



MEETING AGENDA

*The mission of Eden Prairie Schools is to inspire each student to learn continuously so they are empowered
To reach personal fulfillment and contribute purposefully to our ever-changing world.*

1. Convene: 6:00 PM (Roll Call)

Call to Order: Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

2. Pledge of Allegiance

3. Agenda Review and Approval: (Action)

Approval of the agenda for the Monday, October 23, 2023, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

4. Approval of Previous Minutes: (Action)

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings on September 25, 2023, and the Workshop notes on October 9, 2023.

Motion _____ Seconded _____

A. 9/25/23 School Board Minutes

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B. 10/09/23 School Board Workshop Notes

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5. Spotlight on Success: 6:05 PM (Information)

A. Forest Hills Elementary - *Building Thinking Classrooms*

B. FEPS (Foundation for EP Schools)

6. Public Comment: 6:30 PM (Information)

7. Announcements: 6:40 PM (Information)

8. Board Work: 6:45 PM (Action)

A. Decision Preparation

B. Required Board Action (Action)

C. Policy Monitoring

1) Ends 1.1 through 1.6 Evidence (FY 2022-23) (Action) *Overview Presentation Uploaded* 10
Eden Prairie public schools exist so that each student obtains an outstanding education that prepares them for their next stage of life in a manner that justifies the resources expended.

a. Ends Policy 1.1 - Each student graduates and is academically prepared to progress to multiple opportunities after high school. 38
Evidence Motion _____ Seconded _____

b. Ends Policy 1.2 - Each student is reading at grade level by the end of third grade. 52
Evidence Motion _____ Seconded _____

c. Ends Policy 1.3 - Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science. 62
Evidence Motion _____ Seconded _____

d. Ends Policy 1.4 - Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	78
Evidence Motion _____ Seconded _____	
e. Ends Policy 1.5 - Each student has the 21st century skills needed to succeed in the global economy.	87
Evidence Motion _____ Seconded _____	
f. Ends Policy 1.6 - Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society.	97
Evidence Motion _____ Seconded _____	
2) Executive Limitations (EL's) (Action)	
a. EL 2.4 - Treatment of Staff - The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance. (Action)	107
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
(1) EL 2.4.1 <i>The Superintendent shall not:</i> Allow staff to work without a written job description.	
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
(2) EL 2.4.2 <i>The Superintendent shall not:</i> Operate without accessible, clearly-written personnel policies.	
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
(3) EL 2.4.3 <i>The Superintendent shall not:</i> Operate without a reasonable, formal evaluation policy for all staff.	
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
(4) EL 2.4.4 <i>The Superintendent shall not:</i> Allow staff to be unprepared to deal with emergency situations.	
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
(5) EL 2.4.5 <i>The Superintendent shall not:</i> Operate without policies and procedures which prevent conflict of interest.	
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
b. EL 2.8 - Compensation and Benefits - <i>With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.</i> (Action)	117
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
(1) EL 2.8.1 <i>The Superintendent shall not:</i> Promise or imply permanent or guaranteed employment.	
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
(2) EL 2.8.2 <i>The Superintendent shall not:</i> Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from School Board-established parameters.	
OI Motion _____ Seconded _____	
Evidence Motion _____ Seconded _____	
3) Governance Process (GP's) (Action)	

a. GP 4.0 - Global Governance Commitment: <i>The purpose of the School Board on behalf of owners, defined as Eden Prairie taxpayers and residents, is to ensure that the Eden Prairie Public School district:</i>	121
Motion _____ Seconded _____ Board is/is not compliant.	
b. 4.1 - Governing Style: <i>The School Board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of School Board and Superintendent roles, (e) collective rather than individual decisions, and (f) the future rather than the past.</i>	122
Motion _____ Seconded _____ Board is/is not compliant.	
c. GP 4.2 - School Board Job Product: <i>Specific job outputs of the School Board, as an informed agent of the owners, are those that assure appropriate district performance. Accordingly, the School Board has direct responsibility to:</i>	124
Motion _____ Seconded _____ Board is/is not compliant.	
d. GP 4.3 - Annual Work Plan: <i>The School Board will follow an annual work plan that schedules time to a) maintain purposeful and ongoing linkage with owners, b) review and refine its Ends policies c) review and refine its Executive Limitations policies, d) monitor all written policies and e) continually improve School Board performance through School Board development and education.</i>	126
Motion _____ Seconded _____ Board is/is not compliant.	
e. GP 4.9 - Governance Investment: <i>Because poor governance costs more than learning to govern well, the School Board will invest in its governance capacity.</i>	127
Motion _____ Seconded _____ Board is/is not compliant.	
D. Record of Board Self-Evaluation (Action)	
1) 2022-23 Record of Board Policy Monitoring - Board Management Delegation Policies (BMD's) & Governance Policies (GP's) (Action)	129
Motion _____ Seconded _____	
2) 2022-23 Record of Board Policy Monitoring - Executive Limitations (EL's) (Action)	135
Motion _____ Seconded _____	
3) 2022-23 Record of Board Policy Monitoring - Ends 1.1 - 1.6 <i>(No Updates)</i>	136
9. Superintendent Consent Agenda: 8:15 PM (Action)	
<i>Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.</i>	
Motion _____ Seconded _____	
A. Monthly Reports	
1) Resolution of Acceptance of Donations	139
2) Human Resources Report	140
3) Business Services Reports	
a. Board Business	144
b. Financial Report - Monthly Revenue/Expenditure Report	145
B. Minnesota State High School League (MSHSL Grant Application)	146
C. Seek Bid - EPHS Remodel - Executive Summary	147
10. Superintendent's Incidental Information Report: 8:20 PM (Information)	
<i>Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)</i>	
A. Enrollment Report as of October 1, 2023	148
B. FY 2022-2023 Achievement Integration Summary Report & World's Best Workforce Report	160

11. **Board Action on Committee Reports & Minutes: 8:50 PM**

A. Board Development Committee

1) 9/21/23 - Meeting Minutes 168

2) 10/12/23 Meeting Minutes 171

B. Community Linkage Committee

1) 10/14/23 - Meeting Minutes 173

C. Negotiations Committee

D. Policy Committee

12. **Other Board Updates (AMSD, BRIGHTWORKS, ISD 287, MSHSL): 9:20 PM (Information)**

A. AMSD (Association of Metropolitan Schools) - *Abby Libsack/Kim Ross*

B. BrightWorks (formerly ECSU) - *Dennis Stubbs*

C. ISD 287 (Intermediate School District 287) - *Kim Ross*

D. MSHSL (Minnesota State High School League) - *Dennis Stubbs*

13. **Board Work Plan: 9:30 PM (Action)**

A. Work Plan "Change" Document (Action) 174

Motion _____ Seconded _____

B. 2023-24 Board Annual Work Plan (Information) 175

14. **Adjournment: (Action)**

Motion _____ Seconded _____ to adjourn at _____ PM.

**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE SEPTEMBER 25, 2023
SCHOOL BOARD MEETING**

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on September 25, 2023, in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene: 6:00 PM – Call to Order - School Board

Present: Steve Bartz, Aaron Casper, Debjyoti "DD" Dwivedy, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – Motion by S. Bartz, **Seconded** by K. Ross to approve the agenda for Monday, September 25, 2023, meeting of the School Board of Independent School District 272 – Passed Unanimously

4. Approval of Previous Minutes – Motion by D. Stubbs, **Seconded** by S. Bartz to approval of the UNOFFICIAL Minutes of the Regular School Board Meeting on August 28, 2023, the Brief Business Meeting on September 11, 2023, and the Workshop Notes on September 11, 2023 – Passed Unanimously

5. Spotlight on Success

A. Eden Prairie High School - *How students and staff are partnering together to cultivate a school experience that truly inspires each*

B. 2023 National Blue Ribbon School - *Oak Point Elementary named the 2023 National Blue Ribbon School by the US Department of Education. Oak Point Elementary is one of only 353 schools nationwide and one of eight in Minnesota to be recognized. We received the award in the Exemplary High-Performing Schools category, which celebrates each state's highest performing schools as measured by state assessments or nationally normed tests – Congratulations to the Oak Point Team!*

6. Public Comment – n/a

7. Announcements

- School buses in the district have a new security feature aimed at improving safety for students and drivers. [Each bus in our fleet is now equipped with a stop arm camera](#), funded by a \$53,000 grant from the Minnesota Department of Public Safety.
- Last spring, EPHS 12th grader Smiraa Misra not only got a jump start on college through the PSEO program, she also was one of only 12 students from a pool of 5,000 to have work featured in the [University's First-Year Writing Student Showcase](#).
- Exciting news for another EPHS 12 grader: Jasmine Garry was named a Target 2023 EPIC Award Winner! She was selected as a Technovation App Design winner of over 20,000 applications for the app she designed in iOS app development.
- EP Online has a lot of things to brag about — and one of them is the international chess champion in their ranks! [Congratulations to EP Online 9th grader Alice Lee](#), the youngest American female International Master elect, who competed at the World Women's Chess Championship and won the individual gold medal on the top board!
- EPHS siblings Sasha and Nico Allen were honored as finalists in the 2023 Lowell Milken Center Discovery International Competition, which celebrates projects by students in grades 4 through 12 that use primary sources to highlight the impact of an Unsung Hero from at least 20 years ago. [Sasha created a documentary about Agnes Láckovič](#) and was awarded the grand prize of \$6,000, while [Nico created a website about Aristides de Sousa Mendes](#) and received an honorable mention along with a prize of \$500!
- Ten Eden Prairie High School students have been named National Merit Semifinalists for the class of 2024! Congratulations to Alexandra (Sasha) Allen, Yash Dagade, Rhil Garg, Neha Karri, Nikhil Kori, Sophia Lin, Pranav Narayanan, Vineel Panyala, and Brian Shi! We're so proud of these Eagles and wish them luck as they continue toward finalist status.

8. Superintendent's Incidental Information Report

A. FY 2022-23 Year-end Preliminary Financial Report

B. FY 2023-24 Preliminary Enrollment Report

9. Board Work

A. Decision Preparation

B. Required Board Action

1) Approval of Preliminary FY2024-25 Levy

Motion by A. Libsack, **Seconded** by K. Ross approve the preliminary levy at the maximum for taxes payable in 2024 for Independent School District #272, Eden Prairie, MN – Passed Unanimously

- a. Executive Summary
- b. Tax Levy Comparison
- c. Tax Levy Presentation Pay 24

C. Policy Monitoring

1) Executive Limitations (EL's)

a. EL 2.3 Treatment of Parents:

(1) EL 2.3.1, EL 2.3, and EL 2.3.3

OI Motion by S. Bartz, **Seconded** by D. Dwivedy, OI for 2.3 is reasonable, **Friendly Amendment** to include all the child policies – Passed Unanimously

Evidence Motion by C. Strehl, **Seconded** by D. Stubbs, Superintendent's assertion is compliant;

Friendly Amendment to include all child policies – Passed Unanimously

b. EL 2.6 Financial Management and Operations

(1) EL 2.6

OI Motion by K. Ross, **Seconded** by D. Dwivedy, OI is reasonable – Passed Unanimously

Evidence Motion by S. Bartz, **Seconded** by D. Dwivedy, the Superintendent's assertion as compliant – Passed Unanimously

2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.5 and 2.6.6

OI Motion by A. Libsack, **Seconded** by K. Ross, OI is reasonable – Passed Unanimously

Evidence Motion by K. Ross, **Seconded** by D. Dwivedy, the Superintendent's assertion is compliant – Passed Unanimously

(2) EL 2.6.7

OI Motion by D. Dwivedy, **Seconded** by D. Stubbs, OI is reasonable – Passed Unanimously

Evidence Motion by S. Bartz, **Seconded** by A. Casper, the Superintendent's assertion is compliant – Passed Unanimously

2) All Board Management Delegation Policies (BMD's)

a. BMD 3.0 - Single Point of Contact:

b. BMD 3.1 - Unity of Control: The School Board will direct the Superintendent only through official School Board action.

c. BMD 3.2 - Delegation to the Superintendent

d. BMD 3.3 - Superintendent Accountability & Performance

Motion by K. Ross, **Seconded** by A. Casper, BMD 3.0, and all child policies, 3.1, 3.2, & 3.3, the Board's behavior is fully compliant – Passed Unanimously

3) Governance Process Policies: GP's

a. GP 4.4 - Officer Roles

b. GP 4.5 - School Board Members Code of Conduct

c. GP 4.6 - Process of Addressing School Board Member Violations

d. GP 4.7 School Board Committee Principles

e. GP 4.8 - School Board Committee Structure

f. GP 4.10 - Operation of the School Board Governing Rules

Motion by S. Bartz, **Seconded** by K. Ross, GP's 4.4, 4.5, 4.6, 4.7, 4.8, and 4.10, the Board's behavior is fully compliant – Passed Unanimously

D. Record of Board Self-Evaluation

1) 2022-23 Record of Board Policy Monitoring - Governance Policies - BMD's & GP's (No Updates)

2) 2022-23 Record of Board Policy Monitoring - Executive Limitation - EL's

Motion by K. Ross, **Seconded** by S. Bartz to approve as presented – Passed Unanimously

3) 2022-23 Record of Board Policy Monitoring - Ends (1.1 - 1.6) *(No Updates)*

10. **Superintendent Consent Agenda – Motion** by A. Libsack, **Seconded** by K. Ross to approve Consent Agenda as presented – Passed Unanimously

A. Monthly Reports

1) Human Resources Report

2) Business Services Reports

a. Board Business

b. Financial Report - Monthly Revenue/Expenditure Report

(1) June 2023

(2) July 2023

(3) August 2023

B. Withdrawal from Learning Exchange

C. Naming of the Aeronautics Lab

11. **Board Action on Committee Reports & Minutes**

A. Board Development Committee

B. Community Linkage Committee

C. Negotiations Committee

D. Policy Committee

12. **Other Board Updates (AMSD, BrightWorks, ISD 287, MSHSL)**

A. AMSD

B. BrightWorks

C. ISD 287

D. MSHSL (Minnesota State High School League) - *Dennis Stubbs*

13. **Board Work Plan**

A. Work Plan "Change" Document – **Motion** by S. Bartz, **Seconded** by A. Libsack to approve report as presented, **Friendly Amendment** made to include Inspiring News additions – Passed Unanimously

Eden Prairie School Board

2023–24 WORK PLAN CHANGES

“Proposed” Changes – September 25, 2023

Date of Meeting/Workshop	Changes Requested
Monday, October 9, 2023 – Workshop	- ADD: - <i>Discuss January Topics for Inspiring News</i>
Monday, October 23, 2023	
Monday, November 13, 2023 – Workshop	- ADD: - <i>PBIS: Culture, Climate and Sense of Belonging</i> - <i>5-Year Financial Projections: Revenue & Expense</i> - <i>January DRAFT of Inspiring News Topics Due</i>
Monday, November 27, 2023	
Monday, December 11, 2023	- ADD: - <i>Final Approval – Inspiring News Topic (for January)</i>

Monday, January 8, 2024 – Annual Organizational Mtg and Workshop	- ADD: - <i>Legislative Impacts to Financial and Program Stability</i>
Monday, January 22, 2024	
Monday, February 12, 2024 – Workshop	- ADD: - <i>Artificial Intelligence Working Group Report</i>
Monday, February 26, 2024	
Monday, March 11, 2024 – Workshop	
Monday, March 25, 2024	
Monday, April 8, 2024 - Workshop	- ADD: - <i>Academic Vision Process & Planning</i>
Monday, April 22, 2024	- ADD: - <i>Crisis Management: Legislation Impacts</i>
<ul style="list-style-type: none"> • Baseline A-I Discussion – <i>Moved to February 12, 2024</i> • Proactive PBIS – Culture, Climate and Sense of Belonging Work – <i>Moved to November 13, 2023</i> 	
Placeholder – Policy Review	

B. 2023-24 Board Annual Work Plan

14. **Adjournment – Motion** by S. Bartz, **Seconded** by A. Casper to adjourn at 8:25 PM – Passed Unanimously

Abby Libsack – Board Clerk

School Board Workshop Notes- Monday, October 9, 2023

1. CONVENE – 6:00 PM
School Board Members Present: Steve Bartz, Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs, Debjyoti "DD" Dwivedy
Joining via Zoom: Dr. Josh Swanson
2. Jason Mutzenberger: Setting Stage for Fiscal Year 2024-25 Budget Guidelines
3. Discuss January Topics for Inspiring News
 - a. Recent test scores and ongoing teacher measurement- MWM?
 - b. Evolving in classroom, AI, Pathways, Personalized Learning
 - c. We just monitored the Ends Policies (10/23)- let's look at what we are doing as a district to accomplish these things; forward thinking; how it helps administration; WHY we are doing what we are doing.
4. Policy Monitoring: Review Governance Process: (GPs) 4.0, 4.1, 4.2, 4.3 and 4.9)
 - a. GP 4.0- Global Governance Commitment
 - i. "EP tax payers" wording to reflect EP Online or? Keep same? "owners" wording
 - b. GP 4.1- Governing Style
 - c. GP 4.2- School Board Job Products
 - i. "informed agents"
 - ii. 4.2.2D "power"
 - d. GP 4.3- Annual Work Plan
 - i. 4.3.2 do we do a good job addressing "placeholders" in work plan
 - e. GP 4.9- Governance Investment
 - i. 4.9.2 maintenance of "superior capability"
5. Work Plan "Change" Document- nothing
6. 2023-24 School Board Annual Work Plan- nothing
 - a. Future discussion regarding behavior
7. Adjourn at 6:55pm



Abby Libsack, Board Clerk

Ends 2022-2023 Monitoring Report

October 23, 2023



EDEN PRAIRIE SCHOOLS

ENDS POLICY 1.1

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

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Ends Policy 1.1

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

Targets:
• 4-year: 95%

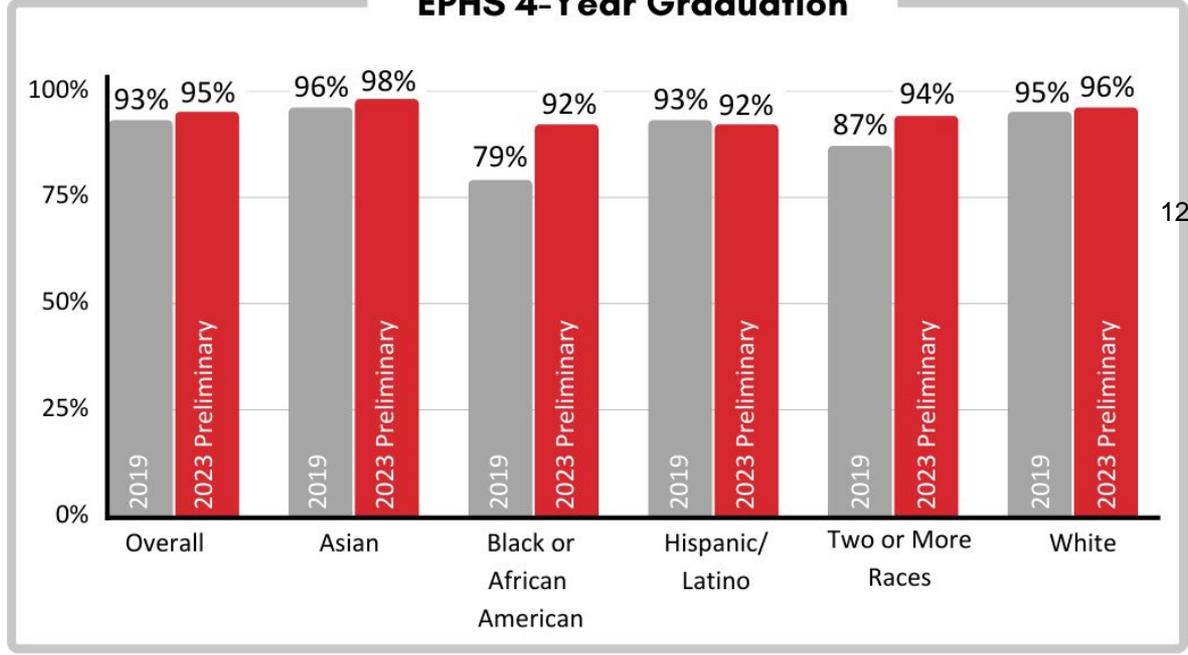
Grad Rate

SLEDS

Prepared for Post-HS



EPHS 4-Year Graduation





Ends Policy 1.1

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

Targets:

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

EPHS 4-Year and 7-Year Overall Graduation Rate					
	2019	2020	2021	2022	2023 Preliminary
4-Year Graduation Rate	93%	95%	94%	93%	95%
7-Year Graduation Rate	97%	96%	96%	97%	n/a

*We do not estimate a preliminary 7-year graduation rate.

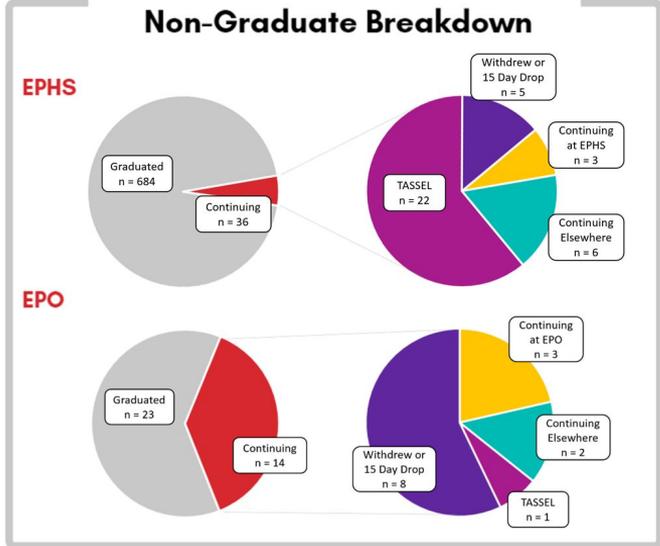
Grad Rate

SLEDS

Prepared for Post-HS



2023 Preliminary Graduate and Non-Graduate Breakdown





Ends Policy 1.1

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

Targets:

- HS Graduates Enrolling in 2- or 4-Year College: 90%
- HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: 95%
- 4-Year College Completion: 53%
- 6-Year College Completion: 73%

Grad Rate

SLEDS

Prepared for Post-HS

	HS Graduation Year					
	EPHS			MN		
	18-19	19-20	20-21	18-19	19-20	20-21
Percent of HS Graduates Enrolling in College – Fall	85%	81%	84%	66%	62%	61%
	17-18	18-19	19-20	17-18	18-19	19-20
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	93%	91%	92%	84%	83%	81%
	15-16	16-17	17-18	15-16	16-17	17-18
4-Year College Completion Target	51%	55%	53%	36%	37%	37%
	14-15	15-16	16-17	14-15	15-16	16-17
6-Year College Completion Target	71%	71%	71%	52%	49%	49%



Ends Policy 1.1

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

Targets:

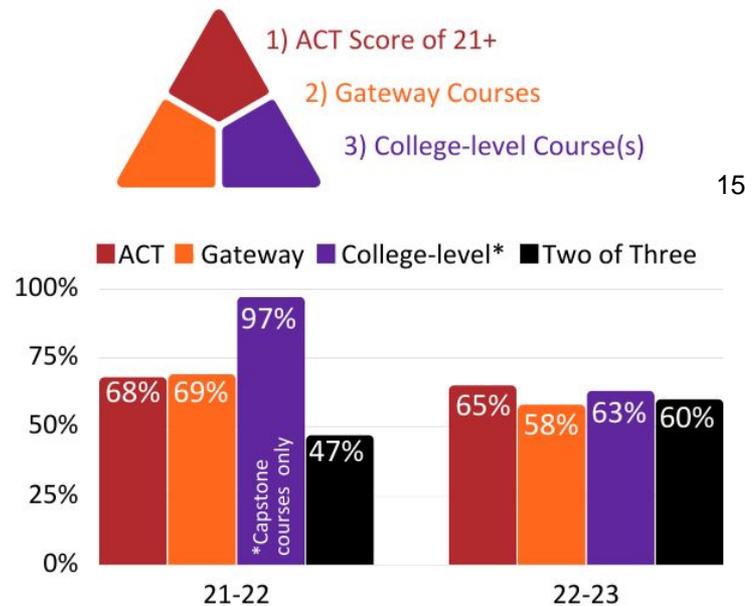
- 2 of 3 metrics: 65%

Grad Rate

SLEDS

Prepared for Post-HS

Academically Prepared for Multiple Opportunities after High School



ENDS POLICY 1.2

Each student is reading at grade level by the end of 3rd grade.

