

The World's Best Workforce (WBWF) and Achievement & Integration (A&I) annual report summary, in accordance with the Minnesota statute, highlights Eden Prairie Schools' progress towards student achievement goals. WBWF and A&I specifically target eliminating an achievement gap by increasing student proficiency across all racial, service and socio-economic groups. Additionally, this summary includes strategies and initiatives our district was engaged in during the 2019-2020 school year as we worked to meet these goals.

Eden Prairie Schools continues to evaluate and improve our plan to address the five, statewide goals as well as integrate this work in our Ends Policy Reporting and Strategic Plan.

World's Best Workforce Goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



FOCUS AREA & GOALS	INDICATORS OF PROGRESS AND RESULTS																																								
<p>All Children Ready for School</p> <p>The percentage of five-year-old kindergarten students previously served in Little Eagles Preschool will increase from 43.2% in 2019 to 45.0% in 2020.</p>	<p style="text-align: center;">Kindergarteners previously served in Little Eagles</p> <p style="text-align: center;">Percentage of kindergarten students previously served in Little Eagles Preschool by demographic group</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Demographic Group</th> <th style="background-color: #d3d3d3;">2017-2018</th> <th style="background-color: #d3d3d3;">2018-2019</th> <th style="background-color: #d3d3d3;">2019-2020</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>42.9%</td> <td>51.4%</td> <td>56.6%</td> </tr> <tr> <td>Black or African American</td> <td>65.0%</td> <td>71.6%</td> <td>57.7%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>34.5%</td> <td>36.7%</td> <td>40.0%</td> </tr> <tr> <td>Two or more races</td> <td>28.8%</td> <td>30.3%</td> <td>41.5%</td> </tr> <tr> <td>White</td> <td>29.4%</td> <td>33.8%</td> <td>33.9%</td> </tr> <tr> <td>EL</td> <td>56.9%</td> <td>51.4%</td> <td>56.9%</td> </tr> <tr> <td>FRP</td> <td>58.4%</td> <td>62.0%</td> <td>51.8%</td> </tr> <tr> <td>SPED</td> <td>58.9%</td> <td>59.7%</td> <td>65.2%</td> </tr> <tr> <td>Overall</td> <td>38.5%</td> <td>43.2%</td> <td>42.8%</td> </tr> </tbody> </table> <p style="text-align: center;">Counts of other demographic groups are too small to report.</p>	Demographic Group	2017-2018	2018-2019	2019-2020	Asian	42.9%	51.4%	56.6%	Black or African American	65.0%	71.6%	57.7%	Hispanic/Latino	34.5%	36.7%	40.0%	Two or more races	28.8%	30.3%	41.5%	White	29.4%	33.8%	33.9%	EL	56.9%	51.4%	56.9%	FRP	58.4%	62.0%	51.8%	SPED	58.9%	59.7%	65.2%	Overall	38.5%	43.2%	42.8%
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<p>All Third Graders Can Read at Grade Level</p> <p>By June 30, 2020, 78% of 3rd grade students will meet the standards in at least two of the three reading assessments:</p> <ol style="list-style-type: none"> 1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card 2. Broad reading ability, assessed by FastBridge aReading benchmark \geq 517 3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R benchmark $>$ 151 	<p>Percentage of students meeting the standards in two out of the three assessments by the end of 3rd grade</p> <table border="1" data-bbox="879 727 1648 1019"> <thead> <tr> <th>Meets Two of Three Criteria</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>84.9%</td> </tr> <tr> <td>Black or African American</td> <td>61.7%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>55.8%</td> </tr> <tr> <td>Two or more races</td> <td>72.5%</td> </tr> <tr> <td>White</td> <td>84.8%</td> </tr> <tr> <td>Overall</td> <td>78.5%</td> </tr> </tbody> </table> <p>Counts of other demographic groups are too small to report.</p>	Meets Two of Three Criteria	2019-2020	Asian	84.9%	Black or African American	61.7%	Hispanic/Latino	55.8%	Two or more races	72.5%	White	84.8%	Overall	78.5%
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<p style="text-align: center;">All racial and economic achievement gaps between students are closed</p> <p>By June 30, 2020, the achievement gap between students will decrease, as assessed by grade-level proficiency on the most recent standard report card.</p>	Percentage of students in grades 3-12 who are at or above grade-level proficiency assessed by their most recent standard report card grade			
	Demographic Group	Reading	Math	Science
	Asian	86.2%	85.4%	91.1%
	Black or African American	64.1%	57.1%	66.3%
	Hispanic/Latino	68.9%	57.7%	72.5%
	Two or more races	76.0%	64.3%	80.8%
	White	86.5%	79.1%	88.4%
	EL	49.2%	46.9%	64..3%
	FRP	63.2%	54.4%	66.1%
	SPED	61.7%	56.9%	70.5%
	Overall	80.6%	73.7%	83.8%
