**EDEN PRAIRIE SCHOOLS**
*Inspiring each student every day*

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**MEETING AGENDA**

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*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 - *6:00 p.m.***
   Call to Order - School Board Roll Call
   Aaron Casper, Debjyoti "DD"Dwivedy, Elaine Larabee, Holly Link, Adam Seidel, Veronica Stoltz,Terri Swartout

# 2019-20 Budget Update

**EDEN PRAIRIE SCHOOLS**
Inspiring each student every day

# COVID-19 Budget Considerations

✓ Fee Based Revenues

✓ Partial Year Refunds

✓ Interest Earnings

✓ Teaching Substitutes

✓ Lay Offs and Staff Hour Reductions

# COVID-19 Impacted Fund Balances

| Fund | Projected Fund Balance June 30, 2020 | January 2020 Mid-Year Budget | Difference |
|---|---|---|---|
| General Fund | 17,338,576 | 17,588,576 | (250,000) |
| Food Service | 163,007 | 613,007 | (450,000) |
| Community Education | (142,961) | 687,039 | (830,000) |
| OPEB Trust | 14,747,557 | 16,347,557 | (1,600,000) |

# Legislative Update

✓ County Taxes will be delayed.

✓ Federal Revenue (CARES) is expected.

✓ Fund Transfers Available

✓ Long-Term Impact

# Summary

✓ Overall budgets remain in a good position

✓ Students and staff have resources

✓ Questions remain

# THANK YOU

**EDEN PRAIRIE SCHOOLS**

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May 4, 2020

To:      Dr. Josh Swanson, Superintendent
From:   The Business Office
RE:      Fiscal Year 19-20 COVID-19 Budget Impact

The current environment due to COVID-19 has impacted the school district financially.  While there are still many unknowns, below are our projections of how we will financially end the current fiscal year. We are projecting little to no impact on the following funds:

> ➢ Capital Outlay
> ➢ Building Construction
> ➢ Debt Service
> ➢ Internal Service Fund

The funds which will be impacted are as follows:

**General Fund**
We are projecting a negative $250,000 impact to the General Fund balance which will be a decrease to both revenues and expenditures. We are expecting decreases of $450,000 in the following revenues: spring athletic fees and admissions, parking fees, transportation revenues (desegregation and non-public aid), Medical Assistance billable hours and a significant drop in investment earnings from last year. We are also expecting to see a reduction of approximately $200,000 in expenditures. These savings will be in the areas of teaching substitutes and transportation services/supplies.

**Food Service Fund**
We are projecting a negative $450,000 impact to the Food Service fund balance. We are expecting to be down $1.1 million from meal sales to students.  We will be able to reduce that revenue loss with new Federal Aid for meals served during distance learning of $380,000 while also reducing our food and services costs by $270,000.

**Community Education Fund**
We are projecting a negative $830,000 impact to the Community Education fund balance.  Many of the Community Education programs are fee based and are no longer running.  Due to incurring costs and not generating revenue, the fund balance will see a significant reduction and likely finish negative $140,000 this year.

**OPEB Trust Fund**
We are projecting a $1.6 million negative impact to interest revenue which reflects the significant hit to the stock market during the 1$^{st}$ quarter of 2020.  The OPEB trust fund is projected to still have a $14.7 million fund balance compared with a $8.9 liability, so it remains in excellent position.

**EDEN PRAIRIE SCHOOLS**

*Inspiring each student every day*

May 4, 2020


To:     Dr. Josh Swanson, Superintendent
From:   The Business Office
RE:     Food Service Budget & 2020-21 Meal Prices

The current environment due to COVID-19 has impacted the school district financially.  While there are still many unknowns, below are our projections of how we will financially end the current fiscal year in Food Service.

We are projecting a negative $450,000 impact to the fund balance for the current year. We are expecting to be down $1,100,000 from meal sales to students.  We will be able to reduce that revenue loss with new Federal Aid for meals served during distance learning of $380,000 while also reducing our food and services costs by $270,000.

This will result in a projected fund balance at $155,000 for the year ending June 30, 2020.  As we look to next fiscal year, we are currently projecting another drop in fund balance by approximately $125,000 if we hold prices consistent with current year.

Considering the economic conditions and impact to our families during this unprecedented time, we feel it is best to manage our funds and not pass along increases to our families for next year. Therefore, we will not be recommending meal price increases for next year but instead will work diligently to maximize meal sales and minimize expenditures.  We expect this strategy will keep our fund balance at a minimum of $100,000.

