

Monitoring Report Vision Cards A and B Strategic Plan Implementation

Date: June 2026

Authors: Dr. Jill Kind, Director of Learning & Achievement
Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment
Tom Watkins, Ph.D., Coordinator of Data and Assessment
Dr. Michael Walker, Director of Education Equity
Sonni Buerskin, Director of Student Services
Amy Tollefson, District Level Principal
Dr. Bryan Bass, Assistant Superintendent, Equity & Achievement

Topic: Vision Card Review

Purpose: The purpose of this executive summary is to:

- Provide information on the data for the High Priority Initiatives for Strategic Directions A and B,
- Show alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

Executive Summary

The Osseo Area Schools June 2026 Monitoring Report evaluates the implementation fidelity and impact of the district's High Priority Initiatives under Strategic Directions A and B.

Strategic Direction A: Safe, Welcoming, and Inclusive Environments

This strategic direction focuses on fostering a culture of belonging, safety, and respect across all school environments. Key findings from the monitoring metrics include:

- **Staff Perceptions:** Survey data indicates that Early Childhood and Adult education staff groups reported above-average workplace satisfaction and safety. Conversely, Hispanic, Multiracial, and non-binary staff members reported lower levels of perceived safety compared to other groups across all years.
- **Family Perceptions:** The Family Stakeholder Survey reported a median score of 82% in 2026 for safe, welcoming, and inclusive environments, a 3% increase from 2024. Middle school families saw the largest favorable increase at 12%.

Strategic Direction B: Core Instruction and Equitable Pathways

Strategic Direction B focuses on strengthening rigorous core instruction and expanding equitable access to advanced academic pathways. Key performance metrics include:

- **College and Career Readiness (CCR) Index:** During the 2024-25 school year, 71% of high school students achieved at least one CCR measure (such as college-intent course credits, professional certifications, internships, or a MN Bilingual Seal), an 8% increase from 2023-24.
- **Literacy Growth Decline:** Results from the FastBridge aReading adaptive assessment show a critical decline: only 21% of students achieved typical growth during the 2025-26 school year, representing a 10% decrease from the prior year and a continuous downward trend across all grades since 2021-22. Only 10% of students achieved aggressive growth.
- **Graduation and Dropout Trends:** The Class of 2025 graduation and continuation rate reached the "Vision" level, with 81% of student groups meeting the 80% benchmark. Additionally, students receiving special education services reached their lowest overall four-year dropout rate (6%) since the pandemic.

Introduction

Vision Cards serve as critical data points toward the realization of the district's mission.

Vision Cards track the district's progress toward strategic goals by aligning data with the Strategic Roadmap. Created by administrators with board guidance, they measure performance, identify growth or gaps, and support continuous improvement through clear, measurable goals tied to the district's overall vision.

Definition Statement: Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.

Vision Card and Expectations for Monitoring Reports

Our [Vision Card Metrics](#) continue to be closely aligned with strategic priorities,

eliminate redundancies, and provide high-level, meaningful data for the school board and community to understand the district's progress.

We continue to partner with a national non-profit, Education Resource Strategies, which works with districts across the country to develop systems to assess the impact of their systems' strategies to drive positive outcomes for students- a process they call '[System Strategy ROI](#).' Through that partnership, we have worked to identify the key strategies within each of our strategic directions that the system is investing in to drive improvements toward our goals. We've also begun to identify the investments aligned with that strategy, and the set of process and outcome metrics that we want to monitor for those strategies. This will allow us as a district to more clearly understand how our work is driving toward the outcomes we expect, and what actions we need to take to improve our progress toward those goals.

The Vision Cards

The Vision Cards will focus on "Out and Up" Reporting and they:

- Ensure outcome measures closely align with goals and Strategic Priorities
- Show how strategies drive progress toward outcomes

The continuous improvement work may also result in *new* baseline data that we haven't collected in the past, or work to improve how to measure our strategies.

Lastly, you will see that alongside our Vision Cards, we will be sharing a [Strategy Snapshot](#) that provides a summary of the strategies that the district has mapped to the highest priority (HP) and focused priority (FP) for each Strategic Direction. For each strategy, we've included the process and outcome measures we intend to collect, and the per-pupil investment currently being made, where possible.



Key Considerations for "Out and Up" Reporting (in Reimagine Vision Card)

- Audience-Centered: The revised metrics prioritize data relevant to the board and community, highlighting progress toward strategic priorities without overwhelming detail.

- Strategic Alignment: Metrics were carefully selected to tell a cohesive story of district success and areas for growth.
- Rationale for Refinement: Examples include dropping metrics like detailed IT data, which are operational, and adding metrics like student and family surveys for community feedback.

Metric Types (from ERS's SSROI [paper](#))

Metric to Consider

Process Measures	Outcomes Measures
• Fidelity of Implementation Measures	• Impact Measures

Vision Card A

District Operational Plan

Strategic Direction A: Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.

Strategic Direction	Goals
A	1. Increase every student's sense of belonging, safety, and respect across all school environments (culture and climate). 2. Ensure all school environments—physical and cultural—signal welcome, safety, and inclusion for every student and family.

Strategies and Outcomes

Strategies	Measure: Process	Measure: Outcome
------------	------------------	------------------

MnMTSS - Strengthen Tier 1 culture systems (SEL, PBIS) to consistently model and reinforce belonging. - Deepen Tier 2–3 supports so students feel seen and supported before challenges escalate. Continuous Improvement Magnifier - Use the Equity Transformation Cycle to identify and reduce the use of exclusionary practices.	- Tier 1 fidelity checks completed each fall and spring - Intervention tracking system used consistently - Environmental scan at all sites - Coordinated Professional Development 100% of sites complete ETC cycle	- An increase to 90% of students report feeling respected and included from 73% in 2025. - A decrease in students reporting feeling bullied or harassed by a peer in the last thirty days from 20% in 2025 to 15% in 2028. 100% of Sites participate in May Reflection-Equity Challenge, Learning, and Action Presentations.
---	--	--

Measures

The following measures are categorized as either process measures, which focus on implementation and progress or outcome measures which focus on impact and outcome.

As noted in the ERS System Strategy Snapshot provides details of this relationship as well as information on the Return on Investment can be found in the [appendix](#) of this document.

For Priority A1, our data sources, in order in which they appear, are:

- Positive Behavior Intervention & Support (PBIS) Implementation Review (*Process Measure*)
- Climate Equity Review(*Process Measure*)
- Bullying, Harassment, & Student Safety (*Outcome Measure*)
- Belonging, Help & Trusting Adults (*Outcome Measure*)

Priority A1. Positive Behavior Intervention & Support (PBIS) Implementation Review (Process Measure)

Tiered Fidelity Inventory (TFI)

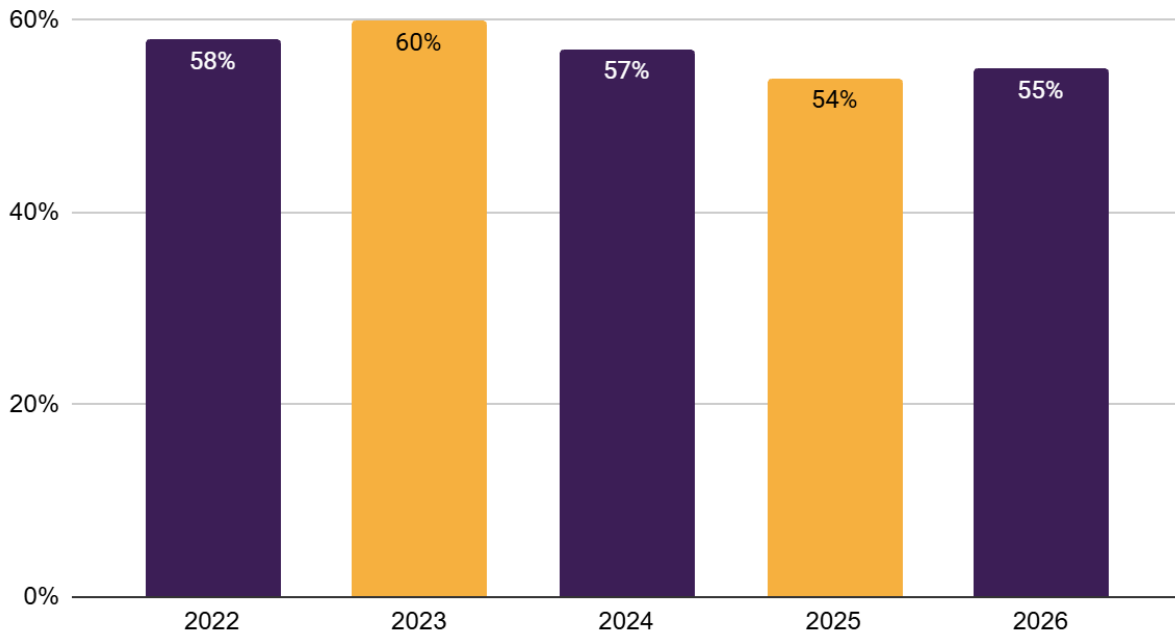
The [Tiered Fidelity Inventory \(TFI\)](#) is a process indicator. It is used to determine the degree to which school staff are implementing the core features of Positive Behavior Intervention & Support (PBIS). This instrument is administered two times each school year by a team from each site and it includes three sections: Tier 1: Universal School-wide Positive Behavioral Interventions and Supports (SWPBIS) Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. For this Vision Card indicator, we are using TFI Total Ratio as our primary measure, with a benchmark set at 60% for the baseline measure. This was because: (a) all of the components of the TFI count in the results, (b) this reflects the research base behind PBIS, (c) these results will be meaningful, manageable and sustainable for reporting, and (d) the benchmark will be reasonable and yet challenging because it represented the top 30% of all TFI's administered in Osseo and among comparable districts in 2022-23. The district's TFI Total Ratio has decreased 3% each year since 2022-23.

In 2025-26, TFI version 3 was introduced as a revised version. Sites could choose to continue with TFI 2.1 or pilot TFI v3. This year 17 sites completed TFI 2.1 and 10 sites completed TFI v3 to measure the fidelity of implementation.

The following chart summarizes the TFI Total ratio since 2022. In 2026, the 17 sites that completed the TFI 2.1 are included. We will have a new baseline for 2027 with all sites completing TFI v3.

The data shows the fidelity since the baseline year has decreased from 60% to 55%. Effective in the 2026-27 school year, in order to strengthen fidelity, we will align PBIS within the MnMTSS framework as a strategic initiative that will have system wide support and investment. This also strengthens our alignment with the Achievement and Integration goal of decreasing discipline disproportionality.

Tiered Fidelity Inventory



Priority A1. Climate Equity Review

Equimetrics Scales - Diversity, Equity, and Inclusion

We did not use the Equimetrics tool this year. Beginning in 26-27, these scales will be incorporated into the Staff Survey.

Staff Stakeholder Survey

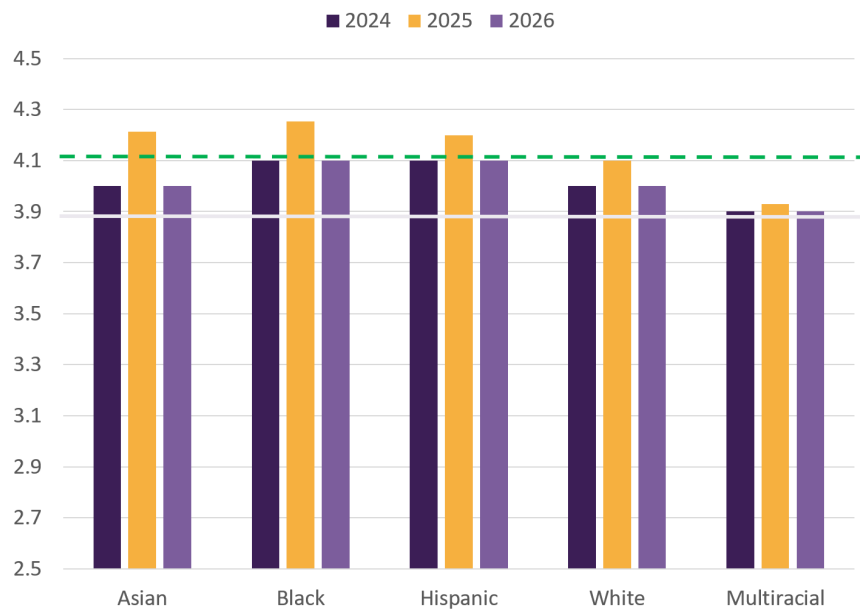
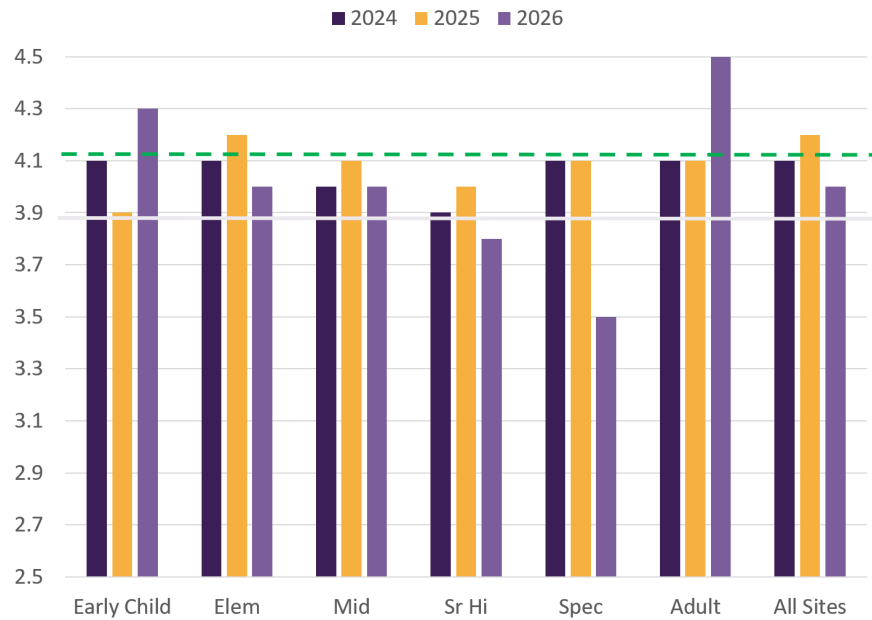
This process measure includes two scales (groups of questions) and one question from the Staff Stakeholder Survey, which is typically administered in the winter each year. For each question, teachers could respond "Strongly Agree", "Agree", "Neutral", "Disagree", "Strongly Disagree" or "Not Applicable". For scales, we used the average score (with Strongly Agree = 5, Agree = 4, etc.), and for questions we used the percent responding "Strongly Agree" or "Agree." The results by question and scale are below.

