

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

Ends 1.3 1.6 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

1.3 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** exist between racial and service student groups.
2. I interpret the knowledge that citizens and residents need to contribute positively to society as an understanding of civics as defined by the Minnesota Learning Law and Democracy Foundation in partnership with the United States citizenship and immigration services.
3. I interpret to contribute positively to society to mean within the 21st Century demonstrating, self-direction and personal motivation, responsible/respectful behavior, and digital citizenship.

Justification:

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

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. 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 local, national, and global community. Daily interactions among students should be characterized as respectful for one another regardless of ethnicity, race, gender, political or social philosophies, and/or other characteristics and opinions. The system implementation of Positive Behavior Interventions & Supports paradigm provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.

Personal goal setting increases motivation and self-direction, and these attributes are important for citizens to contribute positively to society. Self-directed students continuously self-monitor and seek more challenging ways to meet the goals they have set for themselves. Self-directed students also work with increasing independence as they explore and compare their own experiences and perspectives with those of others. These students are able to define, prioritize, and complete tasks without direct oversight.

Citations:

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

Measurement Plan:

I. Description of the Measurement Tools

Civics: Assessed by the MN Civics Test

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

Results will include the demographic breakdown by racial and service student groups.

Responsible and Respectful Behavior: Assessed by the Panorama Perception Survey

The Panorama Education Student Survey is a survey instrument focused on measuring student perceptions of teaching and learning. Panorama Student Surveys were initially developed by a team of researchers at the Harvard Graduate School of Education using research-based survey design processes that maximize validity and minimize error. National norms, which were derived from 3,000+ schools and 2,000,000+ students, are provided by Panorama Education for each topic and are reported in terms of “percentage of students who responded favorably” to the questions within a topic.

Results will include the demographic breakdown by racial and service student groups.

Digital Citizenship: Assessed by the 4Cs Proficiency Scales

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

Eden Prairie's 4Cs Proficiency Scales:

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

Results will include the demographic breakdown by racial and service student groups.

Self-Direction and Personal Motivation: Assessed by tracking personal academic and social emotional goals set by students

Results will include the demographic breakdown by racial and service student groups.

Attendance Rate: Assessed by daily attendance

Results will include the demographic breakdown by racial and service student groups.

II. Targets

Civics: Target for ~~2020-2021~~ 2021-2022

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

Responsible and Respectful Behavior: Target for ~~2020-2021~~ 2021-2022

- K-5 Target:
 - 70% of students will receive a Proficient score on the end of the year report card for respectful behavior
 - 71% of students will receive a Proficient score on the end of the year report card for responsible behavior
- 6-12:
 - ~~54%~~ 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior
 - ~~57%~~ 60% of students will respond favorably on Panorama student survey question focused on responsible behavior

Digital Citizenship: Target for ~~2020-2021~~ 2021-2022

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

Self-Direction and Personal Motivation: Target for ~~2020-2021~~ 2021-2022

- 90% of students in grades 4-12 set personal academic and social emotional goals.
- Results will include the demographic breakdown by racial and service student groups.

Attendance Rate: Target for ~~2020-2021~~ 2021-2022

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

Evidence:

Civics:

Responsible and Respectful Behavior:

Digital Citizenship:

Self-Direction and Personal Motivation:

Attendance Rate:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments