



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

**Eden Prairie Schools Ends Monitoring FY 2021-2022**

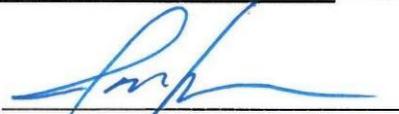
Ends Policy 1.6	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.
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**Date of Operational Interpretation Monitoring: June 28, 2021**

**Date of Evidence Monitoring: October 24, 2022**

**Assertion of Expected Progress by the Superintendent:** The Eden Prairie School District did not demonstrate 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 12, 2022

# 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 2021 to June 2022

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

Ol: June 28, 2021

Evidence: October 24, 2022

**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 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 21<sup>st</sup> 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](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 including 3-year trend data when available.*

**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 and 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 *21<sup>st</sup> 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 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 and service student groups including 3-year trend data when available.*

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

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

**II. Targets**

**Civics: Target for 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 2021-2022**

- K-5 Target:
  - 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.
- 6-12 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.

**Digital Citizenship: Target for 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 2021-2022**

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

**Attendance Rate: Target for 2021-2022**

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

**Evidence:**

**Civics:**

Students Earning 60% or greater on MN Civics Test			
	19-20	20-21	21-22
<b>Overall</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	100%	100%	100%
Black or African American	100%	100%	100%
Hispanic/Latino	100%	100%	100%
Two or more races	100%	100%	100%
White	100%	100%	100%
EL	100%	100%	100%
FRP	100%	100%	100%
SPED	100%	100%	100%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			

Students Receiving Credit Bearing Grade in US Government Course			
	19-20	20-21	21-22
<b>Overall</b>	<b>100%</b>	<b>97%</b>	<b>99%</b>
Asian	100%	95%	100%
Black or African American	100%	94%	100%
Hispanic/Latino	100%	91%	100%
Two or more races	100%	96%	96%
White	100%	99%	98%
EL	100%	93%	100%
FRP	100%	95%	98%
SPED	100%	96%	94%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			

**Respectful and Responsible Behavior:**

<b>Grades: K-5</b>			
<b>Report Card Strand (teacher attributed)</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
Respectful	69%	80%	79%
Responsible	70%	77%	78%

<b>Grades: 6-12</b>			
<b>Panorama Survey Responses (student perception)</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22*</b>
Respectful	53%	66%	62% (~80 <sup>th</sup> national percentile)
Responsible	56%	58%	53% (~75 <sup>th</sup> national percentile)
Note: Panorama survey responses are evaluated on a 5-point Likert scale. The top two Likert scale responses are categorized as favorable.			
In 21-22, 12% and 22% of students chose the bottom two Likert scale responses for Respectful and Responsible behavior questions, respectively.			

**Digital Citizenship:**

Digital Citizenship			
	19-20	20-21	21-22
<b>Overall</b>	<b>70%</b>	<b>76%</b>	<b>76%</b>
Early Childhood	94%	92%	84%
Early Elementary	59%	57%	59%
Upper Elementary	74%	70%	63%
Middle	81%	89%	91%
High	62%	87%	83%
Asian	75%	83%	84%
Black or African American	54%	61%	62%
Hispanic/Latino	62%	69%	68%
Two or more races	66%	70%	75%
White	75%	81%	81%
EL	50%	55%	54%
FRP	53%	60%	60%
SpEd	45%	48%	51%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			

**Self-Direction and Personal Motivation:**

4th-12th Grade Student Goal Setting			
	19-20	20-21	21-22
Elementary	98%	99%	100%
Middle	99%	93%	79%
High	89%	99%	98%

**Attendance Rate:**

Attendance Rate			
	19-20	20-21	21-22*
Grades K-12	96%	95%	93%
*21-22 attendance was greatly influenced by mandatory quarantining or isolation periods due to COVID-19.			

**Policy Monitoring FOR BOARD USE ONLY**

- OI is/is not reasonable.
- The data presented as evidence justifies the Superintendent's assertion of: Making expected progress or not making expected progress toward achievement of the End as constituted by the OI.

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

**Statement of Assertion:** The Eden Prairie School District did not demonstrate 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."

**Board Member's Summarizing Comments**