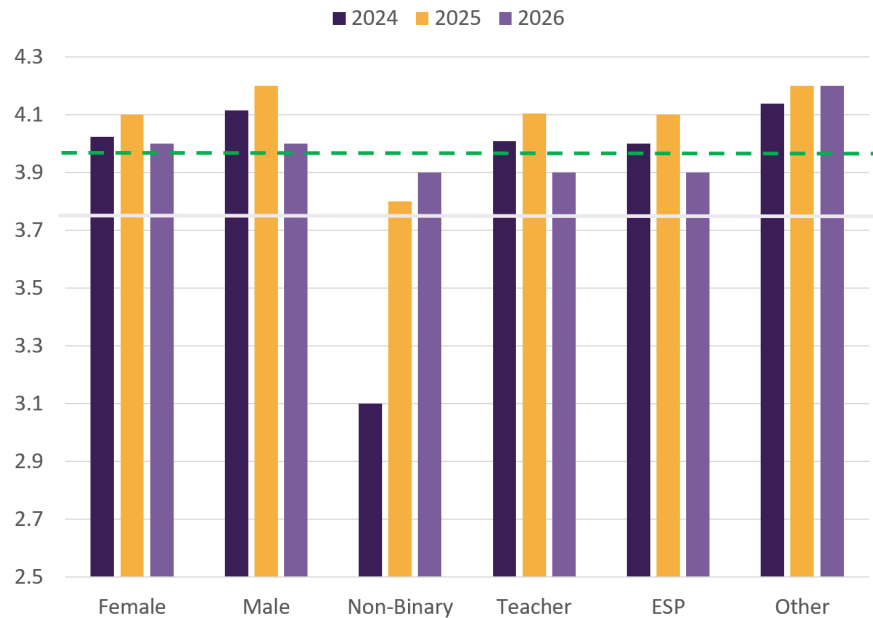
School/Department Environment & Communication Scale		% Agree/Strongly Agree		
Survey Item		Schools	Depts	District
Staff at school/work make me feel welcome.		82%	82%	82%
I feel safe in my work environment.		77%	86%	78%
Staff consistently provide helpful customer service.		82%	84%	82%
I am treated with respect by my colleagues.		85%	80%	84%
A clear vision for our school/department and strategies for improvement are communicated.		68%	68%	68%
Administrators are visible and accessible to me. (School only)		70%	NA	70%
My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning. (School only)		71%	NA	71%
My school acknowledges and understands diversity in the school community, creating an environment that supports all students. (School only)		82%	NA	82%
My school/department does a good job of keeping me informed about important news.		70%	69%	70%
The district does a good job of keeping me informed about important news.		67%	72%	68%
Communications to staff are delivered in a professional and timely manner.		67%	68%	67%

School/Department Race & Culture Scale		% Agree/Strongly Agree		
Survey Item		Schools	Depts	District
I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with.		78%	76%	78%
I am willing to learn more about how race and culture impact learning.		88%	86%	88%
I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture.		85%	78%	84%
What I have learned about race and culture has helped me work towards equitable student achievement.		82%	75%	81%
I have raised my Consciousness about Equity this year.		75%	71%	75%
I know the CLEAR Solutions Framework pyramid, and feel comfortable walking through it from event to mental model.		61%	57%	61%

For the purposes of this Vision Card, we focused on scale and question averages for specific groups of staff, and developed performance ranges to highlight differences between groups. In the charts below, the six-year average range is from the gray line to the dashed green line, so groups at or above the green line are above average, and groups below the grey line are below average.

School/Department Environment and Communication Scale Results by Staff Group

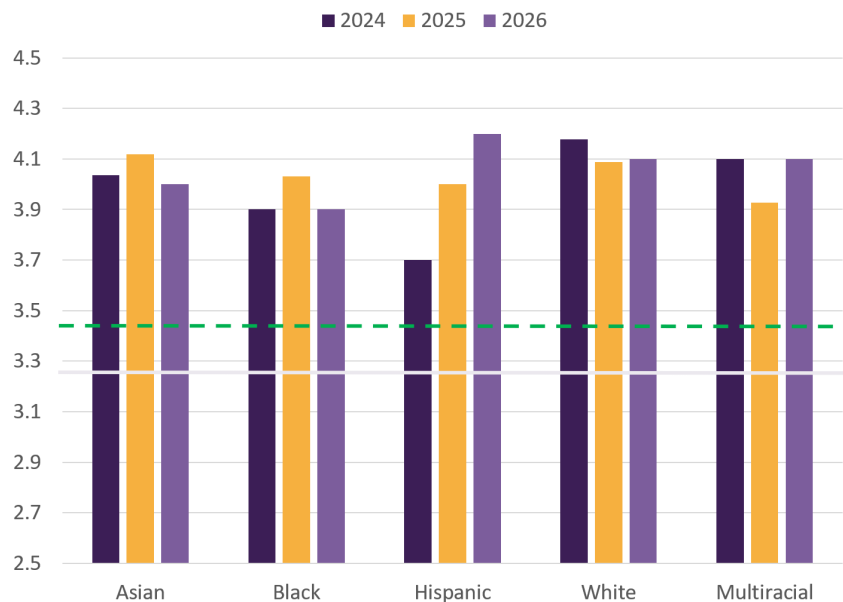
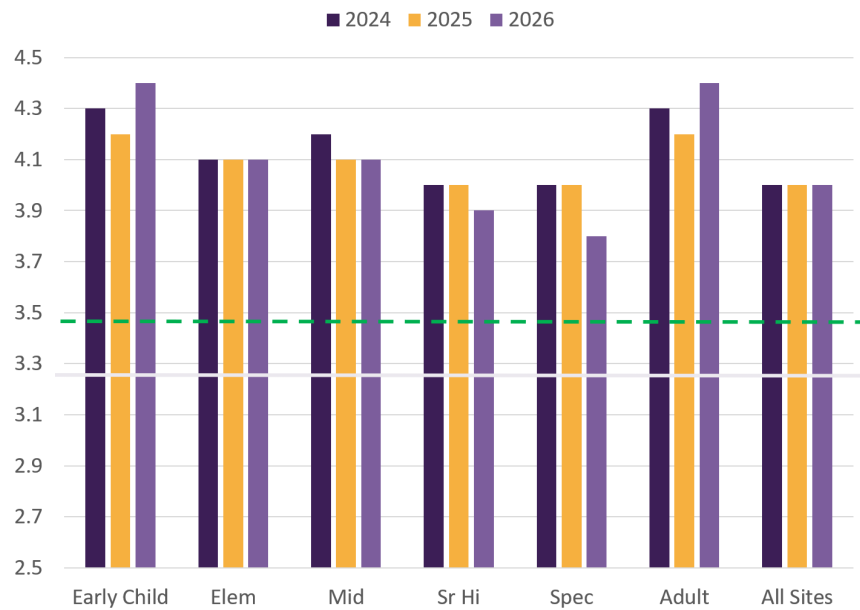


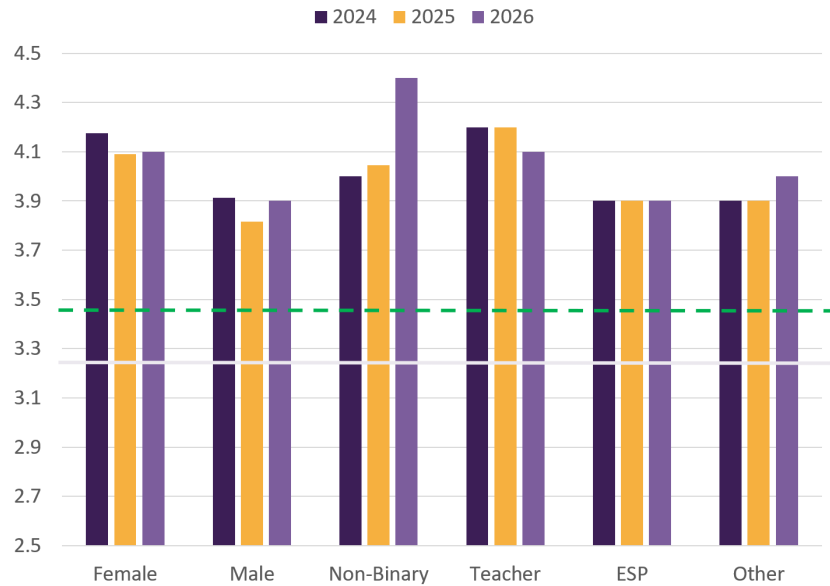


There are a few important findings from these charts:

- Early Childhood and Adult education groups had higher than average perceptions on this scale for the 25-26 school year. Additionally, both of these groups saw a large increase over previous years.
- After seeing a bump in positive perceptions across all race and ethnicity groups during 2024-25, all groups returned to 2023-24 levels during this year's survey administration.
- Staff members who are neither teachers nor ESPs ("Other") and those who identify as Non-binary continue to grow in their positive perceptions on this scale.

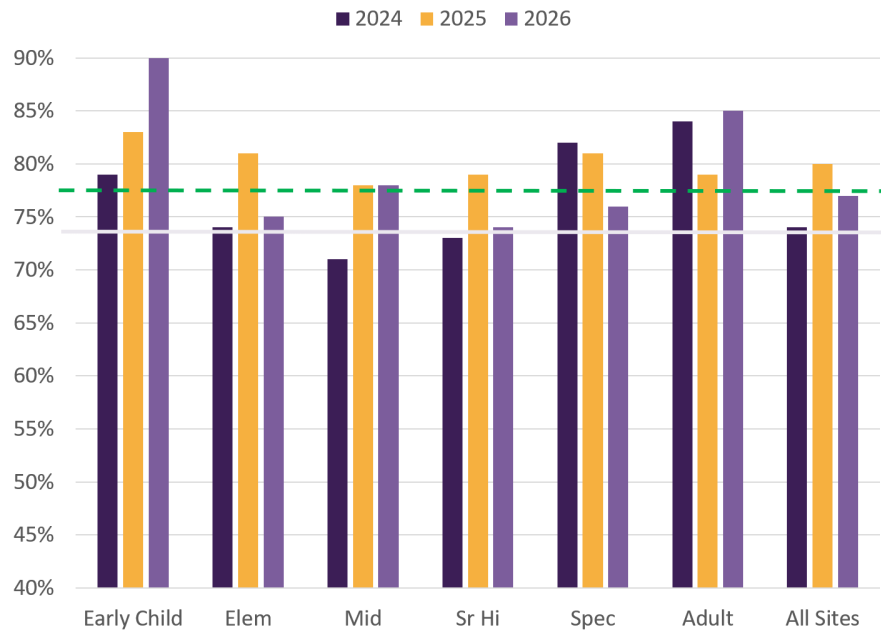
School/Department Race and Culture Scale Results by Staff Group

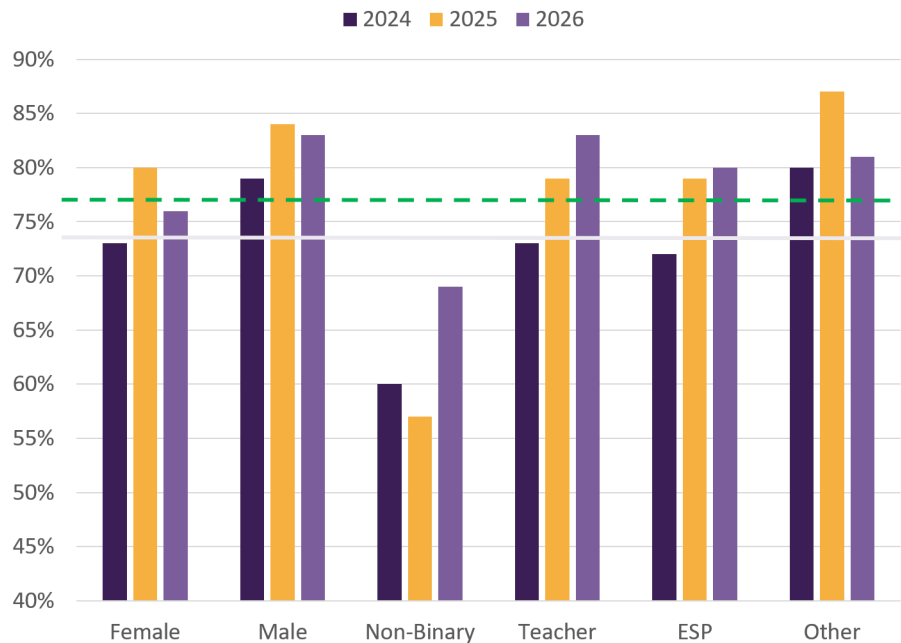




In 2025-26, all staff groups had perceptions of Race and Culture that were at or above 2024-25 levels with the exception of the following groups: Sr Hi, Spec, Asian, Black, and Teachers.

"I feel safe in my work environment" Question Results by Staff Group





In these charts regarding staff perceptions of safety:

1. The employee groups that reported above average levels of safety when looking at the site level were those at early childhood and adult sites.
2. When looking at the data by race and ethnicity staff groups, Asian and Hispanic staff saw improvements over previous years' rates. Additionally, Asian and Black staff members had the highest rates of perceived safety at work.
3. The final chart shows that staff members who are male have the highest ratings of perceptions of safety in the workplace.
4. Across all years, Hispanic, Multiracial, and non-binary staff perceived lower levels of safety than other staff groups.

A1. Bullying, Harassment, & Student Safety

This indicator looks at the results from the Minnesota Student Survey pertaining to bullying and harassment. This survey is administered every three years to grades 5, 8, 9, and 11. The following survey questions have been used on previous Vision Cards and were included in the 2025 survey:

1. During the last 30 days, how many days have other students at school...
 - a. pushed, shoved, slapped, hit or kicked you when they weren't kidding around?
 - b. spread mean rumors or lies about you?

The answer choices for these survey questions were: Never, Once or twice, About once a week, Several times a week, or Every day. As in previous years, student responses were re-coded using an 8-point index score with 8 = zero bullying and 0 = all students reporting bullying. Results for only these two questions are summarized in the table below:

Bullying & Harrassment - Comparable Items Only									
	Grade 5		Grade 8		Grade 9		Grade 11		Average
	Male	Female	Male	Female	Male	Female	Male	Female	
2016	7.0	7.2	7.5	7.4	7.6	7.6	7.7	7.6	7.5
2019	7.0	7.0	7.4	7.3	7.7	7.5	7.7	7.6	7.4
2022	6.7	7.1	7.5	7.4	7.7	7.6	7.8	7.7	7.6
2025	6.8	7.0	7.4	7.5	7.6	7.6	7.7	7.7	7.6

There were also questions about bullying and harassment that the Minnesota Department of Health and Minnesota Department of Education changed for the 2025 survey. For these questions, we will report only on 2025 since we do not have comparable data from previous years:

During the last 30 days, how often have other students harassed or bullied you?

