



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Eden Prairie Schools Ends Monitoring Cover Sheet FY 2023-2024

| | |
|------------------------|---|
| Ends Policy 1.5 | Each student has the 21 st century skills needed to succeed in the global economy. |
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Date of Operational Interpretation Monitoring: June 26, 2023


Date of Evidence Monitoring: September 23, 2024

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.5, "Each student has the 21st century skills needed to succeed in the global economy."

Certification of the Superintendent: *I certify this report to be accurate.*

Signed



Dr. Josh Swanson, Superintendent

Date: September 11, 2024



Eden Prairie School District 272 Ends Policy Monitoring Report

Ends 1.5 Each student has the 21st century skills needed to succeed in the global economy.

Monitoring Timeline: July 2023 to June 2024

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 26, 2023

Evidence: September 23, 2024

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 *21st century skills* as the 4Cs of collaboration, communication, creativity, and critical thinking. These skills are incorporated into instruction at all levels.
3. I interpret *succeeding in the global economy* to mean demonstrating self-direction and personal motivation.

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 Has 21st Century Skills

An integration of 21st century skills into daily learning experiences will guarantee and enhance high levels of learning in academic core content areas. The integration of 21st century skills and content areas increases academic achievement by engaging students in authentic experiences which replicate the skills they will encounter beyond their years in school. These experiences are designed to create transferable skills, preparing students to contribute purposefully to our ever-changing world. Furthermore, incorporating student voice when setting goals helps to empower learners, increase their engagement and motivation, and create a sense of ownership and investment in their education.

In Eden Prairie, 21st century skills are defined by the 4Cs of collaboration, communication, creativity, and critical thinking. Eden Prairie's interpretation of 21st century skills are defined as:

Collaboration

Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through the shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.

Communication

Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, including being able to communicate interactively and effectively to support individual learning and contribute to the learning of others. Students will communicate effectively in diverse environments showing cultural understanding and global awareness.

Creativity

Students will be able to think creatively and develop new, worthwhile ideas. Learners will work creatively with others as they develop, implement, and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

Critical Thinking

Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.

Metrics around student achievement in the 4Cs will be complemented by metrics around student perception around their own collaboration, communication, creativity, and critical thinking. 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.

Each Student Has the Skills Needed to Succeed in the Global Economy

Personal goal setting increases motivation and self-direction, and these attributes are important for students to succeed in the global economy. 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:

- Partnership for 21st Century Learning - <http://www.p21.org/>.
- EdLeader21 - <http://www.edleader21.com/>.
- ISTE - Essential Elements of Digital Citizenship
<https://www.iste.org/standards/iste-standards-for-students>
- Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf.

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.

4Cs Proficiency Assessed through Proficiency Scales

Student proficiency of the 4Cs is measured through performance assessments embedded into content area assessments. Teachers utilize proficiency scales to measure 21st century skills defined within the categories of critical thinking, communication, collaboration, and creativity.

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.

4Cs Assessed through Student Self-Assessment

- Students (grades 9-12) will self-assess their proficiency in 21st century skills at the beginning of Pathways Capstone courses and then again at the end of the Pathways Capstone courses to evaluate growth.

Self-Direction and Personal Motivation Assessed through Goal Setting

- Students will set personal and academic goals and/or make an academic plan.

Targets

4Cs Proficiency: Targets for 2023-2024

- 80% of students will be proficient in the area of collaboration
- 80% of students will be proficient in the area of communication

- 80% of students will be proficient in the area of creativity
- 80% of students will be proficient in the area of critical thinking

4Cs Assessed through Student Self-Assessment: Targets for 2023-2024

- Baseline data will be collected for student self-assessment on the 4Cs in high school Pathways Capstone courses