## I. PURPOSE

This procedure outlines the acceptable uses of public funds in relation to school board member mileage reimbursement, and meals, not related to out-of-state travel.

## II. GENERAL STATEMENT OF POLICY

It is the responsibility of school board members to use public funds responsibly and only when necessary when conducting school board work outside of school district boundaries.

## III. MILEAGE REIMBURSEMENT

Reimbursable mileage is the travel a school board Member would incur in their personal vehicle for out of town travel to and from school board related business meetings, educational conferences, association meetings, and other school district functions relating to the business of the school board. Personal travel within district boundaries would not be eligible for reimbursement.

The use of a personally owned vehicle will be reimbursed at the current Internal Revenue Service Standard Mileage Rate the year in which the travel was incurred.

## IV. MEAL REIMBURSEMENT

In state meals will only be reimbursable when they occur outside a 50-mile radius of school district boundaries and are associated with an official school business overnight stay. Meal reimbursements will only apply to meals not included in the eligible in-state event being attended. Alcoholic beverages are not eligible for reimbursement at any time. Eligible meal reimbursement will be limited to $30 per meal and a total of $60.00 per person, per day and must correspond to a School District Board related activity/event.

## V. REIMBURSEMENT PROCEDURES

A. Requests for reimbursement must be itemized on the official school district form and submitted to the Superintendent's executive assistant. The school board treasurer will review submitted board expenses for compliance and bring any questionable expenses to the board member in question and if unable to be resolved the full board for discussion and approval.

I.      **PURPOSE**

This procedure outlines the acceptable uses of public funds in relation to school board member mileage reimbursement, and meals, not related to out-of-state travel.

II.     **GENERAL STATEMENT OF POLICY**

It is the responsibility of school board members to use public funds responsibly and only when necessary when conducting school board work outside of school district boundaries.

III.    **MILEAGE REIMBURSEMENT**

Reimbursable mileage is the travel a school board Member would incur in their personal vehicle for out of town travel to and from school board related business meetings, educational conferences, association meetings, and other school district functions relating to the business of the school board. Personal travel within district boundaries would not be eligible for reimbursement.

The use of a personally owned vehicle will be reimbursed at the current Internal Revenue Service Standard Mileage Rate the year in which the travel was incurred.

IV.     **MEAL REIMBURSEMENT**

Meals will not be reimbursable when they occur within a 50-mile radius of school district boundaries. Meal reimbursements will only apply to meals not included in the event being attended. Alcoholic beverages are not eligible for reimbursement at any time. Eligible meal reimbursement will be limited to $60.00 per person, per day and must correspond to a School District Board related activity/event.

V.      **REIMBURSEMENT PROCEDURES**

A.  Requests for reimbursement must be itemized on the official school district form and submitted to the Superintendent's executive assistant. The school board treasurer will review submitted board expenses for compliance and bring any questionable expenses to the board member in question and if unable to be resolved the full board for discussion and approval.

**MEMBERS**

## I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

## II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

## III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

## IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

## V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

**MEMBERS**

**VI.     ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement.    The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

*Adopted:  8/14/2012*
*Revised:   8/23/2019*

I.      PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II.     AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator.  Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III.    REIMBURSEMENT

A.      Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator.  Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B.      Automobile travel shall be reimbursed at the Internal Revenue Service standard mileage rate.  Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

IV.     AIRLINE TRAVEL CREDIT

A.      Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.

1.      To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.

2.      Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received.  Reimbursement for airline travel expenses will not be made until such documentation is provided.

B.      Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent

permitted and/or feasible.

C.      The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

**V.      ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement.    The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

*Adopted:  8/14/2012*
*Revised:   10/28/2019*

# EDEN PRAIRIE SCHOOLS

Travel/Meals/Food

Procedures Manual for Eden Prairie School District

Purchasing and Accounts Payable Staff:
Chris Nelson          Ext. 57084
Linda Guenther        Ext. 57078
Jane Schimschock      Ext. 57082
Nikki Johnson         Ext. 57075

**Purpose:**

This procedure outlines the acceptable uses of public funds in relation to travel expenses, mileage reimbursement, lodging, meals, and food and refreshments.

**Travel Expense: General**

The supervising administrator is responsible for authorizing all reimbursable travel. Prior approval must always be provided by the employee's immediate supervisor for travel allowance to be reimbursed.