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
Never	62%	62%	81%	78%	83%	86%	91%	94%
Once or twice	25%	26%	15%	17%	12%	12%	7%	6%
Three or more times	13%	12%	5%	5%	4%	3%	2%	1%

IF BULLIED DURING THE LAST 30 DAYS, for which of these reasons were you harassed or bullied? (Mark ALL that apply)

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
Your race, ethnicity or national origin	17%	15%	17%	25%	24%	24%	30%	26%
Your religion or religious beliefs, including a lack of religious beliefs (e.g., agnosticism or atheism)	5%	5%	6%	7%	6%	12%	11%	0%
Your sex or gender (being male, female, transgender, genderqueer, genderfluid.)	5%	8%	3%	11%	3%	15%	11%	15%
Your gender expression (your style, dress, or the way you walk or talk)*			15%	31%	13%	17%	16%	15%
Because you are bisexual, gay, lesbian, asexual, pansexual, queer, or because someone thought you were*			3%	11%	7%	10%	8%	0%
A physical or mental disability	5%	5%	3%	6%	7%	5%	11%	4%
Your size or weight	26%	39%	26%	29%	23%	22%	38%	22%
Your physical appearance	29%	35%	33%	48%	39%	47%	32%	48%
Reason not listed	56%	54%	49%	34%	35%	36%	49%	41%

The analysis of students' sense of safety at school utilized one question from the Minnesota Student Survey, "I feel safe at school." The answer choices for this question was: Strongly agree, Agree, Disagree, or Strongly disagree.

The numbers that are reported on the Vision Card are index scores that were calculated through a similar method created by the Minnesota Youth Development Research Group (MYDRG) at the University of Minnesota. This method is able to capture the severity of all response types, from the favorable responses to the not so favorable ones. In the Bullying & Harassment portion, the closer we get to an index score of 8.0, and in the Safety portion, the closer we get to 7.5, the closer we get to 100% of our students answering that they feel safe at school.

Some themes that emerge from these tables are:

- The two-item Bullying & Harassment index score has remained within one or two decimal points for the past four survey administrations and has increased slightly from 7.4 in 2019 to 7.6 in 2022 and 2025.
- On the new Bullying & Harassment question added in 2025, 5th grade students reported the highest levels of bullying, and 11th graders reported the least.
- For male students, the most common reason for bullying was typically not listed among the available options (all grade levels except 9th).
- For female students, the most common reason for bullying was typically physical appearance (all levels except 5th).

The Minnesota Department of Education (MDE) releases data from the Minnesota Student Survey in two batches. The first release includes the data disaggregated by grade level and gender. The second release further disaggregates the data by racial

demographics. This initial analysis only included student groups broken down by gender and grade level since the 2025 results broken down by race have not yet been made available. Once that data is made available, we will also report on our district's results by race over time.

Priority A1. Belonging, Help & Trusting Adults

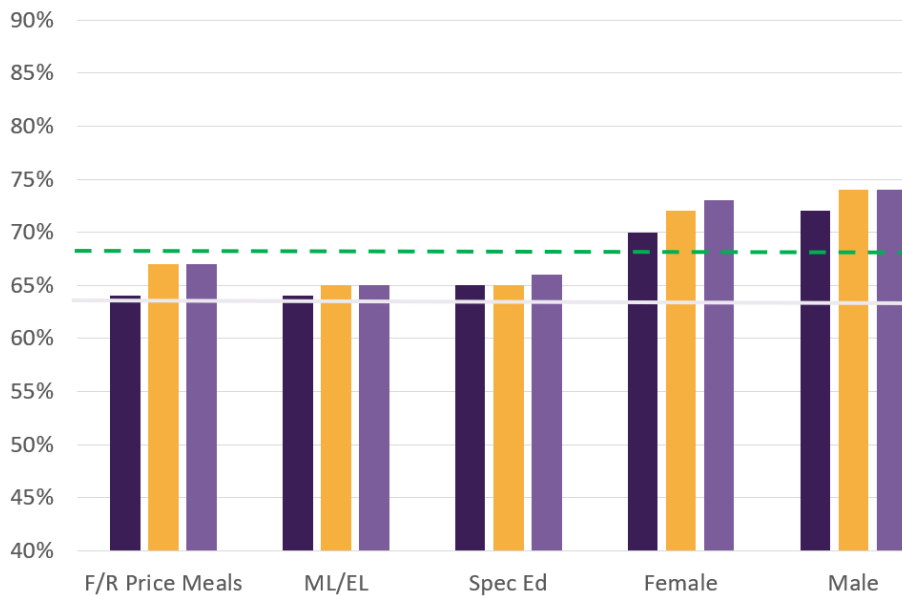
The Student Stakeholder Survey has been administered to most students in grades 3-12 in the district from 2015-2026, and this indicator includes three scales (groups of questions) from this survey. The table below includes the percent positive (students responding "yes/always" or "mostly yes") for each question on each scale. In the Spring of 2024, new survey scales were used which are not comparable to previous versions of the same scales. Accordingly, a new baseline and new performance level ranges were established for Vision Card A. This table provides the survey questions and scales in use for Spring 2024-26, along with the percent positive:

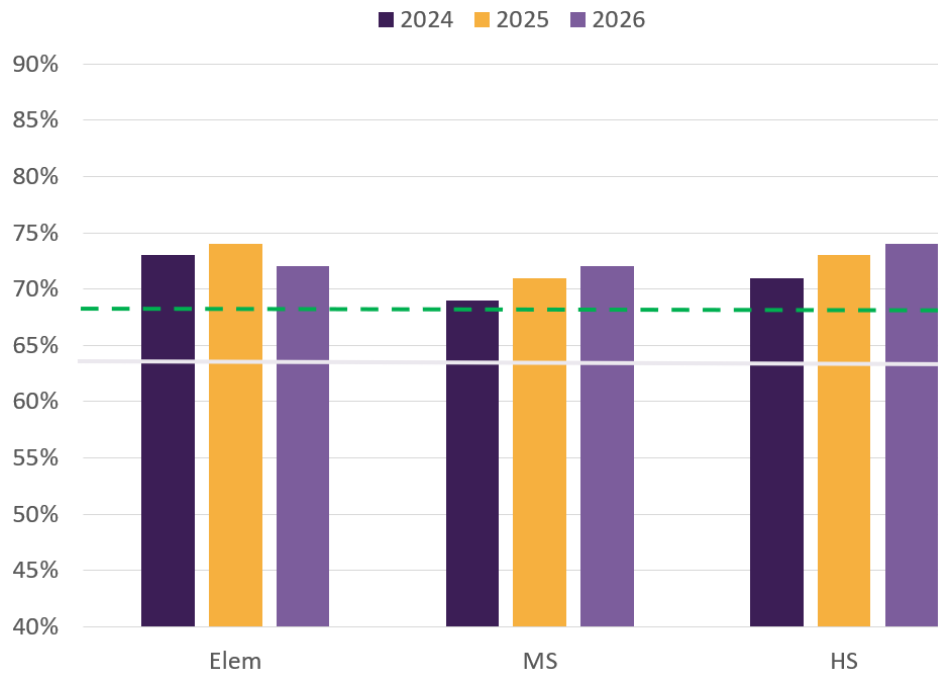
Scales and Questions	2024	2025	2026
<i>Belonging</i>	71%	73%	73%
At my school, teachers care about students.	85%	85%	85%
I am comfortable sharing my thoughts and ideas at school.	61%	63%	65%
I build friendships with other people.	75%	76%	76%
I feel like I belong at school.	69%	71%	71%
I feel respected at school.	68%	72%	72%
<i>Help</i>	76%	78%	76%
I have what I need to be successful at school.	86%	87%	86%
An adult at school has talked to me about how I am doing in my classes.	64%	66%	64%
If I have problems at school, the adults listen to me and help me.	78%	79%	78%
If I have a problem, I have at least one adult at school that I can turn to.	77%	78%	77%
<i>Trust</i>	81%	82%	80%
The school rules are fair.	69%	69%	65%
I can count on the adults at my school to help me learn and achieve.	82%	83%	82%
Adults treat me with respect.	83%	85%	84%
Adults in this school care about me.	81%	81%	81%
Adults in my school trust me.	82%	84%	83%
Adults in my school believe I can learn and will be successful.	87%	88%	87%

The charts on the next two pages provide the scale results by student group for the past two survey years. The annual median across all student groups is used on the card.

Student Survey - *Belonging Scale* % Positive

■ 2024 ■ 2025 ■ 2026

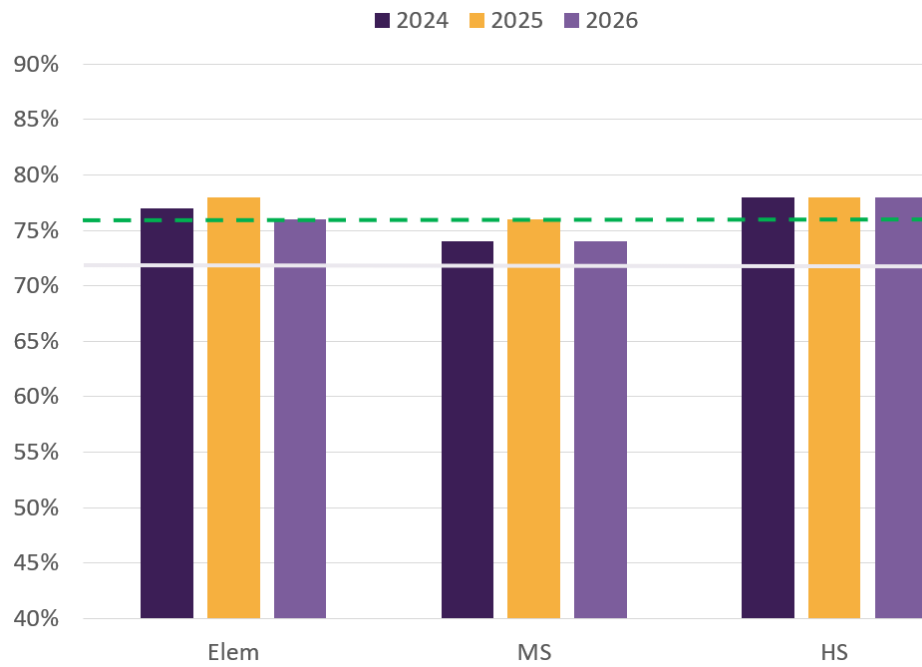




On the *Belonging* scale, White, female, male and students in grades 6-12 were more positive on this scale in 2026 than they were in 2024, and were at least two percentage points above the benchmark (represented by the green dashed line).

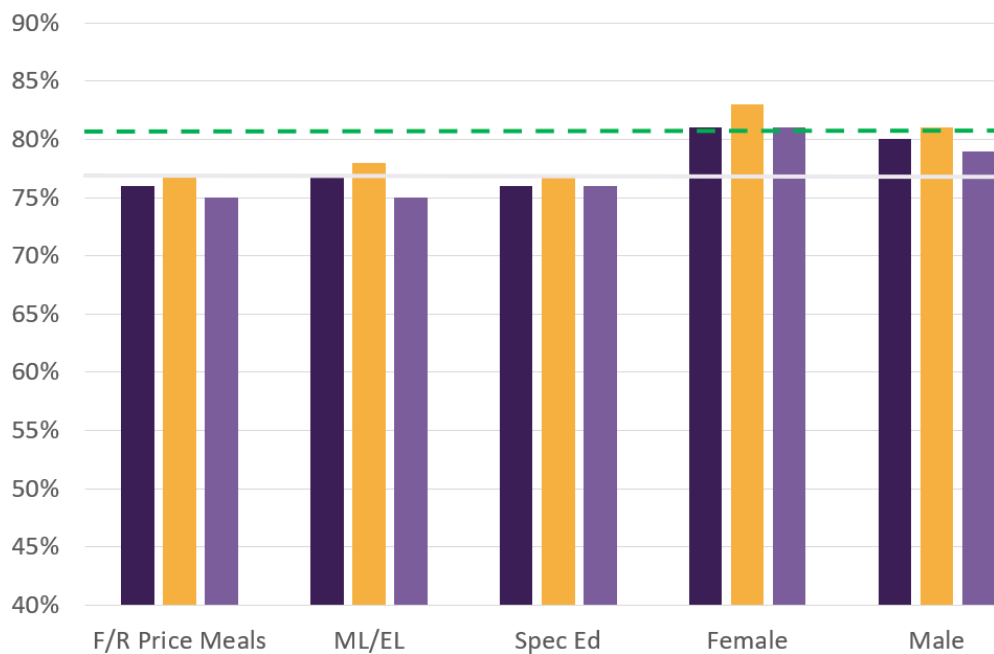
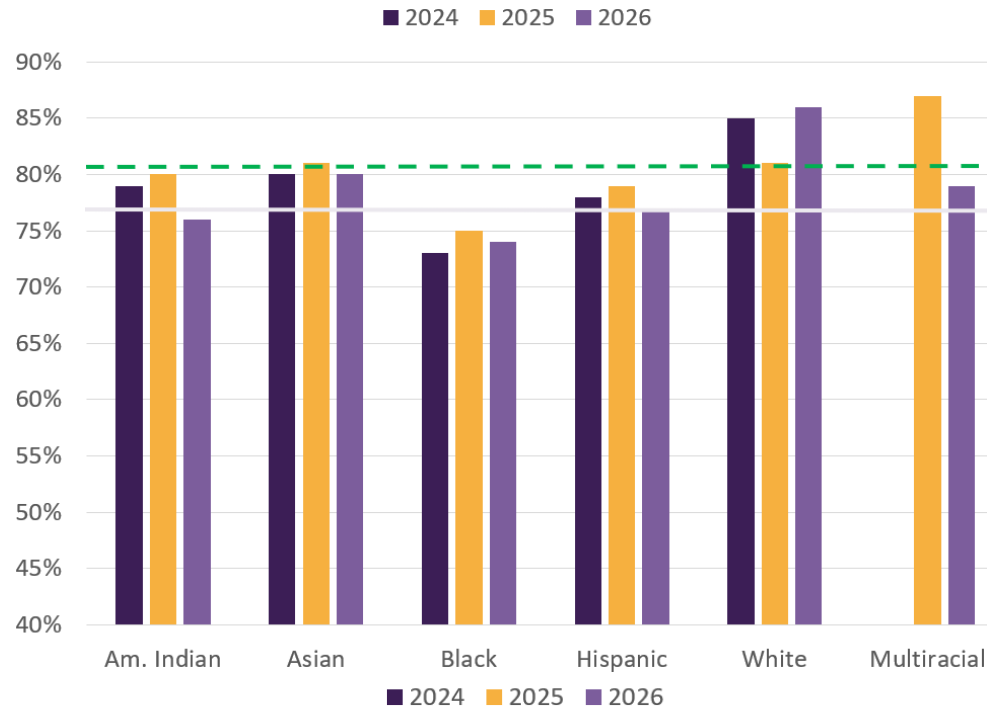
Student Survey - *Help Scale* % Positive

