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 PM*
School Board Members
Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Francesca Pagan-Umar, Kim Ross, Adam Seidel, Charles "CJ" Strehl

2. **Conversation: Inspiring News Topic (FY 2022-23) -** *First Draft*

3. **General Fund Budget Q&A**

4. **2022-2023 Ends OI & Measurement Plan for 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6**

5. **Work Plan Changes Document**

6. **2021-22 School Board Annual Work Plan (June 2022)**

7. **2022-23 School Board Annual Work Plan**

8. **Confirm Agenda for next Board Workshop**

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 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 27, 2022
Evidence: October 2023

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 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 preparedness for post-secondary success as measured by a body of evidence including standardized assessment, successful completion of high school course work and capstone experience resulting in ~~as well as the~~ persistence and completion of post-secondary programming. In addition, this body of evidence wil not be predictable by racial or service student groups.

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[3] 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).

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 identifies disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents. A balanced assessment approach ~~allows for~~ supports 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~~ achievement test designed to measure a student's ~~aptitude~~ current ability in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is designed to be a ~~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).

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 pursuing their chosen major, obtaining their degree, or entering the workforce (Kwak, 2021).

~~Capstone Experience~~ College and Career Readiness Courses

Student exploration, learning, and experience directly related to various ~~with a~~ career pathways are offered in a variety of ways. ~~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~~ a 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 experiences are ~~was~~ designed to include collaboration with professionals in the field through both networking and mentoring. Advanced Placement (AP) courses are another avenue designed to offer college-level studies through high school course work. Many colleges offer students credit, placement or both for qualifying AP exam scores. Finally, concurrent college enrollment programs offer college credit on an official college transcript from the partnering college. Each of these opportunities offer students the chance to engage in work at a career or college level. ~~Throughout the Capstone experience, students will apply their previous and current learning and demonstrate their learning in a variety of ways.~~

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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 including 3-year trend data when available.

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 including 3-year trend data when available.

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 including 3-year trend data when available.

(1 of 3) Standardized College Entrance Assessment: ACT
Students who achieve a composite score of 21 or greater are likely deemed to be college and career ready as indicated by the ACT organization. by the ACT.

(2 of 3) Gateway Courses

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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~~ College and Career Readiness Courses
Students who have achieved a C grade or higher in at least one EPHS capstone courses, AP course, or courses with concurrent college enrollment (University of Minnesota, Normandale, Hennepin Technical College (HTC), University of Iowa, Minnesota State University – Mankato, St. Cloud State University) are deemed to be academically prepared for opportunities after high school.

II. *Targets*

Graduation Rates: Target for ~~2021–2022~~ 2022-2023
- 4-year graduation rate: 95%
- 7-year graduation rate: 97%

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS): Target for ~~2021–2022~~ 2022-2023
- 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): 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 ~~2021–2022~~ 2022-2023
- ~~Baseline data will be collected for 2021–2022~~ XX% of 12th grade students who demonstrate post secondary readiness on 2 of 3 benchmarks

Evidence:

Graduation Rates

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

Academically Prepared for Opportunities after High School

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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

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Board Member's Summarizing Comments

Eden Prairie School District 272
Ends Policy Monitoring Report

Policy Name:
Ends 1.2 Each student is reading at grade level by the end of third grade.

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 27, 2022
Evidence: October 2023

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

Operational Interpretation:

1. ~~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 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. In addition, this body of evidence will not be predictable by racial or service student groups.

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~~ and these expectations are not impacted by race, socio-economic group, or service group defined by the Minnesota Department of Education (MDE).

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Grade level reading proficiency should be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to ~~identify~~ indicate proficiency. One measure ~~should~~ does 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 programming 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 for whom the MCA is not appropriate, the alternate Minnesota Test of Academic Skills (MTAS) 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~~ indicate 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~~ regarding a student's learning 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). It is important to note that these universal screening assessments include distinct and separate measures indicating proficiency (i.e. aReading and CBM-R).

Universal screening and benchmark assessments offer multiple insights and advantages, including:
- Measuring student achievement and growth over time
- ~~Identifying~~ Indicates potential 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.

Citations:
- Great Schools Partnership. "Interim Assessment Definition." *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- MDE Statewide Testing (~~2021~~2022) - 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 including 3-year trend data when available.*

(1 of 3) Long-Cycle: Assessed by the Minnesota State MCA/MTAS Assessments
The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) 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 MTAS assessment. MCA/MTAS are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading.

