



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Workshop Meeting

Monday, June 12, 2023

6:15 PM

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 - 6:15 PM Workshop will begin approximately 5 minutes after Brief Business Meeting adjourns.

School Board Members

Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Not Present: Board Member Debjyoti "DD" Dwivedy

2. Conversation: Inspiring News Topic for September 2023 (FY 2023-24) - First Draft

3. Review ENDS Policy Monitoring Process and Flow Chart

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4. General Fund Budget Q&A - *Presentation Uploaded*

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5. 2023-2024 Ends OI & Measurement Plan for 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6

A. Ends 1.1 - Each student graduates and is academically prepared to progress to multiple opportunities after high school

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

18

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

24

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

33

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

40

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

45

6. Work Plan Changes Document

51

7. 2022-23 School Board Annual Work Plan

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8. 2023-24 School Board Annual Work Plan

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9. Confirm Agenda for next Board Workshop

Eden Prairie School Board Ends Policy Monitoring Process

The Board is accountable to the state and taxpayers for the District's performance. The Board is responsible for setting **Ends Policies** which state the results the Board expects to see accomplished for the District. These policies state what "good" is to be accomplished, for whom, at what cost.

The Superintendent is responsible for implementing the Ends Policies within specified Executive Limitations. One way the Board monitors district performance is by monitoring the **expected progress** toward achievement of the Ends Policies.

The Board monitors the Ends Policies in two phases, in accordance with Governance Process 4.2.3:

In June, prior to the upcoming school year, the Board monitors the Superintendent's **Operational Interpretation (OI)** of the Ends Policies, and whether the **evidence supports the OI**. (See below.)

In October, following the prior school year (Sept-June), the Board monitors the Superintendent's **assertion** of making **expected progress** toward achievement of the Ends Policies for that **prior** school year. (See below.)

Prior to the Upcoming School Year

Operational Interpretation (OI):

In June, prior to the upcoming school year, the Superintendent is responsible for drafting/editing an **Operational Interpretation (OI)** for each of the Ends Policies.

This OI includes the Superintendent's

Interpretation of the policy, with an explicit explanation
Justification for the reasonableness of the interpretation, and a
Measurement plan which supports the interpretation.

Following a motion, second and discussion, the Board votes whether the Superintendent's Operational Interpretation is **reasonable** or **not reasonable**.

If the OI is voted **reasonable**, the OI constitutes the basis for the Superintendent's assertion of **expected progress** toward achievement of the Ends.

Eden Prairie School Board Ends Policy Monitoring Process (cont'd.)

If the entire OI, or a portion of it, is voted **not reasonable**, further monitoring of the policy ceases, there is no vote on the evidence, and the Superintendent commits to bring back a revised OI for a revote, within a time period acceptable to the Board.

Sample Motions for the reasonableness of the Operational Interpretation:

"I move that the Operational Interpretation is **reasonable**" *or*

"I move that the Operational Interpretation is **reasonable with the exception of...**" *or*

"I move that the Operational Interpretation is **not reasonable**"

Evidence: data that justifies the Superintendent's assertion of expected progress

If the Board votes that the Operational Interpretation is **reasonable**, the Board makes a motion, seconds, discusses and votes whether the measurement plan provides **evidence** which **supports** or does **not support** the Operational Interpretation.

If the evidence is voted as **supporting** the OI, it constitutes the data that justifies the Superintendent's **assertion of expected progress** toward achievement.

If the entire evidence, or a portion of it, is voted as **not supporting** the OI, the Superintendent commits to bring back revised evidence, within a time period acceptable to the Board, for a revote.

Sample Motions for the Evidence supporting the Operational Interpretation:

"I move that the Evidence **supports** the Operational Interpretation" *or*

"I move that the Evidence **supports** the Operational Interpretation **with the exception of...**" *or*

"I move that the Evidence **does not support** the Operational Interpretation"

Eden Prairie School Board Ends Policy Monitoring Process (cont'd.)

Following the End of the Prior School Year

Superintendent's assertion:

Following the end of the prior school year, the Superintendent drafts Ends Policies Monitoring Reports, and presents them to the Board in October of the current school year.

The Superintendent asserts that the evidence either **demonstrates expected progress** or **does not demonstrate expected progress** toward achievement of the Ends.

If the Superintendent asserts that the report **does not** demonstrate expected progress, the report should include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress. This may include a brief plan showing the Superintendent has a process in place. The Board does not "approve" the plan.

Board acceptance of Ends Policies Monitoring Reports:

Prior to a Board Meeting at which an Ends Policy will be monitored, the Superintendent sends his Monitoring Report with assertion to the Board. The Board may then ask **clarifying questions of the Superintendent**, but not offer an opinion, regarding the Superintendent's Ends Reports assertion.

Following a time for questions at the Board table, a motion is made, seconded and discussed, the Board votes to accept or not accept the Superintendent's monitoring report, with the assertion that the evidence either **demonstrates** or **does not demonstrate** expected progress toward achievement of the Ends Policy.

Sample Motions for Ends Policies Monitoring Reports:

"I move to **accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*

"I move to **NOT accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*

"I move to **accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **does not demonstrate** expected progress"

Board Member tips for monitoring an Ends Policy Monitoring Report:

In the Operational Interpretation for a long-term End, look for what reasonableness will look like in stages.

Look for the use of rates, ratios, percentages, comparisons and trends over time.

Look for **verifiable evidence** of expected progress towards the achievement of Ends rather than the Superintendent's opinion or belief.

Look for evidence that the End is **actually being achieved**, rather than what is being done to try to achieve it.

If the Board votes that a policy did not demonstrate expected progress, the board should expect, within an agreed upon timeframe, the Superintendent to share the District's plan to achieve progress in the future

Superintendent tips for drafting Ends Policies Monitoring Reports:

Place raw numbers in context.

