



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

WORLD'S BEST WORKFORCE SUMMARY OF PROGRESS 2018-2019

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The World's Best Workforce (WBWF) and Achievement & Integration (A&I) annual report summary, in accordance with the Minnesota statute, highlights Eden Prairie Schools' progress towards student achievement goals. WBWF and A&I specifically target eliminating an achievement gap by increasing student proficiency across all racial, service and socio-economic groups. Additionally, this summary includes strategies and initiatives our district was engaged in during the 2018-2019 school year as we worked to meet these goals.

Eden Prairie Schools continues to evaluate and improve our plan to address the five, statewide goals as well as integrate this work in our Ends Policy Reporting and Strategic Plan.

World's Best Workforce Goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



FOCUS AREA & GOALS	INDICATORS OF PROGRESS AND RESULTS																																												
<p>All Children Ready for School</p> <p>By September 30, 2018, Little Eagles Preschool will increase from 38.5%* of children served to 41.5%* who will begin kindergarten at age five in the fall of 2019.</p>	<div style="text-align: center;"> <p>Kindergarten students previously served in Little Eagles</p> <table border="1" style="margin: 10px auto;"> <tr> <td></td> <td style="text-align: center;">16-17</td> <td style="text-align: center;">17-18</td> <td style="text-align: center;">18-19</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">34.3%</td> <td style="text-align: center;">38.5%</td> <td style="text-align: center;">43.2%</td> </tr> </table> </div> <p style="text-align: center;">Percent of Kindergarten students previously served in Little Eagles Preschool</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Demographic Group</th> <th style="background-color: #e0e0e0;">17-18</th> <th style="background-color: #e0e0e0;">18-19</th> </tr> </thead> <tbody> <tr> <td>American Indian or Alaska Native</td> <td style="text-align: center;">N/A†</td> <td style="text-align: center;">N/A†</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">42.9%</td> <td style="text-align: center;">51.4%</td> </tr> <tr> <td>Black or African American</td> <td style="text-align: center;">65.0%</td> <td style="text-align: center;">71.6%</td> </tr> <tr> <td>Hispanic/Latino</td> <td style="text-align: center;">34.5%</td> <td style="text-align: center;">36.7%</td> </tr> <tr> <td>Native Hawaiian or Other Pacific Islander</td> <td style="text-align: center;">N/A†</td> <td style="text-align: center;">N/A†</td> </tr> <tr> <td>Two or more races</td> <td style="text-align: center;">28.8%</td> <td style="text-align: center;">30.3%</td> </tr> <tr> <td>White</td> <td style="text-align: center;">29.4%</td> <td style="text-align: center;">33.8%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">56.9%</td> <td style="text-align: center;">51.4%</td> </tr> <tr> <td>FRP</td> <td style="text-align: center;">58.4%</td> <td style="text-align: center;">62.0%</td> </tr> <tr> <td>SPED</td> <td style="text-align: center;">58.9%</td> <td style="text-align: center;">59.7%</td> </tr> <tr> <td>Overall</td> <td style="text-align: center;">38.5%</td> <td style="text-align: center;">43.2%</td> </tr> </tbody> </table> <p style="text-align: center;">†Counts too small to report.