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 - _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

5. **Adjournment**

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2020-21 DRAFT BUDGET Q&A

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Budget Overview

➢ Traditional budget model presented

    ➢ Includes an updated 5-year financial forecast

➢ COVID-19 major impacts to Community Education

➢ COVID-19 minor impacts to General Fund and Food Service

➢ Committed to keeping the board informed

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General Fund

General Fund (Unassigned)		
Revenue	$113,802,816	
Expenditure	$114,603,828	
Variance	($801,012)	
Fund Balance	$16,537,564	14.4%
Major Assumptions:		

Revenue:
- General education aid increase (assumption) of 2.0%
- Oct 1 enrollment projections of 8,569
- $12.6 million special education aid

Expenditure:
- Salary & benefit increases for unsettled contracts
- $250,000 staffing contingency

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Food Service Fund

Food Service Fund		
Revenue	$4,964,715	
Expenditure	$5,021,131	
Variance	($56,416)	
Fund Balance	$106,591	2.1%
Major Assumptions:		

Revenue:
- No proposed increases to meal prices
- Budget assumes school is back to normal in 2020-21

Expenditure:
- Salary & benefit increases based on negotiated contracts
- Budget assumes school is back to normal in 2020-21

Community Service Fund

Community Service Fund		
Revenue	$6,305,392	
Expenditure	$6,004,880	
Variance	$300,512	
Fund Balance	$157,551	2.6%
Major Assumptions:		
	• Both Revenues and Expenditures are budgeted to assume a continuous return of Community Educaiton programs, after it is safe to return from the COVID19 pandemic.	

Fund Balance Projection (Unassigned)

Executive Limitation 2.5.2 : *"There will be no financial plan that neglects to present the assumptions and timeline for the next annual budget during the third quarter of the current fiscal year."*

	2019-20 Projected	2020-21 Budget	2021-22 Projected	2022-23 Projected	2023-24 Projected	2024-25 Projected
Revenue	111,284,991	113,802,816	113,996,867	114,638,353	116,053,534	117,867,166
Expenditure	111,374,180	114,603,828	116,043,354	117,935,759	119,888,892	121,842,485
Surplus/(Deficit)	(89,189)	(801,012)	(2,046,487)	(3,297,406)	(3,835,358)	(3,975,319)
Unassigned Fund Balance ($)	17,338,577	16,537,565	14,491,078	11,193,672	7,358,314	3,382,995
Unassigned Fund Balance (%)	15.6%	14.4%	12.5%	9.5%	6.1%	2.8%

Questions/Comments

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Next Phase Elementary Choice Programming Development

