

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-June 2019

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 18, 2018

Evidence: October 28, 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.
2. 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.
3. 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 (PBIS) paradigm provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.

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

- 80% 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

- 90% of students in grades 4-12 set personal academic and social emotional goals

Responsible/Respectful Behavior

Digital Citizenship

Target for 2018-2019

- 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 4Cs Rubrics and will increase by 2% points.

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.

Attendance Rate

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

Evidence:

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

	17-18	18-19	Target	Target Met
60% or Higher	97.5%	97.4%	80%	Yes

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

	17-18	18-19	Target	Target Met
Credit Bearing Grade	98.1%	98.0%	95%	Yes

Table 1.3c: Percent of students setting goals

Grade Level	17-18	18-19	Target	Target Met
4-6	100%	95%	90%	Yes
7-8	97.6%	92%	90%	Yes
9-12	83.0%	84%	90%	No

Table 1.3d: Percent of students by grade level who were proficient (3 or 4) in Digital Citizenship

Grade Level	17-18	18-19
EC*	N/A	100%
Grade Level	17-18	18-19
KG-2	79.0%	66.1% *
3-6	83.7%	70.3% *

*2017-18 A single element/strand of digital citizenship was measured as compared to 2018-19 when all elements/aspects of digital citizenship were measured.

Grade Level	17-18	18-19
7-8	71.7%	89.6%
9-12	65.7%	69.4%

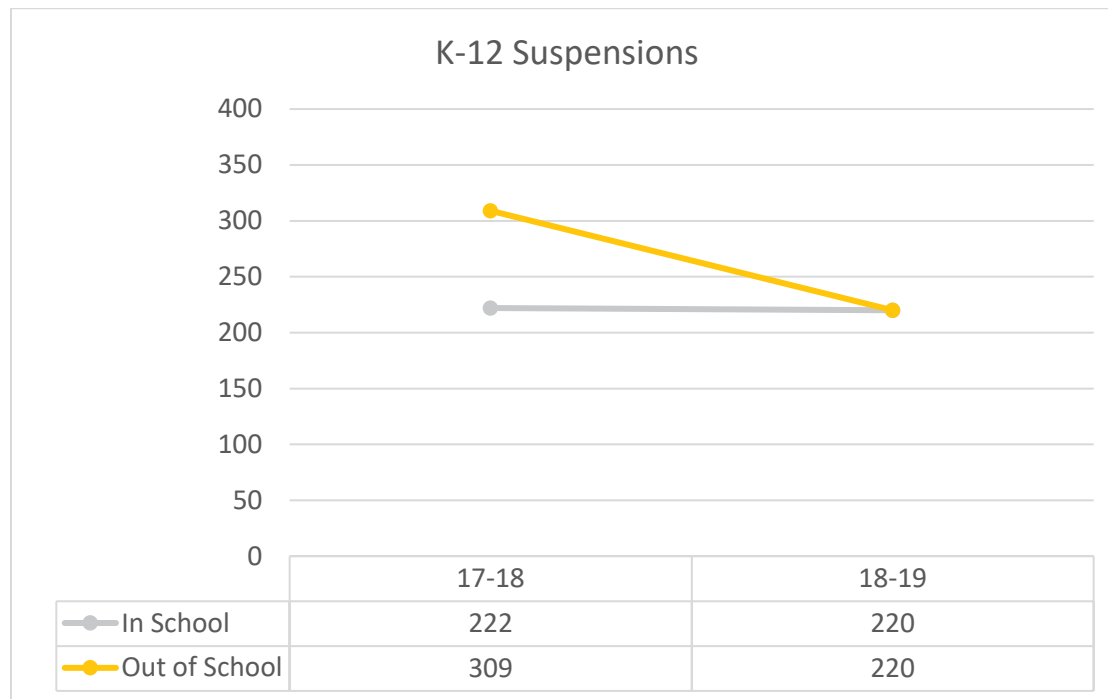


Table 1.3e: Number of incidents that resulted in and out of school suspensions

	In school suspension		Out of school suspension	
	17-18	18-19	17-18	18-19*
K-12	222	220	309	220

*Data updated to reflect DIRS reporting.