</p>		16-17	17-18	18-19	Total	34.3%	38.5%	43.2%	Demographic Group	17-18	18-19	American Indian or Alaska Native	N/A†	N/A†	Asian	42.9%	51.4%	Black or African American	65.0%	71.6%	Hispanic/Latino	34.5%	36.7%	Native Hawaiian or Other Pacific Islander	N/A†	N/A†	Two or more races	28.8%	30.3%	White	29.4%	33.8%	EL	56.9%	51.4%	FRP	58.4%	62.0%	SPED	58.9%	59.7%	Overall	38.5%	43.2%
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<p>All Third Graders Can Read at Grade Level</p> <p>By June 30, 2019, the number of 3rd grade students meeting standards of reading proficiency will increase from 78.2% to 79% as measured on two out of the three reading assessments (Spring FastBridge, Spring Fountas and Pinnell, MCA & MTAS Reading) based on students enrolled as of October 1, 2018.</p>	<div style="text-align: center;"> <p>3rd Grade Reading Proficiency</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>MCA/MTAS</td> <td>67.7%</td> <td>70.7%</td> <td>68.7%</td> </tr> <tr> <td>FastBridge</td> <td>81.0%</td> <td>82.6%</td> <td>85.0%</td> </tr> <tr> <td>F&P/EDL</td> <td>77.0%</td> <td>84.1%</td> <td>85.9%</td> </tr> <tr> <td>Meeting two of three</td> <td>75.0%</td> <td>78.2%</td> <td>81.7%</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Percent of 3rd grade students Meeting Proficiency on Two of Three Assessments</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Demographic Group</th> <th style="background-color: #d3d3d3;">17-18</th> <th style="background-color: #d3d3d3;">18-19</th> </tr> </thead> <tbody> <tr> <td>American Indian or Alaska Native</td> <td>N/A†</td> <td>N/A†</td> </tr> <tr> <td>Asian</td> <td>87.8%</td> <td>87.5%</td> </tr> <tr> <td>Black or African American</td> <td>55.8%</td> <td>70.1%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>48.1%</td> <td>68.5%</td> </tr> <tr> <td>Native Hawaiian or Other Pacific Islander</td> <td>N/A†</td> <td>N/A†</td> </tr> <tr> <td>Two or more races</td> <td>81.8%</td> <td>76.2%</td> </tr> <tr> <td>White</td> <td>85.8%</td> <td>86.4%</td> </tr> <tr> <td>EL</td> <td>37.1%</td> <td>52.7%</td> </tr> <tr> <td>FRP</td> <td>52.5%</td> <td>64.5%</td> </tr> <tr> <td>SPED</td> <td>36.8%</td> <td>47.3%</td> </tr> <tr> <td>Overall</td> <td>78.2%</td> <td>81.7%</td> </tr> </tbody> </table> <p style="text-align: center;">†Counts too small to report.</p>		16-17	17-18	18-19	MCA/MTAS	67.7%	70.7%	68.7%	FastBridge	81.0%	82.6%	85.0%	F&P/EDL	77.0%	84.1%	85.9%	Meeting two of three	75.0%	78.2%	81.7%	Demographic Group	17-18	18-19	American Indian or Alaska Native	N/A†	N/A†	Asian	87.8%	87.5%	Black or African American	55.8%	70.1%	Hispanic/Latino	48.1%	68.5%	Native Hawaiian or Other Pacific Islander	N/A†	N/A†	Two or more races	81.8%	76.2%	White	85.8%	86.4%	EL	37.1%	52.7%	FRP	52.5%	64.5%	SPED	36.8%	47.3%	Overall	78.2%	81.7%
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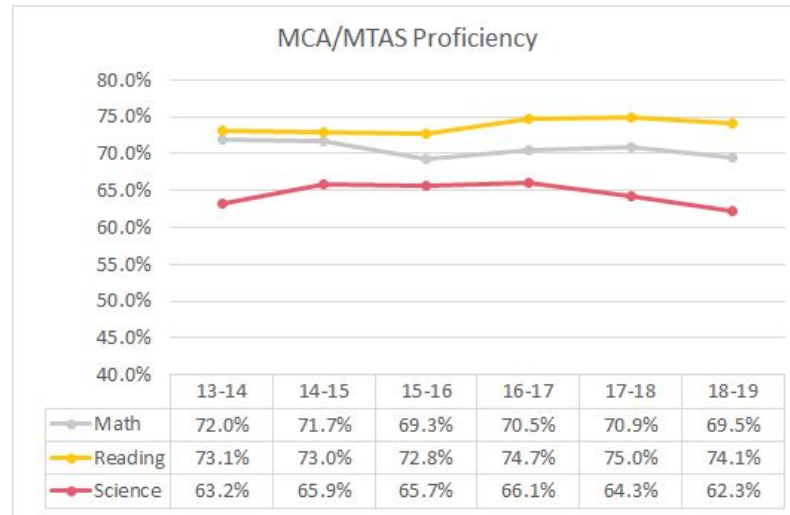