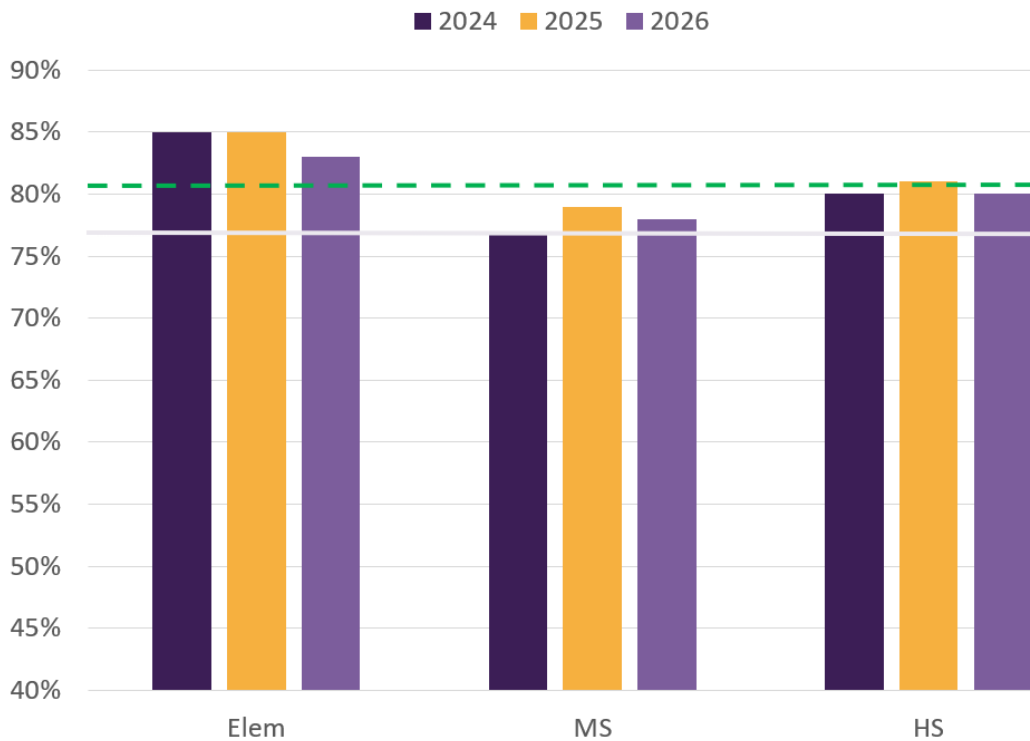




For the *Help* scale, there was less variability across student groups, which means similar levels of accessing help. However, White, male, female, elementary and high school students reached benchmark levels of Help in 2026.

Student Survey - *Trusting Adults Scale* % Positive





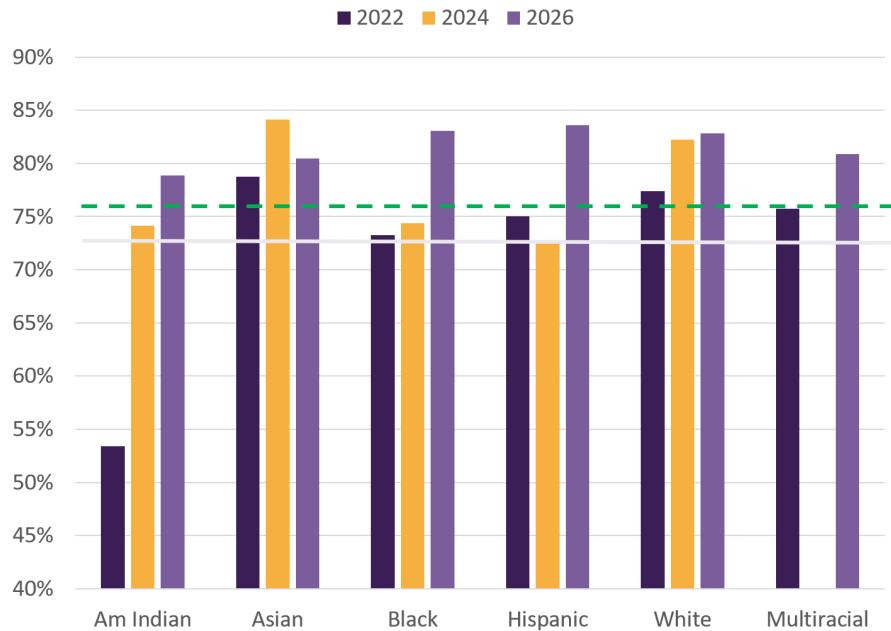
For the scale of *Trusting Adults*, White, female and elementary level students met the benchmark in 2026.

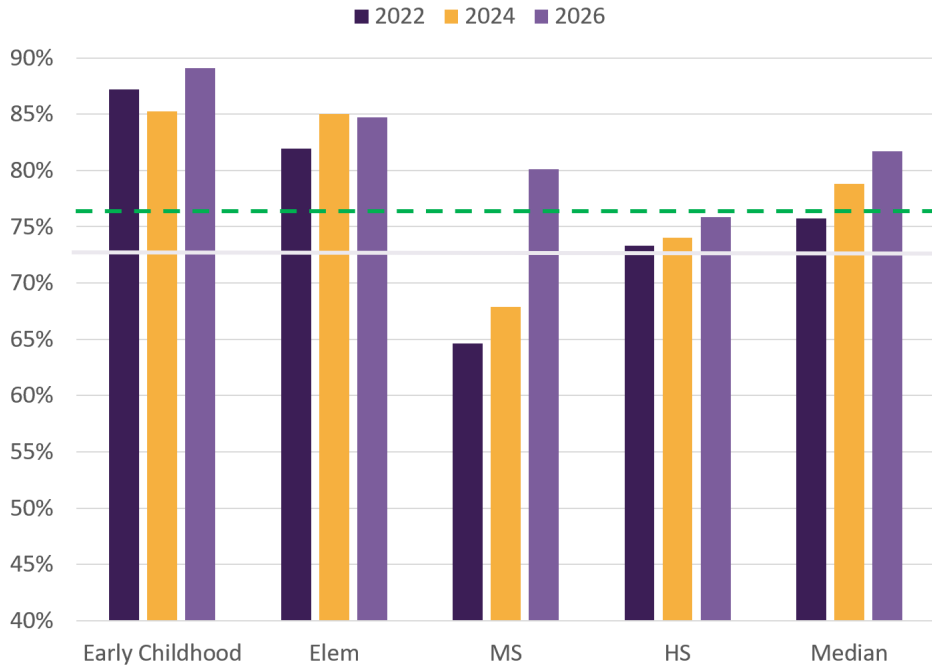
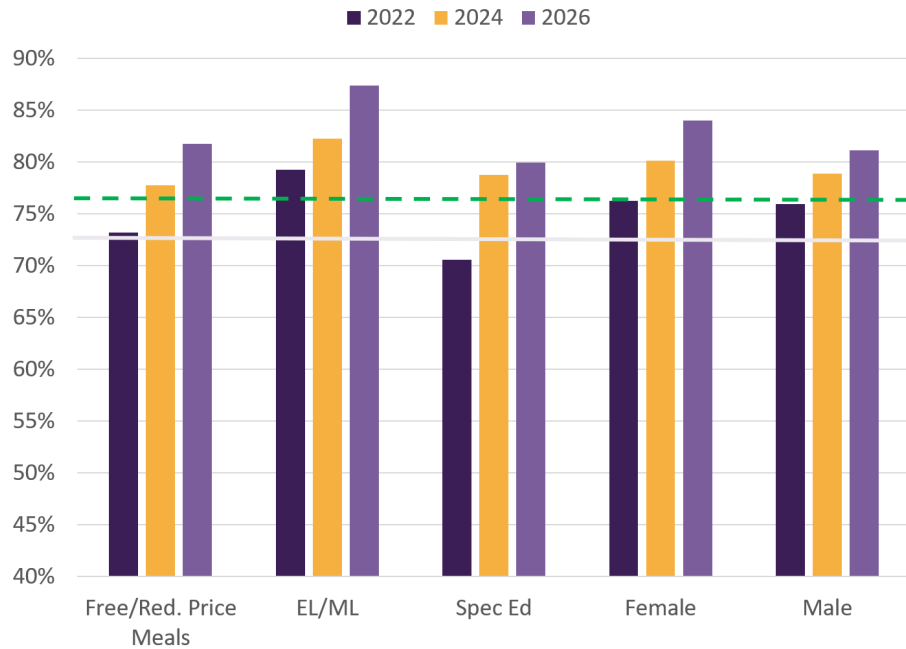
Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments Scale

The last metric for this indicator is the Family Stakeholder Survey: *Safe, Welcoming, and Inclusive Learning Environments* scale. This survey was last conducted in the spring of the 2024 school year and is administered every other year. The following table provides results on each question for the past two administrations (which were the first two administrations to include these questions):

	2022	2024	2026
My scholar feels emotionally safe in the school environment.	80%	81%	85%
My scholar feels physically safe in the school environment.	82%	86%	88%
School staff treat my scholar with respect.	89%	92%	92%
My scholar experiences positive representation of their identity in their school environment.	83%	86%	88%
My scholar experiences positive representation of their culture in their school environment.	77%	79%	82%
My scholar's cultural history is represented accurately in the curriculum.	65%	70%	75%
My scholar has opportunities to influence their learning experience.	66%	74%	72%
My scholar sees how their learning connects to the real world.	65%	69%	73%

Scale results for the past three survey administrations are reported below as the median percent responding “Often” or “Always” as in previous Vision Cards:



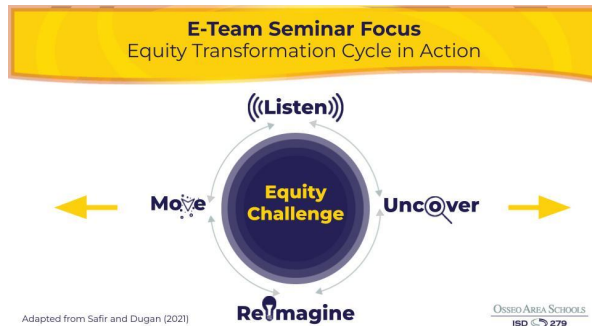


Across the three survey administrations, the highest overall agreement was for family members of students enrolled in early childhood and in elementary schools.

Agreement rates among all race and ethnic groups increased from previous years, with the exception of Asian families who saw a 4% decrease. The groups that saw the largest increases from the 2024 to 2026 administration were among families of Hispanic students (11%) and families of middle school students (12%). The median across all groups for 2026 was 82%, and this is what was reported on the Vision Card for this measure - a 3% increase from the previous administration of the survey in 2024.

Strategic Direction E: Continuous Improvement Magnifier

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?



This image shows how we use a continuous improvement cycle to solve equity challenges. Teams *listen* to those most affected, *uncover* root causes of inequities, *reimagine* better approaches, and *move* into action.

Teachers use the PLT process where teams ask key questions like “What do we want students to learn?” and “What will we do if they don’t learn it?”

These cycles help identify how systems and practices create barriers to student success. By reframing Strategic Direction E as the *Continuous Improvement Magnifier*, we are shifting from repeated reporting to a focus on using these cycles to show meaningful growth across all areas of our work. This includes academic progress, well-being, and staff collaboration.

As we move forward, data will be collected via our revised staff stakeholder survey, evidence from schools Equity Transformation Cycles, achievement of site goals from PLT work, and Learning Walks.

Vision Card B
District Operational Plan

Strategic Direction B: Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.

Strategic Direction	Goals
B	1. Strengthen high-quality, rigorous core instruction so all students experience rigorous learning with appropriate support. 2. Expand equitable access to advanced, experienced, and credentialed pathways that prepare students for future success.

Strategies and Outcomes

Strategies	Measure: Process	Measure: Outcome
MnMTSS - Implement a coherent MTSS framework to ensure strong Tier 1 instruction and timely intervention. - Build leader capacity to observe, coach, and grow rigorous instructional practice through Instructional Leadership Academy (ILA) and learning walks.	- Professional Learning Team (PLT) goals - Accountability for Tier 1 effectiveness as measured in RTI (response to intervention) Stored - Leaders complete ILA phases - Learning walkthroughs	- Students in grades 2–10 who meet expected growth on aReading will increase from 40% to 43%. - Increased aggressive growth at the 75th percentile from 12% in 24-25 to 15% in 25-26.
College & Career Readiness Pathways Expand high-value pathways (credentials, bilingual seals, internships, accelerated, online options) so participation mirrors district demographics.	Secondary pathway participation data	- Increased credentialing / accelerated pathway achievement - American Indian 64% to 80% - Asian 69% to 80% - Black 55% to 80% - Hispanic 52% to 80%

Continuous Improvement Magnifier 1. Elevate the District Behavior Specialist (DBS) program to increase utilization and student outcomes. 2. Strengthen American Indian Education supports with a targeted focus on graduation and cultural relevance. 3. Align PreK (VPK & PreK 4-year old alignment) systems to support Kindergarten readiness and long-term academic success.	• MDE child count data (Dec. 1st) • Licensed Special Education staff retention data • American Indian Education improvement attendance milestones	○ Multiracial 63% to 80% ○ White 71% to 80% • Increased licensed special education staff retention from 90.2% to 92%. • Decrease in students starting Kindergarten in center based programming from 12% to 8% of all Kindergarten students on IEPs. • Increased American Indian student graduation rate from 68.6% to 75%.
---	---	--

Measures

The following measures are categorized as either process measures, which focus on implementation and progress or outcome measures which focus on impact and outcome.