**Travel Expense:  Out-of-District**

Travel by train, plane, bus, etc., will be reimbursed upon showing proper receipt.  Local ground transportation will be reimbursed and requires receipt.

Applications for Employees to Attend Conferences Beyond the Metro Area form should be pre-approved by Supervisor.

If a personal automobile is driven in lieu of air travel, the School District will reimburse the lesser of either the less-than-first-class airfare for public transportation or the authorized mileage as provided by school policy or employment agreements.

When authorized, the use of a personally owned vehicle will be reimbursed at the current Internal Revenue Service Standard Mileage Rate. The current rates will be kept up to date on the Business Office Forms/Info section of the employee portal.

**Travel Expense – Airline Travel Credits**
Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.

- To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
- Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.

Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.

The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased

**Travel Expense - In-District**

The definition of School District within this regulation will include travel to all schools leased or rented by the School District.

When authorized, the use of a personally-owned vehicle, within the District, will be reimbursed at the current Internal Revenue Service Standard Mileage Rate. The current rates will be kept up to date on the [Business Office Forms/Info](#) section of the employee portal.

All employees are expected to drive from their home to their first assigned work station of the day and from their last assigned work station of the day back home without reimbursement.

Work stations with the School District may be changed from day-to-day without mileage being reimbursed.

Any authorized travel between/among work stations during the work day is reimbursable.

**Calculation of Reimbursable Mileage**

Reimbursable Mileage is the travel an employee incurs beyond normal commute mileage (from home to work site to home again) on a normal workday. On a non-work day, the full mileage from the home to work event will be reimbursable.

Employees receiving a flat allowance per month for travel will receive this reimbursement automatically on a monthly basis, through payroll.  This reimbursement will be for all travel unless otherwise provided in the employee's employment agreement.

Mileage Examples:

| | |
|---|---|
| **Example 1**: Employee goes to the office on a normal workday, leaves mid-day to attend a business event, and returns to the office after the event.<br><br>**Mileage Reimbursed:** C + B | **Example 2**: Employee Leaves from home on a normal workday, goes directly to one-day off-site business event, and returns directly home after event.<br><br>**Mileage Reimbursed:** (B - A) + (C - A) |
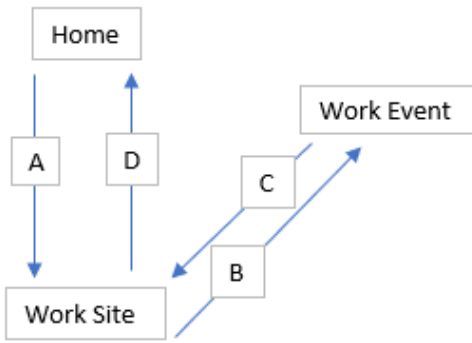
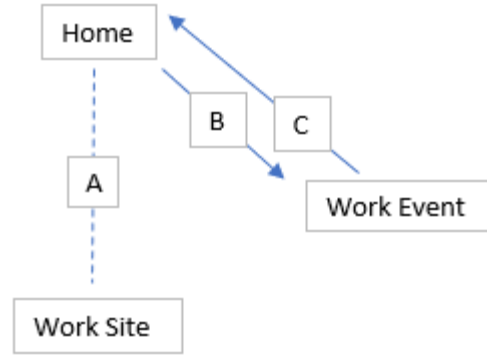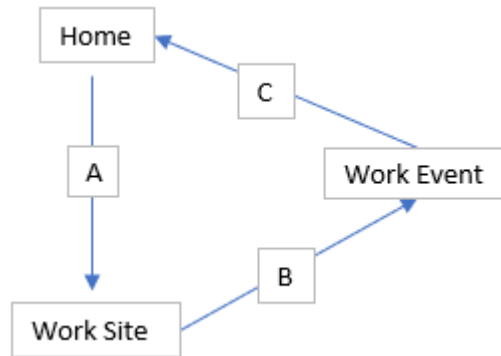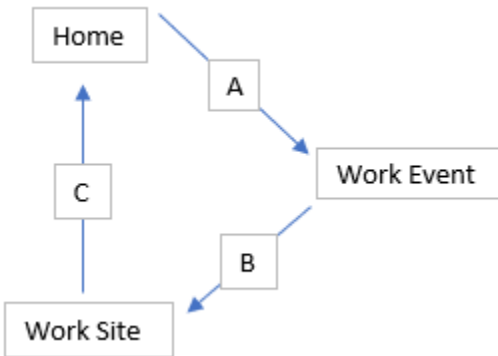**Example 3**: Employee leaves from home on a normal workday, goes directly to an off-site business event, and returns to the office to complete the workday.