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2022 2021):
- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

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For MCA/MTAS, 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 assessments is are based on ten twelve years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment 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) better personalize instruction for each student and (b) identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels include:
- Exceeds targets (students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments)
- Low risk (students show low risk of failure to meet grade level benchmarks and students are on track to meet for grade level/developmental benchmarks)
- Some risk (students show some risk of failure to meet grade level benchmarks so supports may be needed to meet grade level/developmental benchmarks)
- High risk (students show high risk of failure to meet grade level benchmarks so additional supports are likely 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) support monitoring 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 aReading Student Reading Achievement Levels include:
- Exceeds targets (students are exceeding benchmark targets and are likely to meet grade level benchmarks. This indication is not available for earlyReading and earlyMath assessments)
- Low risk (students show low risk of failure to meet grade level benchmarks and students are on track to meet for grade level/developmental benchmarks)

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- Some risk (students show some risk of failure to meet grade level benchmarks so supports may be needed to meet grade level/developmental benchmarks)
- High risk (students show high risk of failure to meet grade level benchmarks so additional supports are likely needed to meet grade level/developmental benchmarks)

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 2021-2022 2022-2023
- 80% of 3rd grade students will be proficient in two of the three aligned reading assessments.

Citations:

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- 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

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Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 27, 2022
Evidence: October 2023

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 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~~ students at or above grade level. ~~and~~ For students performing below grade level expectations, I interpret this as accelerated growth ~~for students below grade level~~. I interpret *not limited to* as including ~~include~~ ~~S~~social ~~S~~studies, ~~W~~world ~~L~~language, ~~T~~technology, ~~B~~business, ~~F~~fine or ~~A~~applied ~~a~~arts, ~~H~~health, and ~~P~~physical ~~E~~education.
3. I interpret *proficiency expectations annually in, but not limited to ~~L~~language ~~A~~arts, ~~M~~math, and ~~S~~science*, for each student identified at or above proficiency as measured by content area assessments in English ~~L~~language ~~A~~arts, ~~M~~math, and ~~S~~science. In addition, this body of evidence will not be predictable by racial or service student groups.

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~~ and they may achieve personal and district expectations regardless of race, socio-economic group, or service group as defined by the Minnesota Department of Education (MDE).

In Eden Prairie, we know that each student must ~~possesses~~ possess strong skills in English ~~L~~language ~~A~~arts, ~~M~~math, and ~~S~~science ~~needed~~ in order to excel in all other academic areas. In addition to English ~~L~~language ~~A~~arts, ~~M~~math, and ~~S~~science, it is our goal that all students will perform at or above grade level in all content areas, ~~which~~ including ~~S~~social ~~S~~studies, ~~W~~world ~~L~~language, ~~C~~career ~~T~~technology ~~E~~education, ~~B~~business, ~~F~~fine or ~~A~~applied ~~a~~arts, ~~H~~health, and ~~P~~physical ~~E~~education. Measuring the academic achievement of the ~~MN~~ Minnesota and ~~N~~national ~~S~~standards in these content areas is as important as determining proficiency ~~as of~~ in the ~~MN~~ Minnesota Standards in English ~~L~~language ~~A~~arts, ~~M~~math, and ~~S~~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~~ Minnesota K-12 Academic Standards in English ~~L~~language ~~A~~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 Minnesota Test of Academic Skills (MTAS). The ~~MN~~ Minnesota 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/MTAS. The ~~MN~~ Minnesota K-12 Academic Standards in Science define the proficiency requirement for science and engineering practices, crosscutting concepts, and disciplinary core ideas including ~~(~~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~~ indicate whether they are on-track to perform well on future assessments~~, such as high-stakes tests like the MCA/MTAS~~. 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~~ regarding a 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). It is important to note that these universal screening assessments include two distinct measures that indicate proficiency.

Universal screening and benchmark assessments offer multiple insights and advantages, including:
- Measuring student achievement and growth over time
- ~~Identifying~~ Indicating 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: 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~~ Minnesota 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 level, ~~(~~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 (2022~~1~~) - 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.

