

Agenda Independent School District 279 School Board	Regular Business Meeting Weaver Lake Elementary School, Media Center 15900 Weaver Lake Road Maple Grove, MN 55311 Tuesday, April 18, 2023 6:00 PM
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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
Tanya Simons, Board Vice Chair
2. 6:05-6:15 p.m. Welcome to Weaver Lake Elementary: A Science, Math and Technology School
Lena Christiansen, Principal
3. 6:15-6:20 p.m. Check-in
Cory McIntyre, Superintendent
4. 6:20-7:20 p.m. Building a Better Future Phase II 2
John Morstad, Executive Director of Finance and Operations; Peter Leatherman, The Morris Leatherman Company; Kay Villella, Executive Director of Community Relations
5. 7:20-8:00 p.m. Monitoring Report: Strategic Direction B Initiatives 54
Bryan Bass, Assistant Superintendent of Equity and Achievement; Robin Gunsolus, Director of Learning and Achievement; Jenna Johnshoy-Aarestad, Data and Assessment Coordinator; Tom Watkins, Data and Assessment Coordinator; Gao Thor, Data and Assessment Ana
6. Adjournment
Tanya Simons, Board Vice 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."

OSSEO AREA SCHOOLS

ISD  279

Building a Better Future, Phase II Superintendent Recommendations

Oversight Task Force

April 17, 2023

Outcome of Presentation

Board members will understand the Superintendent's *Building A Better Future, Phase II* facilities planning process recommendations.

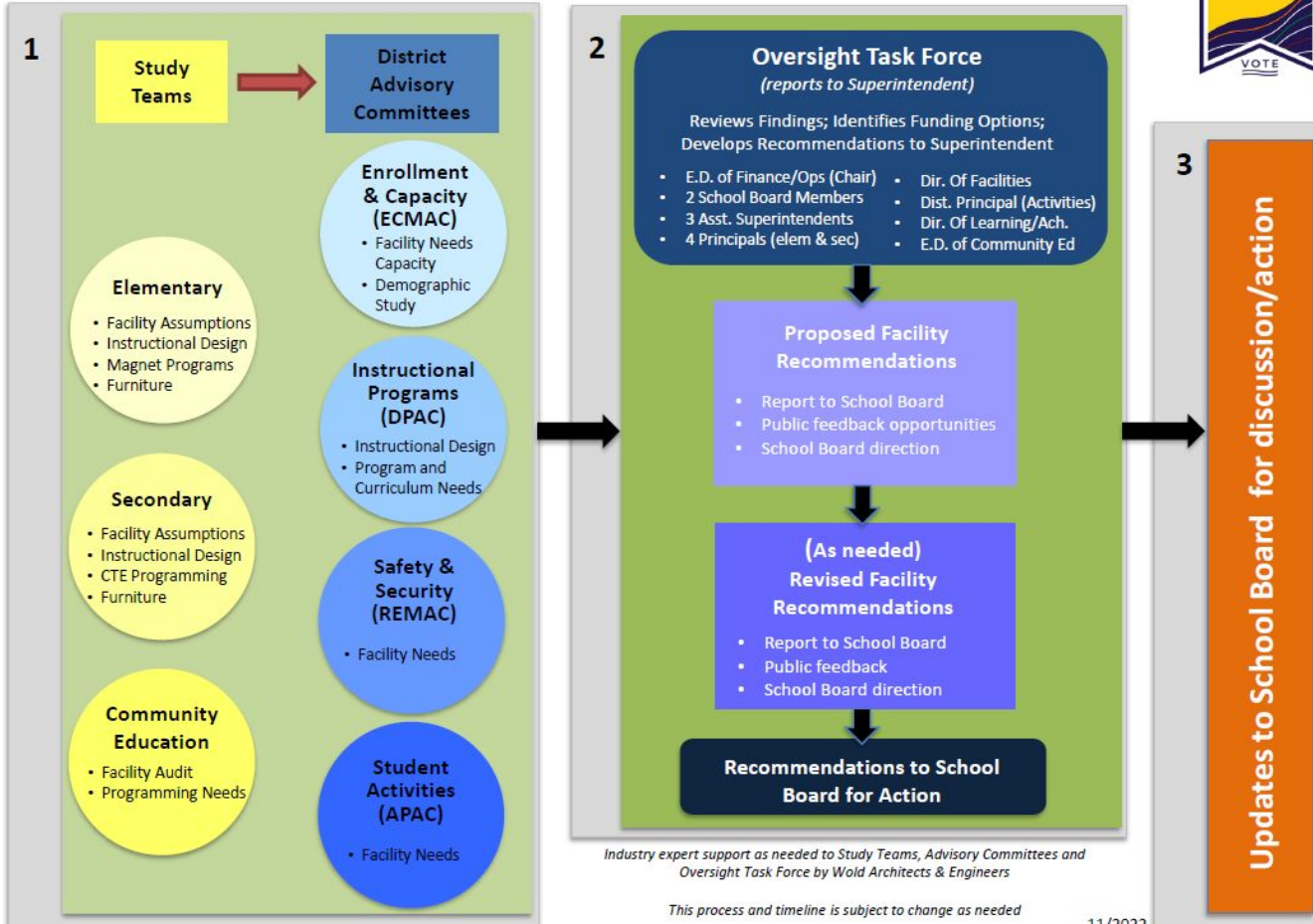
The Oversight Task Force strongly endorses these projects as an equitable, needs-based recommendation for our facilities.

Background

Building a Better Future Phase II Facilities Timeline (in addition to legally required activities)



Building a Better Future Phase II Process



Purpose

The **purpose** of the Facilities Oversight Task Force is to gather facility recommendations, prioritize facility projects, consider funding strategies, develop timelines, create a plan to collect community feedback and to make comprehensive recommendations regarding facility planning to the superintendent.

Criteria for Decision Making

- Equitable Impact
- Fiscal Responsibility
- Districtwide Alignment/Standards
- Capacity
- Long-term Impact (ROI)
- Program Improvement
- Communication & Engagement
- Flexible/Adaptable Spaces

Agreed upon at the January 25, 2023 OTF meeting

Survey #2 results

Osseo School District

2023 Brushfire Survey

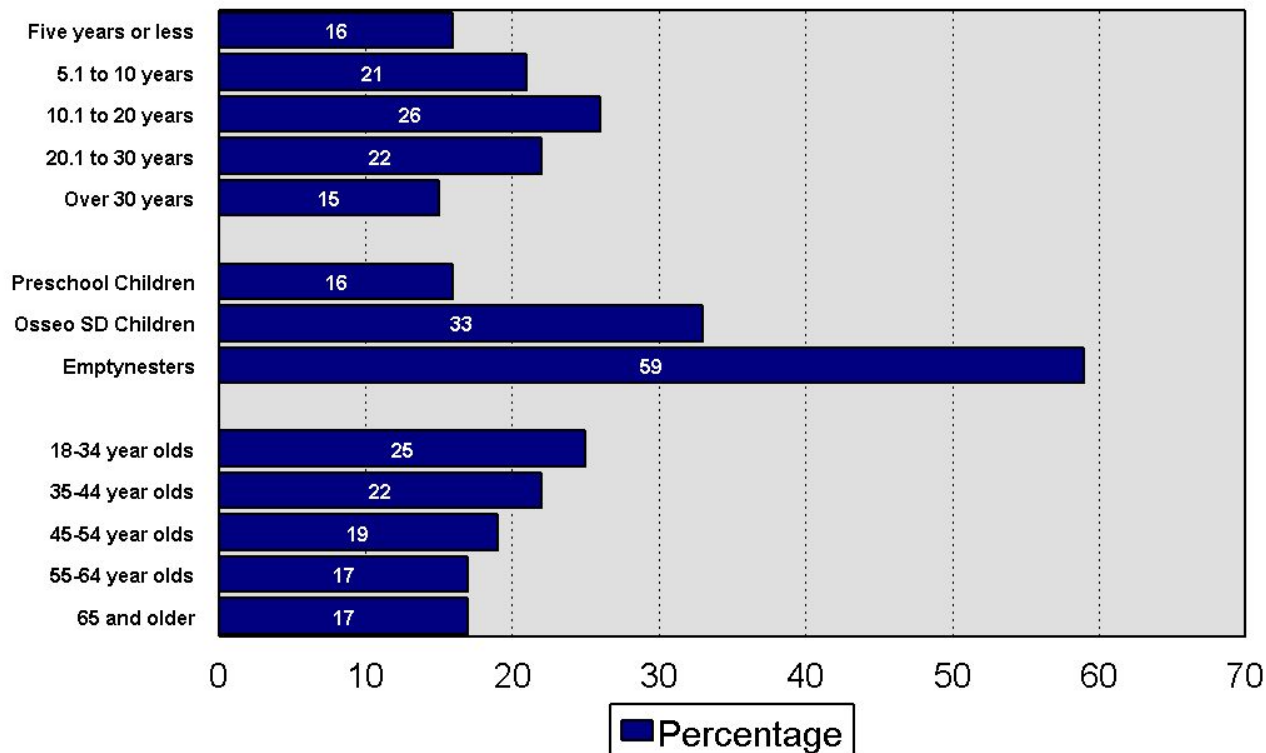
Survey Methodology

2023 Osseo School District Brushfire Survey

- ☒ 625 random sample of Osseo School District residents
- ☒ Telephone interviews conducted between March 29th and April 7th, 2023
- ☒ Average interview time of 8 minutes
- ☒ Non-response rate of 5.0%
- ☒ Residential sample projectable within +/-4.0% in 95 out of 100 cases