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Inspiring each student every day™

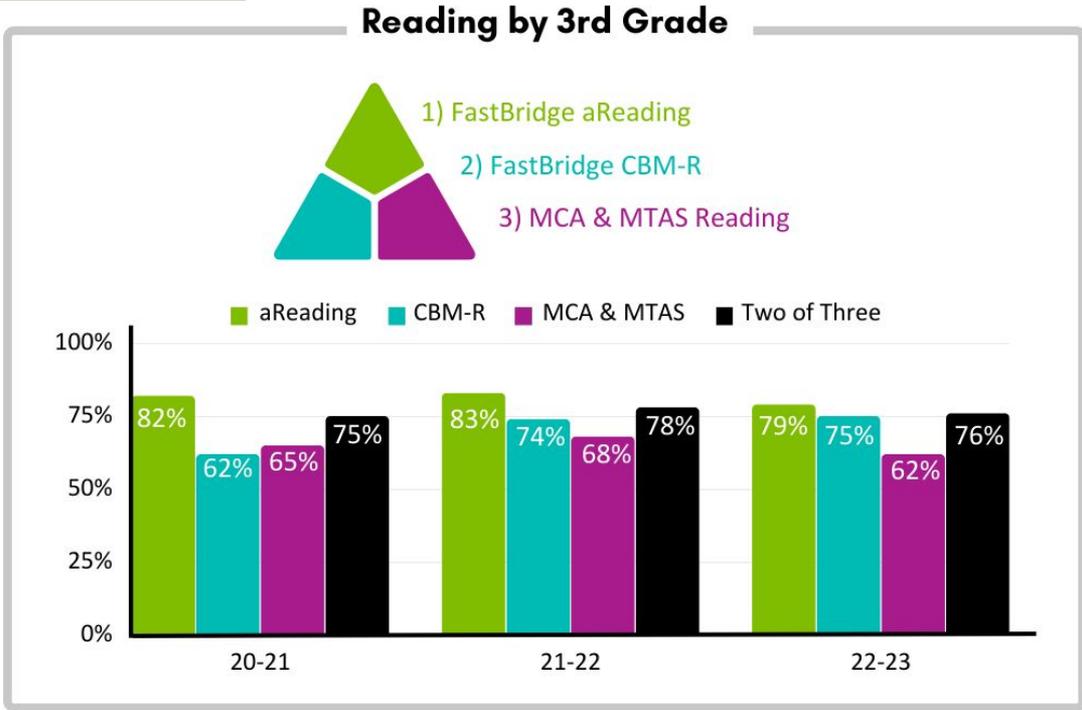


Ends Policy 1.2 Each student is reading at grade level by the end of 3rd grade.

2 of 3 Reading

Targets:

- 2 of 3 metrics: 80%

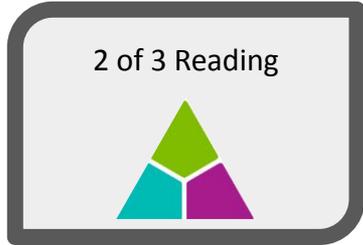




Ends Policy 1.2 Each student is reading at grade level by the end of 3rd grade.

Targets:

- 2 of 3 metrics: 80%



Reading by Third Grade (Meets 2 of 3 Metrics) by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	75%	78%	76%	84%	88%	83%	35%	39%	41%	46%	61%	49%	52%	59%	52%
Asian	96%	86%	89%	100%	93%	94%	<10	78%	69%	<10	<10	<10	<10	18	<10
Black or African American	58%	59%	48%	83%	75%	62%	30%	33%	34%	8%	38%	6%	51%	53%	45%
Hispanic/Latino	59%	68%	57%	93%	81%	81%	23%	39%	45%	<10	<10	<10	37%	53%	39%
Two or more races	78%	78%	78%	80%	88%	83%	<10	<10	<10	<10	<10	<10	<10	<10	65%
White	79%	86%	83%	81%	90%	86%	<10	<10	<10	57%	68%	75%	58%	80%	69%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

ENDS POLICY 1.3

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

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Ends Policy 1.3

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

Targets:

- Reading: 76%
- Math: 73%
- Science: 67%

MCA & MTAS

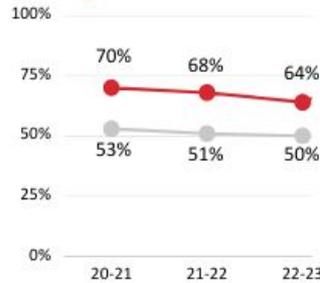
ELEMENTARY:
Students below benchmark making aggressive growth

SECONDARY:
Course grades

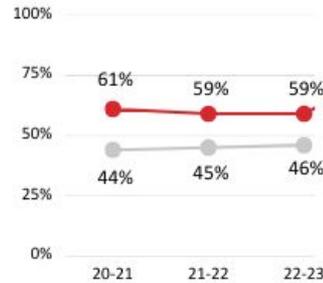
MCA & MTAS Proficiency

Overall

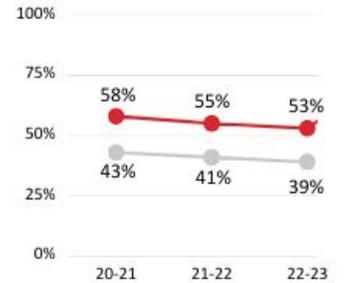
Reading



Math



Science



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Ends Policy 1.3

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

Targets:

- Reading: 76%
- Math: 73%
- Science: 67%

MCA & MTAS

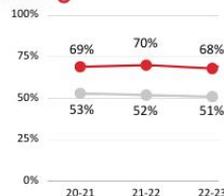
ELEMENTARY:
Students below benchmark making aggressive growth

SECONDARY:
Course grades

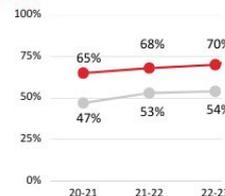
MCA & MTAS Proficiency

Elementary

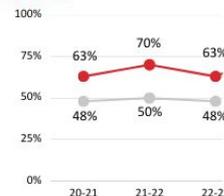
Reading



Math

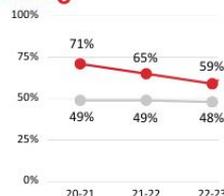


Science

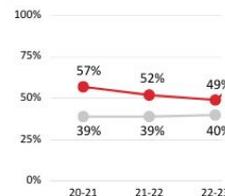


Middle

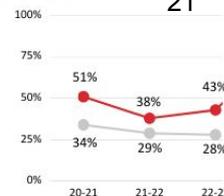
Reading



Math



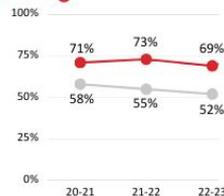
Science



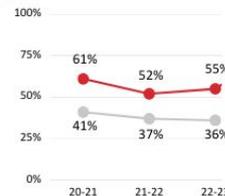
21

High

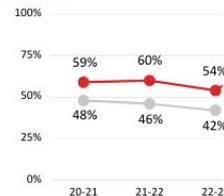
Reading



Math



Science





Ends Policy 1.3

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

Targets:

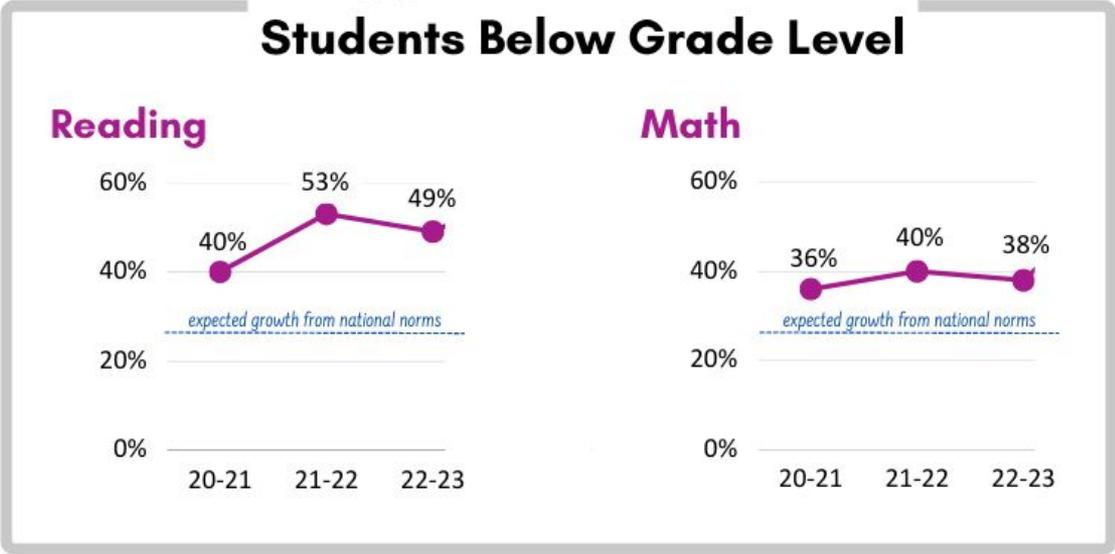
- Reading: 42%
- Math: 38%

MCA & MTAS

ELEMENTARY:
Students below benchmark making aggressive growth

SECONDARY:
Course grades

Aggressive Growth for Students Below Grade Level



Ends Policy 1.3

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

Targets:

- Middle: 93%
- High: 99%

MCA & MTAS

ELEMENTARY:
Students below benchmark making aggressive growth

SECONDARY:
Course grades

Students Achieving a C Grade or Higher						
Subject Area	Middle School			High School		
	20-21	21-22	22-23	20-21	21-22	22-23
Overall	90%	91%	90%	96%	97%	97%
Geography/Social Studies	90%	93%	89%	96%	96%	95%
World Language	91%	91%	90%	97%	96%	97%
Technology	87%	84%	92%	97%	96%	97%
Business Education	n/a	95%	86%	97%	98%	97%
Fine or Applied Arts	92%	91%	91%	94%	98%	98%
Health	87%	84%	87%	97%	97%	95%
Physical Education	91%	95%	94%	97%	98%	97%

Notes: 21-22 includes EPO Secondary grades. 6th grade moved to CMS in 21-22.

ENDS POLICY 1.4

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

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Ends Policy 1.4

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

Targets:

- Elementary: Baseline
- High: 50% increase

Pathways Participation

Rigorous Coursework

Exceeding MN Grad Reqs

Number of Students Participating in Pathways Programming			
School Level	Program	21-22 Baseline	22-23
Elementary	Inspire Choice/Discovery	0 <i>(delayed implementation due to COVID-19)</i>	1101 <i>(all CR and EL students)</i>
Middle	21st Century Elective	1880 <i>(all CMS students)</i>	2011 <i>(all CMS students)</i>
High	Career Pathways	59 <i>(2 courses)</i>	135 <i>(6 courses)</i>

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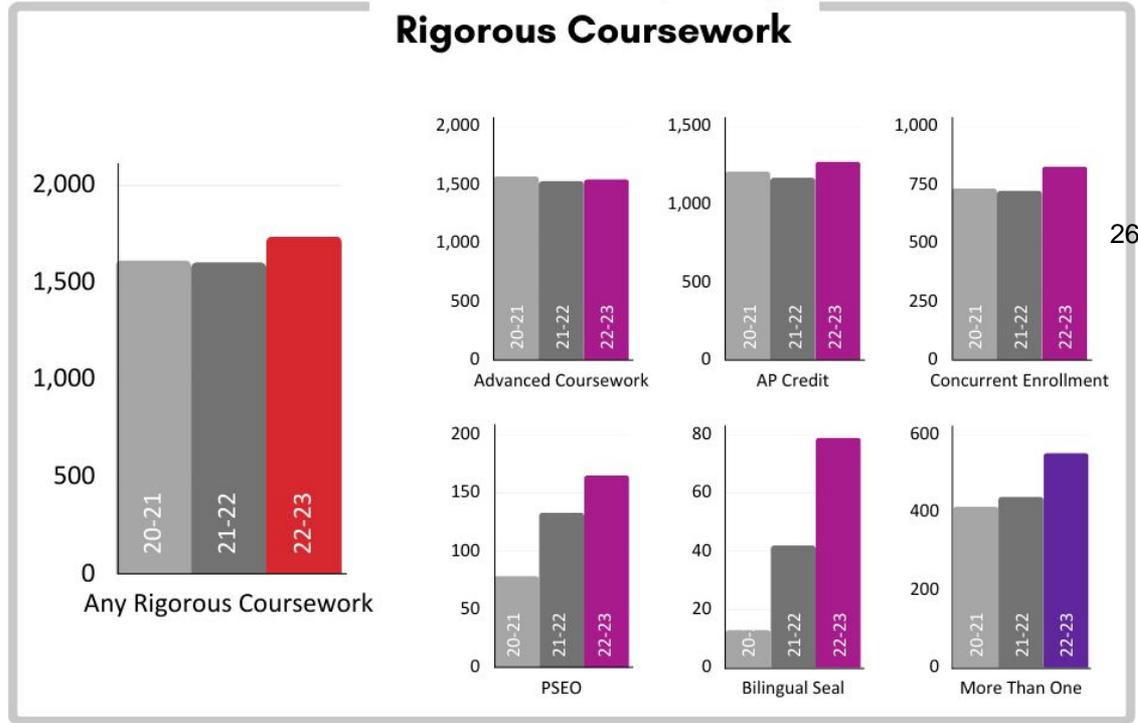
Ends Policy 1.4

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

Baseline Data Collected

Students Completing Rigorous Coursework

- Pathways Participation
- Rigorous Coursework**
- Exceeding MN Grad Reqs





Ends Policy 1.4

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

Baseline Data Collected

Pathways
Participation

Rigorous
Coursework

Exceeding MN
Grad Reqs

	Overall		
	20-21	21-22	22-23
Overall	90%	91%	92%
Asian	94%	97%	99%
Black or African American	84%	83%	86%
Hispanic/Latino	80%	90%	87%
Two or more races	94%	83%	89%
White	91%	94%	93%

ENDS POLICY 1.5

Each student has the 21st century skills needed to success in the global economy.

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Ends Policy 1.5

Each student has the 21st century skills needed to be successful in the global economy.

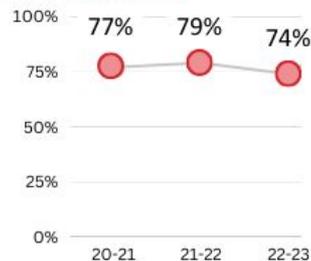
Targets:

- Collaboration: 81%
- Communication: 81%
- Creativity: 82%
- Critical Thinking: 79%

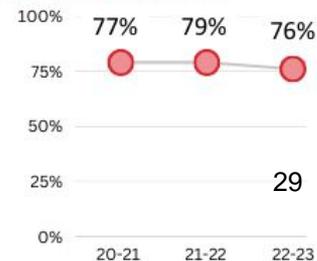
4Cs

21st Century Skills (the 4Cs)

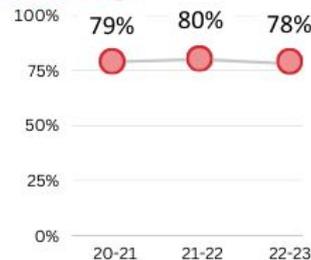
Collaboration



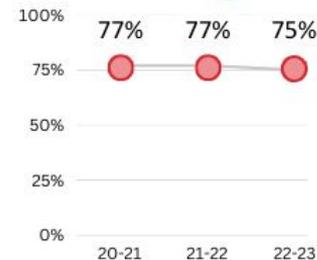
Communication



Creativity



Critical Thinking





Ends Policy 1.5

Each student has the 21st century skills needed to success in the global economy.

Targets:

- Collaboration: 81%
- Communication: 81%
- Creativity: 82%
- Critical Thinking: 79%

Collaboration - Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	77%	79%	74%
Early Childhood	92%	83%	84%
Early Elementary	60%	61%	50%
Upper Elementary	73%	73%	66%
Middle	89%	89%	87%
High	85%	84%	83%

Communication - Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	79%	79%	76%
Early Childhood	83%	83%	83%
Early Elementary	61%	61%	53%
Upper Elementary	75%	71%	68%
Middle	90%	91%	90%
High	88%	84%	83%

Creativity - Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	79%	80%	78%
Early Childhood	92%	83%	84%
Early Elementary	62%	64%	59%
Upper Elementary	74%	70%	70%
Middle	92%	95%	93%
High	87%	85%	83%

Critical Thinking - 30 Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	77%	77%	75%
Early Childhood	97%	90%	93%
Early Elementary	59%	58%	52%
Upper Elementary	69%	64%	63%
Middle	90%	92%	91%
High	88%	85%	84%

4Cs



Ends Policy 1.5

Each student has the 21st century skills needed to success in the global economy.



22-23 4Cs Proficiency					
		Collaboration	Communication	Creativity	Critical Thinking
Early Elementary	K	27%	30%	33%	22%
	1	61%	62%	73%	63%
	2	64%	67%	72%	71%
	Total K-2	50%	53%	59%	51%
Upper Elementary	3	57%	58%	61%	51%
	4	66%	69%	70%	67%
	5	77%	77%	80%	72%
	Total 3-5	66%	68%	70%	63%
Middle	6	84%	87%	90%	88%
	7	89%	91%	94%	91%
	8	89%	93%	94%	93%
	Total 6-8	87%	90%	93%	91%
High	9	80%	79%	79%	80%
	10	78%	79%	78%	79%
	11	85%	85%	85%	87%
	12	90%	89%	89%	89%
	Total 9-12	83%	83%	83%	83%

ENDS POLICY 1.6

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

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Ends Policy 1.6

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

Targets:

- Pass MN Civics Test: 95%
- Earn Credit in Govt Course: 95%

MN Civics

Respect and Responsibility

Digital Citizenship

Goal Setting

Attendance

Students Earning 60% or Greater on MN Civics Test			
	20-21	21-22	22-23
Overall	100%	100%	100%

Students Receiving Credit Bearing Grade in Government Course			
	20-21	21-22	22-23
Overall	97%	99%	99%



Ends Policy 1.6

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

Targets (respect / responsibility)

- Elementary: 75% / 75%
- Middle: 60% / 60%
- High: 60% / 60%

MN Civics

Respect and Responsibility

Digital Citizenship

Goal Setting

Attendance

Grades K-5			
Report Card Strand (teacher attributed)	20-21	21-22	22-23
Respectful	80%	79%	76%
Responsible	77%	78%	73%

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Grades 6-8				Grades 9-12			
Panorama Survey Responses (student perception)	20-21	21-22	22-23	Panorama Survey Responses (student perception)	20-21	21-22	22-23
Respectful	64%	59%	65%	Respectful	89%	79%	77%
Responsible	58%	54%	58%	Responsible	57%	50%	51%

Note: Panorama survey responses are evaluated on a 5-point Likert scale. The top two Likert scale responses are categorized as favorable.



Ends Policy 1.6

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

Target:

- Digital Citizenship: 78%

MN Civics

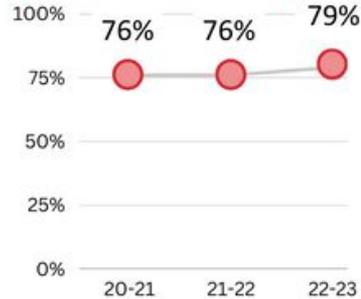
Respect and Responsibility

Digital Citizenship

Goal Setting

Attendance

Digital Citizenship



	20-21	21-22	22-23
All Grades	76%	76%	79%
Early Childhood	92%	83%	84%
Early Elementary	57%	59%	58%
Upper Elementary	70%	63%	73%
Middle	89%	91%	92%
High	86%	83%	86%



Ends Policy 1.6

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

Targets:

- Goal Setting: 90%

MN Civics

Respect and Responsibility

Digital Citizenship

Goal Setting

Attendance

4th-12th Grade Student Goal Setting			
	20-21	21-22	22-23
Elementary	99%	100%	97%
Middle	93%	79%	100%
High	99%	98%	99%



Ends Policy 1.6

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

Targets:

- Attendance: 95%

MN Civics

Respect and
Responsibility

Digital
Citizenship

Goal Setting

Attendance

Attendance Rate			
	20-21	21-22	22-23
Grades K-12	95%	93%	93%



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Ends Policy 1.1	Each student graduates and is academically prepared to progress to multiple opportunities after high school.
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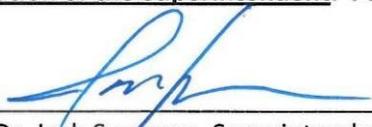
Date of Operational Interpretation Monitoring: June 27, 2022

Date of Evidence Monitoring: October 23, 2023

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.1, "Each student graduates and is academically prepared to progress to multiple opportunities after high school".

Certification of the Superintendent: *I certify this report to be accurate.*

Signed 
Dr. Josh Swanson, Superintendent

Date: October 11, 2023

Eden Prairie School District 272

Ends Policy Monitoring Report

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Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 27, 2022

Evidence: October 23, 2023

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

Operational Interpretation:

1. I interpret each student as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not be predictable between racial 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. I interpret a graduate to be a student who has met all of the requirements within District Policy 613.
3. I interpret academically prepared to progress to multiple opportunities after high school as each student who met the Eden Prairie District graduation requirement will demonstrate preparedness for post-secondary success as measured by a body of evidence including standardized assessment, successful completion of high school course work and capstone experience resulting in as well as the persistence and completion of post-secondary programming. (This metric far exceeds Minnesota Department of Education state high school requirements and our policy 6.1.3.)

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Justification:

Eden Prairie’s strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on “each” learner shows a commitment to the success of each individual student; that each learner’s needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

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

Graduation Rates

District Policy 613 defines graduation requirements. The MN department of Education supports a 4 to 7-year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements.

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

Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of post-secondary education. SLEDS data is used to measure high school programs and instructional delivery methods for continuous improvement.

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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 postsecondary workforce (ACT, 2021).

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 postsecondary opportunity with fewer skills and abilities to do well in pursuing their chosen major, obtaining their degree, or entering the workforce (Kwak, 2021).

College and Career Readiness Courses

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

Citations:

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

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Measurement Plan:

I. Description of the Measurement Tools

Graduation Rates

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

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

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

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

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

Academically Prepared for Opportunities after High School:

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

(1 of 3) Standardized College Entrance Assessment: ACT

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

(2 of 3) Gateway Courses

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

(3 of 3) 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.

