

Agenda Independent School District 279 School Board	Regular Business Meeting Arbor View Early Education Center-Motor Room 9401 Fernbrook Lane Maple Grove, MN 55369 Tuesday, October 11, 2022 6:00 PM
---	--

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

This regular meeting of the Osseo School Board is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/info-center/school-board (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:00 p.m. Welcome and purpose
Kelsey Dawson Walton, Board Chair
2. 6:00 p.m. Check in
Cory McIntyre, Superintendent
3. 6:05-6:50 p.m. 2022-2023 Start of School Update 2
District Administration
4. 6:50-7:35 p.m. Monitoring Report: Strategic Direction E Initiatives 5
Cory McIntyre, Superintendent; Bryan Bass, Assistant Superintendent of Equity and Achievement;
Robin Gunsolus, Director of Learning and Achievement; Tom Watkins, Coordinator of Data and
Assessment; Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment
5. 8:00 p.m. Adjournment
Kelsey Dawson Walton, Board Chair

To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website www.district279.org, under "Info Center > School Board."

2022-23 Start of School Update

	Challenges	Progressing	On Target
DLTL - Schools	<ul style="list-style-type: none"> School leader problem solving session facilitated by Student Services to address special education needs (A, D) 	<ul style="list-style-type: none"> Building a Better Future Phase I & II (C) Commencement 2023 planning (D) 	<ul style="list-style-type: none"> Learning Leaders meeting (A, D, E) Lead principal connect meetings (A) CEL Principal Support Academy with DLTL leaders (A, D) Safety and Emergency Preparedness collaboration to provide safe and orderly learning and work environments (A) MDE - Northern Star Accountability Identified Schools collaboration with L&A on the disaggregation and analysis (B, D, E) New school leadership hired (C)
DLTL - Departments	<ul style="list-style-type: none"> Task force met to ensure SEL implementation in high school. (Implementation plan is on track now for elementary, middle and high school. (Student Services) Staffing needs across many sites, which increases the stress levels of existing staff (D) 	<ul style="list-style-type: none"> Elementary teachers attended workshops focused on high operational practices and Cognitive Coaching to learn more about student centered pedagogy and how to support it in schools. EFT 1.5 (E) NUA Pilot for elementary schools, centering high operational and pedagogical practices across five (5) elementary sites (A, B, E) AVID Secondary alignment - defining the vision and execution of post-secondary vision between schools, the DOEE, and L&A/CTE braiding (A, B, E) ML team implementation of enhanced instructional practices for language acquisition for our English Learners (B, D) Beginning work with CAREI as a follow-up from DM Group Opportunity Review (B) 	<ul style="list-style-type: none"> Program Improvement Process Teams made up of teachers and ESC staff have met to continue their collaborative work in researching, piloting and selecting resources that best meet the needs of our students. LGBTQIA+ History and Culture Resolution (A) AIPAC and the centering of Indigenous culture, students and community across district (C, E) Family and Community Engagement (FACE) with Radically Investing in Scholars' Excellence community meetings and community engagement events (C, E) Equity Seminar as standard work for all sites and schools across district (C, D, E) District middle level Restorative Practices cohort has been established with representatives from each site. CMRS, Equity Specialists (A, C, E) Continued training for staff on restorative practices (A, C, E)

	Challenges	Progressing	On Target
Human Resources	<ul style="list-style-type: none"> Staffing shortages (D) 	<ul style="list-style-type: none"> ESP Professional Development Liaison work with site leaders and ESPs (A) Recruitment efforts (A, C, E) 	<ul style="list-style-type: none"> Teachers of Color Mentorship Program (B) ESP Supports (A, B, C, D, E) New Teacher Workshop (D) Employee Handbook Training (D) HR Kickoff meeting (D, E) FY22 to FY23 Employee updates (D) Labor Relations (A, B, C, D, E)
Community Ed	<ul style="list-style-type: none"> 365 student waitlist for Kidstop (C) 	<ul style="list-style-type: none"> Started CE Leadership strategic planning and leadership development retreats for year (D) CEPAC recruitment efforts (C) 	<ul style="list-style-type: none"> ABE hyflex learning initiative (E) All 7 program areas are back with participation thriving (D) Back to school season at Enrollment Center (D)
I2T2	<ul style="list-style-type: none"> Tech resource transport due to position vacancy (D) 	<ul style="list-style-type: none"> High School Digital Display Transition (B) Unified Print Solution (D) Technology Staffing (D) Technical Support (D) <ul style="list-style-type: none"> 3,978 of 4,536 support requests made in September have been resolved (88%) – average resolution within 4 days 2021 average was 10 days 2021 requests 6,216 with 95% resolved 	<ul style="list-style-type: none"> Student devices are deployed (B) <ul style="list-style-type: none"> 100% elementary devices 98% of secondary devices Staff technology deployed (B) <ul style="list-style-type: none"> 100% staff devices Classroom technology set up (B) <ul style="list-style-type: none"> 100% classrooms Student hotspots deployed (B) <ul style="list-style-type: none"> 149 total devices with active students 121 from last year 28 new this year
Operations	<ul style="list-style-type: none"> Nutrition: Staffing (D) Nutrition: Supply Chain Issues (D) Transportation: Driver Shortages (D) Transportation: ESP Staffing (D) Transportation: Increased traffic at sites (D) Risk Management: Increase in threat assessments (A) Facilities: Inflation for construction projects (E) 	<ul style="list-style-type: none"> Building a Better Future Phase II planning Nutrition: Meal Service (D) Business Services: Equitable Contract Procurement (D) Transportation: Staff Turnover (D) Transportation: FirstView Bus App (C) Transportation: Opt in process (D) Facilities: Custodial staffing (D) Facilities: LTFM Bond (D) 	<ul style="list-style-type: none"> Nutrition: Free/Reduced Applications (D) Business Services: Audit completion (D) Business Services: FY 2024 LRFP process (D) Business Services: Pay 2023 Levy (D) Business Services: Student Instructional Material Catalog (D) Transportation: Routing software upgrade (D) Risk Management: Site Safety Training (A) Facilities summer projects on time/budget (D) Facilities: LTFM planning (D)