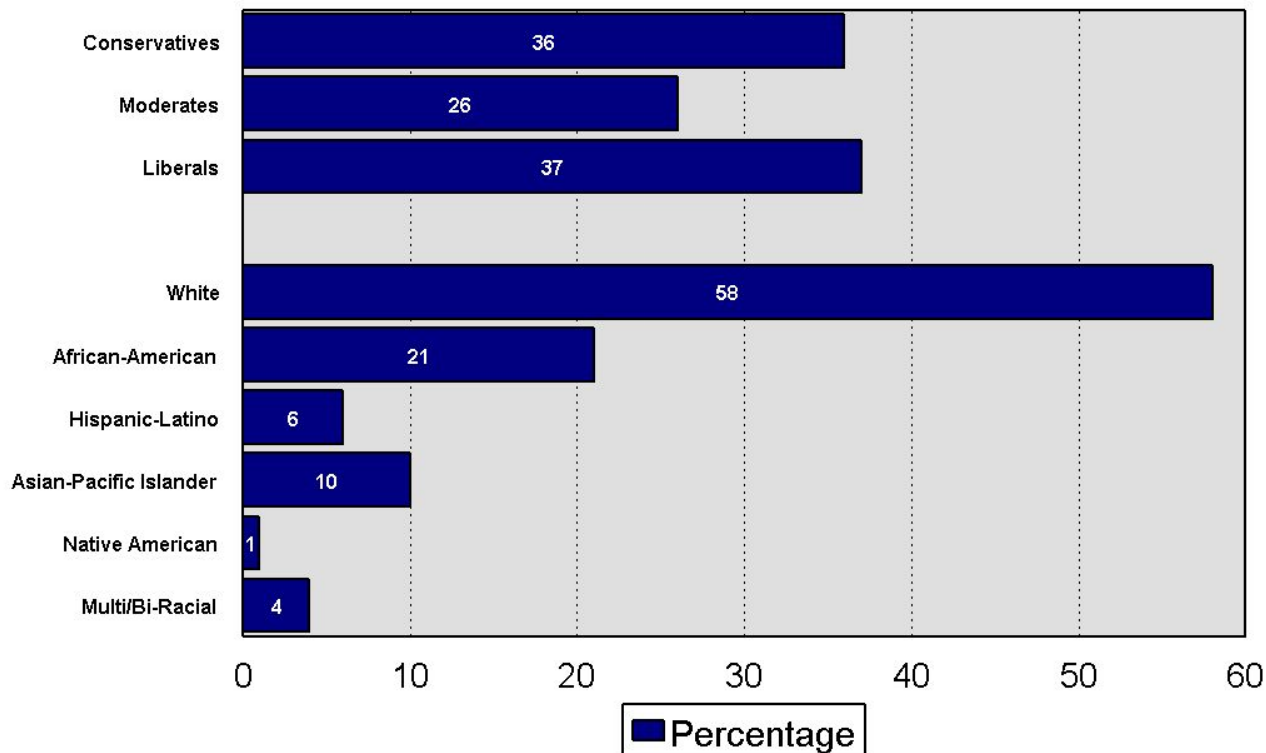
Demographics I

2023 Osseo School District Brushfire Survey



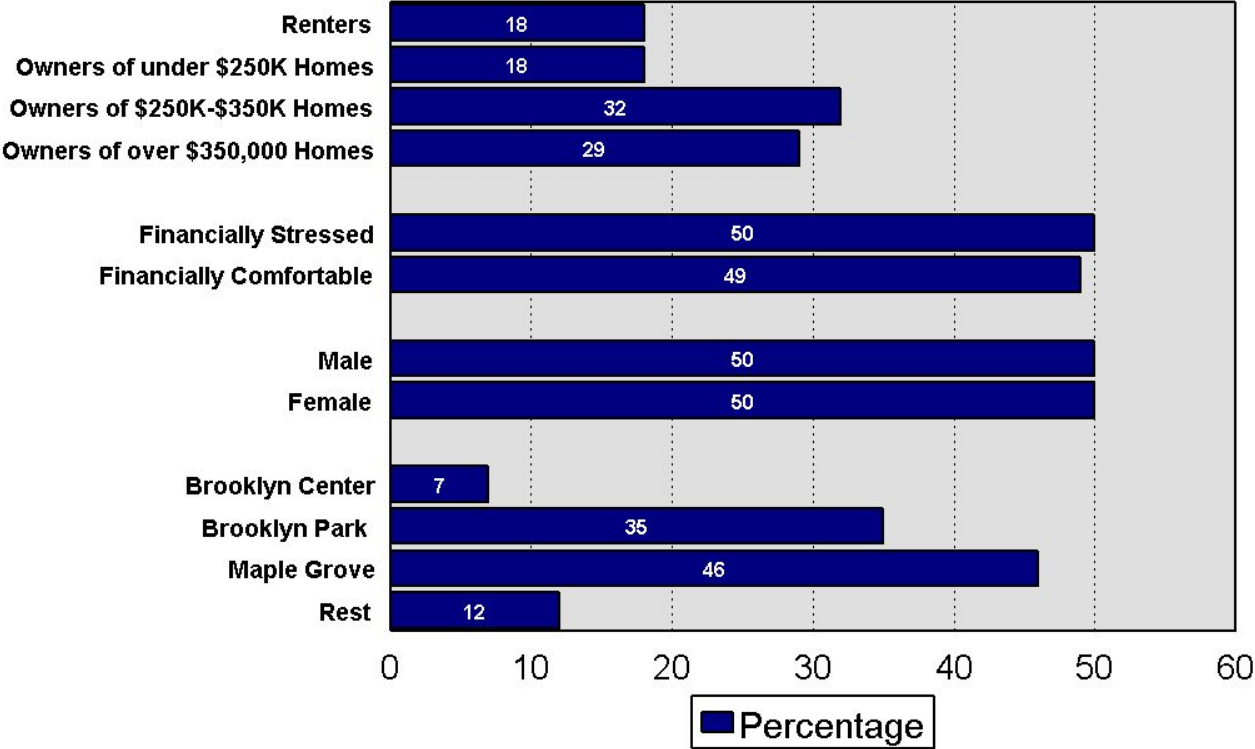
Demographics II

2023 Osseo School District Brushfire Survey



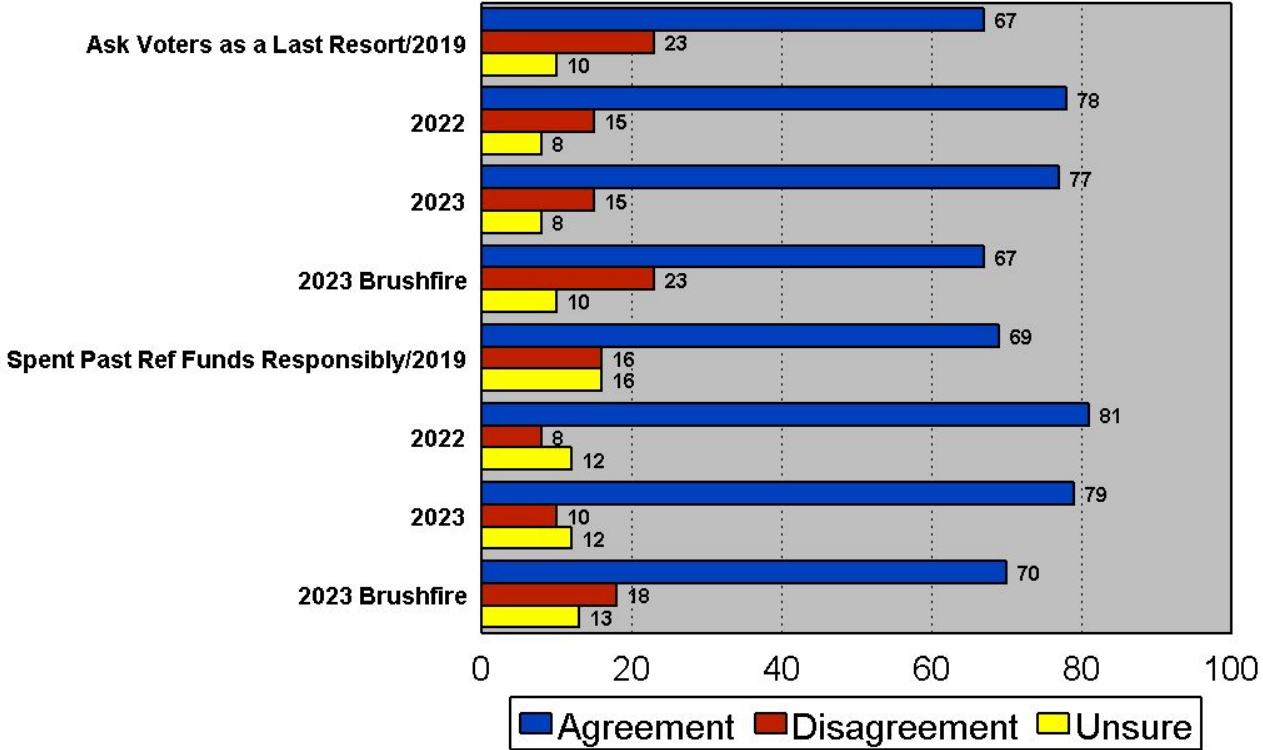
Demographics III

2023 Osseo School District Brushfire Survey



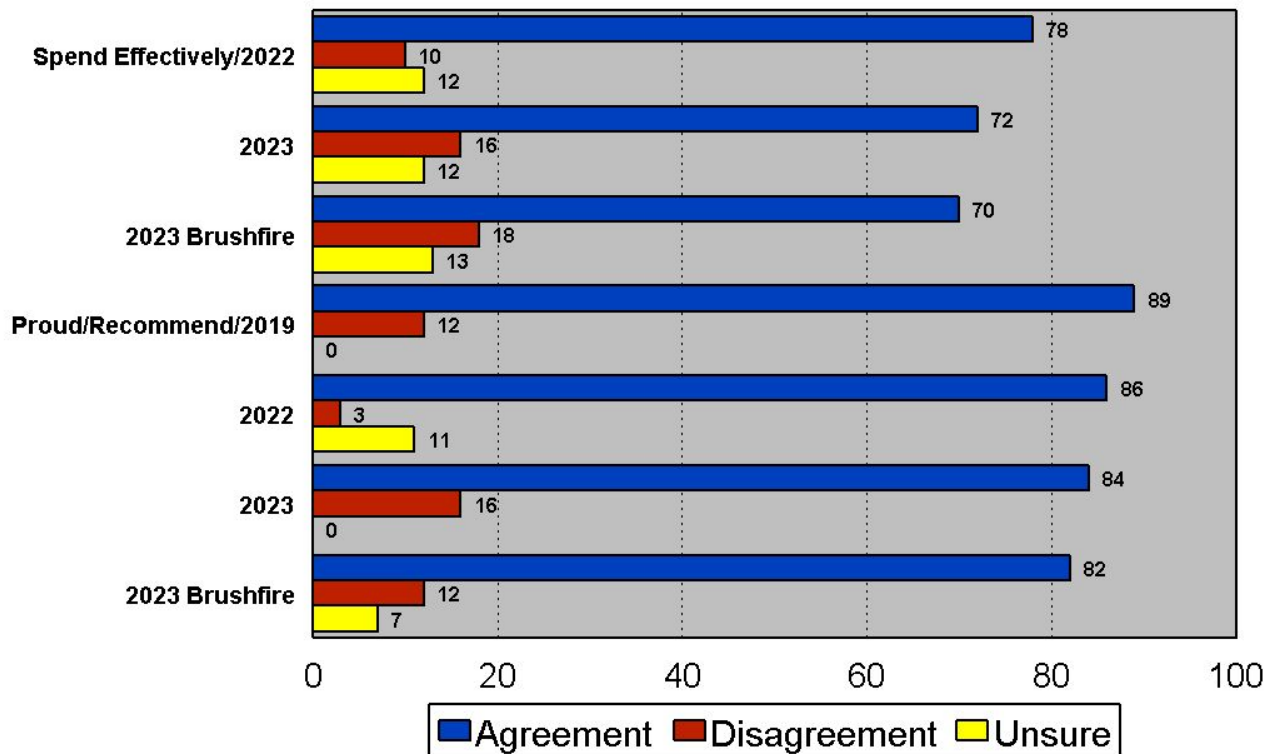
Specific School District Perceptions I

2023 Osseo School District Brushfire Survey



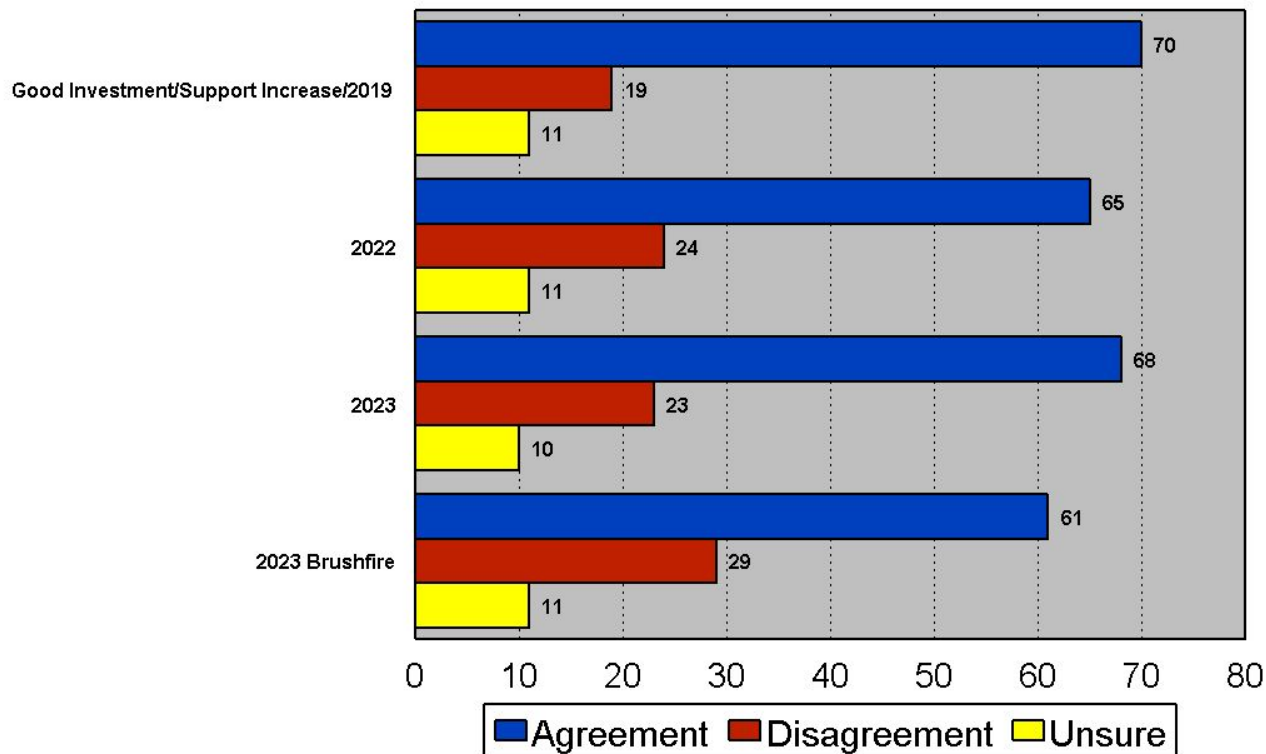
Specific School District Perceptions II

2023 Osseo School District Brushfire Survey



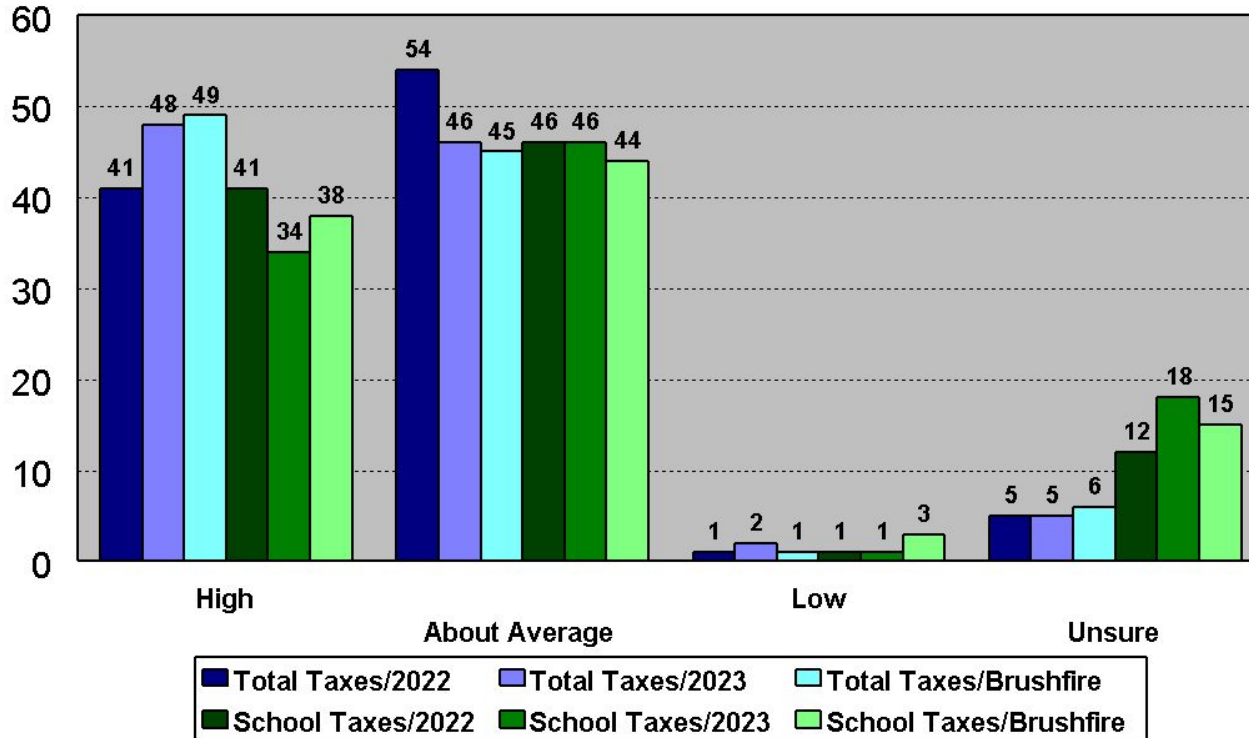
Specific School District Perceptions III