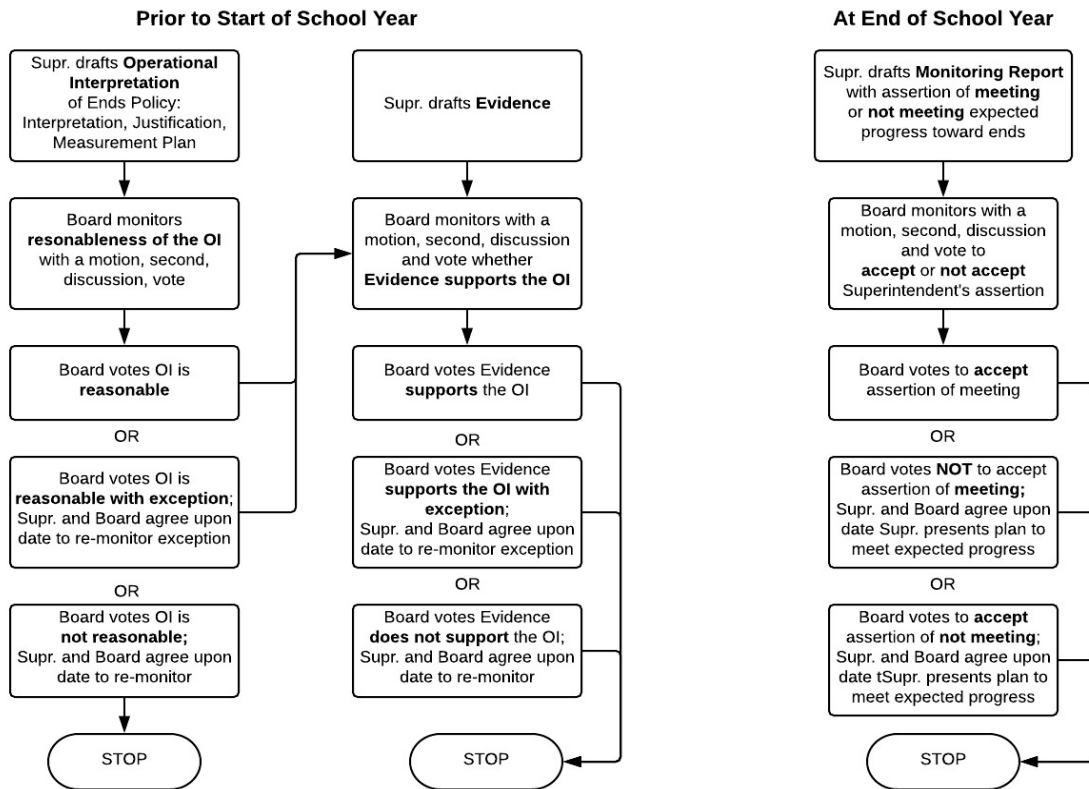
Provide the best evidence you have, even if not perfect, and discuss limitations. Identify a date by which better evidence will be available.

Summarize relevant evidence in key categories to provide "governance-friendly" information that gives evidence of expected progress and trends.

Make sure assertions are clearly visible in the report.

When asserting **not meeting expected progress toward achievement**, include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress, and a brief plan showing there is has a process in place.

Ends Policy Monitoring Process



Board Workshop General Fund Q&A

June 2023



FY23-24 Budget Summary

- Board approved budget assumptions were used
- Revenues of \$135,525,158
- Expenditures of \$134,589,873
- Unassigned Fund balance \$17,527,524 (13.0%)

FY23-24 Budget Changes

- 1 minor expenditure change (School Board Budget)
 - Otherwise no changes from the 1st Draft presented May 22nd
- No 2023 legislative changes have been incorporated

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Questions from the Board?



EDEN PRAIRIE SCHOOLS
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Eden Prairie School District 272

Ends Policy Monitoring Report

Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2023

Evidence: October 2024

Operational Interpretation:

1. **1a.** I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists ~~to include in the report.~~
1b. *Each* also indicates that achievement disparities **measured by 4-year and 7-year graduation rates** will not be predictable between racial groups ~~inside a 4- to 7-year graduation rate~~ and taking into consideration appropriate programming within service student groups to meet specific transitional needs.
2. **2a.** I interpret a graduate to be a student who has met all of the requirements within District Policy 613.
3. **2b.** I interpret *academically prepared to progress to multiple opportunities after high school* as **the successful completion of coursework built on authentic, rigorous, and personalized learning experiences where students discover, explore, and pursue pathways through the Inspired Journey program.** ~~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 persistence and completion of post-secondary programming. (This metric far exceeds Minnesota Department of Education state high school requirements and our policy 6.1.3.)~~ **(Note: District Policy 613 far exceeds the Minnesota Department of Education high school graduation requirements.)**

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 and these expectations are not impacted by **raciale**, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

This policy calls for students to graduate and be academically prepared to progress to multiple opportunities after high school. Though these concepts are related, they are different from each other. Consequently, they are addressed separately below.

All Eden Prairie High School students are included in the measurement plan of both parts of this policy. Due to the unique environment of Eden Prairie Online (e.g., newness of the program, highly transient student populations), internal study continues to be done to identify most appropriate ways for Ends policies to address progress in that environment.

Each Student Graduates:

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.

Each Student Is Academically Prepared to Progress to Multiple Opportunities After High School:

~~Academically prepared to progress to multiple opportunities after high school should be identified by multiple measures.~~ **Eden Prairie Schools uses a balanced assessment approach that supports the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.** Sound research and measurement practices recommend the

triangulation of data for each student to identify success, as one measure alone typically does should not determine academic and workforce preparedness. Moreover, using multiple assessment methods helps identify disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents. A balanced assessment approach supports the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.

In alignment with our mission to inspire each student and one of our core values that we believe each person has individual gifts, interests, and talents, Eden Prairie Schools honors multiple avenues to demonstrate academic preparedness for post-secondary opportunities. Specifically, we consider students to be academically prepared if they achieve at least one of the following: (a) meet or exceed a college-readiness benchmark on a college entrance exam, (b) earn credit in a college-level course, and/or (c) earn credit in a Capstone course through the Inspired Journey program.

a. Standardized College Entrance Assessment

A college entrance assessment is a standardized achievement test designed to measure a student's current ability in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is designed to be a 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 considers students to be academically prepared for post-secondary opportunities if they achieve a 21 composite score or greater on the ACT, a college entrance exam offered to all Eden Prairie 11th grade students one time free of charge.*

b. College-Level Coursework

Eden Prairie Schools offers multiple opportunities for students to take college-level coursework. Examples of college-level coursework include Post-Secondary Enrollment Opportunities (PSEO), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement (AP) courses, and career and technical education (CTE) courses. Students may also earn the Minnesota World Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English. These Seals are generally equivalent to 2-4 semesters of world language college credit.

Research shows that post-secondary experiences, especially taking meaningful courses in high school, are key to persistence and graduation. Furthermore, taking a college-level course in high school can provide students with numerous benefits, including the opportunity to earn college credit, develop college-level skills and knowledge, increase academic rigor and challenge, and demonstrate readiness for college-level coursework. *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they earn credit in a college-level course described above.*

c. Capstone Completion through the Inspired Journey Program

College and Career Readiness Courses

~~Student exploration, learning, and experiences directly related to various career pathways are offered in a variety of ways.~~

The Inspired Journey program in Eden Prairie Schools offers students personalized learning through pathways of discovery, exploration, and pursuit. At the high school level, students have the opportunity to take Capstone courses within five Pathways of Business & Management, Human & Public Services, Natural & Applied Sciences, Engineering, Technology & Manufacturing, and Communication & Arts. Capstone courses are different from other coursework, such as college-level courses or internship courses, in that Capstone experiences provide students opportunities to acquire, apply, and demonstrate learning in personalized ways that authentically reflect how professionals think and act within a career field.