FOCUS AREAS AND GOALS | **INDICATORS OF PROGRESS AND RESULTS**

All Racial and Economic Achievement Gaps Between Students Are Closed

The percentage of **all students** enrolled by October 1, 2018 in grades 3-8 and high school who earn an achievement level of Meets or Exceeds the Standards in:

- Reading on all state accountability tests (MCA and MTAS) will increase from 75% to 76% in 2019.
- Math on all state accountability tests (MCA and MTAS) will increase from 70% to 73% in 2019.



Percent of students by demographic group that Meet or Exceed the proficiency standard on MCA/MTAS

Demographic Group	Math		Reading		Science	
	17-18	18-19	17-18	18-19	17-18	18-19
American Indian or Alaska Native	45.5%	57.1%	64.3%	71.4%	N/A†	N/A†
Asian	87.4%	86.6%	83.0%	84.0%	81.0%	74.4%
Black or African American	39.3%	38.5%	49.8%	49.8%	33.3%	27.5%
Hispanic/Latino	48.0%	47.3%	58.9%	59.6%	44.6%	41.9%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	63.5%	65.1%	73.6%	71.7%	54.1%	61.2%
White	78.5%	77.0%	81.5%	80.4%	71.3%	71.0%
EL	31.3%	27.1%	22.7%	21.8%	8.0%	6.5%
FRP	40.9%	40.3%	49.4%	48.9%	33.5%	31.0%
SPED	36.3%	33.6%	40.3%	37.4%	33.5%	35.4%
Overall	70.9%	69.5%	75.0%	74.1%	64.3%	62.3%