2023 Osseo School District Brushfire Survey



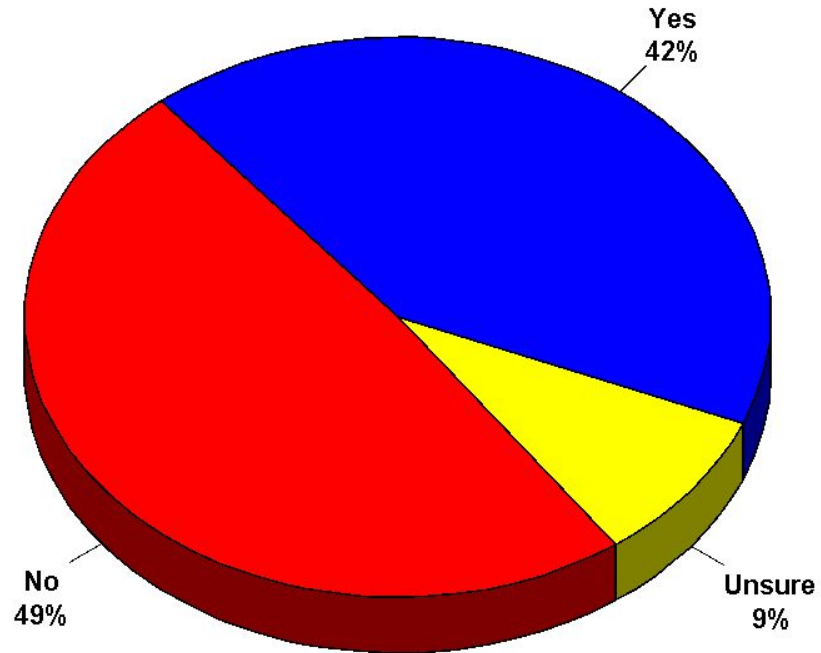
Property Tax Comparisons

2023 Osseo School District Brushfire Survey



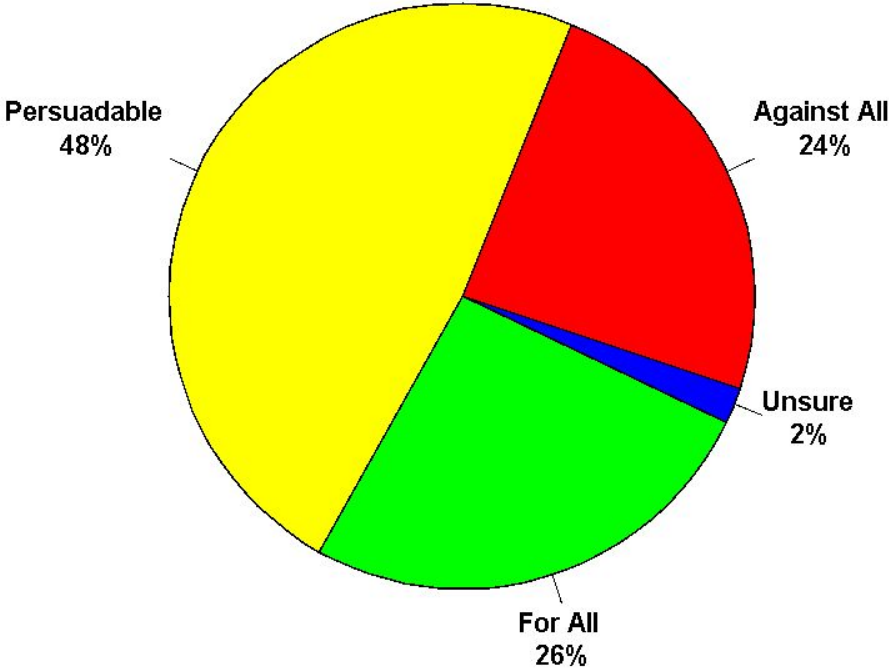
Osseo Area Schools Adequately Funded

2023 Osseo School District Brushfire Survey



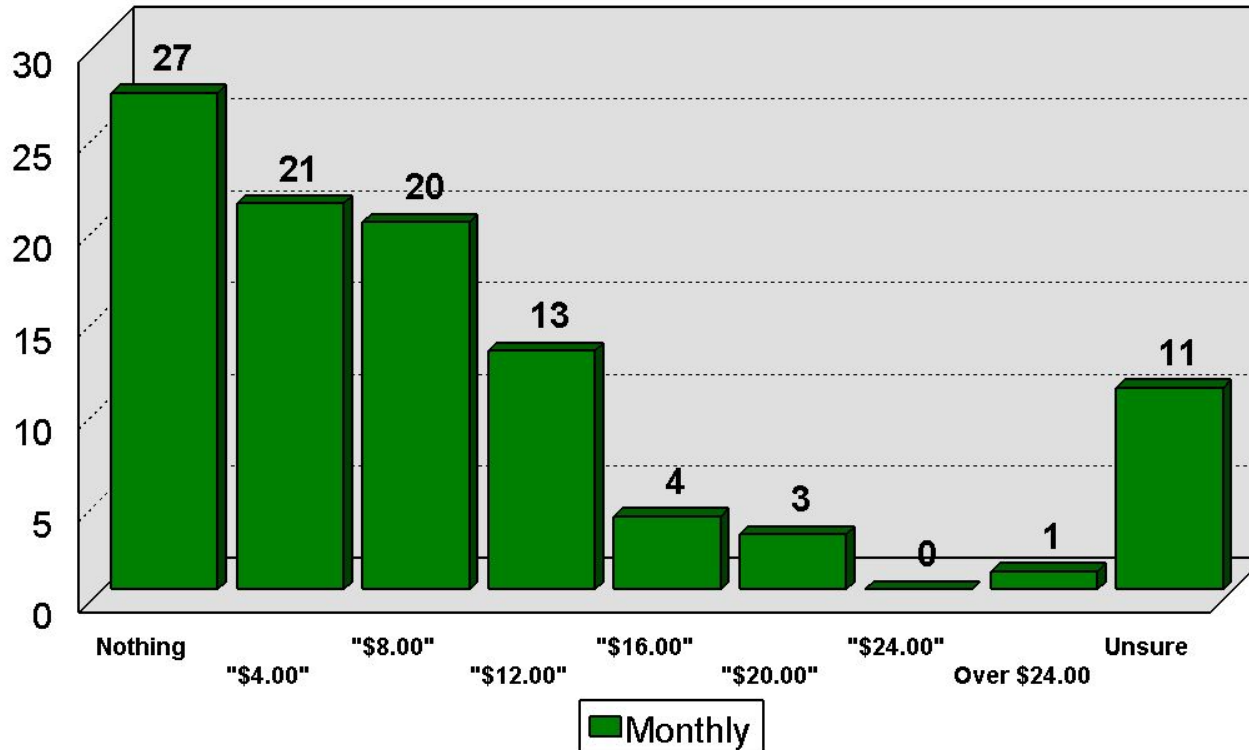
Referendum Predisposition

2023 Osseo School District Brushfire Survey



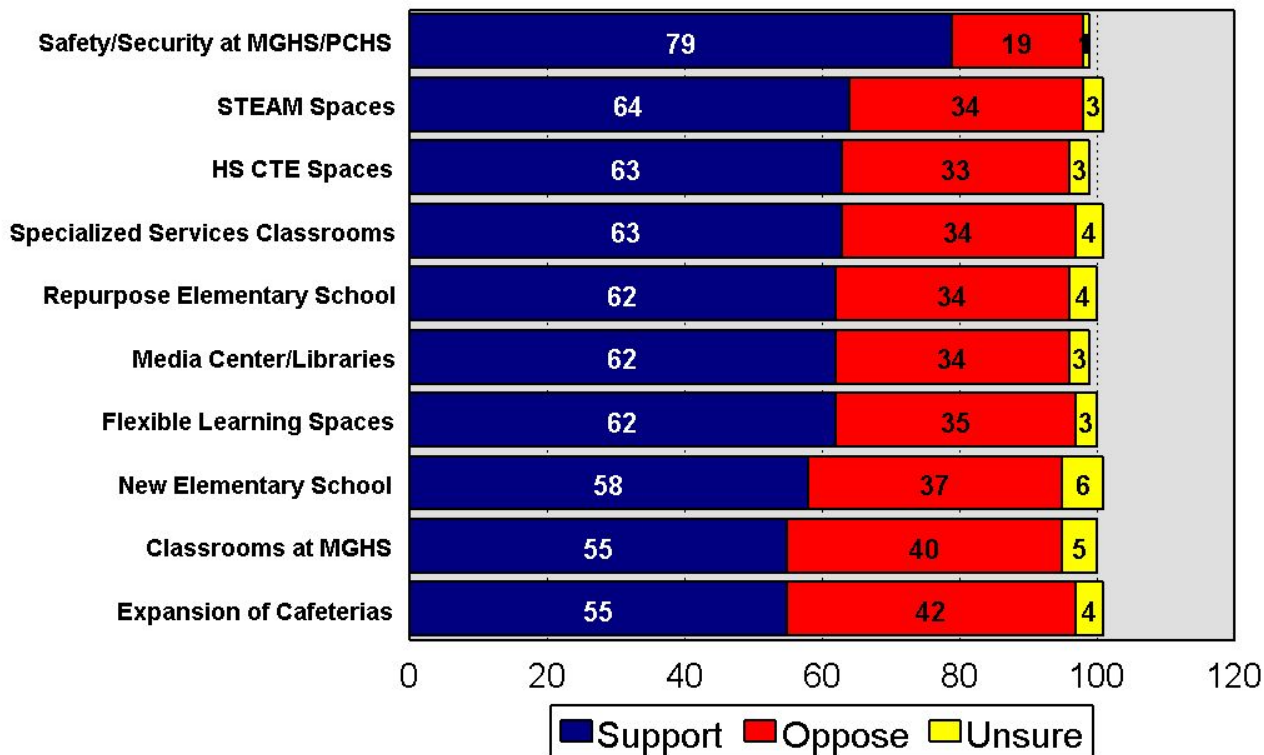
Tax Increase for Facility Needs

2023 Osseo School District Brushfire Survey



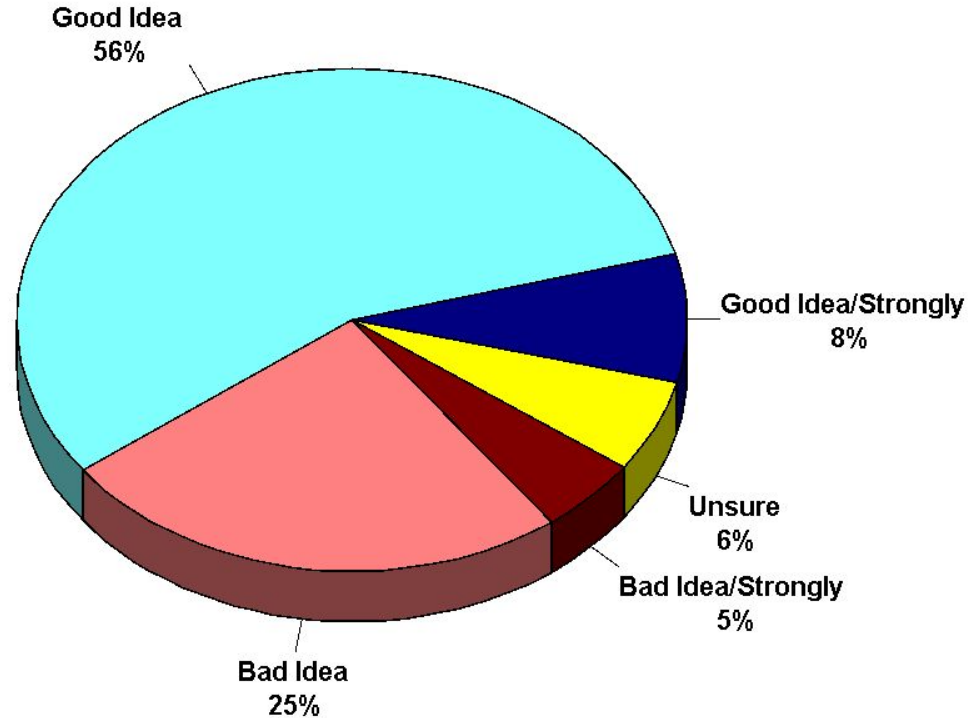
Property tax increase for....