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

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II. Targets

Graduation Rates: Target for 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 2022-2023

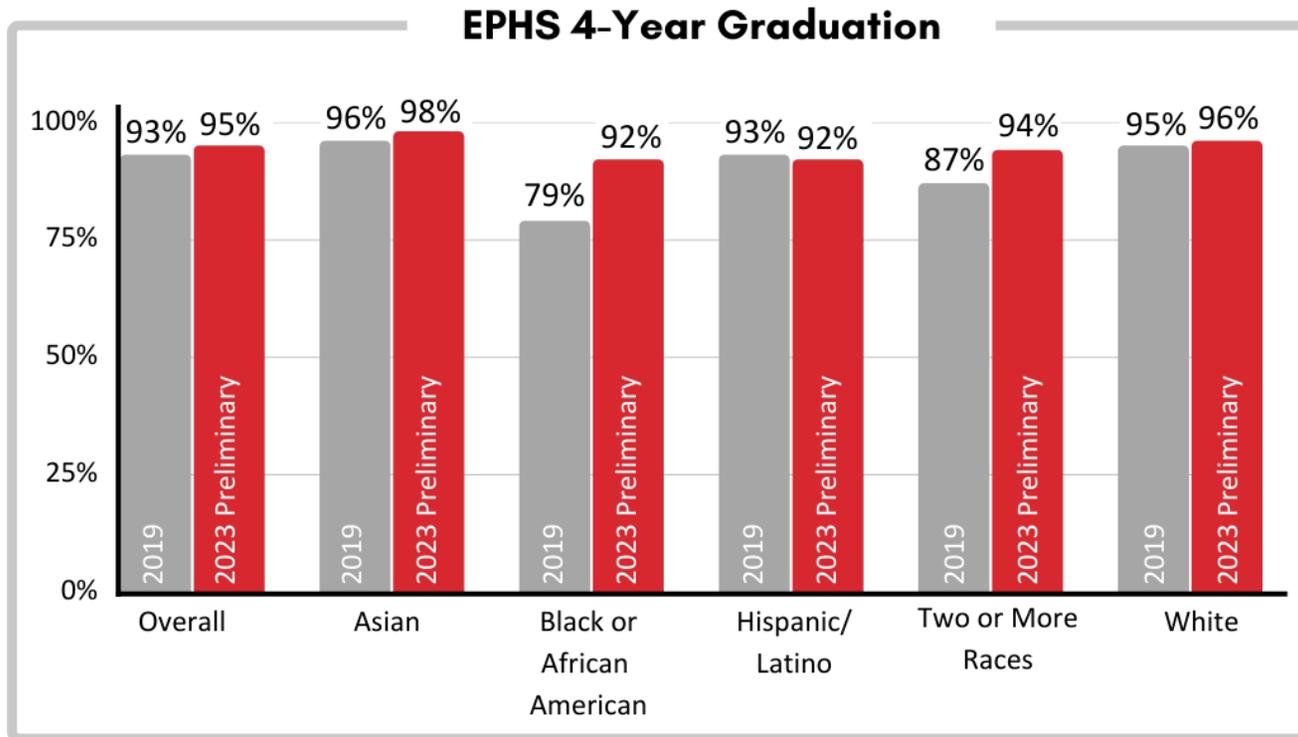
- 65% of 12th grade students will achieve two of the three benchmarks

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Evidence:

Graduation Rates

EPHS 4-Year and 7-Year Overall Graduation Rate					
	2019	2020	2021	2022	2023 Preliminary
4-Year Graduation Rate	93%	95%	94%	93%	95%
7-Year Graduation Rate	97%	96%	96%	97%	n/a
*We do not estimate a preliminary 7-year graduation rate.					

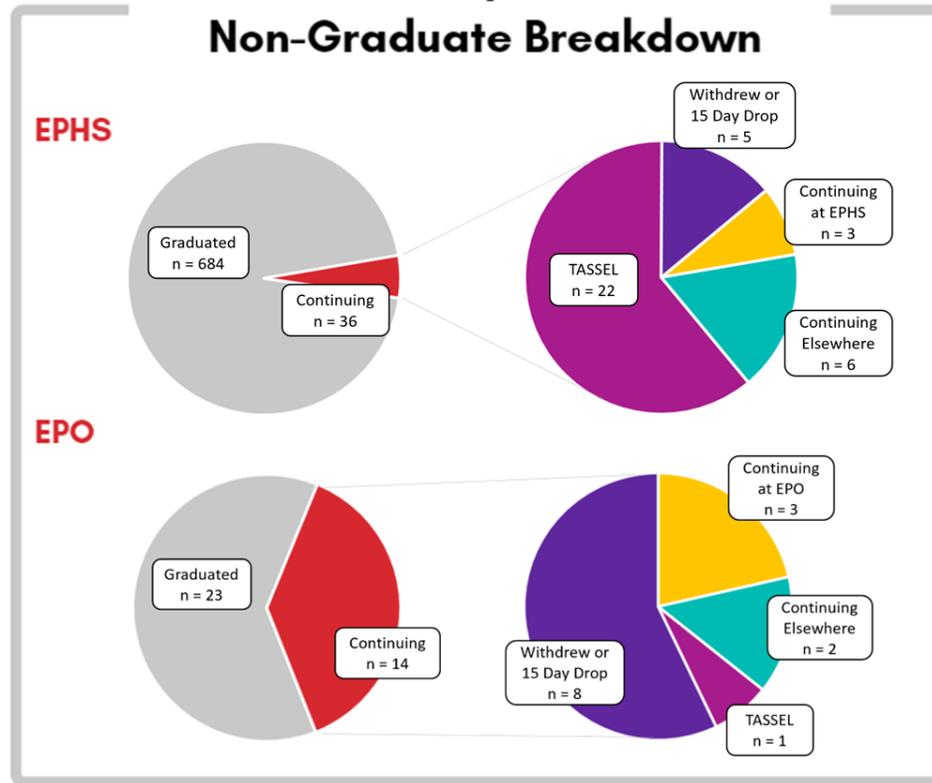


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EPHS 4-Year Graduation Rate by Student Group					
	2019	2020	2021	2022	2023 Preliminary
Overall	93%	95%	94%	94%	95%
Asian	96%	100%	95%	99%	98%
Black or African American	79%	88%	90%	90%	92%
Hispanic/Latino	93%	83%	82%	90%	92%
Two or more races	87%	97%	100%	93%	94%
White	95%	97%	95%	95%	96%
EL	72%	74%	75%	79%	84%
FRP	80%	85%	87%	87%	89%
SPED	73%	68%	71%	69%	64%
Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.					

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2023 Preliminary Graduate and Non-Graduate Breakdown



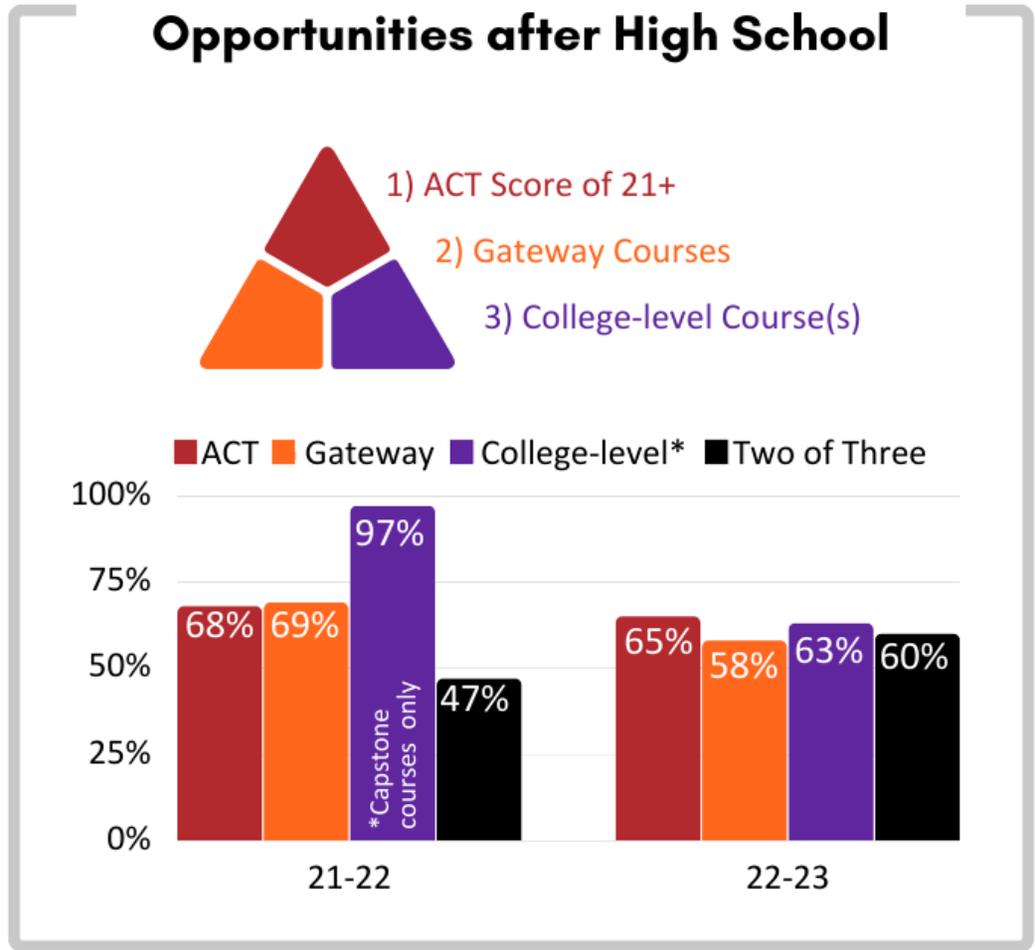
Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

	HS Graduation Year					
	EPHS			MN		
	18-19	19-20	20-21	18-19	19-20	20-21
Percent of HS Graduates Enrolling in College – Fall	85%	81%	84%	66%	62%	61%
	17-18	18-19	19-20	17-18	18-19	19-20
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	93%	91%	92%	84%	83%	81%
	15-16	16-17	17-18	15-16	16-17	17-18
4-Year College Completion Target	51%	55%	53%	36%	37%	37%
	14-15	15-16	16-17	14-15	15-16	16-17
6-Year College Completion Target	71%	71%	71%	52%	49%	49%

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Academically Prepared for Opportunities after High School

Academically Prepared for Multiple Opportunities after High School



Academically Prepared for Opportunities after High School (Achieves 2 of 3 Metrics) by Student Group										
	Overall		Non-EL & Non-SpEd		EL		SPED		FRP	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Overall	47%	60%	52%	70%	5%	12%	20%	21%	17%	28%
Asian	39%	69%	39%	71%	<10	<10	<10	<10	<10	44%
Black or African American	11%	23%	14%	33%	0%	5%	20%	10%	5%	22%
Hispanic/Latino	27%	49%	31%	63%	<10	<10	<10	<10	18%	31%
Two or more races	53%	55%	56%	69%	<10	<10	25%	9%	<10	10%
White	62%	74%	65%	80%	<10	<10	23%	24%	38%	42%
Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.										

Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments

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Ends Policy 1.2	Each student is reading at grade level by the end of third grade.
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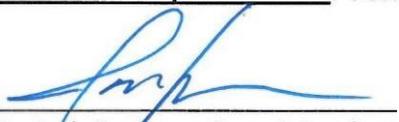
Date of Operational Interpretation Monitoring: June 27, 2022

Date of Evidence Monitoring: October 23, 2023

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.2, "Each student is reading at grade level by the end of third grade".

Certification of the Superintendent: *I certify this report to be accurate.*

Signed 
Dr. Josh Swanson, Superintendent

Date: October 11, 2023

Eden Prairie School District 272

Ends Policy Monitoring Report

53

Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 23, 2023

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

Operational Interpretation:

1. I interpret each student as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not be predictable 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 state, district, and classroom assessments.
3. I interpret 3rd grade reading proficiency at grade level in two out of three aligned assessment tools.

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Justification:

Eden Prairie’s strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on “each” learner shows a commitment to the success of each individual student; that each learner’s needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

Grade level reading proficiency should be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to indicate proficiency. One measure does not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents.

Eden Prairie Schools uses 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).

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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/.
- 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.
- 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

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Proficient in Two of Three Aligned Reading Assessments: Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade.

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

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

MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2022:

- 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) Mid-Cycle: Assessed by the FastBridge aReading Universal Screener/Benchmark Assessment

The FastBridge aReading assessments are based on twelve years of research built upon the recommendations of the National Reading Panel (2000). The FastBridge reading assessment aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps.

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

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For FastBridge CBMR, students who achieve at the levels of “exceeds targets” or “low risk” 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.

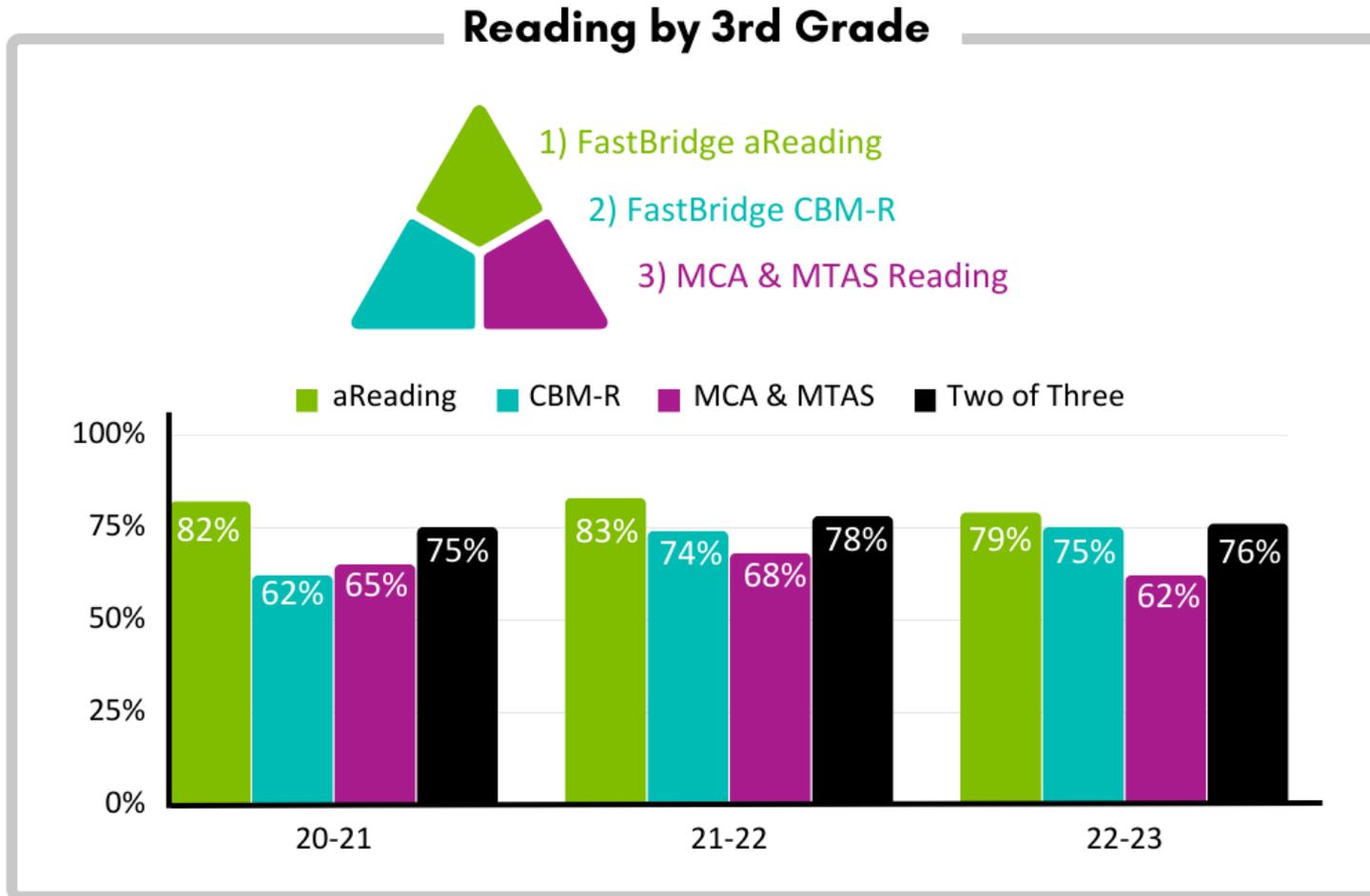
II. Targets

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

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

Evidence:

Proficient in Two of Three Aligned Reading Assessments



Reading by Third Grade (Meets 2 of 3 Metrics) by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	75%	78%	76%	84%	88%	83%	35%	39%	41%	46%	61%	49%	52%	59%	52%
Asian	96%	86%	89%	100%	93%	94%	<10	78%	69%	<10	<10	<10	<10	<10	<10
Black or African American	58%	59%	48%	83%	75%	62%	30%	33%	34%	8%	38%	6%	51%	53%	45%
Hispanic/Latino	59%	68%	57%	93%	81%	81%	23%	39%	45%	<10	<10	<10	37%	53%	39%
Two or more races	78%	78%	78%	80%	88%	83%	<10	<10	<10	<10	<10	<10	<10	<10	65%
White	79%	86%	83%	81%	90%	86%	<10	<10	<10	57%	68%	75%	58%	80%	69%
Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.															

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Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments

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EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Ends Policy 1.3	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.
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Date of Operational Interpretation Monitoring: June 27, 2022

Date of Evidence Monitoring: October 23, 2023

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.3, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science".

Certification of the Superintendent: *I certify this report to be accurate.*

Signed

Dr. Josh Swanson, Superintendent

Date: October 11, 2023

Eden Prairie School District 272

Ends Policy Monitoring Report

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Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 27, 2022

Evidence: October 23, 2023

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

Operational Interpretation:

1. I interpret each student as every student enrolled in Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not be predictable between racial and 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 accelerated growth. I interpret not limited to as including 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.

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Justification:

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on "each" learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

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 social studies, world language, career technology education, 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.

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 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).

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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).

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

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).

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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/>.
- 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.
- 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>.

Measurement Plan:

I. Description of the Measurement Tools

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 while students who receive special education services and meet eligibility requirements may take the alternative, the MTAS. MCA/MTAS assessments are used to determine how well districts have aligned curriculum to, and instructed students in, the Minnesota Academic Standards in reading, math, and science.

The following table shows grade levels taking specific parts of the MCA/MTAS:

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

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MCA/MTAS Student Reading Achievement Levels (according to MDE Statewide Testing, 2022:

- 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.

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

The FastBridge aReading assessment is based on 12 years of research built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been cross validated with the National Common Core Standards (2010). Substantial research evidence shows that the FastBridge aReading assessment provides a robust estimate of broad reading achievement in grades 2-5. aReading is a universal screening tool to better personalize instruction for each student and identify students at risk for academic gaps. earlyReading is the assessment of early literacy indicators for developing readers and is used in kindergarten and first grade.

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The FastBridge aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry in grades 2-5 universally and in grades 6-8 for those performing below grade level. earlyMath is the 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 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)
- Typical growth (equivalent to one year's worth of growth)
- Modest growth (less than one year's worth of growth)
- Flat growth (flat or negative growth)

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

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

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

Other curriculum areas include social studies, world language, career technology education, business, fine or applied arts, health, and physical education. Students are measured in grades 6-12 through classroom assessments to indicate proficiency levels met through a grade-based system. These classroom assessments are aligned to the MN state standards and/or identified national standards.

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

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II. Targets

Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments: Targets for 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.

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments: Targets for 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.

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

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for 2022-2023

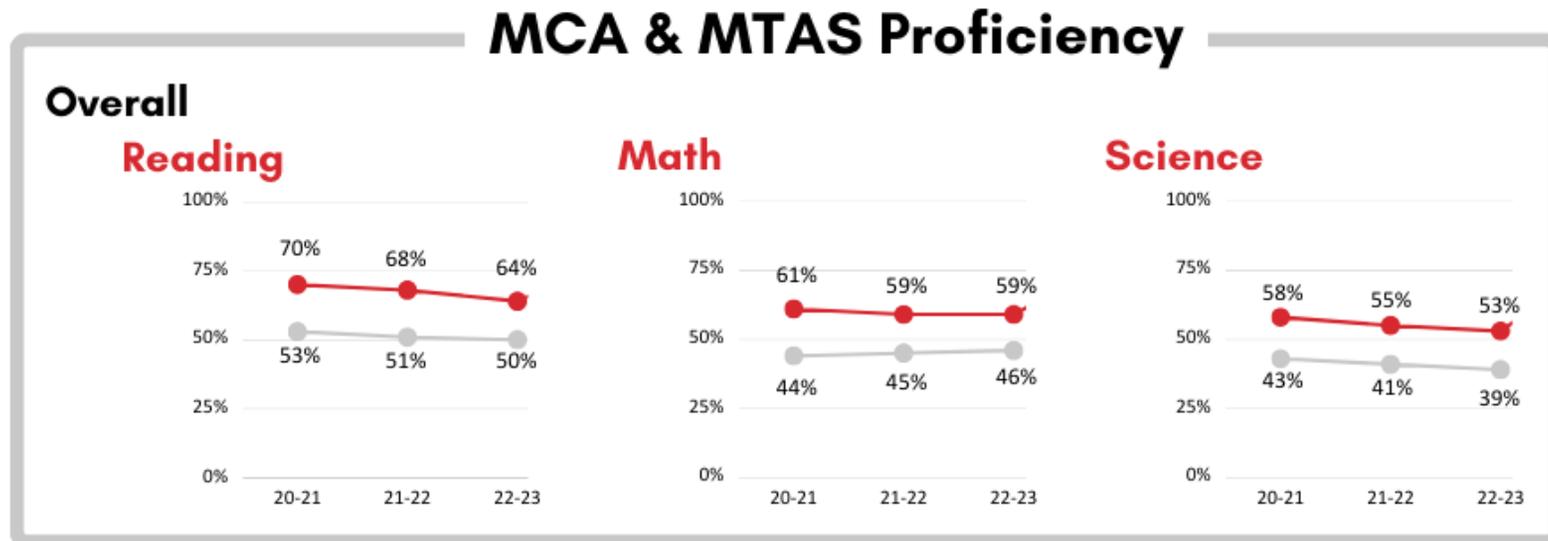
- The percentage of students (grades 6-12) achieving a C grade or higher in other curriculum areas* will increase by 2 percentage points.

Note: Other curriculum areas include: social studies, world language, career technology education, business, fine or applied arts, health, and physical education.