	Challenges	Progressing	On Target
Communications, Publications		<ul style="list-style-type: none"> • Info campaign for Building a Better Future - Phase I (A) • Districtwide Communication Plan (planning, implementation and evaluation of district communications) - Yr 1 (C) • New mass notification tool, Blackboard • District/school website updates • Print study action plan (D) 	<ul style="list-style-type: none"> • System Leaders prep and implementation • Sharing important back-to-school information • First day district message, video and coverage • Back-to-school printing needs
Legal			

Strategic directions:

- A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.
- D. Create a system of operational innovation, excellence, accountability and sustainability.
- E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

(E) Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

Definition Statement	Mindful Critical Question(s) (MCQs)
An organization committed to continuous improvement is deliberate in its ongoing effort to improve all elements of the organization by monitoring inputs, processes, and outcomes so that the outcomes of its members exceed expectations.	<ul style="list-style-type: none"> How might we implement a regular, consistent process used to evaluate our practices, policies, and people that prioritize scholar confidence, courage, and competence? How do our stated values align with improvement measures and resource allocation?

Element	Indicators	Data Source	1	2	3	4	5	2019	2020	2021	2022
Process	E1. Leadership and Continuous Improvement Review Shared leadership and decision-making structures are present at multiple levels of the district and are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities.	Alignment Scale	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%
		Equity Scale	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	55%
		Leadership Scale	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%
Process	E2. Staff Recruitment and Retention Ensuring That Staff are Representative of Our Scholars' and Families' Identities	Licensed Staff of Color	5-6%	6-7%	8-9%	10-11%	>11%	8.0%	8.3%	9.3%	9.3%
		Perception Question	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	63%
Process	E3. Strategic Leadership Review	Management Exchange Appraisal	NA	NA	NA	NA	NA	NA	NA	NA	NA
Outcome	E4. Achievement of State Standards (PK-11) Percent of Student Groups with Most Students Meeting Grade-Level Standards, or Demonstrating Gap-Closing Progress or Growth	MCA Reading Proficiency (Median of Race/Eth groups)	≤ 28%	29-34%	35-40%	41-46%	>46%	48%	NA	NA	40%
		MCA Math Proficiency (Median of Race/Eth groups)	≤ 20%	21-26%	27-32%	33-38%	>38%	45%	NA	NA	30%
		MCA Reading Progress (Median maintained or improved)	≤ 50%	51-55%	56-60%	61-65%	>65%	66%	NA	NA	60%
		MCA Math Progress (Median maintained or improved)	≤ 36%	37-44%	45-52%	53-60%	>60%	57%	NA	NA	50%
		ACCESS for ELs Progress (ELP)	≤ 45%	46-50%	51-55%	56-60%	>60%	64%	NA	NA	53%
Outcome	E5. Intervention Impact Average effectiveness (> avg growth or exit) of Interventions for assessed students	ADSI Reading	≤ 35%	36-50%	51-65%	66-80%	>80%	NA	NA	NA	53%
		ADSI Math	≤ 25%	26-35%	36-45%	41-50%	>50%	NA	NA	NA	41%
		IM4	≤ 35%	36-50%	51-65%	66-80%	>80%	NA	47%	45%	61%

OSSEO AREA SCHOOLS

ISD  279

Vision Card E

*Jenna Johnshoy-Aarestad, Tom Watkins, Robin Gunsolus
October 11th, 2022*

Outcome of Presentation

Board Members will:

- ▶ receive information on baseline data for the High Priority Initiatives for Strategic Direction E
- ▶ understand alignment of the operational plan to the vision card data collection

Vision Cards serve as critical data points toward the realization of the desired daily experience.



District Three Year Operational Plan Work aligned with Strategic Direction E:

Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)-in cont. improvement</i>
<ul style="list-style-type: none"> ● Instructional Leadership Academy (ILA) cohort 3 and Principal Support Academy (PSA) through Centers for Educational leadership (CEL) work ● Refining new equity tools for systems wide implementation ● Researching best practice for “student-centered” pedagogy 	<ul style="list-style-type: none"> ● Vision Card Baseline 	<ul style="list-style-type: none"> ● Recruitment and Retention

VISION CARD



From Street Data: A Next Generation Model for Equity, Pedagogy, and Transformation.



Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

E1. Leadership and Continuous Improvement

Element	Indicators	Data Source	1	2	3	4	5	2019	2020	2021	2022
Process	E1. Leadership and Continuous Improvement Review Shared leadership and decision-making structures are present at multiple levels of the district and are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities.	Alignment Scale	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%
		Equity Scale	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	55%
		Leadership Scale	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%

Equimetrics Scales for Indicator E1

Scales and Questions	Agree or Strongly Agree	Neutral to Strongly Disagree
Alignment	62.0	38.0
25. In my organization, resources are dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency.	60.8	39.2
26. In my organization, I am encouraged to pursue initiatives to support Diversity, Equity, Inclusion, and Cultural Competency.	63.1	36.9
Equity	55.3	44.7
05. My organization creates equitable access to resources for underrepresented populations.	60.3	39.7
06. My organization creates equitable access to opportunities for underrepresented populations.	58.6	41.4
07. In my organization, underrepresented populations are supported.	58.6	41.4
08. In my work group, we have proportional representation and participation in all activities.	43.9	56.1
Leadership	61.9	38.1
18. Leaders in my organization are authentic in how they value individual differences.	58.7	41.3
19. Leaders in my organization understand the positive impact of having a diverse and inclusive workforce.	64.7	35.3
20. Our leaders take ownership of creating and supporting a diverse and inclusive workplace.	58.7	41.3
21. Leaders in my work group include team members, regardless of background.	65.5	34.5

E2. Staff Recruitment and Retention

<u>Element</u>	<u>Indicators</u>	<u>Data Source</u>	1	2	3	4	5	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Process	E2. Staff Recruitment and Retention Ensuring That Staff are Representative of Our Scholars' and Families' Identities	Licensed Staff of Color	5-6%	6-7%	8-9%	10-11%	>11%	8.0%	8.3%	9.3%	9.3%
		Perception Question	≤43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	63%

2013-2022 Staff Demographics

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.34%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	20.41%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	28.98%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%

Perception Question	Agree or Strongly Agree	Neutral to Strongly Disagree
My organization seeks diversity in our hiring practices.	63%	37%