Measurement Plan

I. *Description of the Measurement Tools:*

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

The Minnesota Comprehensive Assessment (MCA) and the Minnesota Test of Academic Skills (MTAS) 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 while students who receive special education services and meet eligibility requirements may take the alternative, the MTAS. MCA/MTAS assessments 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~~ specific parts of the MCA/MTAS:

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/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2022 2021):
- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

For MCA/MTAS, 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 including 3-year trend data when available.

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

The FastBridge aReading assessment is based on ten 12 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 the FastBridge aReading assessment provides a robust estimate of broad reading achievement in grades 2-5. aReading is a universal screening tool to (a) better personalize instruction for each student and (b) identify students at risk for academic gaps. earlyReading is the equivalent assessment of early literacy indicators for developing readers and is used in kindergarten and first grade. grades K and 1.

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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 universally and in grades 6-8 for those performing below grade level. earlyMath is the equivalent assessment of early numeracy indicators for developing mathematicians and is used in kindergarten and first grade 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-analyticalsis 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 —in the fall, winter, and spring—and we assesses 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. Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

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.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

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II. *Targets*

Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments: Target for 2022-2023 ~~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 2022-2023 ~~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~~%~~ percentage points, from 40% in 2020-2022 to 42% in 2021-2022.
- The percentage of students (grades K-5) below grade level in math who achieve aggressive growth from fall to spring will increase by 2~~%~~ percentage points, from 36% in 2020-2022 to 38% in 2021-2022.

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

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for 2022-2023 ~~2021-2022~~
- The percentage of students (grades 6-12) achieving a C grade or higher in other curriculum areas* will increase by 2~~%~~ percentage points.

Note: Other curriculum areas include: ~~S~~social ~~S~~studies, ~~W~~world ~~L~~language, ~~C~~career ~~T~~technology ~~E~~education, ~~B~~business, ~~F~~fine or ~~A~~applied ~~A~~arts, ~~H~~health, and ~~P~~physical ~~E~~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 (2022~~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

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

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 27, 2022
Evidence: October 2023

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 ~~between~~ by racial ~~and~~ or service student groups.
2. I interpret *broad-based education* as authentic learning experiences that leverage student interest, exploration, talent development, and career exploration, and prepares students ~~for the 21ˢᵗ Century and~~ to become continuous learners. ~~Not limited or narrow; of~~ A broad-based education is extensive in range ~~or~~ and scope.
3. I interpret *exceeds* as ~~to go~~ing beyond state expectations.
4. I interpret *Minnesota State Graduation Requirements* as the following three requirements ~~of the State of Minnesota~~:
   a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, Chapter 120B, ~~s~~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:

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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 as 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 after ~~post-~~graduation.

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education that exceeds~~ing~~ the ~~MN~~ Minnesota Graduation requirements. Some examples include recognition of multiple language proficiency through obtaining a Bilingual Seal; ~~C~~concurrent ~~C~~college ~~E~~enrollment~~,~~ through Post-Secondary Educational Opportunities (PSEO), World Language – College in the Schools, Advanced Placement (AP), and Career and Technical Education (CTE) courses. Research shows that post-secondary experiences—~~and~~ especially taking meaningful ~~the right kinds of~~ courses in high school—are key to persistence and graduation.

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 including 3-year trend data when available.

~~Exceeding Minimum Graduation Requirements/~~Rigorous Course Enrollment: Assessed by Percentage of Student Course Enrollments in One or More of the Following:
- ~~Post-Secondary Options - Dual Enrollment~~
  - ~~Number of students enrolled in the Post-Secondary Enrollment Options program~~ (PSEO). ~~(Data obtained from MN Department of Education)~~
- ~~Students enrolled in rigorous course work~~
  - ~~Percentage of students enrolled in at least one Advanced Placement course.~~
  - ~~Percentage of scores 3 or higher on 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.~~
  - Post-Secondary Enrollment Options (PSEO) program
  - Concurrent College Enrollment – Spanish, French, German via College in the Schools: University of Minnesota; Entrepreneurship – University of Iowa; Intro to Engineering and Principles of Engineering – St. Cloud State University; Advanced Woodcrafting – Hennepin Technical College; Intro to Education; Multicultural Education, Algebra/Trigonometry, Calculus 3 – Normandale Community College; Advanced Accounting – Minnesota State University, Mankato
  - Successful completion of Advanced Placement (AP) course (C or higher and/or score of 3 or better on Advanced Placement exam)
  - Successful completion of Bilingual Seal
  - Successful completion of advanced course offerings in world languages, career & tech ed, math, etc.