For Priority B1, our data sources, in order in which they appear, are:

- Instruction and Management
- Growth in Literacy
- Increase in Students Making Adequate Progress (Connection to Strategic Direction E)

Priority B1: Instruction and Management Review (Process Measure)

Within indicator B1 there are two metrics related to staff professional learning. The first is system professional learning participation, and the second is system monthly learning participation. System professional learning occurs three times per year, at

the beginning of the year (usually in November), midyear, and near the end of the year (in April or May). This learning opportunity brings together licensed staff from all sites and the Education Service Center (ESC) to engage in a multitude of required and optional sessions tailored to specific staff roles. It is on these days where staff can learn about new curriculum adoptions, tools, and best practices as well as deepen their understanding and skill in previously adopted curricula and practices. Participation in these learning days are critical for staff in order to earn CEUs toward licensure, and continuously improve their practice.

To calculate this metric, the average attendance across all three sessions within each site was determined. Next, the median of site averages was calculated to avoid any one site from skewing the data in either direction.

These data disaggregated by grade level help in understanding participation at a deeper level. At the elementary level a median of 87% participated, and at the secondary level a median of 75% participated in the system professional learning days.

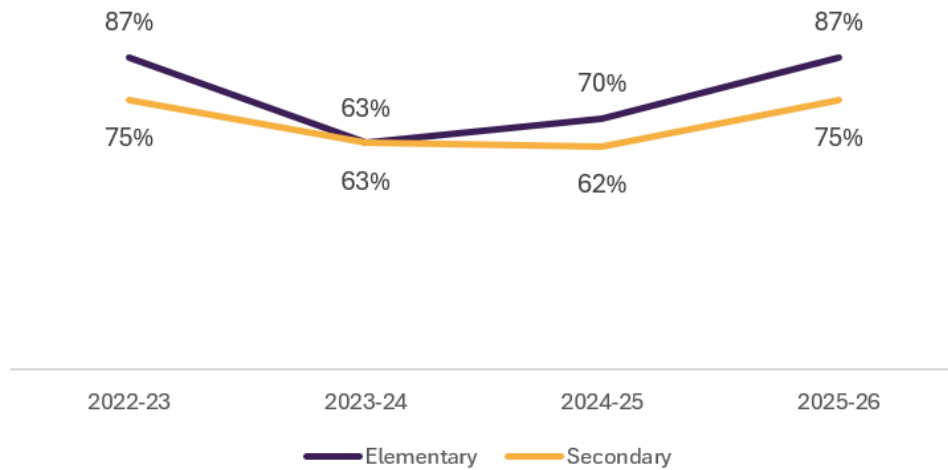
One thing to note on this metric as well as the metric below (system monthly learning participation) is these data are measuring participation in professional learning, not attendance or implementation. This is due to the fact that some licensed staff are excused from professional learning in favor of meetings that relate more to their job specific duties. For example, school social workers, OTs and school psychologists.

The second metric, system monthly learning participation, is similar to the first metric except the learning takes place at individual sites, and occurs on a monthly basis. These learning opportunities cover similar content to the system professional learning day, but may also include site-specific learning needs related to the site's student population and/or operational plan goals.

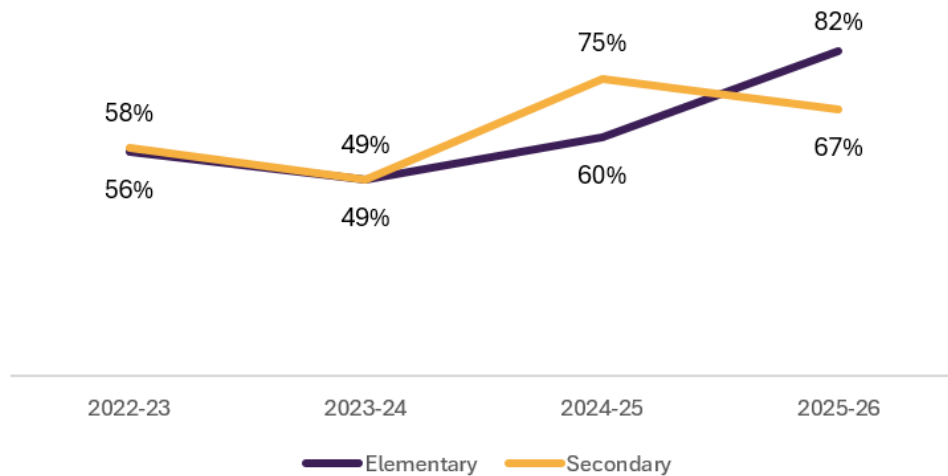
Similarly to the previous metric, the average across all months within each site was calculated and then a median across sites was determined.

When the data were disaggregated by the grade levels they served, the median participation at the elementary level was 82%, and the median participation at the secondary level was 67%.

System Day Professional Learning Participation



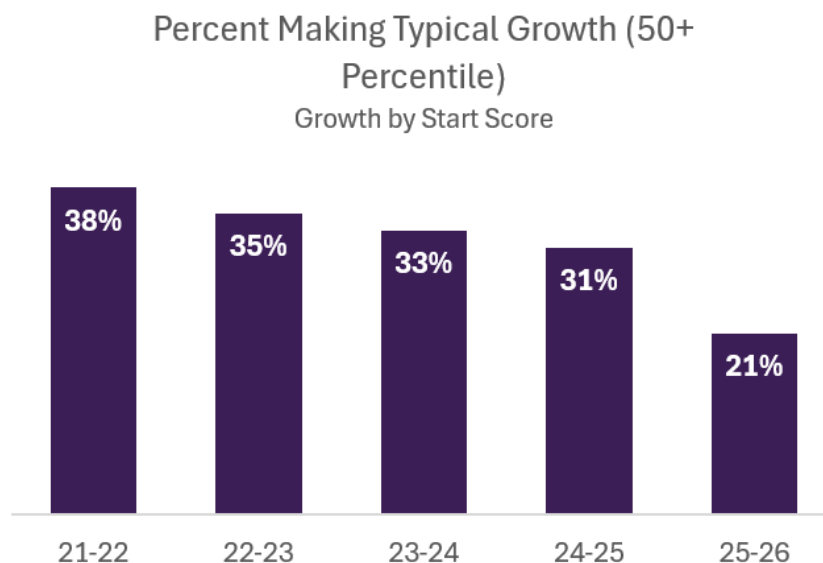
System Monthly Professional Learning Participation



Priority B1: Growth in Literacy (Outcome Measure)**FastBridge aReading - Typical Growth by Start Score**

The FastBridge aReading assessment is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items were developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension. Items developed for middle and high school grade levels target orthography, morphology, vocabulary, and comprehension.

The metric from the aReading assessment used below is the percentage of students making typical growth from fall to spring as measured by the 50th percentile or greater on the “Growth by Start Score” measure. Growth by Start Score uses student growth percentiles and is defined as “comparing growth to all students nationally that had the same starting score.” During the 25-26 school year, 21% of students achieved typical growth by start score metric. This was a 10% decrease from the 24-25 school year.

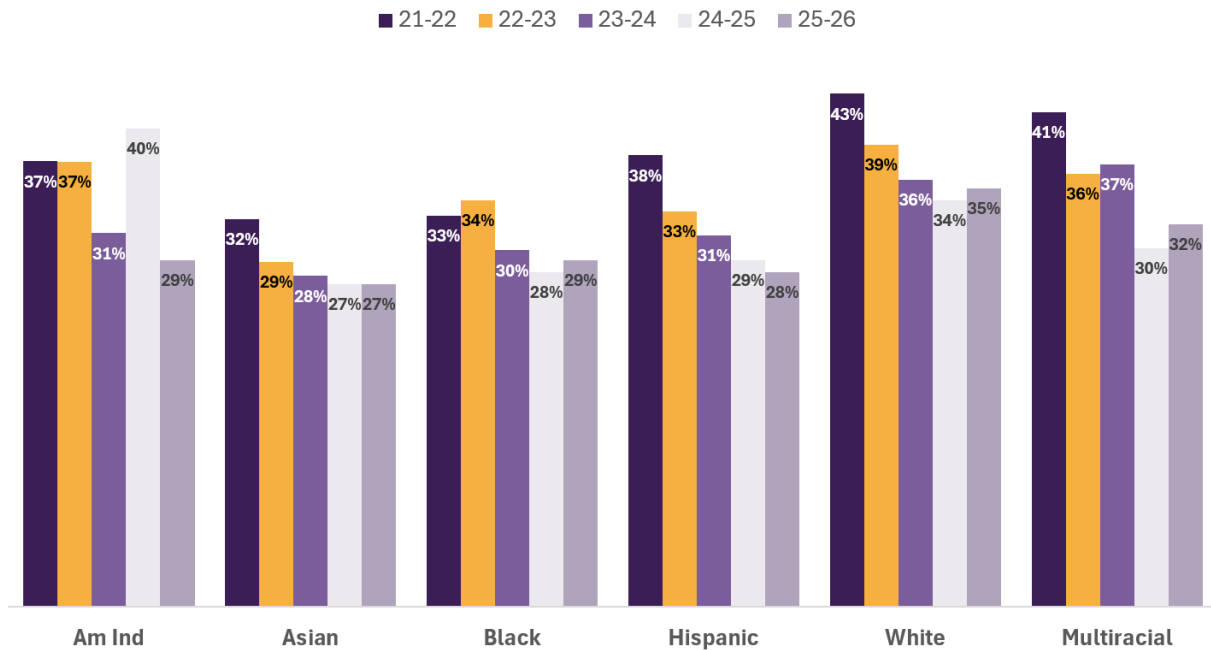


Below is this same indicator disaggregated by race and ethnicity and shows trends from the past five years. Results from the 25-26 showed white students making

typical growth at the highest rates (35%) which was also 1% higher than this group's percentage from the previous year (34%). Multiracial and Black students' growth improved by 2% and 1%, respectively, from the 24-25 school year.

aReading Typical Growth (50+ pctl)

Growth by Start Score

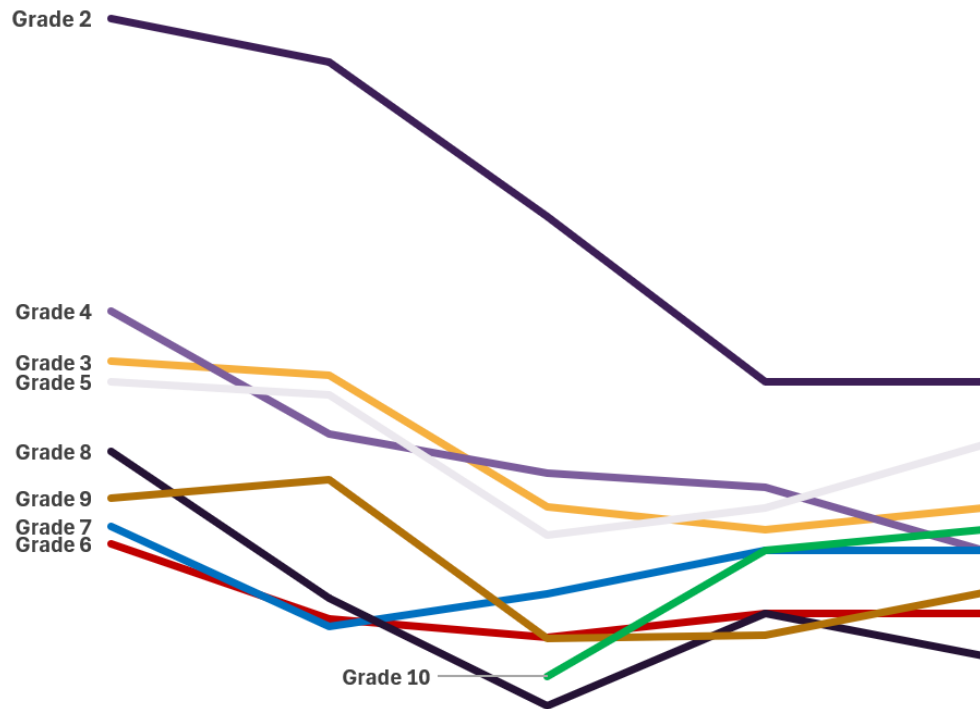


The line graph below shows the last five years of aReading growth by start score with the same cut point of typical growth (50th pctl or better). The chart shows that during the 21-22 school year all grades saw the highest rate of making typical growth. Each grade has trended downward since that year.

The 23-24 was the first year all of grade 10 was assessed and 25-26 was the first year norms were available for grade 11, which is why previous years are blank.

aReading Typical Growth (50+ pctl)

Growth by Start Score



	21-22	22-23	23-24	24-25	25-26
Grade 2	55%	53%	46%	38%	38%
Grade 3	39%	38%	32%	31%	32%
Grade 4	41%	36%	34%	33%	30%
Grade 5	38%	37%	31%	32%	35%
Grade 6	30%	27%	26%	27%	27%
Grade 7	31%	26%	28%	30%	30%
Grade 8	35%	28%	23%	27%	25%
Grade 9	32%	33%	26%	26%	28%
Grade 10			24%	30%	31%
Grade 11					30%

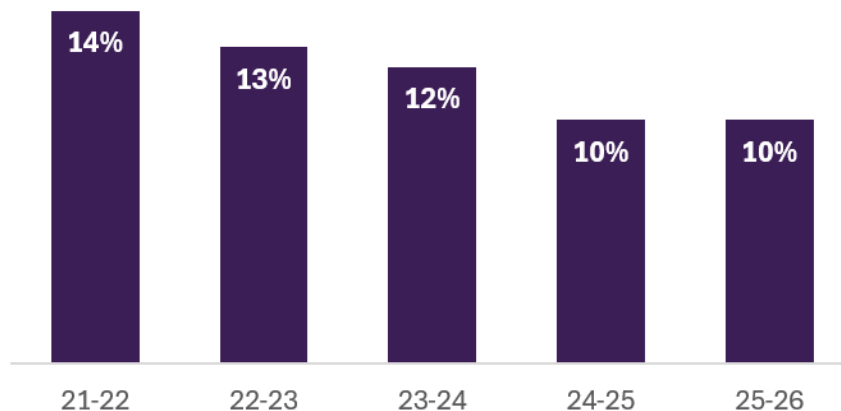
The table below shows the percentage change from 21-22 to 25-26.

Grade	Percent Making Typical Growth	Percent Change 21-22 to 25-26
Grade 2	38%	-17%
Grade 3	32%	-7%
Grade 4	30%	-11%
Grade 5	35%	-3%
Grade 6	27%	-3%
Grade 7	30%	-1%
Grade 8	25%	-10%
Grade 9	28%	-4%

FastBridge aReading - Aggressive Growth by Start Score

A second metric used within this indicator is the percentage of students making aggressive growth as measured by fall to spring growth by start score. Aggressive growth is defined as growth at or above the 75th percentile. During the 23-24 school year 12% of students made aggressive growth from fall to spring.

