



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 PM

School Board Members

Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Charles "C.J." Strehl

2. General Fund Budget Q&A

3. 2021-2022 Ends OI for 1.1, 1.2, 1.3, 1.4, 1.5 & 1.6

A. Ends 1.1	2
B. Ends 1.2	8
C. Ends 1.3	16
D. Ends 1.4	26
E. Ends 1.5	31
F. Ends 1.6	37

4. Community Linkage

- A. June 16, 2021 Community Session
- B. Conversation: Inspiring News Topic (FY 2021-22) - 1st Draft

5. Interim Candidate Appointment Process

6. Confirm Agenda for next Board Workshop

7. Work Plan Changes Document

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8. 2020-2021 School Board Annual Work Plan (June 2021)

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9. 2021-2022 School Board Annual Work Plan

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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.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

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 be **predictable** 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 a **body of evidence including standardized assessment, successful completion of high school course work and capstone experience as well as the** 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). 3

Academically prepared to progress to multiple opportunities after high school should be identified by multiple measures. Sound research and measurement practices recommend the triangulation of data for each student to identify success. One measure alone should not determine academic and workforce preparedness. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. A balanced assessment approach allows for the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.

Graduation Rates

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.

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

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 high school programs and instructional delivery methods for continuous improvement.

Standardized College Entrance Assessment

A college entrance assessment is a standardized aptitude test designed to measure a student’s aptitude in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is one predictor of post-secondary success, retention and graduation (Department of Defense, n.d.). These assessments are designed to be a measure of the potential for future success in post-secondary workforce (ACT, 2021).

~~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:~~

- ~~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 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.~~

Gateway Courses

A gateway course is defined as credit-bearing course necessary for college preparation. Gateway courses are aimed to set up students for post-secondary success during both their academic career and professional lives. When students enter post-secondary experiences without background knowledge, critical thinking skills, or the ability to work collaboratively, they may not be set up for success. Students who were not provided these experiences in high school may enter their post-secondary opportunity with fewer skills and abilities to do well in their chosen major, obtain their degree, or enter the workforce (Kwak, 2021).

Capstone Experience Courses

Student exploration, learning, and experience with a career pathway can culminate in a Capstone experience. Capstone experiences provide students opportunities to acquire, apply and demonstrate learning in personalized ways that authentically reflect how professionals think and act within the career field. As part of Eden Prairie School’s Designing Pathways implementation process, stakeholders including business partners and community members identified that the essential elements of a Capstone experience should include authentic learning defined as instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field. In partnership with business leaders who

are part of the EP Inspires group, this Capstone experience was designed to include collaboration with professionals in the field through both networking and mentoring. Throughout the Capstone experience, students will apply their previous and current learning and demonstrate their learning in a variety of ways.

Citations:

- National Research Leader in College and Workforce Readiness. ACT. (2021). <https://www.act.org/content/act/en/research.html>.
- Department of Defense (n.d.). *Taking College Entrance Exams: My Future: Test Preparation*. My Future. <https://myfuture.com/college/taking-college-entrance-exams>.
- Kwak, A. J. (2021, February 19). *What Are Gateway Courses and Why Do They Matter to Equity in Higher Ed?* Every Learner Everywhere. <https://www.everylearnereverywhere.org/blog/what-are-gateway-courses-and-why-do-they-matter-to-equity-in-higher-ed/>.

Measurement Plan:

I. Description of the Measurement Tools

Graduation Rates

- 4-year graduation rate
- 7-year graduation rate

Results will include the demographic breakdown by racial and service student groups.

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

- Percent of HS Graduates Enrolling in College
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target
- 4-Year College Completion HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion HS graduates completing a degree or certificate within 6 years

Results will include the demographic breakdown by racial and service student groups.

Academically Prepared for Opportunities after High School:

Demonstration of academic preparedness for multiple opportunities after high school will be measured by a student having met the two out of three benchmarks by the end of 12th grade.

Results will include the demographic breakdown by racial and service student groups.

(1 of 3) Standardized College Entrance Assessment: ACT

Students who achieve a composite score of 21 or greater are deemed to be college and career ready by the ACT.

(2 of 3) Gateway Courses

Students who have achieved a C grade or higher in each of the four identified EPHS gateway courses are deemed to be academically prepared for opportunities after high school. The four EPHS gateway courses are English 12, Algebra II, Physics or Chemistry, and Economics.

(3 of 3) Capstone Experience Courses

Students who have achieved a C grade or higher in at least one EPHS capstone courses are deemed to be academically prepared for opportunities after high school.