Evidence:

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

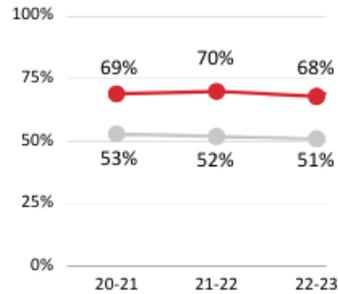
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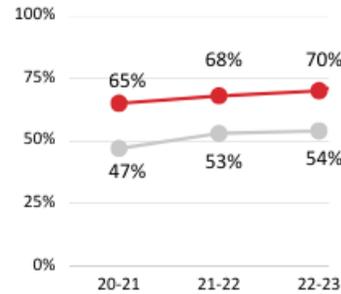
MCA & MTAS Proficiency

Elementary

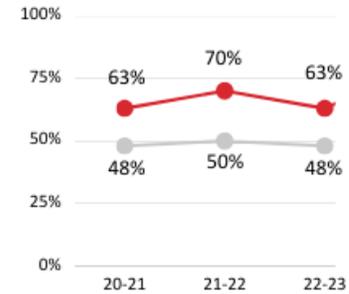
Reading



Math

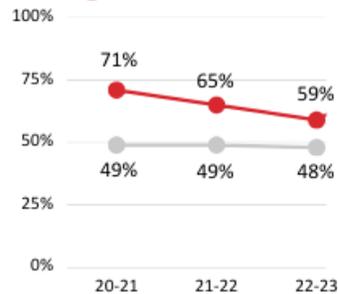


Science

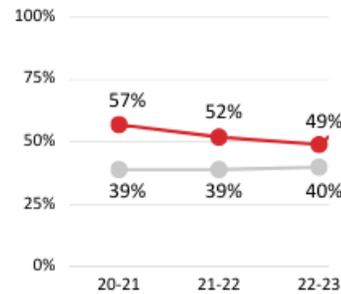


Middle

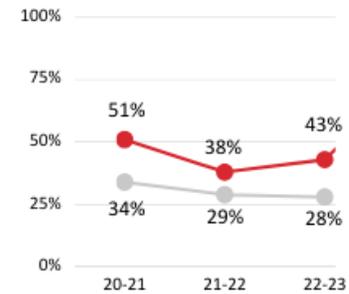
Reading



Math

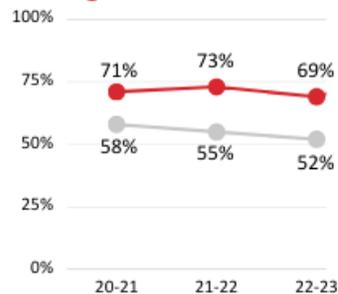


Science

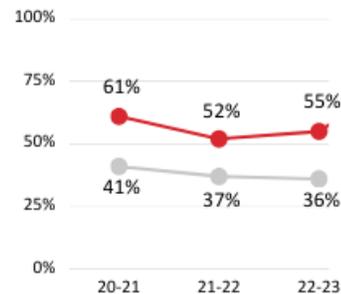


High

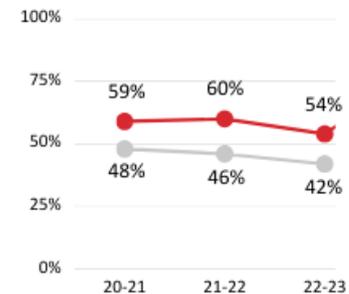
Reading



Math



Science



MCA & MTAS Proficiency by Grade											
Reading				Math				Science			
	20-21	21-22	22-23		20-21	21-22	22-23		20-21	21-22	22-23
Overall	70%	68%	64%	Overall	61%	59%	59%	Overall	58%	55%	53%
3	65%	68%	61%	3	72%	76%	73%	3			
4	65%	64%	66%	4	66%	67%	71%	4			
5	76%	78%	78%	5	57%	61%	65%	5	63%	70%	63%
6	76%	70%	62%	6	61%	47%	44%	6			
7	70%	63%	55%	7	53%	53%	46%	7			
8	67%	61%	59%	8	57%	57%	55%	8	51%	38%	43%
10	71%	73%	69%	11	61%	52%	55%	11	59%	60%	54%

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Reading MCA & MTAS Proficiency by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	70%	68%	64%	79%	76%	71%	15%	17%	18%	35%	39%	40%	42%	41%	28%
Asian	85%	81%	80%	92%	88%	87%	29%	26%	33%	41%	42%	42%	76%	67%	59%
Black or African American	44%	42%	38%	60%	53%	46%	13%	14%	13%	17%	20%	25%	39%	38%	34%
Hispanic/Latino	51%	49%	45%	68%	65%	59%	11%	16%	18%	23%	24%	29%	38%	35%	33%
Two or more races	68%	66%	61%	74%	74%	69%	<10	<10	<10	33%	29%	27%	37%	43%	38%
White	78%	77%	73%	81%	80%	76%	16%	15%	12%	46%	53%	52%	51%	56%	49%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Math MCA & MTAS Proficiency by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	61%	59%	59%	67%	66%	65%	21%	21%	22%	30%	36%	38%	32%	29%	28%
Asian	82%	82%	82%	86%	86%	88%	49%	46%	48%	48%	55%	51%	70%	65%	62%
Black or African American	33%	30%	27%	42%	37%	32%	15%	13%	13%	17%	18%	18%	29%	26%	23%
Hispanic/Latino	36%	36%	36%	44%	46%	43%	18%	19%	19%	16%	20%	32%	28%	22%	22%
Two or more races	56%	52%	50%	60%	58%	58%	<10	<10	<10	23%	22%	15%	28%	23%	20%
White	68%	68%	69%	71%	71%	72%	15%	30%	32%	36%	47%	52%	32%	38%	44%

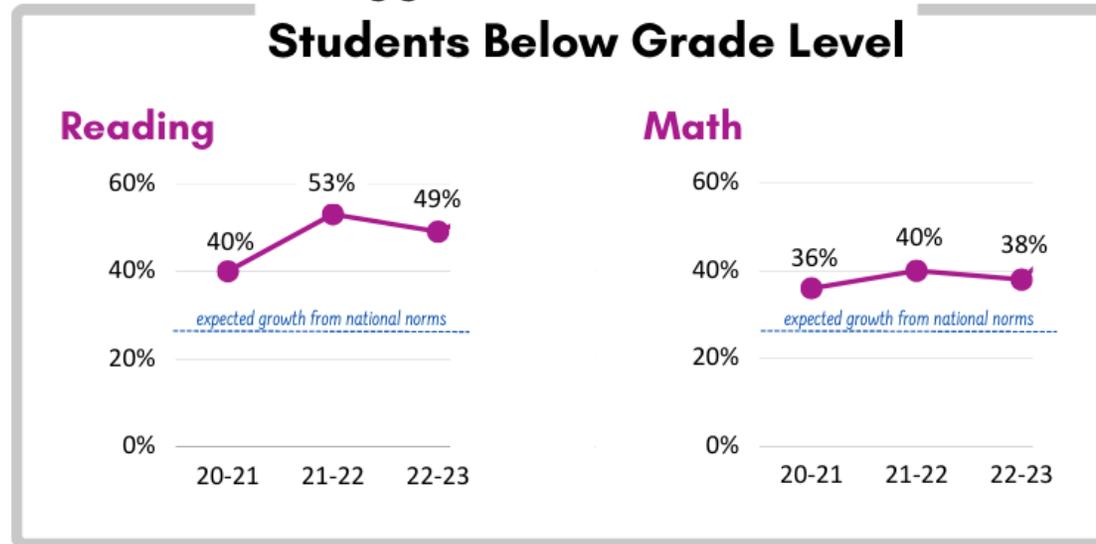
Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Science MCA & MTAS Proficiency by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	58%	55%	53%	64%	60%	58%	9%	12%	7%	27%	38%	37%	31%	28%	23%
Asian	75%	66%	73%	81%	70%	77%	16%	33%	13%	30%	31%	33%	45%	46%	48%
Black or African American	27%	26%	22%	34%	33%	26%	5%	7%	4%	19%	16%	33%	24%	27%	17%
Hispanic/Latino	37%	36%	27%	45%	47%	35%	9%	15%	7%	24%	14%	18%	22%	22%	15%
Two or more races	54%	46%	50%	62%	51%	56%	<10	<10	<10	7%	28%	21%	47%	21%	20%
White	65%	64%	63%	69%	66%	65%	<10	<10	<10	34%	53%	52%	54%	33%	40%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

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

Aggressive Growth for Students Below Grade Level



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Students Below Grade Level Making Aggressive Growth							
Reading				Math			
	20-21	21-22	22-23		20-21	21-22	22-23
All Grades	40%	53%	49%	All Grades	36%	40%	38%
K	39%	50%	42%	K	32%	37%	34%
1	59%	51%	42%	1	33%	32%	34%
2	54%	69%	63%	2	44%	41%	46%
3	35%	55%	50%	3	34%	45%	40%
4	33%	52%	53%	4	36%	40%	42%
5	15%	39%	38%	5	38%	46%	31%

Students Below Grade Level in Reading Making Aggressive Growth by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	40%	53%	49%	45%	57%	36%	36%	54%	51%	32%	39%	33%	36%	49%	48%
Asian	46%	55%	59%	46%	69%	32%	46%	49%	60%	25%	27%	46%	38%	<10	45%
Black or African American	35%	54%	47%	40%	56%	35%	32%	54%	46%	34%	44%	31%	36%	37%	49%
Hispanic/Latino	34%	47%	44%	27%	49%	42%	42%	47%	48%	29%	38%	35%	33%	24%	42%
Two or more races	36%	48%	39%	42%	50%	29%	<10	<10	<10	24%	38%	30%	38%	50%	40%
White	45%	55%	52%	49%	59%	46%	7%	76%	64%	34%	39%	34%	39%	32%	57%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Students Below Grade Level in Math Making Aggressive Growth by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	36%	40%	38%	41%	40%	42%	29%	39%	38%	26%	39%	28%	34%	36%	36%
Asian	42%	51%	44%	45%	40%	60%	40%	62%	44%	35%	45%	12%	62%	<10	32%
Black or African American	34%	39%	35%	43%	39%	37%	27%	37%	36%	16%	39%	28%	34%	51%	35%
Hispanic/Latino	30%	33%	42%	26%	35%	52%	31%	35%	38%	31%	24%	36%	32%	37%	42%
Two or more races	38%	38%	29%	37%	41%	31%	<10	<10	<10	44%	29%	25%	30%	35%	29%
White	38%	43%	43%	44%	43%	49%	17%	35%	33%	24%	46%	31%	32%	64%	46%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments

Students Achieving a C Grade or Higher						
Subject Area	Middle School			High School		
	20-21	21-22	22-23	20-21	21-22	22-23
Overall	90%	91%	90%	96%	97%	97%
Geography/Social Studies	90%	93%	89%	96%	96%	95%
World Language	91%	91%	90%	97%	96%	97%
Technology	87%	84%	92%	97%	96%	97%
Business Education	n/a	95%	86%	97%	98%	97%
Fine or Applied Arts	92%	91%	91%	94%	98%	98%
Health	87%	84%	87%	97%	97%	95%
Physical Education	91%	95%	94%	97%	98%	97%
Notes: 21-22 includes EPO Secondary grades. 6th grade moved to CMS in 21-22.						

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Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments

77



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Ends Policy 1.4	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.
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Date of Operational Interpretation Monitoring: June 27, 2022

Date of Evidence Monitoring: October 23, 2023

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.4, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements".

Certification of the Superintendent: *I certify this report to be accurate.*

Signed



Dr. Josh Swanson, Superintendent

Date: October 11, 2023

Eden Prairie School District 272

Ends Policy Monitoring Report

79

Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 27, 2022

Evidence: October 23, 2023

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

Operational Interpretation:

1. I interpret each student as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not be predictable by 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 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.

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Justification:

Eden Prairie’s strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on “each” learner shows a commitment to the success of each individual student; that each learner’s needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

Developing a broad-based education requires extensive study, practice, and thinking in the areas of math and English Language Arts. Students must have opportunities to read, write, listen, and speak with an authentic purpose and audience. In doing so, students develop the ability to use broad communication/language skills expressively, informatively, and analytically across all content areas. We also know that broad-based educational opportunities allow students to discover their passions and interests, leading to continuous learning. K-12 Pathways programming provides authentic learning opportunities for students to explore, learn about and experience potential future careers. The Pathways programming enables students to purposefully plan for their future by offering K-12 coursework to prepare them for specific college, career, or civic opportunities after graduation.

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

Measurement Plan:

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I. Description of the Measurement Tools

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

- Number of students participating in the Inspire Choice at the elementary level.
- Number of students enrolled in 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.

Rigorous Course Enrollment: Assessed by Student Course Enrollments in One or More of the Following:

- Post-Secondary Enrollment Options (PSEO) program
- Concurrent College Enrollment – Spanish, French, German via College in the Schools: University of Minnesota; Entrepreneurship – University of Iowa; Intro to Engineering and Principles of Engineering – St. Cloud State University; Advanced Wood crafting – Hennepin Technical College; Intro to Education; Multicultural Education, Algebra/Trigonometry, Calculus 3 – Normandale Community College; Advanced Accounting – Minnesota State University, Mankato
- Successful completion of Advanced Placement (AP) course (C or higher and/or score of 3 or better on Advanced Placement exam)
- Successful completion of Bilingual Seal
- Successful completion of advanced course offerings in world languages, career & tech ed, math, etc.

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

II. Targets

Enrollment of Students Participating in Pathways Programming: Targets for 2022-2023

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

Rigorous Coursework: Targets for 2022-2023

- Comparative data will be provided to identify trends

Exceeding Minimum Graduation Requirements: Targets for 2022-2023

- Comparative data will be provided to identify trends

Evidence:

Enrollment of Students Participating in Pathways Programming

Number of Students Participating in Pathways Programming			
School Level	Program	21-22 Baseline	22-23
Elementary	Inspire Choice/Discovery	0 <i>(delayed implementation due to COVID-19)</i>	1101 <i>(all CR and EL students)</i>
Middle	21st Century Elective	1880 <i>(all CMS students)</i>	2011 <i>(all CMS students)</i>
High	Career Pathways	59 <i>(2 courses)</i>	135 <i>(6 courses)</i>

Rigorous Coursework

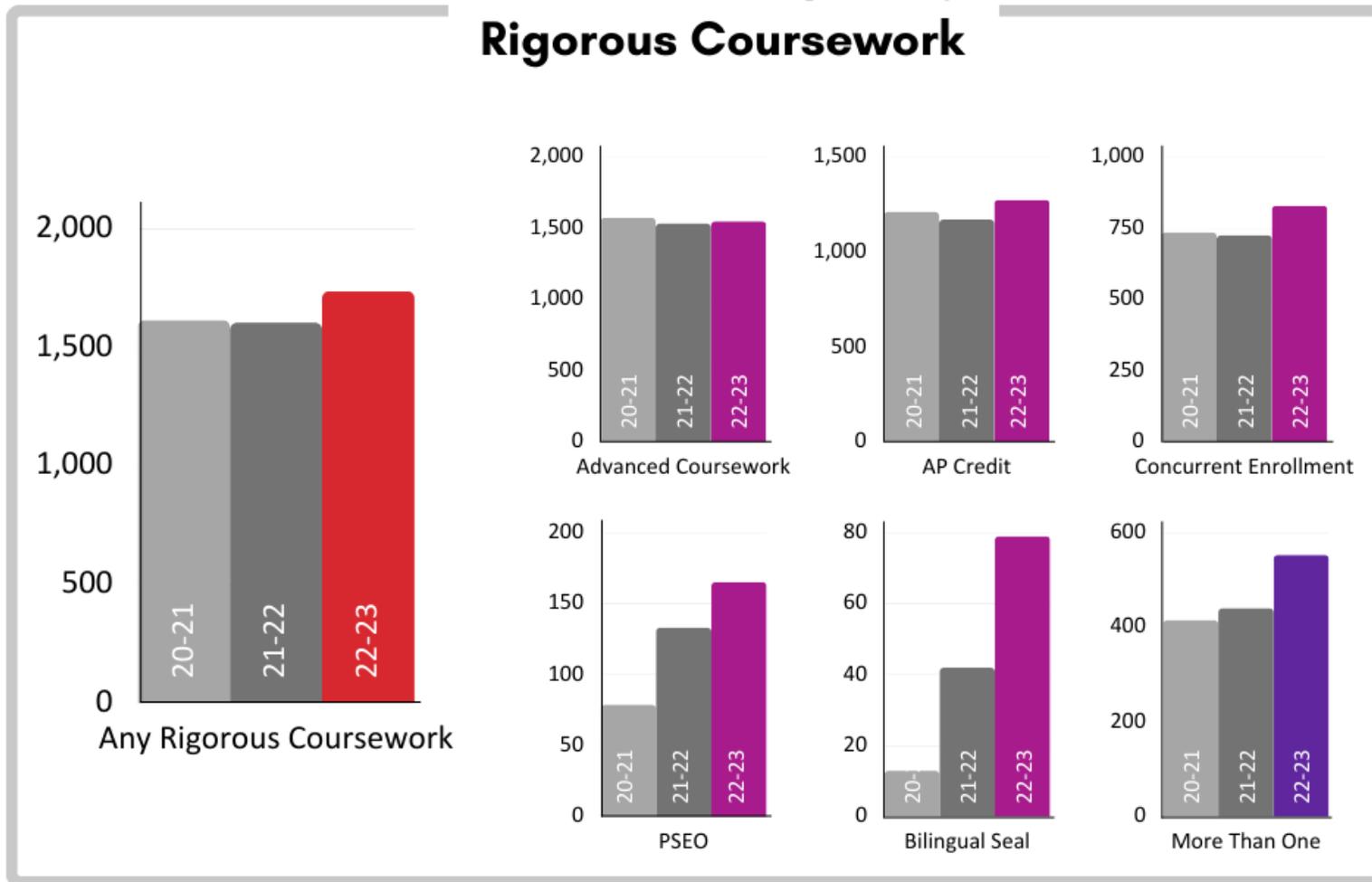
Students Completing Rigorous Coursework by Grade			
	20-21	21-22	22-23
Overall	57%	58%	61%
9th Graders	57%	60%	61%
10th Graders	42%	41%	46%
11th Graders	66%	62%	67%
12th Graders	65%	67%	70%

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Students Completing Rigorous Coursework by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	57%	58%	61%	63%	64%	68%	30%	25%	32%	16%	17%	24%	38%	36%	45%
Asian	78%	81%	82%	82%	85%	85%	53%	47%	63%	17%	11%	36%	50%	61%	58%
Black or African American	41%	39%	46%	47%	47%	54%	30%	23%	32%	15%	15%	13%	39%	37%	44%
Hispanic/Latino	40%	43%	48%	48%	54%	63%	20%	21%	24%	14%	14%	23%	34%	30%	41%
Two or more races	45%	51%	53%	54%	56%	59%	<10	<10	<10	4%	22%	21%	22%	21%	29%
White	60%	61%	65%	65%	65%	68%	40%	33%	40%	19%	19%	28%	39%	38%	53%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Students Completing Rigorous Coursework



Exceeding Minimum Graduation Requirements

Students Graduating with Greater than 54 Credits by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	90%	91%	92%	91%	92%	93%	75%	82%	90%	70%	75%	82%	80%	84%	81%
Asian	94%	97%	99%	95%	97%	99%	<10	<10	<10	<10	<10	<10	75%	100%	100%
Black or African American	84%	83%	86%	86%	82%	87%	75%	83%	88%	<10	<10	<10	86%	82%	83%
Hispanic/Latino	80%	90%	87%	88%	94%	88%	<10	<10	91%	<10	<10	<10	71%	64%	83%
Two or more races	94%	83%	89%	92%	85%	89%	<10	<10	<10	<10	<10	<10	75%	100%	71%
White	91%	94%	93%	92%	94%	93%	<10	<10	<10	74%	94%	86%	72%	100%	64%
Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.															

Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments

86



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Ends Policy 1.5	Each student has the 21st century skills needed to succeed in the global economy.
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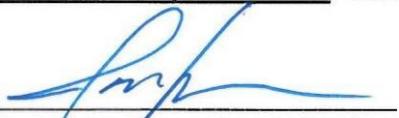
Date of Operational Interpretation Monitoring: June 27, 2022

Date of Evidence Monitoring: October 23, 2023

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.5, "Each student has the 21st century skills needed to succeed in the global economy".

Certification of the Superintendent: *I certify this report to be accurate.*

Signed 
Dr. Josh Swanson, Superintendent

Date: October 11, 2023



Eden Prairie School District 272

Ends Policy Monitoring Report

88

Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 27, 2022

Evidence: October 23, 2023



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

Operational Interpretation:

1. I interpret each student as every student enrolled in Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not be predictable by racial groups and within service student groups.
2. I interpret 21st century skills as communication, critical thinking, collaboration, and creativity. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21st Century Skills is defined by the 4Cs (critical thinking, creativity, collaborating, and communicating).

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Justification:

Eden Prairie’s strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on “each” learner shows a commitment to the success of each individual student; that each learner’s needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

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.

In Eden Prairie, 21st century skills are defined by the 4Cs (critical thinking, creativity, collaborating, and communicating). Eden Prairie’s interpretation of 21st century skills are defined as:

- Communication
 - Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, including being able to communicate interactively and effectively to support individual learning and contribute to the learning of others. Students will communicate effectively in diverse environments showing cultural understanding and global awareness.

-
- Critical Thinking
 - Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.
 - Collaboration
 - Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through the shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.
 - Creativity
 - Students will be able to think creatively and develop new, worthwhile ideas. Learners will work creatively with others as they develop, implement and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

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Eden Prairie's implementation of this measurement is ongoing, and we will continue to make progress towards measuring each of the 4Cs with each student. An annual review and update of this measurement plan will ensure long-term success and sustainable change.

Citations:

- Partnership for 21st Century Learning - <http://www.p21.org/>.
- EdLeader21 - <http://www.edleader21.com/>.

Measurement Plan:

I. Description of the Measurement Tools

4Cs Proficiency: Assessed by the 4Cs Proficiency Scales

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

Eden Prairie's 4Cs Proficiency Scales:

- Level 1: Describes student performance that requires significant support in reaching basic proficiency.
- Level 2: Describes student performance that is approaching proficiency.
- Level 3: Describes student performance that is proficient.
- Level 4: Describes student performance that is exemplary and exceeds proficiency.

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

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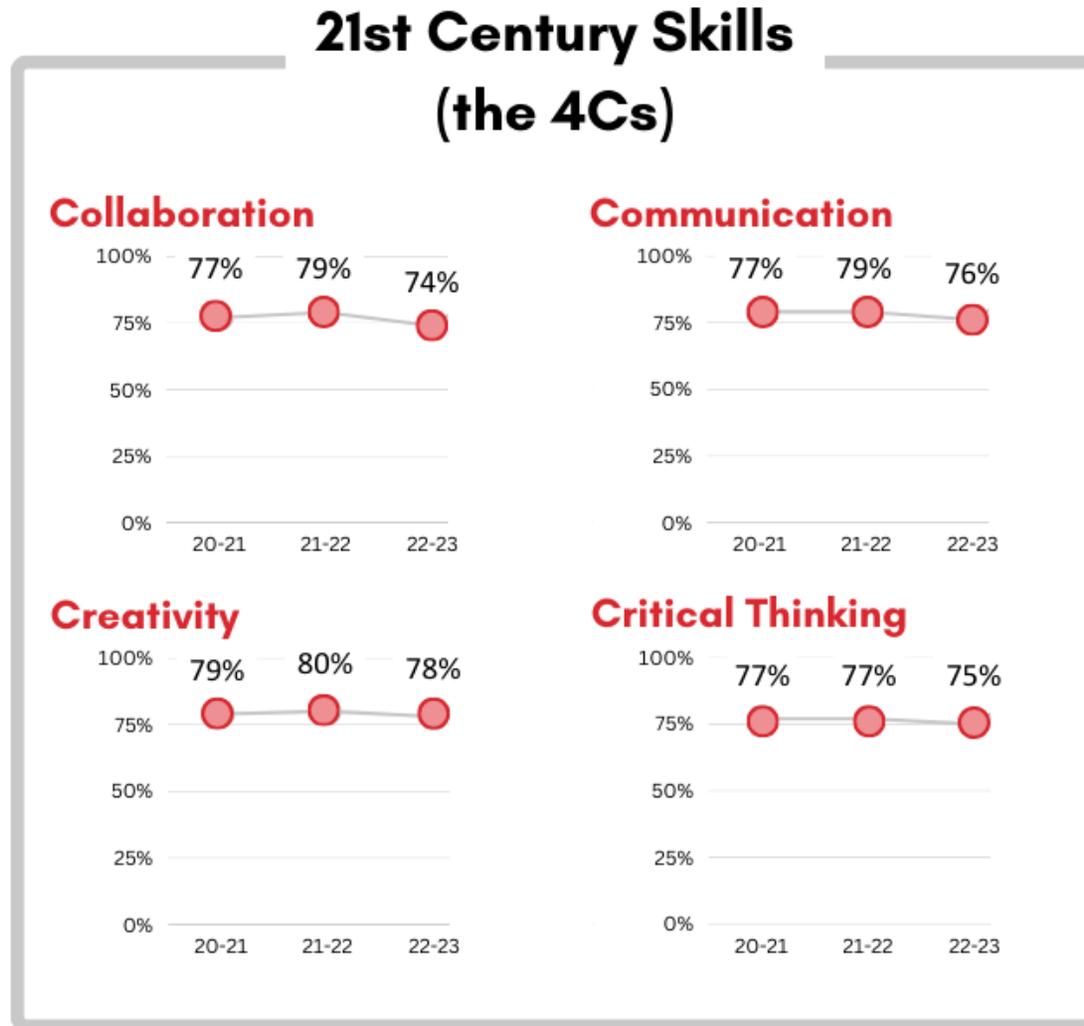
II. Targets

4Cs Proficiency: Target for 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.