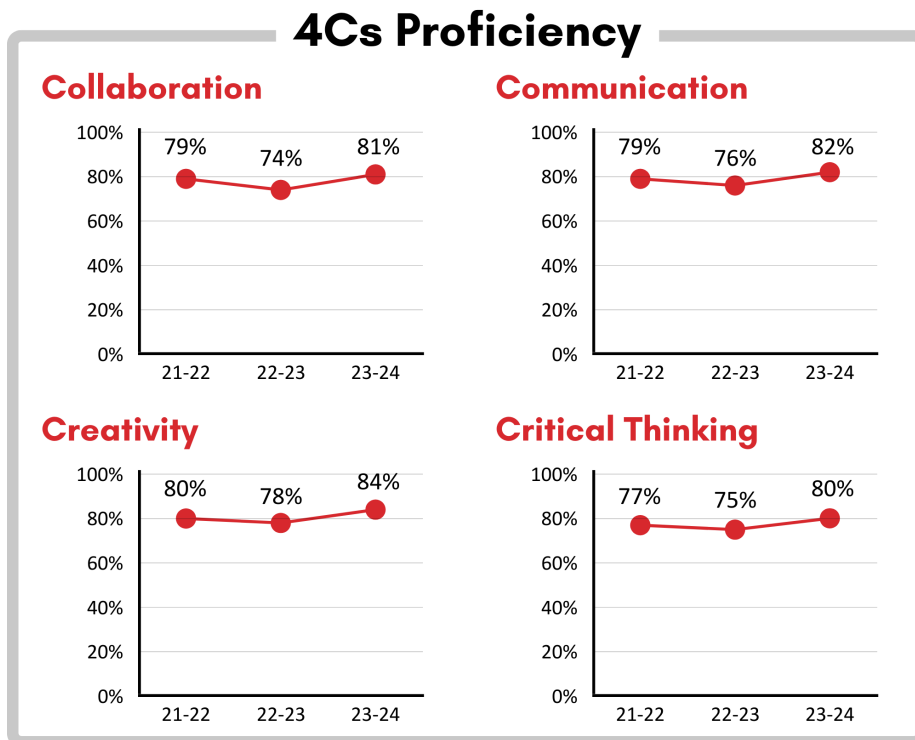
Self-Direction and Personal Motivation Assessed through Goal Setting: Targets for 2023-2024

- 90% of elementary and middle school students will set personal and academic goals
- 90% of high school students will create a graduation plan through an academic planner tool

Evidence

4Cs Proficiency

| 4Cs Proficiency | | | |
|-------------------|-------|-------|-------|
| | 21-22 | 22-23 | 23-24 |
| Collaboration | 79% | 74% | 81% |
| Communication | 79% | 76% | 82% |
| Creativity | 80% | 78% | 84% |
| Critical Thinking | 77% | 75% | 80% |



Student Proficiency in Collaboration by Student Group

| Student Proficiency in Collaboration by Student Group | | | | | | | | | | | | | | | |
|---|------------|------------|------------|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Overall | | | Non-ML & Non-SpEd | | | ML | | | SpEd | | | FRP | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Overall | 79% | 74% | 81% | 83% | 79% | 86% | 62% | 56% | 65% | 54% | 48% | 54% | 65% | 61% | 70% |
| Asian | 86% | 84% | 90% | 89% | 88% | 94% | 74% | 68% | 74% | 51% | 49% | 54% | 69% | 70% | 81% |
| Black or Afr. Am. | 65% | 60% | 66% | 72% | 68% | 73% | 55% | 46% | 53% | 34% | 31% | 36% | 62% | 58% | 64% |
| Hispanic/Latino | 72% | 70% | 77% | 75% | 76% | 84% | 68% | 64% | 72% | 55% | 49% | 55% | 70% | 66% | 75% |
| Two or more races | 79% | 71% | 80% | 82% | 74% | 85% | <10 | <10 | 83% | 57% | 55% | 59% | 62% | 59% | 69% |
| White | 82% | 78% | 85% | 85% | 81% | 89% | 61% | 57% | 63% | 63% | 54% | 60% | 74% | 62% | 76% |

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.

