



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Eden Prairie Schools Ends Monitoring FY 2021-2022

Ends Policy 1.5	Each student has the 21 st century skills needed to succeed in the global economy.
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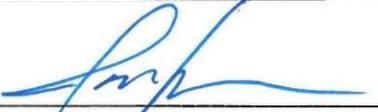
Date of Operational Interpretation Monitoring: June 28, 2021

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 1.5, "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: October 12, 2022

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

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

Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 28, 2021

Evidence: October 24, 2022

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

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 *21st Century Skills* as Communication, Critical Thinking, Collaboration, and Creativity. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21st Century Skills is defined by the 4Cs (critical thinking, creativity, collaborating, and communicating).

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).

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 replicating those 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.

In Eden Prairie, *21st Century Skills* are defined by the 4Cs (critical thinking, creativity, collaborating, and communicating). Eden Prairie's interpretation of *21st Century Skills* are defined as:

- 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.
- 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.
- Collaboration
 - Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through 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.
- Creativity
 - Students will be able to think creatively and develop new and 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.

Eden Prairie's implementation of this measurement is ongoing, and we will continue to make progress towards measuring each of the 4Cs with each student. An annual review and update of this measurement plan will ensure long-term success and sustainable change.

Citations:

- Partnership for 21st Century Learning - <http://www.p21.org/>.
- EdLeader21 - <http://www.edleader21.com/>.

Measurement Plan:

I. Description of the Measurement Tools

4Cs Proficiency: Assessed by the 4Cs 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 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.