Table 1.3f: Number of unduplicated by incident (shown in gray) and unduplicated by student in the last three columns students within school suspensions

Demographic Group	In school suspension		% of Students Represented in ISS		Number in Student Body		% of Total Student Body	
	17-18*	18-19**	17-18	18-19	17-18	18-19	17-18	18-19
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†	36	30	0.4%	0.3%
Asian	N/A†	N/A†	N/A†	N/A†	1,207	1,215	13.8%	13.9%
Black or African American	110	109	47.2%	46.6%	1,179	1,279	13.5%	14.6%
Hispanic/Latino	13	22	7.5%	10.8%	715	743	8.2%	8.5%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	0.1%	0.1%
Two or more races	16	10	6.2%	4.4%	485	494	5.5%	5.6%
White	78	75	36.0%	35.8%	5,130	4,985	58.6%	56.9%
EL	35	29	13.0%	14.2%	729	729	8.4%	8.4%
FRP	147	140	62.7%	64.7%	1,870	1,944	21.5%	22.4%
SPED	52	45	25.5%	22.5%	890	960	10.2%	11%
Overall	222	220	N/A	N/A	8,762	8,757	100%	100%

*Retrieved from Infinite Campus.

**As reported for DIRS.

Both years updated to reflect unduplicated by incident.

†Counts too small to report.

Table 1.3g: Number of unduplicated by incident (shown in gray) and unduplicated by student in the last three columns students with out of school suspensions

Demographic Group	Out of School Suspension		% of Students Represented in OSS		Number in Student Body		% of Total Student Body	
	17-18*	18-19	17-18*	18-19	17-18*	18-19	17-18*	18-19
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†	36	30	0.4%	0.3%
Asian	N/A†	N/A†	N/A†	N/A†	1,207	1,215	13.8%	13.9%
Black or African American	155	107	48.8%	46.6%	1,179	1,279	13.5%	14.6%
Hispanic/Latino	22	25	8.4%	11.4%	715	743	8.2%	8.5%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	0.1%	0.1%
Two or more races	29	15	7.9%	6.8%	485	494	5.5%	5.6%
White	89	63	28.8%	30.1%	5,130	4,985	58.6%	56.9%
EL	19	24	7.4%	10.8%	729	729	8.4%	8.4%
FRP	195	147	61.4%	63.6%	1,870	1,944	21.5%	22.4%
SPED	98	65	28%	28%	890	960	10.2%	11%
Overall	309	220	N/A	N/A	8,762	8,757	100%	100%

*Data updated to reflect DIRS reporting.

†Counts too small to report.

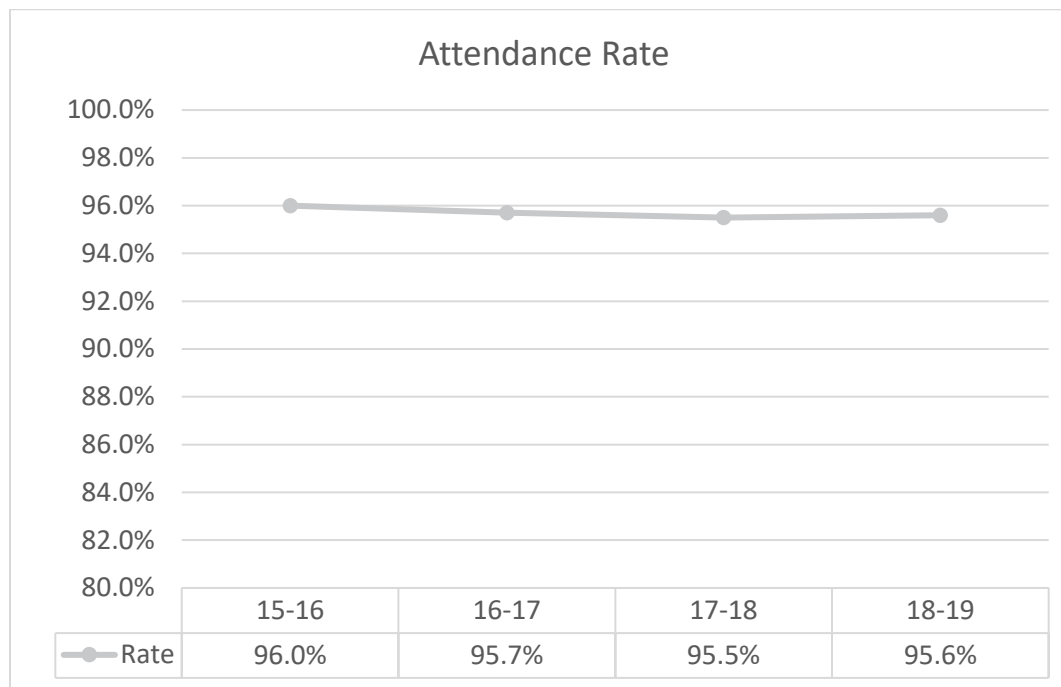


Table 1.3f: Attendance rate for Eden Prairie School District

Grade Level	17-18	18-19	Target	Target Met
K-12	95.5%	95.6%	95%	Yes

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

Board Member's Summarizing Comment