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<p style="text-align: center;">All Students Are Ready for Career and College</p> <p>By June 30, 2019, the number of 11th grade students earning a composite score of 21 as measured by the ACT college readiness assessment will increase from 72% to 74%.</p>	<div style="text-align: center;"> <p>11th Grade ACT College and Career Readiness</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>English (≥18)</td> <td>77.7%</td> <td>76.6%</td> <td>77.2%</td> <td>73.4%</td> </tr> <tr> <td>Math (≥22)</td> <td>62.3%</td> <td>64.6%</td> <td>66.2%</td> <td>60.2%</td> </tr> <tr> <td>Reading (≥22)</td> <td>63.3%</td> <td>65.8%</td> <td>63.5%</td> <td>62.7%</td> </tr> <tr> <td>Science (≥23)</td> <td>58.5%</td> <td>58.9%</td> <td>61.1%</td> <td>56.8%</td> </tr> <tr> <td>Composite (≥21)</td> <td>71.0%</td> <td>71.1%</td> <td>72.0%</td> <td>66.7%</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Percent of Eden Prairie students demonstrating college and career readiness (Composite ≥ 21)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Demographic Group</th> <th style="background-color: #cccccc;">17-18</th> <th style="background-color: #cccccc;">18-19</th> </tr> </thead> <tbody> <tr> <td>American Indian or Alaska Native</td> <td>N/A†</td> <td>N/A†</td> </tr> <tr> <td>Asian</td> <td>85.5%</td> <td>79.1%</td> </tr> <tr> <td>Black or African American</td> <td>23.5%</td> <td>22.5%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>46.9%</td> <td>44.7%</td> </tr> <tr> <td>Native Hawaiian or Other Pacific Islander</td> <td>N/A†</td> <td>N/A†</td> </tr> <tr> <td>Two or more races</td> <td>57.9%</td> <td>77.4%</td> </tr> <tr> <td>White</td> <td>79.1%</td> <td>73.6%</td> </tr> <tr> <td>EL</td> <td>5.9%</td> <td>7.7%</td> </tr> <tr> <td>FRP</td> <td>36.1%</td> <td>26.1%</td> </tr> <tr> <td>SPED</td> <td>37.3%</td> <td>20.0%</td> </tr> <tr> <td>Overall</td> <td>72.0%</td> <td>66.7%</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">†Counts too small to report.</p>		15-16	16-17	17-18	18-19	English (≥18)	77.7%	76.6%	77.2%	73.4%	Math (≥22)	62.3%	64.6%	66.2%	60.2%	Reading (≥22)	63.3%	65.8%	63.5%	62.7%	Science (≥23)	58.5%	58.9%	61.1%	56.8%	Composite (≥21)	71.0%	71.1%	72.0%	66.7%	Demographic Group	17-18	18-19	American Indian or Alaska Native	N/A†	N/A†	Asian	85.5%	79.1%	Black or African American	23.5%	22.5%	Hispanic/Latino	46.9%	44.7%	Native Hawaiian or Other Pacific Islander	N/A†	N/A†	Two or more races	57.9%	77.4%	White	79.1%	73.6%	EL	5.9%	7.7%	FRP	36.1%	26.1%	SPED	37.3%	20.0%	Overall	72.0%	66.7%
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<p style="text-align: center;">All Students Graduate from High School</p> <p>By June 30, 2019, the number of Eden Prairie students graduating from high school within 4 years will increase from 87.8%* to 93%.</p>	<div style="text-align: center;"> <p>Eden Prairie School District Graduation Rate</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>14-15</th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19*</th> </tr> </thead> <tbody> <tr> <td>4-Year</td> <td>88.3%</td> <td>90.1%</td> <td>86.5%</td> <td>87.8%</td> <td>90.6%</td> </tr> <tr> <td>7-Year</td> <td>91.3%</td> <td>94.8%</td> <td>95.1%</td> <td>95.3%</td> <td></td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 10px;"> <p>4-Year Graduation Rate by Demographic Group</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Demographic Group</th> <th style="background-color: #cccccc;">Final 17-18</th> <th style="background-color: #cccccc;">Preliminary 18-19*</th> </tr> </thead> <tbody> <tr><td>American Indian or Alaska Native</td><td>N/A†</td><td>N/A†</td></tr> <tr><td>Asian</td><td>91.4%</td><td>95.7%</td></tr> <tr><td>Black or African American</td><td>73.0%</td><td>71.0%</td></tr> <tr><td>Hispanic/Latino</td><td>72.1%</td><td>92.5%</td></tr> <tr><td>Native Hawaiian or Other Pacific Islander</td><td>N/A†</td><td>N/A†</td></tr> <tr><td>Two or more races</td><td>82.8%</td><td>95.2%</td></tr> <tr><td>White</td><td>91.4%</td><td>92.6%</td></tr> <tr><td>EL</td><td>41.7%</td><td>52.6%</td></tr> <tr><td>FRP</td><td>71.2%</td><td>74.5%</td></tr> <tr><td>SPED</td><td>58.5%</td><td>62.0%</td></tr> <tr><td>Overall</td><td>87.8%</td><td>90.6%</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*4-year graduation rate is preliminary. †Counts too small to report.</p> </div>		14-15	15-16	16-17	17-18	18-19*	4-Year	88.3%	90.1%	86.5%	87.8%	90.6%	7-Year	91.3%	94.8%	95.1%	95.3%		Demographic Group	Final 17-18	Preliminary 18-19*	American Indian or Alaska Native	N/A†	N/A†	Asian	91.4%	95.7%	Black or African American	73.0%	71.0%	Hispanic/Latino	72.1%	92.5%	Native Hawaiian or Other Pacific Islander	N/A†	N/A†	Two or more races	82.8%	95.2%	White	91.4%	92.6%	EL	41.7%	52.6%	FRP	71.2%	74.5%	SPED	58.5%	62.0%	Overall	87.8%	90.6%
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Systems, Strategies & Support

Personalized Learning & Closing the Achievement Gap

During the 2018-2019 school year, several strategies and initiatives within the Personalized Learning Department were implemented to work toward meeting the goals listed above.