E4. Achievement of State Standards (PK-11)

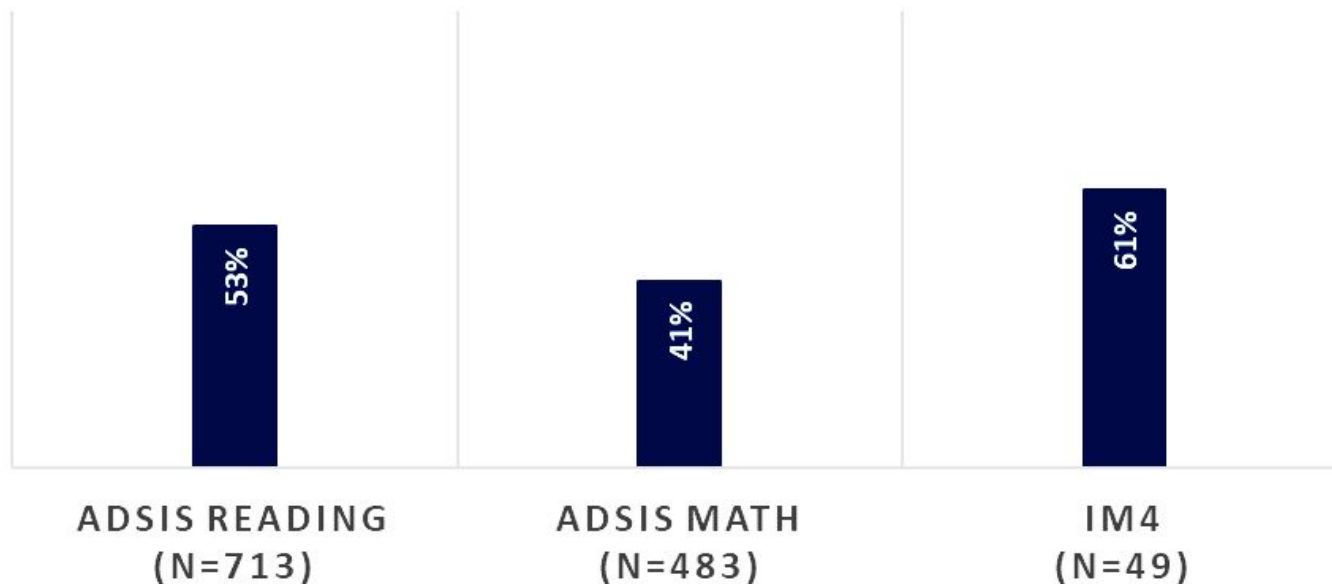
Element	Indicators	Data Source	1	2	3	4	5	2019	2020	2021	2022
Outcome	E4. Achievement of State Standards (PK-11) Percent of Student Groups with Most Students Meeting Grade-Level Standards, or Demonstrating Gap-Closing Progress or Growth	MCA Reading Proficiency (Median of Race/Eth groups)	≤28%	29-34%	35-40%	41-46%	>46%	48%	NA	NA	40%
		MCA Math Proficiency (Median of Race/Eth groups)	≤20%	21-26%	27-32%	33-38%	>38%	45%	NA	NA	30%
		MCA Reading Progress (Median maintained or improved)	≤50%	51-55%	56-60%	61-65%	>65%	66%	NA	NA	60%
		MCA Math Progress (Median maintained or improved)	≤36%	37-44%	45-52%	53-60%	>60%	57%	NA	NA	50%
		ACCESS for ELs Progress (ELP)	≤45%	46-50%	51-55%	56-60%	>60%	64%	NA	NA	53%

Comparison Districts	MCA Reading Proficiency	MCA Math Proficiency	MCA Reading Progress (maintained or improved)	MCA Math Progress (maintained or improved)	ACCESS for ELs Progress (ELP)
Mounds View	47%	39%	68%	61%	60%
Anoka-Hennepin	46%	39%	59%	58%	60%
Rochester	41%	31%	54%	44%	51%
St. Paul	27%	18%	47%	35%	51%
Minneapolis	30%	21%	46%	34%	43%
St. Cloud	31%	20%	45%	34%	50%
NSP-Maplewood Oakdale	33%	26%	47%	45%	56%
Robbinsdale	37%	18%	51%	38%	45%
Bloomington	41%	30%	60%	59%	46%
Osseo	40%	30%	60%	50%	53%

E5. Intervention Impact

<u>Element</u>	<u>Indicators</u>	<u>Data Source</u>	1	2	3	4	5	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Outcome	E5. Intervention Impact Average effectiveness (> avg growth or exit) of Interventions for assessed students	ADSIS Reading	≤ 35%	36-50%	51-65%	66-80%	>80%	NA	NA	NA	53%
		ADSIS Math	≤ 25%	26-35%	36-45%	41-50%	>50%	NA	NA	NA	41%
		IM4	≤ 35%	36-50%	51-65%	66-80%	>80%	NA	47%	45%	61%

PERCENT OF SCHOLARS WHO MADE BETTER THAN TYPICAL GROWTH OR EXITED



Next Steps

- ▶ Continue selecting and sorting data that closely aligns with the Strategic Directions and high priority initiatives
- ▶ Humanize the data and include student voice

Monitoring Report
Strategic Plan Implementation

Date: October 11, 2022

Authors: Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment
 Tom Watkins, Coordinator of Data and Assessment
 Gao Thor, Data Analyst
 Robin Gunsolus, Director of Learning & Achievement

Topic: Vision Card Review

Purpose: The purpose of this executive summary is to:

- provide information on baseline data for the High Priority Initiatives for Strategic Direction E
- show alignment of the operational plan to the vision card data collection

Strategic Direction E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

District Three Year Operational Plan Work aligned with Strategic Direction E

Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<ul style="list-style-type: none"> • Instructional Leadership Academy (ILA) cohort 3 and Principal Support Academy (PSA) through the Centers for Educational Leadership (CEL) work • Refining new equity tools for system wide implementation • Researching best practices for “student-centered” pedagogy 	<ul style="list-style-type: none"> • Vision Card Baseline 	<ul style="list-style-type: none"> • Recruitment and Retention

Vision Cards serve as critical data points toward the realization of the desired daily experience for students, staff and families.