Evidence:

4Cs Proficiency



Collaboration - Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	77%	79%	74%
Early Childhood	92%	83%	84%
Early Elementary	60%	61%	50%
Upper Elementary	73%	73%	66%
Middle	89%	89%	87%
High	85%	84%	83%

Communication - Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	79%	79%	76%
Early Childhood	83%	83%	83%
Early Elementary	61%	61%	53%
Upper Elementary	75%	71%	68%
Middle	90%	91%	90%
High	88%	84%	83%

Creativity - Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	79%	80%	78%
Early Childhood	92%	83%	84%
Early Elementary	62%	64%	59%
Upper Elementary	74%	70%	70%
Middle	92%	95%	93%
High	87%	85%	83%

Critical Thinking - Proficiency by Grade Bands			
	20-21	21-22	22-23
All Grades	77%	77%	75%
Early Childhood	97%	90%	93%
Early Elementary	59%	58%	52%
Upper Elementary	69%	64%	63%
Middle	90%	92%	91%
High	88%	85%	84%

Students Proficient in Collaboration by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	77%	79%	74%	82%	83%	79%	60%	62%	56%	50%	54%	48%	62%	65%	61%
Asian	83%	86%	84%	88%	89%	88%	66%	74%	68%	47%	51%	49%	77%	69%	70%
Black or African American	64%	65%	60%	68%	72%	68%	59%	55%	46%	34%	34%	31%	61%	62%	58%
Hispanic/Latino	69%	72%	70%	76%	75%	76%	55%	68%	64%	47%	55%	49%	65%	70%	66%
Two or more races	72%	79%	71%	76%	82%	74%	<10	<10	<10	46%	57%	55%	52%	62%	59%
White	82%	82%	78%	85%	85%	81%	64%	61%	57%	58%	63%	54%	66%	74%	62%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Students Proficient in Communication by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	79%	79%	76%	83%	84%	81%	58%	58%	54%	53%	54%	50%	64%	64%	62%
Asian	84%	86%	84%	89%	90%	89%	61%	65%	60%	42%	49%	49%	74%	68%	66%
Black or African American	65%	66%	63%	70%	73%	72%	58%	55%	47%	35%	34%	31%	62%	61%	60%
Hispanic/Latino	72%	71%	69%	79%	78%	77%	55%	59%	59%	53%	45%	47%	67%	67%	64%
Two or more races	74%	79%	73%	77%	83%	76%	<10	<10	<10	52%	57%	58%	60%	64%	60%
White	83%	83%	80%	86%	86%	84%	62%	53%	54%	61%	65%	58%	69%	70%	67%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Students Proficient in Creativity by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	79%	80%	78%	83%	84%	82%	61%	64%	62%	56%	62%	57%	66%	70%	67%
Asian	83%	86%	84%	88%	89%	88%	64%	73%	65%	50%	62%	53%	81%	74%	70%
Black or African American	66%	68%	66%	69%	75%	72%	61%	58%	53%	42%	41%	43%	62%	66%	64%
Hispanic/Latino	74%	75%	76%	81%	78%	80%	58%	68%	73%	57%	63%	58%	73%	75%	73%
Two or more races	74%	79%	76%	78%	82%	78%	<10	<10	<10	51%	66%	60%	61%	69%	65%
White	84%	84%	81%	86%	86%	84%	68%	66%	63%	64%	70%	63%	69%	76%	69%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Students Proficient in Critical Thinking by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	77%	77%	75%	82%	82%	80%	57%	56%	53%	50%	54%	50%	62%	63%	61%
Asian	83%	85%	84%	88%	90%	89%	64%	64%	59%	49%	52%	57%	74%	75%	67%
Black or African American	63%	64%	62%	69%	71%	70%	55%	52%	45%	31%	31%	29%	59%	60%	58%
Hispanic/Latino	70%	70%	70%	80%	77%	76%	49%	58%	61%	42%	55%	50%	65%	67%	65%
Two or more races	70%	75%	72%	74%	80%	76%	<10	<10	<10	43%	51%	54%	53%	59%	57%
White	82%	82%	79%	85%	84%	82%	74%	56%	56%	60%	64%	59%	70%	70%	66%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Ends Policy 1.6	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.
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Date of Operational Interpretation Monitoring: June 27, 2022

Date of Evidence Monitoring: October 23, 2023

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.6, "Each student has the knowledge that citizens and residents of the United States need to contribute positively to society".

Certification of the Superintendent: *I certify this report to be accurate.*

Signed 
Dr. Josh Swanson, Superintendent

Date: October 11, 2023



Eden Prairie School District 272

Ends Policy Monitoring Report

98

Policy Name:

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

Monitoring Timeline:

July 2022 to June 2023

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 27, 2022

Evidence: October 23, 2023



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

Operational Interpretation:

1. I interpret each student as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not be predictable by 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.

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Justification:

Eden Prairie’s strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on “each” learner shows a commitment to the success of each individual student; that each learner’s needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

To contribute purposely to society, students must engage in the study of citizenship to develop the content, concepts, skills, and dispositions necessary to be informed and engaged citizens in the contemporary world. These skills are taught throughout our social studies curriculum aligned with Minnesota state standards. Eden Prairie students will be measured on their understanding of these outcomes by completing a comprehensive assessment based upon the naturalization test administered by U.S. Citizenship and Immigration Services.

In our 21st century society, students must develop and model citizenship, including digital citizenship. Developing the attributes of a good citizen are essential for all students to create a productive and effective local, national, and global community. To become a digital citizen, students must learn respect for themselves and others, how to educate themselves and others, and how to protect themselves and others in a technology-rich world.

Learning to become a responsible and respectful citizen of a school community will contribute towards each student becoming a citizen who contributes positively in their local, national, and global community. Daily interactions among students should be characterized as respectful 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.

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.

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Citations:

- Minnesota Learning Law and Democracy Foundation - <http://www.legacy.leg.mn/MN-Civics-Questions.pdf>.
- U.S. Citizenship and Immigration Services - <https://www.uscis.gov/>.
- ISTE - <https://www.iste.org/explore/ArticleDetail?articleid=101>.
- Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf.

Measurement Plan:

I. Description of the Measurement Tools

Civics: Assessed by the MN Civics Test

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

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

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

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

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.

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

Digital Citizenship: Assessed by the 4Cs Proficiency Scales

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

Eden Prairie’s 4Cs Proficiency Scales:

- Level 1: Describes student performance that requires significant support in reaching basic proficiency.
- Level 2: Describes student performance that is approaching proficiency.
- Level 3: Describes student performance that is proficient.
- Level 4: Describes student performance that is exemplary and exceeds proficiency.

Results will include the demographic breakdown by racial 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

Attendance Rate: Assessed by daily attendance.

II. Targets

Civics: Target for 2022-2023

- 95% of 12th graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- 95% of 12th graders will receive a credit bearing grade in Globalization & American Citizenship or Advanced Placement US Government.

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Responsible and Respectful Behavior: Target for 2022-2023

- K-5 Targets:
 - 75% of students will receive a Proficient score on the end of the year report card for respectful behavior.
 - 75% of students will receive a Proficient score on the end of the year report card for responsible behavior.
- 6-8 Targets:
 - 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 Targets:
 - 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.

Digital Citizenship: Target for 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.

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 2022-2023

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

Evidence:

Civics

Students Earning 60% or Greater on MN Civics Test			
	20-21	21-22	22-23
Overall	100%	100%	100%

Students Receiving Credit Bearing Grade in Government Course			
	20-21	21-22	22-23
Overall	97%	99%	99%

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Responsible and Respectful Behavior

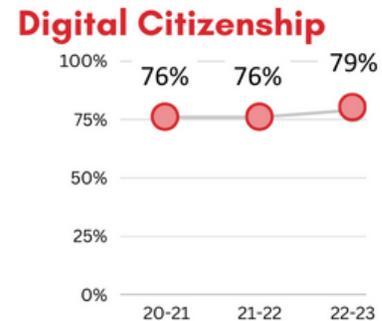
Grades K-5			
Report Card Strand (teacher attributed)	20-21	21-22	22-23
Respectful	80%	79%	76%
Responsible	77%	78%	73%

Grades 6-12			
Panorama Survey Responses (student perception)	20-21	21-22	22-23
Respectful	66%	62%	65%
Responsible	58%	53%	57%

Note: Panorama survey responses are evaluated on a 5-point Likert scale. The top two Likert scale responses are categorized as favorable.

Digital Citizenship

Students Proficient in Digital Citizenship by Grade Band			
	20-21	21-22	22-23
All Grades	76%	76%	79%
Early Childhood	92%	83%	84%
Early Elementary	57%	59%	58%
Upper Elementary	70%	63%	73%
Middle	89%	91%	92%
High	86%	83%	86%



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Students Proficient in Digital Citizenship by Student Group															
	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	76%	76%	79%	81%	81%	84%	55%	54%	61%	48%	51%	56%	60%	60%	67%
Asian	83%	84%	86%	88%	89%	90%	60%	64%	66%	44%	50%	55%	75%	68%	73%
Black or African American	60%	62%	67%	65%	69%	74%	54%	49%	51%	30%	32%	37%	56%	57%	65%
Hispanic/Latino	68%	68%	75%	77%	75%	81%	49%	56%	70%	45%	46%	55%	64%	65%	71%
Two or more races	70%	75%	77%	75%	80%	79%	<10	<10	<10	44%	49%	62%	54%	57%	64%
White	81%	81%	83%	84%	83%	86%	62%	54%	63%	57%	62%	64%	66%	66%	71%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Self-Direction and Personal Motivation

4th-12th Grade Student Goal Setting			
	20-21	21-22	22-23
Elementary	99%	100%	97%
Middle	93%	79%	100%
High	99%	98%	99%

Attendance Rate

Attendance Rate			
	20-21	21-22	22-23
Grades K-12	95%	93%	93%

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Policy Monitoring FOR BOARD USE ONLY

Board policy monitoring motions:

- Operational Interpretation is/is not reasonable.
- Evidence does/does not support the Operational Interpretation or the evidence supports the Operational Interpretation with exception.
- Accept/do not accept the Superintendent's assertion that the evidence demonstrates expected progress.

Statement of Assertion

Board Member's Summarizing Notes/Comments

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Eden Prairie School District 272
Superintendent Monitoring Report

Policy Name: EL 2.4 Treatment of Staff	Monitoring Time Frame: July 2022-June 2023	<p style="text-align: center;">Policy Monitoring Column FOR BOARD USE ONLY</p> <p>Board Policy Monitoring Motions:</p> <ul style="list-style-type: none"> ● Operational Interpretation is/is not reasonable ● Board does/does not accept the Superintendent’s assertion of compliance/ non-compliance¹⁰⁷
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: October 23, 2023	

Board member name:

Global Constraint:

The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance.

Operational Interpretation:

1. An *unsafe* work environment is one that does not protect employees from known dangers.
2. An *unwelcoming* work environment is one in that employees perceive as hostile or unreceptive.
3. An *inequitable* work environment can be described as one that District fails to treat employees in a manner that is considered fair and just.
4. A *disrespectful* environment is one that is discourteous and rude.

Justification:

1. School district employees are provided a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2; Policy 407)
 - a. The District maintains a “Non-contract Grievance” procedure for all staff based on Regulation 401.11R
2. Staff are made to feel welcome in the following ways:
 - a. Honoring and complying with the Minnesota Veterans Preference Act (Policy 405)

<ul style="list-style-type: none"> b. The District seeks to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Policy 413; Minn. Stat. § 121A.03 c. District policy states that employees must report behavior that is in violation of policy. <p>3. Staff are provided equity by the District in the following ways:</p> <ul style="list-style-type: none"> a. The school district is an equal employment opportunity employer (Policy 401) b. Providing a fair employment setting for all persons and to comply with state and federal law (Policy 402) c. Providing progressive discipline through due process (Collective Bargaining Agreements, At-Will Work Agreements, as outlined in the Supervisor Manual). <p>4. Staff are respected through the following means:</p> <ul style="list-style-type: none"> a. Protection of Public and Private Personnel Data (Policy 406) b. Submission of a good faith mandated report under Minnesota law and this policy will not adversely affect the reporter’s employment (Policy 414 & 415). 	108
<p><u>Measurement Plan:</u></p> <ul style="list-style-type: none"> 1. Percentage of reports or complaints that were addressed promptly and appropriately during the reporting period. 2. Compliance with all child provisions of the policy. 	
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> 1. 100% of reports or complaints filed are promptly investigated and appropriate action is taken. 2. All child policies were deemed in compliance. 	
<p><u>Statement of Assertion:</u> EL 2.4 is reasonable and in compliance.</p>	
<p>2.4.1 Furthermore, the Superintendent shall not: Allow staff to work without a written job description.</p>	
<p><u>Operational Interpretation:</u> Every staff position type is defined in writing to include title, purpose, primary customers, position qualifications and essential responsibilities.</p>	
<p><u>Justification:</u> Job descriptions in the district include title, purpose, primary customers, position qualifications, and essential responsibilities/functions.</p>	

<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Job descriptions are reviewed on a periodic basis, and reviewed at the posting of a vacancy. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. 100% of staff <u>positions</u> have a job description. 100% of jobs posted include the minimum requirements and qualifications for the position. 	
<p><u>Statement of Assertion:</u> EL 2.4.1 is reasonable and in compliance.</p>	
<p>2.4.2 Furthermore, the Superintendent shall not: Operate without accessible, clearly-written personnel policies.</p>	109
<p><u>Operational Interpretation:</u> Clearly written and accessible personnel policies are:</p> <ol style="list-style-type: none"> 1. Written in such a way to be understood by employees 2. Easily obtained by the employee and employer 3. A vital communication tool between the District and its employees, and contain the following: <ol style="list-style-type: none"> a. District employee expectations, and; b. Employee rights, c. The legal obligations as an employer 	
<p><u>Justification:</u> Eden Prairie Schools is a member of the Minnesota School Boards Association. One of the benefits of membership is access to model policies, including those related to personnel. The model policies are written and vetted by prominent Minnesota law firms. Each policy is reviewed and updated at least every three years or at such time as the prevailing state or federal law or rule is changed. Upon notice of a policy update, the District begins a process of updating.</p>	
<p><u>Measurement Plan:</u> Multi-modal access and exposure to rules of the workplace as demonstrated in the Operational Interpretation above.</p>	

<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Multi-modal access has been provided and expectations have been met including: <ol style="list-style-type: none"> a. 100% of district policies were posted online and annual review process of policy updates based on MSBA model policy was completed during the monitoring period. b. All employees hired to the district received: <ol style="list-style-type: none"> i. A new hire orientation which includes training on district policies & procedures. ii. 100% of staff sign off on acknowledgement of district policies and procedures. c. Collective bargaining agreements and employee contracts are available on the district’s EpNet or in the district’s human resources office. d. All of the required federal and state mandatory posting notices are posted in each building in a common area (typically a staff lounge) and are updated annually. 	110
<p><u>Statement of Assertion:</u> EL 2.4.2 is reasonable and in compliance.</p>	
<p>2.4.3 Furthermore, the Superintendent shall not: Operate without a reasonable, formal evaluation policy for all staff.</p>	
<p><u>Operational Interpretation:</u> A reasonable, formal evaluation policy is one that is officially sanctioned, performed in accordance within the rules set forth, that forms a judgment using a logical process.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Board Policy BMD 3.4 sets forth the goals and process used to evaluate the Superintendent. 2. The Superintendent evaluates and provides direction and feedback to Executive Cabinet personnel on an ongoing and annual basis. Evaluations are based on key attributes of leadership and mutual goal setting. 3. Executive Cabinet members evaluate their subordinates annually through the use of mutually agreed upon professional goals evaluation process. 4. The principal accountability laws require a superintendent to use a performance based system to annually evaluate each school principal assigned to supervise a school building within the school district (Minn. Stat. § 123B.143, subd. 1; § 123B.147, subd. 3). The evaluation is to improve teaching and learning by enhancing the principal’s ability to shape the school’s professional environment and support and improve school performance, student achievement, and teacher quality, performance, and effectiveness. 5. The teacher accountability laws allow a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers 	

<p>6. (Minn. Stat. § 122A.40, subds. 4, 5, 8, 9; and §122A.41, subds. 2, 3, 5, 6). If there is no agreement, the district must implement the teacher evaluation and peer review process developed by the education commissioner and specified education stakeholders. Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.</p> <p>7. Classified Staff are evaluated annually using a codified evaluation system.</p>	
<p><u>Measurement Plan:</u></p> <p>1. The Executive Director of Human Resources shall report annually on the status of the employee evaluation system and adherence to the justifications as listed above.</p>	
<p><u>Evidence:</u></p> <p>1. 100% of staff is evaluated on an ongoing basis as approved by the Superintendent.</p>	111
<p><u>Statement of Assertion:</u> EL 2.4.3 is reasonable and in compliance.</p>	
<p>2.4.4 Furthermore, the Superintendent shall not: Allow staff to be unprepared to deal with emergency situations.</p>	
<p><u>Operational Interpretation:</u></p> <p>1. School emergency planning directs staff and student preparation and response. Knowing how to respond during a crisis helps everyone remain calm, understand their role, and act as safely and efficiently as possible. Emergency planning includes all risks, crises, and emergencies schools may encounter. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i></p> <p>2. The State of Minnesota and OSHA require that employees understand the potential risks inherent in their particular workplace and that the workplace be safe.</p>	
<p><u>Justification:</u></p> <p>1. Careful planning, practice, and effective response, saves lives, prevents injuries and minimizes property damage. Exercising, reviewing and revising both school and district emergency plans is crucial to keeping plans current and aligned with best practices. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i></p> <p>a. The District Crisis Plan contains procedures for the various hazards/emergencies.</p>	

2. "To qualify for health and safety revenue, a school board must adopt a health and safety policy. This policy must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices including indoor air quality management. (MN Statute 123B.57)

General areas of emphasis for the district Health and Safety Program include but are not limited to:

- Asbestos
- Fire and Life Safety
- Lightning
- Structural Safety
- Combustible and Hazardous Materials Storage
- Indoor Air Quality
- Mechanical Ventilation
- Mold Cleanup and Abatement
- Accident and Injury Reduction Program
- Infectious Waste/Blood borne Pathogens
- Community Right to Know
- Compressed Gas Safety
- Confined Space Standard
- Electrical Safety
- First Aid/CPR/AED
- Food Safety Inspection
- Forklift Safety
- Hazardous Waste
- Hearing Conservation
- Hoist/Lift/Elevator Safety
- Integrated Pest Management
- Laboratory Safety Standard/Chemical Hygiene Plan
- Lead
- Control of Hazardous Energy Sources (Lockout/Tagout)
- Mechanical and Power Equipment Safety
- Mercury
- Personal Protection Equipment (PPE)
- Playground Safety
- Radon
- Respiratory Protection

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<ul style="list-style-type: none"> ▪ Underground and Above Ground Storage Tanks ▪ Welding/Cutting/Brazing ▪ Swimming Pool Safety ▪ Ladder/Fall Protection ▪ Bleacher Inspections ▪ Boiler Inspections ▪ Crisis Management ▪ Emergency Response Procedures ▪ Fire Prevention ▪ Other areas determined to be appropriate by the Facilities and Safety Department. 	
<p><u>Measurement Plan:</u></p> <p>1. By June 30 of each year, all Site Leaders or their designees shall complete a Self-Assessment Checklist that reports on the following criterion related to safety preparedness during the preceding school year:</p> <ul style="list-style-type: none"> ● The Emergency Plan—<i>District Office only</i> ● Policy—<i>District Office only</i> ● Drills ● Building Access ● Keys and Identification ● Visitor Procedures ● Staff Training ● Physical Climate ● Communications ● General Exterior ● Buses and Parking ● Playground/Recreation Areas ● Deliveries ● General Interior ● Cafeteria ● Gymnasium Area(s) ● Specialized Areas ● Monitoring and surveillance 	113

<ol style="list-style-type: none"> 2. The Health and Safety Program is monitored using the following: Annual “Mock” OSHA Inspection conducted by an outside entity (Metro ECSU or Institute for Environmental Assessment) OSHA Inspections –this process occurs on a random basis and is generally unannounced. 3. A Safe Learning Plan will be developed and the Incident command team will be used to create a plan, monitor the pandemic, and communicate necessary changes. 4. Right to know training will be provided to inform staff on the risks and proper use of cleaning supplies to help combat COVID-19. 	
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<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The following information was gathered and reports completed: <ol style="list-style-type: none"> a) Leadership meets at least annually to review and update the District’s Crisis Management policy. During the monitoring period, in addition to covering basic emergency procedures, the leadership team met weekly or monthly throughout the year to develop, adjust and communicate plans in response to COVID-19. b) All sites conducted five (5) fire drills during the school year (maps posted in all occupied rooms). c) All sites conducted five (5) lockdown drills during the school year. d) All sites conducted at least one (1) severe weather shelter during the school year (maps posted in all occupied rooms). e) All sites had Red Alert/SERT (School Emergency Response Team) to act as first responders to any medical event on site. f) CPR/First Aid certification required for specific job titles. Institute for Environmental Assessment identified the following job titles as requiring CPR/First Aid certification: School Nurse, Health Paraprofessionals, Bus Drivers, Special Education Teachers, and Special Education Paraprofessionals. g) All sites had at least one (1) fully automated AED (Automated External Defibrillators). h) All sites had multiple Universal Precautions Kits for blood borne pathogen cleanup as well as all necessary personal protective equipment. Universal Precaution kits located in all custodial closets and Health Services offices throughout the district. i) The district had a reunification plan in the event of off-site evacuation and held a drill on August 9, 2018. 2. Mock OSHA (Occupational Safety and Health Administration) walkthrough: Conducted yearly by Metro ECSU and Facilities and Safety Coordinator, most recently on December 7, 2021 January 27, 2023. 3. A complete Safe Learning Plan was developed and communicated to staff in consultation with the Incident Command Team. A review and update of the pandemic procedure was performed during the monitoring period to specifically address COVID-19 and the Incident Command Team was consulted throughout the 2021-22 2022-23 school year to make decisions regarding the pandemic. 4. Staff who were using cleaning chemicals were provided “right to know” training during the monitoring period. 	114
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<p><u>Statement of Assertion:</u> EL 2.4.4 is reasonable and in compliance.</p>	
<p>2.4.5 Furthermore, the Superintendent shall not: Operate without policies and procedures which prevent conflict of interest.</p>	
<p><u>Operational Interpretation:</u> A conflict of interest arises in the workplace when an employee has competing interests or loyalties that either are, or potentially can be, at odds with each other. A conflict of interest causes an employee to experience a struggle between diverging interests, points of view, or allegiances. Conflict of interest situations assume that the employee has control or influence over diverging interests, points of view, or allegiances.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Code of Ethics for Minnesota Teachers (8700.7500) <ol style="list-style-type: none"> a. Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board. b. Subp. 2. Standards of professional conduct. <ol style="list-style-type: none"> E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage. 2. Code of Ethics for School Administrators (3512.5200) <ol style="list-style-type: none"> a. Subpart 1. Scope. This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7. b. Subp. 2. Standards of professional conduct. <ol style="list-style-type: none"> H. A school administrator shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage. K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties. 3. District Policy 421 Gifts to Employees provides guidance to employees regarding conflict of interest. 	115

<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Determination by the Professional Educator Licensing and Standards Board or the Board of School Administrators that a complaint has been substantiated. 2. Determination that a violation of District Policy 421 Gifts to Employees has not occurred. 3. The Annual Audit and intermittent financial internal and external controls as described in Board Policy EL 2.7 does not contain a “finding”. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. No determinations have been received from the Professional Educator Licensing and Standards Board or the Board of School Administrators. 2. There were no reported complaints in reference to Policy 421. 3. There are no audit findings to report. 	116
<p><u>Statement of Assertion:</u> EL 2.4.5 is reasonable and in compliance.</p>	
<p>School Board Member’s Notes/Comments:</p>	

Eden Prairie School District 272
Superintendent Monitoring Report

Policy Name: EL 2.8 Compensation and Benefits	Monitoring Time Frame: July 2022-June 2023	Policy Monitoring Column FOR BOARD USE ONLY Board Policy Monitoring Motions: <ul style="list-style-type: none"> ● Operational Interpretation is/is not reasonable ● Board does/does not accept the Superintendent’s assertion of compliance/ non-compliance
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: October 23, 2023	
Board member name:		
<u>Global Constraint:</u> With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.		<i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> I interpret this policy to mean that I shall not knowingly condone or undertake any action related to the compensation and/or benefits of employees that would negatively affect the community perception or support of the school district.		
<u>Justification:</u> Compensation and benefits are a significant portion of the district budget. The school district has a fiduciary obligation to its owners; therefore, its officers and administration are held to a high standard of conduct and transparency.		
<u>Measurement Plan:</u> <ol style="list-style-type: none"> 1. Human Resources and Payroll have systems and processes in place per state and federal law to ensure that employment, compensation, and benefits did not cause or allow jeopardy to financial integrity or to public image. These systems and processes are reviewed on an annual basis through the audit process, as well as an ongoing internal process of separation of duties. 2. Random sample survey results from Morris Leatherman regarding financial perception. 		