2023 Osseo School District Brushfire Survey



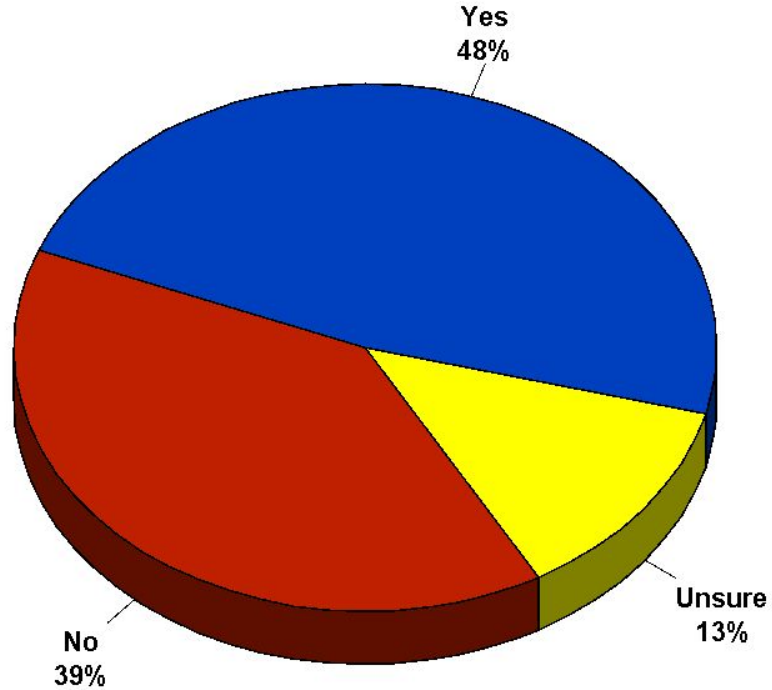
Good Idea vs. Bad Idea

2023 Osseo School District Brushfire Survey



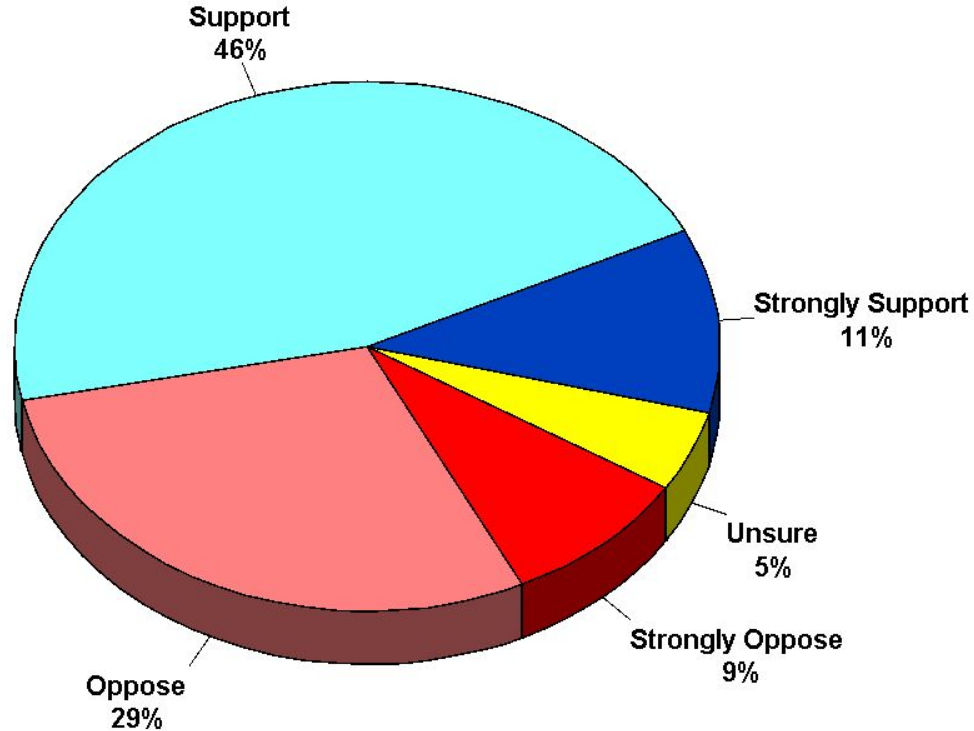
\$400MM Fair Price

2023 Osseo School District Brushfire Survey



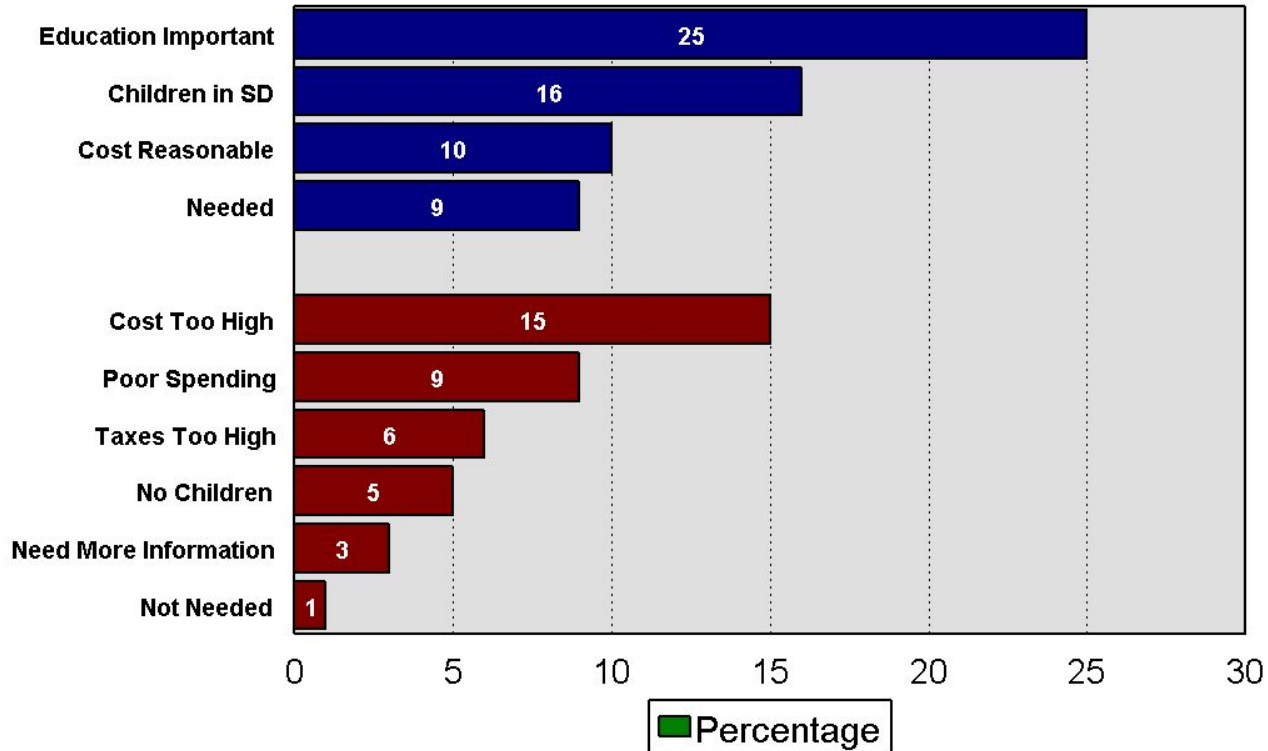
\$400MM Bond Referendum

2023 Osseo School District Brushfire Survey



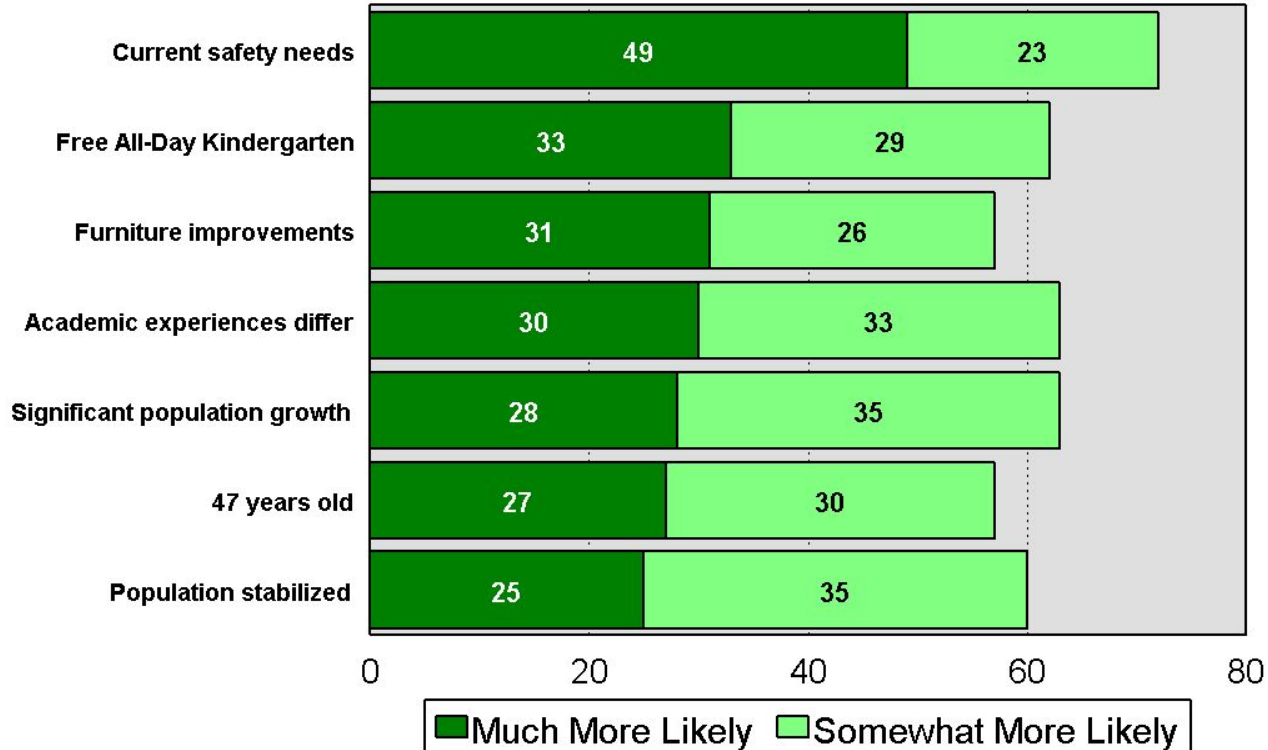
Reason for Bond Decision

2023 Osseo School District Brushfire Survey



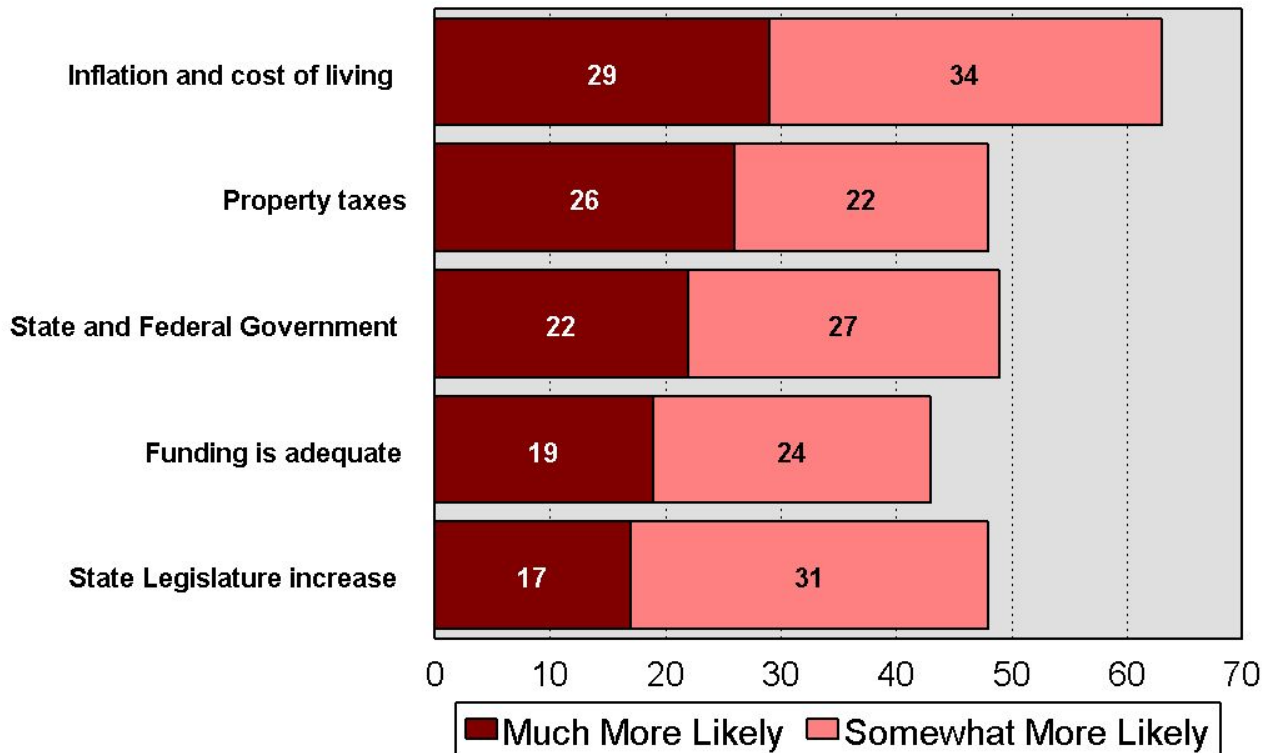
Arguments in Support

2023 Osseo School District Brushfire Survey



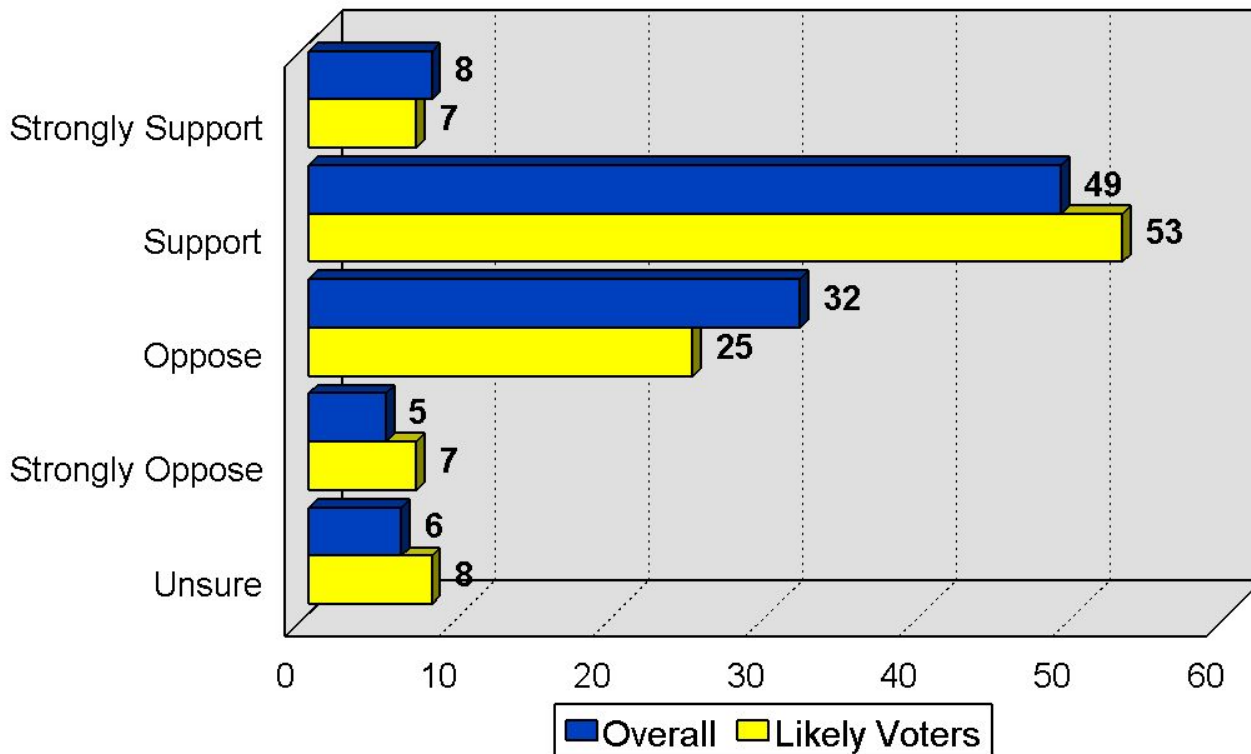
Arguments in Opposition

2023 Osseo School District Brushfire Survey



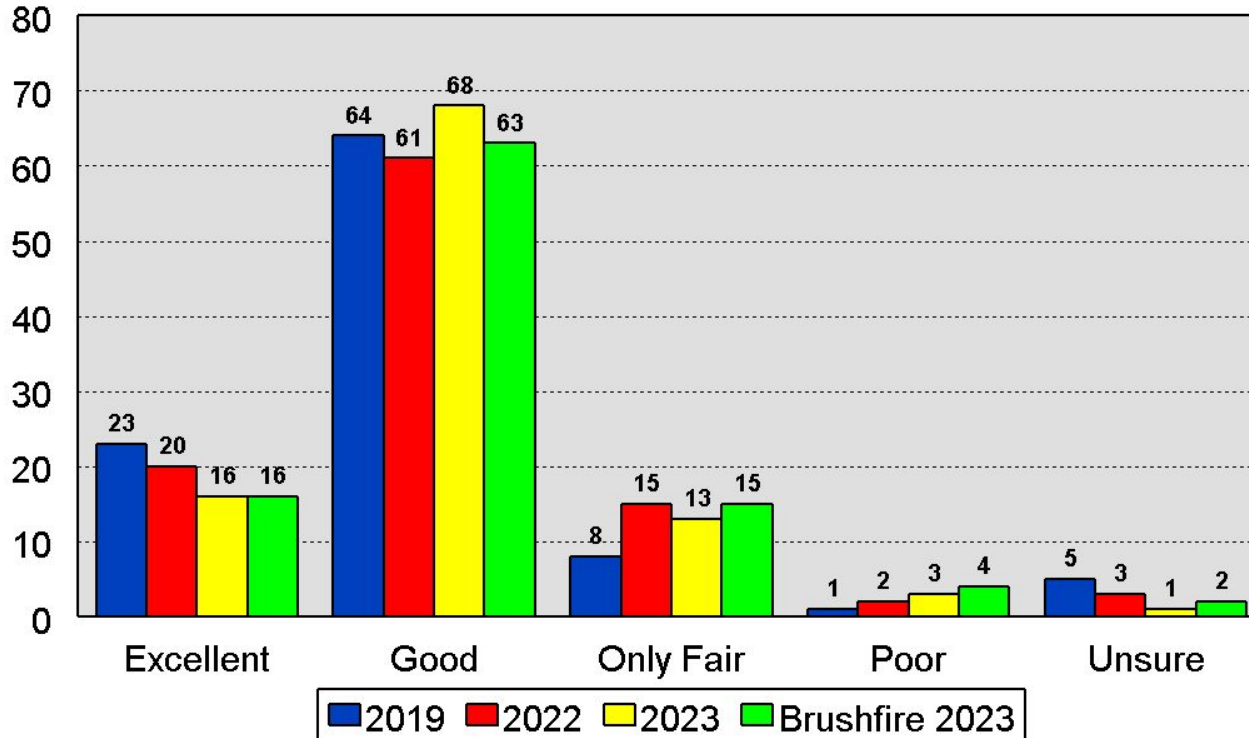
\$400MM Bond Referendum (Post Test)

2023 Osseo School District Brushfire Survey



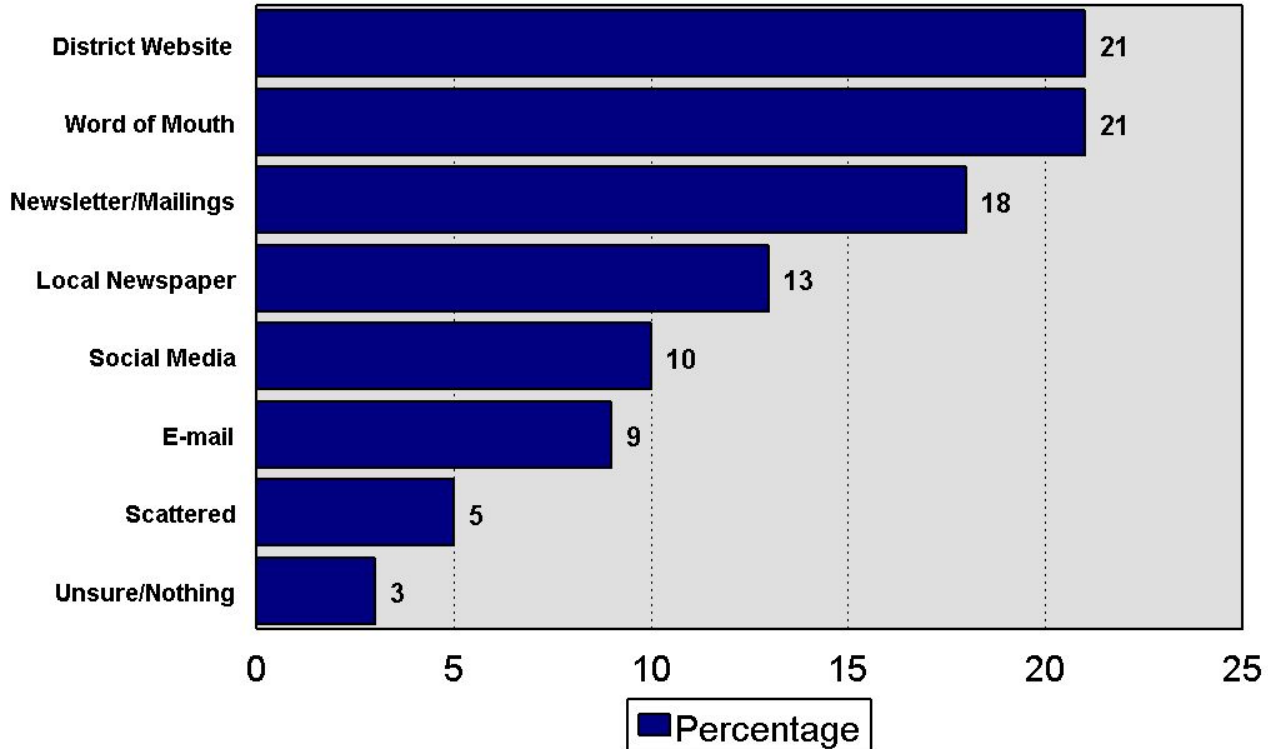
Overall Communication Rating

2023 Osseo School District Brushfire Survey



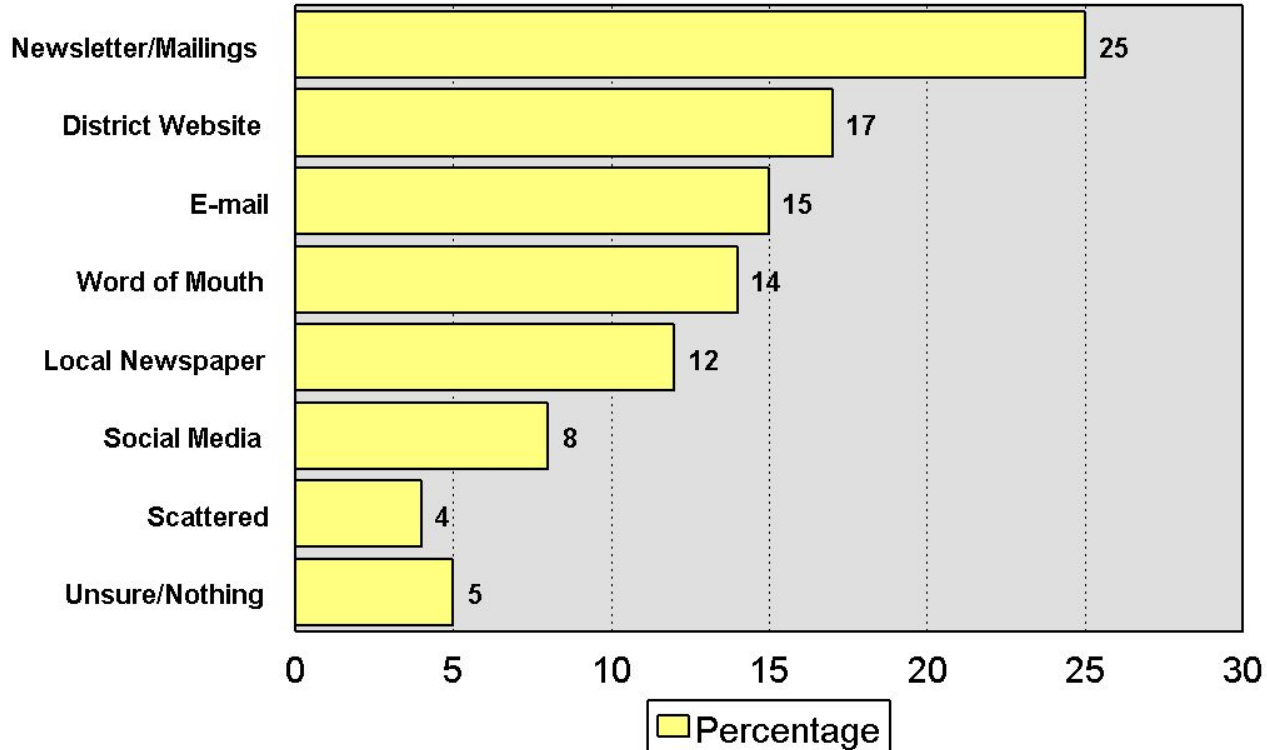
Primary Source of Information

2023 Osseo School District Brushfire Survey



Prefer to Receive Information

2023 Osseo School District Brushfire Survey



Recommendation

Recommendation

- ▶ Ask the community to weigh in on a school facilities funding request on Nov. 7, 2023
- ▶ Use some of the long-term facilities maintenance budget earlier than planned to more quickly address needs and save on costs

Summary of the proposed projects

- ▶ Improve safety and security at all schools.
- ▶ Expand and modernize career and technical education spaces at MGSB, OSH, and PCSH.
- ▶ Expand and modernize science, technology, engineering, arts and math (STEAM) spaces at magnet schools.
- ▶ Update classrooms and common spaces with modernized furniture and flexible learning areas at all schools.
- ▶ Update classrooms for specialized learning services, including special education, gifted/talented and English learners.

Summary of the proposed projects

- ▶ Modernize library media centers at all schools.
- ▶ Add an outdoor classroom at all elementary and middle schools.
- ▶ Repurpose an existing elementary school to meet Community Education program needs, including early childhood learning, adult basic education and enrichment opportunities birth through adult.
- ▶ Add classrooms and a larger cafeteria onto Maple Grove Senior High School.
- ▶ Add an elementary school in northwest Maple Grove.

Tour Images: NGLS (elementary)



Osseo Images: Rice Lake Elementary



Tour Images: NGLS (secondary)



Note on attendance boundaries

- ▶ Attendance boundaries would change regardless of the outcome of any election:
 - If approved: attendance boundaries will change at the elementary and middle school levels. Parameters would be adhered to.
 - If not approved: attendance boundaries will change at the elementary, middle and high school levels. Parameters would not necessarily be adhered to. As these would be ineffective, continual changes may result.

Additional notes

- ▶ It's been more than 20 years since voters have been asked to reinvest in district facilities.
- ▶ Tax impact information is based on a \$250 million building bond. Current estimates for the actual building bond are between \$210-\$225 million.

Next steps

Next steps

1. April 25, 2023 regular business meeting:
 - a. Authorization to:
 - i. Move forward with building bond referendum
 - ii. Submit Review and Comment document to the Minnesota Department of Education for approval
 - iii. Prepare and begin the informational campaign
2. June 20, 2023 regular business meeting:
 - a. School board resolution to call a special election and approve ballot
 - b. Approval of accelerated LTFM 10-year plan



Oversight Task Force Recommendation

Submitted to Superintendent Cory McIntyre

Executive Summary


In the winter of 2023, Osseo Area Schools convened the Oversight Task Force, made up of staff, administration, school board members, and professional service partners. This group was charged with creating recommendations related to facility improvements across the district, based on feedback collected from six study groups along with the Enrollment and Capacity Management Advisory Committee (ECMAC). These groups studied and developed findings related to enrollment and capacity, next generation learning spaces (NGLS), Community Education facilities needs, Specialized Services facilities needs, Career and Technical Education (CTE) programming and facilities needs, Magnet school programming and facilities needs, and furniture standards. In addition, some additional district needs were identified by administration and other committees, such as the Risk and Emergency Management Advisory Committee (REMAC). The Facilities Operations Department also provided feedback on planned building renovations. Staff, students and community members were involved or provided feedback during this research phase.

The task force met five times between January and April 2023. The recommendation of the task force is to move forward with urgent facility needs, including safety and security enhancements for all buildings, additions and renovations to all three comprehensive senior high schools, a new elementary school in Maple Grove, new classroom furniture for all buildings, and the creation of multiple flexible classrooms and outdoor classrooms in each school building. In addition to the urgent facility needs, the task force recommends the district accelerate its current Long-Term Facilities Maintenance (LTFM) 10-year plan to complete renovation projects also supported by the study group recommendations. These include comprehensive renovations at Brooklyn Middle STEAM School and North View Middle School, classroom renovations at Rice Lake and Elm Creek Elementary Schools, the repurposing of an existing elementary school for Community Education and early childhood learning programs, and remodeling of all media centers and libraries across the district. These accelerations will save both construction time and substantial costs by paring them with the new additions.

Background

For two years, school board members and staff listened to input from students, parents/caregivers, staff and community members on the district's educational experience and how it could be improved. A strategic plan was created and unanimously approved by the school board in December 2021 as a result. The *Building a Better Future* plan was developed as a two-step process to both fund the operational needs (Phase I) and make facilities improvements (Phase II) to enact the strategic plan.

Since the spring of 2021, the school district has been engaged in a comprehensive facility study to complement the work that the Enrollment and Capacity Management Advisory Committee (ECMAC) has been undertaking since 2016 and bring the strategic plan to life. *Building a Better Future* (BBF)



Phase II was developed to study and provide findings for facility needs in addition to enrollment and capacity. To accomplish this, the BBF process consisted of the following study groups: elementary and secondary next generation learning spaces study teams, Career and Technical Education study team, furniture study team, Community Education study team, Specialized Services study team, and the Magnet Schools study team.

At the school board work session on January 10, 2023, the school board reviewed the findings and recommendations from these study groups and gave feedback on each area to be considered in future planning.

[Each group's in-depth research materials](#) are available to view on the district website. High level findings include:

- The Enrollment and Capacity Management Advisory Committee has continued to study student enrollment, capacity and building use. The group has found that there is significant growth in portions of the district. Future housing and redevelopment are expected in these same areas. There are also some district facilities that are under capacity and in need of being addressed.
- The Furniture and Next Generation Learning Space groups studied learning environments and the furniture needs that would be best suited and adaptable to today's teaching and learning needs. They found that districtwide media center and classroom improvements are required to meet these learning needs.
- The Career/Technical Education group looked at expansions to career/technical education classes at each of the comprehensive high schools and the Osseo Area Learning Center. In January of 2022, the board approved nine specialty strands created from the group's research. Facility adjustments and additional space are needed to continue building these learning paths.
- The Community Education group looked at maximizing the use of space for Community Education programming and community needs requested through the facility use process. The group found that dedicating an entire building(s) to Community Education programming, and adding space for early education and areas frequently requested for community use, are required to meet these needs.
- The Specialized Services group looked at learning needs for special education, gifted and talented and English learner programs. The group found that adjusting classrooms, dedicating areas for specialized purposes and enabling flexibility of these areas are required to meet the learning needs of these programs.
- The Magnet Schools group looked at current magnet programming – science, technology, engineering, arts and math (STEAM) and health – and pathways that could potentially be added. The group found that dedicating areas for specialized purposes and adding space are required to meet the learning needs in these areas.

After the January 10th school board research review, the next step in the planning process was to assemble a Facilities Oversight Task Force made up of staff and school board members to create recommendations for Superintendent McIntyre to consider. This document summarizes the work and the recommendations of the task force.

Facilities Oversight Task Force Purpose

The **purpose** of the Facilities Oversight Task Force is to gather facility recommendations, prioritize facility projects, consider funding strategies, develop timelines, create a plan to collect community feedback and make comprehensive recommendations regarding facility planning to the superintendent.

Facilities Oversight Task Force Team Members

The Facilities Oversight Task Force is composed of district staff, building and district administrators, and representatives from the school board. Membership included:

John Morstad, Exec. Director of Finance/Operations	Kelli Parpart, Assistant Superintendent
Patrick Smith, Middle School Principal	Steve Flisk, Assistant Superintendent
Sara Vernig, Senior High Principal	Bryan Bass, Assistant Superintendent
Kim Monette, Middle School Principal	Steven Schwartz, Elementary Principal
Adrain Pendleton, Elementary Principal	Robin Gunsolus, Director of Learning & Achievement
Dale Carlstrom, Director of Facilities Operations	Tanya Simons, School Board Member
Thomas Brooks, School Board Member	Brian Siverson-Hall, Exec. Dir. Community Engagement
Kay Vilella, Director of Community Relations	Amy Tollefson, Districtwide Principal

▪ In addition to the staff and school board members, Wold Architects and Engineers participated in each meeting in a consulting role.

Facilities Oversight Task Force Decision-Making Criteria

The first work the Facilities Oversight Task Force engaged in was to determine how decisions and recommendations would be made. After significant discussion, decision-making criteria was established. Throughout each meeting, as various recommendations were created and considered, application of this criteria occurred.