Strategies included:

- Furthered the implementation of the math curriculum in K-8 to support an increased conceptual understanding of mathematics. Coaching was provided to ensure fidelity of implementation and to focus attention on student-centered outcomes, intentionally giving each student access to meaningful, personalized learning of grade-level standards.
- Through the learning of our district curriculum, students' skills were developed as creative problem solvers, communicators, critical thinkers, and collaborators. Authentic learning experiences were designed in which students applied real-world knowledge and skills through performance tasks.
- Increased implementation of AVID program and strategies at all schools. As a result of the AVID elective, Central Middle School increased the number of Black, Hispanic and American Indian students who receive passing grades in all course work.
- Multi-Tiered System of Support utilized a data-based decision-making protocol to identify specific instructional gaps and the relevant instructional match to address that gap in reading skill development. This protocol is being implemented at every site K-12.
- Each student in K-6 demonstrating a gap in foundational grade-level skills in reading and math was identified by educational staff and provided with a targeted instructional opportunity matched to their skill needs through the Multi-Tiered System of Supports decision-making process.
- Positive Behavior Interventions & Supports (PBIS) were addressed in every building in the district as part of the Multi-Tiered System of Supports. This included universally designed opportunities to teach and acknowledge the building and classroom behavioral expectations with all students, in addition to tiered supports being designed and implemented in a culturally relevant and responsive manner based on observed instructional needs. This 3-5 year implementation effort was monitored through the Tiered Fidelity Inventory (completed by each building PBIS team) and the Self-Assessment Survey (completed by each staff member) to assess implementation status and monitor progress within each site. Restorative practice was emphasized in our district PBIS Leadership team, and PBIS teams are starting to embed restorative practices into their work at each site.



- Increased the number of parents from diverse backgrounds that participate in monthly affinity group meetings, preschool parent involvement meetings, college and career ready sessions, ready for secondary sessions, and parent empowerment courses. Increased the number of parents of color involved in some capacity in their child's schools.
- Continued efforts to ensure racial and socioeconomic inequalities in achievement are addressed in a culturally relevant and responsive manner by all staff, with each staff member understanding culturally responsive practices and securing high expectations for each student.
- Little Eagles Preschool fully implemented the Creative Curriculum for all of Little Eagles Preschool classes, this better aligns with preschool and kindergarten assessment tools. The hiring of highly qualified preschool teachers and paraprofessionals that meet the needs of each child in the classroom and provided all classroom staff additional planning time. Increased instructional time for four-year-olds and ensured that each classroom and lesson plan is culturally responsive and reflective of students within the class.
- Each Pre-K student demonstrating a social-emotional need was identified by educational staff and supported with the pyramid model.

Gifted and Talented Programs

During 2018-2019, Eden Prairie Schools met the unique educational needs of students through our gifted and talented services. We know learners thrive best in an environment that challenges and nurtures individuals, fosters mutual respect and celebrates diversity.

Strategies included:

- Gifted programming at each of the elementary and secondary sites
- Services were coordinated and taught by teachers who have or are obtaining an advanced degree in the area of gifted and talented education
- Continued our practice of using multiple and objective criteria that include assessments and procedures which are valid, reliable, fair and based on current research
- Continued our practice of using assessments and procedures that are sensitive to underrepresented groups, including, but not limited to, low income, minority, twice-exceptional and English learners
- Annual review of subject and grade acceleration that includes a process to assess a student's readiness and motivation for acceleration as well as matching the level, complexity and pace of the curriculum to achieve the best type of academic acceleration of each student



- Annual review of our early entrance evaluation process that assesses the cognitive, social, and emotional development of each child before recommendation for early entrance into kindergarten

Staff Development:

We believe professional learning is fundamental to providing high levels of learning for each student. All employees will have learning opportunities and a professional responsibility to actively engage in continuous learning to improve their practice.