In Capstone courses, students think and act like professionals in the field as they apply new and prior knowledge and skills. They do so by engaging with resources, tasks, purposes, and audiences that are authentic to the given profession. Students also engage directly with industry professionals via mentorship, guest instruction, and site visits. *Eden Prairie Schools considers students to be academically prepared for post-secondary opportunities if they earn credit in a Capstone course.*

~~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, Capstone experiences are 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.~~

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.

Gateway Courses

~~A gateway course is defined as a 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).~~

Citations:

- Department of Defense (n.d.). "Taking College Entrance Exams: My Future: Test Preparation." *My Future*. <https://myfuture.com/college/taking-college-entrance-exams>.

- ACT (2021). "National Research Leader in College and Workforce Readiness." *ACT Research*. <https://www.act.org/content/act/en/research.html>.
- Minnesota Department of Education (n.d.). "Minnesota Bilingual Seals Program." *Minnesota Department of Education*. <https://education.mn.gov/MDE/dse/stds/world/seals/>.
- 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~~

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Graduation Rates:

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

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

Indicators of Academically Preparedness for Opportunities after High School:

Demonstration of academic preparedness for multiple opportunities after high school will be measured by a student achieving at least one of the following: (a) meeting or exceeding a college-readiness benchmark on a college entrance exam, (b) earning credit in a college-level course, and/or (c) earning credit in a Capstone course through the Inspired Journey program ~~met two of the three benchmarks~~ by the end of 12th grade.

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

~~(1 of 3)~~ a. 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.

~~(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.

~~(2 of 3)~~ b. College-Level Coursework

Students who have earned credit in any one or more of the following have completed college-level coursework:

- Post-Secondary Enrollment Options (PSEO) or equivalent program
- Concurrent college enrollment, such as College in the Schools through the University of Minnesota
- Advanced Placement (AP) courses
- Career and technical education (CTE) courses

- Bilingual Seal certification

~~(3 of 3) 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.~~

c. Capstone Completion through the Inspired Journey Program

Students who have earned credit in a Pathway Capstone course through the Inspired Journey program. The table below details the Pathway Capstone courses offered in grades 9-12 during the 2023-2024 school year.

Pathway	Pathway Capstone Courses in 2023-2024
Business & Management	Entrepreneurship; Integrated Marketing & Analytics
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)
Natural & Applied Science	Science Research & Design
Engineering, Technology & Manufacturing	iOS App Development; Advanced Woodcrafting; Principles of Engineering
Communication & Arts	Multimedia Story Production

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

- ~~II. Percent of HS Graduates Enrolling in 2- or 4-Year College~~
- ~~III. Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year~~
- ~~Target~~
- ~~IV. 4-Year College Completion HS graduates completing a degree or certificate within 4 years~~
- ~~V. 6-Year College Completion HS graduates completing a degree or certificate within 6 years~~
- ~~Results will include the demographic breakdown by racial groups and service student groups including 3-year trend data when available.~~

~~VI. Targets~~

Targets:

Graduation Rates: Targets for **2023-2024** ~~2022-2023~~

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

~~Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDs): Target for 2022-2023~~

- ~~• Percentage of HS Graduates Enrolling in 2- or 4-Year 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 2023-2024 ~~2022-2023~~

- 65% of 12th grade students will achieve **at least one of the three indicators of post-secondary readiness** ~~two of the three benchmarks~~

Evidence:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2023

Evidence: October 2024

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 groups and *within* service student groups.
2. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including **nation, state, and local assessments** ~~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 and these expectations are not impacted by ~~raciale~~, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

Each Student Is Reading by 3rd Grade:

~~Grade level reading proficiency should be identified by multiple assessment tools.~~

Eden Prairie Schools uses a **balanced assessment approach that supports the triangulation of data to report students who are reading well by the end of third grade**. Sound research and measurement practices recommend the triangulation of data for each student to indicate **grade level reading** proficiency, ~~as one measure may does not~~ determine proficiency or mastery of district and state expectations. **Moreover**, using multiple assessment methods **helps** identify disparities, reduces bias, and provides a more comprehensive view of learning for students, teachers, and parents.

Eden Prairie Schools' System of Assessment:

The Eden Prairie Schools system of assessment fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student. We use 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:

- **Summative Assessments:** Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, semester, or school year. One example of a summative assessment is the Minnesota Comprehensive Assessment (MCA).
- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim 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 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). Universal screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point.

- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.

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 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 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 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
- Indicating 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/.
- Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education*. <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~~

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Proficient in Two of Three Aligned Reading Assessments:

To evaluate if each student is reading at grade level by the end of third grade, Eden Prairie Schools uses a combination of summative and interim assessments. Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade.

(1 of 3) (Summative) ~~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, math, and science.

MCA/MTAS Student Achievement Levels (according to MDE Statewide Testing, n.d.):

- 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.

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

The FastBridge aReading assessments are based on ~~twelve~~ 10+ 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 better personalize instruction for each student and 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 grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.
- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level 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) (Interim) ~~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 identify children who may need additional instructional support and 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 CBM-R 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 grade level benchmarks.
- Some Risk: Students show some risk of failure to meet grade level benchmarks, and additional supports may be needed to meet grade level benchmarks.
- High Risk: Students show high risk of failure to meet grade level benchmarks, and additional supports are likely needed to meet grade level 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.~~

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>.
- Minnesota Department of Education (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/.

~~II. Targets~~

Targets:

Proficient in Two of Three Aligned Reading Assessments: Target for ~~2023-2024-2022-2023~~

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

Evidence:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2023

Evidence: October 2024

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 groups and *within* service student groups.
2. I interpret *district growth expectations* to be at least a year's growth in a year's time for students at or above grade level. For students performing below grade level expectations, I interpret this as **greater than one year's growth in one year's time** ~~accelerated growth~~. I interpret *not limited to* as including **business, fine or applied arts, health, physical education, social studies, technology, and world language**. ~~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:

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 and these expectations are not impacted by ~~raciale~~, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

Each Student Achieves Growth and Proficiency Expectations Annually:

In Eden Prairie, we know that each student must possess strong skills in English language arts, math, and science in order 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, including **business, fine or applied arts, health, physical education, social studies, technology, and world language**. ~~social studies, world language, technology, business, fine or applied arts, health, and physical education.~~ Measuring the academic achievement of the Minnesota and national standards in these content areas is as important as determining proficiency in the Minnesota Standards in English language arts, math, and science.

In addition to measuring proficiency in content areas, it is also a priority in Eden Prairie Schools to measure the language proficiency and growth of English learner (EL) students, as English language skills are essential for success in all academic areas.