Percent Making Aggr. Growth (75+ Percentile)
Growth by Start Score

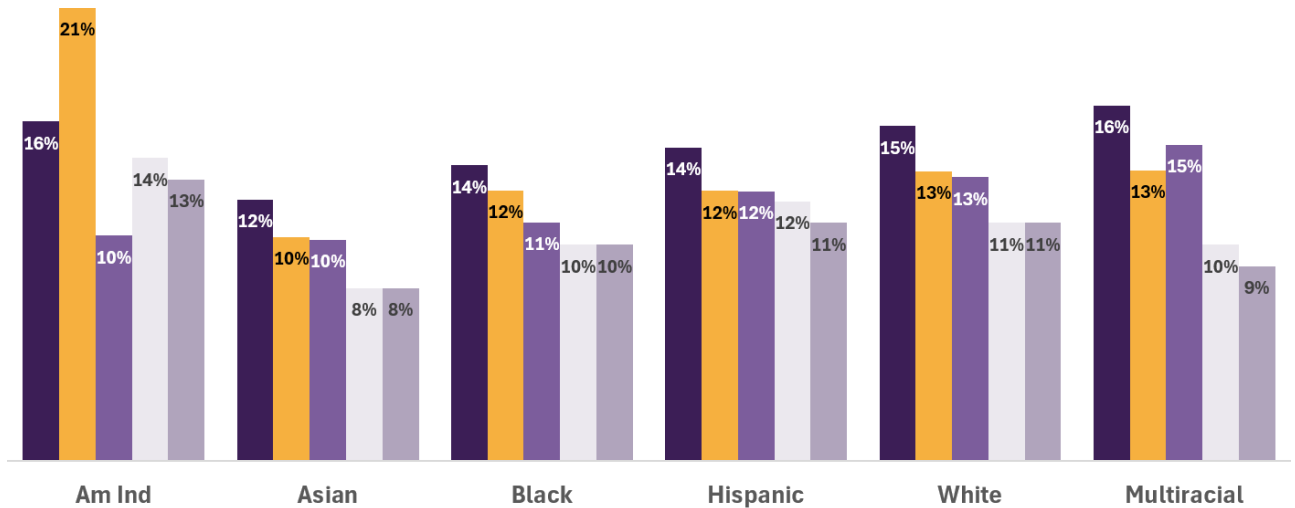


The chart below disaggregates these data by race and ethnicity. Multiracial students made the highest rate of aggressive growth at 15%, followed by White students at 13%. Multiracial students' rate of aggressive growth increased by 2% from the 22-23 school year while most other student groups remained stable.

aReading Aggressive Growth (75+ pctl)

Growth by Start Score

■ 21-22 ■ 22-23 ■ 23-24 ■ 24-25 ■ 25-26

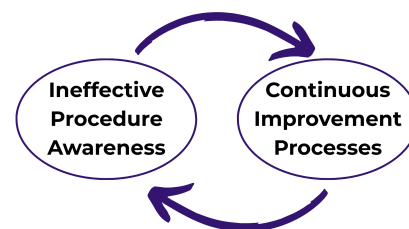


Strategic Direction E: Reframed as the Continuous Improvement Magnifier

We reframed the name of Strategic Direction E to Continuous Improvement Magnifier to help reduce repeated reporting and to focus more clearly on showing growth in all areas of our work. We created two big questions based on the high priorities of this direction.

- E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?
- E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?

These questions help us look closely at the systems, routines, and ways of working that affect our results. The graphic below shows how we want to connect our improvement work to identifying and improving processes that get in the way of student success.



E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?

This section explains how we revised outdated procedures that required automatic re-evaluations every three years for students receiving special education services. By allowing teams to bypass unnecessary assessments, the district reduced inefficiencies, reclaimed valuable staff time, and redirected efforts toward student support. This change removes procedural barriers that limited access to meaningful instruction.

(Priority B1) Evaluation Bypass Process

During the fall of 2022, the Minnesota Department of Education (MDE) gave school districts permission to bypass three year special education re-evaluations when data could be collected in less formal processes and reported in individualized education plans (IEPs).

The re-evaluation bypass procedures note several instances when an evaluation cannot be bypassed. These include:

- The student qualifies under developmental delay and is turning 7 years old in the next calendar year.
- Secondary transition has not yet been assessed and the student is in 6th (eval due after April 1st), 7th, 8th, or 9th grade.
- The team is considering a new category of eligibility.

- The team suspects that the student has additional needs that were not identified in the most recent evaluation.
- The student did not make adequate progress in multiple goal areas on multiple progress reports during the past calendar year.
- Any team member needs additional/new student data that is best gathered through reevaluation.
- The team is considering exiting the student from any or all special education services.
- The last 3-year evaluation was bypassed.

If a re-evaluation does not meet the conditions above, the IEP team considers bypassing the re-evaluation. This prevents unnecessary testing for the student, paperwork for the family, and work for staff. It is estimated that completing a re-evaluation requires approximately 20 hours of staff time. In 2025-2026, we bypassed 279 re-evaluations. This saved a total of 5,580 hours of staff time. This time which was previously spent on paperwork can now be spent improving services to students.

Progress Reports

Progress reports capture student achievement on annual IEP goals. The Minnesota Department of Education requires progress to be reported, in writing, three times per year through two written progress reports and an annual IEP for every student receiving special education services. Most students have between one and four goals on their IEP. Case managers are collecting data throughout the year that informs progress reports. Progress is reported numerically using the codes in the chart below.

Progress Code	Progress Name	Definition
1	Goal Met	The student has met their IEP goal and no further services are required related to this goal.
2	Progressing	The student is progressing at a rate that will allow the student to meet their goal by the end date of their current IEP.
3	Not Progressing	The student is not progressing at a rate that will allow the student to meet their goal by the end date of their current IEP.

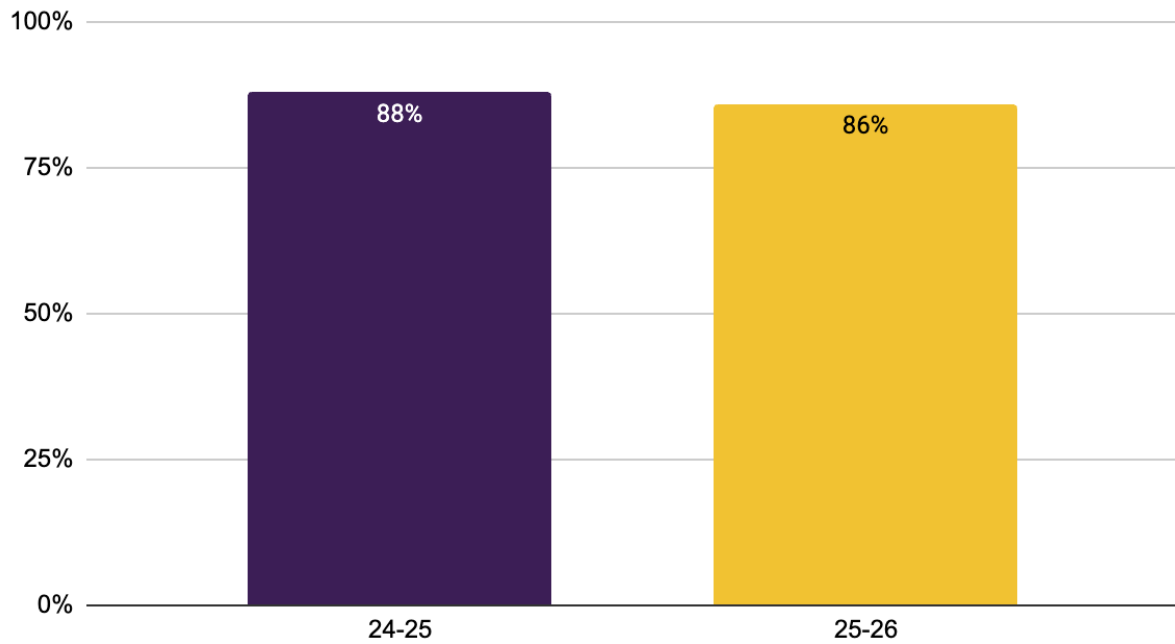
4	Goal not addressed in this marking period	This goal will be addressed in an upcoming marking period, prior to the end date of their current IEP.
5	Maintaining	The student is maintaining taught skills but is not regressing, progressing, nor have they met their IEP goal.

To measure overall student progress utilizing progress reports, goal codes were pulled for all goals at the end of the trimester two marked reporting period.

Progress Code	Total Goals
1	279
2	3863
3	254
4	151
5	400

There were 4,948 total goals receiving progress codes. Goals marked with progress codes one and two meet MDE criteria for adequate progress. Goals marked with progress codes three and five do not meet MDE criteria for adequate progress. For the purposes of reporting district wide progress on IEP goals, the total goals for progress code four were reduced from the total goals receiving progress codes. Therefore, when calculating percentages, the number utilized as total goals receiving progress codes was 4,797.

In total, 86% of goals met MDE standards for adequate progress. Fourteen percent of goals did not meet MDE standards for adequate progress.



System Strategy Snapshot:

For Priority B2, our data sources, in order in which they appear, are:

- Family Stakeholder Survey - Culture of Achievement Scale
- College and Career Readiness Index (Formerly Achievement Index)
- 12 x 12
- Graduation and Continuation Rate
- Continuous Improvement (Connection to Strategic Direction E)

Priority B2. Family Stakeholder Survey - Culture of Achievement Scale (Process Measure)

The metric, or data source, in this indicator is the Family Stakeholder Survey: Culture of Achievement Scale. This survey was conducted in the spring of the 23-24 school year. A scientific sample of families with children enrolled in the district was used, and 1,339 families responded. The scale is based on the following six questions:

- Staff effectively communicate with my scholar
- Staff know my scholar's interests
- Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar
- My scholar has been able to use their strengths
- Staff believe my scholar can succeed
- Staff provide an appropriate level of challenge for my scholar

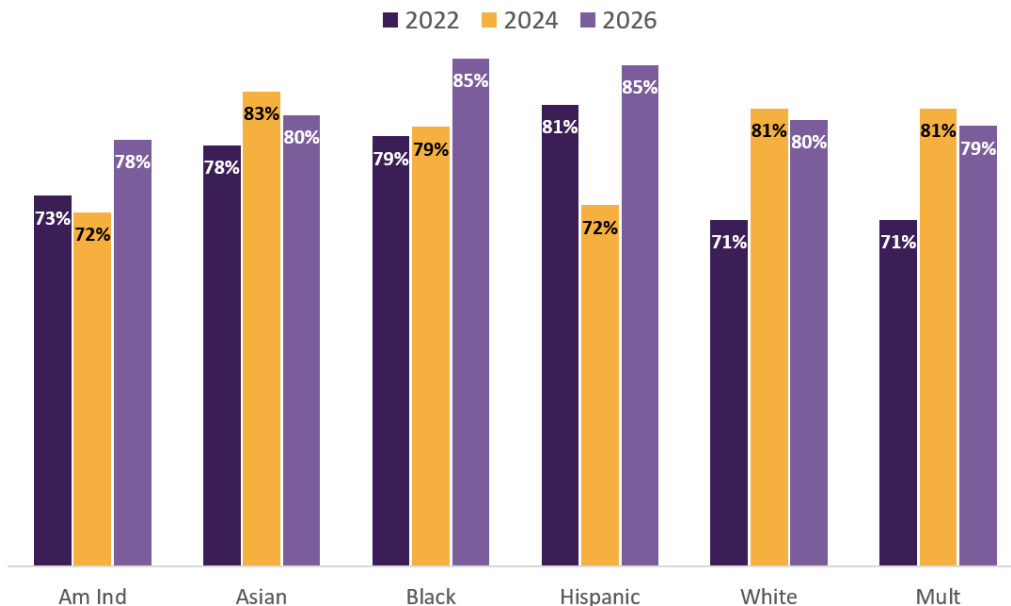
The district level rates of the two most positive responses ("Often", "Always") for each survey item were as follows:

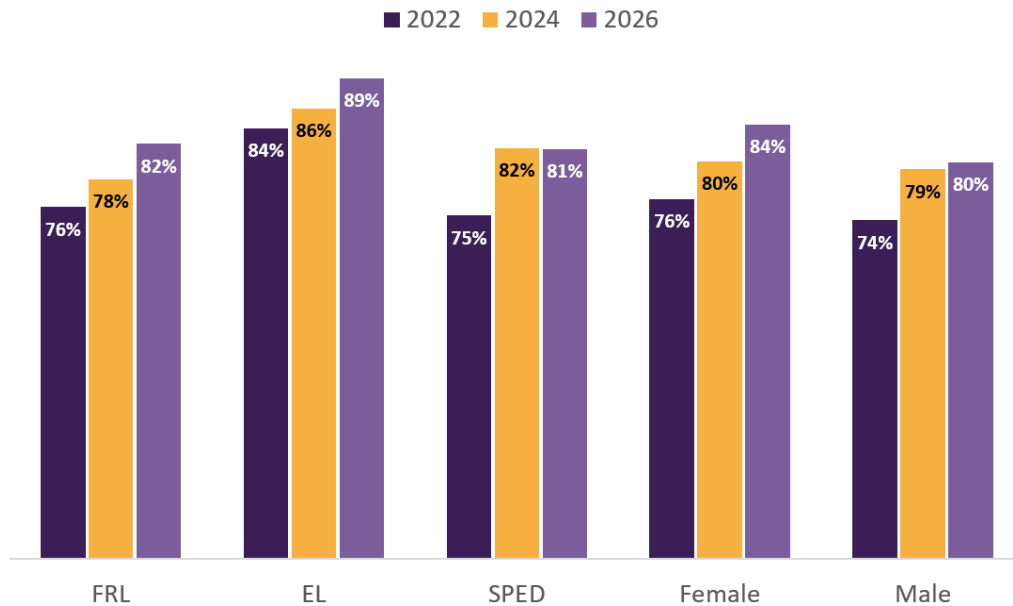
Culture of Achievement Scale	Overall Pct (%)		
Survey Items	2022	2024	2026
Staff effectively communicate with my scholar.	81%	85%	86%
Staff know my scholar's interests.	63%	69%	74%
Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar.	72%	79%	81%
My scholar has been able to use their strengths.	72%	77%	78%
Staff believe my scholar can succeed.	87%	89%	90%
Staff provide an appropriate level of challenge for my scholar.	76%	80%	80%

The survey items with the highest rate of positive responses across both years were “Staff believe my scholar can succeed” at 89% and 90%, and “Staff effectively communicate with my scholar” at 85% and 86%.