Exceeding Minimum Graduation Requirements: Assessed by Course Enrollment Credits

- Percentage of graduating students who earned greater than 54 credits, above and beyond, ~~MN~~ Minnesota state minimum graduation requirements.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

II. *Targets*

Enrollment of Students Participating in Pathways Programming
- Baseline data will be collected for Inspire Choice 2022-2023
- The number of students participating in Capstone courses in grades 9-12 will increase 50 percent

Rigorous Coursework Enrollment
- Comparative data will be provided to identify trends

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

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Evidence:

Enrollment of Students Participating in Pathways Programming – baseline data

Rigorous Coursework Enrollment – comparative trend 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

26

Eden Prairie School District 272
Ends Policy Monitoring Report

Policy Name:
Ends 1.5 Each student has the 21st century skills needed to succeed in the global economy.

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 27, 2022
Evidence: October 2023

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 ~~between~~ by racial ~~and~~ or service student groups.
2. I interpret ~~the~~ *21st ~~C~~century ~~S~~skills* as ~~C~~communication, ~~C~~critical ~~T~~thinking, ~~C~~collaboration, and ~~C~~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 and; that each learner's needs are met so that 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 ~~C~~century ~~S~~skills* into daily learning experiences will guarantee and enhance high levels of learning in academic core content areas. The integration of *21st ~~C~~century ~~S~~skills* and content areas increases academic achievement by engaging students in authentic experiences which replicates~~ing~~ ~~those~~ the skills 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 C̶century S̶skills* are defined by the 4Cs (critical thinking, creativity, collaborating, and communicating). Eden Prairie's interpretation of *21ˢᵗ C̶century S̶skills* 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 the 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, a̶n̶d̶ 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. 29

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. 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 including 3-year trend data when available.

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II. **Targets**

4Cs Proficiency: Target for 2021-2022
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Critical Thinking will increase by 2% points.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Communication will increase by 2% points.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Collaboration increase by 2% points.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Creativity 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

31

Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 27, 2022
Evidence: October 2023

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 ~~between~~ by racial ~~and~~ or service student groups.
1. 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.
1. 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~~;~~ and a commitment 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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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 aligned with Minnesota state standards. 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 their local, national, and global community. Daily interactions among students should be characterized as respectful ~~for~~ of one another regardless of ethnicity, race, gender, political beliefs, ~~or~~ social philosophies, ~~and/~~or other characteristics and opinions. The systemic implementation of ~~Positive Behavior Interventions & Supports paradigm~~ Multi-Tiered System of Supports (MTSS) 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*

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~~ Citizenship and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by the 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 including 3-year trend data when available.

Responsible and Respectful Behavior: Assessed by Report Card Grades (K-5) and the Panorama Perception Survey (6-12)
Students in grades K-5 are assessed on ~~R~~responsibility and ~~R~~respectful ~~B~~behavior under the ~~P~~personal ~~M~~management report card standards.

Students in grades 6-12 are assessed on ~~R~~responsibility and ~~R~~respectful ~~B~~behavior using the Panorama Education Student Survey. This survey instrument is 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 including 3-year trend data when available.

Page Break

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 including 3-year trend data when available.

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 including 3-year trend data when available.

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Attendance Rate: Assessed by daily attendance.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

I.*Targets*

Civics: Target for ~~2021–2022~~ 2022-2023
- 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 ~~2021–2022~~ ~~2022~~ 2023
- K-5 Target:
  - 75% of students will receive a Proficient score on the end of the year report card for respectful behavior.
  - 75% of students will receive a Proficient score on the end of the year report card for responsible behavior.
- 6-8~~12~~ Target:
  - 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior.
  - 60% of students will respond favorably on Panorama student survey question focused on responsible behavior.

- 9-12 Target:
  - 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior.
  - 60% of students will respond favorably on Panorama student survey question focused on responsible behavior.