Vision Cards measure the district’s success in achieving the strategic directions. Administrators create Vision Cards and the board provides guidance through the Strategic Roadmap. Vision Cards provide the data to support and assess progress toward the narrative vision outlined in the Strategic Roadmap. The Vision Cards can be used to measure growth or gaps in district performance. Vision Cards set the ongoing district goals for performance and continuous improvement.

Definition Statement: An organization committed to continuous improvement is deliberate in its ongoing effort to improve all elements of the organization by monitoring inputs, processes, and outcomes so that the outcomes of its members exceed expectations.

The data that was collected for Vision Card E is very high level data or “satellite data”. This data can be used to measure the district’s progress towards achieving the Strategic Directions, but lacks the specificity required to transform instruction or make decisions on programming as the data may vary greatly across the sites, grade levels and even classrooms.

This baseline data is:

- aligned to Three Year Operational Plans
- aligned to Vision Cards
- aligned to Action Cards



Vision Card E:

E1. Leadership and Continuous Improvement Review.

Shared leadership and decision-making structures are present at multiple levels of the district and are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities.

The Learning Work Initiatives in the District Three Year Operational Plan for 2022-23 that are most closely aligned to E1 are Instructional Leadership Academy (ILA) cohort 3 , Principal Support Academy (PSA) through the Centers for Educational Leadership (CEL) work and refining new equity tools for system wide implementation.

Indicator E1 is a process indicator, focused on staff actions and implementations to influence student outcomes. The data used to measure the first indicator came from the Equimetrics Survey which provides a quick and meaningful assessment of how the district currently rates in the areas of Diversity, Equity, Inclusion and Cultural Competency. This Equimetrics survey was administered to staff across the system in May, 2022. Approximately 50% of staff completed this survey. Staff responded to questions and rated the answers 1-10. 7-10 indicated Agree or Strongly Agree and 1-6 indicated Neutral, Disagree or Strongly Disagree.

For this indicator, three scales (groups of questions) were used from the survey: Alignment, Equity and Leadership. The percentage of staff that answered agree or strongly agree was averaged across the questions in each area.

The questions from each of the three scales are listed below along with the averages for each individual question.

Scales and Questions	Agree or Strongly Agree	Neutral to Strongly Disagree
Alignment	62.0	38.0
25. In my organization, resources are dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency.	60.8	39.2
26. In my organization, I am encouraged to pursue initiatives to support Diversity, Equity, Inclusion, and Cultural Competency.	63.1	36.9
Equity	55.3	44.7
05. My organization creates equitable access to resources for underrepresented populations.	60.3	39.7
06. My organization creates equitable access to opportunities for underrepresented populations.	58.6	41.4
07. In my organization, underrepresented populations are supported.	58.6	41.4
08. In my work group, we have proportional representation and participation in all activities.	43.9	56.1
Leadership	61.9	38.1
18. Leaders in my organization are authentic in how they value individual differences.	58.7	41.3
19. Leaders in my organization understand the positive impact of having a diverse and inclusive workforce.	64.7	35.3
20. Our leaders take ownership of creating and supporting a diverse and inclusive workplace.	58.7	41.3
21. Leaders in my work group include team members, regardless of background.	65.5	34.5

E2. Staff Recruitment and Retention

Ensuring That Staff are Representative of Our Scholars’ and Families’ Identities

E2 is also a process indicator. In order to capture progress on ensuring staff are representative of scholars and families, the proportion of teachers of color is reported. During the 2021-22 school year 9.3% of teachers identified as a person of color. This is up from 8.3% in 2019.

2013-2022 Staff Demographics

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.34%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	20.41%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	28.98%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%

2013-2022 New Hire Demographics

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Licensed % of color	12.05%	11.32%	9.93%	9.42%	8.75%	14.48%	14.38%	13.48%	16.03%	13.04%
Non-Licensed % of color	14.29%	16.44%	25.60%	29.46%	36.84%	34.62%	40.64%	43.26%	34.75%	38.16%
Adminstrators % of color	0.00%	30.77%	25.00%	41.18%	63.64%	10.71%	40.00%	50.00%	60.00%	58.82%
	288	318	360	413	410	381	360	327	301	385

2019-2022 Scholar Enrollment

	2019	2020	2021	2022
Scholars % of color	58.98%	59.18%	59.83%	61.98%

An additional data point that we have included for this indicator is a question from the Equimetrics survey where 63% of staff respondents stated that they agreed or strongly agreed that the district is seeking diversity in their hiring practices.

E3. Strategic Leadership Review

Management Exchange Appraisals-Domain 1

This year we are learning how to quantify and report this data through the TalentEd Perform platform.

E4. Achievement of State Standards (PK-11)

Percent of Student Groups with Most Students Meeting Grade-Level Standards, or Demonstrating Gap-Closing Progress or Growth

This quote by Safir and Dugan from *Street Data* “Equity work is first and foremost pedagogical” sets the context for the high priority initiatives in this indicator. The Learning Work Initiatives in the District Three Year Operational Plan for 2022-23 that are most closely aligned to E4 is researching best practices for “student-centered” pedagogy. Also aligned to E4 is our Learning and Implementation work around *Multi Tiered Systems of Support (MTSS)* and the *Program Improvement Process* that is taking place in a variety of subject areas.

Goals for these metrics were determined by analyzing the results of nine comparison districts. These results are examined more in depth in the paragraph and table below. However, to summarize, the top of the goal range was selected based on the comparison district with the highest rate for each metric and the bottom of the goal range was selected based on the comparison district with the lowest rate for each metric. The comparison schools were chosen based on similar size and demographics to Osseo Area Schools.

There were five metrics selected as the best indicators of success in terms of meeting grade level standards and demonstrating gap-closing growth. These are MCA proficiency in reading and math, MCA progress in reading and math, and ACCESS for ELs progress.

Due to the COVID-19 pandemic, each metric in this section does not have data for the 2019-20 school year. Additionally, the Minnesota Department of Education (MDE) did not use the 2020-21 results for accountability purposes so that year is also listed as not available (NA).