Criteria for Decision Making	
<ul style="list-style-type: none"> • Equitable Impact • Fiscal Responsibility 	<ul style="list-style-type: none"> • Long-term Impact (ROI) • Program Improvement
<ul style="list-style-type: none"> • Districtwide Alignment/Standards • Capacity 	<ul style="list-style-type: none"> • Communication & Engagement • Flexible/Adaptable Spaces

Figure 1: Facilities Oversight Task Force Criteria for Decision-Making

Early in the process, it was determined that the Task Force would be focusing on two main financing options, a building bond requiring voter approval, and Long-Term Facilities Maintenance (LTFM) revenue, which is authorized by the School Board and approved by the Minnesota Department of Education annually. A single project falls outside these two sources, as you will see in the recommendations, as it is eligible to be funded using existing fund balance from the Food Service Fund.

Facilities Oversight Task Force Recommendations

After extensive work over five meetings between January and April of 2023, the following comprehensive recommendations are being proposed from the Facilities Oversight Task Force to the superintendent for additional consideration. There are several funding options that school districts can utilize when considering facility needs and improvements. The task force reviewed information on different financial tools as summarized by the district's financial advisor Ehlers, Inc.

I. Bond Referendum Recommendations

The Oversight Task Force was charged with prioritizing the various recommendations that came from the above-mentioned study groups. The task force engaged in several discussions to evaluate the requests from each study group to determine prioritization dependent on need and ensure each project would be a prudent use of taxpayer funds. Projects within the chart in Figure 2, with a recommended funding source of the building bond, would require a referendum to ask our taxpayers for authorization.

II. Long-Term Facilities Maintenance Projects

One of the funding options is the use of Long-Term Facilities Maintenance revenue. Allowable uses of this funding source include the renovation of buildings with a "like for like" replacement and any Health & Safety projects. Several of the recommendations would require the use of multiple funding options to complete the project. A final funding strategy would be developed in consultation with the district's financial advisor based on the final needs' determination.

Below is a breakdown of all the recommended projects. The chart breaks down each project based on which study group proposed it, a summary of the project, and the recommended primary funding source. With most projects, some of each funding source would be used, but we are highlighting the primary source.

Recommended Projects

Building	Study Group	Recommendation	Decision Criteria	Funding Source
Maple Grove Senior High School	ECMAC	Classroom addition (capacity)	Capacity	Bond
	CTE	Career/Tech Ed addition	Program improvement	Bond
	ECMAC	Cafeteria addition (capacity)	Capacity	Bond
	REMAC	Secure entrances	Districtwide alignment/standards	Bond
	ECMAC	Phy Ed addition (capacity)	Capacity	Bond
	ECMAC	Locker room additions (capacity)	Capacity	Bond
	ECMAC	Kitchen expansion (capacity)	Capacity	Bond
	Facilities	Existing locker room renovation	Districtwide alignment/standards	LTFM
	NGLS	Flexible spaces	Flexible/adaptable spaces	LTFM
	NGLS	Media Center renovations	Flexible/adaptable spaces	LTFM
	NGLS	Music	Program improvement	LTFM
	Facilities	Kitchen renovations	Capacity	LTFM
	Facilities	Site/parking improvements	Capacity	LTFM
Osseo Senior High School	CTE	Career/Tech addition	Program improvement	Bond
	CTE	Career/Tech renovations	Program improvement	LTFM
	NGLS	Media Center renovations	Flexible/adaptable spaces	LTFM
	Facilities	Relocate Student Services office spaces	Program improvement	LTFM
	REMAC	Secure entrances	Districtwide alignment/standards	Bond
	Facilities	Existing locker room renovation	Districtwide alignment/standards	LTFM
	ECMAC	Cafeteria expansion	capacity	Bond

Building	Study Group	Recommendation	Decision Criteria	Funding Source
Osseo Senior High (cont.)	Facilities	Site/parking improvements	Districtwide alignment/standards	LTFM
	Facilities	Stadium toilet rooms and team room additions	Equitable impact	Bond
Park Center Senior High School	CTE	Career/Tech Ed renovations	Program improvement	LTFM
	ECMAC	Cafeteria renovations	Program improvement	LTFM
	REMAC	Secure entrances	Districtwide alignment/standards	Bond
	NGLS	Culinary Lab renovations	Program improvement	LTFM
	NGLS	Media Center renovations	Flexible/adaptable spaces	LTFM
	Facilities	Second floor classroom renovations	Districtwide alignment/standards	LTFM
	Facilities	Stadium toilet rooms and team rooms	Equitable impact	Bond
North View Middle School	Facilities	Convert pool space to districtwide gymnastics	Long-term impact (ROI)	LTFM
	Facilities	Existing locker room renovation	Districtwide alignment/standards	LTFM
	NGLS	Media Center renovations	Flexible/adaptable spaces	LTFM
	Facilities	classroom renovations	Districtwide alignment/standards	LTFM
	NGLS	Flex learning spaces	Flexible/adaptable spaces	LTFM
Maple Grove Middle School	NGLS	Media Center renovations	Flexible/adaptable spaces	LTFM
	NGLS	Outdoor classroom	Flexible/adaptable spaces	Bond
Osseo Middle School	NGLS	Media Center renovations	Flexible/adaptable spaces	LTFM
	NGLS	Outdoor classroom	Flexible/adaptable spaces	Bond

Building	Study Group	Recommendation	Decision Criteria	Funding Source
Brooklyn Middle STEAM School	Magnet	Project Lead the Way (PLTW) renovations	Program improvement	LTFM
	Magnet	Technology, FACS, Art, and Lab renovations	Program improvement	LTFM
	Magnet	Science renovations	Districtwide alignment/standards	LTFM
	Magnet	Gym and stage renovations	Districtwide alignment/standards	LTFM
	NGLS	Media center renovations	Flexible/adaptable spaces	LTFM
	NGLS	Classroom renovations	Districtwide alignment/standards	LTFM
	NGLS	flex learning renovations	Flexible/adaptable spaces	LTFM
	Facilities	Repurpose old bathrooms into mother's room & additional storage	Districtwide alignment/standards	LTFM
All School Buildings	Furniture/NGLS	Districtwide classroom furniture	Flexible/adaptable spaces	Bond
	REMAC	Safety & security enhancements	Districtwide alignment/standards	Bond
All Elementary Schools	NGLS	Two flexible learning spaces per school	Flexible/adaptable spaces	LTFM
	NGLS	Outdoor classroom	Flexible/adaptable spaces	Bond
New Elementary School	ECMAC	New elementary school in northwest Maple Grove	Capacity	Bond
Weaver Lake Elementary School	Magnet	Magnet programming renovations	Program improvement	LTFM
Zanewood Community: A STEAM School	Magnet	Magnet programming renovations	Program improvement	LTFM

Building	Study Group	Recommendation	Decision Criteria	Funding Source
Rice Lake Elementary School	Facilities	Renovate classrooms and corridors	Districtwide alignment/standards	LTFM
Elm Creek Elementary School	Facilities	Renovate classrooms and corridors	Districtwide alignment/standards	LTFM
Birch Grove Elementary School	Magnet	Magnet programming renovations	Program improvement	LTFM
Repurposed Elementary	Comm. Ed	Classroom/corridor and restroom renovations	Capacity	LTFM
	Facilities	Convert tech labs into meeting room	Capacity	LTFM
	Facilities	Convert cafeteria/gym into performance gym and large meeting space	Capacity	LTFM
	Facilities	Convert Media Center into meeting room	Capacity	LTFM
	Facilities	Convert kitchen into district production kitchen	Capacity	Food Service
Osseo Education Center	Specialized Services	Community-Based Vocational Assessment & Training (CVBAT) relocation and OEC renovations	Long-term impact (ROI)	LTFM
Educational Service Center	Administration	Maintenance addition	Long-term impact (ROI)	Bond
	Administration	Technology space addition	Capacity	Bond
	Administration	Office/maintenance renovations	Flexible/adaptable spaces	LTFM
	Administration	Furniture replacement	Flexible/adaptable spaces	Bond

Figure 2: Oversight Task Force Project Recommendations

III. Timeline(s)

There were several factors the task force considered as they put together timeline recommendations, including additional study requirements, voter approved funding needs, and current capacity concerns. The timelines the task force recommended include:

a) Authorization of a building bond referendum – November 2023

1. Addresses capacity concerns that have existed for several years and that are projected to continue throughout the 5-year enrollment projection.
2. Prioritizes needed safety and security improvements districtwide.
3. Referendum planning process starting May/June of 2023 with school board approval
4. New elementary school is expected to open at the beginning of the 2026-27 school year.
5. Maple Grove Senior School additions are estimated to be completed at the beginning of the 2027-28 school year.

b) Long-Term Facilities Maintenance (LTFM)

1. Revise the current 10-year LTFM plan to front load an estimated \$150 million in expenditures for projects that can begin immediately, while the larger building bond projects are in the design phase.
2. Many of the projects that would be eligible for LTFM would coincide with bond referendum funding, therefore the timeline is yet to be determined. The timeline would be established in the 10-year LTFM plan after a successful bond referendum campaign.
3. Items that do not require other, voter-approved funding are scheduled in our current 10-year plan.

c) Repurpose an Elementary Building

1. The School Board will need to decide on when to direct administration to begin the process of transitioning a current under-capacity elementary school into an early childhood, Community Education, and community outreach space. The timeline will depend on the overall project timeline to determine when we would need to make an attendance boundary adjustment to redistribute students to neighboring schools.

IV. Future Considerations

The Oversight Task Force has three additional recommendations for the future:

1. We recommend that the district undergo a comprehensive attendance boundary study to determine options for future boundary changes in conjunction with the addition of another elementary school and repurposing of an existing elementary school. The study should also be used to better balance capacity in existing buildings.

2. We recommend that the district plan to study future facilities needs that are not addressed in this recommendation. Specific areas of concern include auditorium capacity at the senior high schools, the long-term needs of the Osseo Ice Arena, and the possibility of future activity centers at the senior high schools.
3. We recommend that the district engage in planning the professional development to support changes in teaching models to best support the goals of next generation learning.

V. Community Engagement

The task force spent significant time discussing the importance of community engagement in the decision-making process for addressing facility needs. Included in the decision-making criteria is how any recommendation would impact the ability of the school district to adequately engage and solicit feedback on any option considered. With the current proposal, the task force recommends:

- a. Develop a communication plan to update stakeholders on the current status of the *Building a Better Future, Phase II* process.
- b. Develop a communication plan to inform all stakeholders of the proposed impacts to each of our buildings.
- c. Develop a comprehensive community engagement plan for community feedback and input. This engagement plan should include communication and information for potential voter approved funding.

Conclusion

The Oversight Task Force recommends that administration move forward with the authorization of a building bond referendum to ask our voters permission to complete the bond projects listed above in conjunction with an accelerated LTFM plan to ensure equity in improvements across the district and to maximize the positive impact on learning for all of our scholars.

These recommendations are based on the findings of each of the study groups, feedback and input from our professional partners (Ehlers, Inc. and Wold Architects and Engineers), as well as the decision-making criteria that was established at the onset of the task force work. As a district, we have a unique opportunity to act on these recommendations and to have a significant impact on all of our learning environments. We feel this investment will provide substantial improvements for our entire school community.

OSSEO AREA SCHOOLS

ISD  279

Vision Card B

*Jenna Johnshoy-Aarestad, Tom Watkins, Gao Thor
and Robin Gunsolus*

April 16th, 2023

Presentation Outcomes

School Board members will:

- ▶ receive information on baseline data for the High Priority Initiatives for Strategic Direction B
- ▶ 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.

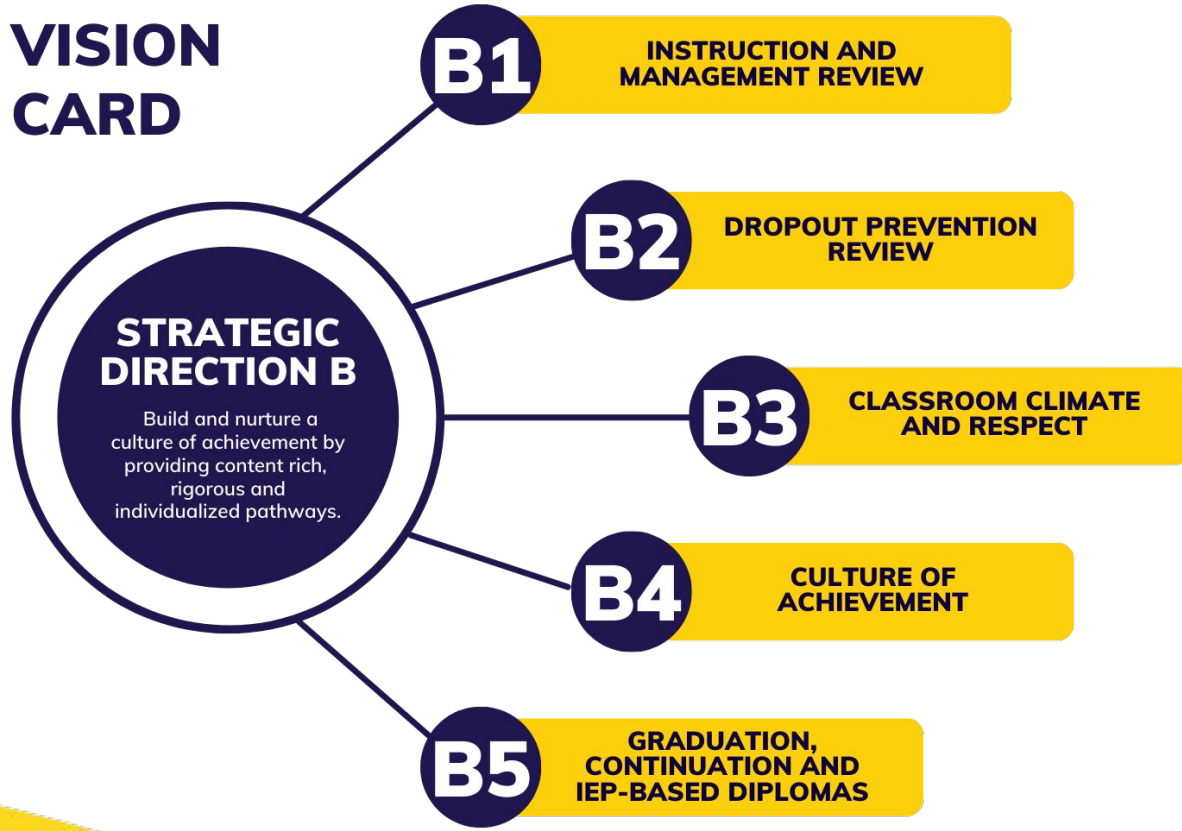


District Three Year Operational Plan

Work aligned with Strategic Direction B:

Strategic Direction/Goal	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>
<p><i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways</i></p>	<ul style="list-style-type: none"> ● Program Improvement Process: <ul style="list-style-type: none"> ○ ELA - Elementary, Secondary ○ Social Studies - Secondary ○ Health - K-12 ○ Science - Earth Systems 	<ul style="list-style-type: none"> ● Program Improvement Process: <ul style="list-style-type: none"> ○ Science - Elementary, 8th Grade - Yr 1 ○ Physics - Yr 1 ○ Chemistry - Yr 1 ○ Secondary math - Yr 2 ● Systemwide Equity Tools and Training (1.0) ● Special Ed. Opportunity Review Action Plan - Yr 1 ● Multi-Tiered Systems of Supports - Academics <ul style="list-style-type: none"> ○ High Quality Core Instruction and Intervention ○ ADSIS, Assessment, and Acceleration Yr 2

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

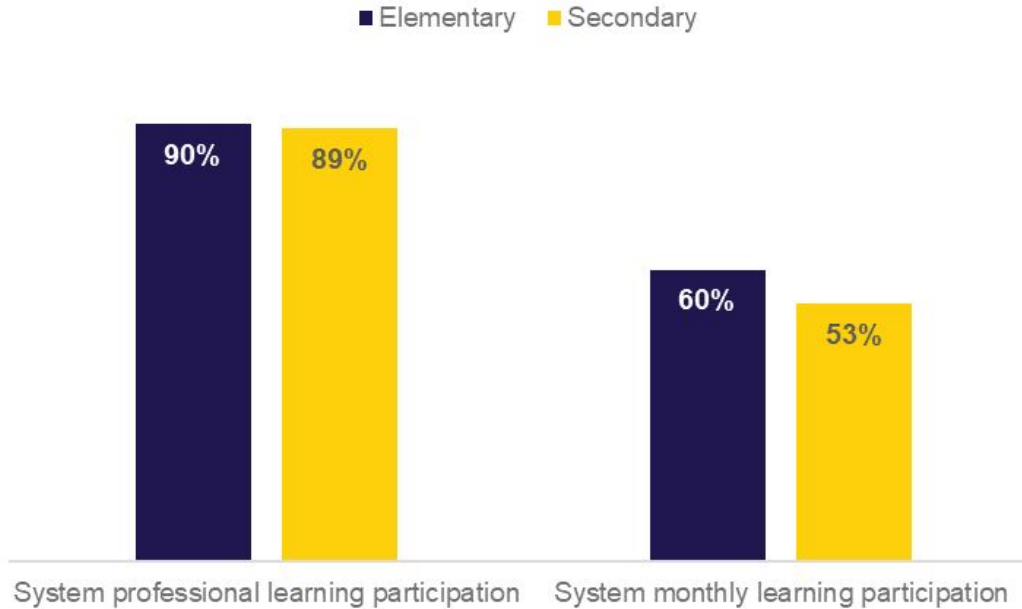
Fine-grain and ubiquitous.

- 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.

B1.

<u>Element</u>	<u>Indicators</u>	<u>Data Source</u>		<u>Intervene</u>	<u>Concern</u>	<u>Baseline</u>	<u>Progress</u>	<u>Vision</u>	<u>SY19</u>	<u>SY20</u>	<u>SY21</u>	<u>SY22</u>	<u>SY23</u>
Process	B1. Instruction and Management Review	Staff Professional Learning	System Professional Learning Participation	≤ 84%	85-87%	88-90%	91-93%	≤ 94%	NA	NA	NA	89%	NA
			System Monthly Learning Participation	≤ 39%	40-49%	50-59%	60-69%	≤ 70%	NA	NA	NA	59%	NA

Attendance by Grade Level



B2.