To arrive at the 82% reported in the vision card, responses by survey item were segmented by race, ethnicity, student service group, gender, and grade range. Next, an average across all six questions within each group was calculated. Finally, the median percentage of all groups is what is reported in vision card B (82%). This method of calculation was used to ensure that no particular group was more heavily weighted than another.

The chart below shows the distribution of the rates of positive responses across race and ethnicity groups for the past three survey administrations. Families of Black (85%) and Hispanic (85%) students had the highest rates of positive responses in the most recent survey administration. From 2022 to 2026, White families ratings increased by 9% and Multiracial families positive ratings increased by 8%.





The chart above shows the rates of positive response by families of scholars who received free and reduced price meals (FRL), English Learner services (EL), and/or Special Education services (SPED).

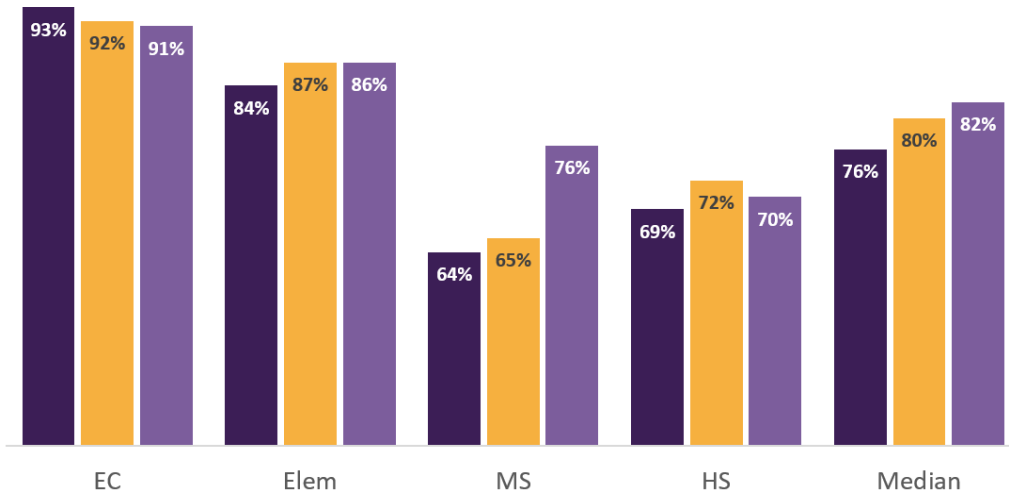
Of the families with scholars receiving services, those receiving EL services had the highest rate of positive response at 89%, which increased from 86% in the previous survey administration.

The chart below shows the rates of the most positive responses on this same survey scale, by grade level.

Families who responded to the survey with their scholar who attended Early Childhood (EC) in mind had the highest rate of positive responses at 91% in the most recent survey year. This was followed by families who responded when thinking of their elementary school (Elem) scholars at 86%. From 2022 to 2026, middle school saw the largest increase in positive perceptions at 13%.



■ 2022 ■ 2024 ■ 2026



B2. Culture of Achievement

Priority B2: College and Career Readiness Index Achievement Index

The College and Career Readiness Index metric consists of four measures:

- students earning at least one semester or trimester credit in the following course types:
 - Postsecondary Enrollment Options (PSEO) Courses
 - Concurrent/Articulated Courses
 - Advanced Placement (AP)/International Baccalaureate (IB)/High Performance (HP) Course
- students earning a professional certification in one or more of the following:
 - CPR/1st Aid
 - EMT
 - EMR
- students completing an Internship, Apprenticeship, or Related Experience
- students earning a MN Bilingual Seal

PSEO courses are opportunities for eligible high school students to enroll in college or university courses that earn credits simultaneously for both their high school diploma and their college degree. Students attend class with college students, either on campus or online. All courses are taught and graded by college faculty.

Concurrent enrollment courses use a college curriculum at a student's high school, and students may earn college credit with successful completion of the course.

Articulated courses follow a process where a student can earn college credits for specific Career Education courses that are taken in high school by matching the course requirements with an equivalent college course. Both of these course types are taught by a high school teacher.

AP courses are college-level courses in subjects such as English, history, humanities, languages, math, psychology and science. Students take the AP courses that are offered in their high school. A college-level exam given at the end of the year tests the students' knowledge of the AP subject. Exam scores can then be submitted to colleges and universities for college credit.

IB is a two-year pre-college diploma program. Students can take Standard Level or Higher Level courses in one of six subject groups: the student's primary language, a second language, mathematics, experimental sciences, the arts and humanities. These courses provide college-level work, and the potential for earning college credit with a qualifying score on an IB exam.

HP courses are opportunities for students in grade 9-12 to experience an accelerated

curriculum that provides more challenge than a regular-level course, and can help prepare students for college-level rigor. In these courses students do not earn college credit.

MN Bilingual Seals are awards students in grades 10, 11, or 12 can earn by demonstrating language proficiency in languages other than English, including American Sign Language (ASL) and indigenous American Indian languages. Language proficiency can be demonstrated through Advance Placement (AP) Language Exams, IBDP (International Baccalaureate Diploma Program) language exams or achieving the required proficiency levels on an ACTFL approved assessment in all of the four modalities - listening, reading, speaking and writing. Students who earn a Minnesota World Language Proficiency Certificate or Minnesota Bilingual and Multilingual Seal can be awarded a free semester of college credit at Minnesota Colleges and Universities they enroll in. [Click here](#) for more information.

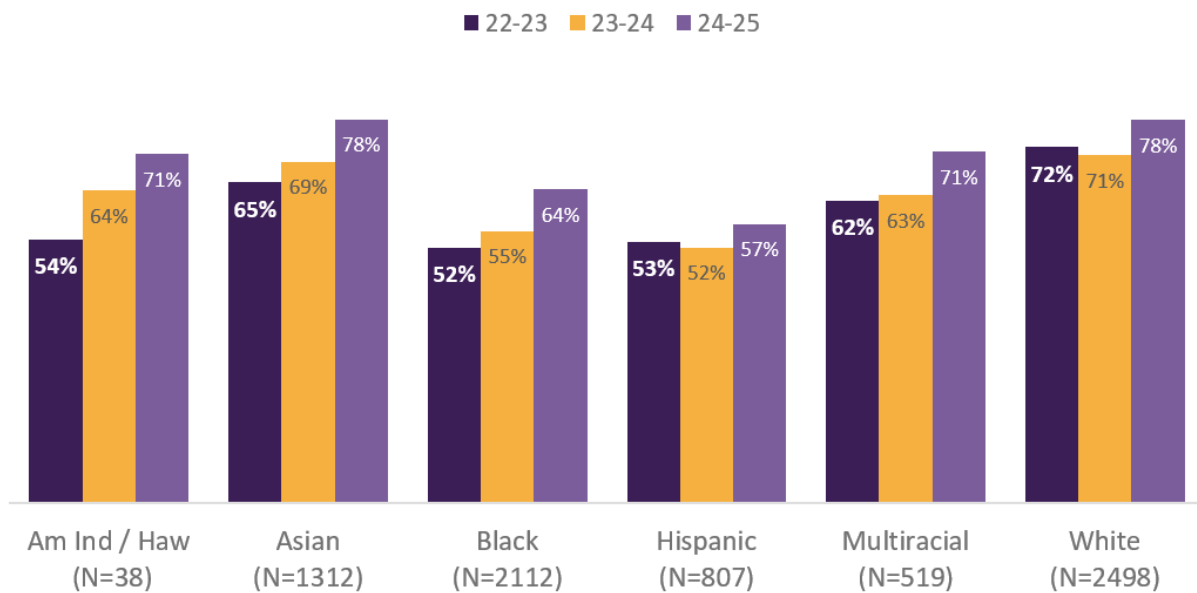
In this metric, each student was counted one time per measure regardless of how many of these four items they achieved. For example, if a student earned AP and Articulated course credits, they are counted once in the 5,087. Additionally, they are only counted once in the index total (5,175), across all four measures. There are students who show up in multiple measures, however, and to demonstrate that overlap, the count and percentage of students within each measure are shown in the table below. For this reason, the totals of each measure will not equal the index numbers (5,175, 71%).

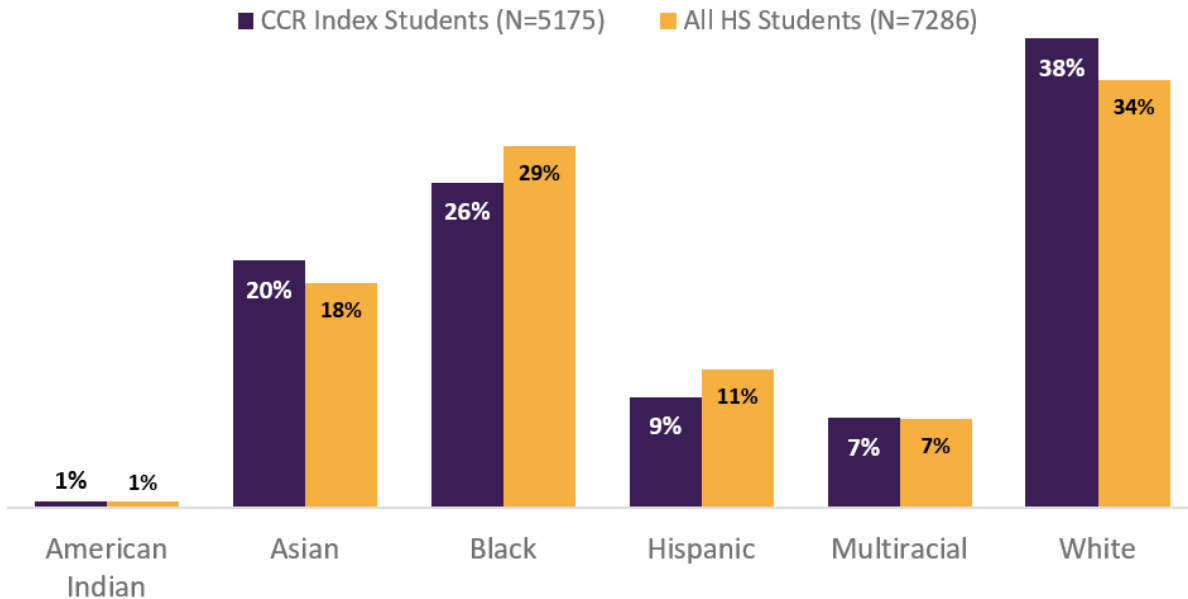
A total of 71% of all students enrolled in grade 9-12 during the 24-25 school year (7,287 students) had achieved at least one of these four measures of the index, an increase of 8% since 23-24. This increase puts this metric within the “Progress” range. These particular measures were chosen as they are inclusive of a variety of pathways for students to show college and career readiness.

College and Career Readiness Measures	Number of Students Earning	Percentage of Students Earning
Earning at least one semester or trimester credit in PSEO, Concurrent, Articulated, AP, IB, and/or HP course	5,087	70%
Earning a Professional Certification in CPR, 1st Aid, EMT, EMR	110	2%
Completing an Internship, Apprenticeship, or Related Experience	334	5%
Earning a MN Bilingual Seal	46	1%

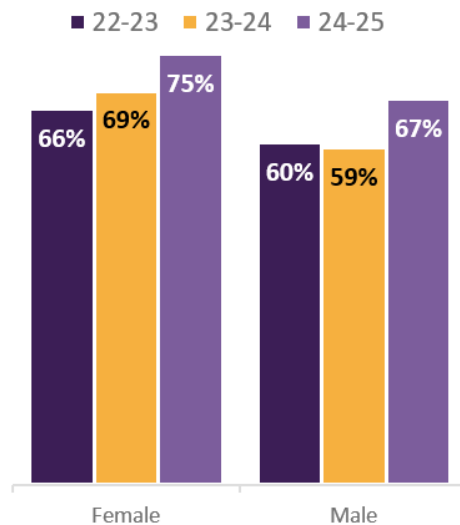
College and Career Readiness Index (one of more of above)	5,175	71%
--	--------------	------------

The chart below shows the college and career readiness index data disaggregated by race and ethnicity. These data show that the groups with the highest rates of achievement in the 24-25 school year were students identifying as White and Asian (both at 78%). The largest increase between years was among Asian, Black, and Multiracial students at 9% each.

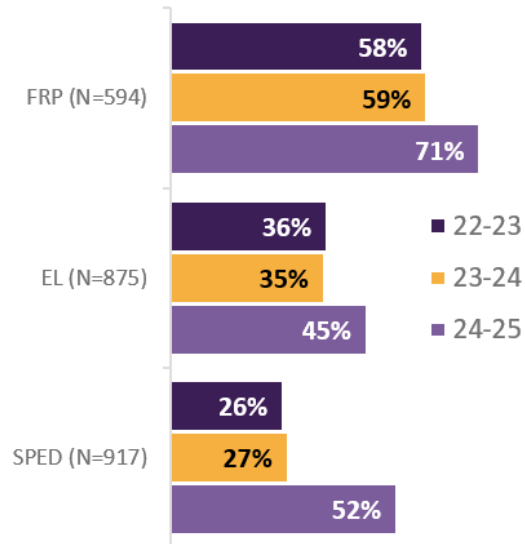




The career and college readiness index data were also disaggregated by service group and gender and depicted in the charts below. When looking at rates by gender, students identifying as female (75%) achieved at a rate 8% higher than those identifying as male (67%).



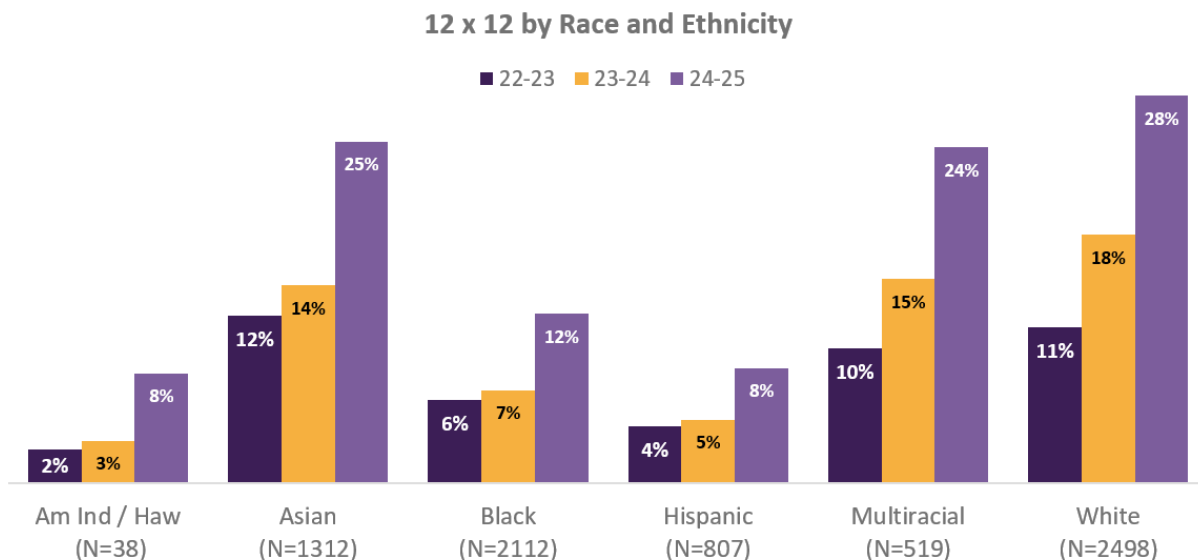
Of students receiving services, those receiving free or reduced price meals had the highest rate of achievement at 71%.