Page Break**Digital Citizenship: Target for ~~2021-2022~~ 2022-2023**

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

Self-Direction and Personal Motivation: Target for ~~2021-2022~~ 2022-2023

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

Attendance Rate: Target for ~~2021-2022~~ 2022-2023

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

Evidence:

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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
2021–22 WORK PLAN CHANGES
"Proposed" Changes
June 27, 2022

Date of Meeting/Workshop	Changes Requested
Monday, June 27, 2022	
Placeholder – General Board Work	
• Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD)	
Placeholder – Policy Review	

Eden Prairie School Board
2022–23 WORK PLAN CHANGES

Date of Meeting/Workshop	Changes Requested
Monday, July 25, 2022	
Tuesday, August 16, 2022 – ***Workshop: Joint Meeting with Eden Prairie City Council***	
Monday, August 22, 2022	
Tuesday, September 8, 2022 – ***Candidate Post-filing Meeting***	
Monday, September 12, 2022 – ***Workshop***	
Monday, September 26, 2022	
Monday, October 10, 2022 – ***Workshop***	
Monday, October 24, 2022	
~~Monday, November 7, 2022 – *Election Canvassing*~~	- *Remove*
Monday, November 14, 2022 – Election Canvassing Monday, November 14, 2022 – ***Workshop***	- *Add Business Meeting at 6:00 p.m.* - *Change time of Workshop to 6:15 p.m. (immediately following)*
Monday, November 28, 2022	
Monday, December 12, 2022	
Monday, January 2, 2023 – ***Annual Organization Meeting***	
Monday, January 2, 2023 – ***Workshop***	
Monday, January 23, 2023	
Monday, February 13, 2023 – ***Workshop***	
Monday, February 27, 2023	

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Monday, March 13, 2023 – *Workshop*	
Monday, March 27, 2023	
Monday, April 10, 2023 – *Workshop*	
Monday, April 24, 2023	
Monday, May 8, 2023 – *Workshop*	
Monday, May 22, 2023	
Monday, June 12, 2023 – *Workshop*	
Monday, June 26, 2023	

Placeholder – General Board Work
• Technology Use & Screen Time: Overview of Digital Practices & Digital Citizenship – Schedule for Fall of 2022 (Date TBD)

Placeholder – Policy Review

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

May 23, 2022

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			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Apr 25, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, May 9, 2022 6:00 PM							•Strategic Plan •Operating Levy Discussion 40 •Confirm agenda for next Board Workshop
Board Meeting Mon, May 23, 2022 6:00 PM		• FY 2022-23 Budget – First Reading	• Approval of FY 2022-23 School Board Work Plan •Approval of FY 2022-23 School Board Budget •Operating Levy Recommendation •Record of Board Self-Evaluation		•Monthly Reports •Approval of FY 2022-23 School Meal Prices		
Post Meeting Board Workshop Mon, May 23, 2022							•School Board Meeting Self-Assessment
Board Workshop Mon, June 13, 2022 6:00 PM							•General Fund Budget Q&A •All Ends OI's

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

May 23, 2022

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			
							•Confirm agenda for next Board Workshop
School Board Candidate Pre-filing Meeting (EDC), Tuesday, June 21, 2022, at 6:00 PM							
Board Meeting Mon, June 27, 2022 6:00 PM	All Ends OI's (FY 2022-23)		•Approval of FY 2022-23 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution •Record of Board Self-Evaluation		•Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Summary Update of General District Policies •Approval of Updated District Policies •MSHSL Resolution for Membership		41
Post Meeting Board Workshop Mon, Jun 27, 2022							•School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings
5/23/22

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**			

****2022****
 	
Board Meeting Mon, Jul 25, 2022 7:30 AM
			• Resolution Calling the Eden Prairie School District Election
			• ~~Schedule New Candidate Information Sessions~~ *(Scheduled 5/23/22)*
				Finalize DRAFT - Inspiring News Article	• Monthly Reports
					• TASSEL Student Handbook
					• Student Handbooks:
					  - High School
					  - Middle School
					  - Elementary Schools (Summary Detail Included)
							42

School Board/Eden Prairie City Council Joint Workshop Meeting, Tuesday, August 16, 2022, 5:00 p.m., City of Eden Prairie							
Board Meeting Mon, Aug 22, 2022 6:00 PM	• EL 2.1 Emergency Supt. Succession • EL 2.2 Treatment of Students • EL 2.7 Asset Protection		Record of Board Self-Evaluation	2022-23 School Site Visits	Monthly Reports	Positive Behavior Intervention & Support (PBIS)	
Post Meeting Board Workshop Mon, Aug 22, 2022							School Board Mtg. Self-Assessment
School Board Candidate Post-filing Meeting (EDC) – Thursday, September 8, 2022, at 6:00 p.m.							
Board Workshop Mon, Sep 12, 2022 6:00 PM							• ADMIN Proposals for FY 2022-23 Workshops • 2021-22 Financial Update • Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings
5/23/22