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Phase II: Timeline

INSPIRE Leadership Team Convenes

Continued Vision Development

Initial learning for classroom teachers

Begin INSPIRE program

January 2020

Summer 2020

Spring 2021

2021-22 School Year

March, April, May 2020

Initial Vision Development

2020-21 School Year

Design implementation plan and engage in feedback loops with stakeholders

Summer 2021

Continued learning for classroom teachers

EP
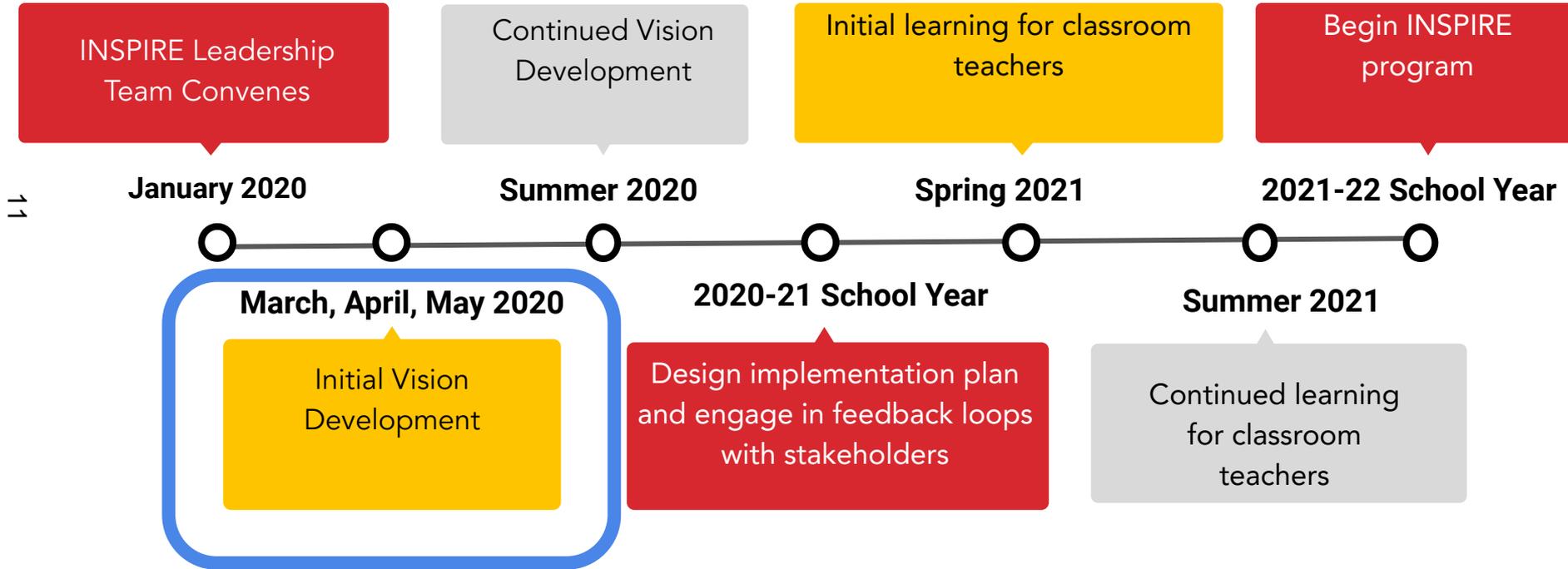
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Phase II: Vision Development

Initial Vision Development

March, April, May 2020

Research & Analysis

⬇

Common Understanding

⬇

Clarity

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Next Phase - Programming Development

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INSPIRE **Choice Programming**

- ➢ 35 Members
- ➢ Classroom Teachers
- ➢ Specialist Teachers
- ➢ Students
- ➢ Principals
- ➢ Associate Principals
- ➢ District Office Staff

Vision Process

[Initial Vision](link)

Committee Member Takeaways

Mary Margaret Mellen - EPHS Student

Ali Satre - Teacher

Kay Rosheim - Teacher

David Freeburg - Associate Principal

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THANK YOU

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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 2020 – June 2021

Policy Quadrant: Ends Policy

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

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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.

The ACT ~~and 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 benchmarks indicating on track status to be College and Career Ready as measured by ACT at grade 11.

~~Demonstration of exceeding minimum ACT benchmarks:~~
- ~~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%~~ 94%
- Demographic breakdown results– Include N-size

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

State Longitudinal Educational Data System (SLEDS)
- Percent of HS Graduates Enrolling in College – Fall Target 90% enrolled

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- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target 95% enrolled
- 4-Year College Completion Target ~~48%~~ 52% HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion Target ~~71%~~ 73% 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)*

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

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

Justification:
Grade level reading proficiency can be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to identify proficiency. One measure should not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. The MN K-12 Academic Standards in English Language Arts define the proficiency requirement for reading, writing, speaking, viewing, listening, media literacy, and language standards for all school districts in the state.

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

1. ~~Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card.~~ 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.
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:
1. ~~Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card~~ 3rd grade MCA/MTAS Reading Proficiency = Meets or Exceeds (Including n-size)
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.~~ Baseline data will be collected during the 2020-2021 school year.

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Evidence:

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

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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 needed 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~~ 75th 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-

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validated with 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, 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 aReading, earlyReading, aMath, and earlyMath assessment outcomes can also be used to evaluate a student's learning growth over time. The growth measures from these assessments are derived from rigorous statistical meta-analysis studies on student learning that compare a student's actual growth to the average expected growth of a student with a similar start score. More simply, this growth measure details how much gain is typical for a student who starts at a given level. Eden Prairie Schools administers aReading/earlyReading and aMath/earlyMath three times a year during the fall, winter, and spring, and we assess student growth in reading and math during the fall-to-spring interval. Students with growth in the 40th percentile or above have typical to aggressive growth.