II. Targets

Graduation Rates: Target for ~~2020-2021~~ 2021-2022

- 4-year graduation rate: ~~94%~~ 95%
- 7-year graduation rate: 97%

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Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS): Target for ~~2020-2021~~ 2021-2022

- Percentage of HS Graduates Enrolling in College: 90%
- Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: 95%
- 4-Year College Completion (high school graduates completing a degree or certificate within 4 years): ~~52%~~ 53%
- 6-Year College Completion (high school graduates completing a degree or certificate within 6 years): 73%

Academically Prepared for Opportunities after High School: Target for ~~2020-2021~~ 2021-2022

- Baseline data will be collected for 2021-2022

Evidence:

[Graduation Rates](#)

[Post-Secondary Metrics from State Longitudinal Educational Data System \(SLEDS\)](#)

[Academically Prepared for Opportunities after High School](#)

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 ~~1.1~~ 1.2 Each student is reading at grade level by the end of third grade.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

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

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 be **predictable** exist between racial and service student groups.
2. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
3. I interpret 3rd grade reading proficiency at grade level in two out of three aligned assessment tools.

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).⁹

Grade level reading proficiency ~~can~~ **should** 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.

Eden Prairie Schools uses in a balanced assessment system which includes a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programing and practices. This body of evidence includes:

- Long-cycle: State and national assessments
- Mid-cycle: Universal screening and benchmark assessments
- Short-cycle: Classroom assessments

Long-Cycle: State and national assessments

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 **and are measured by the Minnesota Comprehensive Assessment (MCA)**. For students whom the MCA is not appropriate, the alternate MCA is given.

Mid-Cycle: Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and determine whether they are on-track to perform well on future assessments, such as high-stakes tests like the MCA. Mid-cycle assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information on student’s trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013).

Universal screening and benchmark assessments offer multiple insights and advantages, including:

- Measuring student achievement and growth over time
- Identifying student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

Short-Cycle: Classroom Assessments - This assessment tool is not used as part of the measurement plan.

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

- ~~1. 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.~~

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~~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.~~

Citations:

- Great Schools Partnership. “Interim Assessment Definition.” *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- University of Oregon Center on Teaching and Learning (2021). “UO DIBELS® Data System.” *EasyCBM Reading : Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

Measurement Plan:

I. Description of the Measurement Tools:

Proficient in Two of Three Aligned Reading Assessments: Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade. *Results will include the demographic breakdown by racial and service student groups.*

(1 of 3) Long-Cycle: Assessed by the Minnesota State MCA/Alternate MCA Assessments

The Minnesota Comprehensive Assessments (MCAs) and the alternate Minnesota Comprehensive Assessments (Alt. MCA) are the state assessments that measure student progress toward Minnesota’s academic standards and meet federal and state legislative requirements. Most students take the MCA, and students who receive special education services and meet eligibility requirements may take the alternative assessment. MCA/Alt. MCA are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading.

MCA/Alt. MCA Student Reading Achievement Levels (according to MDE Statewide Testing, 2021):

- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

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For MCA/Alt. MCA, students who achieve at the levels of “exceeds the standards” or “meets the standards” are deemed to meet the standards of this assessment.

(2 of 3) Mid-Cycle: Assessed by the FastBridge aReading Universal Screener/Benchmark Assessment

The FastBridge aReading assessment is based on ten years of research built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross 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. aReading is a universal screening tool to (a) personalize instruction for each student and (b) identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels:

- Exceeds targets (not available for earlyReading and earlyMath)
- Low risk (On track for grade level/developmental benchmarks)
- Some risk (Supports may be needed to meet grade level/developmental benchmarks)

- High risk (Additional supports needed to meet grade level/developmental benchmarks)

For FastBridge aReading, students who achieve at the levels of “exceeds targets” or “low risk” are deemed to meet the standards of this assessment.

(3 of 3) Mid-Cycle: Assessed by the FastBridge CBM-R Oral Reading Fluency Universal Screener/Benchmark Assessment

The FastBridge Curriculum-Based Measurement for Reading (CBM-R) assessment is based on oral reading fluency (ORF) measures. These measures are a standardized set of passages with corresponding administration procedures designed to (a) identify children who may need additional instructional support and (b) monitor progress toward instructional goals. CBM-R serves as a broad reading measure that integrates word identification skills with comprehension to indicate a child’s progress related to grade level standards for reading (University of Oregon Center on Teaching and Learning, 2021).

