Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline: July 2025 to June 2026

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 2025
Evidence: October 2026

Operational Interpretation

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools and for whom data exists. *Each* also indicates that achievement disparities will not be predictable *between* racial groups and *within* service student groups.
2. I interpret *21st century skills* as the 4Cs of collaboration, communication, creativity, and critical thinking. These skills are incorporated into instruction at all levels.
3. I interpret *succeeding in the global economy* to mean demonstrating self-direction and personal motivation.

Justification

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on each learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations and these expectations are not impacted by racial, socio-economic, or service groups defined by the Minnesota Department of Education.

Each Student Has 21st Century Skills
An integration of 21st century skills into daily learning experiences will guarantee and enhance high levels of learning in academic core content areas. The integration of 21st century skills and content areas increases academic achievement by engaging students in authentic experiences which replicate the skills they will encounter beyond their years in school. These experiences are designed to create transferable skills, preparing students to contribute purposefully to our ever-changing world. Furthermore, incorporating student voice when setting goals helps to empower learners, increase their engagement and motivation, and create a sense of ownership and investment in their education.

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

Collaboration
Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through the shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.

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

Creativity
Students will be able to think creatively and develop new, worthwhile ideas. Learners will work creatively with others as they develop, implement, and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

Critical Thinking

Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.

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

Citations:

- Partnership for 21st Century Learning. (n.d.) *Homepage.* http://www.p21.org/
- EdLeader21. (n.d.). *Homepage.* http://www.edleader21.com/
- International Society for Technology in Education (ISTE). (n.d.). *ISTE standards for students: Essential elements of digital citizenship*. https://www.iste.org/standards/iste-standards-for-students

Measurement Plan

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

4Cs Proficiency Assessed through Proficiency Scales

Student proficiency of the 4Cs is measured through performance assessments embedded into content area assessments and evaluated using grade-banded proficiency scales. Proficiency scales have two key elements: (1) an essential learning target, and (2) supporting targets which are the knowledge, skills, and behaviors that demonstrate progress toward that target. Supporting targets are not a checklist of required skills, but rather descriptors that help clarify what proficiency looks like. Proficiency scales are designed to yield a single overall proficiency level based on a student's demonstration of the essential learning target. Teachers utilize proficiency scales to measure 21st century skills defined within the categories of critical thinking, communication, collaboration, and creativity.

Eden Prairie's Proficiency Scales:

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

4Cs Assessed through Student Self-Assessment

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

Targets

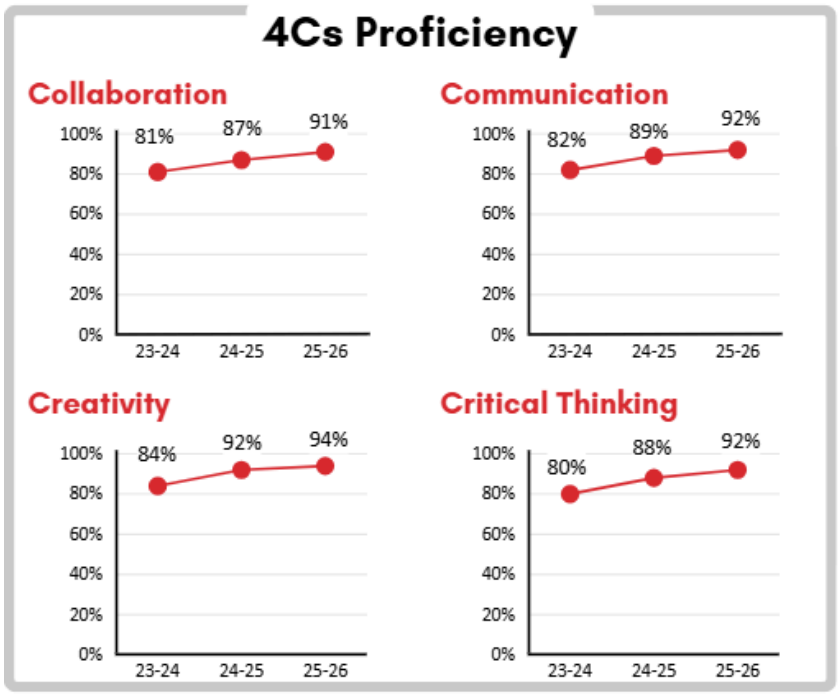
4Cs Proficiency: Targets for 2025-2026

- 80% of students will be proficient in the area of collaboration
- 80% of students will be proficient in the area of communication
- 80% of students will be proficient in the area of creativity
- 80% of students will be proficient in the area of critical thinking