FastBridge outcomes correlate with Minnesota's MCA/MTAS state-wide assessments: a FastBridge investigation comparing aReading and CBM-R outcomes to related MCA/MTAS outcomes demonstrated strong correlations (correlation coefficients, r, > 0.7), and the FastBridge outcomes were strong predictors of students' proficiency on the MCA/MTAS. An internal study using Eden Prairie Schools FastBridge and MCA/MTAS outcomes confirmed the predictive ability of FastBridge outcomes on MCA/MTAS proficiency - FastBridge aReading and aMath scores were predictive of MCA/MTAS proficiency with a minimum of 83% explanatory power.

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. For secondary students, we assessed a student's proficiency in math, reading, and science based on the course grades a student earned in these core subjects. An internal longitudinal study (2017, 2018, and 2019) demonstrated strong correlations between a student's core area course final grade and the student's corresponding MCA/MTAS subject proficiency with between 85% and 99% explanatory power.

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Measurement Plan:

~~The measure of earned term 1 and third quarter course grades of A, B (grades 7-12) and the measure of an earned P (grades 3-5) or A, B (grade 6) from most recent Standard Report Card, signify grade-level proficiency in specific subjects:~~ • ~~READING grades 3-8 and HS~~ • ~~MATH grades 3-8 and HS~~ • ~~SCIENCE grades 5, 8, and HS~~	~~Reading Goal 2019-2020 76% of students will be at or above proficiency~~ ~~Math Goal 2019-2020 73% of students will be at or above proficiency~~ ~~Science Goal 2019-2020 67% of students will be at or above proficiency~~
MCA and MTAS Proficiency grades 3-8 and high school for 2020-2021 Source: MDE Minnesota Report Card, October 1, 2020 Enrollment • **READING** grades 3-8 and HS • **MATH** grades 3-8 and HS • **SCIENCE** Grades 5, 8 and HS	Reading Goal 2020-2021: 76% of students will be at or above proficiency Math Goal 2020-2021: 73% of students will be at or above proficiency Science Goal 2020-2021: 67% of students will be at or above proficiency
FastBridge Growth grades K-6 - Fall to Spring growth • **READING –**~~2019-2020~~ 2020-2021 • **MATH –**~~2019-2020~~ 2020-2021	Percent of students below grade level in Reading achieving aggressive growth* will increase by 2% points. Percent of students below grade level in Math achieving aggressive growth* will increase by 2% points. *Aggressive growth is 75th growth percentile
Student Achievement in Other Curriculum Areas in Grades 7-12	

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- Social Studies
- World Language
- Technology
- Business Education - NA for grade 7 and 8
- Fine or Applied Arts (music, art courses)
- Health
- Physical Education

Percent of students achieving a C grade or higher in the referenced subjects will increase by 2% points.

Evidence:

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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.

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
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- 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 2020 to June 2021

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: May 18, 2020
Evidence: October 2020

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.

- 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:

2020-2021
- 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.

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.

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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

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 2020 to June 2021

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: May 18, 2020
Evidence: October 2020

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

Commented [HM1]: @Jessica Kurtz

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, national, and 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.

Personal goal setting increases motivation and self-direction, and 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. Self-directed students also work with increasing independence as they explore and compare their own experiences and perspectives with those of others. These students 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 ~~2019-2020~~ 2020-2021
- 95% of 12th graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- 95% of 12th 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 ~~2019-2020~~ 2020-2021
- 90% of students in grades 4-12 set personal academic and social emotional goals

Responsible/Respectful Behavior
Digital Citizenship
Target for ~~2019-2020~~ 2020-2021
- Percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area Digital Citizenship, measured by Eden Prairie Schools digital citizenship strand rubrics embedded into Eden Prairie's 4C's Rubrics, 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

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Respect and Responsibility
- Baseline data will be collected for K-5 students from the end of year report card that measures respectful behavior and responsible behavior.
- Baseline data will be collected from 6-12 students using the Panorama student survey focused on respectful behavior and responsible behavior.

Target for 2020-2021
- K-5:
    - 70% of students will receive a Proficient score on the end of the year report card for respectful behavior
    - 71% of students will receive a Proficient score on the end of the year report card for responsible behavior
- 6-12:
    - 54% of students will respond favorably on Panorama student survey questions focused on respectful behavior
    - 57% of students will respond favorably on Panorama student survey question focused on responsible behavior

Attendance Rate
The target for the 2019-2020 **2020-2021** school year is to reach 95% or above for all schools.

Evidence:

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