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	SY19	SY20	SY21	SY22	SY23
Process	B2. Dropout Prevention Review* based upon IES Dropout Prevention Practice Guide .	Monitoring Student Progress	≤.59	.60-.69	.70-.79	.80-.89	≥.90	NA	NA	NA	NA	.79
		Intensive, Individualized Student Support	≤.39	.40-.49	.50-.59	.60-.79	≥.80	NA	NA	NA	NA	.56
		Engaging Students and Helping them Manage Challenges	≤.54	.55-.64	.65-.74	.75-.84	≥.85	NA	NA	NA	NA	.73

Scales and Questions	Average
Monitoring Student Progress	0.79
1. We organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses.	0.89
2. We intervene with students who show early signs of falling off track.	0.70
3. If data show high rates of absenteeism, we help students, parents, and staff understand the importance of daily attendance.	0.79
Intensive, Individualized Student Support	0.56
4. We provide intensive support to students who have fallen off track.	0.66
5. For each student identified as needing individualized support, we assign a single person to be the student's primary advocate.	0.55
6. We have a menu of support options that advocates can use to help students.	0.55
7. We support advocates with ongoing professional learning opportunities and tools for tracking their work.	0.48
Engaging Students and Helping them Manage Challenges	0.73
8. We engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.	0.74
9. We directly connect schoolwork to students' options after high school.	0.62
10. We provide curricula and/or programs that help students build supportive relationships.	0.81
11. We regularly assess student engagement to identify areas for improvement, and target interventions to students who are not meaningfully engaged.	0.68
12. We provide curricula and/or programs that teach students how to manage challenges.	0.79

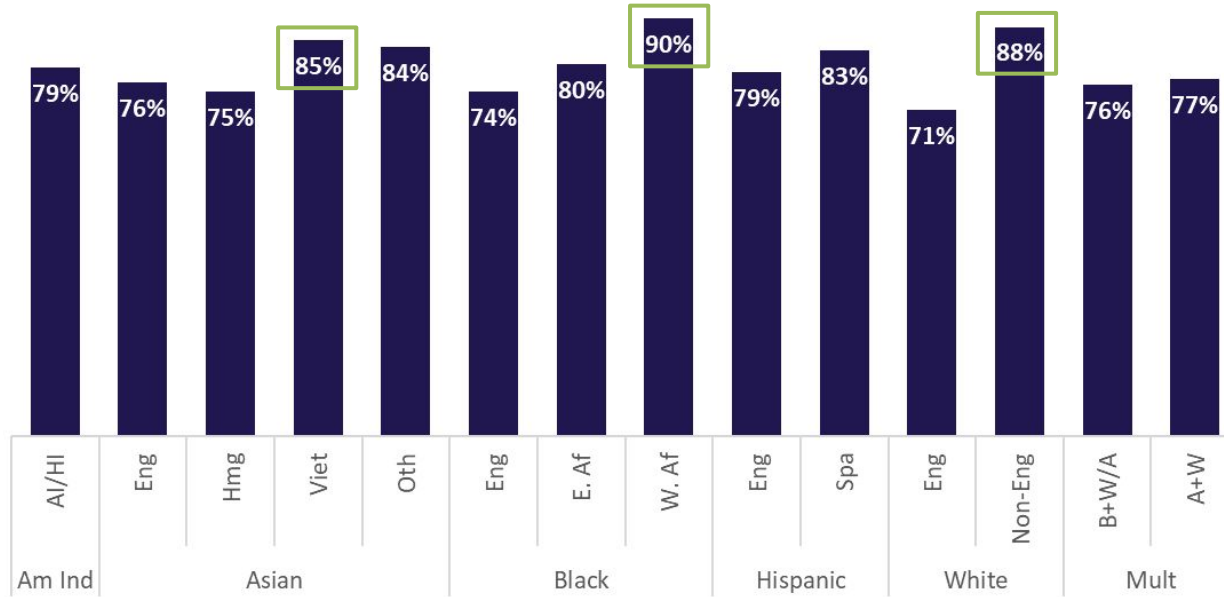
B3.

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	SY19	SY20	SY21	SY22	SY23
Outcome	B3. Classroom Climate and Respect	Family Stakeholder Survey - Culture of Achievement Scale	≤69%	70-74%	75-79%	80-84%	≥85%	NA	NA	NA	77%	NA

Culture of Achievement Scale

Survey Item	Overall Pct (%)
Staff effectively communicate with my scholar.	81%
Staff know my scholar's interests.	63%
Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar.	72%
My scholar has been able to use their strengths.	72%
Staff believe my scholar can succeed.	87%
Staff provide an appropriate level of challenge for my scholar.	76%

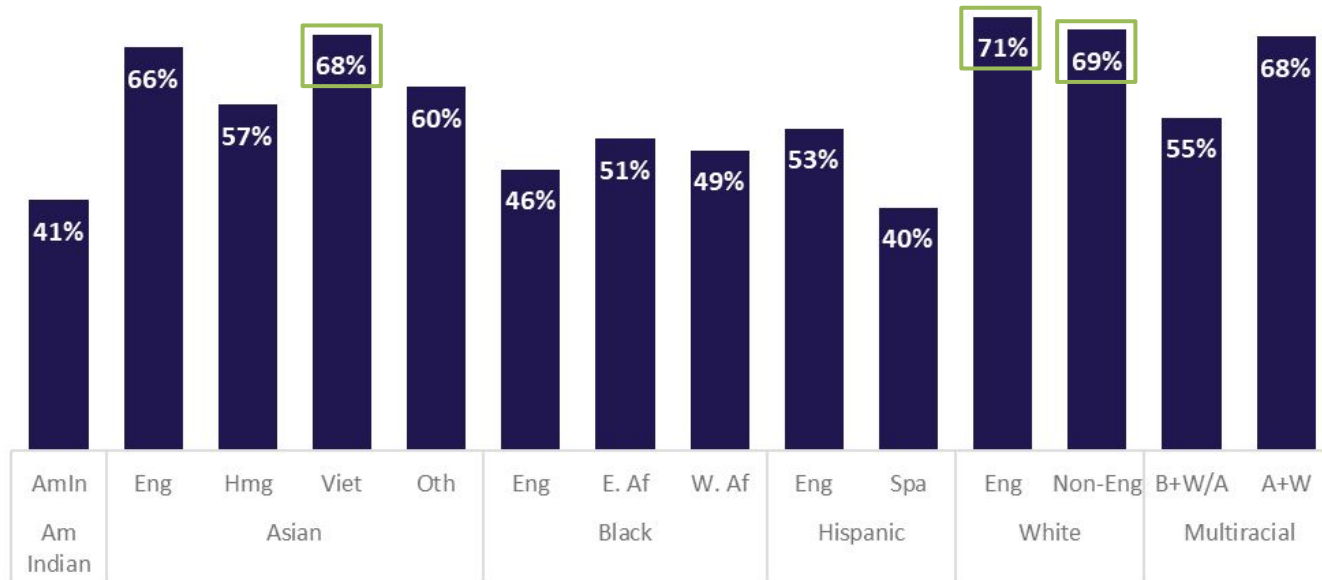
Culture of Achievement Scale Responses by Race and Ethnicity



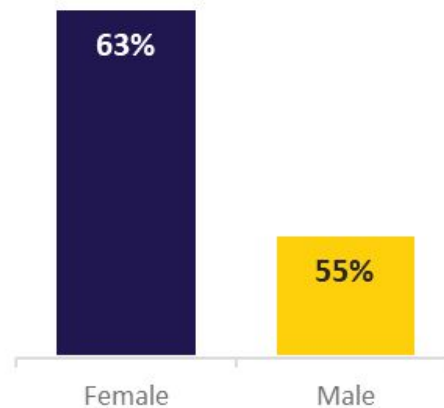
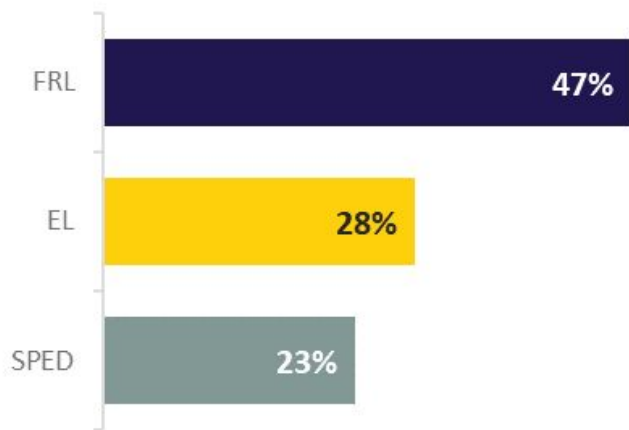
B4.

Outcome	B4. Culture of Achievement	Achievement Index Percent of students achieving at least one of the following: <ul style="list-style-type: none"> ● Earning at least one (1 semester or trimester) credit in the following course types - <ul style="list-style-type: none"> ○ Postsecondary (PSEO) Courses ○ Concurrent/Articulated Courses ○ AP/IB/HP Course ● Earning an professional certification <ul style="list-style-type: none"> ○ CPR/1st Aid ○ EMT ○ EMR ● Completing an Internship, Apprenticeship, or Related Experience ● Earning a Language Seal 	≤29%	30-49%	50-69	70-89%	≥90%	NA	NA	NA	59%	NA
		12 x 12 Percent earning at least 12 credits by grade 12 that could lead to college credit (PSEO, Concurrent, Articulated, AP, IB) <ul style="list-style-type: none"> ● 3 crs by Gr 9 ● 6 Crs by Gr10 ● 9 Crs by Gr 11 ● 12 Crs by Gr 12 	≤4%	5-9%	10-14%	15-19%	≥20%	NA	NA	NA	11%	NA

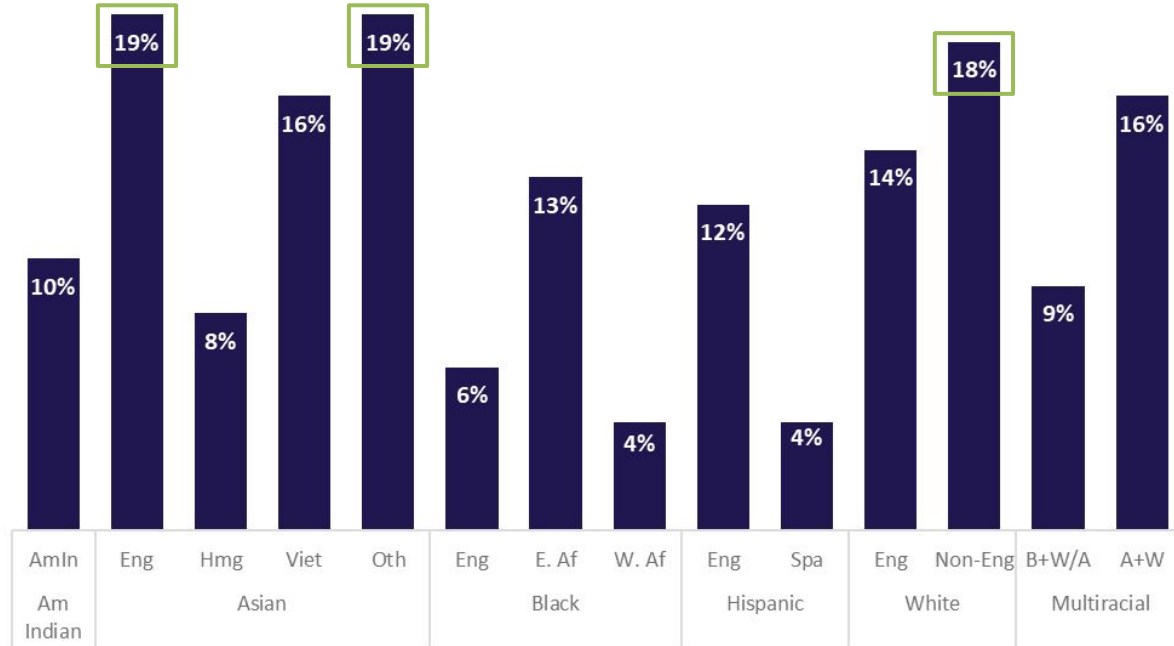
Achievement Index by Race and Ethnicity



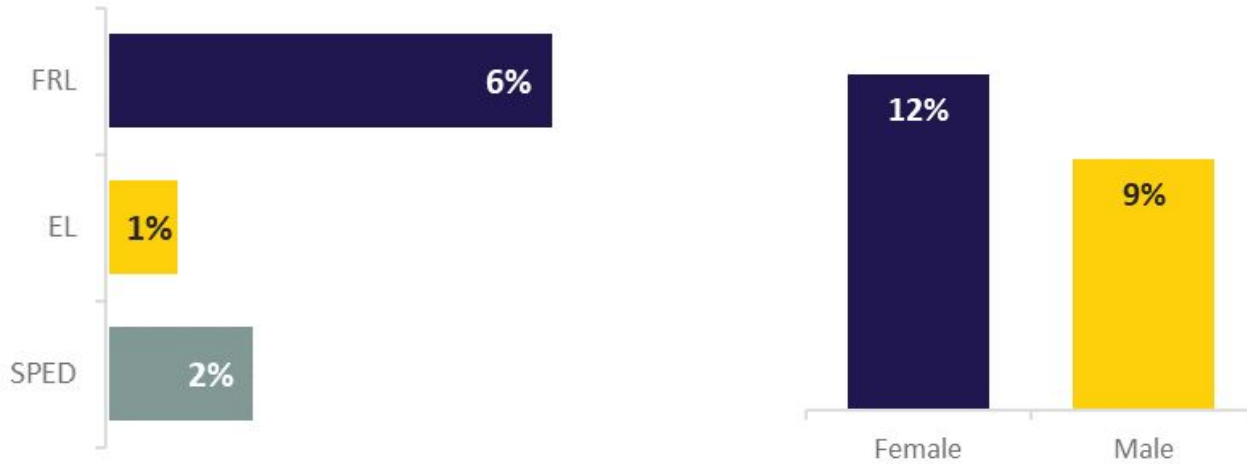
Achievement Index by Service Group and Gender



12 x 12 by Race and Ethnicity



12 x 12 by Service Group and Gender



B5.

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	SY19	SY20	SY21	SY22	SY23
Outcome	B5. Graduation, Continuation and IEP-Based Diplomas	Graduation/Continuation Rate Percent of student groups with 80% or more students graduating in four years or continuing in high school with special education or multilingual/English Learner services	≤34%	35-49%	50-64%	65-79%	≥80%	NA	71%	60%	NA	NA
		Four-Year Dropout Rate for Special Education Percent of groups meeting benchmark of 0%	0%	1-4%	5-49%	50-79%	80%	NA	53%	18%	NA	NA
		Non-IEP Graduation Rate for Students Receiving Services for Special Education Percent of groups meeting a benchmark of 60%.	≤34%	35-49%	50-59%	60-79%	≥80%	NA	NA	56%	NA	NA
		Percent of Continuing Students Receiving IEP-Based Diplomas Students who continue on in their schooling after their 4th year and receive a diploma in their 5th, 6th or 7th year of high school based upon completing requirements in their Individualized Education Plan (IEP). Percent of groups meeting a benchmark of 40%.	≤5%	6-9%	10-24%	25-79%	≥80%	NA	13%	22%	NA	NA

Graduation or Continuation Rate

		Benchmark				
Color Coding		< 60%	60 to 69%	70 to 79%	80 to 89%	90%+
Group	Gender	Class of 2020		Class of 2021		
		# Students	Grad/Con %	# Students	Grad/Con %	
American Indian	Female	13	85%	19	53%	
	Male	19	74%	11	45%	
Asian	Female	145	97%	134	93%	
	Male	142	94%	155	86%	
Asian English	Female	42	98%	37	89%	
	Male	25	92%	33	73%	
Hmong	Female	63	95%	66	97%	
	Male	73	96%	71	85%	
Vietnamese	Female	17	100%	13	92%	
	Male	15	87%	21	100%	
Asian - Other	Female	25	100%	18	83%	
	Male	32	94%	31	94%	
Black	Female	192	83%	190	79%	
	Male	194	75%	196	72%	
Black English	Female	127	80%	139	74%	
	Male	142	72%	134	71%	
E. African	Female	19	95%	24	83%	
	Male	18	83%	25	80%	
W. African	Female	46	87%	27	96%	
	Male	33	88%	37	76%	
Hawaiian PI	Female	< 5		< 5		
	Male	< 5		< 5		

Graduation or Continuation Rate

Group	Gender	Class of 2020		Class of 2021	
		# Students	Grad/Con %	# Students	Grad/Con %
Hispanic	Female	68	93%	71	76%
	Male	58	71%	74	69%
Hispanic English	Female	12	100%	14	71%
	Male	13	77%	15	87%
Spanish	Female	53	92%	50	80%
	Male	44	68%	57	63%
White	Female	361	98%	343	96%
	Male	371	91%	310	92%
White English	Female	352	98%	326	95%
	Male	361	91%	296	92%
White Non English	Female	9	89%	18	100%
	Male	8	88%	13	85%
Multiracial	Female	30	83%	39	67%
	Male	29	69%	51	84%
Asian + White	Female	8	88%	7	86%
	Male	5	60%	7	86%
Black + White or Asian	Female	17	76%	21	71%
	Male	16	75%	38	84%

Graduation or Continuation Rate

Group	Gender	Class of 2020		Class of 2021	
		# Students	Grad/Con %	# Students	Grad/Con %
Special Education	Female	54	96%	56	86%
	Male	127	91%	122	84%
Multilingual/English Learner	Female	91	89%	68	88%
	Male	95	83%	103	79%
SLIFE	Female	10	90%	8	88%
	Male	7	71%	5	60%
Free/Reduced Price Meals	Female	391	88%	376	80%
	Male	409	79%	406	76%
Homeless	Female	50	64%	45	47%
	Male	53	64%	38	47%
Percent of groups meeting benchmark			71%		60%

4-Year Dropout Rates for Students Receiving Special Education Services

Group	Class of 2020		Class of 2021	
	# Students	Drop %	# Students	Drop %
All Special Education	181	5%	178	11%
American Indian	6	17%	8	25%
Asian	24	0%	21	0%
Hmong	8	0%	11	0%
Vietnamese	< 5		< 5	
Asian English	7	0%	< 5	
Asian - Other Language	6	0%	7	0%
Black	66	6%	62	23%
Black English	56	7%	56	23%
E. African	< 5		< 5	
W. African	8	0%	< 5	
Hawaiian PI	< 5		< 5	
Hispanic	17	6%	17	6%
Hispanic English	< 5		< 5	
Spanish	11	0%	11	9%
White	63	5%	57	5%
White English	62	5%	56	5%
White Non English	< 5		< 5	
Multiracial	8	0%	18	6%
Asian + White	< 5		< 5	
Black + White or Asian	5	0%	14	7%
ML/EL	26	0%	29	3%
Free or Reduced-Price Meals	125	6%	116	15%
Homeless	25	4%	23	35%
Female	54	0%	56	9%
Male	127	7%	122	12%
Percent of groups reaching benchmark		53%		18%

Non-IEP Graduation Rate for Students Receiving Services for Special Education

Identification in 12th Grade	# Students	Grad %	Non-IEP Grad %	IEP Diploma %
504 Plan	< 3			
Deaf/Hard of Hearing	3	67%	67%	0%
Emotional or Behavioral Disorder	6	50%	17%	33%
Other Health Disabilities	31	74%	45%	29%
Specific Learning Disability	41	80%	46%	34%
Speech/Language	3	67%	67%	0%
Traumatic Brain Injury	3	67%	67%	0%
Instructional Setting in 12th Grade				
0	14	86%	86%	0%
1	54	87%	78%	9%
2	35	77%	20%	57%
Percent of groups with Non-IEP Grad % above 60%			56%	

Percent of Continuing Students Receiving IEP-Based Diplomas

End Status	Class of 2020		Class of 2021	
	# Students	% IEP Diploma	# Students	% IEP Diploma
Continuing	48	25%	52	40%
Dropout	9	0%	20	0%
Graduate	120	0%	98	0%
Unknown	4	0%	8	0%

Percent of Continuing Students Receiving IEP-Based Diplomas

Color Coding

Benchmark
40% +
26 to 39%
25% or less

Group	Class of 2020		Class of 2021	
	# Students	% IEP Diploma	# Students	% IEP Diploma
American Indian	< 5		< 5	
Asian	< 5		9	44%
Black	23	22%	14	7%
Hawaiian PI	< 5		< 5	
Hispanic	5	40%	< 5	
Multiracial	< 5		5	20%
White	14	29%	20	70%
ML/EL	5	0%	6	17%
Free/Reduced Price Meals	33	21%	30	23%
Homeless	9	0%	6	0%
Female	14	36%	20	35%
Male	34	21%	32	44%
Percent of groups ≥ 40%		13%		22%

Next Steps and Lessons Learned

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



Monitoring Report
Strategic Plan Implementation

Date: Prepared for the 4.16.2023 School Board Work Session

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 B
- show alignment of the operational plan to the vision card data collection

Strategic Direction B: Build and nurture a culture of achievement by providing content rich, rigorous and individualized pathways.