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<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Human resources and the business office have reviewed processes and procedures and those were reviewed during the annual audit received by the board during the monitoring period. 2. The Superintendent did not cause or allow jeopardy to financial integrity or to public image. Financial Perceptions are near or at all time highs based on our latest scientific random sample survey: <ol style="list-style-type: none"> a. 74% of our community shares positive feedback about the district's fiscal management b. 80% 85% of our community shares that we are spending effectively/efficiently c. 93% 96% of our community shares that Eden Prairie Schools is a good value/investment which is at a high point since 2018. In addition, the board heard incredible strong support for the financial position and status within the community by Morris Leatherman in the Spring 2022 2023 survey. 	118
<p><u>Statement of Assertion:</u> EL 2.8 is reasonable and in compliance.</p>	
<p>2.8.1 Furthermore, the Superintendent shall not: Promise or imply permanent or guaranteed employment.</p>	
<p><u>Operational Interpretation:</u> I interpret this policy to mean the District shall not hire or retain any employee or promise a potential employee employment with the District whose term and condition of service is not controlled by the Public Employee Labor Relations Act (PELRA), Minnesota State Statute, a Collective Bargaining Agreement (CBA), an At-Will Work Agreement, a contract for services.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. No person can be considered an employee and receive compensation for services rendered without Board action. 2. The District maintains the following employer/employee employment agreements that define the terms and conditions of employment for employees: <ol style="list-style-type: none"> a. Certified Staff (i.e. must hold a license) are subject to PELRA MN Rule 3.855, Minnesota Statute 122A.40 (Continuing Contract Language), and the locally negotiated CBA. b. Classified Staff (i.e. do not generally hold a license) are subject to PELRA, Minnesota Statute, and the locally negotiated CBA. 	

<ul style="list-style-type: none"> c. Meet & Confer Agreements (non-licensed employees subject to PELRA and not represented by collective bargaining units) d. Meet & Confer Agreements (licensed employees working in positions that do not require a MDE license, subject to PELRA, and not represented by collective bargaining units) e. Superintendent length of contract is limited to three years (MN Statute 123B.143) 	
<p><u>Measurement Plan:</u></p> <ul style="list-style-type: none"> 1. Human Resources has policies in place to ensure no promises of permanent or guaranteed employment for any position. 	
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> 1. State and federal law does not allow for permanent or guaranteed employment, and the district has not been found out of compliance with this policy or standing law. No staff members were offered permanent or guaranteed employment. 	119
<p><u>Statement of Assertion:</u> EL 2.8.1 is reasonable and in compliance.</p>	
<p>2.8.2 Furthermore, the Superintendent shall not: Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from Board-established parameters.</p>	
<p><u>Operational Interpretation:</u></p> <ul style="list-style-type: none"> 1. “Compensation” refers to payment for services rendered. “Benefits” are added services that have value for the employee and are expenditures for the District. 2. I interpret the “geographical” market to mean the public school districts in the immediate area surrounding Eden Prairie. 3. The “professional” market refers to compensation based on the combination of experience, skills, and level of responsibilities that are required by the position’s job description. The professional market can be influenced by the geographical market. 4. “Material deviation” in this context is interpreted as a financial condition that would create an unfavorable comparison to the geographical and professional employee market. 	

<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. The District routinely competes for employees with local, regional, and national employers. Therefore, it is important that our employee compensation and benefit package remain competitive and yet function within available resources. 2. The District routinely enters into employment agreements with organized groups or at-will individuals via negotiations. Typically, the Administration leads the negotiations process with School Board support. The School Board has retained the authority to determine the level of compensation and benefits offered to employees, which is referred to in this policy as “board-established parameters.” 3. The District conducts market place comparisons annually. 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Prior to each bargaining session, a marketplace comparative data analysis will be completed. 2. Settlements will be within the financial parameters reviewed by the board. 	120
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Marketplace comparative data was collected on seven (7) <u>four (4)</u> bargaining groups prior to 2022 <u>2023</u> negotiations. 2. During the monitoring period, the school district settled nine (9) <u>three (3)</u> bargaining groups/employment agreements within parameters reviewed by the Board during the monitoring period and the contracts are comparable to the market. 	
<p><u>Statement of Assertion:</u> EL 2.8.2 is reasonable and in compliance.</p>	
<p>School Board Member’s Notes/Comments:</p>	

**Record of Board Self-Evaluation
 Governance Process and Board Management Delegation Policies
 July 1, 2022 – June 30, 2023**

Policy Type:	Governance Process
Policy Title:	4.0 Global Governance Commitment

The purpose of the School Board on behalf of owners, defined as Eden Prairie taxpayers and residents, is to ensure that the Eden Prairie Public School district:

- 4.0.1 Achieves results for students that meet or exceed School Board Ends policies through the effective utilization of the financial resources it has available.
- 4.0.2 Avoids unacceptable actions and situations as prohibited in School Board Executive Limitations policies

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.0 Global Governance Commitment	10/23/23				
4.0.1	10/23/23				
4.0.2	10/23/23				

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2022 – June 30, 2023

Policy Type:	Governance Process
Policy Title:	4.1 Governing Style

The School Board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of School Board and Superintendent roles, (e) collective rather than individual decisions, and (f) the future rather than the past. Accordingly:

- 4.1.1 The School Board will cultivate a sense of group responsibility. The School Board, not the staff, will be responsible for excellence in governing. The School Board will be the initiator of policy, not merely a reactor to staff initiatives. The School Board will not allow the expertise/position of individual members to substitute for the judgment of the School Board, although the expertise of individual members may be used to enhance the understanding of the School Board as a body.
- 4.1.2 The School Board will direct and govern the district through the establishment of written policies reflecting the values of its owners. The School Board's major policy focus will be on the expected long-term student achievement goals of the district, not on the administrative or programmatic means of attaining those goals.
- 4.1.3 The School Board will enforce upon itself discipline as needed to govern with excellence including matters of attendance, preparation for meetings, policymaking, respect and fulfillment of roles, adherence to policy and assuring the continuance of governance capability. The School Board may change its Governance Process policies at any time, however, it will scrupulously observe those currently in force.
- 4.1.4 School Board development is ongoing and encompasses on-boarding of new School Board members, continuous development of each School Board Member, and on-going monitoring of School Board processes and procedures for optimal efficiency and effectiveness.
- 4.1.5 The School Board will allow no officer, individual, or committee of the School Board to hinder or serve as an excuse for not fulfilling group obligations.
- 4.1.6 The School Board will monitor and discuss the School Board's process and performance at each meeting. Self-monitoring will include comparison of School Board activity and discipline to policies in the Governance Process and Board-Management Delegation categories.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.1 Governing Style	10/23/23				
4.1.1	10/23/23				
4.1.2	10/23/23				
4.1.3	10/23/23				
4.1.4	10/23/23				
4.1.5	10/23/23				
4.1.6	10/23/23				

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2022 – June 30, 2023

Policy Type:	Governance Process
Policy Title:	4.2 School Board Job Products

Specific job outputs of the School Board, as an informed agent of the owners, are those that assure appropriate district performance. Accordingly, the School Board has direct responsibility to:

- 4.2.1 Maintain purposeful and ongoing linkage with owners.
- 4.2.2 Review and refine governing policies that realistically address the broadest levels of all district decisions and situations:
 - A. Ends: district products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for whom and at what cost)
 - B. Executive limitations: constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place
 - C. Governance process: specification of how the School Board conceives, carries out, and monitors its own task
 - D. Board-management delegation: how power is delegated and its proper use; the Superintendent's role, authority, and accountability
- 4.2.3 Monitor district performance through its Ends and Executive Limitations Policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.2 School Board Job Products	10/23/23				
4.2.1	10/23/23				
4.2.2	10/23/23				
4.2.2 (A)	10/23/23				
4.2.2 (B)	10/23/23				
4.2.2 (C)	10/23/23				
4.2.2 (D)	10/23/23				
4.2.3	10/23/23				

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2022 – June 30, 2023

Policy Type:	Governance Process
Policy Title:	4.3 Annual Work Plan

The School Board will follow an annual work plan that schedules time to a) maintain purposeful and ongoing linkage with owners, b) review and refine its Ends policies, c) review and refine its Executive Limitations policies, d) monitor all written policies and e) continually improve School Board performance through School Board development and education.

- 4.3.1 The cycle will start with the School Board’s development of the basics of its annual work plan for the next fiscal year 30 days prior to the start of the fiscal year.
- 4.3.2 Throughout the year, all items moved to another meeting, added to the annual work plan or placed in placeholders by School Board vote, will be addressed within the current fiscal year.
- 4.3.3 The cycle will conclude at the end of each fiscal year so that administrative planning and budgeting can be based on accomplishing a one-year segment of the School Board’s most recent statement of long-term ends.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.3 Annual Work Plan	10/23/23				
4.3.1	10/23/23				
4.3.2	10/23/23				
4.3.3	10/23/23				

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2022 – June 30, 2023

Policy Type:	Governance Process
Policy Title:	4.9 Governance Investment

Because poor governance costs more than learning to govern well, the School Board will invest in its governance capacity. Accordingly:

- 4.9.1 School Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - 4.9.1.1 Training and retraining will be used to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
 - 4.9.1.2 Outside monitoring assistance will be arranged so that the School Board can exercise confident control over district performance. This includes, but is not limited to, financial audits.
 - 4.9.1.3 Outreach mechanisms will be used as needed to assure the School Board's ability to listen to owner viewpoints and values.
- 4.9.2 Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability. Actual costs (stipend, training, dues, memberships, meeting costs, professional fees, etc.) will not exceed the approved fiscal year budget amount.
- 4.9.3 The School Board will establish its cost of governance budget for the next fiscal year during the annual budgeting process.

GP 4.9

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9 Governance Investment	10/23/23				
4.9.1	10/23/23				
4.9.1.1	10/23/23				
4.9.1.2	10/23/23				
4.9.1.3	10/23/23				
4.9.2	10/23/23				
4.9.3	10/23/23				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0					
Single Point of Connection	09.25.23	Yes			Yes
3.1 Unity of Control	09.25.23	Yes			Yes
3.1.1	09.25.23	Yes			Yes
3.1.2	09.25.23	Yes			Yes
3.1.3	09.25.23	Yes			Yes
3.2					
Delegation to the Superintendent	09.25.23	Yes			Yes
3.2.1	09.25.23	Yes			Yes
3.2.2	09.25.23	Yes			Yes
3.2.3	09.25.23	Yes			Yes
3.2.4	09.25.23	Yes			Yes
3.3					
Superintendent Accountability and Performance	09.25.23	Yes			Yes
3.3.1	09.25.23	Yes			Yes
3.3.2	09.25.23	Yes			Yes
3.3.3	09.25.23	Yes			Yes
3.3.4	09.25.23	Yes			Yes
3.3.5	09.25.23	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.0 Global Governance Commitment	10.23.23				
4.0.1	10.23.23				
4.0.2	10.23.23				
4.1 Governing Style	10.23.23				
4.1.1	10.23.23				
4.1.2	10.23.23				
4.1.3	10.23.23				
4.1.4	10.23.23				
4.1.5	10.23.23				
4.1.6	10.23.23				
4.2 School Board Job Products	10.23.23				
4.2.1	10.23.23				
4.2.2	10.23.23				
4.2.2 - A	10.23.23				
4.2.2 - B	10.23.23				
4.2.2 - C	10.23.23				
4.2.2 - D	10.23.23				
4.2.3	10.23.23				

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.3 Annual Work Plan	10.23.23				
4.3.1	10.23.23				
4.3.2	10.23.23				
4.3.3	10.23.23				
4.4 Officer Roles	09.25.23	Yes			Yes
4.4.1	09.25.23	Yes			Yes
4.4.1.1	09.25.23	Yes			Yes
4.4.1.2	09.25.23	Yes			Yes
4.4.1.3	09.25.23	Yes			Yes
4.4.1.4	09.25.23	Yes			Yes
4.4.1.5	09.25.23	Yes			Yes
4.4.1.6	09.25.23	Yes			Yes
4.4.1.7	09.25.23	Yes			Yes
4.4.1.8	09.25.23	Yes			Yes
4.4.1.9	09.25.23	Yes			Yes
4.4.2	09.25.23	Yes			Yes
4.4.3	09.25.23	Yes			Yes
4.4.4	09.25.23	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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4.5 School Board Members' Code of Conduct	09.25.23	Yes			Yes
4.5.1	09.25.23	Yes			Yes
4.5.2	09.25.23	Yes			Yes
4.5.2.1	09.25.23	Yes			Yes
4.5.2.2	09.25.23	Yes			Yes
4.5.2.3	09.25.23	Yes			Yes
4.5.3	09.25.23	Yes			Yes
4.5.3.1	09.25.23	Yes			Yes
4.5.3.2	09.25.23	Yes			Yes
4.5.4	09.25.23	Yes			Yes
4.5.5	09.25.23	Yes			Yes
4.5.6	09.25.23	Yes			Yes
4.5.7	09.25.23	Yes			Yes
4.5.8	09.25.23	Yes			Yes
4.5.8.1	09.25.23	Yes			Yes
4.5.8.2	09.25.23	Yes			Yes
4.5.8.3	09.25.23	Yes			Yes
4.5.8.4	09.25.23	Yes			Yes
4.5.8.5	09.25.23	Yes			Yes
4.5.8.6	09.25.23	Yes			Yes
4.5.8.7	09.25.23	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.6 Process for Addressing School Board Member Violations	09.25.23	Yes			Yes
4.6.1	09.25.23	Yes			Yes
4.6.2	09.25.23	Yes			Yes
4.6.3	09.25.23	Yes			Yes
4.6.4	09.25.23	Yes			Yes
4.6.4.1	09.25.23	Yes			Yes
4.6.4.2	09.25.23	Yes			Yes
4.7 School Board Committee Principles	09.25.23	Yes			Yes
4.7.1	09.25.23	Yes			Yes
4.7.2	09.25.23	Yes			Yes
4.7.3	09.25.23	Yes			Yes
4.7.4	09.25.23	Yes			Yes
4.8 School Board Committee Structure	09.25.23	Yes			Yes
4.8.1	09.25.23	Yes			Yes
4.8.2	09.25.23	Yes			Yes
4.8.3	09.25.23	Yes			Yes
4.8.4	09.25.23	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies**

Monitoring 2022-23 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9 Governance Investment	10.23.23				
4.9.1	10.23.23				
4.9.1.1	10.23.23				
4.9.1.2	10.23.23				
4.9.1.3	10.23.23				
4.9.2	10.23.23				
4.9.3	10.23.23				
4.10 Operation of the School Board Governing Rules	09.25.23	Yes			Yes
4.10.1	09.25.23	Yes			Yes
4.10.1.1	09.25.23	Yes			Yes
4.10.1.2	09.25.23	Yes			Yes
4.10.1.3	09.25.23	Yes			Yes

Record of Board Policy Monitoring

Executive Limitations

Monitoring 2022-2023 School Year Data : July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our ELs.

Policy	Date	Operational Interpretation – is/is not Reasonable?		Evidence – Board does/does not accept the Superintendent’s assertion of compliance/non-compliance		Date to re-monitor if either the OI is “Not Reasonable” or if Board “does not” accept Superintendent’s assertion of “Compliance”	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/11/23						135
EL 2.1 Emergency Superintendent Succession	08/28/23	Yes	Yes	Yes	Yes		Yes
EL 2.2 Treatment of Students	08/28/23	Yes	Yes	Yes	Yes		Yes
EL 2.3 Treatment of Parents	09/25/23	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/23/23						
EL 2.5 Financial Planning and Budgeting	12/11/23						
EL 2.6 Financial Management and Operations	09/25/23	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/28/23	Yes	Yes	Yes	Yes		Yes
EL 2.8 Compensation and Benefits	10/23/23						
EL 2.9 Communication and Support to the School Board	11/27/23						

**Record of Board Policy Monitoring
ENDS**

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
							136

1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				
1.2 Each student is reading at grade level by the end of third grade.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				
1.3 Each student achieves individual growth and	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		

Record of Board Policy Monitoring

ENDS

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
							137
ENDS							

proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.	2023-24	6/24/24	6/24/24				
1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				
1.5 Each student has the 21 st century skills needed to succeed in the global economy.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				

**Record of Board Policy Monitoring
ENDS**

Monitoring 2022-2023 School Year Data: July 1, 2022 – June 30, 2023

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	School Year	<ul style="list-style-type: none"> Operational Interpretation is/is not reasonable. The Evidence does/does not support the Operational Interpretation or supports the Operational Interpretation with exception. 		<ul style="list-style-type: none"> Accept/does not accept the Superintendent's assertion that the evidence demonstrates expected progress OR accept the Superintendent's assertion that the evidence does not demonstrate expected progress. 		Date to bring back the district's plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
							138

1.6 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.	2022-23	Yes 6/26/23	Yes 6/26/23	10/23/23	10/23/23		
	2023-24	6/24/24	6/24/24				

Resolution of Acceptance of Donations

BE IT RESOLVED by the School Board of Independent School District No. 272 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors:

Eden Lake Elementary:

- Donation of \$500.00 – Melissa Anderson, Eden Prairie – Funds used for staff lunches and snacks

School District:

- Donation of \$1,000.00 – Grace Church, Eden Prairie – Funds used for school lunch debt
- Donation of \$2,000.00 – Wooddale Church, Eden Prairie – Funds used for school lunch debt
- Donation of Four (4) Jersey Boys Tickets – Chanhassen Dinner Theater, Chanhassen – To be used for New Teacher Induction
- Donation of 8 Free Coffee Vouchers – Smith Coffee, Eden Prairie – To be used for New Teacher Induction
- Donation of \$100 Gift Card – Lunds & Byerly's, Eden Prairie – To be used for food for New Teacher Induction
- Donation of 110 Donuts – Yoyo Donuts, Minnetonka – To be used for New Teacher Induction
- Donation of a Variety of Energy Drinks for Teachers – EP Power, Eden Prairie – To be used for New Teacher Induction

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Principals

a. New Hires

Eggers, Ryan - Associate Principal, Central Middle School, 8 hours/day, 5 days/week, 260 days/year, effective 10/02/2023

b. Change in Assignment

c. Resignation/Retirements

2. Human Resources – Administrative/Supervisory/Technical (AST)

a. New Hires

b. Change in Assignment

c. Resignation/Retirements

d. Treptow, Kristin - Child Nutrition Coordinator, 1.0 FTE, District Wide, effective 10/27/2023

3. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)

a. New Hires

b. Change in Assignment

c. Asfeld, Jay - From Facilities Manager at EPHS to Facilities Use Performing Arts Coordinator at Community Education Building, 8 hours/day, 5 days/week, 260 days/year, effective 9/25/2023

d. Resignation/Retirements

4. Human Resources – Licensed Staff

a. New Hires/Rehires

b. Johnson, David - Grade 6 Writing Teacher, 1.0 FTE, Central Middle School, effective 9/27/2023

Mork, Isabella - E L Teacher, 1.0 FTE, Oak Point Elementary, effective 10/23/2023

Trucke, Katelyn - Permanent Building Reserve Substitute, 1.0 FTE, Eden Prairie Online, effective 9/25/2023

Swenson, Alexander - Special Education Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 9/27/2023

c. Change in Assignment

d. Resignation/Retirements

Agarwal, Gitu - Permanent Building Reserve Substitute, 1.0 FTE, Eden Prairie High School, effective 5/26/2023

Blanchette, Jennifer - Special Education Teacher, 1.0 FTE, Central Middle School, effective 9/29/2023

Johnson, Payton - Science Teacher, 1.0 FTE, Central Middle School, effective 10/13/2023

Limond, Susan - Special Education Teacher, 1.0 FTE, Prairie View Elementary, effective 9/29/2023

5. Human Resources – Classified Staff

a. New Hires/Rehires

BUILDING SERVICES

Myllenbeck, Evan - Custodian, Non-licensed, Night-Floater, Central Middle School, 8 hours/day, 5 days/week, 260 days/year, effective 10/9/2023

CLASS

Teicher, Macy - CMS Morning Program Lead, CMS, 5 hours/day, 5 days/week, 191 days/year, effective 10/10/2023

FOOD SERVICE

Christie, Jennifer - Food Service Assistant I, Cedar Ridge Elementary, 3.5 hours/day, 5 days/week, 178 days/year, effective 9/25/2023

Kanzenbach, Sheryl - Food Service Assistant I, Prairie View Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 10/2/2023

Luu, Lien - Food Service Assistant I, EPHS American Grille, 4 hours/day, 5 days/week, 178 days/year, effective 10/02/2023

Mactaggart, Cristina - Food Service Assistant I, EPHS Eagle Grille, 4.5 hours/day, 5 days/week, 178 days/year, effective 10/02/2023

Maltseva, Olha - Food Service Assistant I, Forest Hills Elementary, 4.5 hours/day, 5 days/week, 178 days/year, effective 9/19/2023

Nelson, Crystal - Food Service Assistant I, Central Middle School, 4.5 hours/day, 5 days/week, 178 days/year, effective 9/26/2023

MSEA

Abdullahi, Najmo - Eagle Zone Program Assistant, Eden Lake Elementary, 2.5 hours/day, 3 days/week, 98 days/year, effective 9/25/2023

Bhupathiraju, Sudha - Special Education Paraprofessional, Oak Point Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 10/6/2023

Byrapaneni, Vengamma - Eagle Zone Program Assistant, Oak Point Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 10/2/2023

Crosby, David - Security Monitor, Eden Prairie High School, 8 hours/day, 5 days/week, 178 days/year, effective 10/9/2023

Deon, Keshia - Health Services Paraprofessional, Eden Prairie High School, 7.25 hours/day, 5 days/week, 178 days/year, effective 9/25/2023

Duis, Payton - Eagle Zone Program Assistant, Cedar Ridge, 3.6 hours/day, 5 days/week, 178 days/year, effective 10/9/2023

Ekambaram, Sumithra - Special Education Paraprofessional/Lunchroom Paraprofessional, Prairie View Elementary, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/18/2023

Erickson, Trisha - ECSE Paraprofessional, EC / Community Ed Building, 2.67 hours/day, 5 days/week, 178 days/year, effective 10/2/2023

Faklis, Jeffrey - Lunchroom Paraprofessional, Oak Point Elementary, 3 hours/day, 5 days/week, 178 days/year, effective 9/18/2023

Gangane, Megha - Little Eagles Preschool Paraprofessional, Oak Point Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 10/9/2023

Gaur, Shailja - Special Education Paraprofessional, Forest Hills Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 10/16/2023

Horton, Satarus - Special Education Paraprofessional, Prairie View Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 10/9/2023

Hussein, Amina - Eagle Zone Program Assistant, Oak Point Elementary, 4 hours/day, 3 days/week, 98 days/year, effective 9/18/2023

Kelly, Nicholas - Special Education Paraprofessional, Forest Hills Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 9/29/2023

Keshireddy, Mahitha - Special Education Paraprofessional, Forest Hills Elementary, 3 hours/day, 5 days/week, 178 days/year, effective 10/17/2023

