Eden Prairie Schools Ends Monitoring 2019-2020

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

Date of Operational Interpretation Monitoring: June 24, 2019
Date of Evidence Monitoring: October 26, 2020
Assertion of Expected Progress by the Superintendent:
The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.3,"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

October 13, 2020

Eden Prairie School District 272
Ends Policy Monitoring Report

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

Monitoring Timeline:
July 2019 to June 2020

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 24, 2019
Evidence: October 2020

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

<u>Operational Interpretation:</u>

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 exist between racial and service student groups. 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.
2. 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.

<u>Justification:</u>

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:

Civics and Citizenship
1.3a: MN Civics Test
- Target for 2019-2020: 95% of 11th and 12th grade students will receive a passing grade (at least 60%) on the Minnesota Civics test.

1.3b: Credit Bearing Grade in US Government Course
- Target for 2019-2020: 95% of 11th and 12th grade students will receive a credit bearing grade (D or above) in US Government and Politics or Advanced Placement US Government.

1.3c: Self-Direction and Personal Motivation - Students set personal academic and social-emotional goals.
- Target for 2019-2020: 90% of students in grades 4-12 will set personal academic and social-emotional goals.

Responsible/Respectful Behavior
1.3d: Digital Citizenship
- Target for 2019-2020: The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area Digital Citizenship will increase by 2%.
  - Given that Digital Citizenship is embedded in each of the 4Cs (Communication, Collaboration, Creativity, Critical Thinking), the Digital Citizenship metric is an aggregate of all the 4Cs and is measured on the same scale as the 4Cs.
  - Measurement scale for EC-12 grade student performance in the area of Digital Citizenship:
    - Level 1 describes student performance that requires significant support in reaching basic proficiency.
    - Level 2 describe student performance that is approaching proficiency.
    - Level 3 describes a proficient level of student performance.
    - Level 4 describe student performance that is exemplary and exceeds proficiency.

1.3e: Respect and Responsibility
- K-5: Baseline data will be collected for K-5 students from the end of year report card that measures respectful behavior and responsible behavior.
  - K-5 data is *teacher attributed*
  - Report card strands:
    - (Respect) Personal Management – Respectful Behavior
    - (Responsibility) Personal Management – Responsibility
- 6-12: Baseline data will be collected from 6-12 students using the Panorama student survey focused on respectful behavior and responsible behavior.
  - 6-12 data is *student perception*
  - Survey questions used:
    - (Respect) In this class, how much does the behavior of other students hurt or help your learning?
    - (Responsibility) In this class, how eager are you to participate?
    - (Responsibility) How excited are you about going to this class?

1.3f: Attendance Rate
- Target for 2019-2020: The attendance rate will be 95% or above for all schools.

Evidence:

Table 1.3a: Percentage of 11th and 12th grade students earning 60% or higher on the Minnesota Civics Test

	2017-2018	2018-2019	2019-2020	2019-2020 Target	Target Met
60% or Higher	97.5%	97.4%	100.0%	95.0%	yes

Table 1.3b: Percentage of 11th and 12th grade students receiving credit bearing grade in US government course

	2017-2018	2018-2019	2019-2020	2019-2020 Target	Target Met
Credit Bearing Grade	98.1%	98.0%	100.0%	95.0%	yes

Table 1.3c: Percentage of students setting goals

Grade	2017-2018	2018-2019	2019-2020
4-6	100.0%	95.0%	98.0%
7-8	97.6%	92.0%	99.2%
9-12	83.0%	84.0%	88.5%

Table 1.3d: Percentage of students by grade level who were proficient in Digital Citizenship

Grade	2017-2018	2018-2019	2019-2020
EC	N/A*	100.0%	94.3%
K-2	79.0%	66.1%	58.9%
3-6	83.5%	70.3%	74.0%
7-8	71.6%	89.6%	80.8%
9-12	65.5%	69.4%	62.4%
Overall	**75.6%**	**80.3%**	**69.8%**

*Digital Citizenship was not assessed in all grades prior to 2018-2019.

Table 1.3e: Percentage of students who are respectful and responsible citizens of a school community

Grade: K-5	
Report Card Strand (teacher attributed)	**2020-2021 (baseline)**
Respect	68.8%
Responsibility	69.6%

Grade: 6-12	
Panorama Survey Responses (student perception)	**2020-2021 (baseline)**
Respect	52.6%
Responsibility	55.6%

Table 1.3f: Attendance rate for Eden Prairie School District

Grade Level	2017-2018	2018-2019	2019-2020	2019-2020 Target	Target Met
K-12	95.5%	95.6%	96.4%	95.0%	yes

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: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.3,"Each student has the knowledge that citizens and residents of the United States need to contribute positively to society."

Board Member's Summarizing Comments