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<p style="text-align: center;">All racial and economic achievement gaps between students are closed</p> <p>By June 30, 2020, the percentage of K-6 students below grade level that achieve aggressive growth</p> <ul style="list-style-type: none"> ● in math will increase from 31% to 33%. ● in reading will increase from 32% to 34%. 	<p>Percentage of students below grade level that achieve aggressive growth</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="background-color: #d3d3d3;">Demographic Group</th> <th colspan="2" style="background-color: #d3d3d3;">Math</th> <th colspan="2" style="background-color: #d3d3d3;">Reading</th> </tr> <tr> <th style="background-color: #d3d3d3;">2018-2019</th> <th style="background-color: #d3d3d3;">2019-2020</th> <th style="background-color: #d3d3d3;">2018-2019</th> <th style="background-color: #d3d3d3;">2019-2020</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td style="text-align: center;">41.7%</td> <td style="text-align: center;">40.7%</td> <td style="text-align: center;">37.8%</td> <td style="text-align: center;">43.9%</td> </tr> <tr> <td>Black or African American</td> <td style="text-align: center;">26.6%</td> <td style="text-align: center;">33.7%</td> <td style="text-align: center;">29.4%</td> <td style="text-align: center;">27.0%</td> </tr> <tr> <td>Hispanic/Latino</td> <td style="text-align: center;">30.1%</td> <td style="text-align: center;">33.3%</td> <td style="text-align: center;">28.0%</td> <td style="text-align: center;">33.1%</td> </tr> <tr> <td>Two or more races</td> <td style="text-align: center;">31.9%</td> <td style="text-align: center;">34.7%</td> <td style="text-align: center;">37.5%</td> <td style="text-align: center;">31.6%</td> </tr> <tr> <td>White</td> <td style="text-align: center;">32.9%</td> <td style="text-align: center;">32.1%</td> <td style="text-align: center;">32.7%</td> <td style="text-align: center;">36.0%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">28.0%</td> <td style="text-align: center;">34.2%</td> <td style="text-align: center;">29.0%</td> <td style="text-align: center;">30.5%</td> </tr> <tr> <td>FRP</td> <td style="text-align: center;">25.5%</td> <td style="text-align: center;">30.5%</td> <td style="text-align: center;">28.5%</td> <td style="text-align: center;">26.5%</td> </tr> <tr> <td>SPED</td> <td style="text-align: center;">29.6%</td> <td style="text-align: center;">29.6%</td> <td style="text-align: center;">19.3%</td> <td style="text-align: center;">30.4%</td> </tr> <tr> <td>Overall</td> <td style="text-align: center;">31.2%</td> <td style="text-align: center;">33.7%</td> <td style="text-align: center;">32.0%</td> <td style="text-align: center;">33.1%</td> </tr> </tbody> </table> <p style="text-align: center;">Counts of other demographic groups are too small to report.</p>				Demographic Group	Math		Reading		2018-2019	2019-2020	2018-2019	2019-2020	Asian	41.7%	40.7%	37.8%	43.9%	Black or African American	26.6%	33.7%	29.4%	27.0%	Hispanic/Latino	30.1%	33.3%	28.0%	33.1%	Two or more races	31.9%	34.7%	37.5%	31.6%	White	32.9%	32.1%	32.7%	36.0%	EL	28.0%	34.2%	29.0%	30.5%	FRP	25.5%	30.5%	28.5%	26.5%	SPED	29.6%	29.6%	19.3%	30.4%	Overall	31.2%	33.7%	32.0%	33.1%
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<p style="text-align: center;">All Students Are Ready for Career and College</p> <p>By June 30, 2020, 73% of 11th grade students will score at or above a Composite Score of 21 on the ACT college.</p>	<p style="text-align: center;">11th Grade Students Meeting or Exceeding ACT Benchmarks by Subject</p> <p style="text-align: center;">Percentage of 11th grade Eden Prairie students demonstrating college and career readiness</p> <table border="1"> <thead> <tr> <th>11th Grade ACT Subject Benchmarks</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019- 2020</th> </tr> </thead> <tbody> <tr> <td>English (≥ 18)</td> <td>76.6%</td> <td>77.2%</td> <td>73.6%</td> <td>69.4%</td> </tr> <tr> <td>Math (≥ 22)</td> <td>64.6%</td> <td>66.2%</td> <td>60.4%</td> <td>56.5%</td> </tr> <tr> <td>Reading (≥ 22)</td> <td>65.8%</td> <td>63.5%</td> <td>62.9%</td> <td>60.1%</td> </tr> <tr> <td>Science (≥ 23)</td> <td>58.9%</td> <td>61.1%</td> <td>56.8%</td> <td>54.3%</td> </tr> <tr> <td>Composite (≥ 21)</td> <td>71.1%</td> <td>72.0%</td> <td>66.9%</td> <td>63.7%</td> </tr> </tbody> </table>	11th Grade ACT Subject Benchmarks	2016-2017	2017-2018	2018-2019	2019- 2020	English (≥ 18)	76.6%	77.2%	73.6%	69.4%	Math (≥ 22)	64.6%	66.2%	60.4%	56.5%	Reading (≥ 22)	65.8%	63.5%	62.9%	60.1%	Science (≥ 23)	58.9%	61.1%	56.8%	54.3%	Composite (≥ 21)	71.1%	72.0%	66.9%	63.7%
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<p style="text-align: center;">All Students Graduate from High School</p> <p>By June 30, 2020, the percentage of Eden Prairie students graduating from high school within 4 years will increase from 92.5% to 93.0%.</p>	<p style="text-align: center;">4-Year and 7-Year Graduation Rates</p> <p style="text-align: center;">4-Year graduation rate by demographic group</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Demographic Group</th> <th style="background-color: #cccccc;">2018-2019</th> <th style="background-color: #cccccc;">Preliminary 2019-2020</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>95.8%</td> <td>99.0%</td> </tr> <tr> <td>Black or African American</td> <td>79.1%</td> <td>86.5%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>92.7%</td> <td>84.8%</td> </tr> <tr> <td>Two or more races</td> <td>87.0%</td> <td>97.0%</td> </tr> <tr> <td>White</td> <td>94.5%</td> <td>97.5%</td> </tr> <tr> <td>EL</td> <td>71.8%</td> <td>59.3%</td> </tr> <tr> <td>FRP</td> <td>72.4%</td> <td>65.7%</td> </tr> <tr> <td>SPED</td> <td>80.3%</td> <td>85.4%</td> </tr> <tr> <td>Overall</td> <td>92.5%</td> <td>95.3%</td> </tr> </tbody> </table> <p style="text-align: center;">Counts of other demographic groups are too small to report.</p>	Demographic Group	2018-2019	Preliminary 2019-2020	Asian	95.8%	99.0%	Black or African American	79.1%	86.5%	Hispanic/Latino	92.7%	84.8%	Two or more races	87.0%	97.0%	White	94.5%	97.5%	EL	71.8%	59.3%	FRP	72.4%	65.7%	SPED	80.3%	85.4%	Overall	92.5%	95.3%
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Systems, Strategies & Support