FastBridge CBM-R Student Reading Achievement Levels:

- Exceeds targets (not available for earlyReading and earlyMath)
- Low risk (On track for grade level/developmental benchmarks)
- Some risk (Supports may be needed to meet grade level/developmental benchmarks)
- High risk (Additional supports needed to meet grade level/developmental benchmarks)

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For FastBridge CBM-R, students who achieve at the levels of “exceeds targets” or “low risk” are deemed to meet the standards of this assessment.

Short Cycle: Classroom assessments are *not* used in this data triangulation.

II. Targets:

Proficient in Two of Three Aligned Reading Assessments: Target for ~~2020-2021~~ 2021-2022

- 78% of 3rd grade students will be proficient in two of the three aligned reading assessments.

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart. <https://mtss4success.org/resource/academic-screening-tools-chart>
- MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>

- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.
- University of Oregon Center on Teaching and Learning (2021). “UO DIBELS® Data System.” *EasyCBM Reading : Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

Evidence:

Proficient in Two of Three Aligned Reading Assessments:

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 ~~1.1~~ 1.3 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math and Science.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

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

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 be **predictable** exist between racial and service student groups.
2. 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.
3. 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:

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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).

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. In addition to English Language Arts, Math, and Science it is our goal that all students will perform at or above grade level in all content areas which include Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education. Measuring the academic achievement of the MN and National Standards in these content areas individual growth of each learner is as important as determining proficiency as of the MN Standards in English Language Arts, Math, and Science.

Eden Prairie Schools uses a balanced assessment system which includes a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programing and practices. This body of evidence includes:

- Long-cycle: State and national assessments
- Mid-cycle: Universal screening and benchmark assessments
- Short-cycle: Classroom assessments

Long-cycle: State and national assessments

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 and are measured by the Minnesota Comprehensive Assessment (MCA) or the alternate MCA. The MN K-12 Academic Standards in Mathematics define the proficiency requirement for numbers and operations, algebra, geometry and measurement, data analysis and probability and are measured by MCA/Alt. MCA. The MN K-12 Academic Standards in Science define the proficiency requirement for science and engineering practices, crosscutting concepts, and disciplinary core ideas (physical sciences, life sciences and earth and space sciences) (MN State Academic Standards, 2021).

Mid-cycle: Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and determine whether they are on-track to perform well on future assessments, such as high-stakes tests like the MCA/Alt. MCA. Mid-cycle assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information on student's trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013).

Universal screening and benchmark assessments offer multiple insights and advantages, including:

- Measuring student achievement and growth over time
- Identifying student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

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Short Cycle: Grades based on classroom assessments.

The assigned grades for students are identified as a short-cycle assessment. Locally developed classroom assessments aligned to the MN state standards and/or national standards are used to indicate proficiency levels met through a grade-based system.

District Growth Expectations

When any student is performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's worth of growth in order to meet grade level expectations by the end of the school year. That is, a student who is achieving below grade level will not demonstrate grade level standards by the end of the year if they make an average of one year's growth. At best, this student will only maintain their current achievement (which is below grade level). Therefore, for a student to move from below grade level expectations to meeting or exceeding grade level expectations, they must demonstrate aggressive growth (more than one year's worth of growth).

Citations

- Great Schools Partnership. “Interim Assessment Definition.” *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/
- MN State Academic Standards (K-12). (n.d.). <https://education.mn.gov/mde/dse/stds/>
- MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.

Mid-Cycle Assessment—FastBridge Universal Screener and Benchmark Assessment

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-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 and earlyReading are 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 19 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.

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 75th percentile) growth they can work to attain grade-level expectations.

FastBridge outcomes correlate with Minnesota’s MCA/MTAS [MCA/Ait. MCA](#) 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 [MCA/Ait. MCA](#). An internal study using Eden Prairie Schools FastBridge and

~~MCA/MTAS MCA/Alt. MCA~~ outcomes confirmed the predictive ability of FastBridge outcomes on MCA/MTAS ~~MCA/Alt. MCA~~ proficiency—FastBridge aReading and aMath scores were predictive of MCA/MTAS ~~MCA/Alt. MCA~~ proficiency with a minimum of 83% explanatory power.

