographic group who were proficient (3 or 4) in Digital Citizenship

Grade Level	17-18	Target Met
KG-2	79.0%	
3-6	83.7%	
7-8	71.7%	
9-12	65.7%	

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.3 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ ~~June 10, 2019~~

Overall	75.7%	

*target will indicate a 2% increase based upon 2017-2018 final assessment data
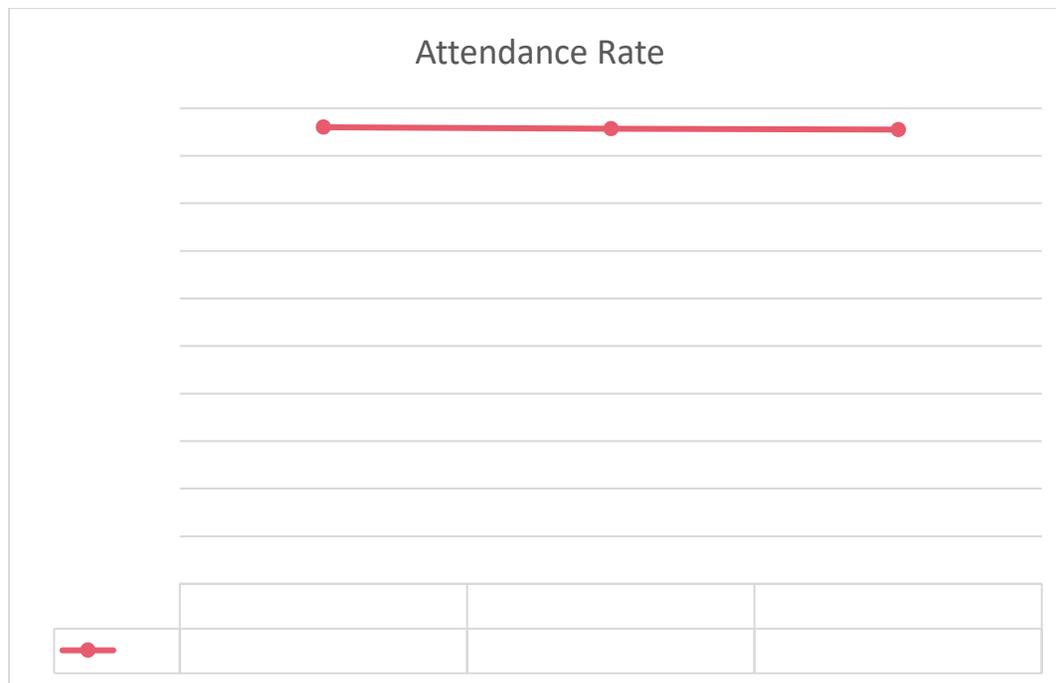
SAMPLE Table 1.3f: Attendance rate for Eden Prairie School District

Attendance Rate	17-18	Target	Target Met
Grades K-12	95.5%	95%	

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.3 OI for ~~2018-19~~ 2019-20
~~June 18, 2018~~ June 10, 2019

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:

Board Member's Summarizing Comment

40

EP

EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Preliminary and Subject to Change

July 2020
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

First day of School

August 31, 2020

Winter Break

December 24, 2020 - January 1, 2021

Spring Break

March 29, 2021- March 2, 2021

Last day of School

May 28, 2021

JANUARY 2021
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2021
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

● - 1st day of school for students K-12   ⬡ - Last day of school for students   ☐ - No school for students   ◼ - No school for students & staff

Draft 1- Message from the Board (for the September issue of Inspiriing News)

Welcome to the 2019-2020 school year!

The School Board continued its work over the summer. In June, we approved the 2019-2020 budget. We are pleased to share that due to favorable funding from the state legislature and the District's continued efforts to identify efficiencies, the operating levy approved in 2014 will cover expenditures for twice as long as expected.

Also in June, we took a fresh look at our Board's "Ends Policies"—the results the Board expects to see accomplished by the District. These include Board expectations in areas like student reading by grade 3 and graduation rates. While the superintendent is responsible for implementation, the Board monitors the expected progress toward the achievement of these policies.

We are grateful for our community's approval of the bond referendum in May. Its timing meant the District was able to secure lower construction costs and start work while school was out of session. We are excited about the transformation of Central Middle School, the enhancement of classrooms, and improved security in all schools.

Changes are likely in store for our Board, as four of the seven School Board seats are up for election this year. Watch for more information about the candidates, and plan to cast your vote on Tuesday, November 5th.

We welcome you to our meetings, workshops, and listening sessions. The Board calendar, Board's policies, and work plan are found on School Board web page on www.edenpr.org.

Best wishes for a strong start to the 2019-2020 school year.

Submitted by the Community Linkage Committee for the June 10th Board Workshop