Eden Prairie Schools Guiding Principles for Professional Learning:

- Job-embedded learning is grounded in day-to-day practices
- Collaborative culture empowers employees to work interdependently to achieve common goals
- Learning is ongoing and occurs as part of routine work practices
- Conditions are created for a culture of sustained and perpetual learning
- Learning by doing develops a deeper understanding and greater commitment
- Employees are active partners in personalizing their learning; determining the content of their learning, how learning occurs, and evaluating its effectiveness

Strategies included:

- Maintained and strengthened the Instructional Excellence Team comprised of coaches, principals, associate principals, and instructional directors during the 2018-2019 school year
- Furthered the purpose of the Instructional Excellence Team to provide job-embedded professional development and ensure high levels of learning experiences for each student
- To increase the success of each student, teachers and coaches worked to implement instructional practices which were culturally relevant and personalized for each learner
- Professional Development Steering Committee comprised of administrators, teachers and parents met three times during the 2018-2019 school year to review staff development practices and suggest recommendations to improve practices

QComp:

During the 2018-2019 school year, Eden Prairie Schools saw a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys.

Strategies included:

- Selection of a valid and reliable rubric to clearly define expectations of high-quality teaching



- Training that included the calibration of the valid and reliable rubric for QComp observers and principals
- Teachers intentionally practiced reflective thinking about their instruction through face to face professional conversations

Teacher Development & Evaluation

This is a multi-year approach to teacher evaluation. All Eden Prairie teachers and other licensed personnel participate in goal-setting, professional development, classroom observations and a summative evaluation to support professional growth, and ultimately, student achievement. The holistic evaluation by administrators will take into account data regarding student achievement, student engagement, and the teacher/staff member's performance during observations, over a three-year period. Staff members also participate in a documented individual growth plan.

Principal Development & Evaluation

This is a continuous improvement process in which the principals are provided formative assessment through a 360° survey instrument and a goal-setting process that is used to monitor and inform the summative evaluation by the principal's supervisor. The purpose of the process is to support the professional growth and development of principals and improve student learning. A minimum of 35% of the annual goals are evaluated on the basis of measurable improvement in longitudinal student achievement, and the process is built upon the seven core principal competencies which include: strategic leadership, instructional leadership, managerial leadership, cultural leadership, communication leadership, school community leadership, and ethical and professional leadership. Principals set specific, measurable goals in these areas, articulate action plans to achieve the goals, and monitor progress toward the goals. All of this is shared with the principal's supervisor in an annual evaluation conference.

Professional Learning Communities:

The Professional Learning Community (PLC) framework guides the work of our collaborative teams and they take collective responsibility to ensure all students succeed. This cycle of work is ongoing and grounded in the spirit of continuous improvement through a collegial approach to improving student achievement and professional practice.

Strategies included:

- Deepening teachers' understanding of the guaranteed and viable curriculum, what students should know and be able to do according to MN state standards
- Continued use of student assessment data during the PLC process
- Engaged in enriching discussion about specific students and working to improve their instructional practices by learning from one another

Access to Excellent & Diverse Teachers:

Equitable access to teachers and principals focused on our mission is a priority in Eden Prairie Schools. The district's process for placement of experienced, effective and in-field teachers happens through the right of assignment by building principals. Annually, principals review data and use this to make placement decisions to maintain equitable access to excellent and diverse teachers. To uphold highly effective PLCs focused on increasing student achievement and growth and reducing achievement disparities the experience, effectiveness, and strengths of individual teachers is considered when establishing PLC teams.

District Advisory Committee:

During the 2018-2019 school year, the World's Best Workforce committee comprised of administrators, teachers, and parents met four times to review and give feedback on academic standards, student achievement goals and measures, and district assessments. This committee also spent considerable time focused on the means to improve students' equitable access to culturally responsive practices that included access to effective and more diverse teachers.

General Fund Expenditures

Eden Prairie Schools works to align budget and resources to meet student needs, achieve strategic objectives, and keep dollars close to the classroom. General fund expenditures for 2018-2019 are described categorically below.