Minnesota Comprehensive Assessment (MCA) proficiency is defined as students meeting or exceeding state standards on respective MCA subject tests (reading, math, or science). It should be noted that students had to be enrolled in the district by October 1 to be counted in the proficiency rate. *Additionally, for this metric the median of all race and ethnicity groups is reported. This is to mitigate the effect of large student groups on overall results. The proficiency rates among small student populations become invisible when aggregated at the overall district level.* The median MCA reading proficiency rate for the 2021-22 school year was 40% districtwide. This was an 8 percent reduction from the 2018-19 school year. The median MCA math proficiency rate was 30%, which was a 15% decrease from the 2018-19 school year.

The MCA progress metrics show the median percentage, among scholar race and ethnicity groups, that have maintained or improved their achievement level (does not meet, partially meets, meets, exceeds) from the previous school year. Both have seen decreases from the 2018-19 school year to the 2021-22 school year. MCA reading progress went from 66% to 60% and MCA math progress moved from 57% to 50%.

The ACCESS for ELs assessment measures proficiency and growth toward proficiency of scholars learning English. The progress indicator shows the average amount of progress English learners made towards their growth targets over the previous year. For example, an average progress rate of 75 would mean that English learners, on average, made it 75 percent of the way to their targets (MDE Report Card). In Osseo Area Schools, scholars receiving EL services made it 53% of the way to their targets. This was an 11% reduction from the 2018-19 school year (64% to 53%).

As stated above, comparison districts, or districts of similar size and demographic makeup, were used to determine the upper and lower boundaries for the goal ranges. This was done to ensure goals set were realistic, yet challenging. In the table below, the Mounds View row is highlighted in green as that district set the upper boundary for goals across all five metrics. St. Paul Public Schools set the lower boundary in MCA Reading and Math Proficiency, St. Cloud set the lower boundary in MCA Reading and Math Progress, and Minneapolis set the lower boundary in ACCESS for ELs Progress. Ranges were adjusted so that each of Osseo's percentages fell into the third or yellow color-coded range as this is a baseline year. Ranges were also adjusted to ensure they were equal across each goal (i.e. each range having a difference of five).

Of the districts in the table below, Osseo ranks fourth out of ten on the MCA reading proficiency median, and tied for fourth out of ten on the MCA math proficiency median. In terms of progress, Osseo tied for second out of ten in reading, and fourth out of ten in math. Similarly, Osseo ranked fourth out of ten in EL progress.

Comparison Districts	MCA Reading Proficiency	MCA Math Proficiency	MCA Reading Progress (maintained or improved)	MCA Math Progress (maintained or improved)	ACCESS for ELs Progress (ELP)
Mounds View	47%	39%	68%	61%	60%
Anoka-Hennepin	46%	39%	59%	58%	60%
Rochester	41%	31%	54%	44%	51%
St. Paul	27%	18%	47%	35%	51%
Minneapolis	30%	21%	46%	34%	43%
St. Cloud	31%	20%	45%	34%	50%
NSP-Maplewood Oakdale	33%	26%	47%	45%	56%
Robbinsdale	37%	18%	51%	38%	45%
Bloomington	41%	30%	60%	59%	46%
Osseo	40%	30%	60%	50%	53%

Note: Each percentage represents the median of scholar race and ethnicity groups with the exception of the ELP indicator

E5. Intervention Impact

Average effectiveness (> avg growth or exit) of Interventions for assessed students.

The three interventions we are able to report on at this time are ADSIS Reading, ADSIS Math, and IM4. ADSIS is a state funded program designed to provide scholars with additional academic or behavioral support with the goal of reducing inappropriate referrals for special education services. This is accomplished by providing proactive instructional support early to struggling scholars. Osseo Area Schools are funded in the areas of reading and math.

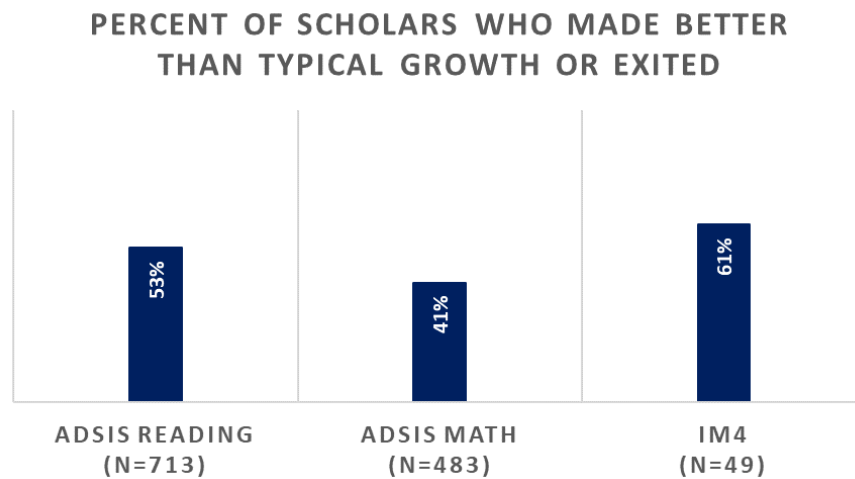
Goals for the ADSIS metrics were determined by analyzing the school level results (with an n size 20 or more) within district 279. These school level results were used to determine the upper and lower boundaries for the goal ranges. Ranges were adjusted so this year's results fell into the third or yellow color-coded range, as this is a baseline year. Ranges were also adjusted to ensure they were equal across each goal. The goals for the IM4 metric were based on discussion with IM4 staff about what is a challenging, yet realistic goal. The recommendation was to use a combination of trend data and benchmark data. The benchmark of 80% was provided as a "gold standard" for intervention exit. The ranges below 80% were established based on previous years results, and the expectation that this year's results are a baseline (color-coded yellow).

Because the 2021-22 school year was the first year of implementation of ADSIS, we have one year of data represented in the vision card. Other years have "NA" or not applicable reported. Of the students who participated in ADSIS Reading and were assessed on FastBridge Reading assessments in the fall and spring (n=713), 53% made better than typical growth or exited the intervention. Typical growth is considered approximately one year of growth. Students in intervention need to make better than typical growth in order to close the achievement gap and master grade level standards. Therefore, this metric only includes those that reached grade level standard or made gap-closing growth.

