

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, January 9, 2024 6:15 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 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. 6:15 p.m. Welcome and purpose
Board Vice Chair
2. 6:20 p.m. Check in
Dr. Kim Hiel, Superintendent
3. 6:30-7:30 p.m. Monitoring Report: Strategic Direction D Initiatives 2
Dr. Bryan Bass, Asst. Supt. of Equity & Achievement; Anthony Padrnos, Exec. Dir. of Technology; Robin Gunsolus, Dir. of Learning & Assessment; Jenna Johnshoy-Aarestad, Coord. of Data & Assessment; Tom Watkins, Coord. of Data & Assessment; Gao Thor
4. 7:30 p.m. Board Calendar Review 48
Dr. Kim Hiel, Superintendent
5. 7:45 p.m. Adjournment
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

Vision Card D

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

January 9, 2024

Presentation Outcomes

School Board members will:

- ▶ receive information on comparison data for the High Priority Initiatives for Strategic Direction D
- ▶ 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.

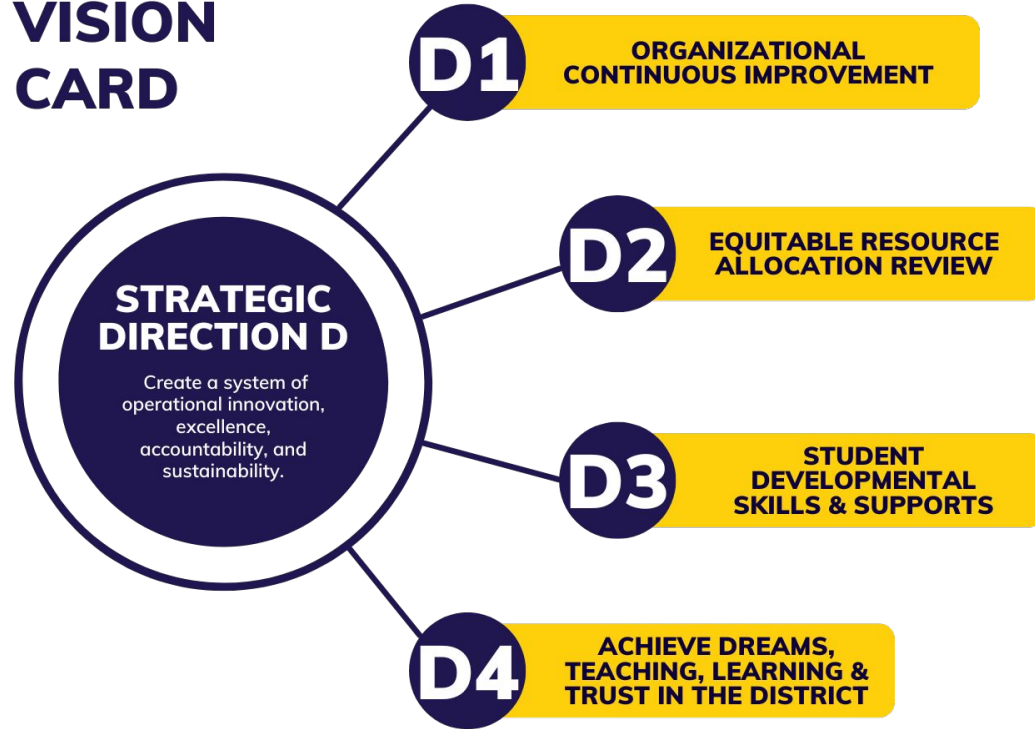


District Three Year Operational Plan

Work aligned with Strategic Direction D:

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>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<p><i>D. Create a system of operational innovation, excellence, accountability and sustainability.</i></p>	<ul style="list-style-type: none"> ● Building a Better Future - Phase I and II next steps ● New Teacher Mentorship Supports ● Enrollment Marketing Plan 	<ul style="list-style-type: none"> ● Building a Better Future - Phase II (info campaign for bond) ● Cyber Security Plan - Phase III ● 1- to 3-year Site Plans (aligned to 3-year District Op Plan) 	<ul style="list-style-type: none"> ● Department 3-yr operational plan ● Print Strategy ● Emergency Preparedness and Response ● Department Three-Year Operational Plan ● Print Study Action Plan ● Online Enrollment

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

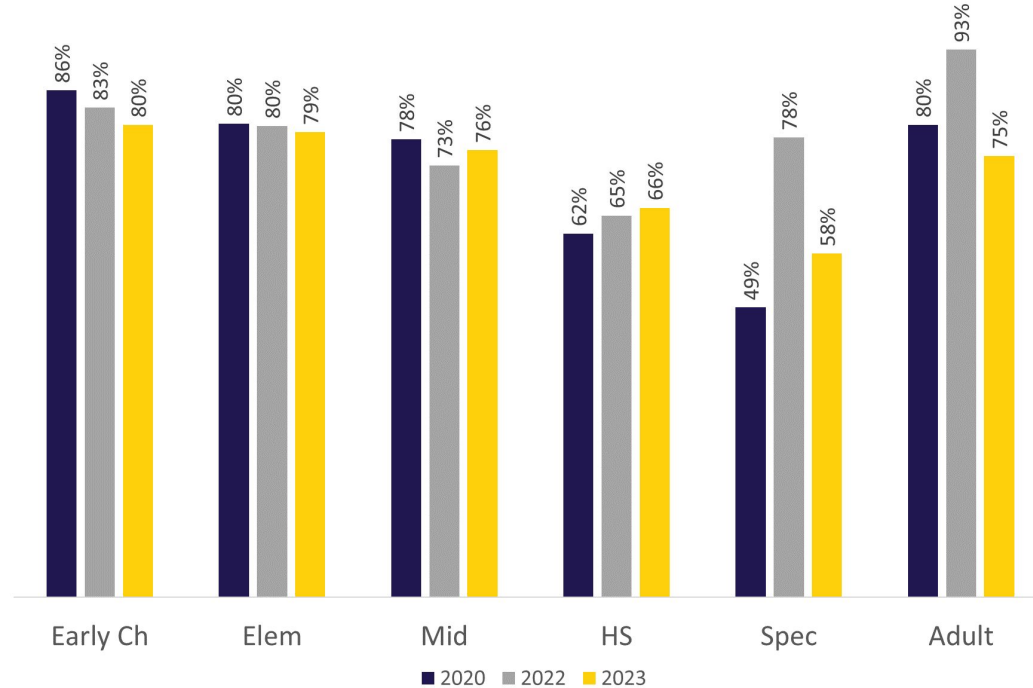
Fine-grain and ubiquitous.

- 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.

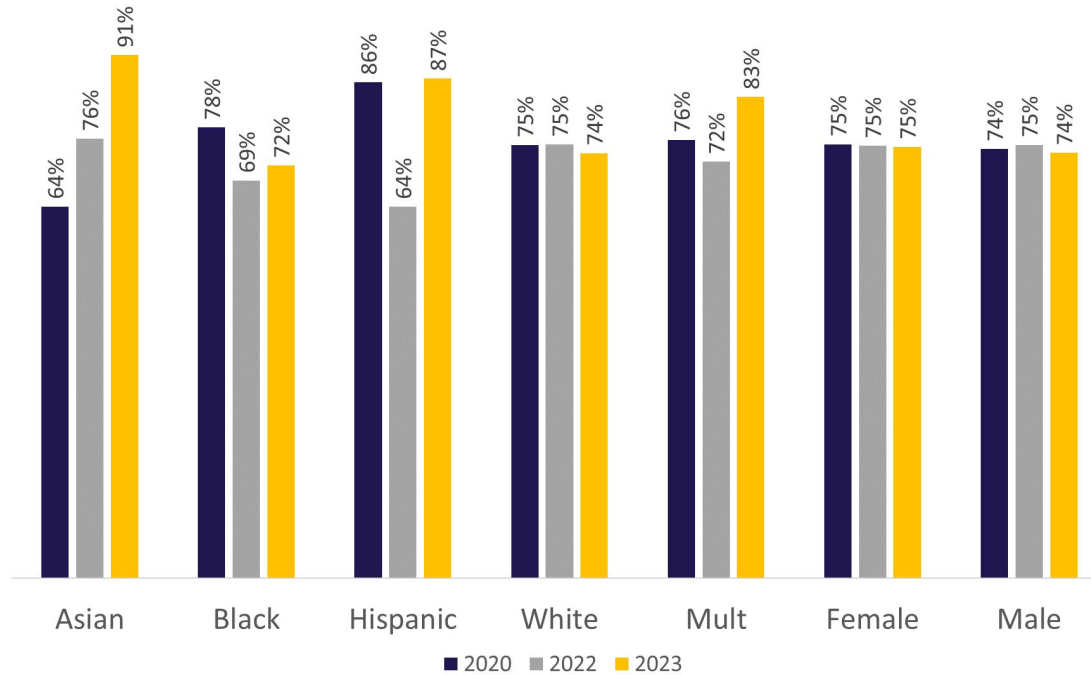
D1. Organizational Continuous Improvement