Eden Prairie Schools' System of Assessment:

The Eden Prairie Schools system of assessment fosters the careful selection of the right assessment at the right time in a tiered decision-making process to improve learning and achievement for each student. We use 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:

- **Summative Assessments:** Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, semester, or school year. One example of a summative assessment is the Minnesota Comprehensive Assessment (MCA).

- **Interim Assessments:** Evaluate where students are in their learning progress and determine whether they are on track to perform well on future assessments, such as high-stake summative assessments or end-of-course exams. Interim 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 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). Universal screeners are one example of interim assessments, and universal screeners can be used to indicate proficiency at a particular grade and time point.
- **Formative Assessments:** Any assessment-collected evidence used to make instructional adjustments, such as progress monitoring assessments and diagnostic assessments.
- **Growth:** For students achieving at or above grade level expectations, at least one year's growth in one year's time is required to maintain grade level proficiency. For students performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's-growth in one year's time in order to "catch up" and meet grade level expectations by the end of the school year. Greater than one year's growth in one year's time is called aggressive or accelerated growth.

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 programming and practices. This body of evidence includes:

- State and national assessments
- Universal screening and benchmark assessments
- Classroom assessments

State and national assessments

The Minnesota 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 Minnesota Test of Academic Skills (MTAS). The 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 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).

Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and indicate whether they are on track to perform well on future assessments. 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 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~~
- ~~● 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 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/.
- Minnesota State Academic Standards (K-12). (n.d.). <https://education.mn.gov/mde/dse/stds/>.
- Minnesota Department of Education (MDE) Statewide Testing (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.

Measurement Plan:

1. Description of the Measurement Tools:

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Long-Cycle Assessment (Summative) 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 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, math, and science.

The following table shows grade levels taking 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

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2023~~2~~):

- 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 groups and within service student groups, including 3-year trend data when available.~~

Short Cycle Assessment- (Interim) Proficiency Assessed by Grades Based on Classroom Assessments

Other curriculum areas include [business, fine or applied arts, health, physical education, social studies, technology, and world language](#) ~~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.

[Grade Point Average \(GPA\)](#) is calculated from the percentage of points earned out of the total number of available points. Students in grades 6-12 earn credit based on the GPA scale below:

Letter Grade	Percentage of Available Points Earned	GPA Weight on 4.0 Scale
A	93% to 100%	4.0
A-	90% to 92%	3.7
B+	87% to 89%	3.4
B	83% to 86%	3.0
B-	80% to 82%	2.7
C+	77% to 79%	2.4
C	73% to 76%	2.0

C-	70% to 72%	1.7
D+	67% to 69%	1.4
D	63% to 66%	1.0
D-	60% to 62%	0.7
Incomplete	0% to 59%	0

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

Growth ~~Mid-Cycle Assessment Growth~~: Assessed by FastBridge Universal Screener/Benchmark Assessments

The FastBridge aReading assessments are based on ~~twelve~~ **10+** 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.

FastBridge aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps. **FastBridge** earlyReading is the assessment of early literacy indicators for developing readers and is used in kindergarten and first grade.

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. **FastBridge** earlyMath is the assessment of early numeracy indicators for developing mathematicians and is used in kindergarten and first grade.

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-analytical 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 **FastBridge** aReading/earlyReading and aMath/earlyMath three times a year—in the fall, winter, and spring—and 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 **in one year's time**
- Typical Growth: ~~equivalent to~~ one year's ~~worth of~~ growth **in one year's time**
- Modest Growth: less than one year's ~~worth of~~ growth **in one year's time**
- Flat Growth: flat or negative growth **in one year's time**

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

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

Growth Assessed by Minnesota State ACCESS for ELLs (ACCESS)/Alternate ACCESS for ELLs:

Students are identified as English Learners (ELs) using the WIDA Screener. All EL students must take the ACCESS or Alternate ACCESS (Alt ACCESS) assessment annually. The ACCESS and Alt ACCESS are used to measure progress towards meeting the WIDA English Language Development Standards in the four domains of listening, reading, speaking, and writing.

The achievement levels on the ACCESS and Alt ACCESS are evaluated for each domain, as well as a composite score of these domains, using the scale below. Students reach proficiency in English in three ways: (1) achieving a composite score of 4.5 or greater **and** achieving scores 3.5 or greater in all four domains on the ACCESS/Alt ACCESS; (2) achieving a composite score of 4.5 or greater **and** achieving scores 3.5 or greater in three of four domains on the ACCESS/Alt ACCESS **and** meeting additional criteria defined by MDE; or (3) special considerations showing English proficiency through other qualifying assessments.

ACCESS/Alt ACCESS Achievement Levels:

- Level 6: Reaching
- Level 5: Bridging
- Level 4: Expanding
- Level 3: Developing
- Level 2: Emerging
- Level 1: Entering

In alignment with MDE and the Every Student Succeeds Act (ESSA), Eden Prairie Schools determines EL growth through progress towards English language proficiency metric. Each student has an annual target composite score that they are expected to meet each year in order to achieve proficiency over a predetermined length of time.

~~II. Targets~~

Targets:

~~Long-Cycle Assessment Proficiency: Assessed by the Minnesota State MCA/MTAS Assessments: Targets for 2023-2024-2022-2023~~

- ~~• 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.~~
- The percentage of students (grades 3-8, 10) proficient in reading will increase two percentage points from the results of the previous year.
- The percentage of students (grades 3-8, 11) proficient in math will increase two percentage points from the results of the previous year.

- The percentage of students (grades 3-8, HS) proficient in science will increase two percentage points from the results of the previous year.

Short Cycle Assessment Proficiency Assessed by Grades Based on Classroom Assessments: Targets for 2023-2024 ~~2022-2023~~

- ~~The percentage of students (grades 6-8, 9-12) achieving a C grade or higher in other curriculum areas* will increase by 2 percentage points:~~
~~Note: Other curriculum areas include: social studies, world language, career technology education, business, fine or applied arts, health, and physical education.~~
- The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from the previous year.

Growth ~~Mid-Cycle Assessment Growth~~: Assessed by FastBridge Universal Screener/Benchmark Assessments: Targets for 2023-2024 ~~2022-2023~~

- ~~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 2021-2022 to 42% in 2022-2023.~~
- ~~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 2021-2022 to 38% in 2022-2023.~~
- 40% of students (grades K-5) below grade level in reading will achieve aggressive growth from fall to spring.
- 40% of students (grades K-5) below grade level in math will achieve aggressive growth from fall to spring.

~~Note: Aggressive growth is the 75th growth percentile and above.~~ Note: Aggressive growth is more than one year's growth in one year's time. FastBridge defines aggressive growth to be the 75th percentile and above.