The ADSIS Math intervention results, similar to the ADSIS Reading program, includes students who participated in ADSIS Math and were assessed on FastBridge aMath assessments in the fall and spring (n=483). Note: only grades 2-9 are assessed on the FastBridge aMath assessment, however, students in grade K-9 are eligible to receive ADSIS Math services. This is one reason why the n size for ADSIS Math is lower than ADSIS Reading. Of

the students who participated and were assessed, 41% made better than typical progress or exited.

The IM4 intervention platform uses an evidence-based, problem solving process that increases the likelihood of success when delivering social, emotional, and behavior interventions. It uses intervention matching, plan mapping, monitoring, and team-based decision making to guide and implement interventions. The platform's first year of implementation was the 2019-20 school year. There were 17 scholars assigned to an intervention and eight exited for an exit rate of 47%. The following year, 25 out of 55 scholars assigned an intervention exited for a rate of 45%. In the most recent school year, 49 students were assigned an intervention and 30 exited for a rate of 61%. These n sizes, or number of students, show that in this stage of implementation teams are exploring the features of IM4 but not yet consistently using the system for decision-making.



Next Steps:

This year is both a learning and implementation year for the Vision Cards. We are carefully monitoring our data collection to ensure that what we are measuring is closely aligned to the Strategic Directions. As we deepen our learning around this process, we acknowledge that we may need to adjust our data sources to better measure the Vision Card indicators. We will continue to research how we include additional data that provides greater context, is asset based, and humanizes our scholars' learning experiences.

We are pleased to provide you with your Equimetrics® results.

Equimetrics® is a pulse survey that allows leaders to get a quick and meaningful assessment of how well their organization currently rates in the areas of Diversity, Equity, Inclusion and Cultural Competency.

Based on years of experience working with Fortune 500 companies, school districts, small businesses, government organizations, and non-profits, Equimetrics® measures critical indicators of elements that must be priorities in order for organizations to ensure they are attracting and retaining the best talent, while fully supporting their entire workforce.

In this Snapshot Report, you will find the most important information you need to understand the current state of your organization and begin planning steps to strengthen your organization and improve overall performance.



Your Equimetrics® Results

The charts below provide an overall picture of **Diversity, Equity, Inclusion and Cultural Competency**. Shown here are the average scores for each of the 9 scales measured by Equimetrics®.

Think of each score as an **Indicator**: The higher your score, the higher the degree of agreement members of your organization have with the statements in that area. The responses from the survey offer a baseline for the current performance as an organization in that area or scale.

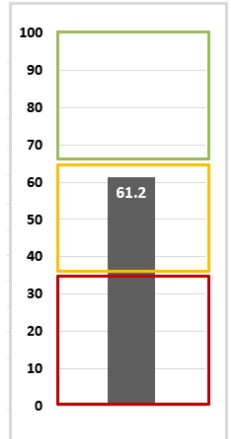
Overall alignment occurs when the assessment reveals strong scores on each of the 9 areas of focus and an overall measure of alignment.

