



Eden Prairie Schools Ends Monitoring 2019-2020

Ends Policy 1.2	Each student has the 21st century skills needed to succeed in the global economy.
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Date of Operational Interpretation Monitoring: June 24, 2019

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.2, "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

October 13, 2020



Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.2 Each student has the 21st century skills needed to succeed in the global economy.

Monitoring Timeline:

July 2019 to June 2020

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 24, 2019

Evidence: October 2020

1.2 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 exist between racial and service student groups.
2. I interpret the *21st Century Skills* as Collaboration, Communication, Creativity, and Critical Thinking. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21st Century Skills is defined by the 4C's (Collaboration, Communication, Creativity, and Critical Thinking).

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 themes 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 is defined by the 4C's (Collaboration, Communication, Creativity, and Critical Thinking). Eden Prairie's interpretation of the 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 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 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.

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.

Eden Prairie's implementation of this measurement is ongoing, and we will continue to make progress towards measuring each of the 4C's with all students. Student proficiency of the 4C's is measured through performance assessments embedded into content area assessments. The effective measurement of the 4C's requires the implementation of system-wide rubrics and a shift in teacher practice in the area of assessment. 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:

21st Century Skills

Student Performance Data measured by the Eden Prairie's 4C's Rubrics:

- 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 a "proficient" level of student performance.
- Level 4: describes student performance that is exemplary and exceeds proficiency.

1.2a: Collaboration

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Collaboration will increase by 2%.

1.2b: Communication

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Communication will increase by 2%.

1.2c: Creativity

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Creativity will increase by 2%.

1.2d: Critical Thinking

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Critical Thinking will increase by 2%.

1.2e. Percentage of EC-12 (overall) students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking

- Last four years of 4C proficiency for all EC-12 students

1.2f: Percentage of students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking by demographic group

- Last three years of 4C proficiency by demographic group (race/ethnicity, EL, FRP, SPED)

Evidence:

1.2a: Percentage of students proficient in the area of Collaboration

Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	95.7%	95.4%
K-2	68.4%	63.7%	60.4%
3-6	75.6%	71.3%	78.0%
7-8	65.3%	80.4%	85.7%
9-12	63.1%	67.1%	64.3%
Overall	68.9%	69.6%	72.9% Target Met

*Collaboration was not assessed in all grades prior to 2018-2019.

1.2b: Percentage of students proficient in the area of Communication

Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	93.1%	85.6%
K-2	70.0%	64.3%	60.7%
3-6	84.0%	70.3%	76.3%
7-8	71.5%	80.0%	89.2%
9-12	67.9%	67.5%	65.2%
Overall	73.8%	69.2%	73.0% Target Met

*Communication was not assessed in all grades prior to 2018-2019.

1.2c: Percentage of students proficient in the area of Creativity

Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	97.0%	95.4%
K-2	70.9%	63.3%	62.1%
3-6	82.8%	70.7%	82.5%
7-8	N/A*	89.9%	82.5%
9-12	57.9%	70.2%	63.5%
Overall	72.0%	69.3%	74.5% Target Met

*Creativity was not assessed in all grades prior to 2018-2019.