Kuehn, Nathan - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/25/2023

Maertens, Sam - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/23/2023

SUPERINTENDENT CONSENT AGENDA

Mahad, Samia - Eagle Zone Program Assistant, Forest Hills Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 9/21/2023
Maltseva, Olha - Eagle Zone Program Assistant, Forest Hills Elementary, 2 hours/day, 5 days/week, 178 days/year, effective 10/9/2023
Nalamothu, Neeharika - Special Education Paraprofessional, Prairie View Elementary, 5.25 hours/day, 5 days/week, 178 days/year, effective 10/16/2023
Natarajan, Gayathrilakka - Eagle Zone Program Assistant, Cedar Ridge Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 10/2/2023
Nelson, David - Eagle Zone Program Assistant, Prairie View / Oak Point, 6.1 hours/day, 5 days/week, 178 days/year, effective 10/16/2023
Potvin, Eva - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/3/2023
Puma Garcia, Michel - Lunchroom Paraprofessional, Forest Hills Elementary, 3 hours/day, 5 days/week, 178 days/year, effective 10/16/2023
Sazo-Rivas, Erik - AVID Student Learning Mentor, Eden Prairie High School, 7 hours/day, 2 days/week, 66 days/year, effective 10/3/2023
Soyan, Hassan - Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/25/2023
Sebasthyan Samraj, Vanitha - Special Education Paraprofessional, Central Middle School, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/16/2023
Validi, Shreedhar - AVID Tutor, Central Middle School, 3.5 hrs/day, 2 days/week, 61 days/year, effective 10/23/2023-6/6/2024
Vangala, Vanitha - EC Special Education Paraprofessional, Eden Lake, 6.17 hours/day, 5 days/week, 178 days/year, effective 10/09/2023

PRESCHOOL TEACHERS

Kaur, Amrit - Little Eagles Preschool Teacher, .248 FTE, 3.37 hours/day, 3 days/week, 109 days/year - effective 10/9/2023

TRANSPORTATION

Ahrendt, Joan - Bus Driver, Transportation, 5.2 hours/day, 5 days/week, 178 days/year, effective 10/9/2023

Rodine, David - Bus Driver, Transportation, 3 hours/day, 5 days/week, 172 days/year, effective 9/5/2023

Shir, Sophia - Bus Driver, Transportation, 5.08 hours/day, 5 days/week, 178 days/year, effective 9/27/2023

West, Albert - Bus Driver, Transportation, 5.32 hours/day, 5 days/week, 178 days/year, effective 10/11/2023

b. Change in Assignment

BUILDING SERVICES

CLASS

Orellana, Pamela - Cultural Liaison - Spanish Speaking, Community Education ,8 hours/day, 5 days/week, 260 days/year, effective 10/5/2023

FOOD SERVICE

MSEA

Robinson, Gregory- From Lunchroom Paraprofessional, Oak Point Elementary, 3 hrs/day, 5 days/week, 178 days/year, to Special Education Paraprofessional, Forest Hills Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 10/23/2023

SUPERINTENDENT CONSENT AGENDA

PRESCHOOL TEACHERS
TRANSPORTATION
EPPS

c. Resignation/Retirements

BUILDING SERVICES
CLASS

Burton-Haselrig, Danielle- Cultural Liaison - African American, Central Middle School, effective 10/4/2023

Rocha Nunez, Karla - Cultural Liaison, Spanish Speaking, Community Education, effective 9/27/2023

COACHES

Kooman, Megan - Head Gymnastics Coach, Eden Prairie High School, effective 8/15/2023

FOOD SERVICE

MSEA

August, Jenny - Little Eagles Special Education Paraprofessional, Prairie View, effective 9/18/2023

Bergman, Jennifer - Special Education Paraprofessional, Eden Prairie High School, effective 6/8/2023

Edwards, ShaKari - Special Education Paraprofessional, Eden Prairie High School, effective 8/3/2023

Egeberg, Gary - Reading Paraprofessional, District Wide, effective 9/22/2023

Fahey, Ellen - Special Education Paraprofessional, Oak Point Elementary, effective 6/8/2023

Kristjanson - Eagle Zone Program Assistant, Cedar Ridge, effective 10/6/2023

Lee, Zachary - Early Childhood Special Education Paraprofessional, Community Education Building, effective 6/8/2023

Oftelie, Susan - Special Education Paraprofessional, Eden Lake Elementary, effective 10/6/2023

Martinez Leal, Andrea - Kindergarten and Special Education Paraprofessional, Eagle Heights Spanish Immersion, effective 10/02/2023

Reimers, Pam- Eagle Zone Special Education Paraprofessional, Community Education Building, effective 9/15/2023

Selvamurugan, Kalpana - Eagle Zone Program Assistant, Forest Hills, effective

Wood, Natalie - Eagle Zone Program Assistant, Prairie View and Oak Point, effective 10/6/2023

PRESCHOOL TEACHERS

TRANSPORTATION

Bernier, Kristin - Bus Driver, Transportation, effective 11/9/2023

Capouch, John - Bus Driver, Transportation, effective 10/9/2023

Fuxa, Thomas - Bus Driver, Transportation, effective 10/6/2023

Yuoh, Deborah - Bus Driver, Transportation, effective 6/8/2023

Board Business

General Consent Agenda

Approval of Payments, all funds, September 2023

Check #418074--418329	\$3,057,453.13
Electronic Disbursements	\$2,395,135.04
TOTAL	\$5,452,588.17

Acknowledgment of Electronic Transfers September 2023

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
03/30/2023	PMA Financial	MNTrust	4.900%	9/29/2023	\$249,789.47
03/30/2023	PMA Financial	MNTrust	4.720%	9/29/2023	\$249,876.54
03/30/2023	PMA Financial	MNTrust	4.720%	9/29/2023	\$249,876.76
04/19/2023	PMA Financial	MNTrust	5.040%	10/18/2023	\$2,050,261.92

**EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Sep-23**

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 1,451,375	\$ 32,349,076	4.49%	4.88%
021-040	TUITION	12,573	130,000	9.67%	15.25%
041-089	FEES & ADMISSIONS	382,897	701,000	54.62%	62.57%
090-199	MISC REVENUE	(136,152)	1,346,000	-10.12%	20.71%
200-399	STATE AID	20,955,236	94,670,982	22.13%	22.24%
400-499	FEDERAL PROGRAMS	6,317,155	6,278,100	100.62%	69.63%
600-649	SALES	50,461	50,000	100.92%	86.29%
		\$ 29,033,544	\$ 135,525,158	21.42%	20.92%
	CAPITAL OUTLAY	222,979	16,842,675	1.32%	0.45%
	STUDENT ACTIVITIES	1,104,251	1,880,000	58.74%	64.56%
	MEDICAL ASSISTANCE	2,858	290,000	0.99%	0.00%
	SCHOLARSHIPS	656	8,500	7.72%	12.54%
Revenue Notes:					

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)					
OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 10,426,186	\$ 88,471,753	11.78%	11.93%
200	BENEFITS	3,193,396	27,975,315	11.42%	12.82%
300	PURCHASED SVCS	2,768,250	11,970,588	23.13%	14.94%
400	SUPPLIES & EQUIPMENT	2,094,780	5,543,781	37.79%	22.20%
800	OTHER EXPENSES	116,667	652,289	17.89%	20.25%
900	TRANSFERS & CONTINGENCY	-	73,644	0.00%	0.00%
		\$ 18,599,278	\$ 134,687,370	13.81%	13.06%
	CAPITAL OUTLAY	6,700,236	18,059,590	37.10%	32.78%
	STUDENT ACTIVITIES	981,919	1,880,000	52.23%	55.30%
	MEDICAL ASSISTANCE	23,135	286,361	8.08%	7.07%
	SCHOLARSHIPS	-	11,000	0.00%	0.00%
Expenditure Notes:					

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota’s high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Eden Prairie School recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Eden Prairie Schools supports the school’s application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

October 23, 2023
Date

Aaron Casper – Board Chair
Board Chair

October 23, 2023
Date

Abby Libsack – Board Clerk
Board Clerk



October 23, 2023

To: Dr. Josh Swanson
From: Business Office
Re: Seek Bids for Eden Prairie High School Remodel

The notice to seek bids is presented by management and begins the process to make deferred maintenance and space usage updates. This project will be to renovate educational spaces within Eden Prairie High School.

The school district has been working with the City of Eden Prairie and the Eden Prairie Chamber of Commerce for the past 2 years to design a joint innovation space that will serve the students of EPHS and the Eden Prairie community. This project will officially build and launch this new space. Additionally, the mechanical systems at Eden Prairie High School were last updated in 1998, with similar systems lasting approximately twenty years before replacement becomes necessary. The district has been able to extend the life of the mechanical equipment through preventive maintenance, however, these systems are now inefficient with replacement parts becoming more difficult to source.

Overall, the renovations will focus on building and expanding student collaborative learning spaces and increasing utilization of existing classrooms. Some office spaces will be displaced and relocated throughout the building. The project will allow for additional natural light, improve mechanical systems, and increase student supervision throughout the building. Approval to seek bids will allow timely development of project specifications and plans to solicit bids from contractors.

Funding for this project will come from long-term facilities maintenance revenue, along with budgeted general and capital funds. This project has been scheduled to begin in June 2024 with completion in November 2024.

Enrollment Report

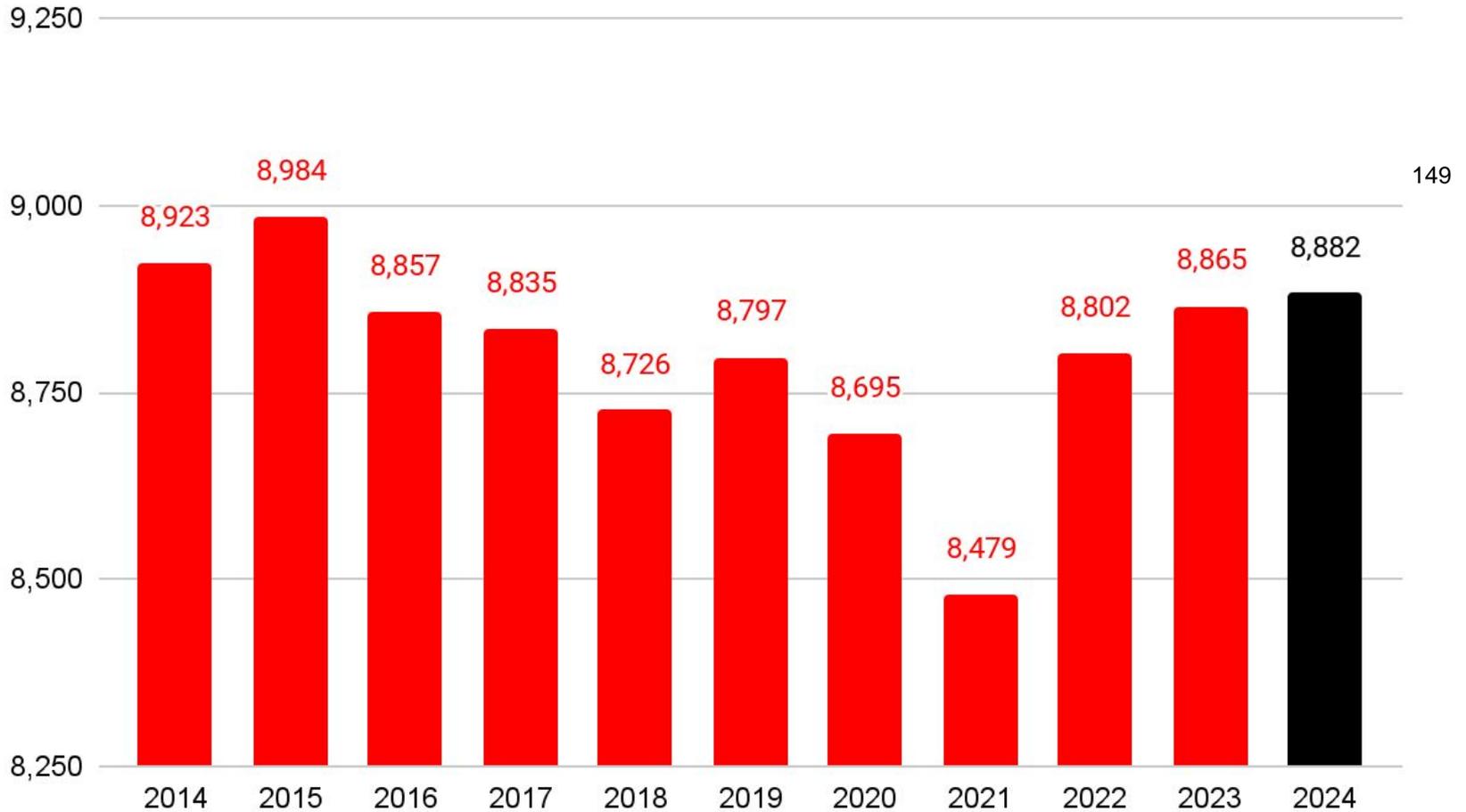
148

October 23, 2023



EDEN PRAIRIE SCHOOLS

Enrollment by Year (K-12)



Data based on official October 1 student count



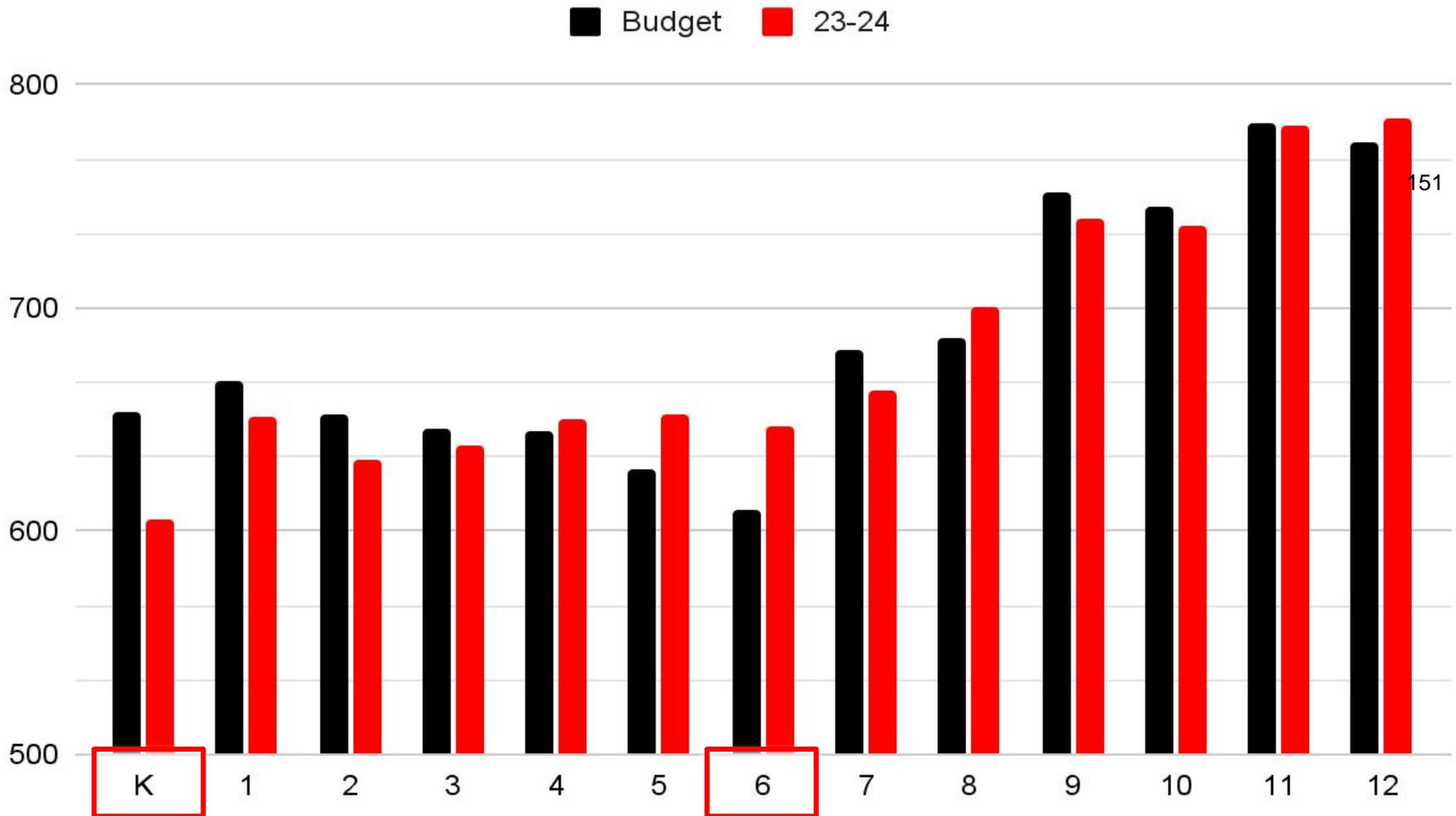
General Enrollment Definitions

1. Enrollment Counts

- Official October 1 Count (Oct 2nd this year)
 - Establishes all funding for the year
 - Categorical funding is based on Oct 1, Gen Ed aid on student daily membership for the year
- Changing enrollment throughout the Year
 - Enrollment changes everyday - Funding is adjusted
- EPO enrollment is currently at 491 FT and 181 PT

150

Enrollment by Grade (Compared to Budget)



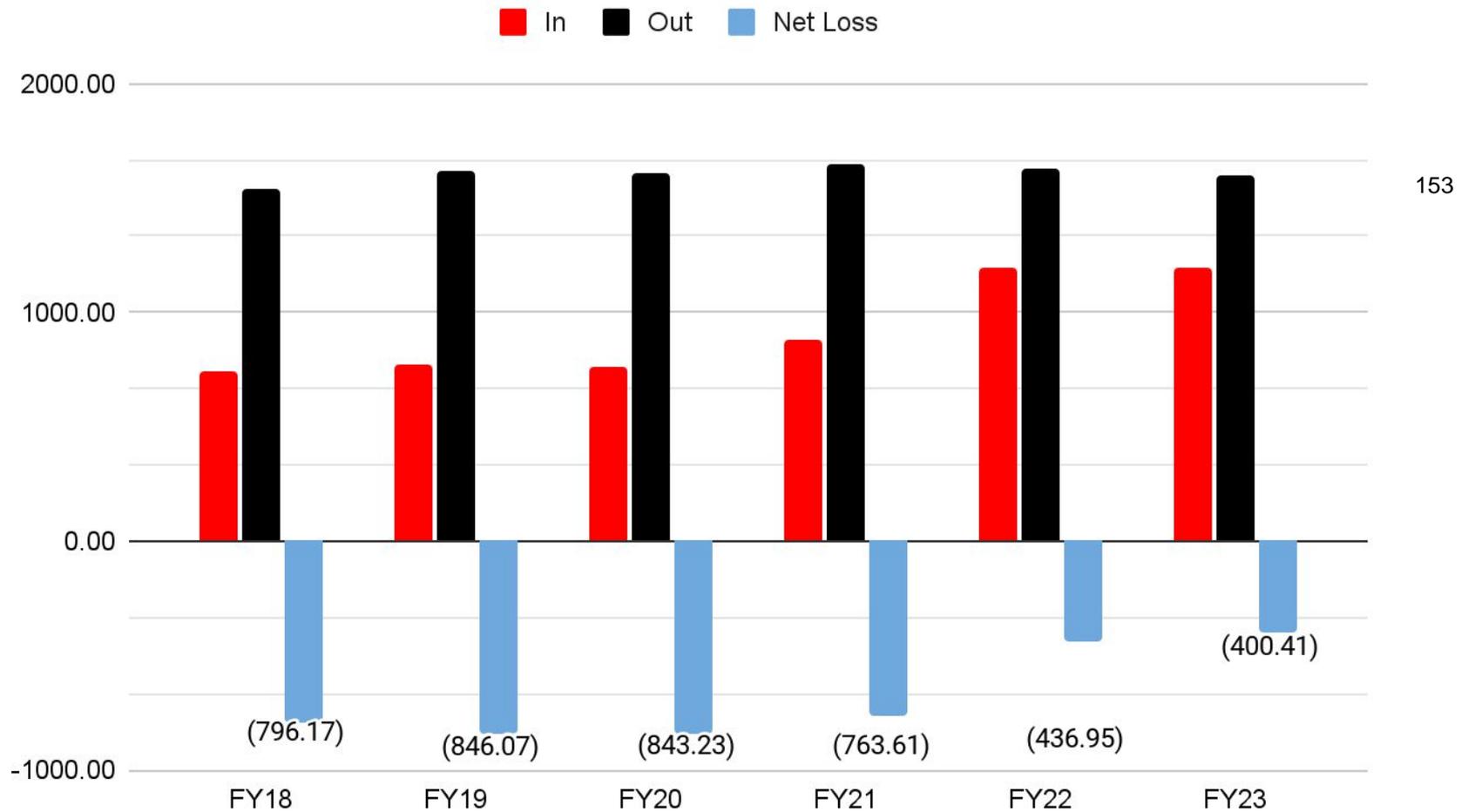
Data based on official October 1 student count



Budget vs Actual Projection

Building	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Cedar Ridge	2	2	5	-7	6	5								13
Forest Hills	-7	8	-1	4	-2	8								152 10
Eden Lake	-20	-10	-10	-2	-4	-9								-55
Oak Point	-26	-12	3	-1	5	1								-30
Prairie View	2	-6	-5	-6	-8	10								-13
Eagle Heights	-2	1	6	3	2	0								10
EP Online	3	1	-18	1	6	9	-5	-1	5	-15	-15	-15	4	-40
CMS							42	-17	8					33
EPHS										3	7	14	7	31
Total	-48	-16	-20	-8	5	24	37	-18	13	-12	-8	-1	11	-41

Open Enrollment History



New Open Enrollments (OE)

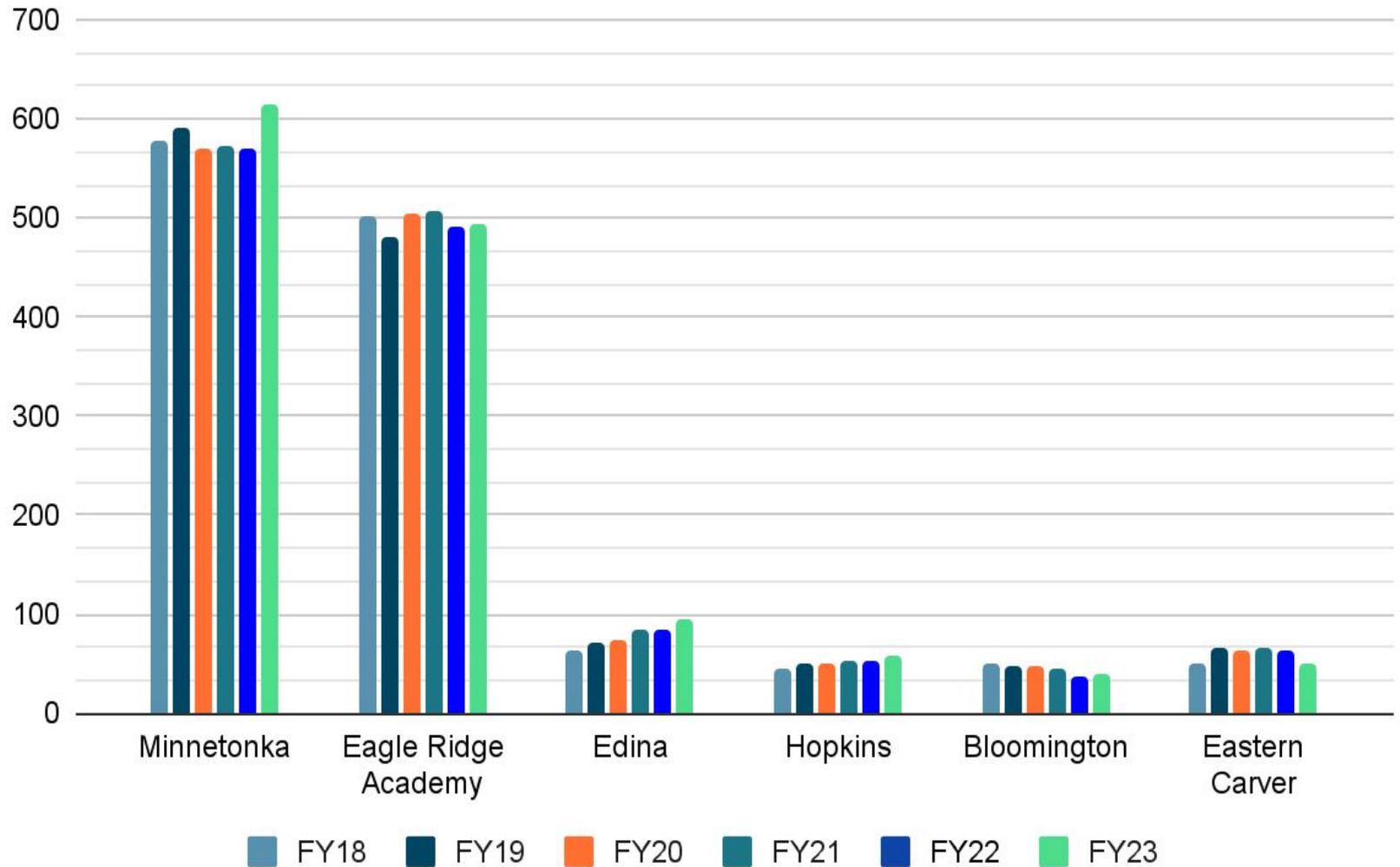
Incoming vs Outgoing OE	2022-23	2023-24	Variance
Total Incoming OE	207	309	+102
EPO Incoming OE	74	164	+90
Non EPO Incoming OE	133	145	+12
Total Outgoing OE	163	114	-49
Total Outgoing Kindergarten	64	42	-22

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Residents Served Elsewhere





Takeaways

Enrollment is at a 9-year high

Enrollment is stable, which helps us fulfill our mission and our promises to the community 156

Our recruitment and retention efforts show increased effectiveness (48% decrease in net loss over two years)

Kindergarten numbers were under from projections

Overall, our projections were strong, which helps us budget more accurately



Next steps – Enrollment

Review kindergarten data to determine where students went or if they just did not materialize

Explore trends in delayed school entry (skipping kindergarten and starting school in first grade)

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Review withdrawal data to determine reasons why students are leaving (transferring districts, moving out of state, homeschooling, etc.)