Personalized Learning & Closing the Achievement Gap

During the 2019-2020 school year, several strategies and initiatives within the Personalized Learning Department were implemented to work toward meeting the goals listed above.

Strategies included:

- Through the learning of our district curriculum, students' skills were developed as creative problem solvers, communicators, critical thinkers, and collaborators. Authentic learning experiences were designed in which students applied real-world knowledge and skills through performance tasks.
- Increased implementation of AVID programs and strategies at all schools.
- The Multi-Tiered System of Support utilized a data-based decision-making protocol to identify specific instructional gaps and the relevant instructional match to address that gap in reading skill development. This protocol is being implemented at every site K-12.
- Each student in K-6 demonstrating a gap in foundational grade-level skills in reading and math was identified by educational staff and provided with a targeted instructional opportunity matched to their skill needs through the Multi-Tiered System of Supports decision-making process.
- Positive Behavior Interventions & Supports (PBIS) were addressed in every building in the district as part of the Multi-Tiered System of Supports. This included universally designed opportunities to teach and acknowledge the building and classroom behavioral expectations with all students, in addition to tiered supports being designed and implemented in a culturally relevant and responsive manner based on observed instructional needs.
- Increased the number of parents from diverse backgrounds that participate in monthly affinity group meetings, preschool parent involvement meetings, college and career ready sessions, ready for secondary sessions, and parent empowerment courses. Increased the number of parents of color involved in some capacity in their child's schools.
- Continued efforts to ensure racial and socioeconomic inequalities in achievement are addressed in a culturally relevant and responsive manner by all staff, with each staff member understanding culturally responsive practices and securing high expectations for each student.
- Little Eagles Preschool ensured that each classroom and lesson plan is culturally responsive and reflective of students within the class.