**Mileage Reimbursed:** $(A - C) + B$

**Example 4**: Employee leaves from home on a normal workday, goes directly to the work site, then travels to the work event, then goes home.

**Mileage Reimbursed:** $(C - A) + B$

**Travel Expense - Lodging**

Reimbursement for lodging will be provided when authorized.

Receipts are required for reimbursement.

Reimbursement will be limited to authorized staff.

When a staff member or a School Board member is accompanied by non-staff members, the difference between the single accommodations and total cost will not be reimbursed.

Reimbursement for lodging within the seven-county metropolitan area will be allowed only with prior approval by a cabinet member.

**Meals**

Reimbursement for meals will be provided when authorized.  Itemized receipts are ~~preferred but not required~~ required for all meals being reimbursed.

Meals are not reimbursable when they occur within the School District boundaries unless prior approval is received from a Cabinet Member. An individual will only be reimbursed for the actual meal cost for that day. The meal allowances apply only to meals not included in the event being attended. Meal allowances can NOT be combined, and the meal allowance includes tax and gratuity. Alcoholic beverages will not be reimbursed. For meals purchased when traveling on District business, an individual will be reimbursed as shown below.

Any staff member paying for meals for other individuals will obtain a receipt regardless of the amount expended, and will be reimbursed as long as it is School District related and does not exceed the limit set of $60.00 per person, per day.

Any staff member paying for meals for other employees, must submit an itemized receipt, along with sufficient documentation showing the following: date of meal(s), employee name(s), amount of meal(s), and identify if it is breakfast, lunch or dinner. The per person, per day allowance noted above, may NOT be exceeded.

Meal reimbursement forms and multiple employee meal reimbursement forms will be available on the Business Office Forms/Info section of the employee portal.

**Food and Refreshments**

Food and drink consumed by staff members during the workday and at the normal work location will be purchased at the employee's own expense.

Because it is considered a gratuity, providing food, refreshments or gifts to employees will generally not be allowed.  Providing of food and refreshments must be justified on the basis of public purpose served and special benefit derived from the meeting.  The size of the expenditure must not be excessive in view of the surrounding circumstances.  If the majority of the participants are non-School District personnel, food and beverage may be allowed.

Restrictions on food (not related to family involvement)
- Is a working lunch necessary?
    - Meetings should never be scheduled over breakfast or dinner
- Is the portion of the agenda to be carried out during lunch substantive and integral to the overall purpose of the conference or meeting?
    - Not networking
- Is there a genuine time constraint that requires a working lunch?
- If a working lunch is necessary, is the cost of the working lunch reasonable?
- Have you carefully documented that a working lunch is both reasonable and necessary?
- Some specific grants never allow food, be sure prior approval is obtained before purchasing food.  Reimbursement may be denied.

# 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 2019 – June 2020

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**
Revised OI: May 4, 2020
Evidence: October 2020

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Workshop
Board Work – Policy Monitoring Ends 1.1 OI for 2019-20
May 4, 2020

**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.

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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
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 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

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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 48% HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion Target 71% HS graduates completing a degree or certificate within 6 years

**Evidence:**

> **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)*

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**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.

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~~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.~~

Three tools will be used at the third-grade level to measure reading proficiency for each student.
1. Reading Proficiency, assessed by average scores on Reading Standards from Implementation/Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student.  The percentage of students proficient as identified by race, socio-economic, and student service groups.

**Measurement Plan:**
~~Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade (reported in overall results and by student group):~~
- ~~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) or Evaluación del desarrollo de la lectura® (EHSI) 3rd grade end of year benchmark level ≥ 38~~

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

1. Reading Proficiency, assessed by average scores on Reading Standards from Implementation/Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading benchmark ≥ 517 (Retrieved 4/2020)
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R benchmark ≥ 151 (Retrieved 4/2020)

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

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**Evidence:**

> **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)*

**1.1.2 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
- 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 cross-validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust

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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, 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 and 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 Every Student Succeeds Act (ESSA).~~

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.