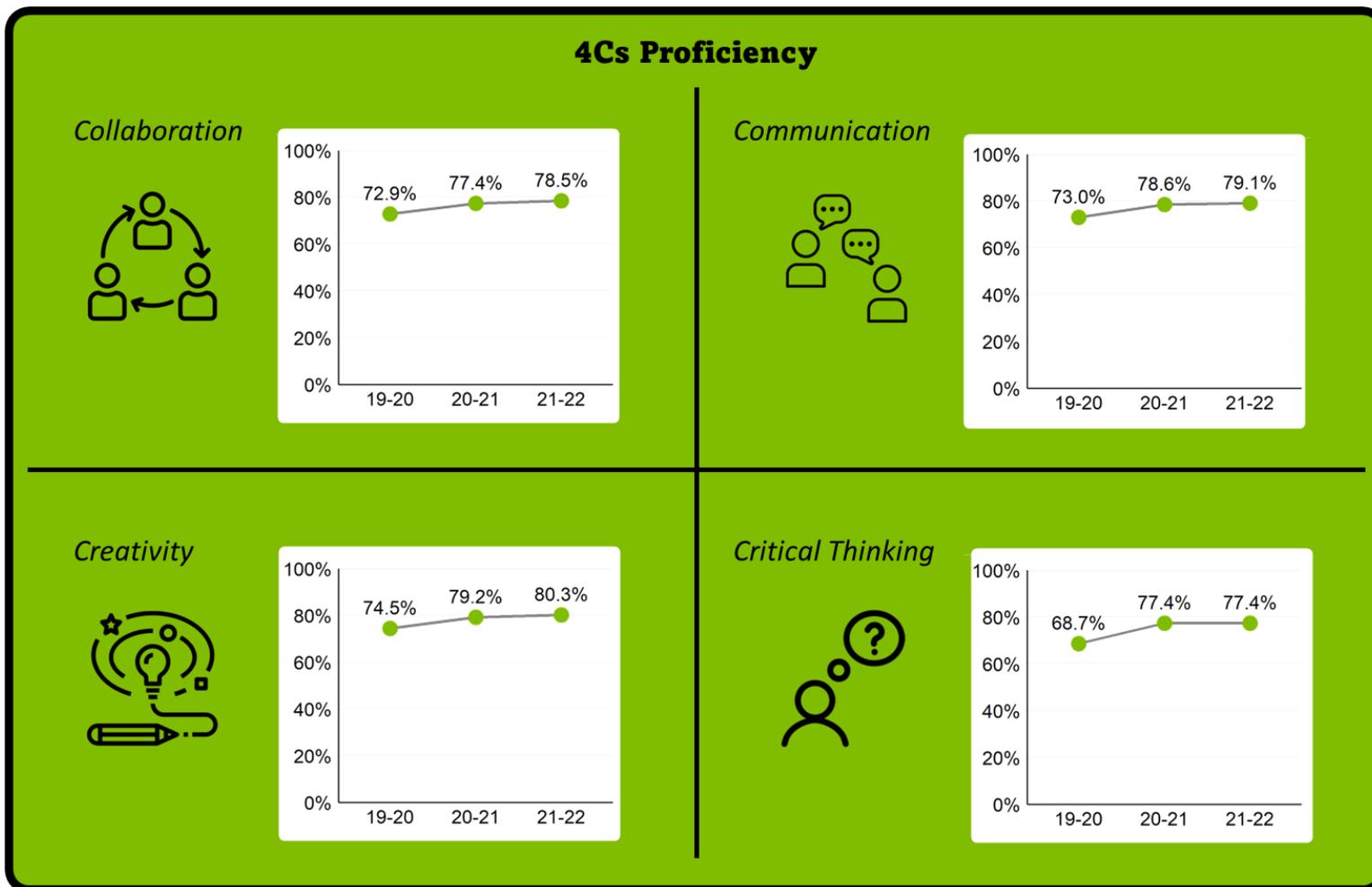
II. Targets

4Cs Proficiency: Target for 2021-2022

- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Critical Thinking will increase by 2% points.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Communication will increase by 2% points.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Collaboration increase by 2% points.
- The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area of Creativity will increase by 2% points.

Evidence:

4Cs Proficiency



Collaboration				Communication			
	19-20	20-21	21-22		19-20	20-21	21-22
Overall	72.9%	77.4%	78.5%	Overall	73.0%	78.6%	79.1%
Early Childhood	95.4%	92.4%	83.2%	Early Childhood	85.6%	82.9%	95.3%
Early Elementary	60.4%	60.2%	60.9%	Early Elementary	60.7%	60.7%	61.4%
Upper Elementary	78.0%	73.5%	73.1%	Upper Elementary	76.3%	74.8%	70.6%
Middle	85.7%	88.6%	89.2%	Middle	89.2%	89.7%	91.4%
High	64.3%	84.8%	84.1%	High	65.2%	87.9%	83.9%
Asian	78.2%	83.4%	86.1%	Asian	76.4%	83.9%	85.8%
Black or African American	59.8%	64.2%	65.1%	Black or African American	59.2%	65.2%	65.9%
Hispanic/Latino	67.4%	69.3%	71.8%	Hispanic/Latino	64.3%	71.9%	71.0%
Two or more races	69.7%	71.5%	78.8%	Two or more races	70.4%	73.8%	79.3%
White	76.6%	82.0%	82.2%	White	77.9%	83.2%	83.4%
EL	57.7%	60.1%	62.3%	EL	53.8%	58.4%	57.5%
FRP	59.2%	62.4%	65.2%	FRP	57.9%	64.2%	63.6%
SpEd	50.9%	50.7%	54.4%	SpEd	52.1%	53.3%	53.8%
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.							

Creativity				Critical Thinking			
	19-20	20-21	21-22		19-20	20-21	21-22
Overall	74.5%	79.2%	80.3%	Overall	68.7%	77.4%	77.4%
Early Childhood	95.4%	91.8%	83.2%	Early Childhood	98.3%	96.8%	89.8%
Early Elementary	62.1%	62.0%	64.0%	Early Elementary	55.6%	58.9%	58.4%
Upper Elementary	82.5%	73.8%	70.3%	Upper Elementary	72.8%	69.4%	63.8%
Middle	82.5%	91.9%	94.6%	Middle	78.1%	90.1%	92.4%
High	63.5%	87.4%	85.4%	High	64.6%	88.2%	84.9%
Asian	77.3%	83.1%	86.2%	Asian	75.4%	83.4%	85.1%
Black or African American	63.0%	65.9%	68.2%	Black or African American	53.7%	63.2%	63.7%
Hispanic/Latino	71.2%	74.0%	74.7%	Hispanic/Latino	59.3%	70.0%	70.3%
Two or more races	72.8%	74.2%	79.2%	Two or more races	64.8%	70.3%	75.4%
White	77.8%	83.7%	84.0%	White	73.3%	82.4%	81.8%
EL	60.7%	61.6%	63.9%	EL	46.9%	57.6%	55.7%
FRP	62.9%	65.9%	69.5%	FRP	51.6%	61.9%	62.6%
SpEd	58.6%	56.5%	61.8%	SpEd	44.8%	50.1%	53.5%
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.							

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

Board Member's Summarizing Comments