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023	
Process	D1. Organizational Continuous Improvement	Staff Stakeholder Survey Teaching and Learning Scale	≧65%	66-70%	71-75%	76-80%	≧81%	73%	76%	NA	75%	75%	
		Cyber Security	Phishing Assessment	≧12.0%	11.9-9.0%	8.9-5.1%	5.0-3.1%	≧3.0%	NA	14%	5.5%	7.5%	N/A
			FilterEDIT Governance Assessment / NCSR	FE: ≧3.5 NCRS: ≧4.6	3.6-3.9 4.7-5.2	4.0-4.3 5.3-5.8	4.4-4.7 5.9-6.4	≧4.5 ≧6.5	NA	NA	4.1	4.3	5.796
			MS Secure Score	≧19.9	20.0-39.9	40.0-59.9	60.0-79.9	≧80.0	NA	NA	NA	54.7	55.42
		IT Operations	Support KPI	≧374	373-289	288-204	203-119	≧120	NA	NA	346	250	237
			FilterED Operations Scores	≧59%	60-69%	70-79%	80-89%	≧90%	NA	NA	75%	78%	79%

Teacher Perceptions of Teaching and Learning by Grade Range



Teacher Perceptions of Teaching and Learning by Teacher Race & Gender



Cyber Security

Cyber Security	Phishing Assessment	III 12.0%	III 11.9-9.0%	III 8.9-5.1%	III 5.0-3.1%	III 3.0%	NA	14%	5.5%	7.5%	N/A
	FilterEDIT Governance Assessment / NCSR	FE: III 3.5 NCRS: III 4.6	III 3.6-3.9 III 4.7-5.2	III 4.0-4.3 III 5.3-5.8	III 4.4-4.7 III 5.9-6.4	III 4.5 III 6.5	NA	NA	4.1	4.3	5.796
	MS Secure Score	III 19.9	III 20.0-39.9	III 40.0-59.9	III 60.0-79.9	III 80.0	NA	NA	NA	54.7	55.42

Osseo Area Schools NCRS Score

	22-23 National Avg			22-23
	State	Local	Tribal	Osseo
Identify	4.69	3.88	3.83	5.67
Protect	5.08	4.34	4.52	6.09
Detect	5.3	4.08	4.48	5.73
Respond	5.39	4.02	4.57	5.82
Recover	4.96	3.81	4.19	5.67
Overall Average	5.084	4.026	4.318	5.796

Cyber Security Continued

Microsoft Secure Score

	Benchmark	Osseo
22-23	45.9	54.7
23-24	41.33	55.52

IT Operations

IT Operations	Support KPI	≧374	373-289	288-204	203-119	≧120	NA	NA	346	250	237
	FilterED Operations Scores	≧59%	60-69%	70-79%	80-89%	≧90%	NA	NA	75%	78%	79%

Osseo Area Schools KPI Metrics

	Critical	High	Medium	Low
Communication	Within 30 min	Within 60 min	Within 8 hrs	Within 16 hrs
Ticket Resolution	4 hr	8 hr	16 business hours	5 business days

Average Ticket Resolution Time

	KPI	20-21	21-22	22-23
Low	120	346	248	238
Medium	16	526	839	355
High	8		28.5	271
Critical	4		27	365
Overall Average		346	250	237

IT Operations Continued

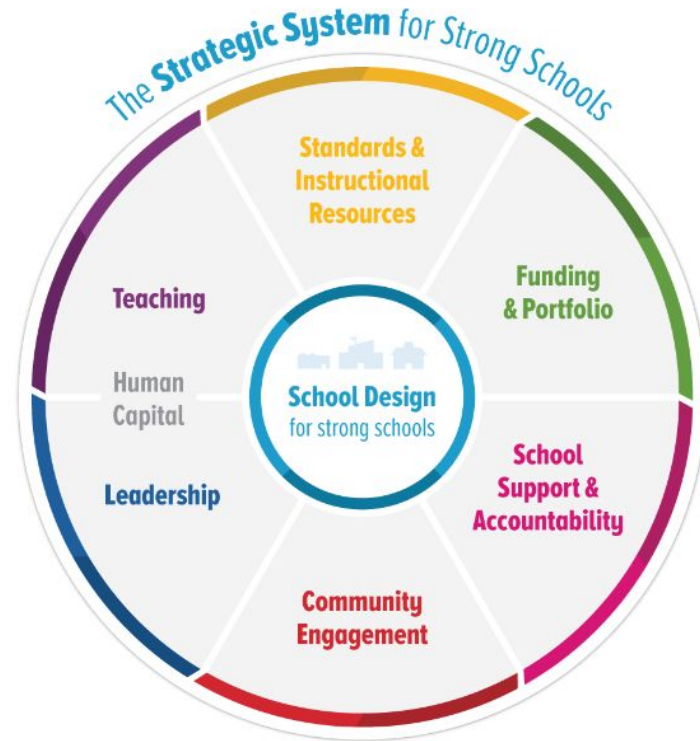
FilterED Operation Scores

	National	State	20-21	21-22	22-23
Leadership & Vision	63	72	74	76	78
Technology Infrastructure	64	77	80	82	83
Resources	61	69	71	77	77
Average	63	73	75	78	79

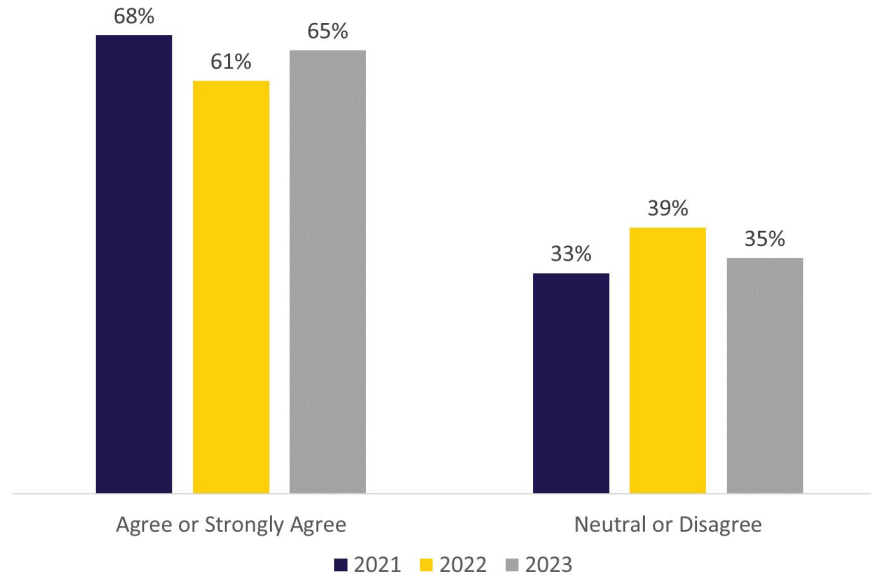
D2. Equitable Resource Allocation

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
Process	D2. Equitable Resource Allocation	ERS Strategic System Snapshot Percent of questions in the "Close to Best Practices" range	≤37%	38-47%	48-57%	58-67%	≥68%	NA	NA	NA	NA	57%
		Equimetrics Survey: Resources	≤43%	44-53%	54-64%	65-74%	>74%	NA	NA	68%	61%	65.3%

ERS Strategic System Snapshot



Equimetrics survey question: *“In my organization, resources are dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency.”*



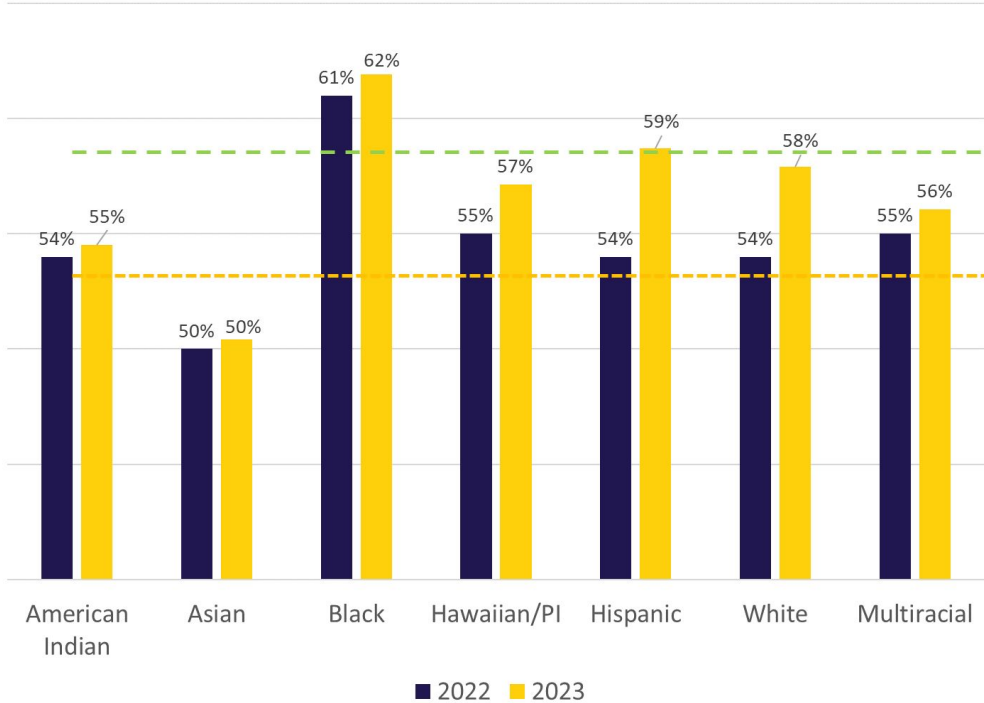
D3. Student Developmental Skills and Supports