Student Proficiency in Communication by Student Group

| Student Proficiency in Communication by Student Group | | | | | | | | | | | | | | | |
|---|------------|------------|------------|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Overall | | | Non-ML & Non-SpEd | | | ML | | | SpEd | | | FRP | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Overall | 79% | 76% | 82% | 84% | 81% | 87% | 58% | 54% | 64% | 54% | 50% | 58% | 64% | 62% | 71% |
| Asian | 86% | 84% | 88% | 90% | 89% | 93% | 65% | 60% | 73% | 49% | 49% | 58% | 68% | 66% | 76% |
| Black or Afr. Am. | 66% | 63% | 70% | 73% | 72% | 76% | 55% | 47% | 57% | 34% | 31% | 45% | 61% | 60% | 68% |
| Hispanic/Latino | 71% | 69% | 76% | 78% | 77% | 86% | 59% | 59% | 64% | 45% | 47% | 55% | 67% | 64% | 72% |
| Two or more races | 79% | 73% | 81% | 83% | 76% | 85% | <10 | <10 | 92% | 57% | 58% | 60% | 64% | 60% | 71% |
| White | 83% | 80% | 87% | 86% | 84% | 90% | 53% | 54% | 68% | 65% | 58% | 65% | 70% | 67% | 76% |

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.

Student Proficiency in Creativity by Student Group

| Student Proficiency in Creativity by Student Group | | | | | | | | | | | | | | | |
|--|------------|------------|------------|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Overall | | | Non-ML & Non-SpEd | | | ML | | | SpEd | | | FRP | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Overall | 80% | 78% | 84% | 84% | 82% | 88% | 64% | 62% | 70% | 62% | 57% | 65% | 70% | 67% | 75% |
| Asian | 86% | 84% | 89% | 89% | 88% | 93% | 73% | 65% | 76% | 62% | 53% | 65% | 74% | 70% | 80% |
| Black or Afr. Am. | 68% | 66% | 72% | 75% | 72% | 77% | 58% | 53% | 61% | 41% | 43% | 52% | 66% | 64% | 70% |
| Hispanic/Latino | 75% | 76% | 81% | 78% | 80% | 87% | 68% | 73% | 76% | 63% | 58% | 66% | 75% | 73% | 78% |
| Two or more races | 79% | 76% | 83% | 82% | 78% | 86% | <10 | <10 | 83% | 66% | 60% | 70% | 69% | 65% | 73% |
| White | 84% | 81% | 88% | 86% | 84% | 90% | 66% | 63% | 75% | 70% | 63% | 70% | 76% | 69% | 81% |

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.

Student Proficiency in Critical Thinking by Student Group

| | Overall | | | Non-ML & Non-SpEd | | | ML | | | SpEd | | | FRP | | |
|-------------------|------------|------------|------------|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Overall | 77% | 75% | 80% | 82% | 80% | 86% | 56% | 53% | 61% | 54% | 50% | 56% | 63% | 61% | 69% |
| Asian | 85% | 84% | 88% | 90% | 89% | 92% | 64% | 59% | 68% | 52% | 57% | 58% | 75% | 67% | 78% |
| Black or Afr. Am. | 64% | 62% | 65% | 71% | 70% | 73% | 52% | 45% | 52% | 31% | 29% | 35% | 60% | 58% | 63% |
| Hispanic/Latino | 70% | 70% | 75% | 77% | 76% | 85% | 58% | 61% | 64% | 55% | 50% | 53% | 67% | 65% | 72% |
| Two or more races | 75% | 72% | 79% | 80% | 76% | 84% | <10 | <10 | 83% | 51% | 54% | 57% | 59% | 57% | 70% |
| White | 82% | 79% | 85% | 84% | 82% | 88% | 56% | 56% | 66% | 64% | 59% | 65% | 70% | 66% | 76% |

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.

4Cs Assessed through Student Self-Assessment

| Capstone Student 4Cs Proficiency (Self-Assessment) | |
|--|-------|
| | 23-24 |
| Collaboration | 84% |
| Communication | 84% |
| Creativity | 89% |
| Critical Thinking | 96% |

Self-Direction and Personal Motivation Assessed through Goal Setting

| Student Goal Setting | | | |
|----------------------|-------|-------|-------|
| | 21-22 | 22-23 | 23-24 |
| Elementary | 100% | 97% | 100% |
| Middle | 79% | 100% | 100% |
| High | 98% | 99% | 97% |

Board Policy Monitoring

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| <p>Monitoring Motions</p> <ul style="list-style-type: none"> 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. |
| <p>Statement of Assertion</p> <p>The Eden Prairie School District demonstrated expected progress toward the achievement of Ends 1.5.</p> |
| <p>Board Member's Summarizing Notes/Comments</p> |