**Measurement Plan**:

| ~~MCA and MTAS Proficiency grades 3-8 and high school for 2019-2020~~ | ~~Targets~~ |
|---|---|
| ~~Source: MDE Minnesota Report Card, October 1, 2019 Enrollment~~ | |
| • ~~**READING** grades 3-8 and HS~~ | ~~Reading Goal 2019-2020 76% of students will be at or above proficiency~~ |
| • ~~**MATH** grades 3-8 and HS~~ | ~~Math Goal 2019-2020 73% of students will be at or above proficiency~~ |
| • ~~**SCIENCE** Grades 5, 8 and HS~~ | ~~Science Goal 2019-2020 - 67% of students will be at or above proficiency~~ |
| Earned course grades of A or B signify grade-level proficiency in specific subjects: <br> • READING grades 3-8 and HS <br> • MATH grades 3-8 and HS <br> • SCIENCE grades 5, 8, and HS | Reading Goal 2019-2020 76% of students will be at or above proficiency <br> Math Goal 2019-2020 73% of students will be at or above proficiency <br> Science Goal 2019-2020 67% of students will be at or above proficiency |

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| | |
|---|---|
| ~~**Measurement of Growth**~~ 2019-2020<br>    • ~~MCA/MTAS  Spring to Spring growth grades 4-8 and high school for 2019-2020~~<br><br>    • ~~**READING**~~<br><br>    • ~~**MATH**~~ | ~~Reading Goal 2019-2020 79% of students will be at medium or high growth~~<br>~~Math Goal 2019-2020 80% of students will be at medium or high growth~~<br>~~*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<br><br>    • **READING –**2019-2020<br><br><br>    • **MATH –**2019-2020 | Percent of students below grade level in Reading achieving aggressive growth* will increase by 2% points.<br><br>Percent of students below grade level in Math achieving aggressive growth* will increase by 2% points.<br><br>*Aggressive growth is 75$^{th}$ growth percentile |
|     • **Student Achievement in Other Curriculum Areas in Grades 7-12**<br><br>    • Social Studies<br>    • World Language<br>    • Technology<br>    • Business Education - NA for grade 7 and 8<br>    • Fine or Applied Arts (music, art courses)<br>    • Health<br>      Physical Education | Percent of students achieving a C grade or higher in the referenced subjects will increase by 2% points. |

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**Evidence:**

<table>
<tr><td>

**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)*

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**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.

**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
  - 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:**

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**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**

## Executive Summary 2019-2020 Ends 1.1 Monitoring Revision

Due to the unprecedented closure of schools, and the federal waiver for the administration of the Minnesota Comprehensive Assessments, a revised interpretation of the measurement plan for Ends 1.1 is being proposed. The targets have been set to be reflective of a strong commitment to continuous improvement.

**Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.**
- The ACT goal of 73% of students scoring at or above the composite remains the same.
- Due to school closure and subsequent cancellation for the administration of the ACT Aspire, the goals for the ACT Aspire assessment have been removed.
- The targets for graduation rates and post-secondary achievement remain unchanged.

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

- The target of 80% of 3rd graders measuring as proficient in two out of three assessments in reading remains the same.
- Due to school closure we are unable to administer the Fountas and Pinnell Assessment.
- The Minnesota Department of Education (MDE) received a federal waiver for the administration of the Minnesota Comprehensive Assessments.
- Modified the three instruments that will be used to measure the goal.
  - The FastBridge aReading and FastBridge Oral Reading Fluency (ORF) measures are evidenced-based assessments.
  - A comparison of 3rd-grade reading report card grades to the MCA reading assessment over three years demonstrated a reasonable relationship.

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

- Due to the federal waiver for the administration of the Minnesota Comprehensive Assessments, the goals have been removed.
- The measure of earned term 1 and third quarter course grades of A or B signifies grade-level proficiency in specific subjects.
  - A comparison of reading (grades 3-8, HS); Math (grades 3-8, HS), and Science (grades 5, 8, and HS) to the MCA Reading, Math, and Science assessments for the same grades and over three years, demonstrated a reasonable relationship.
- Due to the federal waiver for the administration of the Minnesota Comprehensive Assessments, the growth goals have been removed for MCAs.

- Fall to spring student growth in Reading and Math will be measured by the FastBridge assessment and goals remain the same.
- The goals for the percent of students achieving a C or higher in Social Studies, World Language, Technology, Business Education, Fine or Applied Arts, Health and Physical Education remain the same.

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

- Continue to measure the number of students enrolled in PSEO, Advanced Placement, and advanced coursework including Career & Technology education courses.