~~Inside other curriculum such as Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education students are measured in grades 7–12 through locally developed classroom 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.~~

Measurement Plan:

I. Description of the Measurement Tools:

Long-Cycle Assessment Proficiency: Assessed by the Minnesota State MCA/Alt. MCA Assessments

The Minnesota Comprehensive Assessments (MCAs) and the alternate Minnesota Comprehensive Assessments (Alt. MCA) are the state assessments that measure student progress toward Minnesota’s academic standards and meet federal and state legislative requirements. Most students take the MCA, and students who receive special education services and meet eligibility requirements may take the alternative assessment. MCA/Alt. MCA are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, math, and science.

The following table shows grade levels taking certain parts of the MCA/Alt. MCA:

Grade 3	Math & Reading
Grade 4	Math & Reading
Grade 5	Math, Reading & Science
Grade 6	Math & Reading
Grade 7	Math & Reading
Grade 8	Math, Reading & Science
Grade 10	Math
Grade 11	Reading
High School (post-biology)	Science

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MCA/Alt. MCA Student Reading Achievement Levels (according to MDE Statewide Testing, 2021):

- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

For MCA/Alt. MCA, students who achieve at the levels of “exceeds the standards” or “meets the standards” are deemed to meet the standards of this assessment.

Results will include the demographic breakdown by racial and service student groups.

Mid-Cycle Assessment Growth: Assessed by the FastBridge Universal Screener and Benchmark Assessments

The FastBridge aReading assessment is based on ten years of research built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-5. aReading is a universal screening tool to (a) personalize instruction for each student and (b) identify students at risk for academic gaps. earlyReading is the equivalent assessment for developing readers and is used in grades K and 1.

The FastBridge 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 2-5 universal and 6-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians and is used in grades K and 1.

FastBridge Student Achievement Levels:

- Exceeds targets (not available for earlyReading and earlyMath)
- Low risk (On track for grade level/developmental benchmarks)
- Some risk (Supports may be needed to meet grade level/developmental benchmarks)
- High risk (Additional supports needed to meet grade level/developmental benchmarks)

For FastBridge assessments, students who achieve at the levels of “exceeds targets” or “low risk” are deemed to meet the standards of this assessment.

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.

FastBridge Student Growth Achievement Levels:

- Aggressive growth (more than one year’s worth of growth)
- Typical growth (equivalent to one year’s worth of growth)
- Modest growth (less than one year’s worth of growth)
- Flat growth (flat or negative growth)

For FastBridge assessments, students who achieve grow at the levels of “typical” or “aggressive” are deemed to have one year’s or more of growth.

Short Cycle Assessment Proficiency: Assessed by Grades Based on Classroom Assessments

Other curriculum areas are inclusive of Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education. Students are measured in grades 6-12 through classroom assessments to indicate proficiency levels met through a grade-based system. These classroom assessments are aligned to the MN state standards and/or identified national standards.

II. Targets:

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Long-Cycle Assessment Proficiency: Minnesota State MCA/alt. MCA Assessments: Target for ~~2020-2021~~ 2021-2022

- 76% of students (grades 3-8, 10) will be at or above proficiency in reading.
- 73% of students (grades 3-8, 11) will be at or above proficiency in math.
- 67% of students (grades 5, 8, HS) will be at or above proficiency in science.

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments: Target for ~~2020-2021~~ 2021-2022

- The percentage of students (grades K-5) below grade level in reading who achieve aggressive growth from fall to spring will increase by 2% points.
- The percentage of students (grades K-5) below grade level in math who achieve aggressive growth from fall to spring will increase by 2% points.

Note: Aggressive growth is the 75th growth percentile and above

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for ~~2020-2021~~ 2021-2022

- The percentage of students (grades 6-12) achieving a C grade or higher in other curriculum areas* will increase by 2% points.

Note: Other curriculum areas include: Social Studies, World Language, Career Technology Education, Business Education - ~~NA for grade 7 and 8~~, Fine or Applied Arts (music, art courses), Health, Physical Education

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart. <https://mtss4success.org/resource/academic-screening-tools-chart>
 - MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>
 - National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
-

Evidence:

[Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments](#)

[Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments](#)

[Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments](#)

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Data does/does not provide adequate evidence of compliance. *Include specific evidence for rating conclusion and recommendations.*

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

Statement of Assertion

Board Member's Summarizing Comments

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.2 1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

1.2 1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

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 be **predictable** exist between racial and service student groups.
2. I interpret *broad-based education* as authentic learning experiences ~~within the educational program~~ that **leverage student interest, exploration, talent development, career exploration and prepares** preparing students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
3. I interpret *exceeds* as to go beyond state expectations.
4. 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.

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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).