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
Outcome	D3. Student Developmental Skills & Supports	Developmental Skills	≤3.9	4.0-4.4	4.5-4.9	5.0-5.4	≥5.5	4.9	NA	NA	4.9	NA
		Developmental Support	≤4.4	4.5-4.9	5.0-5.4	5.5-5.9	≥6.0	5.5	NA	NA	5.4	NA

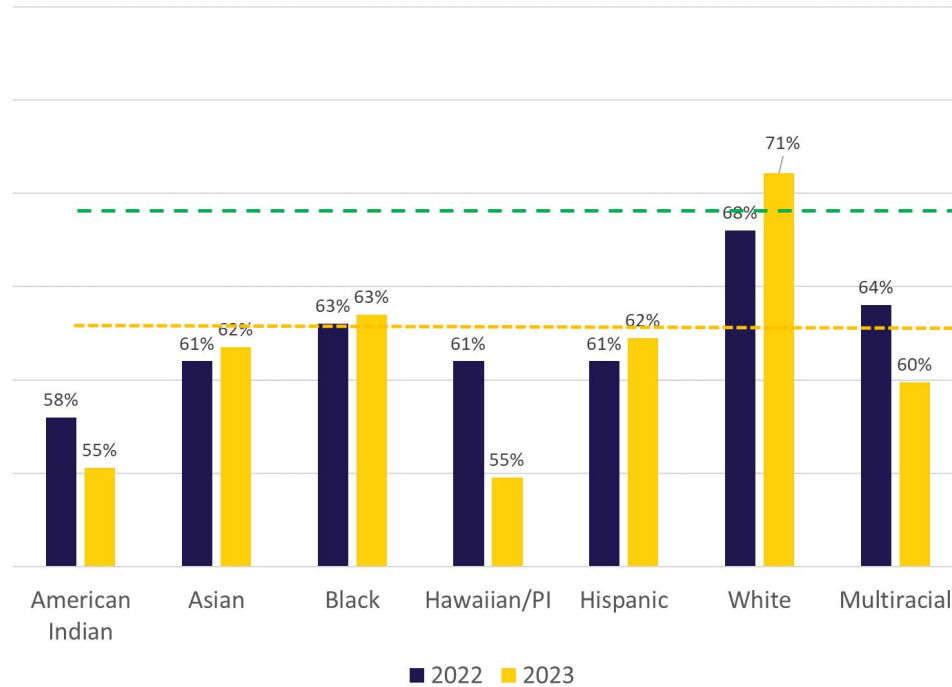
D4. Achieve Dreams, Lifelong Learning, Classroom Learning, Teaching, & Trust in the School District

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
Outcome	D4. Excellence and Accountability	Achieve Dreams	≤46%	47-51%	52-56%	57-61%	≥62%	60%	59%	NA	55%	58%
		Lifelong Learning	≤54%	55-59%	60-64%	65-69%	≥70%	66%	65%	NA	63%	66%
		Classroom Learning	≤68%	69-73%	74-78%	79-83%	≥84%	76%	76%	NA	78%	78%
		Teaching	≤74%	75-79%	80-84%	85-89%	≥90%	81%	81%	NA	84%	84%
		Innovation, Excellence, Accountability, and Sustainability Scale	≤71%	72-78%	79-85%	86-92%	≥93%	NA	NA	NA	82%	NA

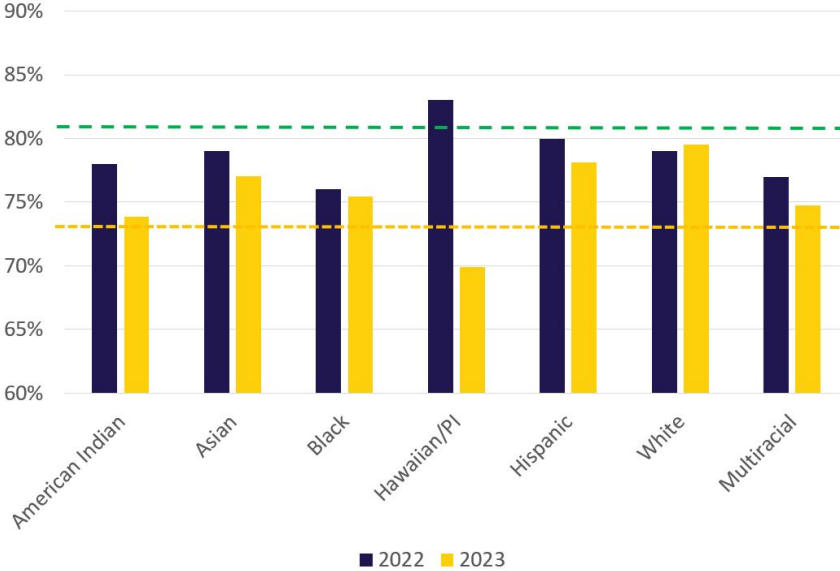
Achieve Dreams by Race



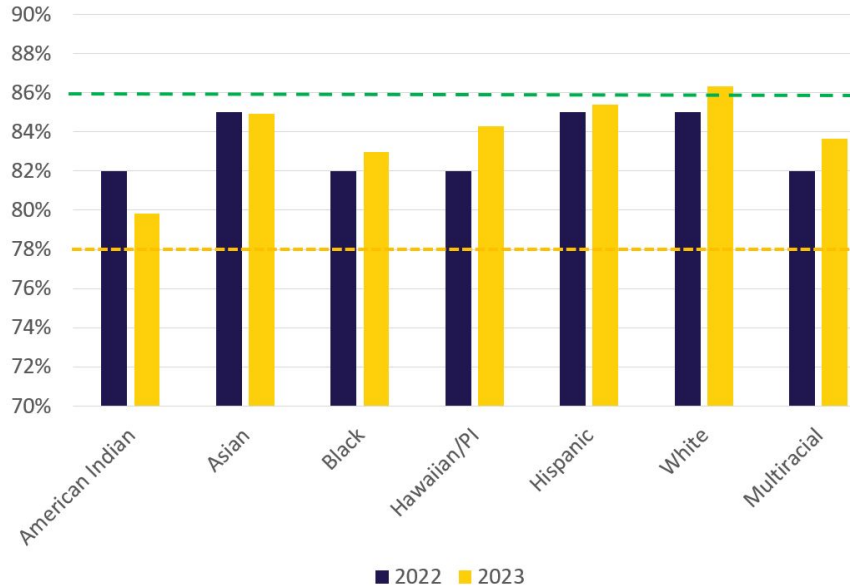
Lifelong Learning by Race



Classroom Learning by Race



Teaching by Race



Next Steps

▶ We will continue to seek feedback to ensure that we are representing the intent of the Strategic Direction.

▶ We will continue to adjust our data sources to provide transparent measurement of our work towards achieving the goals.

▶ We will continue to research how we include additional data that provides greater context, is asset based, and humanizes our scholars' learning experiences.



Monitoring Report
Strategic Plan Implementation

Date: Prepared for the 1.9.2024 School Board Work Session

Authors: Anthony Padrnos, Executive Director of Technology
 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 comparison data for the High Priority Initiatives for Strategic Direction D
- show alignment of the operational plan to the vision card data collection

Strategic Direction D: Create a system of operational innovation, excellence, accountability, and sustainability.

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>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
<i>D. Create a system of operational innovation, excellence, accountability and sustainability.</i>	<ul style="list-style-type: none"> ● Building a Better Future - Phase I and II next steps ● New Teacher Mentorship Supports ● Enrollment Marketing Plan 	<ul style="list-style-type: none"> ● Building a Better Future - Phase II (info campaign for bond) ● Cyber Security Plan - Phase III ● 1- to 3-year Site Plans (aligned to 3-year District Op Plan) 	<ul style="list-style-type: none"> ● Department 3-yr operational plan ● Print Strategy ● Emergency Preparedness and Response ● Department Three-Year Operational Plan ● Print Study Action Plan ● Online Enrollment

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.

The data that was collected for Vision Card D 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.



Vision Card D:

D1. Organizational Continuous Improvement

The Teaching and Learning scale (a group of questions) from the Staff Stakeholder Survey is the first data source used to monitor this indicator. These questions were asked of staff who indicated that they were teachers. For each question, teachers could respond "Strongly Agree", "Agree", "Neutral", "Disagree", "Strongly Disagree" or "Not Applicable". The measure used was the percentage of teachers responding "Strongly Agree" or "Agree." The questions included in the Teaching and Learning scale were:

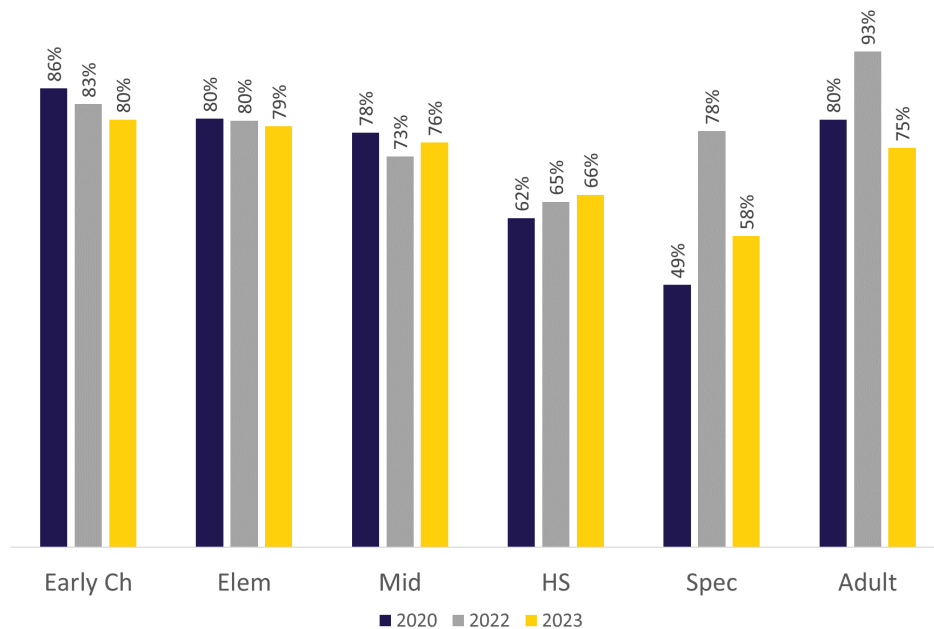
- My school sets high expectations for all students.
- My school sets high expectations for all staff.
- My school uses a system to assess and plan staff development to improve student learning.
- I receive useful feedback to improve my teaching.
- Our staff members collaborate to review data and improve student learning.

The number of teachers responding in each reporting group are listed in the table below, where ABE = Adult Basic Education; CBVAT = Community-Based Vocational Assistance and Training; OALC = Osseo Area Learning Center; OEC = Osseo Education Center. There were less than four American Indian teachers responding to the survey in each of the three years included in this report.

<u>Grade Range</u>	<u># Responding</u>	<u>Race and Gender</u>	<u># Responding</u>
Early Childhood	11	Asian	13
Elementary	282	Black	25
Middle School	97	Hispanic	9
High School	163	White	532
Spec Ed (CBVAT & OEC)	11	Multiracial	22
Adult (ABE & OALC)	15	Female	487
		Male	113

In cases where there were less than 20 teachers responding (i.e. early childhood, special education sites), results may be less consistent from year to year, so we will want to use caution in interpreting these values. Results on the Teaching and Learning scale were reported for spring of 2020 through 2023 in the following two charts. The Staff Stakeholder Survey was administered in winter/spring 2020 before the pandemic-related school closure, but the survey was not administered in spring 2021 due to the pandemic.

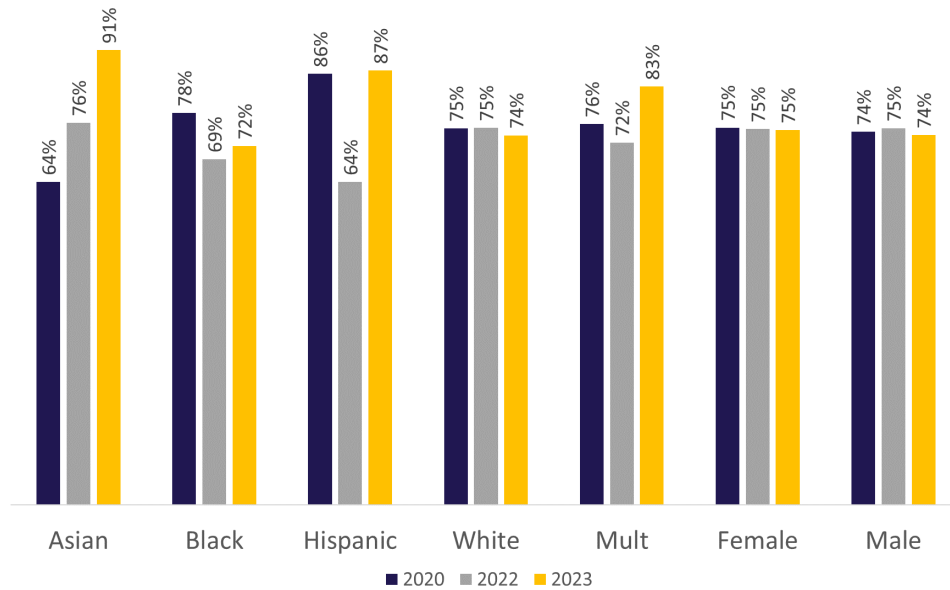
Teaching and Learning Scale by Grade Range



Results on Teaching and Learning Scale by Grade Range:

- Teachers at early childhood sites had the highest perceptions of Teaching and Learning in, on average, across the last three survey administrations.
- Perceptions of high school teachers were lower than those of teachers at other grade ranges but have steadily improved from 2020 to 2023.
- The highest median ratings of agreement across all grade ranges was on the question “Our staff members collaborate to review data and improve student learning” at 81%.
- The lowest median ratings of agreement across all grade ranges was on the question “My school uses a system to assess and plan staff development to improve student learning” at 69%.

Teaching and Learning by Race, Ethnicity, and Gender



Results on Teaching and Learning Scale by Race, Ethnicity, and Gender:

- Teachers who identify as Asian, Hispanic, or Multiracial’s had positive perceptions of Teaching and Learning at the highest rates during 2023 over the last three survey years.
- Teachers identifying as White, Male, or Female held perceptions of Teaching and Learning that remained stable across the three years.
- The highest median ratings of agreement across race, ethnicity, and gender groups was on the question “Our staff members collaborate to review data and improve student learning” at 85%.
- The lowest median ratings of agreement across race, ethnicity, and gender groups was on the question “My school sets high expectations for all students.” at 68%.

Cyber Security:

Strategic direction D encompasses our systems work around cyber security awareness and preparedness. Three data elements are currently being used to measure the impact of the strategies and initiatives being implemented to understand our progress. These three elements include our ongoing phishing assessments, the annual FilterED IT Governance assessment, and our Microsoft Secure Score.

Phishing Assessment: As part of our digital security plan, our system conducts quarterly phishing assessments on employees. This assessment is used to measure our efforts in training and awareness around the risks presented through unknown/ unverified emails. Email is one of the greatest entry points by threat actors to access organizations digital systems or gain critical information. Osseo Area Schools had been using KnowBe4 as a phishing assessment tool since the 2019-2020 school year until the 2022-2023 school. Last school year Osseo Area Schools transitioned to the Microsoft Phishing Assessment. Because this year was used for configuring the new system and setting up the metrics the data is not valid for measuring. Data for this metric will resume for the 2023-2024 school year. Data for the metric will continue to be the click rate percentage of employees who open and engage with a suspicious email. The standard for most organizations is to have a click rate of less than 5%.

NCRS Assessment: Gartner defines information technology governance (ITG) as the processes that ensure the effective and efficient use of information technology in enabling an organization to achieve its goals. Having effective ITG is imperative to not only quality operations, but is critical for digital security. Identifying the maturity of Infrastructure and Governance in our organization provides an opportunity for awareness, prioritization and planning for growth. In previous years Osseo Area Schools has measured its ITG performance through the FilterED IT Governance Assessment. For the 2022-23 school year, the district transitioned to a new assessment called the National Cyber Security Review (NCSR). This assessment was chosen because of its alignment to the NIST cyber security standards that Osseo Area Schools utilizes for its cyber security plan.

The NCSR assessment was developed by MS-ISAC (Multi State Information Sharing and Analysis Center) in partnership with CISA (Cybersecurity and Infrastructure Security Agency), NASCIO (National Association of State Chief Information Officers), GMIS (International professional IT association), and EI-ISAC (Elections Infrastructure information Sharing and Analysis Center). The NCSR is an, anonymous, annual self-assessment, designed to measure gaps and capabilities of state, local, tribal and territorial governments' cybersecurity programs. It is based on the National Institute of Standards and Technology Cybersecurity Framework (NIST CSF). Each NIST domain is measured on a score of 1-7 with 5 or higher being an ideal maturity level.

