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.

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

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

Monitoring Timeline:
July 2022 to June 2023

Policy Quadrant: Ends Policy

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

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.

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 Schools
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work - Ends Policy Monitoring
Ends 1.5 for 2022-2023

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.

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

Eden Prairie Schools
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work - Ends Policy Monitoring
Ends 1.5 for 2022-2023
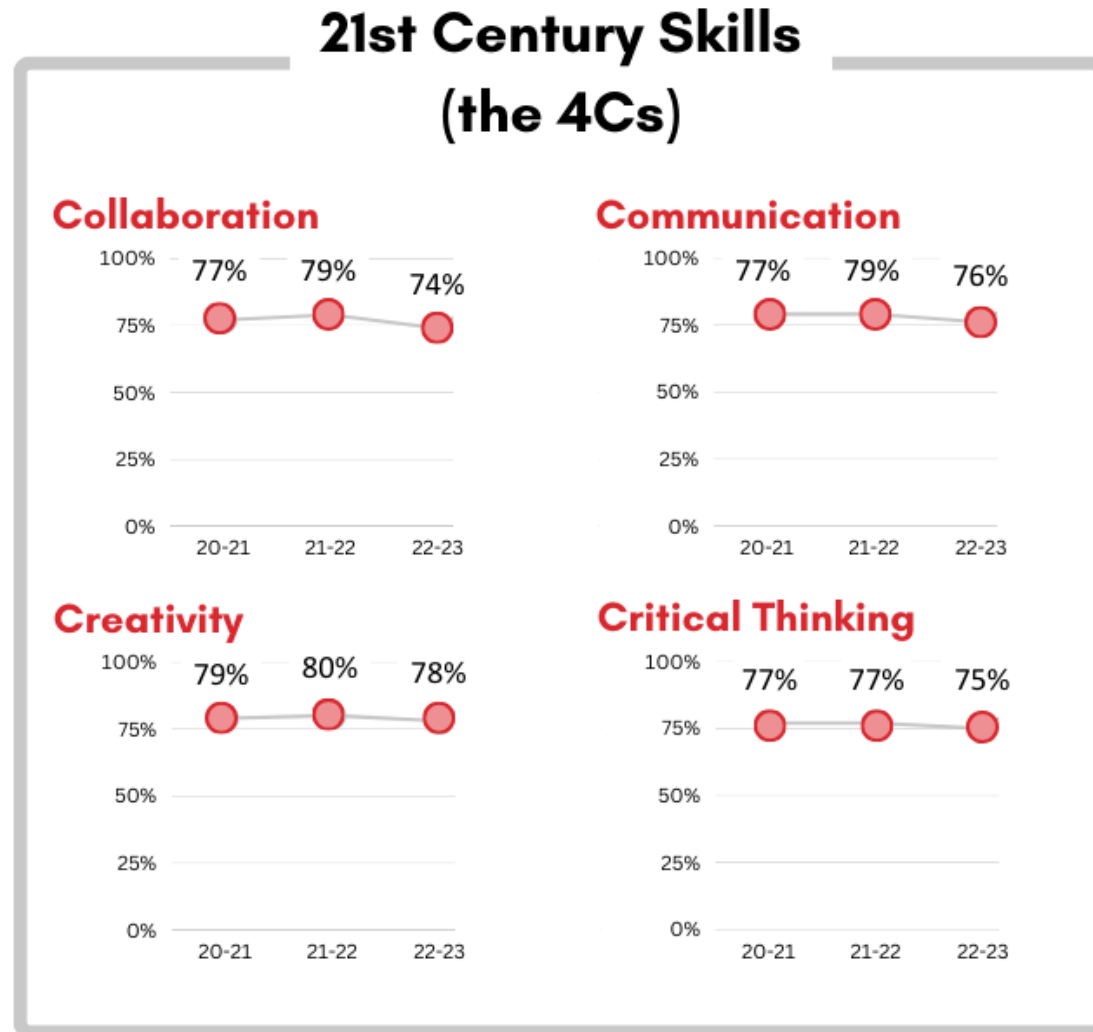
Collaboration - Proficiency by Grade Bands			
	20-21	**21-22**	**22-23**
All Grades	**77%**	**79%**	**74%**
Early Childhood	92%	83%	84%
Early Elementary	60%	61%	50%
Upper Elementary	73%	73%	66%
Middle	89%	89%	87%
High	85%	84%	83%

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%

Eden Prairie Schools
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work - Ends Policy Monitoring
Ends 1.5 for 2022-2023

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 Creativityby 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