Eden Prairie School District 272
Ends Policy Monitoring Report

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 2025 to June 2026

Policy Quadrant: Ends Policy

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

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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 *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 safe, kind, responsible, and 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 and these expectations are not impacted by racial, socio-economic, or service groups defined by the Minnesota Department of Education.

Each Student Is a Knowledgeable Citizen and Resident
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.

Additionally, in our 21st century society, students must develop and model citizenship. Developing the attributes of a good citizen are essential for all students to create a productive and effective local, national, and global community. Citizenship is learned and experienced in various formats, including in-person and in digital platforms. Specific to digital citizenship development, students gain the knowledge to ethically and responsibly use technology and digital tools. In alignment with the International Society for Technology in Education (ISTE), we support students in their knowledge development in the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

Learning to become a safe, kind, 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.

As with academic achievement, student and staff feedback around citizenship are key metrics. 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. Similarly, staff

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perceptions on the respectful and responsible behavior of students provide an essential perspective of respectful and responsible behavior throughout a school.

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 Areas of Focus (n.d.). "ISTE Standards: Students." *ISTE.* 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.

Civics Assessed by Government Coursework
All students must take coursework in civics/government coursework which is taught throughout our social studies curriculum and aligned with Minnesota state standards. Students receiving credit bearing grades in these courses will be measured.

Safe, Kind, Responsible, and Respectful Behavior Assessed through Student Self-Reflection
Students in grades K-12 will respond to grade-banded surveys created by Eden Prairie Schools students, teachers, and administrators that capture student feedback on whether they perceive their classrooms to be safe, kind, responsible, and respectful.

Safe, Kind, Responsible, and Respectful Behavior Assessed through Staff Reflection
Staff will use a custom survey created by Eden Prairie Schools that aligns with the student self-assessment survey to evaluate staff perceptions of student safe, kind, responsible, and respectful behavior.

Digital Citizenship Assessed by Proficiency Scales
Student proficiency of digital citizenship 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.

For digital citizenship, proficiency scales assess students' knowledge of the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. Topics for teaching, learning, and assessment include: digital identity management, safe online behaviors, rights and responsibilities in using and sharing intellectual property, and management and security of personal data. Examples of supporting targets include:
- balancing of online and offline engagement and of passive and active digital media consumption
- understanding the implications of sharing personal information online

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- promoting a positive digital identity for others, which includes preventing or not engaging in cyberbullying, trolling, or scamming
- understanding appropriate vs. ill-intended use of digital resources, information, and access
  - examples of appropriate use of digital information include using artificial intelligence (AI) as a tool to prompt thinking, refine ideas, and generate examples to create original content
  - examples of ill-intended use include attempting to obtain or view other persons' accounts, or sharing anything that would cause harm to another

Two themes that continue to emerge as increasing priorities are purposeful technology and artificial intelligence; both of which will be more directly taught and assessed in the 2025-2026 school year and beyond.

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

Targets

Civics: Targets for ~~2024-2025~~ 2025-2026
- 95% of 12th graders will receive a credit bearing grade in US Government & Politics or Advanced Placement US Government

Safe, Kind, Responsible, and Respectful Behavior Assessed through Student Self-Assessment: Targets for ~~2024-2025~~ 2025-2026
- Favorable responses of students' self-assessment on safe, kind, responsible, and respectful behavior will increase by 5 percentage points from the beginning of the year to the end of the year

Safe, Kind, Responsible, and Respectful Behavior Assessed through Staff Assessment: Targets for ~~2024-2025~~ 2025-2026
- Favorable responses of staff assessment on students' safe, kind, responsible, and respectful behavior will increase by 5 percentage points from the beginning of the year to the end of the year

Digital Citizenship: Target for ~~2024-2025~~ 2025-2026
- 80% of students will be proficient in the area of digital citizenship

Attendance: Target for ~~2024-2025~~ 2025-2026
- The attendance rate will be 95% or above for all schools
- The percentage of chronically absent students will be 15% or less

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Evidence

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