The numeric score maturity is defined in the table below.

Score	Maturity Level	Description
7	Optimized	Your organization is executing the activity or process and has formally documented policies, standards, and procedures. Implementation is tested, verified, and reviewed regularly to ensure continued effectiveness.
6	Tested and Verified	Your organization is executing the activity or process and has formally documented policies, standards, and procedures. Implementation is tested and verified.
5	Implementation in Process	Your organization has an activity or process defined within documented policies, standards, and/or procedures. Your organization is in the process of implementing and aligning the documentation to a formal security framework and/or methodology.
4	Partially documented standards and/ or procedures	Your organization has a formal policy in place and has begun the process of developing documented standards and/or procedures to support the policy.
3	Documented Policy	Your organization has a formal policy in place that has been approved by senior management.
2	Informally Done	Activities and processes may be substantially performed, and technologies may be available to achieve this objective, but they are undocumented and/or not formally approved by senior management.
1	Not Performed	Activities, processes, and technologies are not in place to achieve the referenced objective.

Osseo Area Schools NCRS Score

	22-23 National Avg			22-23
	State	Local	Tribal	Osseo
Identify	4.69	3.88	3.83	5.67
Protect	5.08	4.34	4.52	6.09
Detect	5.3	4.08	4.48	5.73
Respond	5.39	4.02	4.57	5.82
Recover	4.96	3.81	4.19	5.67
Overall Average	5.084	4.026	4.318	5.796

Microsoft (MS) Secure Score: The Microsoft Secure Score is a measurement of an organization's security posture, with a higher number indicating more improvement actions taken. This is an on-going score that is provided daily as an active assessment of our overall technical environment. The Microsoft security tool set actively scans our environments settings and security controls. The score reported for this report was pulled on Thursday, December 21st. Along with Osseo Area Schools score, is the national benchmark score for similar organizations. The Microsoft Secure Score is out of 100 points. A score greater than 50 identifies an organization is moving in the right direction with an ideal state being between 60 and 80. Reaching a score of 80 or higher identifies a very mature security posture for an organization.

Microsoft Secure Score

	Benchmark	Osseo
22-23	45.9	54.7
23-24	41.33	55.52

IT Operations:

Support KPI (Key Performance Indicators): The Division of I2T2 (Information & Instructional Technology Team) leadership developed KPI metrics in preparation for the division's realignment that went into effect the 21-22 school year. The metrics identified are utilized with our support request ticketing system to measure our service and support model and ensure resources are aligned correctly. The metrics are based on historical data trends in Osseo Area Schools and practices observed by other school districts. The KPI metrics continue to be reviewed as our team's capacity and skills grow. For this report we are using the overall average response hours. Being that the majority of our support requests are low level the target average is 120 hours (5 business days) or less in alignment with our KPI targets. The tables below provide the priority classification of service requests, our defined KPI metrics, and average resolution times for the last two school years.

Service Priority Definitions

Critical	High	Medium	Low
The incident causes significant disruption to operations and impacts an entire site or the District or poses a security risk.	The incident prevents user(s) from being able to conduct normal business using core software/ hardware	The incident prevents the user(s) from being able to conduct normal business using core software/ hardware, but there is a temporary work around or doesn't have an immediate hindrance to their work.	The incident does not prevent user(s) from being able to conduct normal business

Osseo Area Schools KPI Metrics

	Critical	High	Medium	Low
Communication	Within 30 min	Within 60 min	Within 8 hrs	Within 16 hrs
Ticket Resolution	4 hr	8 hr	16 business hours	5 business days

Average Ticket Resolution Time

	KPI	20-21	21-22	22-23
Low	120	346	248	238
Medium	16	526	839	355
High	8		28.5	271
Critical	4		27	365
Overall Average		346	250	237

FilterED Operations Score: Since the 20-21 school year we have annually administered our FilterED inventory to stakeholders across the system (staff, students, and parents) to measure our technology implementation and impact on digital learning. FilterED determines our organization’s capacity levels by analyzing the data collected from these inventories. These stakeholder inventory results are displayed in a series of six domains that measure the percentage of current capacity. Response raw scores range from a minimum value of 1 to a max value of 7 where 1 is 0% and 7 is 100% to capacity. Each domain represents an element of our organization’s ecosystem. These scores allow for an understanding of strengths and challenges before diving into the specifics. Out of the six domains there are three that specifically relate to the division of I2T2 (information & instructional technology team) operations. These three domains include leadership and vision, technology infrastructure, and resources. The data provided in the scorecard is a composite average of the 3 domains related to I2T2 operations. Below is the data table with all category scores.

FilterED Operation Scores

	National	State	20-21	21-22	22-23
Leadership & Vision	63	72	74	76	78
Technology Infrastructure	64	77	80	82	83
Resources	61	69	71	77	77
Average	63	73	75	78	79

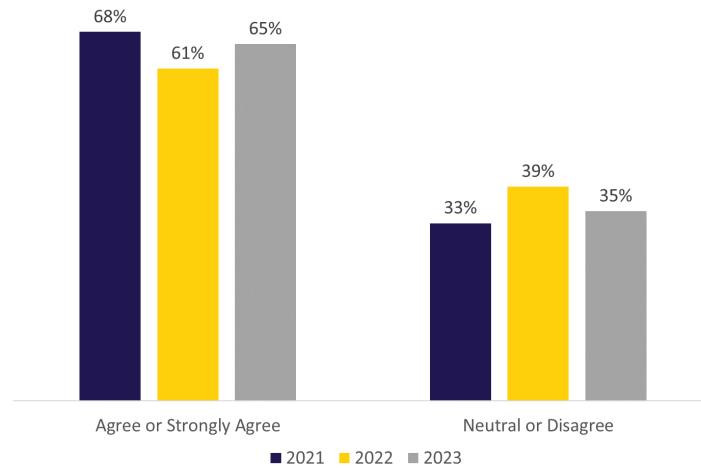
D2. Equitable Resource Allocation Review

For this indicator, the first metric is the Strategic System Snapshot from Education Resource Strategies (ERS). ERS describes the Strategic System Snapshot as “a quick self-assessment that helps district leaders and community members better understand how well resources—people, time, and money—are used across the district, and whether the central office or schools have the “enabling conditions” to help all students reach high standards.” We invited all members of the Management Exchange group (including principals, assistant principals, directors, coordinators and other district leaders) to complete the Strategic System Snapshot in February 2023, and 43 staff responded. Results for each question and scale (group of questions) are available [in the full report available at this link](#). Average scale results are summarized in this chart:



Three themes emerge from these results. First, on our first administration of this measure, each of the seven scales was in the “Close to Best Practices” category. Second, the highest perceptions were on *Standards and Instructional Resources* and on *School Support*. Third, perceptions were somewhat lower on *Teaching* and on *Funding & Portfolio*. For the purposes of the vision card indicator, we used the mode (most common) response from the 43 respondents on each of the 28 questions and found that 57% of questions were at least in the “Close to Best Practices” category.

The second metric within this indicator is a survey item taken from the Equimetrics survey. The question states, “In my organization, resources are dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency.” Respondents selected a response between 1 and 10, with 1-6 ranging from “Disagree” to Neutral”, 7-10 representing “Strongly Agree”. The percentages of “Agree” and “Strongly Agree” have been combined for use in this indicator. In the 2022-23 survey, the percentage of staff agreeing or strongly agreeing with that statement was 65%, an increase of 4% from 2021-22.



D3. Student Developmental Skills & Supports

This indicator looks at results from the Minnesota Student Survey and the analysis that the Minnesota Youth Development Research Group (MYDRG) at the University of Minnesota conducted based on that survey data. This survey is administered every three years to grades 5, 8, 9, and 11. **Results for 2022 were reported in the 2022-23 vision cards, and we plan to report results for 2025 in the 2025-26 vision cards.** In MYDRG’s analysis, survey questions are grouped into the following categories and scales.

D4. Achieve Dreams, Lifelong Learning, Classroom Learning, Teaching, & Trust in the School District

For this indicator, we used four scales (groups of questions) from the Student Stakeholder Survey. For each question, students could respond "Yes/Always", "No/Never", "Mostly Yes", "Mostly No", or "Maybe/Sometimes". The percentage of students responding "Yes/Always", or "Mostly Yes" is referred to as the "percent positive," and this will be the percentage we will report for this indicator. The questions included in each of the scales are as follows:

Achieve Dreams (grades 5-12)

- I have clear dreams or visions for my future.
- Someone who works at my school has helped me identify my dreams.
- Someone who works at my school has helped me set goals so I can get closer to achieving my dreams.