Developing a broad-based education requires extensive study, practice, and thinking in the areas 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. **K-12 Pathways programming provides authentic learning opportunities for students to explore, learn about and experience potential future careers. The Pathways programming enables students to purposefully plan for their future by offering K-12 coursework to prepare them for specific college, career, or civic opportunities post-graduation.**

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include **Concurrent College Enrollment**, ~~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~~ **post-secondary** experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

Citations:

Measurement Plan:

I. Description of the Measurement Tools:

Enrollment of Students Participating in Pathways Programming: Assessed by Pathways Programming Enrollment

- Number of students participating in the Inspire Choice at the elementary level.
- Number of students enrolled in 21st Century elective course at the middle school level.
- Number of students enrolled in Career Pathways courses at the high school level.

Results will include the demographic breakdown by racial and service student groups.

Exceeding Minimum Graduation Requirements/Rigorous Course Enrollment: Assessed by Course Enrollments

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- Post-Secondary Options - Dual Enrollment
 - Number of students enrolled in the Post-Secondary Enrollment Options program. (Data obtained from MN Department of Education.)
- Students enrolled in rigorous course work
 - Percentage of students enrolled in at least one AP Advanced Placement course.
 - Percentage of scores 3 or higher on AP Advanced Placement exams.
 - Concurrent College Enrollment – College in the Schools (CIS) Spanish, French, German; Normandale Calculus III, Algebra Trig, Intro to Education, Multicultural Education & Human Relations in Schools
- Percentage of students enrolled and successfully completing Advanced course offerings in World Languages, Career & Tech Ed, Math, etc.
- Percentage of graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements.

Results will include the demographic breakdown by racial and service student groups.

II. Targets:

Enrollment of Students Participating in Pathways Programming

- Baseline data will be collected during the 2021-2022 school year.

Rigorous Coursework Enrollment

- Baseline data will be collected during the 2021-2022 school year.
-

Evidence:

[Enrollment of Students Participating in Pathways Programming – baseline data](#)

[Rigorous Coursework Enrollment – baseline data](#)

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

30

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends ~~1-2~~ 1.5 Each student has the 21st century skills needed to succeed in the global economy.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

1.2 1.5 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 be **predictable** 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 4Cs (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).

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An integration of *21st Century Skills* 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* are defined by the 4Cs (critical thinking, creativity, collaborating, and communicating). Eden Prairie’s interpretation of *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.

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Eden Prairie’s implementation of this measurement is ongoing and we will continue to make progress towards measuring each of the 4Cs with each student. ~~Student proficiency of the 4Cs is measured through performance assessments embedded into content area assessments. The effective measurement of the 4Cs 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:

I. Description of the Measurement Tools:

4Cs Proficiency: Assessed by the 4Cs Proficiency Scales

Student proficiency of the 4Cs is measured through performance assessments embedded into content area assessments. Teachers utilize proficiency scales to measure *21st Century Skills* defined within the categories of critical thinking, communication, collaboration, and creativity.

Eden Prairie's 4Cs Proficiency Scales:

- 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 student performance that is proficient.
- Level 4: Describes student performance that is exemplary and exceeds proficiency.

Results will include the demographic breakdown by racial and service student groups.

II. Targets:

4Cs Proficiency: Target for ~~2020-2021~~ 2021-2022

- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Communication will increase by 2% points.
- The 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.
- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Creativity will increase by 2% points.
- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Collaboration will increase by 2% points.

Evidence:

4Cs Proficiency:

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

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Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.3 1.6 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

1.3 1.6 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 be **predictable** 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).³⁸

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:

I. Description of the Measurement Tools

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Civics: Assessed by the MN Civics Test

In 2016, the Minnesota Legislature passed a law requiring Minnesota students in public schools to pass a civics test. The test consists of 50 out of the 100 questions in the United States Custom and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by Learning Law and Democracy Foundation, in consultation with civics teachers (MDE Social Studies, 2021).

Results will include the demographic breakdown by racial and service student groups.

Responsible and Respectful Behavior: Assessed by the Panorama Perception Survey

The Panorama Education Student Survey is a survey instrument focused on measuring student perceptions of teaching and learning. Panorama Student Surveys were initially developed by a team of researchers at the Harvard Graduate School of Education using research-based survey design processes that maximize validity and minimize error. National norms, which were derived from 3,000+ schools and 2,000,000+ students, are provided by Panorama Education for each topic and are reported in terms of “percentage of students who responded favorably” to the questions within a topic.

Results will include the demographic breakdown by racial and service student groups.

