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 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:
OI: June 12, 2023
Evidence: October 2024

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

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 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 ~~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 and these expectations are not impacted by racial~~e~~, socio-economic ~~group~~, 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. 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.

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. ~~including digital citizenship.~~ ~~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.~~ Specific to digital citizenship development, students will be able to ethically and responsibly use technology and digital tools. Students who are ethical and responsible digital citizens will demonstrate appropriate online behavior, digital safety, and digital literacy.

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.~~

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.

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

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

~~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:

Description of the Measurement Tools
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 the MN Civics Test and Civics/Government Coursework
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).

In addition to passing a civics test, 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.

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

Responsible and Respectful Behavior~~:~~ Assessed through Report Card Standards ~~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.

Responsible and Respectful Behavior Assessed through Student Self-Assessment
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

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

to be safe, kind, and responsible. ~~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.~~

Responsible and Respectful Behavior Assessed through Staff Assessment
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 responsible and respectful behavior.

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 collaboration, communication, creativity, and critical thinking.

Eden Prairie's ~~4C~~ 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.**~~
~~Results will include the demographic breakdown by racial groups and within service student groups including 3-year trend data when available.~~

Attendance Rate ~~:~~ Assessed by Daily Attendance
~~Results will include the demographic breakdown by racial groups and within service student groups including 3-year trend data when available.~~

Targets:

Civics: Targets for 2023-2024 ~~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 US Government & Politics ~~Globalization & American Citizenship~~ or Advanced Placement US Government.

EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, MN

Board Work
Policy Monitoring
Ends 1.6 OI for 2023-2024

Responsible and Respectful Behavior: Assessed through Report Card Standards: Targets for 2023-2024
~~K-5 Target:~~
- 75% of elementary students will receive a Proficient score on the end of the year report card for respectful behavior
- 75% of elementary students will receive a Proficient score on the end of the year report card for responsible behavior

Responsible and Respectful Behavior Assessed through Student Self-Assessment: Targets for 2023-2024
   Grades K-2, 3-5, 6-8, 9-12
   - Baseline data will be collected for student self-assessment on respectful and responsible behavior
   ~~K-5 Target~~
      - ~~75% of students will respond favorable on Panorama student survey questions focused on respectful behavior~~
      - ~~75%of students will respond favorable on Panorama student survey questions focused on respectful behavior~~
   ~~6-8 Target~~
      - ~~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~~ ~~Target~~
      - ~~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~~

Responsible and Respectful Behavior Assessed through Staff Assessment: Targets for 2023-2024
- Baseline data will be collected for staff assessment on respectful and responsible behavior

Digital Citizenship: Target for 2023-2024 ~~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.~~
- 80% of students will be proficient in the area of digital citizenship

~~**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 2023-2024 ~~2022-2023~~
- The attendance rate will be 95% or above for all schools.

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Policy Monitoring
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Evidence:

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