Growth Assessed by Minnesota State ACCESS/Alt ACCESS: Targets for 2023-2024

- The percentage of students meeting their growth target will increase two percentage points from the results of the previous year.

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>.
- Minnesota Department of Education (n.d.). "Statewide Testing." *Minnesota Department of Education*. <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.
- Minnesota Department of Education (n.d.). "Progress Toward English Language Proficiency." *Minnesota Department of Education*. <https://www.swsc.org/cms/lib/MN01000693/>.

Evidence:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2023

Evidence: October 2024

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 groups and *within* 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 to become continuous learners. A broad-based education is extensive in range and scope.
3. I interpret *exceeds* as going beyond state [requirements expectations](#).
4. I interpret *Minnesota State Graduation Requirements* as the following three requirements:
 - a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, Chapter 120B, 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:

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 and these expectations are not impacted by [raciale](#), socio-economic [group](#), or service [groups](#) defined by the Minnesota Department of Education.

Each Student Exceeds MN Graduation Requirements:

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education that exceeds the Minnesota graduation requirements. [Note: Students who exceed Minnesota's graduation requirements by definition overlap with students who graduate \(Ends Policy 1.1\). Moreover, the experiences and attributes of students who are academically prepared to progress to multiple opportunities after high school \(Ends Policy 1.1\) share commonalities with students who exceed graduation requirements, particularly in the area of rigorous/college-level coursework. Therefore, the measures in this Policy are similar to those in Ends Policy 1.1.](#)

[Examples of opportunities for at the high-school-level for students to exceed graduation requirements include Post-Secondary Enrollment Opportunities \(PSEO\), concurrent college enrollment such as world language courses through College in the Schools, Advanced Placement \(AP\) courses, and career and technical education \(CTE\) courses. High school students may also earn the Minnesota World Language Proficiency Certificate and Bilingual and Multilingual Seals as an official recognition by the state of Minnesota for proficiency in a language in addition to English.](#)

Research shows that post-secondary experiences, especially taking meaningful courses in high school, are key to persistence and graduation. [Furthermore, taking a college-level course in high school can provide students with numerous benefits, including the opportunity to earn college credit, develop college-level skills and knowledge, increase academic rigor and challenge, and demonstrate readiness for college-level coursework.](#)

[Students in elementary and middle school also have the opportunity for increased academic rigor and challenge through gifted and talented programming and enriched/honors/advanced coursework.](#)

Beginning in 2nd grade for Key and Young Scholars programming and 3rd grade for Mosaic programming, elementary-aged students with exceptional academic gifts and talents engage in activities across academic content areas utilizing problem solving, higher-level thinking skills, and advanced topics. For middle school students, course offerings in enriched, honors, and advanced classes in English, social studies, math, and science foster advanced discussions, abstract thinking, and course-specific grade acceleration.

Each Student Receives a Broad-Based Education:

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. ~~Inspired Journey Pathways~~ programming provides authentic learning opportunities for students to ~~discover, explore, and pursue~~ learn about and experience potential future careers. ~~Learning experiences K-12 are clustered across five Pathways that allow students to make connections for deeper learning. Ultimately, students are better able to prepare for their next phases of life. 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 graduation.~~

Metrics around participation and achievement in the Inspired Journey program will be complemented by metrics around student engagement. By gathering and acting on student feedback, we foster students' sense of ownership, motivation, and responsibility for learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences. Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education.

Measurement Plan:

1. Description of the Measurement Tools

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Exceeding Minimum Graduation Requirements Assessed by Course Enrollment Credits:

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

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

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.~~

Rigorous Coursework:

Elementary

- Percentage of students in grades 3-5 in elementary Gifted & Talented Programming (i.e., Young Scholars, Key, Mosaic)

Middle

- Percentage of students earning credit in one or more enriched, honors, or advanced course

High

- Percentage of students earning credit in one or more college-level experience
 - Post-Secondary Enrollment Options (PSEO) or equivalent program
 - Concurrent college enrollment, such as College in the Schools through the University of Minnesota
 - Advanced Placement (AP) courses
 - Career and technical education (CTE) courses
 - Bilingual Seal certification

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

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 Career Pathways courses at the high school level.~~

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

Student Participation, Achievement, and Engagement in the Inspired Journey Program:

Elementary

- Percentage of students participating in Inspire Choice
- Number of students completing a Steppingstone project
- Student engagement in Inspire Choice collected through survey questions

Middle

- Average GPA for Pathways Exploration courses
- Student engagement in Pathways Exploration courses collected through survey questions
- Student participation in extracurricular activities that are aligned with Pathways

High

- Average GPA for Pathways Capstone courses
- Number of students completing a Pathway (10 credits)
- Student engagement in Pathway Capstone courses collected through survey questions
- Student participation in extracurricular activities that are aligned with Pathways

Inspired Journey Participation:

The tables below detail the Pathway Exploration courses offered in grades 6-8 and the Pathway Capstone courses and qualifying extracurricular activities offered in grades 9-12 during the 2023-2024 school year.

GRADES 6-8	
Pathway	Pathway Exploration Courses in 2023-2024
Business & Management	Pathways to Business (Gr 6); Entrepreneurship (Gr 7); Personal Career Literacy (Gr 7); Business Leadership & Management (Gr 8); Personal Financial Literacy (Gr 8)
Human & Public Service	<i>Note: This area is under focused development for 23-24.</i>
Natural & Applied Science	<i>Note: This area is under focused development for 23-24.</i>
Engineering, Technology & Manufacturing	Pathways to Engineering & Technology (Gr 6); Designers & Makers (Gr 7); GreEngineering (Gr 7); Coding & Robotics (Gr 8); Design, Model & Make (Gr 8)
Communication & Arts	Digital Media Arts (Gr 6); Theater Arts (Gr 6); Visual Arts Experience (Gr 6); Arts Media & Culture (Gr 7); Drawing and Painting (Gr 7); Theater Arts (Gr 7); 3D Visual Arts (Gr 8); Theater Arts (Gr 8); Visual Arts & Identity (Gr 8)

GRADES 9-12		
Pathway	Pathway Capstone Courses in 2023-2024	Qualifying Extracurricular Activities in 2023-2024
Business & Management	Entrepreneurship; Integrated Marketing & Analytics	DECA; Computer Science Honors Society; Student Council
Human & Public Service	Education Capstone; Civics in ACTION; Artificial Intelligence (EPO)	Dare 2 Be Real; Student Council; Best Buddies; HOSA; KEY club
Natural & Applied Science	Science Research & Design	Math Team; Robotics; Science Olympiad; HOSA
Engineering; Technology &	iOS App Development; Advanced Woodcrafting; Principles of Engineering	Computer Science Honor Society; Math Team; Robotics; Science Olympiad; Quiz