Lifelong Learning (grades 5-12)

- I manage my time well.
- Once I have decided I'm going to do something that's hard to do, I always follow through and do it.
- When I don't know something at school, I find it easy to ask for more information.

Classroom Learning (Grades 3-12)

- I like the way we learn in this class.
- In this class, we learn a lot almost every day.
- My teacher makes learning enjoyable. (grades 6-12)
- This class is a happy place for me to be. (grades 3-5)

Teaching (Grades 3-12)

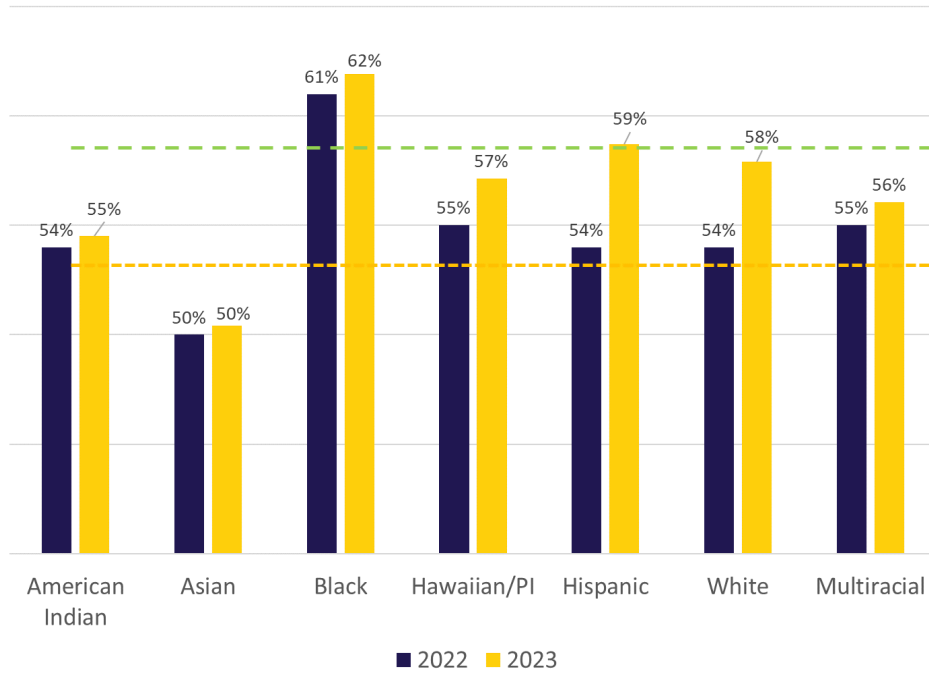
- My teacher checks to make sure we understand what she/he is teaching us. (grades 3-5)
- My teacher doesn't let people give up when the work gets hard. (grades 6-12)
- My teacher gives us time to explain our ideas.
- My teacher has several good ways to explain each topic we cover in class. (grades 6-12)
- My teacher makes sure that I do my best. (grades 3-5)
- My teacher wants us to use our thinking skills, not just memorize things. (grades 6-12)
- The comments that I get on my work in this class help me improve. (grades 6-12)

The minimum number of students responding to any of these scales are as follows:

<u>Racial Group</u>	<u># Surveyed</u>	<u>Service Group</u>	<u># Surveyed</u>
American Indian	196	Multilingual	902
Hawaiian/PI	29	Spec Ed	975
Asian	1579	F/R Price Meals	4348
Black	2343	Female	4580
Hispanic	943	Male	4774
White	3803		
Multiracial	683		

The results for this indicator will be reported in the next eight tables, with two for each scale. The first chart contains results by race, and the second chart contains results by service group. In each chart, reference lines have been added to show results that were four or more percentage points above the district average across all groups (green line near the top), and to show results that were four or more percentage points below the district average of all groups (orange line toward the bottom). These averages and reference lines were set during the first year of reporting to enable us to see change over time. Because students generally complete this survey between November and March, results are reported with the spring of each school year.

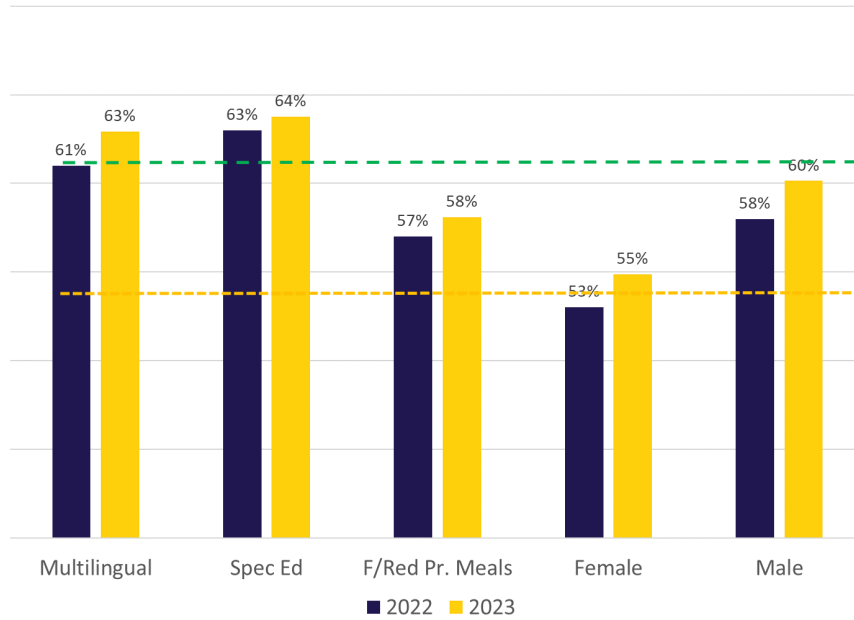
Achieve Dreams by Race



Results on Achieve Dreams by Race:

- Students identifying as Black had above average perceptions of Achieving Dreams in 2022 and 2023.
- Students identifying as Asian were below the orange benchmark line, which denotes four or more percentage points below the district average of all groups, in 2022 and 2023.

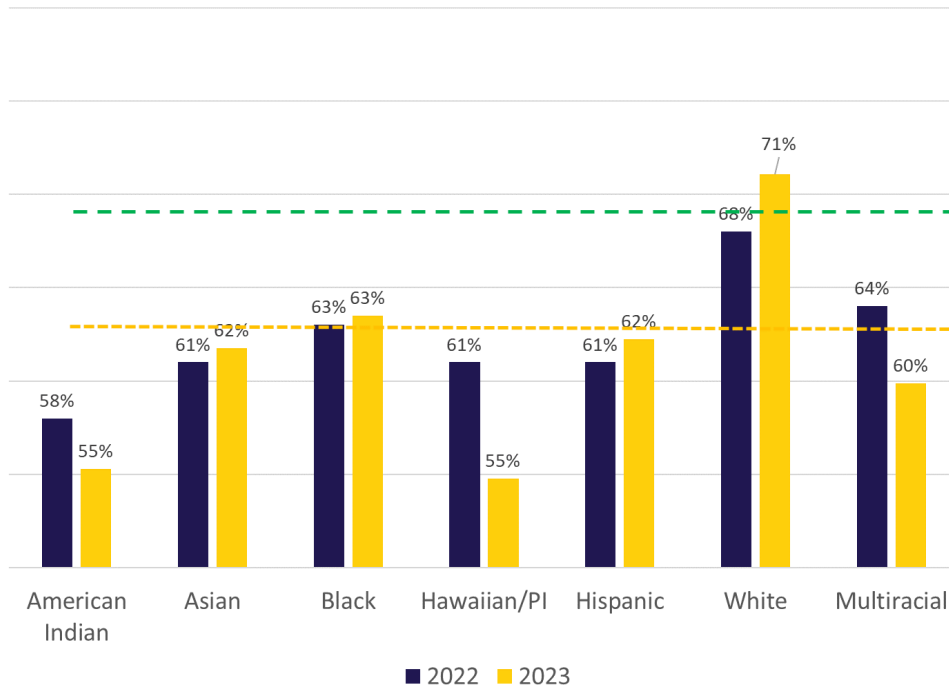
Achieve Dreams by Service Group



Results on Achieve Dreams by Service Group

- Students receiving multilingual (ML/EL) and students receiving special education services were above the 3-year average in 2022 and 2023.
- Students receiving free or reduced price meals remained in the average range.
- Male students were in the average range while female students were in the below average range.