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			
							• 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 26, 2022 6:00 PM	• EL 2.3 Treatment of Parents • EL 2.6 Financial Management &Operations • 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 • 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 • GP 4.8 School Board Committee Structure • GP 4.10 Operation of the School Board Governing Rules		• Resolution to Appoint Election Judges • Approval of Preliminary FY 2023-24 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 23 • Record of Board Self-Evaluation		Monthly Reports	Superintendent Incidentals: • FY 2021-2022 Year-end Preliminary Financial Report • FY 2022-2023 Preliminary Enrollment Report	43

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings
5/23/22

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, Sep 26, 2022							School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 10, 2022 6:00 PM							•Administration: Setting Stage for FY 2023-24 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Site Visit Discussion – ADMIN •Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 24, 2022 6:00 PM	•Ends 1.1 – 1.6 Evidence (FY 2021-22) •EL 2.4 Treatment of Staff •EL 2.8 Compensation and Benefits •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan		•Future Board Workshop Topics •Record of Board Self-Evaluation		Monthly Reports	<u>Superintendent Incidentals:</u> • Enrollment Report as of 10/1/2022 •World's Best Workforce Report •FY 2021-2022 Achievement Integration Summary Report	

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EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

5/23/22

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			
	• GP 4.9 Governance Investment						
Post Meeting Board Workshop Mon, Oct 24, 2022							• School Board Mtg. Self-Assessment
Board Special Meeting Mon, Nov 7, 2022 6:00 PM			• *Resolution Approving Canvass Election Results* • *Resolution Authorizing Issuance of Certificates of Election*				45
Board Workshop Mon, Nov 7, 2022 6:15 PM							• *"New Policy Introductions"* • *Review of Board Treasurer's Annual Report* • *Community Linkage:* *– Identify topics* *– for the Inspiring* *– News* • *Confirm agenda for next Board Workshop*
Board Business Meeting Mon, Nov 14, 2022 6:00 PM			• *Resolution Approving Canvass Election Results* • *Resolution Authorizing Issuance of Certificates of Election*				

Board Meetings						
Board Workshops						
Other Meetings						
5/23/22						

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, Nov 14, 2022 6:15 PM							• *"New Policy Introductions"* • *Review of Board Treasurer's Annual Report* • *Community Linkage:* *- Identify topics for the Inspiring News* • *Confirm agenda for next Board Workshop*
Board Meeting Mon, Nov 28, 2022 6:00 PM	EL 2.9 Communication and Support to the School Board	School Board Treasurer's Report	Oath of Office Record of Board Self-Evaluation	Inspire News Topic – DRAFT Presented	Monthly Reports	FY 2021-22 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 28, 2022							• School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 12, 2022 6:00 PM	• EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint		• Approval of Final FY 2023-24 Levy • School Board Treasurer's Report • *Closed Session:* Review of FY 2021-22 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 • Record of Board Self-Evaluation	Inspire News Article (DRAFT) Approval	Monthly Reports	Truth in Taxation Hearing	

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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, Dec 12, 2022							• School Board Mtg. Self-Assessment

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EDEN PRAIRIE SCHOOL BOARD
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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

****2023****
 	
Annual Organizational Meeting
Mon, Jan 2, 2023
6:00 PM
			• 2023 Annual Organizational Mtg.
			  - Election of Officers
			  - School Board Compensation
			  - School Board Calendar
			• Resolution for Combined Polling Places for the General Elections
			• School Board Meeting Calendar: Jan 1, 2023, through Jun 30, 2023
			• Appointment of Intermediate District 287 Representative
					• 2023 Annual School District Organizational Items:
					- 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)
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Board Workshop **Mon, Jan 2, 2023** **6:30 PM** **Convene following the Annual Organizational Meeting**							• 2023 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast

EDEN PRAIRIE SCHOOL BOARD
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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			
							• Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 23, 2023 6:00 PM		•FY 2023-24 Final School Calendar (Draft) •FY 2024-25 Preliminary School Calendar (Draft) •FY 2023-24 Budget Timelines – *First Reading* • FY 2023-24 Budget Assumptions – *First Reading*	•FY 2022-23 Mid-Year Budget Approval •Resolution Authorizing the Sale of Facility Maintenance Bonds •Record of Board Self-Evaluation	2023 School Board Committee & Outside Organization Assignments	• Monthly Reports • FY 2023-24 Bus Purchase		49
Post Meeting Board Workshop Mon, Jan 23, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 13, 2023 6:00 PM							•Finance Overview •Walk through School Board Agenda •Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 27, 2023 6:00 PM			Resolution Awarding the Sale of Facility Maintenance Bonds		• Monthly Reports • Approval of FY 2023-24 School Calendar		

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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			
			Record of Board Self-Evaluation		• Approval of Preliminary FY 2024-25 School Calendar • American Indian Education Resolution		
Post Meeting Board Workshop Mon, Feb 27, 2023							School Board Meeting Self-Assessment 50
Board Workshop Mon, Mar 13, 2023 6:00 PM							•Discuss Policy Change Process •New Policy Introductions •Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 27, 2023 6:00 PM		• FY 2023-24 Capital Budget – First Reading	•Final FY 2023-24 Budget Assumptions • Closed Session: Negotiation Strategy (MN Statue 13D.03, Subd.1 •Record of Board Self-Evaluation	Identify Topic for Inspiring News Article	•Monthly Reports •Achievement & Integration Budget •Resolution to Release Probationary Teachers		
Post Meeting Board Workshop Mon, Mar 27, 2023							School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
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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			
Board Workshop Mon, Apr 10, 2023 6:00 PM							• Agenda Items: Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline • FY 2023-2024 Annual Work Plan Calendar Discussion • Review DRAFT of Inspiring News Article • Discussion/Review all items in Placeholder area on "Work Plan Changes Document" • FY 2023-2024 School Board Meeting Calendar Discussion • FY 2023-2024 School Board Budget Discussion • Mechanics of Monitoring • Inspiring News Discussion

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EDEN PRAIRIE SCHOOL BOARD
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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			
							• Workshop Skeleton Summary Discussion • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 24, 2023 6:00 PM		• FY 2023-24 School Board Work Plan – First Reading • FY 2023-24 School Board Budget – First Reading	• Approval of FY 2023-24 Capital Budget • Approval of FY 2023-24 School Board Meeting Calendar • Approval –Workshop Skeleton Summary Discussion • *Closed Session:* Negotiation Strategy (MN Statue 13D.03,Subd.1) • Record of Board Self-Evaluation	Approve Inspiring News Article DRAFT	Monthly Reports		52
Post Meeting Board Workshop Mon, Apr 24, 2023							School Board Meeting Self-Assessment
Board Workshop Mon, May 8, 2023 6:00 PM							• Confirm agenda for next Board Workshop

EDEN PRAIRIE SCHOOL BOARD
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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			
Board Meeting Mon, May 22, 2023 6:00 PM		• FY 2023-24 Budget – First Reading • FY 2023-24 School Meal Prices - *DRAFT*	• Approval of FY 2023-24 School Board Work Plan • Approval of FY 2023-24 School Board Budget • Record of Board Self-Evaluation		• Monthly Reports		
Post Meeting Board Workshop Mon, May 22, 2023							• School Board Meeting Self-Assessment
Board Workshop Mon, June 12, 2023 6:00 PM							• General Fund Budget Q&A • All Ends 1.1 – 1.6 OI's • CLC: Inspiring News Top Discussion – 1st Draft (2022-2023) • Confirm agenda for next Board Workshop
Board Meeting Mon, June 26, 2023 6:00 PM	OI's for FY 2023-24 doe all Ends 1.1 through 1.6		• Approval of FY 2023-24 Adopted Budget • ISD 287 10-Year Facilities Maintenance Resolution • Record of Board Self-Evaluation	Community Linkage: Inspiring New DRAFT Approval – 2022-23	• Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Summary Update of General District Policies		

EDEN PRAIRIE SCHOOL BOARD
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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			
					• Annual Review of District Mandated Policies • MSHSL Resolution for Membership		
Post Meeting Board Workshop Mon, Jun 26, 2023							• School Board Meeting Self-Assessment 54