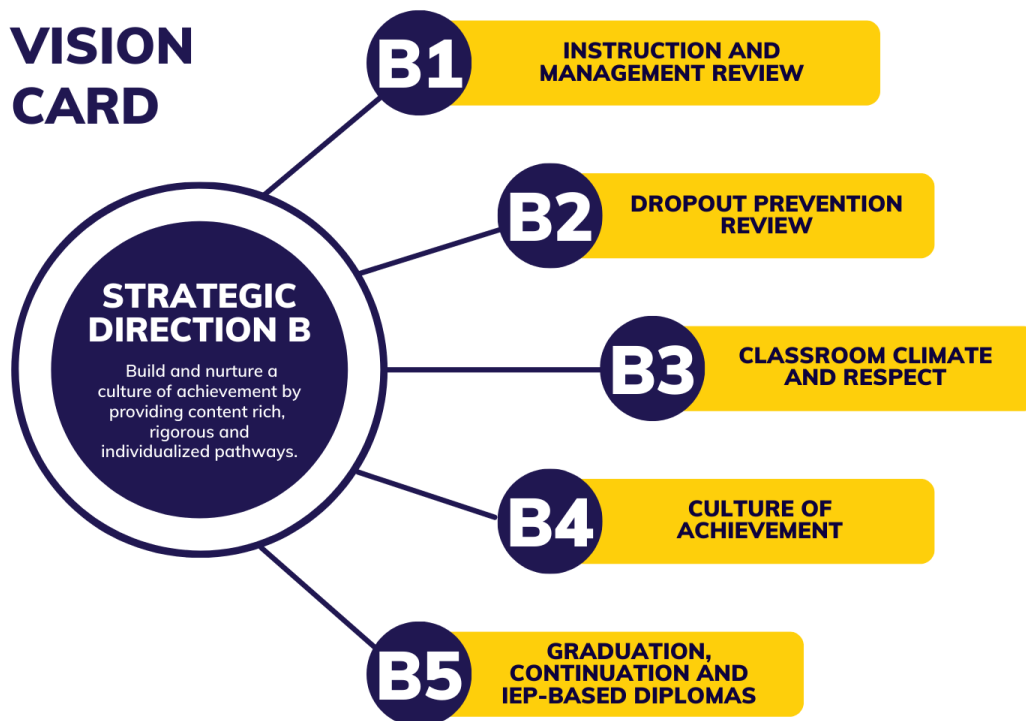
Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>
<i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways</i>	<ul style="list-style-type: none"> ● Program Improvement Process: <ul style="list-style-type: none"> ○ ELA - Elementary, Secondary ○ Social Studies - Secondary ○ Health - K-12 ○ Science - Earth Systems 	<ul style="list-style-type: none"> ● Program Improvement Process: <ul style="list-style-type: none"> ○ Science - Elementary, 8th Grade - Yr 1 ○ Physics - Yr 1 ○ Chemistry - Yr 1 ○ Secondary math - Yr 2 ● Systemwide Equity Tools and Training (1.0) ● Special Ed. Opportunity Review Action Plan - Yr 1 ● Multi-Tiered Systems of Supports - Academics <ul style="list-style-type: none"> ○ High Quality Core Instruction and Intervention ○ ADSIS, Assessment, and Acceleration Yr 2

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: 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 B: The data that was collected for Vision Card B is data that we have not reported or analyzed in this way before. The metrics chosen speak to the support, opportunities, and experiences that we provide our scholars. When we examine how we will impact the indicators represented on this card, there are direct links to programming and adult actions that can be implemented and progress monitored.



Vision Card B:

B1. Instruction and Management Review

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 October), 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. The median of site averages was 89%.

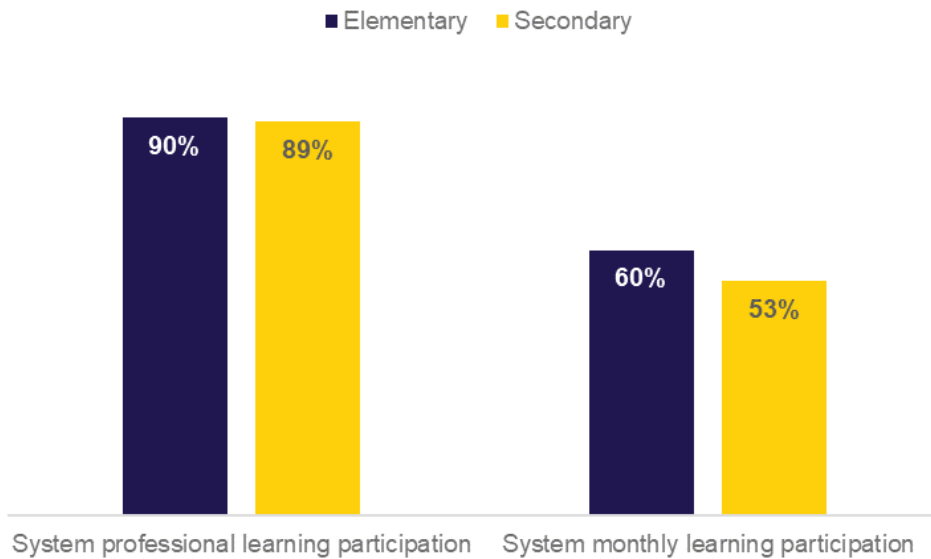
These data disaggregated by grade level helps in understanding participation at a deeper level. At the elementary level a median of 90% participated, and at the secondary level a median of 89% participated in the system professional learning days.

One thing to note on this metric as well as the system monthly learning opportunities is these data are measuring participation in professional learning, not attendance. This is due to the fact that some licensed staff are excused from the 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. The median across sites was 59% staff participation.

When the data were disaggregated by the grade levels they served, the median participation at the elementary level was 60%, and the median participation at the secondary level was 53%. Within elementary schools average participation ranged from 34% to 72%. Among secondary schools the range was 34% to 76%.



B2. Dropout Prevention Review

The Dropout Prevention Review is based upon the *Dropout Prevention Practice Guide* from the What Works Clearinghouse within the Institute of Education Sciences (IES). The *Dropout Prevention Guide* contains evidence-based recommendations for reducing the dropout rate and increasing graduation rates. Each recommendation provides practical strategies, implementation steps, tips for overcoming challenges, and the research base it came from. The Dropout Prevention Review was developed as part of the Vision Card process, and was administered for the first time to secondary school equity teams in preparation for our February 2023 Equity Seminars. For each of our secondary schools, a recorder provided equity team responses to the questions on behalf of the site.

In order to retain the full range of response values, for each of the following questions, the response options were coded as follows: Never = 0; Sometimes = .33; Most of the time = .66; and Consistently = 1. For each of three scales, the results for the questions were averaged into a scale score, which was reported on Card B:

Scales and Questions	Average
Monitoring Student Progress	0.79
1. We organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses.	0.89
2. We intervene with students who show early signs of falling off track.	0.70
3. If data show high rates of absenteeism, we help students, parents, and staff understand the importance of daily attendance.	0.79
Intensive, Individualized Student Support	0.56
4. We provide intensive support to students who have fallen off track.	0.66
5. For each student identified as needing individualized support, we assign a single person to be the student's primary advocate.	0.55
6. We have a menu of support options that advocates can use to help students.	0.55
7. We support advocates with ongoing professional learning opportunities and tools for tracking their work.	0.48
Engaging Students and Helping them Manage Challenges	0.73
8. We engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.	0.74
9. We directly connect schoolwork to students' options after high school.	0.62
10. We provide curricula and/or programs that help students build supportive relationships.	0.81
11. We regularly assess student engagement to identify areas for improvement, and target interventions to students who are not meaningfully engaged.	0.68
12. We provide curricula and/or programs that teach students how to manage challenges.	0.79

B3. Classroom Climate and Respect

Family Stakeholder Survey - Culture of Achievement Scale

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 21-22 school year. A randomly stratified sample of families with children enrolled in the district was used, and 949 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

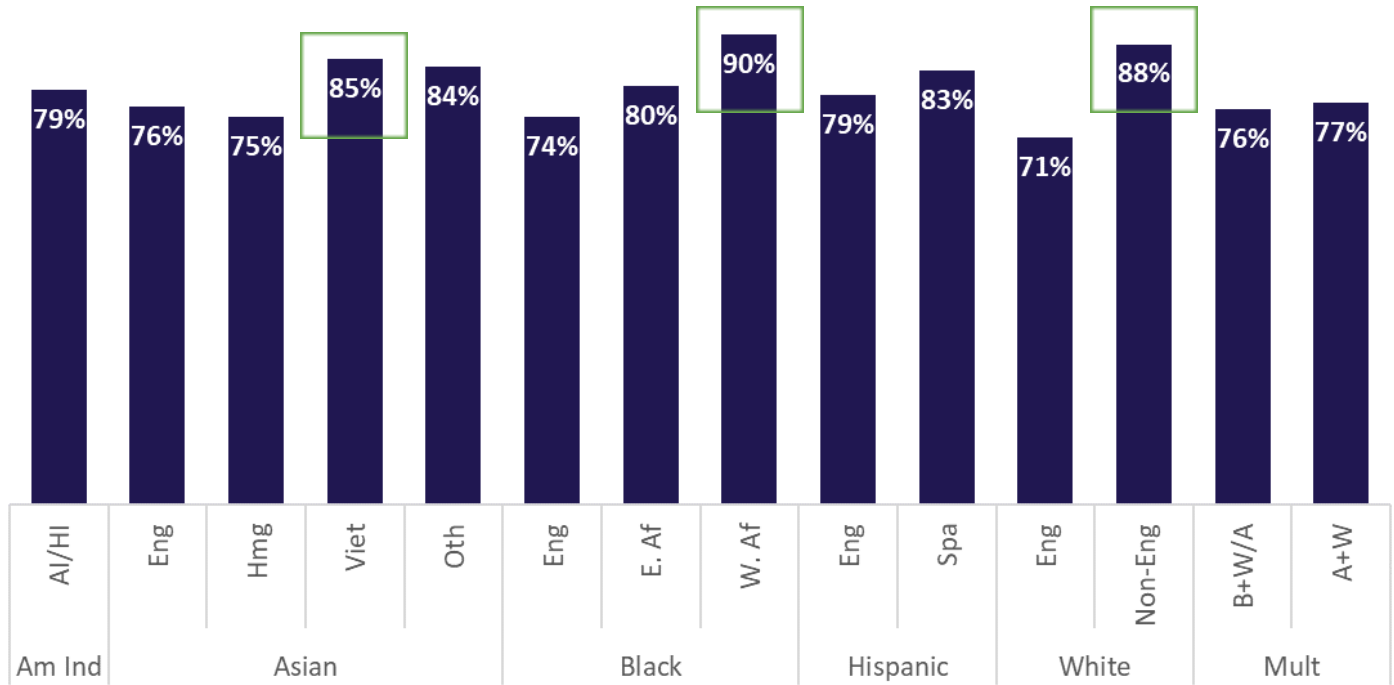
The district level rates of the two most positive responses (“Often”, “Always”) for each survey item were as follows:

Survey Item	Overall Pct (%)
Staff effectively communicate with my scholar.	81%
Staff know my scholar's interests.	63%
Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar.	72%
My scholar has been able to use their strengths.	72%
Staff believe my scholar can succeed.	87%
Staff provide an appropriate level of challenge for my scholar.	76%

The survey items with the highest rate of positive responses were “Staff believe my scholar can succeed” at 87%, and “Staff effectively communicate with my scholar” at 81%.

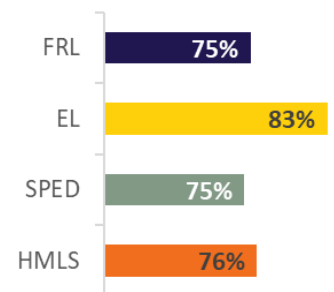
To arrive at the 77% reported in the vision card, responses by survey item were segmented by race, ethnicity, student service group, gender, and grade range. Next, an average across all six questions within each group was calculated. Finally, the median percentage of all groups is what is reported in vision card B (77%). This method of calculation was used to ensure that no particular group was more heavily weighted than another.

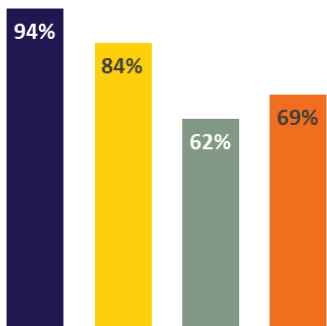
In the chart below is the distribution of the rates of positive responses across race and ethnicity groups. The groups with the highest percentages included families who identify as West African (90%), families who identify as White with a home language other than English (88%), and families who identify as Asian with a home language of Vietnamese (85%).



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

Of the families with scholars receiving services, those receiving EL services had the highest rate of positive response at 83%.





The chart to the left 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 94%;. This was followed by families who responded when thinking of their elementary school (Elem) scholars at 84%.

Within elementary schools scale responses ranged from 74% to 100%. Among middle schools the range was 50% to 73%, and among high schools the range was 54% to 71%.

B4. Culture of Achievement

Achievement Index

The achievement 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.

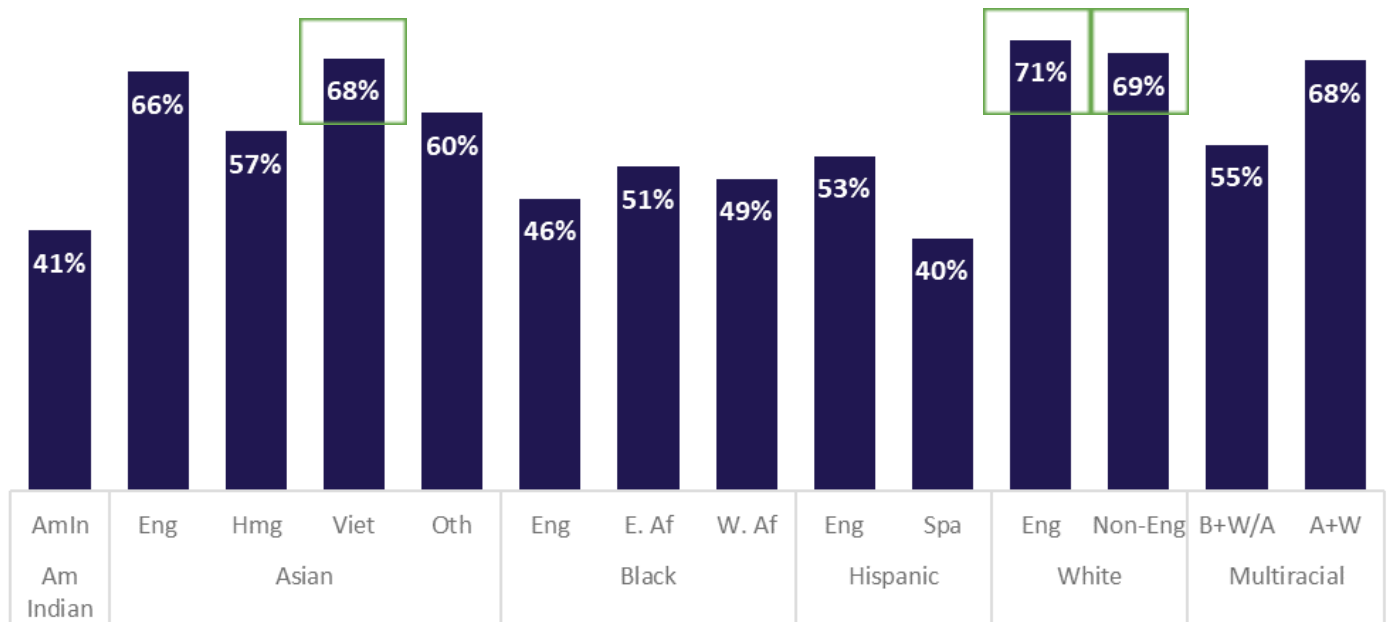
AP courses are college-level courses in subjects such as English, history, humanities, languages, math, psychology and science. Students take the AP courses that are offered in their high school. A college-level exam given at the end of the year tests the students' knowledge of the AP subject. Exam scores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

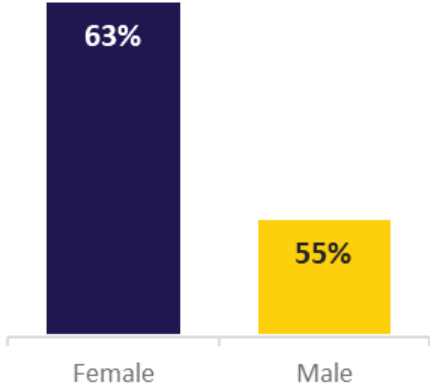
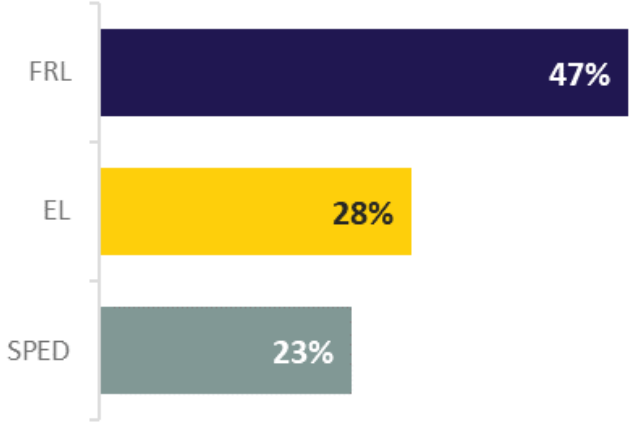
MN Bilingual Seals are awards students in grades 10, 11, or 12 can earn by demonstrating language proficiency in languages other than English, including American Sign Language (ASL) and indigenous American Indian languages. Language proficiency can be demonstrated through Advance Placement (AP) Language 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 regardless of how many of these four items they achieved. A total of 59% of students enrolled during the 21-22 school year had achieved at least one of these four measures of the index. These particular measures were chosen as they are inclusive of a variety of pathways for students to show college and career readiness.