# Eden Prairie School Board
## 2019 – 2020 WORK PLAN CHANGES
### *"Proposed" Changes for*
### May 18, 2020

| Date of Meeting/Workshop | Changes Requested |
|---|---|
| Monday, May 18, 2020 | |
| Monday, June 8, 2020 | |
| Monday, June 8, 2020 – *Workshop* | |
| Monday, June 22, 2020 | |

**Placeholder – General Board Work**

- 2020-2021 School Year (August) Schedule School Site Visits
- Cultural Proficiency Continuum
- MN Student Survey Report Discussion
- Board Development Training

**Placeholder – Policy Review**

# EDEN PRAIRIE SCHOOL BOARD
## 2019-2020 ANNUAL WORK PLAN

| Board Meetings |
| --- |
| Board Workshops |
| Other Meetings |

### May 18, 2020

| Board Meeting or Board Workshop Type, Date and Time | Board Work | | | | Supt Consent Agenda Items (Human Resources & Business Services Reports) | Board Education & Required Reporting | Workshop Topic(s) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Policy Monitoring Ends, EL, BMD & GP Monitoring | Decision Preparation | Required Board Action | Board Action on Committee Reports & Minutes | | | |
| **Brief Board Meeting Mon, May 4, 2020\*** <br><br> *-Canceled-* | | | | | | | |
| **Board Workshop Mon, May 04, 2020\* 6:00 PM** | | | | | | | • ~~School Wide Enrichment Model (SEM) 2~~ – Moved to 6/8/20 <br>• Add: School Board Expense Policy Procedure (2nd Reading) <br>• Food Service Budget Update <br>• Add: Budget Update <br>• Distant Learning Virtual Visits <br>• Operational Interpretations and Measurement Plans for the 2019-20 Ends Policies <br><br>• Confirm agenda for next Board Workshop |

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# EDEN PRAIRIE SCHOOL BOARD
## 2019-2020 ANNUAL WORK PLAN

| Board Meetings |
|:---:|
| Board Workshops |
| Other Meetings |
| **May 18, 2020** |

| Board Meeting or Board Workshop Type, Date and Time | Board Work | | | | Supt Consent Agenda Items (Human Resources & Business Services Reports) | Board Education & Required Reporting | Workshop Topic(s) |
|---|---|---|---|---|---|---|---|
| | Policy Monitoring Ends, EL, BMD & GP Monitoring | Decision Preparation | Required Board Action | Board Action on Committee Reports & Minutes | | | |
| **Board Meeting Mon, May 18, 2020\* 6:00 PM** | Re-monitor Operational Interpretations and Measurement Plans for the 2019-20 Ends Policies | • FY 2020-21 Budget *(First Reading)* | •Approval of FY 2020-21 School Board Work Plan <br>•Approval of FY 2020-21 School Board Budget <br>•School Board Expense Policy Procedure <br><br> •Record of Board Self-Evaluation | | •Monthly Reports <br>•MSHSL Resolution for Membership <br>•Approval of FY 2020-21 School Meal Prices | | |
| **Post Meeting Board Workshop Mon, May 18, 2020\*** | | | | | | | •School Board Meeting Self-Assessment |
| **Brief Board Meeting Mon, Jun 8, 2020 6:00 PM** | | | | | Supt Consent Agenda | | |
| **Board Workshop Mon, Jun 08, 2020 6:15 PM** | | | | | | | •General Fund Budget Q&A <br>•School Wide Enrichment Model (SEM)-2 – Move from 5/4/20 <br>•Confirm agenda for next Board Workshop |

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# EDEN PRAIRIE SCHOOL BOARD
## 2019-2020 ANNUAL WORK PLAN

| Board Meetings |
|:---:|
| Board Workshops |
| Other Meetings |

### May 18, 2020

| Board Meeting or Board Workshop Type, Date and Time | Board Work | | | | Supt Consent Agenda Items (Human Resources & Business Services Reports) | Board Education & Required Reporting | Workshop Topic(s) |
|---|---|---|---|---|---|---|---|
| | Policy Monitoring Ends, EL, BMD & GP Monitoring | Decision Preparation | Required Board Action | Board Action on Committee Reports & Minutes | | | |
| **Board Meeting Mon, June 22, 2020 6:00 PM** | •Ends 1.1, 1.2, 1.3 OI | | •Approval of FY 2020-21 Budget •ISD 287 10-Year Facilities Maintenance Resolution ___ •Record of Board Self-Evaluation | | •Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Approval of Updated District Policies | | |
| **Post Meeting Board Workshop Mon, Jun 22, 2020** | | | | | | | •School Board Meeting Self-Assessment |

*May Meeting dates changed due to Memorial Day

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