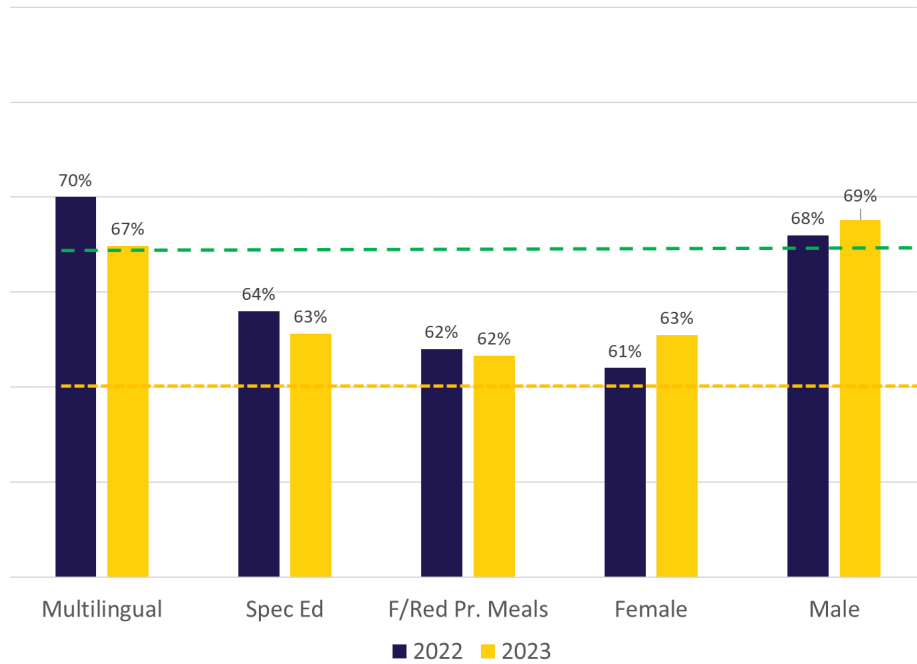
Lifelong Learning by Race



Results for Lifelong Learning by Race

- Students identifying as White were in or near the above average range each year.
- Students identifying as American Indian, Asian, Hawaiian/PI, and Hispanic were in the below average range on Lifelong Learning for both 2022 and 2023.

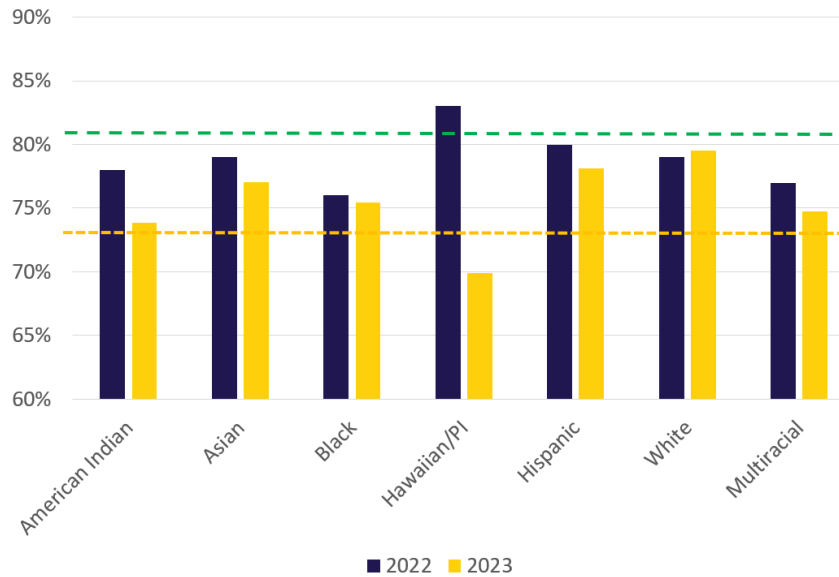
Lifelong Learning by Service Group



Results for Lifelong Learning by Service Group

- Multilingual and Male students were above the average range in 2022 and 2023.
- For Multilingual and Spec Ed students, Lifelong Learning results dropped in 2023.

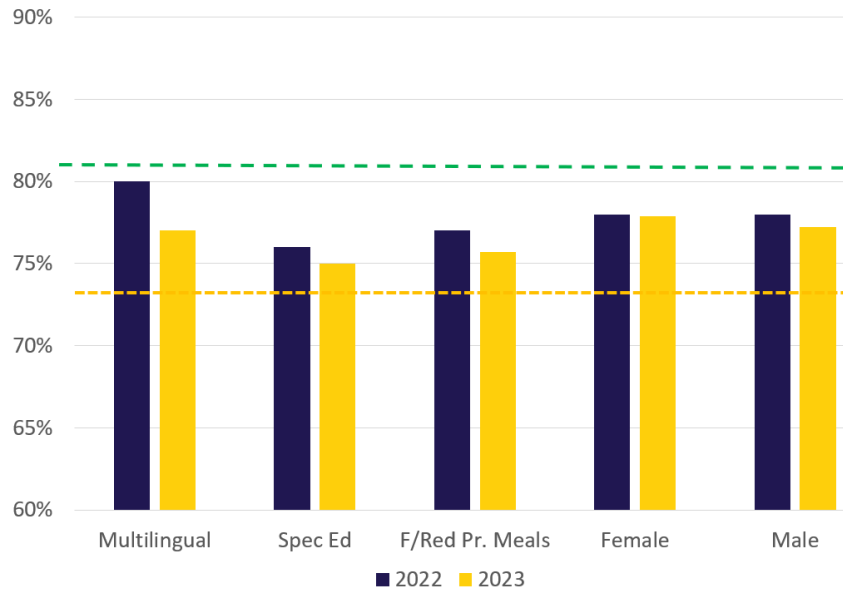
Classroom Learning by Race



Results on Classroom Learning by Race

- For most groups, perceptions of Classroom Learning were highest in 2022 and in the average range in both years.
- Students identifying as Hawaiian/Pacific Islander were in the above average range in 2022 and in the below average range in 2023. This change may be due in part to small group sizes (only 29 students in 2023).

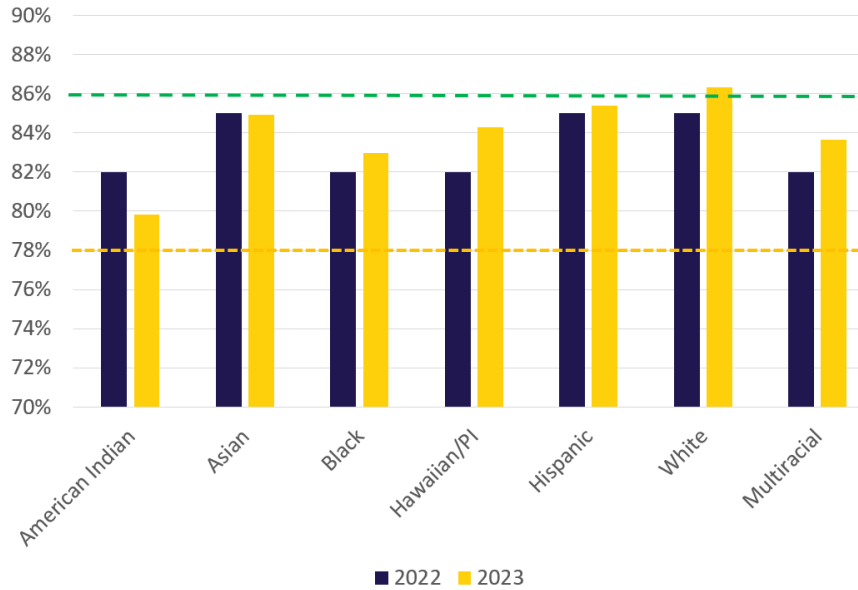
Classroom Learning by Service Group



Results for Classroom Learning by Service Group

- As was the case with most of the racial groups, all of the service groups had their highest perceptions of Classroom Learning in 2022.
- All service groups remained in the average range both years.

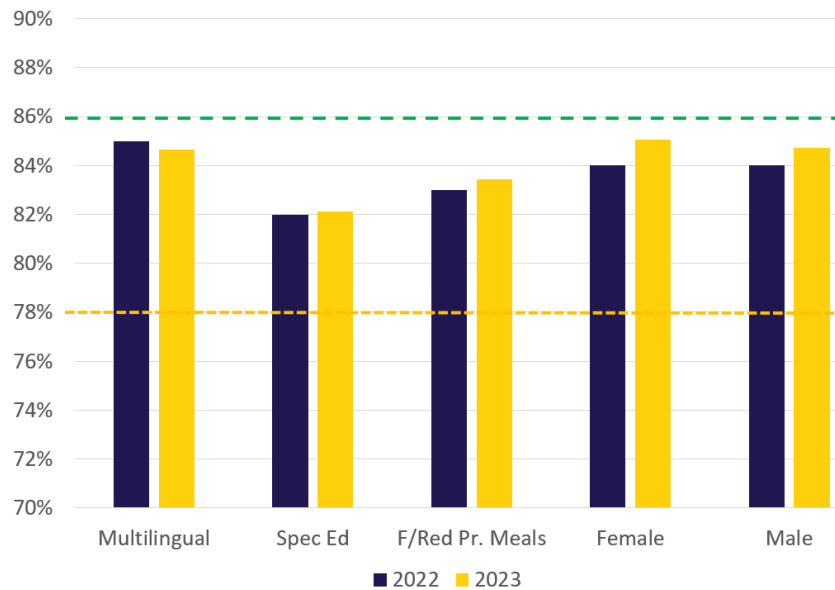
Teaching by Race



Results on Teaching by Race

- For most racial groups, student perceptions of Teaching improved from 2022 to 2023, with White student perceptions reaching the above average range in 2023.
- Perceptions of Teaching among Asian students remained just below the above average range while American Indian student perceptions were somewhat lower in 2023 than they were in 2022.