Digital Citizenship: Assessed by the 4Cs Proficiency Scales

Student proficiency of digital citizenship is measured through the 4Cs performance assessments embedded into content area assessments. Teachers utilize proficiency scales to measure the *21st Century Skills* defined within the categories of critical thinking, communication, collaboration, and creativity.

Eden Prairie's 4Cs Proficiency Scales:

- 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 student performance that is proficient.
- Level 4: Describes student performance that is exemplary and exceeds proficiency.

Results will include the demographic breakdown by racial and service student groups.

Self-Direction and Personal Motivation: Assessed by tracking personal academic and social emotional goals set by students

Results will include the demographic breakdown by racial and service student groups.

Attendance Rate: Assessed by daily attendance

Results will include the demographic breakdown by racial and service student groups.

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II. Targets

Civics: Target for ~~2020-2021~~ 2021-2022

- 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.

Responsible and Respectful Behavior: Target for ~~2020-2021~~ 2021-2022

- K-5 Target:
 - 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%~~ 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior
 - ~~57%~~ 60% of students will respond favorably on Panorama student survey question focused on responsible behavior

Digital Citizenship: Target for ~~2020-2021~~ 2021-2022

- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area Digital Citizenship will increase by 2% points.

Self-Direction and Personal Motivation: Target for ~~2020-2021~~ 2021-2022

- 90% of students in grades 4-12 set personal academic and social emotional goals.
- Results will include the demographic breakdown by racial and service student groups.

Attendance Rate: Target for ~~2020-2021~~ 2021-2022

- The attendance rate will be 95% or above for all schools.

Evidence:

Civics:

Responsible and Respectful Behavior:

Digital Citizenship:

Self-Direction and Personal Motivation:

Attendance Rate:

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

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Eden Prairie School Board
2020–21 WORK PLAN CHANGES
“Proposed” Changes for the
June 28, 2021

Date of Meeting/Workshop	Changes Requested
Monday, June 28, 2021	
Placeholder – General Board Work	
<ul style="list-style-type: none"> School Board Listening Session Discussion 	
Placeholder – Policy Review	

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes for the
June 28, 2021

Date of Meeting/Workshop	Changes Requested
Monday, July 26, 2021 (7:30 a.m.)	
<i>Saturday, August 21, 2021 - Workshop</i>	- Add: Board Workshop – Tools of Cultural Proficiency
Monday, August 23, 2021	- Add: Debrief Notes from DISC
Monday, September 13, 2021 – Workshop	
Monday, September 27, 2021	
Monday, October 11, 2021 – Workshop	
Monday, October 25, 2021	
Monday, November 8, 2021 – Special Meeting	
Monday, November 8, 2021 – Workshop	
Monday, November 22, 2021	
Monday, December 13, 2021	
Placeholder – General Board Work	
<ul style="list-style-type: none"> School Board Listening Session Discussion 	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

May 24, 2021

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 Workshop Mon, June 14, 2021 6:00 PM							<ul style="list-style-type: none"> •General Fund Budget Q&A •Ends 2021-2022 OI: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 •CLC: Inspiring News Topic Discussion – 1st DRAFT (2021-22) •Interim Candidate Appointment Process •Confirm agenda for next Board Workshop
Board Community Engagement Wed, June 16, 2021 6:30 PM	School Board Listen & Learn Community Engagement EPHS PAC						
Board Meeting Mon, June 28, 2021 6:00 PM	<ul style="list-style-type: none"> •Ends 2021-2022 OI: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 		<ul style="list-style-type: none"> •Approval of FY 2021-22 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution •FY 2022-23 Preliminary School Calendar – <i>Moved from 5/24/21 Mtg.</i> •Interim Candidate Appointment Process •EL 2.9.1 – 2nd Reading 	Community Linkage: Inspiring News DRAFT Approval – 2021-22	<ul style="list-style-type: none"> •Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Approval of Updated District Policies 	Morris Leatherman Presentation	

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

May 24, 2021

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			
			<hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 				
Post Meeting Board Workshop Mon, Jun 28, 2021							<ul style="list-style-type: none"> School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