Equimetrics® Score

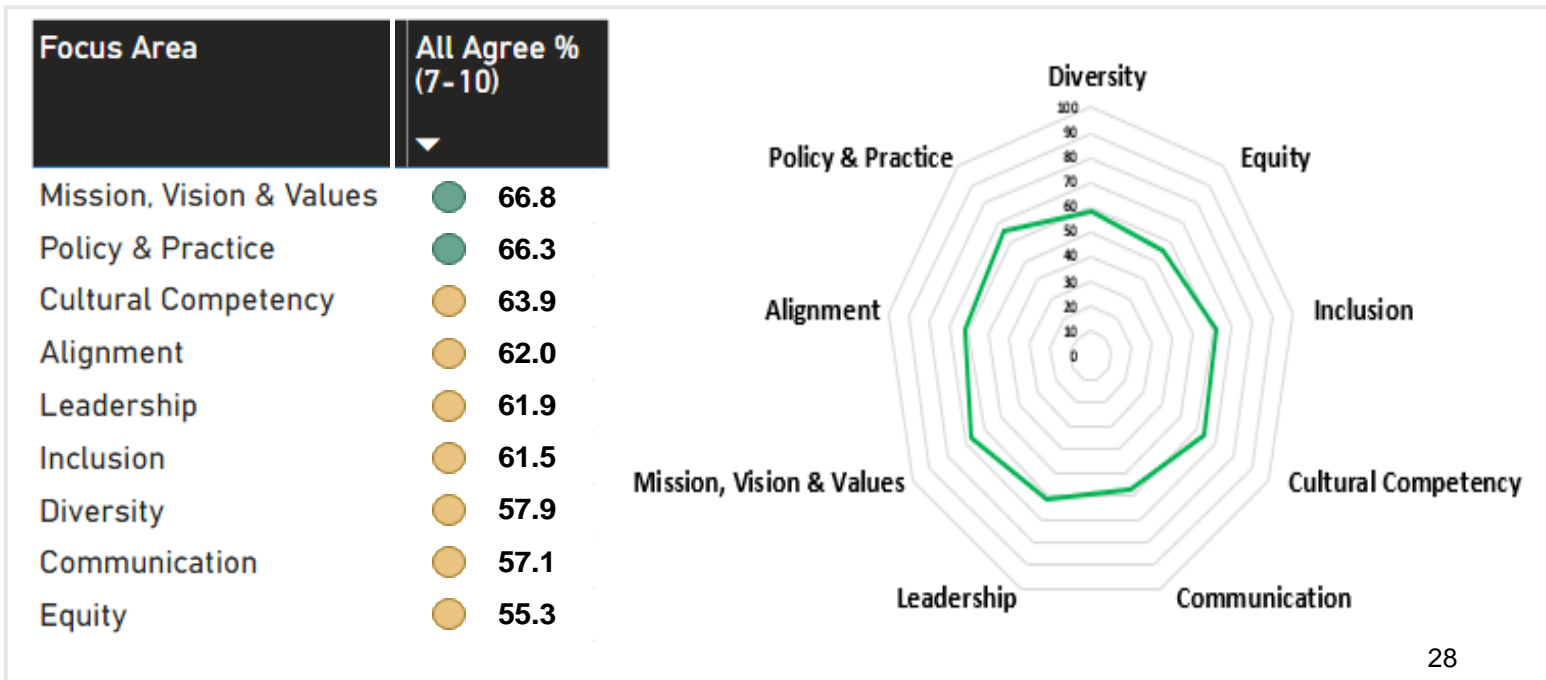
61.2

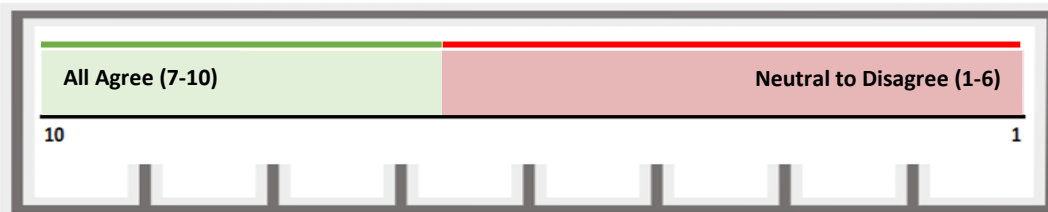
61.22
38.78

All Agree (7-10)
Neutral-Disagree (1-6)



Equimetrics® Scale Scores



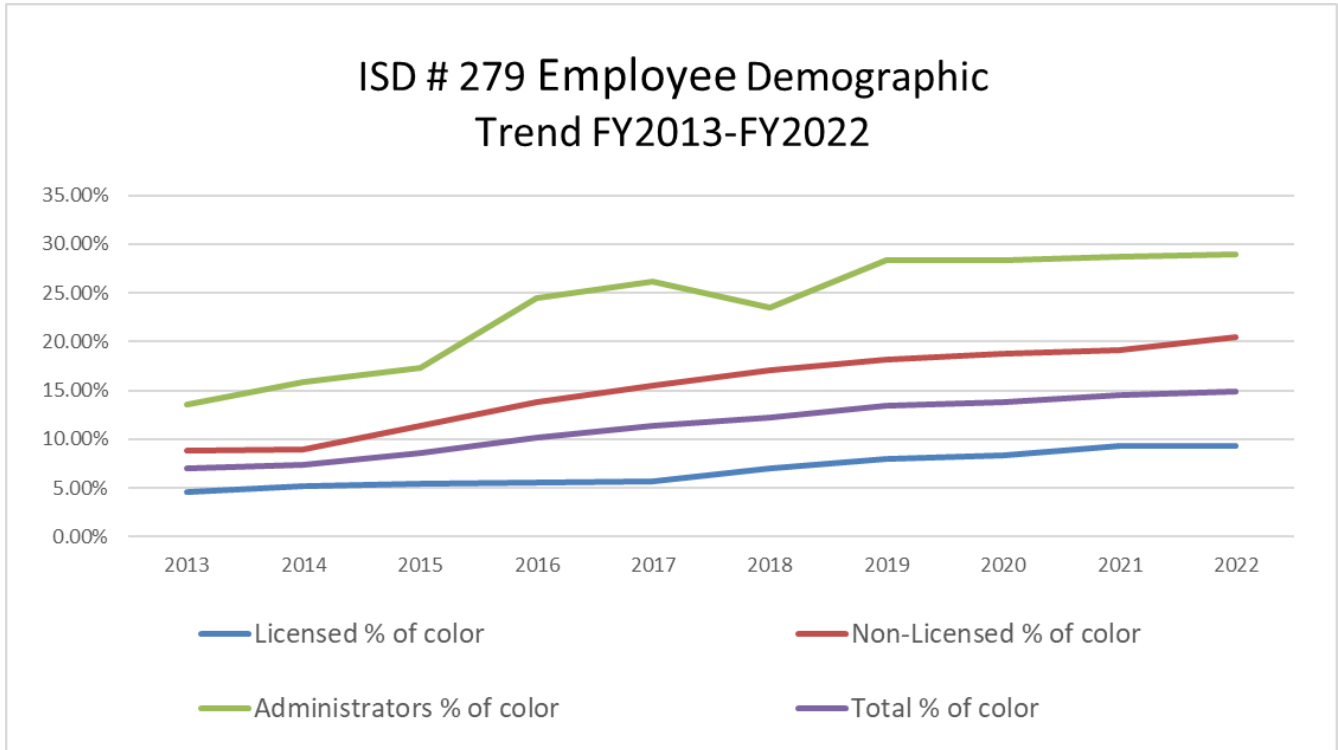


Strong performance in these areas is shown when there is a large number of respondents strongly agreeing, or selecting 9 and 10, agreeing, or selecting 7 and 8, and a small number of respondents between neutral and strongly disagreeing with the statements.