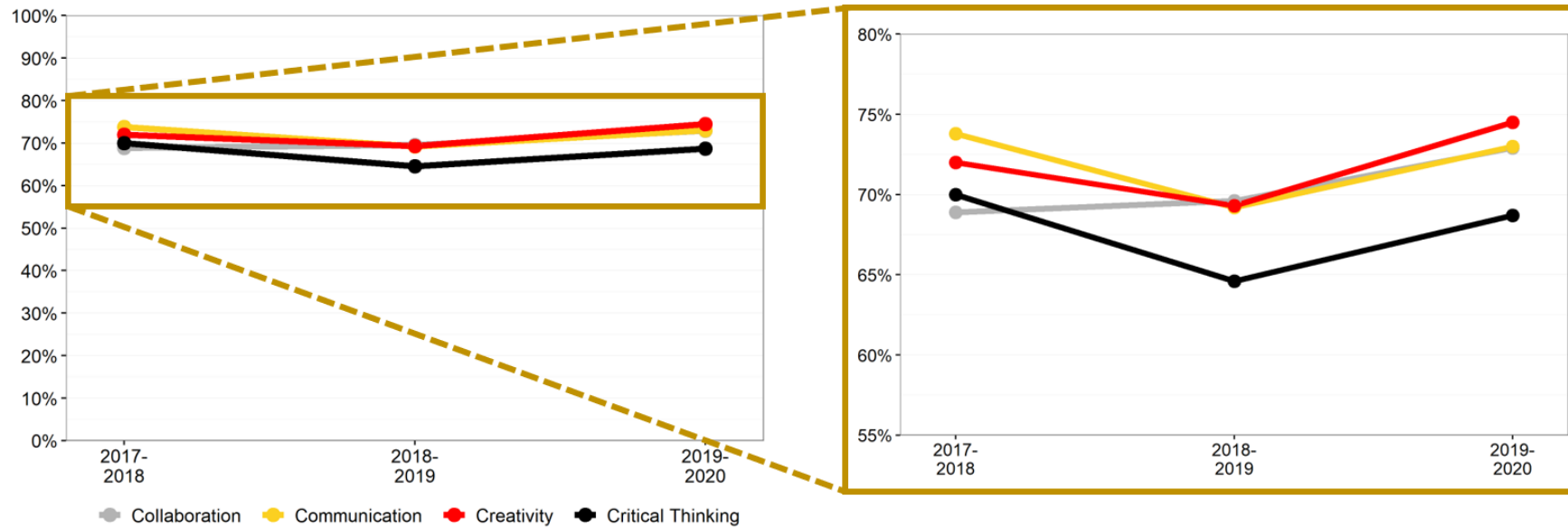
1.2d: Percentage of students proficient in the area of Critical Thinking

Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	97.9%	98.3%
K-2	68.1%	59.6%	55.6%
3-6	75.5%	65.8%	72.8%
7-8	N/A*	84.9%	78.1%
9-12	64.4%	66.6%	64.6%
Overall	70.0%	64.6%	68.7% Target Met

*Critical Thinking was not assessed in all grades prior to 2018-2019.

1.2e: Percentage of EC-12 (overall) students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking

Overall Proficiency	2017-2018	2018-2019	2019-2020
Collaboration	68.9%	69.6%	72.9%
Communication	73.8%	69.2%	73.0%
Creativity	72.0%	69.3%	74.5%
Critical Thinking	70.0%	64.6%	68.7%



1.2f: Percentage of students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking by demographic group

Demographic Group	Collaboration			Communication			Creativity			Critical Thinking		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
American Indian or Alaska Native	45.5%	61.1%	62.5%	54.5%	57.9%	62.5%	50.0%	57.9%	65.2%	38.9%	52.6%	54.2%
Asian	76.6%	78.6%	78.2%	84.4%	75.8%	76.4%	80.4%	74.8%	77.3%	79.6%	72.0%	75.4%
Black or African American	52.0%	53.1%	59.8%	61.9%	53.1%	59.2%	54.3%	53.9%	63.0%	54.5%	49.2%	53.7%
Hispanic/Latino	63.7%	59.7%	67.4%	68.4%	57.9%	64.3%	65.6%	57.9%	71.2%	59.0%	49.0%	59.3%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	64.7%	69.5%	69.7%	72.7%	70.0%	70.4%	72.8%	71.1%	72.8%	66.5%	65.5%	64.8%
White	72.5%	73.2%	76.6%	75.0%	73.5%	77.9%	75.3%	73.6%	77.8%	73.3%	69.2%	73.3%
EL	56.6%	48.9%	57.7%	59.2%	45.5%	53.8%	53.2%	48.8%	60.7%	52.8%	36.9%	46.9%
FRP	54.7%	53.4%	59.2%	60.1%	54.5%	57.9%	57.4%	55.7%	62.9%	54.2%	47.5%	51.6%
SPED	46.2%	42.5%	50.9%	51.9%	41.2%	52.1%	46.8%	49.0%	58.6%	44.5%	38.7%	44.8%
Overall	68.9%	69.6%	72.9%	73.8%	69.2%	73.0%	72.0%	69.3%	74.5%	70.0%	64.6%	68.7%

†Fewer than 10 students in this demographic group.

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: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.2, "Each student has the 21st century skills needed to succeed in the global economy".

Board Member's Summarizing Comments