Continue work to systematize entrance and exit surveys

Revamped kindergarten events, updated EPO market research, and virtual school tours to support enrollment

Next Steps – Budget

- Long-Range Financial Projection (November 13)
 - Updating for 2023 legislative session and Fall 23 enrollment
- 2023-24 Mid-Year Budget Update (January 22)
 - Analyze revenue impact
 - Re-balance the budget
- 2024-25 Enrollment Projection & Beyond (January 22)
 - Trends/Cohort Survival Rate
- Long-Range Financial Projection (January 8)
 - 5-Year Forecast

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Thank you!

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2022-2023

World's Best Workforce / Achievement & Integration

160



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World's Best Workforce Goals

All children are ready for school.

All third graders can read at grade level.

All racial and economic achievement gaps between students are closed.

161

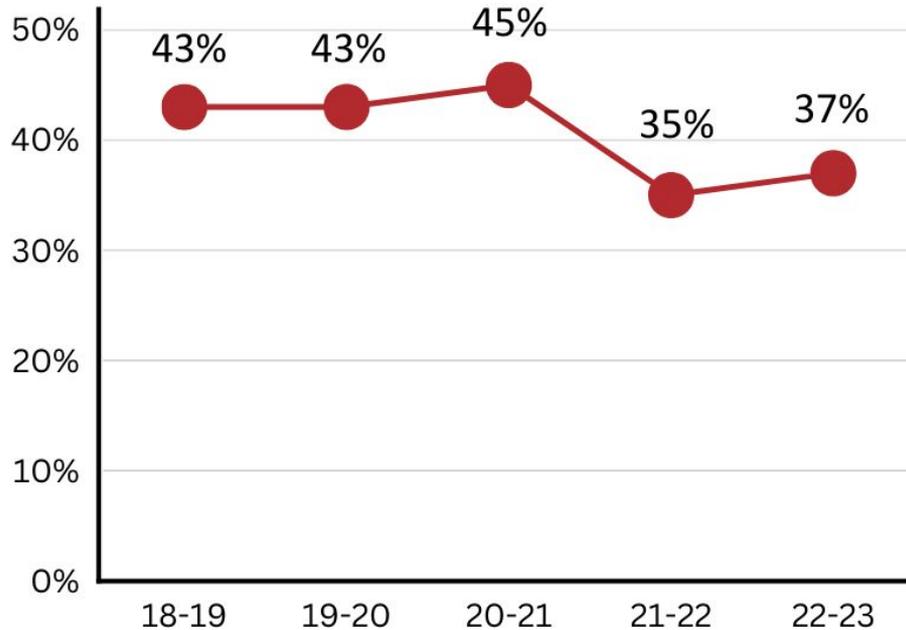
All students are ready for career and college.

All students graduate from high school.



All children are ready for school.

Goal: 37% of five-year-old kindergarten students will be previously served in Little Eagles.



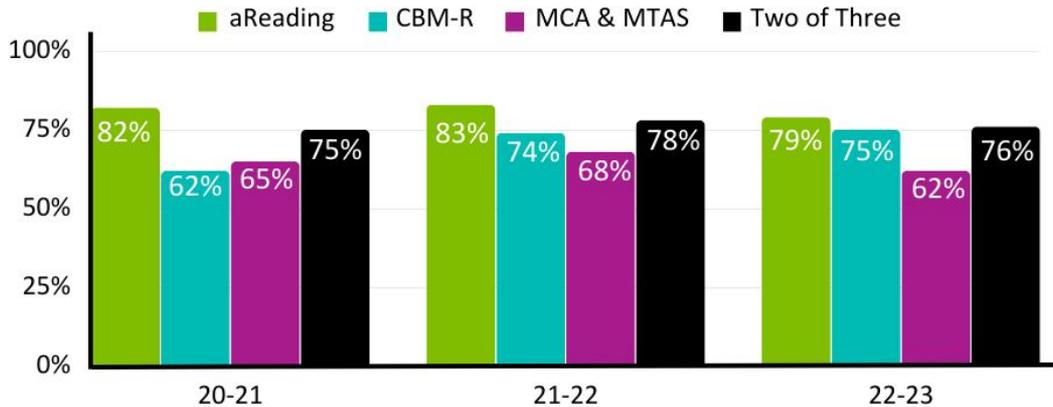


All third graders can read at grade level.

Goal: 80% of 3rd graders will meet the standards in least two of three reading assessments.



163





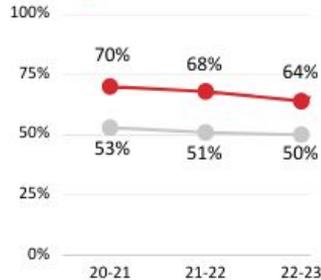
All racial and economic achievement gaps between students are closed.

Goal 1 of 2: On the MCA & MTAS assessments for grades 3-12

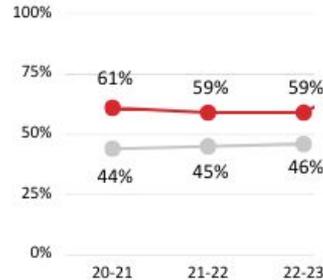
- *76% of students will be at or above proficiency in reading*
- *73% of students will be at or above proficiency in math*
- *67% of students will be at or above proficiency in science*

Overall

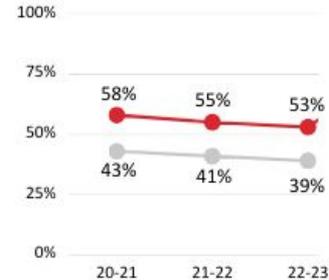
Reading



Math



Science



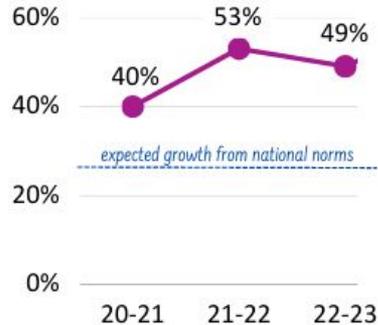


All racial and economic achievement gaps between students are closed.

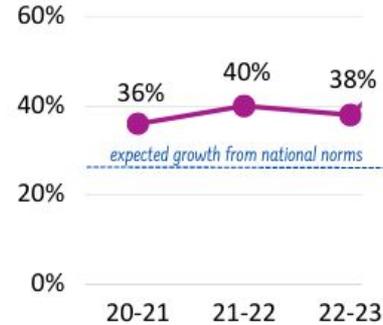
Goal 2 of 2: Of K-5 students who are below benchmark

- *42% of students below grade level will achieve aggressive growth in reading*
- *38% of students below grade level will achieve aggressive growth in math*

Reading



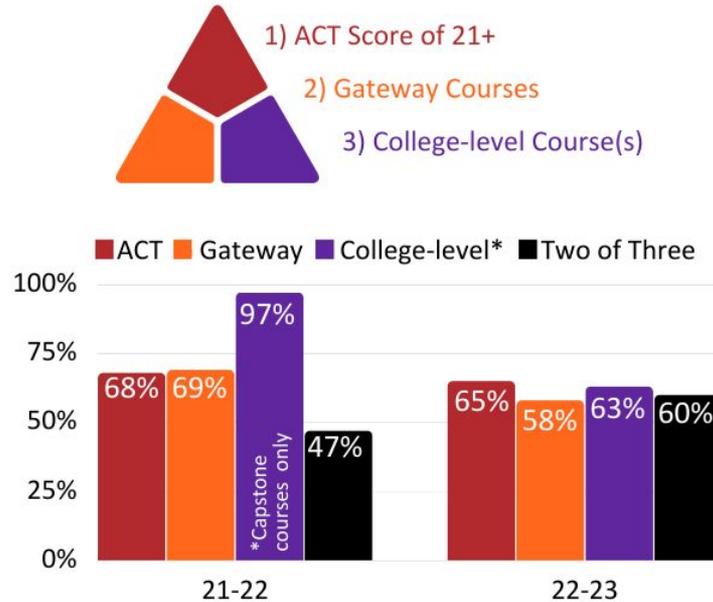
Math





All students are ready for career and college.

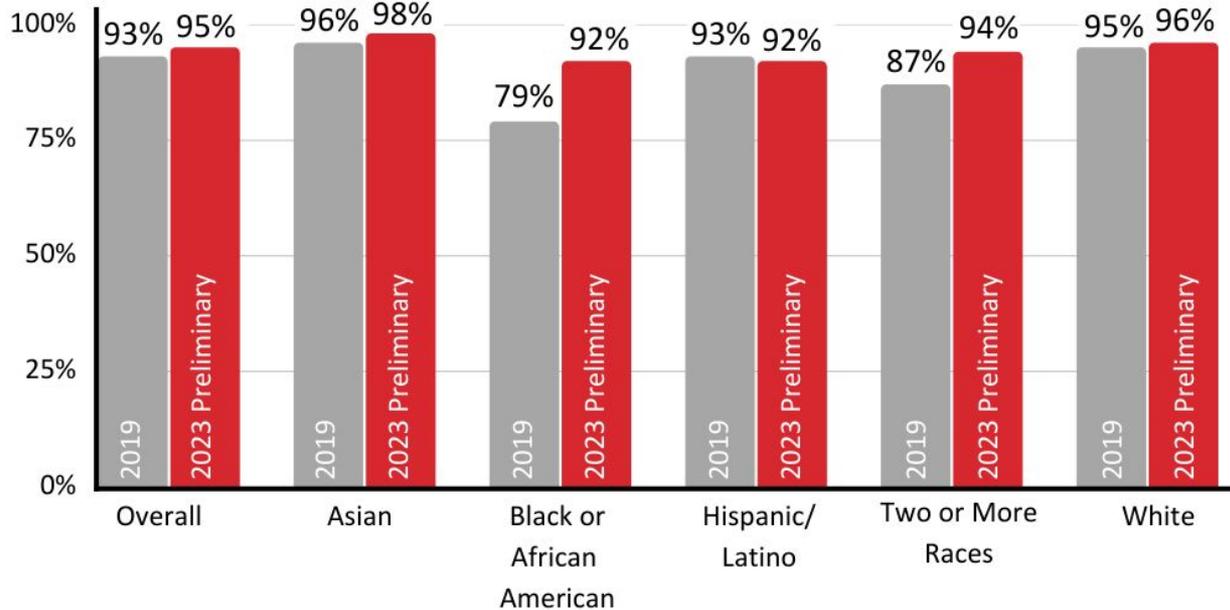
Goal: 65% of 12th grade students met two of three criteria for college and career readiness.





All students graduate from high school.

Goal: 95% of EPHS students will graduate in 4 years.





**Eden Prairie School Board
Board Development Committee Meeting Minutes
Saturday, September 21, 2023
Caribou near Kowalski's Eden Prairie, MN**

Charter per Board Policy GP 4.8.3: This committee will ensure ongoing School Board development and oversee self-monitoring of the School Board's performance related to Governance Process and Board-Management Delegation policies.

**BDC Members Present: Dennis Stubbs, Abby Libsack and CJ Strehl
Meeting Convened at 8:30 a.m.**

We have been working to design education/information for the board to help with issues that have been and will likely continue impacting the students/staff in our district.

We discussed an approach to the Screen time and Mental Health Concerns of students and staff:

We are looking to provide the board with information to understand and evaluate the following:

Screen Time:

Problem: Excessive/non-intentional screen time disrupts the social and emotion development of our children and can lead to negative outcomes including: impulsive behavior, classroom disruptions, depression, loneliness, addiction, and non-educational usage (i.e. games) during the school day. All these factors can negatively impact our ENDS goals.

Problem: Technology user friendliness will become even more prevalent with the rise of AI/AR/VR and the growth of on-line schools, resulting in increased screen disintermediation of social development and relationships due to un-intentional digital exposure.

Question:

Has the risk/reward trade-offs of screen time usage been fully evaluated, considering intentional design and measurement of student screen time usage and social interactions to maximize social/emotional development balanced with the need for educational usage....

Statement: The school board believes this is an important area of concern today, and will increasingly be an area of concern/opportunity over the next decade as technology becomes more imbedded in our lives. We believe the school districts that are proactive and intentional in this area will thrive.

As we explore this topic together, we should evaluate it from a position of policy. We believe it is time to assist the administration with a clear policy intention around this area:

The intention of the policy is to encourage the district:

The superintendent will ensure a balanced and intentional use of human and computer-based classroom interfaces to: optimize student educational outcomes, provide parental transparency/choice over individual digital usage, minimize non-educational use of district devices, support relationship and communication development in students and staff, and support student well-being and mental health.

A draft policy consideration:

2.0 Treatment of students: The superintendent shall not:

Allow unbalanced, unmonitored, and unintentional use of computer-based interfaces. Further, the superintendent shall not allow an environment where student screen time is not measured and available to teachers and parents.

Strategic Alignment:

- Educational Outcomes
- Student and Staff Well-being

How to Support Board/Admin consideration of this policy:

- Provide board with extensive consolidated research on topic (Email Packet of research)
- Presentation by Administration on existing policies, procedures, and measurement of risks/rewards to allow existing efforts to align with policy including what metrics they can provide to the board currently and potentially in the future
- External Speaker to provide additional info/expert advice
- Referral to Policy committee to tweak language to align with E.L language
- Vote to approve/not approve the policy based upon the above

What we need today:

- Board approval to bring in an expert speaker (budget)
- Plot a date /inclusion in work plan for policy consideration in January.
- Instruct admin to provide support
- Referral of policy definition to Policy committee to align with E.L language standards and whether END 1.6 digital citizenship should be re-aligned with new policy.



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Mental Health:

Continuing to understand current supports and alignment with an external speaker to educate the board on student concerns.



**Eden Prairie School Board
Board Development Committee Meeting Minutes
Saturday, October 12, 2023
ASC, Rice Lake Meeting Room, Eden Prairie, MN**

Charter per Board Policy GP 4.8.3: This committee will ensure ongoing School Board development and oversee self-monitoring of the School Board's performance related to Governance Process and Board-Management Delegation policies.

**BDC Members Present: Charles Strehl, Dennis Stubbs, Abby Libsack, Robb Virgin, Nick Kramer, and Alex Townsend
Meeting Convened at 4:00 p.m.**

The committee provided an overview of what we are doing to bring information to the board around the topic of screen time. The district provided an overview of how they have been implementing intentional professional development and share a white paper on the topic.

We discussed how the district is not measuring the time spent on devices and that there are state statutes that protect district surveillance of student technology interaction. It is unclear exactly what is allowed/not allowed (keystrokes/websites= clearly no, time on devices, aggregated data not at student level- TBD?)

The group had a significant observation as we were discussing the intentional effort made for EPO to have students build bonds, connections, and interactions even though they are full online. Nick commented that it is a special focus and is different than “brick and mortar” because it is a given that these interactions happen in the physical school. The team had a significant discussion around why it is “given” and whether it is actually “given” that these interactions will/would be protected in the future as technology becomes better and more ubiquitous in our lives. This discussion seemed to create a lot of additional questions and concerns for all in the room (examples included the benefits of VR/AR and digital assistants from efficiency and effectiveness towards the ENDS, but that they would have potential negative side effects as well of loss of human-human interaction).

There was discussion on how the district measures the intentional focus on student-to-student interfaces...and no conclusion was made on how this would be consistently applied across the district. Director Stubbs shared a story of a parent that switched schools in district because they “believed” the other elementary school had more interaction/less screen time. The team found this surprising as we wouldn’t expect variances across schools.



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Inspiring each student every day

Next Steps:

We agreed to meet again now that we have level set the discussion. Our hope is that the next meeting can focus on further diving into how we can protect human-human interactions. Additionally, we will be discussing a possible speaker and what the district would like to include in a potential board discussion.

Meeting adjourned: 5:07pm



**Eden Prairie School Board
Community Linkage Committee Meeting Minutes
Jerry's Foods-Store Cafe, Eden Prairie, MN
Saturday, October 14, 2023**

Charter per Board Policy GP 4.8.1: This committee will facilitate multiple methods of School Board communication with owners that provide input and inform the School Board of ownership values as they relate to School Board policies, as well as provide valuable information to owners.

**CLC Members Present: Steve Bartz, Dennis Stubbs, and Abby Libsack
Convened at 7:00 a.m.**

Agenda:

- A. Inspiring News
 - a. Discussion of upcoming (January) article. Director Ross will be creating an outline and collaborating on this article.

- B. Measuring What Matters- upcoming topics
 - a. Graduation Rates
 - b. 3rd Grade Reading Metrics

- C. Board Events Tracker
 - a. Committee members will independently research some upcoming athletic, arts and/or community events to put into the spreadsheet

Meeting ended at 7:55am

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
“Proposed” Changes
October 23, 2023

Date of Meeting/Workshop	Changes Requested
Monday, October 23, 2023	
Monday, November 13, 2023 – <i>Workshop</i>	
Monday, November 27, 2023	
Monday, December 11, 2023	
Monday, January 8, 2024 – <i>Annual Organizational Mtg and Workshop</i>	
Monday, January 22, 2024	
Monday, February 12, 2024 – <i>Workshop</i>	
Monday, February 26, 2024	
Monday, March 11, 2024 – <i>Workshop</i>	
Monday, March 25, 2024	
Monday, April 8, 2024 - <i>Workshop</i>	
Monday, April 22, 2024	
Monday, May 13, 2024	
Tuesday, May 28, 2024	
Placeholder – General Board Work	
Placeholder – Policy Review	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<p>****2023****</p> <p>Board Meeting Mon, Jul 24, 2023 7:30 AM</p>				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) 		175
Joint Meeting: Eden Prairie City Council & Eden Prairie School Board Tuesday, August 15, 2023 5:00 PM, City Center							
<p>Board Meeting Mon, Aug 28, 2023 6:00 PM</p>	<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	2023-24 School Site Visits	Monthly Reports		
<p>Post Meeting Board Workshop Mon, Aug 28, 2023</p>							School Board Mtg. Self-Assessment
<p>Board Brief Business Meeting Mon, Sep 11, 2023 6:00 PM</p>		Closed Session: Purchase or Sale of Property (MN Stat.13D.05, Subd 3(c))			Consent Agenda Items		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Sep 11, 2023 6:45 PM							176 •ADMIN Proposals for FY 2023-24 Workshops •NEW Policy Development Discussion (Ends & EL Policies) •Digital Citizenship Discussion •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 •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 		<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 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •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 						177
Post Meeting Board Workshop Mon, Sep 25, 2023							School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 9, 2023 6:00 PM							<ul style="list-style-type: none"> •Discuss January Topics for Inspiring News •Administration: Setting Stage for FY 2024-25 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Discussion—Community Linkage/Listen & Learn—Theme & Location of Event

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							¹⁷⁸ •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 •GP 4.9 Governance Investment 		<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 	
Post Meeting Board Workshop Mon, Oct 23, 2023							<ul style="list-style-type: none"> •School Board Mtg. Self-Assessment
Board Workshop Mon, Nov 13, 2023 6:00 PM							<ul style="list-style-type: none"> •Community Linkage: - DRAFT - inspiring News Topic •PBIS: Culture, Climate & Sense of Belonging

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							179 <ul style="list-style-type: none"> • 5-Year Financial Projections: Revenue & Expense • 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	<ul style="list-style-type: none"> • Record of Board Self-Evaluation 	<i>Draft:</i> Topic for January 2024 Inspiring News Topic	Monthly Reports	FY 2022-23 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 27, 2023							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 11, 2023 6:00 PM	<ul style="list-style-type: none"> • EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint 		<ul style="list-style-type: none"> • Approval of Final FY 2024-25 Levy • Approval of School Board Mid-Year Treasurer’s Report • <u>Closed Session:</u> Review of FY 2022-23 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 • Record of Board Self-Evaluation 	Final Approval for January 2024 Inspiring News Article	Monthly Reports	<ul style="list-style-type: none"> • Truth in Taxation Hearing Planning and Budgeting 	
Post Meeting Board Workshop Mon, Dec 11, 2023							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment

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

<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) 		180
<p>Board Workshop Mon, Jan 8, 2024 6:30 PM Convene following the Annual Organizational Meeting</p>						<ul style="list-style-type: none"> • 2024 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast • Legislative Impacts to Financial and Program Stability 	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							181 • 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 •Artificial Intelligence Working Group Report •Agenda Items: Walk-through School Board Agenda •Sample Agenda & Discussion of Agenda Elements

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<div style="text-align: right; font-size: small; margin-bottom: 5px;">182</div> <ul style="list-style-type: none"> Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline 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

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, 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 		183
Post Meeting Board Workshop Mon, Mar 25, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 8, 2024 6:00 PM							<ul style="list-style-type: none"> • Academic Vision Process & Planning • 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

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							¹⁸⁴ Process for Monitoring and Changes in Policy) <ul style="list-style-type: none"> • New Policy Introductions • Inspiring News/MWM Discussion • 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	<ul style="list-style-type: none"> • Monthly Reports 	Crisis Management: Legislation Impacts	
Post Meeting Board Workshop Mon, Apr 22, 2024							School Board Meeting Self-Assessment
Board Workshop							Retreat/Training Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<i>Training/Retreat</i> Date/Time/Location TBD							185
Board Workshop Mon, May 13, 2024 6:00 PM							Confirm agenda for next Board Workshop
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 		
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 (2023-2024)</i> •Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, 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 •Approval of FY 2024-25 School Meal Prices •Record of Board Self-Evaluation 	Identify Topic for Inspiring News for September 2024	<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 • MSHSL Resolution for Membership 		186
Post Meeting Board Workshop Mon, Jun 24, 2024							<ul style="list-style-type: none"> •School Board Meeting Self-Assessment