	Equimetrics® Score: 61.2	All Agree 7-10	Neutral-Disagree 6-1	Avg
Diversity		57.9	42.1	6.7
01. My organization actively promotes diversity. (within the organization)	66.3	33.7	7.1	
02. My organization actively promotes diversity with partners, vendors and other stakeholders (outside the organization)	50.7	49.3	6.5	
03. My organization seeks diversity in our hiring practices.	63.0	37.0	7.0	
04. In my work group, we have varying backgrounds and/or experiences among team members.	51.6	48.4	6.4	
Equity	55.3	44.7	6.5	
05. My organization creates equitable access to resources for underrepresented populations.	60.3	39.7	6.7	
06. My organization creates equitable access to opportunities for underrepresented populations.	58.5	41.5	6.7	
07. In my organization, underrepresented populations are supported.	58.6	41.4	6.7	
08. In my work group, we have proportional representation and participation in all activities.	43.8	56.2	5.9	
Inclusion	61.5	38.5	6.9	
09. In my organization, people are included, regardless of background or experience.	64.4	35.6	7.1	
10. My organization provides support that encourages me to share my own unique ideas and suggestions.	57.2	42.8	6.6	
11. In my work group, we regularly share ideas and learn from other backgrounds and experiences.	60.9	39.1	6.8	
12. I have a person or group that is a source of support or advocacy in my organization.	63.5	36.5	7.0	
Cultural Competency	63.9	36.1	7.0	
13. My organization supports different cultural practices and world views.	67.3	32.7	7.1	
14. People in my work group demonstrate the ability to understand, communicate with and effectively interact with people of different backgrounds and cultures.	65.7	34.3	7.1	
15. My organization acknowledges and addresses unconscious bias.	58.7	41.3	6.7	
Communication	57.1	42.9	6.6	
16. In my organization, we regularly receive information on our Diversity, Equity, Inclusion, and Cultural Competency practices.	58.7	41.3	6.7	
17. In my work group, we regularly discuss our plans for Diversity, Equity, Inclusion, and Cultural Competency.	55.4	44.6	6.6	
Leadership	61.9	38.1	6.9	
18. Leaders in my organization are authentic in how they value individual differences.	58.7	41.3	6.7	
19. Leaders in my organization understand the positive impact of having a diverse and inclusive workforce.	64.6	35.4	7.1	
20. Our leaders take ownership of creating and supporting a diverse and inclusive workplace.	58.7	41.3	6.7	
21. Leaders in my work group include team members, regardless of background.	65.6	34.4	7.1	
Mission, Vision & Values	66.8	33.2	7.2	
22. In my organization, Diversity, Equity, Inclusion, and Cultural Competency are reflected in our Mission, Vision and Values.	72.6	27.4	7.5	
23. Within my organization, we have purposeful initiatives to address Diversity, Equity, Inclusion, and Cultural Competency.	64.4	35.6	7.0	
24. Our mission and vision will improve Diversity, Equity, Inclusion, and Cultural Competency for those we serve.	63.3	36.7	7.0	
Alignment	62.0	38.0	6.9	
25. In my organization, resources are dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency.	60.8	39.2	6.8	
26. In my organization, I am encouraged to pursue initiatives to support Diversity, Equity, Inclusion, and Cultural Competency.	63.2	36.8	7.0	
Policy & Practice	66.3	33.7	7.2	
27. My organization has policies that support Diversity, Equity, Inclusion, and Cultural Competency.	69.6	30.4	7.3	
28. My organization has publicly committed to Diversity, Equity, Inclusion, and Cultural Competency.	71.7	28.3	7.5	
29. We look outside our organization to find better ways to support Diversity, Equity, Inclusion, and Cultural Competency.	57.5	42.5	6.7	



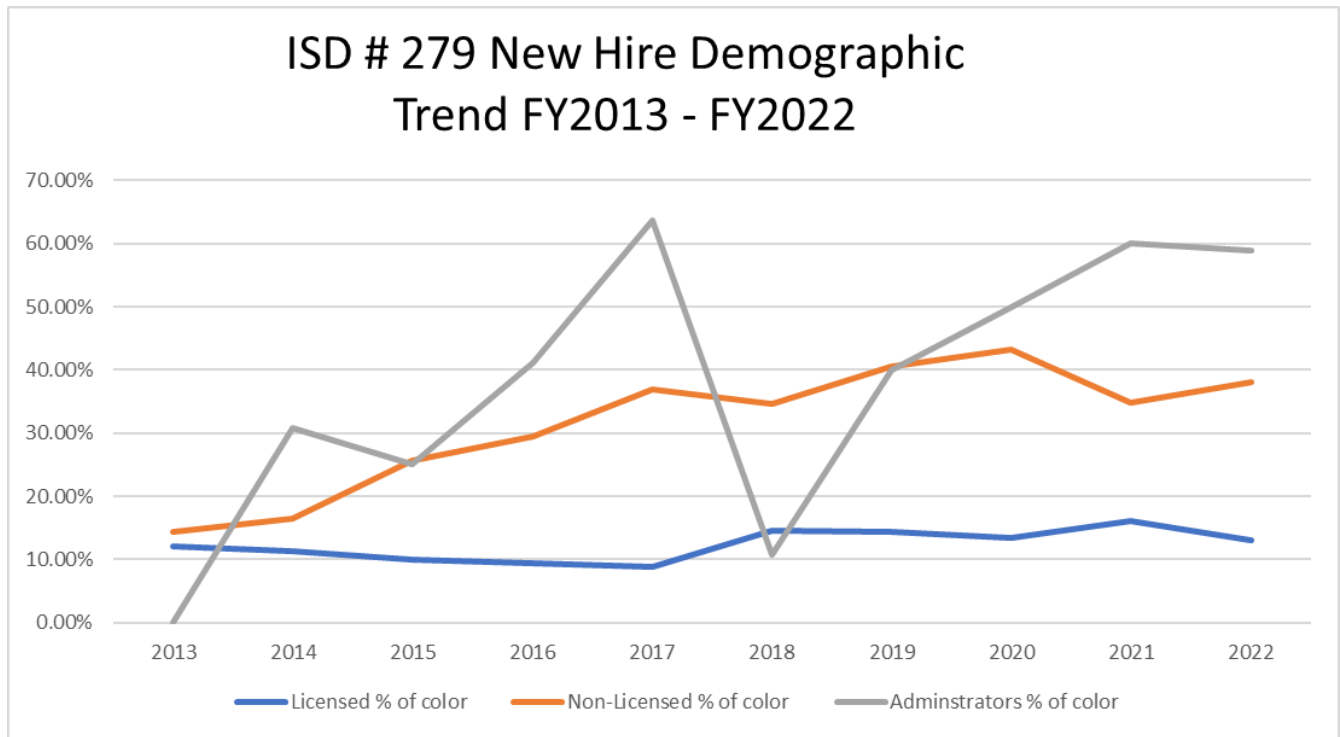
Employee demographic trends



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.34%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	20.41%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	28.98%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%

End of school year data

ISD # 279 New Hire Demographic



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Licensed % of color	12.05%	11.32%	9.93%	9.42%	8.75%	14.48%	14.38%	13.48%	16.03%	13.04%
Non-Licensed % of color	14.29%	16.44%	25.60%	29.46%	36.84%	34.62%	40.64%	43.26%	34.75%	38.16%
Administrators % of color	0.00%	30.77%	25.00%	41.18%	63.64%	10.71%	40.00%	50.00%	60.00%	58.82%
	288	318	360	413	410	381	360	327	301	385

October data

ISD #279 New Hire Demographic FY2022 Retention

	2022
Licensed % of color	85.71%
Non-Licensed % of color	87.34%
Administrators % of color	100.00%

End of school year report