



**EDEN PRAIRIE SCHOOLS**  
Inspiring each student every day

<b>Ends Policy 1.6</b>	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.
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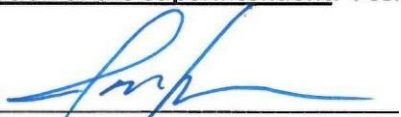
**Date of Operational Interpretation Monitoring: June 27, 2022**

**Date of Evidence Monitoring: October 23, 2023**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.6, "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

Date: October 11, 2023



# Eden Prairie School District 272

## Ends Policy Monitoring Report

**Policy Name:**

**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 2022 to June 2023

**Policy Quadrant:** Ends Policy

**Date of School Board Monitoring:**

Ol: June 27, 2022

Evidence: October 23, 2023



**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 by 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 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, 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 aligned with Minnesota state standards. 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.

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Learning to become a 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. The systemic implementation of Multi-Tiered System of Supports (MTSS) 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](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 Citizenship and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by the Learning Law and Democracy Foundation, in consultation with civics teachers (MDE Social Studies, 2021).

*Results will include the demographic breakdown by racial groups and within service student groups including 3-year trend data when available.*

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**Responsible and Respectful Behavior: Assessed by Report Card Grades (K-5) and the Panorama Perception Survey (6-12)**

Students in grades K-5 are assessed on responsibility and respectful behavior under the personal management report card standards.

Students in grades 6-12 are assessed on responsibility and respectful behavior using the Panorama Education Student Survey. This survey instrument is 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 groups and within service student groups including 3-year trend data when available.*

**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 groups and within service student groups including 3-year trend data when available.*

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

**Attendance Rate: Assessed by daily attendance.**

## **II. Targets**

### **Civics: Target for 2022-2023**

- 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 2022-2023**

- K-5 Targets:
  - 75% of students will receive a Proficient score on the end of the year report card for respectful behavior.
  - 75% of students will receive a Proficient score on the end of the year report card for responsible behavior.
- 6-8 Targets:
  - 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior.
  - 60% of students will respond favorably on Panorama student survey question focused on responsible behavior.
- 9-12 Targets:
  - 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior.
  - 60% of students will respond favorably on Panorama student survey question focused on responsible behavior.

### **Digital Citizenship: Target for 2022-2023**

- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area Digital Citizenship will increase by 2 percentage points over the 2021-2022 results.

### **Self-Direction and Personal Motivation: Target for 2022-2023**

- 90% of students in grades 4-12 set personal academic and social emotional goals.

### **Attendance Rate: Target for 2022-2023**

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

**Evidence:**

Civics

Students Earning 60% or Greater on MN Civics Test			
	20-21	21-22	22-23
Overall	100%	100%	100%

Students Receiving Credit Bearing Grade in Government Course			
	20-21	21-22	22-23
Overall	97%	99%	99%

Responsible and Respectful Behavior

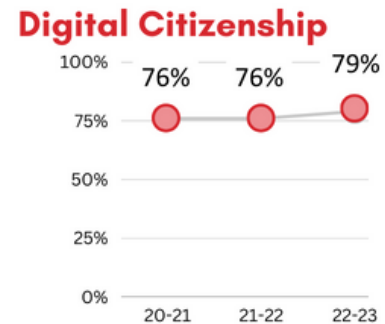
Grades K-5			
Report Card Strand (teacher attributed)	20-21	21-22	22-23
Respectful	80%	79%	76%
Responsible	77%	78%	73%

Grades 6-12			
Panorama Survey Responses (student perception)	20-21	21-22	22-23
Respectful	66%	62%	65%
Responsible	58%	53%	57%

Note: Panorama survey responses are evaluated on a 5-point Likert scale. The top two Likert scale responses are categorized as favorable.

**Digital Citizenship**

Students Proficient in Digital Citizenship by Grade Band			
	20-21	21-22	22-23
<b>All Grades</b>	<b>76%</b>	<b>76%</b>	<b>79%</b>
Early Childhood	92%	83%	84%
Early Elementary	57%	59%	58%
Upper Elementary	70%	63%	73%
Middle	89%	91%	92%
High	86%	83%	86%



Students Proficient in Digital Citizenship 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
<b>Overall</b>	<b>76%</b>	<b>76%</b>	<b>79%</b>	<b>81%</b>	<b>81%</b>	<b>84%</b>	<b>55%</b>	<b>54%</b>	<b>61%</b>	<b>48%</b>	<b>51%</b>	<b>56%</b>	<b>60%</b>	<b>60%</b>	<b>67%</b>
Asian	83%	84%	86%	88%	89%	90%	60%	64%	66%	44%	50%	55%	75%	68%	73%
Black or African American	60%	62%	67%	65%	69%	74%	54%	49%	51%	30%	32%	37%	56%	57%	65%
Hispanic/Latino	68%	68%	75%	77%	75%	81%	49%	56%	70%	45%	46%	55%	64%	65%	71%
Two or more races	70%	75%	77%	75%	80%	79%	<10	<10	<10	44%	49%	62%	54%	57%	64%
White	81%	81%	83%	84%	83%	86%	62%	54%	63%	57%	62%	64%	66%	66%	71%

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.

**Self-Direction and Personal Motivation**



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<b>4th-12th Grade Student Goal Setting</b>			
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
Elementary	99%	100%	97%
Middle	93%	79%	100%
High	99%	98%	99%

**Attendance Rate**

<b>Attendance Rate</b>			
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
Grades K-12	95%	93%	93%

**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**