The chart below shows the achievement index data disaggregated by race and ethnicity. These data show that the groups with the highest rates of achievement were students identifying as white and speaking English as their home language (71%), students identifying as white and speaking a language other than English at home (69%), and students identifying as Asian and speaking Vietnamese in their home (68%).



The achievement index data were also disaggregated by service group and gender and depicted in the charts below. Of students receiving services, those receiving free or reduced price meals had the highest rate of achievement at 47%. When looking at rates by gender, students identifying as female (63%) achieved at a rate 8% higher than those identifying as male (55%).

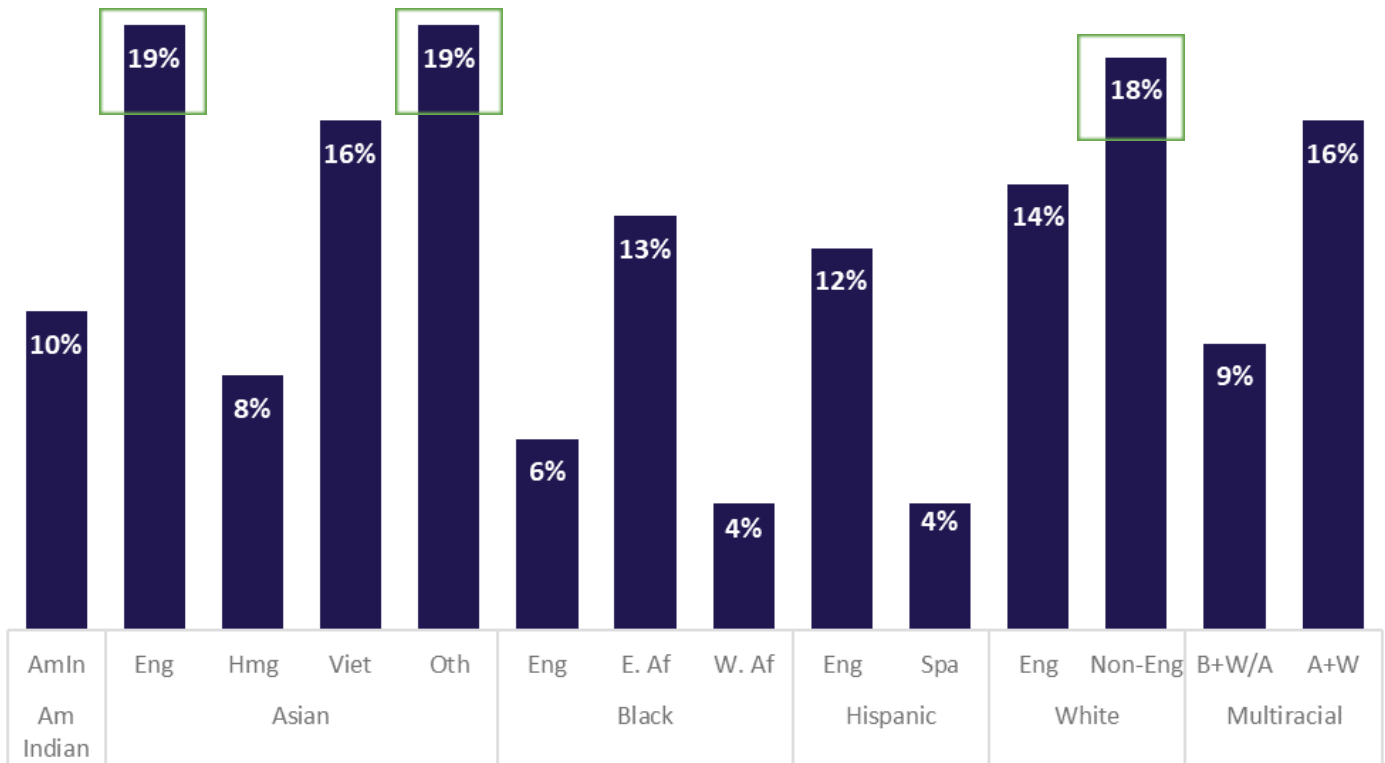


12 x 12

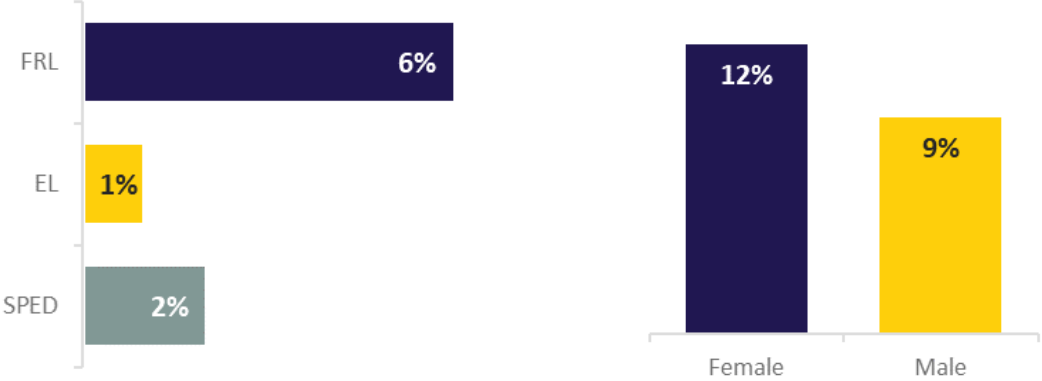
The 12 by 12 metric shows the percent of students who are on track to or have earned 12 credits that could lead to college credit by the time they graduate. Courses that could lead to the student earning college credit include PSEO, Concurrent, Articulated, AP, and IB courses. To be considered on track 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 21-22 school year. A total of 11% of students were either on track to or had earned 12 credits by the end of their twelfth grade year.

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 asian and speak English as their home language (19%), students who identify as asian and speak a language other than English, Hmong, or Vietnamese in their home (19%), and students who identify as white and speak a language other than English (18%).

12 x 12 by Race and Ethnicity



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 6%. Students who identified as female achieved 12 x 12 at a slightly higher rate than the overall average (11%) at 12%.



B5. Graduation, Continuation and IEP-Based Diplomas

Graduation/Continuation Rate

The following table provides the percent of students graduating in four years or continuing additional years in high school. SLIFE refers to students with limited or interrupted formal education - an important subset of Multilingual students:

Color Coding

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

Group	Gender	Class of 2020		Class of 2021	
		# Students	Grad/Con %	# Students	Grad/Con %
American Indian	Female	13	85%	19	53%
	Male	19	74%	11	45%
Asian	Female	145	97%	134	93%
	Male	142	94%	155	86%
Asian English	Female	42	98%	37	89%
	Male	25	92%	33	73%
Hmong	Female	63	95%	66	97%
	Male	73	96%	71	85%
Vietnamese	Female	17	100%	13	92%
	Male	15	87%	21	100%
Asian - Other	Female	25	100%	18	83%
	Male	32	94%	31	94%
Black	Female	192	83%	190	79%
	Male	194	75%	196	72%
Black English	Female	127	80%	139	74%
	Male	142	72%	134	71%
E. African	Female	19	95%	24	83%
	Male	18	83%	25	80%
W. African	Female	46	87%	27	96%
	Male	33	88%	37	76%
Hawaiian PI	Female	< 5		< 5	
	Male	< 5		< 5	
Hispanic	Female	68	93%	71	76%
	Male	58	71%	74	69%
Hispanic English	Female	12	100%	14	71%
	Male	13	77%	15	87%
Spanish	Female	53	92%	50	80%
	Male	44	68%	57	63%
White	Female	361	98%	343	96%
	Male	371	91%	310	92%
White English	Female	352	98%	326	95%
	Male	361	91%	296	92%
White Non English	Female	9	89%	18	100%
	Male	8	88%	13	85%
Multiracial	Female	30	83%	39	67%
	Male	29	69%	51	84%
Asian + White	Female	8	88%	7	86%
	Male	5	60%	7	86%
Black + White or Asian	Female	17	76%	21	71%
	Male	16	75%	38	84%

Group	Gender	Class of 2020		Class of 2021	
		# Students	Grad/Con %	# Students	Grad/Con %
Special Education	Female	54	96%	56	86%
	Male	127	91%	122	84%
Multilingual/English Learner	Female	91	89%	68	88%
	Male	95	83%	103	79%
SLIFE	Female	10	90%	8	88%
	Male	7	71%	5	60%
Free/Reduced Price Meals	Female	391	88%	376	80%
	Male	409	79%	406	76%
Homeless	Female	50	64%	45	47%
	Male	53	64%	38	47%
Percent of groups meeting benchmark			71%		60%

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. These percentages are reported on Card B.

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. The following table breaks down the dropout rates by race, program and gender group within students receiving special education services. We can see differences in rates from year to year as well as between groups. There were fewer students receiving services who dropped out. After reviewing data from both classes, for students receiving special education services, the 4-year dropout rate benchmark was set at 0%. The percent of student groups reaching these benchmarks (used for Card B) also dropped from the Class of 2020 to the Class of 2021. Results for the Class of 2022 are expected later this spring.

Group	Class of 2020		Class of 2021	
	# Students	Drop %	# Students	Drop %
All Special Education	181	5%	178	11%
American Indian	6	17%	8	25%
Asian	24	0%	21	0%
Hmong	8	0%	11	0%
Vietnamese	< 5		< 5	
Asian English	7	0%	< 5	
Asian - Other Language	6	0%	7	0%
Black	66	6%	62	23%
Black English	56	7%	56	23%
E. African	< 5		< 5	
W. African	8	0%	< 5	
Hawaiian PI	< 5		< 5	
Hispanic	17	6%	17	6%
Hispanic English	< 5		< 5	
Spanish	11	0%	11	9%
White	63	5%	57	5%
White English	62	5%	56	5%
White Non English	< 5		< 5	
Multiracial	8	0%	18	6%
Asian + White	< 5		< 5	
Black + White or Asian	5	0%	14	7%
ML/EL	26	0%	29	3%
Free or Reduced-Price Meals	125	6%	116	15%
Homeless	25	4%	23	35%
Female	54	0%	56	9%
Male	127	7%	122	12%
Percent of groups reaching benchmark		53%		18%

Non-IEP Graduation Rate for Students Receiving Services for Special Education

This analysis includes students last enrolled in 12th grade in Maple Grove Senior High, Osseo Senior High or Park Center Senior High and credited to Osseo Area Schools by MDE for official four-year (on time) graduation and dropout rate purposes. Students last enrolled at ALC and OEC were excluded from this analysis. Students receiving services for Autism, DCD, Physical Impairment or Severe Multiple Impairment and students receiving services in setting 3 or 4 were also removed from this analysis. Results were only reported for groups of three or more students. IEP-Based Diplomas refer to cases where students receiving special education services earn a diploma by completing requirements in their Individualized Education Plan (IEP). The non-IEP graduation rate is the percent who meet the standard graduation requirements. The benchmark of 60% was set based upon the range of group values. Five of the nine groups reached this benchmark (56%), shown in green.

Identification in 12th Grade	# Students	Grad %	Non-IEP Grad %	IEP Diploma %
504 Plan	< 3			
Deaf/Hard of Hearing	3	67%	67%	0%
Emotional or Behavioral Disorder	6	50%	17%	33%
Other Health Disabilities	31	74%	45%	29%
Specific Learning Disability	41	80%	46%	34%
Speech/Language	3	67%	67%	0%
Traumatic Brain Injury	3	67%	67%	0%
Instructional Setting in 12th Grade				
0	14	86%	86%	0%
1	54	87%	78%	9%
2	35	77%	20%	57%
Percent of groups with Non-IEP Grad % at/above 60%			56%	

Percent Receiving IEP-Based Diplomas

Looking at the two most recent graduating classes, there has been an increase in the number of students receiving special education services continuing past their 4th year (from 48 to 52) as well as an increase in the percentage of these continuing special education students who eventually earn an IEP-based diploma (from 25% to 40%).

End Status	Class of 2020		Class of 2021	
	# Students	% IEP Diploma	# Students	% IEP Diploma
Continuing	48	25%	52	40%
Dropout	9	0%	20	0%
Graduate	120	0%	98	0%
Unknown	4	0%	8	0%

The table below breaks down the continuing students receiving services by race, program and gender. This measure focuses on the green (benchmark) coloring and percentages at the bottom: the percent of student groups reaching the benchmark of 40% or more students earning IEP-based diplomas.

Color Coding

Benchmark
40% +
26 to 39%
25% or less

Group	Class of 2020		Class of 2021	
	# Students	% IEP Diploma	# Students	% IEP Diploma
American Indian	< 5		< 5	
Asian	< 5		9	44%
Black	23	22%	14	7%
Hawaiian PI	< 5		< 5	
Hispanic	5	40%	< 5	
Multiracial	< 5		5	20%
White	14	29%	20	70%
ML/EL	5	0%	6	17%
Free/Reduced Price Meals	33	21%	30	23%
Homeless	9	0%	6	0%
Female	14	36%	20	35%
Male	34	21%	32	44%
Percent of groups ≥ 40%		13%		22%

Next Steps:

As we continue to identify data that aligns with Strategic Direction B, we will create additional systems to collect the data that will best represent the support, opportunities and experiences that is provided to scholars in Osseo Area Schools. In addition to graduation rates for students receiving Special Education services, we will include students who are receiving Multilingual Language programming.

This data will be shared at the site level to leadership teams so that programming and practices can be analyzed and monitored.

(B) Build and nurture a culture of achievement by providing content rich, rigorous and individualized pathways.

Definition Statement	Mindful Critical Question(s) (MCQs)
A culture of excellence leverages instructional strategies that adapt to diverse learning styles. Educators provide supportive and aligned curriculums that prepare scholars for rigorous, yet responsive, independent learning throughout their academic pursuits through an asset-based lens.	<ul style="list-style-type: none"> How might we ensure we have engaged and considered multiple perspectives that are inclusive and representative of the interests of the community we serve? How will this course, program, or initiative provide the skills and knowledge necessary for each scholar to reach their goals for the future (and how do we know)?

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	SY19	SY20	SY21	SY22	SY23		
Process	B1. Instruction and Management Review	Staff Professional Learning	System Professional Learning Participation	≤ 84%	85-87%	88-90%	91-93%	≤ 94%	NA	NA	NA	89%	NA	
			System Monthly Learning Participation	≤ 39%	40-49%	50-59%	60-69%	≤ 70%	NA	NA	NA	59%	NA	
Process	B2. Dropout Prevention Review based upon IES Dropout Prevention Practice Guide .	Monitoring Student Progress		≤ .59	.60-.69	.70-.79	.80-.89	≥ .90	NA	NA	NA	NA	.79	
		Intensive, Individualized Student Support		≤ .39	.40-.49	.50-.59	.60-.79	≥ .80	NA	NA	NA	NA	NA	.56
		Engaging Students and Helping them Manage Challenges		≤ .54	.55-.64	.65-.74	.75-.84	≥ .85	NA	NA	NA	NA	NA	NA
Outcome	B3. Classroom Climate and Respect	Family Stakeholder Survey - Culture of Achievement Scale		≤ 69%	70-74%	75-79%	80-84%	≥ 85%	NA	NA	NA	77%	NA	
Outcome	B4. Culture of Achievement	Achievement Index Percent of students achieving at least one of the following: <ul style="list-style-type: none"> Earning at least one (semester or trimester) credit in the following course types - <ul style="list-style-type: none"> Postsecondary (PSEO) Courses Concurrent/Articulated Courses AP/IB/HP Course Earning a professional certification in one or more of the following: <ul style="list-style-type: none"> CPR/1st Aid EMT EMR Completing an Internship, Apprenticeship, or Related Experience Earning a MN Bilingual Seal 		≤ 29%	30-49%	50-69	70-89%	≥ 90%	NA	NA	NA	59%	NA	

		12 x 12 Percent earning at least 12 credits by grade 12 that could lead to college credit (PSEO, Concurrent, Articulated, AP, IB) <ul style="list-style-type: none"> • 3 crs by Gr 9 • 6 Crs by Gr10 • 9 Crs by Gr 11 • 12 Crs by Gr 12 	≤ 4%	5-9%	10-14%	15-19%	≥ 20%	NA	NA	NA	11%	NA
Outcome	B5. Graduation, Continuation and IEP-Based Diplomas	Graduation/Continuation Rate Percent of student groups with 80% or more students graduating in four years or continuing in high school with special education or multilingual/English Learner services	≤ 34%	35-49%	50-64%	65-79%	≥ 80%	NA	71%	60%	NA	NA
		Four-Year Dropout Rate for Special Education Percent of groups meeting benchmark of 0%	0%	1-4%	5-49%	50-79%	80%	NA	53%	18%	NA	NA
		Non-IEP Graduation Rate for Students Receiving Services for Special Education Percent of groups meeting a benchmark of 60%.	≤ 34%	35-49%	50-59%	60-79%	≥ 80%	NA	NA	56%	NA	NA
		Percent of Continuing Students Receiving IEP-Based Diplomas Students who continue on in their schooling after their 4th year and receive a diploma in their 5th, 6th or 7th year of high school based upon completing requirements in their Individualized Education Plan (IEP). Percent of groups meeting a benchmark of 40%.	≤ 5%	6-9%	10-24%	25-79%	≥ 80%	NA	13%	22%	NA	NA