Manufacturing		Bowl
Communication & Arts	Multimedia Story Production	Speech; Fall Musical; Winter Guard; Marching Band; Jazz Band; Chamber Winds; Chamber Orchestra; Chamber Choir; Y's Act

Grade Point Average (GPA) is calculated from the percentage of points earned out of the total number of available points. Students in grades 6-12 earn credit based on the GPA scale below:

Letter Grade	Percentage of Available Points Earned	GPA Weight on 4.0 Scale
A	93% to 100%	4.0
A-	90% to 92%	3.7
B+	87% to 89%	3.4
B	83% to 86%	3.0
B-	80% to 82%	2.7
C+	77% to 79%	2.4
C	73% to 76%	2.0
C-	70% to 72%	1.7
D+	67% to 69%	1.4
D	63% to 66%	1.0
D-	60% to 62%	0.7
Incomplete	0% to 59%	0

~~II. — Targets~~

Targets:

Exceeding Minimum Graduation Requirements: Targets for 2023-2024

- ~~● Comparative data will be provided to identify trends~~
- 90% of seniors will graduate with more than 54 credits

Rigorous Coursework: Targets for 2023-2024

- ~~● Comparative data will be provided to identify trends~~

Elementary

- 25% of students in grades 3-5 will participate in Gifted & Talented Programming

Middle

- 40% of students in grades 6-8 will earn credit in one or more enriched, honors, or advanced course

High

- 45% of students will earn credit in one or more college-level course

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

Student Participation, Achievement, and Engagement in the Inspired Journey Program: Targets for 2023-2024

Elementary

- 100% of elementary students will participate in Inspire Choice
- Baseline data will be collected for the number of students completing a Steppingstone project
- Baseline data will be collected for student engagement in Inspire Choice

Middle

- Baseline data will be collected for the average GPA for Pathways Exploration courses
- Baseline data will be collected for student engagement in Pathway Exploration courses
- Baseline data will be collected for student participation in extracurricular activities that are aligned with Pathways

High

- Baseline data will be collected for the average GPA for Pathways Exploration courses
- Baseline data will be collected for the number of students completing a Pathway (10 credits)
- Baseline data will be collected for student engagement in Pathway Capstone courses
- Baseline data will be collected for student participation in extracurricular activities that are aligned with Pathways

Evidence:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 12, 2023

Evidence: October 2024

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 groups and *within* service student groups.
2. I interpret *21st century skills* as **the 4Cs of** collaboration, communication, creativity, and critical thinking. 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).~~
3. I interpret *succeeding in the global economy* to mean **demonstrating self-direction and personal motivation.**

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 and these expectations are not impacted by ~~raciale~~, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

Each Student Has 21st Century Skills:

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 which replicate 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. **Furthermore, incorporating student voice when setting goals helps to empower learners, increase their engagement and motivation, and create a sense of ownership and investment in their education.**

In Eden Prairie, 21st century skills are defined by the 4Cs of collaboration, communication, creativity, and critical thinking. Eden Prairie's interpretation of 21st century skills are defined as:

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.

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.

Creativity

Students will be able to think creatively and develop new, 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.

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.

Metrics around student achievement in the 4Cs will be complemented by metrics around student perception around their own collaboration, communication, creativity, and critical thinking. By gathering and acting on student feedback, we foster a sense of ownership, motivation, and responsibility for students' own learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences. Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education.

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.

Each Student Has the Skills Needed to Succeed in the Global Economy:

Personal goal setting increases motivation and self-direction, and these attributes are important for students to succeed in the global economy. 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:

- Partnership for 21st Century Learning - <http://www.p21.org/>.
- EdLeader21 - <http://www.edleader21.com/>.
- ISTE - Essential Elements of Digital Citizenship
<https://www.iste.org/standards/iste-standards-for-students>
- Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf.

Measurement Plan:

1.—Description of the Measurement Tools

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

4Cs Proficiency: Assessed through 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.

4Cs Assessed through Student Self-Assessment

Students (grades 9-12) will self-assess their proficiency in 21st century skills at the beginning of Pathways Capstone courses and then again at the end of the Pathways Capstone courses to evaluate growth.

Self-Direction and Personal Motivation Assessed through Goal Setting

Students will set personal and academic goals and/or make an academic plan.

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

~~II. —Targets~~

Targets:

4Cs Proficiency: Targets for 2023-2024 ~~2022-2023~~

- ~~● 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 percentage points over the 2021-2022 results~~
- ~~● The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Communication will increase by 2 percentage points over the 2021-2022 results.~~
- ~~● The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Collaboration will increase by 2 percentage points over the 2021-2022 results.~~
- ~~● The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Creativity will increase by 2 percentage points over the 2021-2022 results.~~
- 80% of students will be proficient in the area of collaboration
- 80% of students will be proficient in the area of communication
- 80% of students will be proficient in the area of creativity
- 80% of students will be proficient in the area of critical thinking

4Cs Assessed through Student Self-Assessment: Targets for 2023-2024

- Baseline data will be collected for student self-assessment on the 4Cs in high school Pathways Capstone courses

Self-Direction and Personal Motivation Assessed through Goal Setting: Targets for 2023-2024

- 90% of elementary and middle school students will set personal and academic goals
- 90% of high school students will create a graduation plan through an academic planner tool

Evidence:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments



Eden Prairie School District 272

Ends Policy Monitoring Report

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 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2023

Evidence: October 2024

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 groups and *within* service student groups.
2. I interpret *the knowledge that citizens and residents need* 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 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 and these expectations are not impacted by ~~raciale~~, socio-economic ~~group~~, or service groups defined by the Minnesota Department of Education.

Each Student Is a Knowledgeable Citizen and Resident:

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.

Additionally, in our 21st century society, students must develop and model citizenship. Developing the attributes of a good citizen are essential for all students to create a productive and effective local, national, and global community. *Citizenship is learned and experienced in various formats, including in-person and in digital platforms.* ~~including digital citizenship. 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.~~ *Specific to digital citizenship development, students will be able to ethically and responsibly use technology and digital tools. Students who are ethical and responsible digital citizens will demonstrate appropriate online behavior, digital safety, and digital literacy.*

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 of one another regardless of ethnicity, race, gender, political beliefs, social philosophies, or other characteristics and opinions. ~~The systemic implementation of Multi-Tiered System of Supports (MTSS) provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.~~

As with academic achievement, student and staff feedback around citizenship are key metrics. By gathering and acting on student feedback, we foster a sense of ownership, motivation, and responsibility for students' own learning. Student voice also helps us gain valuable insights into students' needs, interests, and aspirations, leading to more personalized and relevant educational experiences.