4Cs Assessed through Student Self-Assessment: Targets for 2025-2026

- Students in Capstone courses will increase their self-assessment on the 4Cs by 5 percentage points from the beginning of the course to the end of the course

Evidence



4Cs Proficiency			
	23-24	**24-25**	**25-26**
Overall Collaboration	81%	87%	91%
Overall Communication	82%	89%	92%
Overall Creativity	84%	92%	94%
Overall Critical Thinking	80%	88%	92%

Student Proficiency in Collaboration by Student Group															
	Overall			**Non-ML & Non-SpEd**			**ML**			**SpEd**			**FRP**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
Overall	81%	87%	91%	86%	91%	94%	65%	77%	83%	54%	63%	73%	70%	78%	84%
Asian	90%	93%	95%	94%	97%	97%	74%	85%	90%	54%	53%	68%	81%	86%	95%
Black or Afr. Am.	66%	76%	83%	73%	82%	88%	53%	68%	79%	36%	49%	58%	64%	75%	82%
Hispanic/Latino	77%	85%	89%	84%	90%	92%	72%	84%	87%	55%	63%	76%	75%	83%	87%
Two or more races	80%	85%	90%	85%	90%	94%	83%	65%	81%	59%	65%	74%	69%	75%	80%
White	85%	90%	93%	89%	93%	95%	63%	78%	78%	60%	72%	80%	76%	80%	87%

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.

Student Proficiency in Communication by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	82%	89%	92%	87%	93%	95%	64%	75%	84%	58%	67%	75%	71%	79%	86%
Asian	88%	93%	95%	93%	97%	97%	73%	82%	89%	58%	56%	78%	76%	88%	93%
Black or African American	70%	78%	84%	76%	85%	89%	57%	69%	81%	45%	49%	59%	68%	76%	84%
Hispanic/Latino	76%	84%	90%	86%	91%	94%	64%	77%	86%	55%	62%	75%	72%	80%	88%
Two or more races	81%	89%	90%	85%	92%	93%	92%	62%	88%	60%	75%	74%	71%	81%	81%
White	87%	93%	95%	90%	95%	97%	68%	79%	87%	65%	77%	83%	76%	83%	90%

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.

Student Proficiency in Creativity by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	84%	92%	94%	88%	95%	96%	70%	85%	90%	65%	76%	82%	75%	86%	91%
Asian	89%	95%	97%	93%	98%	98%	76%	91%	91%	65%	65%	84%	80%	92%	96%
Black or Afr. Am.	72%	84%	89%	77%	90%	93%	61%	79%	87%	52%	59%	71%	70%	83%	89%
Hispanic/Latino	81%	91%	94%	87%	95%	96%	76%	90%	93%	66%	76%	86%	78%	89%	94%
Two or more races	83%	92%	95%	86%	96%	97%	83%	68%	88%	70%	76%	82%	73%	86%	88%
White	88%	95%	96%	90%	96%	97%	75%	87%	95%	70%	85%	87%	81%	86%	94%

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.

Student Proficiency in Critical Thinking by Student Group

	Overall			Non-ML & Non-SpEd			ML			SpEd			FRP		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	80%	88%	92%	86%	93%	95%	61%	75%	84%	56%	64%	75%	69%	78%	86%
Asian	88%	93%	96%	92%	97%	98%	68%	85%	89%	58%	64%	76%	78%	89%	96%
Black or Afr. Am.	65%	76%	84%	73%	84%	90%	52%	67%	81%	35%	41%	58%	63%	74%	84%
Hispanic/Latino	75%	84%	89%	85%	91%	93%	64%	79%	84%	53%	61%	75%	72%	80%	87%
Two or more races	79%	87%	91%	84%	92%	93%	83%	67%	81%	57%	67%	79%	70%	77%	83%
White	85%	92%	95%	88%	95%	96%	66%	76%	90%	65%	77%	83%	76%	81%	92%

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.

Capstone Student 4Cs Proficiency

	25-26	
	Beginning of Course	End of Course
4Cs Average	68.70%	83.70%

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