- Each Pre-K student demonstrating a social-emotional need was identified by educational staff and supported with the pyramid model.

Gifted and Talented Programs

During 2019-2020, Eden Prairie Schools met the unique educational needs of students through our gifted and talented services. We know learners thrive best in an environment that challenges and nurtures individuals, fosters mutual respect and celebrates diversity.

Strategies included:

- Gifted programming at each of the elementary and secondary sites
- Services were coordinated and taught by teachers who have or are obtaining an advanced degree in the area of gifted and talented education
- Continued our practice of using multiple and objective criteria that include assessments and procedures which are valid, reliable, fair and based on current research
- Continued our practice of using assessments and procedures that are sensitive to underrepresented groups, including, but not limited to, low income, minority, twice-exceptional and English learners
- Annual review of subject and grade acceleration that includes a process to assess a student's readiness and motivation for acceleration as well as matching the level, complexity and pace of the curriculum to achieve the best type of academic acceleration of each student
- Annual review of our early entrance evaluation process that assesses the cognitive, social, and emotional development of each child before recommendation for early entrance into kindergarten

Staff Development:

We believe professional learning is fundamental to providing high levels of learning for each student. All employees will have learning opportunities and a professional responsibility to actively engage in continuous learning to improve their practice.

Strategies included:

- Maintained and strengthened the Instructional Excellence Team comprised of coaches, principals, associate principals, and instructional directors during the 2019-2020 school year



- To increase the success of each student, teachers and coaches worked to implement instructional practices which were culturally relevant and personalized for each learner
- Professional Development Steering Committee comprised of administrators, teachers and parents met three times during the 2019-2020 school year to review staff development practices and suggest recommendations to improve practices

QComp:

During the 2019-2020 school year, Eden Prairie Schools saw a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys.

Strategies included:

- Selection of a valid and reliable rubric to clearly define expectations of high-quality teaching
- Training that included the calibration of the valid and reliable rubric for QComp observers and principals
- Teachers intentionally practiced reflective thinking about their instruction through face to face professional conversations

Teacher Development & Evaluation

This is a multi-year approach to teacher evaluation. All Eden Prairie teachers and other licensed personnel participate in goal-setting, professional development, classroom observations and a summative evaluation to support professional growth, and ultimately, student achievement. The holistic evaluation by administrators will take into account data regarding student achievement, student engagement, and the teacher/staff member's performance during observations, over a three-year period. Staff members also participate in a documented individual growth plan.

Principal Development & Evaluation

This is a continuous improvement process in which the principals are provided formative assessment through a 360° survey instrument and a goal-setting process that is used to monitor and inform the summative evaluation by the principal's supervisor. The purpose of the process is to support the professional growth and development of principals and improve student learning. A minimum of 35% of the annual goals are evaluated on the basis of measurable improvement in longitudinal student achievement, and the process is built upon the seven core principal competencies which include: strategic leadership, instructional leadership, managerial leadership, cultural leadership, communication leadership, school community leadership, and ethical and professional

leadership. Principals set specific, measurable goals in these areas, articulate action plans to achieve the goals, and monitor progress toward the goals. All of this is shared with the principal's supervisor in an annual evaluation conference.

Professional Learning Communities:

The Professional Learning Community (PLC) framework guides the work of our collaborative teams and they take collective responsibility to ensure all students succeed. This cycle of work is ongoing and grounded in the spirit of continuous improvement through a collegial approach to improving student achievement and professional practice.

Strategies included:

- Deepening teachers' understanding of the guaranteed and viable curriculum, what students should know and be able to do according to MN state standards
- Continued use of student assessment data during the PLC process
- Engaged in enriching discussion about specific students and working to improve their instructional practices by learning from one another

Access to Excellent & Diverse Teachers:

Equitable access to teachers and principals focused on our mission is a priority in Eden Prairie Schools. The district's process for placement of experienced, effective and in-field teachers happens through the right of assignment by building principals. Annually, principals review data and use this to make placement decisions to maintain equitable access to excellent and diverse teachers. To uphold highly effective PLCs focused on increasing student achievement and growth and reducing achievement disparities the experience, effectiveness, and strengths of individual teachers is considered when establishing PLC teams.

District Advisory Committee:

During the 2019-2020 school year, the World's Best Workforce committee of administrators, teachers, and parents met four times to review and give feedback on academic standards, student achievement goals and measures, and district assessments. This committee also spent considerable time focused on the means to improve students' equitable access to culturally responsive practices that included access to effective and more diverse teachers.