May 24, 2021

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			
*****2021***** Board Meeting Mon, Jul 26, 2021 7:30 AM			Resolution Calling the Eden Prairie School District Election	Finalize DRAFT - Inspiring News Article	<ul style="list-style-type: none"> •Monthly Reports •Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		
<i>Board Workshop Sat, Aug 21, 2021 9:00 AM</i>							<i>Tools of Cultural Proficiency⁴⁶</i>
Board Meeting Mon, Aug 23, 2021 6:00 PM	<ul style="list-style-type: none"> •EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection 		Record of Board Self-Evaluation	2021-22 School Site Visits	Monthly Reports	<i>Debrief Notes from DISC</i>	
Post Meeting Board Workshop Mon, Aug 23, 2021							School Board Mtg. Self-Assessment
Board Workshop Mon, Sep 13, 2021 6:00 PM							<ul style="list-style-type: none"> •ADMIN Proposals for FY 2021-22 Workshops •2020-21 Financial Update •NEW Policy Development Discussion (Ends & EL Policies) •Policy Monitoring:

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

May 24, 2021

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			
							<ul style="list-style-type: none"> All BMD Policies – BMD 3.0 – 3.3 Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 27, 2021 6:00 PM	<ul style="list-style-type: none"> EL 2.3 Treatment of Parents EL 2.6 Financial Management & Operations <hr/> <ul style="list-style-type: none"> All BMD Policies BMD 3.0 Single Point of Connection BMD 3.1 Unity of Control BMD 3.2 Delegation to the Superintendent BMD 3.3 Superintendent Accountability & Performance <hr/> <ul style="list-style-type: none"> GP 4.4 Officer Roles GP 4.5 School Board Members Code of Conduct GP 4.6 Process for Addressing School Board Member Violations GP 4.7 School Board Committee Principles 		<ul style="list-style-type: none"> Resolution to Appoint Election Judges Approval of Preliminary FY 2022-23 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 22 <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> FY 2020-2021 Year-end Preliminary Financial Report FY 2021-2022 Preliminary Enrollment Report 	47

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

May 24, 2021

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			
	<ul style="list-style-type: none"> •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sep 27, 2021							School Board Mtg. Self-Assessment 48
Board Workshop Mon, Oct 11, 2021 6:00 PM							<ul style="list-style-type: none"> •Administration: Setting Stage for FY 2022-23 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 25, 2021 6:00 PM	<ul style="list-style-type: none"> •Ends 1.1, 1.2, 1.3 Evidence (FY 2020-21) <hr style="width: 50%; margin: 5px 0;"/> •EL 2.4 Treatment of Staff •EL 2.8 Compensation and Benefits <hr style="width: 50%; margin: 5px 0;"/> •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style •GP 4.2 School Board Job Products 		Record of Board Self-Evaluation		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • Enrollment Report as of Oct. 1, 2021 -Exec. Summary -Capture Rate -History & Projection Totals -Official October 1 Enrollment Count •World's Best Workforce Report 	

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

May 24, 2021

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			
	<ul style="list-style-type: none"> •GP 4.3 Annual Work Plan •GP 4.9 Governance Investment 					<ul style="list-style-type: none"> •FY 2020-2021 Achievement Integration Summary Report 	
Post Meeting Board Workshop Mon, Oct 25, 2021							<ul style="list-style-type: none"> •School Board Mtg. Self-Assessment <p style="text-align: center;">49</p>
Board Special Meeting Mon, Nov 8, 2021 6:00 PM			Canvass Elections Results				
Board Workshop <u>Mon, Nov 8, 2021</u> 6:15 PM							<ul style="list-style-type: none"> •Welcome to Board, newly Elected School Board Member •“New Policy Introductions” •Review of Treasurer’s Annual Report •Discussion: Board Monitoring Process and Communication •Community Linkage Committee: Identify article for the Inspiring News

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

May 24, 2021

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			
							<ul style="list-style-type: none"> Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 22, 2021 6:00 PM	EL 2.9 Communication and Support to the School Board		Oath of Office <hr/> Record of Board Self-Evaluation	Inspire News Topic – DRAFT Presented	Monthly Reports	FY 2020-21 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 22, 2021							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 13, 2021 6:00 PM	<ul style="list-style-type: none"> EL 2.5 Financial Planning and Budgeting EL 2.0 Global Executive Constraint 	<ul style="list-style-type: none"> Closed Session: Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 	<ul style="list-style-type: none"> Approval of Final FY 2022-23 Levy School Board Treasurer’s Report Record of Board Self-Evaluation 	Inspire News Article (DRAFT) Approval	Monthly Reports	Truth in Taxation Hearing	
Post Meeting Board Workshop Mon, Dec 13, 2021							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment

**EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN**

Board Meetings
Board Workshops
Other Meetings

May 24, 2021

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			

<p>*****2022*****</p> <p align="center">Annual Organizational Meeting Mon, Jan 3, 2022 6:00 PM</p>			<ul style="list-style-type: none"> • 2022 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • Resolution for Combined Polling Places for the General Elections • School Board Meeting Calendar: Jan 1, 2022 through Jun 30, 2022 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2022 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IOWA) 		51
<p>Board Workshop Mon, Jan 3, 2022 6:15 PM</p>							<ul style="list-style-type: none"> • 2022 Committees & Outside Organization Discussion

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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			
Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> Budget: 5-Year Financial Forecast Levy's & Schedule Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 24, 2022 6:00 PM		<ul style="list-style-type: none"> FY 2022-23 Final School Calendar (Draft) FY 2023-24 Preliminary School Calendar (Draft) FY 2022-23 Budget Timelines – First Reading FY 2022-23 Budget Assumptions – First Reading 	<ul style="list-style-type: none"> FY 2021-22 Mid-Year Budget Approval Record of Board Self-Evaluation 	2022 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> Monthly Reports FY 2022-23 Bus Purchase 		52
Post Meeting Board Workshop Mon, Jan 24, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 14, 2022 6:00 PM							<ul style="list-style-type: none"> Finance 101 Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Feb 28, 2022 6:00 PM			Record of Board Self-Evaluation		<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2022-23 School Calendar • Approval of Preliminary FY 2023-24 School Calendar • American Indian Education Resolution 		53
Post Meeting Board Workshop Mon, Feb 28, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 14, 2022 6:00 PM							<ul style="list-style-type: none"> • Communications • Define Policy under Policy Governance: Ends, EL's, GP's and BMD's • Policy Workshop: Discus Potential Policy Changes • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 28, 2022 6:00 PM		FY 2022-23 Capital Budget – First Reading	<ul style="list-style-type: none"> • Final FY 2022-23 Budget Assumptions • Record of Board Self-Evaluation 	Identify Topic for Inspiring News Article	<ul style="list-style-type: none"> • Monthly Reports • Achievement & Integration Budget • Resolution to Release Probationary Teachers 		

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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			
Post Meeting Board Workshop Mon, Mar 28, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 11, 2022 6:00 PM							<ul style="list-style-type: none"> • Agenda Items: Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline • FY 2022-2023 Annual Work Plan Calendar Discussion • Review DRAFT of Inspiring News Article • Discussion/Review all items in Placeholder area on "Work Plan Changes Document" • FY 2022-2023 School Board Meeting Calendar Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> • FY 2022-2023 School Board Budget Discussion • Mechanics of Monitoring • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 25, 2022 6:00 PM		<ul style="list-style-type: none"> • FY 2022-23 School Board Work Plan – First Reading • <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03,Subd.1) • FY 2022-23 School Board Budget – First Reading 	<ul style="list-style-type: none"> • Approval of FY 2022-23 Capital Budget • Approval of FY 2022-23 School Board Meeting Calendar • Record of Board Self-Evaluation 	Approve Inspiring News Article DRAFT	Monthly Reports		55
Post Meeting Board Workshop Mon, Apr 25, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, May 9, 2022 6:00 PM							<ul style="list-style-type: none"> • Strategic Plan • Confirm agenda for next Board Workshop
Board Meeting Mon, May 23, 2022 6:00 PM		FY 2022-23 Budget – First Reading	<ul style="list-style-type: none"> • Approval of FY 2022-23 School Board Work Plan 		<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2022-23 School Meal Prices 		

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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			
			<ul style="list-style-type: none"> Approval of FY 2022-23 School Board Budget 				
Post Meeting Board Workshop Mon, May 23, 2022			<ul style="list-style-type: none"> Record of Board Self-Evaluation 				<ul style="list-style-type: none"> School Board Meeting Self-Assessment⁵⁶
Board Workshop Mon, June 13, 2022 6:00 PM							<ul style="list-style-type: none"> General Fund Budget Q&A All Ends OI's Confirm agenda for next Board Workshop
Board Meeting Mon, June 27, 2022 6:00 PM	All Ends OI's (FY 2022-23)		<ul style="list-style-type: none"> Approval of FY 2022-23 Adopted Budget ISD 287 10-Year Facilities Maintenance Resolution 		<ul style="list-style-type: none"> Monthly Reports EPS 10-Year Facilities Maintenance Plan Q-Comp Annual Report Annual Review of District Mandated Policies Summary Update of General District Policies Approval of Updated District Policies MSHSL Resolution for Membership 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Jun 27, 2022							•School Board Meeting Self-Assessment

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