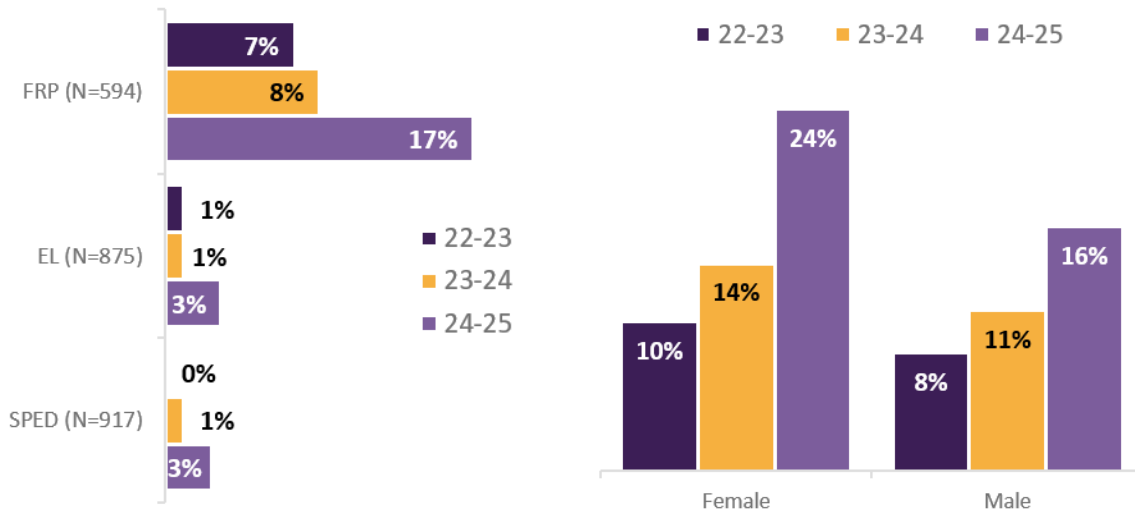
Priority B2: 12 x 12

The 12 by 12 metric shows the percent of students who are on track to or have earned 12 credits that could lead to college credit by the time they graduate. Courses that could lead to the student earning college credit include PSEO, Concurrent, Articulated, AP, and IB courses. To be considered on track in this metric students in grade 9 must have earned three or more credits, students in grade 10 must have earned six or more credits, students in grade 11 must have earned nine or more credits, and students in grade 12 must have earned 12 or more credits in any of the aforementioned courses by the end of the 24-25 school year. A total of 20.3% of students were either on track to or had earned 12 credits by the end of their twelfth grade year, which was approximately a 7.9% increase from 23-24. This metric moved into the “Vision” range.

The chart below shows the 12 x 12 metric disaggregated by race and ethnicity. The student groups that had the highest rates of being on track for or meeting the requirements of this metric were students who identify as White (18%) and as Multiracial (15%), followed closely by Asian students at 14%. The largest increase between years was seen among White students with an increase of 7% and Multiracial students with an increase of 5%.



This metric was also disaggregated by service group and gender. Students receiving free or reduced price meals had the highest rate of achieving 12 x 12 of all service groups at 17%. Students who identified as female achieved 12 x 12 at a higher rate than the overall average at 24%.

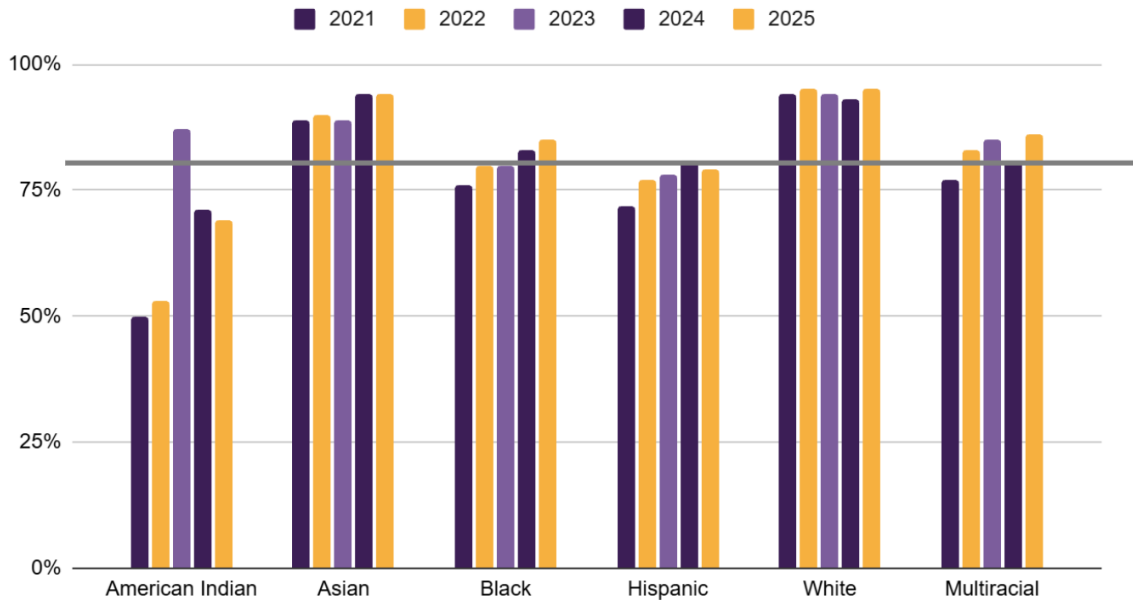


Priority B2: Graduation, Continuation and IEP-Based Diplomas

Graduation/Continuation Rate

Graduation and Continuation Rate is the percentage of students in each class who either graduated in four years or continued on for a fifth year with Multilingual or Special Education support. Results for all of the groups used in this indicator are in this report, with the results by racial group in this table:

Graduation and Continuation Rates by State Racial Groups



As of 2025, Asian, Black, White and Multiracial students had achieved the 80% benchmark. Each of these groups improved over last year or remained above 90%. However, graduation and continuation rates for our American Indian and Hispanic students have been below the benchmark for most of the past five years.

The following tables provide the percent of students graduating in four years or continuing additional years in high school with special education or multilingual support. SLIFE refers to students with limited or interrupted formal education - an important subset of Multilingual students.

		Benchmark					
Color Coding		< 60%	60 to 69%	70 to 79%	80 to 89%	90%+	
		Class of...					
Group	Gender	2020	2021	2022	2023	2024	2025
American Indian	Female	85%	53%	58%	88%	76%	70%
	Male	74%	45%	56%	92%	64%	71%
Asian	Female	97%	93%	90%	90%	96%	96%
	Male	94%	86%	90%	87%	93%	93%
Asian English	Female	98%	89%	92%	92%	100%	100%
	Male	92%	73%	79%	96%	89%	100%
Hmong	Female	95%	97%	88%	88%	94%	96%
	Male	96%	85%	93%	88%	93%	91%
Vietnamese	Female	100%	92%	90%	93%	100%	93%
	Male	87%	100%	89%	75%	93%	87%
Asian - Other	Female	100%	83%	82%	94%	89%	86%
	Male	94%	94%	94%	79%	95%	92%
Black	Female	83%	79%	82%	84%	85%	85%
	Male	75%	72%	78%	76%	81%	86%
Black English	Female	80%	74%	76%	79%	81%	83%
	Male	72%	71%	75%	71%	82%	82%
E. African	Female	95%	83%	97%	94%	94%	91%
	Male	83%	80%	86%	89%	78%	89%
W. African	Female	87%	96%	89%	93%	95%	92%
	Male	88%	76%	82%	81%	87%	97%

Group	Gender	Class of...					
		2020	2021	2022	2023	2024	2025
Hispanic	Female	93%	76%	84%	83%	84%	79%
	Male	71%	69%	71%	75%	78%	79%
Hispanic English	Female	100%	71%	92%	90%	88%	90%
	Male	77%	87%	80%	80%	78%	87%
Spanish	Female	92%	80%	87%	82%	81%	76%
	Male	68%	63%	68%	70%	77%	76%
White	Female	98%	96%	95%	94%	94%	96%
	Male	91%	92%	95%	94%	91%	94%
White English	Female	98%	95%	95%	94%	96%	97%
	Male	91%	92%	96%	94%	92%	95%
White Non English	Female	89%	100%	100%	94%	78%	89%
	Male	88%	85%	82%	89%	75%	64%
Multiracial	Female	83%	67%	85%	84%	77%	87%
	Male	69%	84%	76%	84%	86%	86%
Asian + White	Female	88%	86%	94%	100%	91%	88%
	Male	60%	86%	100%	83%	83%	100%
Black + White or Asian	Female	76%	71%	89%	74%	74%	89%
	Male	75%	84%	67%	89%	89%	85%
Special Education	Female	96%	86%	81%	85%	92%	89%
	Male	91%	84%	89%	88%	89%	91%
Multilingual/EL	Female	89%	88%	91%	89%	82%	88%
	Male	83%	79%	78%	78%	86%	81%
SLIFE	Female	90%	88%		100%		80%
	Male	71%	60%	50%	78%	86%	75%
Free/Reduced Price Meals	Female	88%	80%	81%	84%	85%	85%
	Male	79%	76%	76%	77%	81%	83%
Homeless	Female	64%	47%	62%	69%	66%	70%
	Male	64%	47%	68%	57%	76%	76%
Percent of groups meeting benchmark		71%	60%	68%	73%	74%	81%

At the bottom of the table above, we can see the percent of student groups with 80% or more students graduating in 4 years or continuing on for a 5th year in special education or multilingual/EL programming, defined as the benchmark for this indicator. The Classes of 2022 through 2024 reached the “progressing” performance level, and the Class of 2025 was the first to reach the “Vision” level.

Four-Year Dropout Rates for Students Receiving Special Education Services

In order to drill down into this data, we calculated the four-year (“on-time”) dropout rates for students receiving special education services at some point in high school. As in previous years, our benchmark level for dropout rate remained at 0%. The table below breaks down the dropout rates by race, program and gender group within students receiving special education services. We can see differences between groups and over time from the Class of 2020 to the Class of 2025. The Class of 2020 had the lowest dropout rate overall for students receiving special education services, and this was impacted significantly by graduation requirement policies related to the pandemic. The Class of 2025 reached the lowest overall special education dropout rate since the pandemic, yet the percent of groups reaching the benchmark declined 5% from 2024 to 2025.

Color Coding

				Benchmark
Dropout Rate	10% +	6% to 9%	1% to 5%	0%

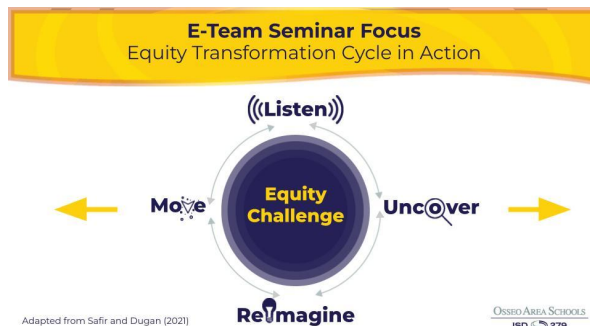


Osseo Area Schools

Group	Class of...					
	2020	2021	2022	2023	2024	2025
All Special Education	5%	11%	9%	11%	8%	6%
American Indian	17%	25%	33%	14%	17%	20%
Asian	0%	0%	0%	0%	0%	0%
Asian English	0%					0%
Hmong	0%	0%	0%	0%	0%	0%
Vietnamese						
Asian - Other Language	0%	0%			0%	
Black	6%	23%	9%	12%	11%	6%
Black English	7%	23%	11%	13%	12%	7%
E. African			0%		0%	
W. African	0%		0%	0%		0%
Hispanic	6%	6%	16%	17%	9%	4%
Hispanic - English						20%
Spanish	0%	9%	7%	20%	12%	0%
White	5%	5%	2%	8%	6%	6%
White English	5%	5%	0%	9%	6%	6%
White Non English				0%	0%	
Multiracial	0%	6%	24%	16%	0%	13%
Asian + White						
Black + White or Asian	0%	7%	21%	20%	0%	8%
Multilingual/EL	0%	3%	8%	10%	7%	0%
Free or Reduced-Price Meals	6%	15%	12%	11%	10%	6%
Homeless	4%	35%	16%	20%	24%	4%
Female	0%	9%	9%	15%	6%	7%
Male	7%	12%	9%	8%	8%	5%
Percent of groups reaching benchmark	53%	18%	28%	22%	37%	32%

Strategic Direction E: Reframed as the Continuous Improvement Magnifier

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?



This image shows how we use a continuous improvement cycle to solve equity challenges. Teams *listen* to those most affected, *uncover* root causes of inequities, *reimagine* better approaches, and *move* into action.

Teachers use the PLT process where teams ask key questions like “What do we want students to learn?” and “What will we do if they don’t learn it?”

These cycles help identify how systems and practices create barriers to student success. By reframing Strategic Direction E as the *Continuous Improvement Magnifier*, we are shifting from repeated reporting to a focus on using these cycles to show meaningful growth across all areas of our work. This includes academic progress, well-being, and staff collaboration.

As we move forward, data will be collected via our revised staff stakeholder survey, evidence from schools Equity Transformation Cycles, achievement of site goals from PLT work, and Learning Walks.

Conclusion

Osseo Area Schools is successfully optimizing administrative procedures, lowering special education dropout rates, and hitting positive milestones in high school graduation and career pathway indices. However, downward trends in student academic growth, particularly in literacy, require immediate intervention.

To turn these numbers around, the district's immediate operational focus includes conducting classroom walkthroughs to verify curriculum pacing, strictly monitoring mandatory universal screenings, and high quality core instruction is happening for each and every student.