Ultimately, student engagement feedback cultivates a positive and inclusive learning environment where students feel heard, respected, and valued as active contributors to their own education. Similarly, staff perceptions on the respectful and responsible behavior of students provide an essential perspective of respectful and responsible behavior throughout a school.

~~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:

Description of the Measurement Tools

Results will include the demographic breakdown by federal race/ethnicity within special service student groups. Three-year trend data will be included when available.

Civics Assessed by the MN Civics Test and Civics/Government Coursework

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 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).

In addition to passing a civics test, all students must take coursework in civics/government coursework which is taught throughout our social studies curriculum and aligned with Minnesota state standards. Students receiving credit bearing grades in these courses will be measured.

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

Responsible and Respectful Behavior: Assessed through Report Card Standards by Report Card Grades (K-5) and the Panorama Perception Survey (6-12)

Students in grades K-5 are assessed on responsibility and respectful behavior under the personal management report card standards.

Responsible and Respectful Behavior Assessed through Student Self-Assessment

Students in grades K-12 will respond to grade-banded surveys created by Eden Prairie Schools students, teachers, and administrators that capture student feedback on whether they perceive their classrooms

~~to be safe, kind, and responsible. Students in grades 6–12 are assessed on responsibility and respectful 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 groups and within service student groups including 3-year trend data when available.~~

Responsible and Respectful Behavior Assessed through Staff Assessment

Staff will use a custom survey created by Eden Prairie Schools that aligns with the student self-assessment survey to evaluate staff perceptions of student responsible and respectful behavior.

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 collaboration, communication, creativity, and critical thinking.

Eden Prairie’s 4C 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 groups and within 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 groups and within service student groups including 3-year trend data when available.~~

Attendance Rate: Assessed by Daily Attendance

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

Targets:

Civics: Targets for 2023-2024 ~~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 [US Government & Politics](#) Globalization & American Citizenship or Advanced Placement US Government.

Responsible and Respectful Behavior: Assessed through Report Card Standards: Targets for 2023-2024

~~K-5 Target:~~

- 75% of **elementary** students will receive a Proficient score on the end of the year report card for respectful behavior
- 75% of **elementary** students will receive a Proficient score on the end of the year report card for responsible behavior

Responsible and Respectful Behavior Assessed through Student Self-Assessment: Targets for 2023-2024

Grades K-2, 3-5, 6-8, 9-12

- Baseline data will be collected for student self-assessment on respectful and responsible behavior

~~K-5 Target~~

- ~~75% of students will respond favorable on Panorama student survey questions focused on respectful behavior~~
- ~~75% of students will respond favorable on Panorama student survey questions focused on respectful behavior~~

~~6-8 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~~

Responsible and Respectful Behavior Assessed through Staff Assessment: Targets for 2023-2024

- Baseline data will be collected for staff assessment on respectful and responsible behavior

Digital Citizenship: Target for 2023-2024 ~~2022-2023~~

- ~~The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area Digital Citizenship will increase by 2 percentage points over the 2021-2022 results.~~
- 80% of students will be proficient in the area of digital citizenship

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

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

Attendance Rate: Target for 2023-2024 ~~2022-2023~~

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

Evidence:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

Eden Prairie School Board
2022–23 WORK PLAN CHANGES
“Proposed” Changes
June 26, 2023

Date of Meeting/Workshop	Changes Requested
Monday, June 26, 2023	
Placeholder – General Board Work	
<ul style="list-style-type: none"> Baseline A-I Discussion 	
Placeholder – Policy Review	

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
“Proposed” Changes

Date of Meeting/Workshop	Changes Requested
Monday, July 24, 2023 (7:30 a.m.)	
Tuesday, August 15, 2023 (5:00 p.m., City Center)	- Add: Joint Meeting – Eden Prairie School Board & Eden Prairie City Council
Monday, August 28, 2023	
Monday, September 11, 2023 – Workshop	
Monday, September 25, 2023	
Monday, October 9, 2023 – Workshop	
Monday, October 23, 2023	
Monday, November 13, 2023 – Workshop	
Monday, November 27, 2023	
Monday, December 11, 2023	
Placeholder – General Board Work	
<ul style="list-style-type: none"> Baseline A-I Discussion 	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

06/26/2023

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, May 22, 2023							<div>52</div> <ul style="list-style-type: none"> School Board Meeting Self-Assessment
Brief Board Meeting Mon, June 12, 2023 6:00 PM					<ul style="list-style-type: none"> HR Report MSHSL Resolution for Membership Contract Agreements 		
Board Workshop Mon, June 12, 2023 6:15 PM							<ul style="list-style-type: none"> General Fund Budget Q&A All Ends 1.1 – 1.6 OI's CLC: Inspiring News Top Discussion for (September) – 1st Draft (2023-2024) Confirm agenda for next Board Workshop
Board Meeting Mon, June 26, 2023 6:00 PM	OI's for FY 2023-24 all Ends 1.1 through 1.6		<ul style="list-style-type: none"> 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 – 2023-24	<ul style="list-style-type: none"> Monthly Reports EPS 10-Year Facilities Maintenance Plan Q-Comp Annual Report Summary Update of General District Policies Annual Review of District Mandated Policies 	Strategic Planning Updates (Superintendent Incidental)	

EDEN PRAIRIE SCHOOL BOARD
2022-2023 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

06/26/2023

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"> MSHSL Resolution for Membership (moved to 6/12/23) 		53
Post Meeting Board Workshop Mon, Jun 26, 2023							• School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

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			
****2023**** Board Meeting Mon, Jul 24, 2023 7:30 AM				September Inspiring News Article	<ul style="list-style-type: none"> •Monthly Reports •TASSEL Student Handbook •Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		54
Board Meeting Mon, Aug 28, 2023 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	2023-23 School Site Visits	Monthly Reports		
Post Meeting Board Workshop Mon, Aug 28, 2023							School Board Mtg. Self-Assessment
Board Workshop Mon, Sep 11, 2023 6:00 PM							<ul style="list-style-type: none"> •ADMIN Proposals for FY 2023-24 Workshops •NEW Policy Development Discussion (Ends & EL Policies) •Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3 •Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

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			
							55 • Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 25, 2023 6:00 PM	<ul style="list-style-type: none"> •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 		<ul style="list-style-type: none"> •Approval of Preliminary FY 2024-25 Levy Tax Levy Comparison - Tax Levy Presentation Pay 24 •Record of Board Self-Evaluation 		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2022-2023 Year-end Preliminary Financial Report •FY 2023-2024 Preliminary Enrollment Report 	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

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 25, 2023							56 School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 9, 2023 6:00 PM							<ul style="list-style-type: none"> •Administration: Setting Stage for FY 2024-24 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Discussion – Community Linkage/Listen & Learn – Theme & Location of Event •Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 23, 2023 6:00 PM	<ul style="list-style-type: none"> •Ends 1.1 – 1.6 Evidence (FY 2022-23) •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 		<ul style="list-style-type: none"> •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports •MSHSL Form A 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> •Enrollment Report as of 10/1/2023 •World's Best Workforce Report •FY 2022-2023 Achievement Integration Summary Report 	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

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						57
Post Meeting Board Workshop Mon, Oct 23, 2023							•School Board Mtg. Self-Assessment
Board Workshop Mon, Nov 13, 2023 6:00 PM							•Community Linkage: - Identify topics for the Inspiring News •Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 27, 2023 6:00 PM	EL 2.9 Communication and Support to the School Board	School Board Mid-Year Treasurer's Report	•Record of Board Self-Evaluation	Identify Topic for January 2024 Inspiring News Topic	Monthly Reports	FY 2022-23 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 27, 2023							•School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 11, 2023 6:00 PM	•EL 2.5 Financial Planning and Budgeting •EL 2.0 Global Executive Constraint		• Approval of Final FY 2024-25 Levy •Approval of School Board Mid-Year Treasurer's Report • <i>Closed Session:</i> Review of FY 2022-23 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3	Approval for January 2024 Inspiring News Article	Monthly Reports	•Truth in Taxation Hearing Planning and Budgeting	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

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				58
Post Meeting Board Workshop Mon, Dec 11, 2023							• School Board Mtg. Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

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			

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<p>****2024****</p> <p>Annual Organizational Meeting Mon, Jan 8, 2024 6:00 PM</p>			<ul style="list-style-type: none"> • 2024 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • School Board Meeting Calendar: January 1, 2024, through June 30, 2024 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2024 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) 		
<p>Board Workshop Mon, Jan 8, 2024 6:30 PM Convene following the Annual</p>							<ul style="list-style-type: none"> • 2024 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

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			
Organizational Meeting							<div>60</div> <ul style="list-style-type: none"> Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 22, 2024 6:00 PM		<ul style="list-style-type: none"> FY 2024-24 Final School Calendar <i>(Draft)</i> FY 2025-26 Preliminary School Calendar <i>(Draft)</i> FY 2024-25 Budget Timelines – <i>First Reading</i> FY 2024-25 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> FY 2023-24 Mid-Year Budget Approval Approval FY 2023-24 Mid-Year School Board Budget Record of Board Self-Evaluation 	2024 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> Monthly Reports FY 2024-25 Bus Purchase 		
Post Meeting Board Workshop Mon, Jan 22, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 12, 2024 6:00 PM							<ul style="list-style-type: none"> Finance Overview Agenda Items: Walk-through School Board Agenda Sample Agenda & Discussion of Agenda Elements Source of Agenda Items: Board Request for Information; Superintendent

EDEN PRAIRIE SCHOOL BOARD
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Board Meetings
Board Workshops
Other Meetings

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			
							61 Information; Agenda Timeline <ul style="list-style-type: none"> Community Linkage: Discuss Goals & Format for Community Engagement Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 26, 2024 6:00 PM			Record of Board Self-Evaluation		<ul style="list-style-type: none"> Monthly Reports Approval of FY 2024-25 School Calendar Approval of Preliminary FY 2025-26 School Calendar 	<ul style="list-style-type: none"> American Indian Education Report Achievement & Integration Budget 	
Post Meeting Board Workshop Mon, Feb 26, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 11, 2024 6:00 PM							<ul style="list-style-type: none"> Mechanics of Monitoring Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 25, 2024 6:00 PM		<ul style="list-style-type: none"> FY 2024-25 Capital Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> Final FY 2024-25 Budget Assumptions Record of Board Self-Evaluation 	<ul style="list-style-type: none"> Identify Topic for June Inspiring News Article 	<ul style="list-style-type: none"> Monthly Reports 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 25, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 8, 2024 6:00 PM							<div>62</div> <ul style="list-style-type: none"> • FY 2024-2025 Annual Work Plan Calendar Discussion • Discussion/Review all items in Placeholder area on "Work Plan Changes Document" • Workshop Skeleton Summary Discussion • FY 2024-2025 School Board Meeting Calendar Discussion • FY 2024-2025 School Board Budget Discussion • Discuss Policy Change Process (Timelines and Process for Monitoring and Changes in Policy) • New Policy Introductions • Inspiring News/MWM Discussion

EDEN PRAIRIE SCHOOL BOARD
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Board Meetings
Board Workshops
Other Meetings

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			
							63 • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 22, 2024 6:00 PM		<ul style="list-style-type: none"> FY 2024-25 School Board Work Plan – <i>First Reading</i> FY 2024-25 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> Approval of FY 2024-25 Capital Budget Approval of FY 2024-25 School Board Meeting Calendar Approval –Workshop Skeleton Summary Discussion <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03,Subd.1) Record of Board Self-Evaluation 	Approval of Inspiring News Article for June	• Monthly Reports		
Post Meeting Board Workshop Mon, Apr 22, 2024							School Board Meeting Self-Assessment
Board Workshop <i>Training/Retreat</i> Date/Time/Location TBD							Retreat/Training Workshop
Board Workshop Mon, May 13, 2024 6:00 PM							Confirm agenda for next Board Workshop

EDEN PRAIRIE SCHOOL BOARD
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Other Meetings

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 Tues, May 28, 2024* 6:00 PM *Due to Memorial Day on Monday May 27, 2024		<ul style="list-style-type: none"> FY 2024-25 Budget – <i>First Reading</i> FY 2024-25 School Meal Prices - <i>DRAFT</i> 	<ul style="list-style-type: none"> Approval of FY 2024-25 School Board Work Plan Approval of FY 2024-25 School Board Budget Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports 		64
Post Meeting Board Workshop Tues, May 28, 2024							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop Mon, June 10, 2024 6:00 PM							<ul style="list-style-type: none"> General Fund Budget Q&A All Ends 1.1 – 1.6 OI's CLC: Inspiring News Top Discussion – <i>1st Draft</i> (2023-2024) Confirm agenda for next Board Workshop
Board Meeting Mon, June 24, 2024 6:00 PM	OI's for FY 2024-25 all Ends 1.1 through 1.6		<ul style="list-style-type: none"> Approval of FY 2024-25 Adopted Budget ISD 287 10-Year Facilities Maintenance Resolution Record of Board Self-Evaluation 	Identify Topic for Inspiring News for September 2024	<ul style="list-style-type: none"> Monthly Reports Approval of FY 2024-25 School Meal Prices EPS 10-Year Facilities Maintenance Plan Q-Comp Annual Report 		

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			
					<ul style="list-style-type: none"> Summary Update of General District Policies Annual Review of District Mandated Policies MSHSL Resolution for Membership 		65
Post Meeting Board Workshop Mon, Jun 24, 2024							•School Board Meeting Self-Assessment