Teaching by Service Group



Results for Teaching by Service Group

- For each service group, perceptions of teaching were in the middle to high end of the average range both years.

Additionally, the Family Stakeholder Survey “Innovation, Excellence, Accountability, and Sustainability” scale is used for this indicator. However, due to this survey being administered every other year, this year there is no recent data to report.

Next Steps:

We will continue to seek feedback to ensure that we are representing the intent of the Strategic Direction. We will continue to adjust our data sources to provide transparent measurement of our work towards achieving the goals. We will continue to research how we include additional data that provides greater context, is asset based, and humanizes our scholars’ learning experiences.

(D) Create a system of operational innovation, excellence, accountability, and sustainability.

Definition Statement	Mindful Critical Question(s) (MCQs)
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.	<ul style="list-style-type: none"> How might we ensure systems and structures are implemented with fidelity and embrace our families, our communities, our scholars, and that provide a welcoming and engaging environment? How might this research-based action promote informed risk towards meaningful educational pursuits? How will we allocate resources in an equitable way?

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023	
Process	D1. Organizational Continuous Improvement	Staff Stakeholder Survey Teaching and Learning Scale	≤ 65%	66-70%	71-75%	76-80%	≥ 81%	73%	76%	NA	75%	75%	
		Cyber Security	Phishing Assessment	≥ 12.0%	11.9-9.0 %	8.9-5.1%	5.0-3.1%	≤ 3.0%	NA	14%	5.5%	7.5%	N/A
			FilterEDIT Governance Assessment / NCSR	FE: ≤ 3.5 NCRS: ≤ 4.6	3.6-3.9 4.7-5.2	4.0-4.3 5.3-5.8	4.4-4.7 5.9-6.4	≥ 4.5 ≥ 6.5	NA	NA	4.1	4.3	5.796
			MS Secure Score	≤ 19.9	20.0-39.9	40.0-59.9	60.0-79.9	≥ 80.0	NA	NA	NA	54.7	55.42
		IT Operations	Support KPI	≥ 374	373-289	288-204	203-119	≤ 120	NA	NA	346	250	237
			FilterED Operations Scores	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	NA	NA	75%	78%	79%
Process	D2. Equitable Resource Allocation	ERS Strategic System Snapshot Percent of questions in the	≤ 37%	38-47%	48-57%	58-67%	≥ 68%	NA	NA	NA	NA	57%	

		"Close to Best Practices" range										
		Equimetrics Survey: Resources dedicated to improving DEI & Cultural Competency	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	68%	61%	65.3%
Outcome	D3. Student Developmental Skills & Supports	Developmental Skills	≤ 3.9	4.0-4.4	4.5-4.9	5.0-5.4	≥ 5.5	4.9	NA	NA	4.9	NA
		Developmental Support	≤ 4.4	4.5-4.9	5.0-5.4	5.5-5.9	≥ 6.0	5.5	NA	NA	5.4	NA
Outcome	D4. Excellence and Accountability	Achieve Dreams	≤ 46%	47-51%	52-56%	57-61%	≥ 62%	60%	59%	NA	55%	58%
		Lifelong Learning	≤ 54%	55-59%	60-64%	65-69%	≥ 70%	66%	65%	NA	63%	66%
		Classroom Learning	≤ 68%	69-73%	74-78%	79-83%	≥ 84%	76%	76%	NA	78%	78%
		Teaching	≤ 74%	75-79%	80-84%	85-89%	≥ 90%	81%	81%	NA	84%	84%
		Innovation, Excellence, Accountability, and Sustainability Scale	≤ 71%	72-78%	79-85%	86-92%	≥ 93%	NA	NA	NA	82%	NA

OSSEO AREA SCHOOLS

ISD  279

Draft 1 Yr Board Calendar

Revised January 4, 2024

Self-Governance

Board member learning opportunities:

- MSBA phase training
- MSBA Leadership Conference
- AMSD Conference

Items to be defined, related to self-governance:

- Consider board structures, processes and workflow review
- Affiliation and training with MAP Center

Possibilities for Public Engagement

- Listening sessions (based on topics of interest)
- Board site visits with superintendent
- Public awareness of board work and the communication to community from the board (as a whole)
- Consider having Board Action Update on social media/newsletters (check with Kay) after board meetings
- Staff Town Hall
- Visibility across the district & community (add specific events and activities)
- Define public engagement – boundaries between governance and management
- Open mic – engage administration and board
- Strategic public engagement forums with large district initiatives (where does committee work fit?)

Osseo Area Schools

Proposed Board of Education July-December 2023 Agenda/Calendar

	July	August	September	October	November	December
District Policy				<ul style="list-style-type: none"> ● Policy Committee Mtg (10/10/2023) Edinbrook -Policy changes from legislative session -Policy review cycle implementation 	Check board interest on policies for review Policy review through lens of equity, per strategic plan	<ul style="list-style-type: none"> ● Policy Committee Mtg (12/5/2023) -Book policy review
Op Oversight	Regular Meeting (7/25/23) <ul style="list-style-type: none"> ● Superintendent’s Report ● Gifts to the district 	Work Session (8/15/23) <ul style="list-style-type: none"> ● LGBTQIA+ resolution update ● School Board 1-year through 3-year Governance Work Plans ● Strategic Priorities Regular Mtg (8/29/23) <ul style="list-style-type: none"> ● Superintendent’s Report ● Non-public contracts for Student Services ● LTFM Board Approval ● Joint Powers Agreement with City of Brooklyn Park (bond referendum election) ● Negotiation Strat Mtg (closed) ● ESP, Kidstop, and RN/LPN contract approval 	Work Session (9/12/23) <ul style="list-style-type: none"> ● 2022-2023 District Stakeholder Survey Results ● Legislative Updates ● CAREI district audit findings ● Process for selecting books ● Committees, roles and responsibilities Regular Mtg (9/26/23) <ul style="list-style-type: none"> ● Introduction of Student Board Representatives ● Superintendent’s Report ● Public Comment Bond Referendum ● Preliminary Levy ● Preliminary FY 2023 Financial Report ● General Liability Insurance Renewal ● AESP Contract ratifications ● Negotiation Strat Mtg (closed) 	Work Session (10/10/23) (at Edinbrook) <ul style="list-style-type: none"> ● Monitoring Report: Strategic Direction E Initiatives ● Spotlight on the Enrollment Center Regular Mtg (10/24/23) <ul style="list-style-type: none"> ● Student Board Representatives Report ● Superintendent’s Report ● Students Connecting Through International Service ● Monitoring Report: Strategic Direction E Initiatives ● Contract ratifications ● Lobbyist contract approval ● Negotiation Strategies Meeting (closed session) 	Special Mtg – Election Canvassing (11/14/23) followed by Work Session <ul style="list-style-type: none"> ● World’s Best Workforce Results ● LRFM Budget Parameters ● LTFM Update ● Build a Better Future Referendum Result, Communication Plan Detailed Summary Regular Mtg (11/21/23) <ul style="list-style-type: none"> ● Student Performance: MGSH’s Chicago ● Student Board Representatives Report ● Superintendent’s Report ● FY23 Financial Audit Results presentation ● World’s Best Workforce Results ● Building a Better Future referendum results. communication plan summary ● Contract ratifications ● Negotiation Strategies Meeting (closed session) 	Work Session (12/5/23) <ul style="list-style-type: none"> ● Legislative Platform ● Enrollment Update Regular Mtg (12/12/23) <ul style="list-style-type: none"> ● Student Performance: Birch Grove choral or instrumental ● Student Board Representatives Report ● Superintendent’s Report ● Legislative Platform ● Final Levy/Truth in Taxation ● Contract ratifications ● Negotiation Strategies Meeting (closed session)
Board Self Gov.	<ul style="list-style-type: none"> ● Board PD Session ● Cabinet PD Session (on the calendar 1/16/24) 	Work Session <ul style="list-style-type: none"> ● Standing item: Board calendar review 	Work Session <ul style="list-style-type: none"> ● Board calendar review ● Board PD Session TBD 	Work Session <ul style="list-style-type: none"> ● Board calendar review 	Work Session <ul style="list-style-type: none"> ● Board calendar review 	Work Session <ul style="list-style-type: none"> ● Board calendar review
Sup Relations			Establish individual board member meetings process (frequency TBD)	Develop superintendent evaluation/goal setting process		
Public Engagement		<ul style="list-style-type: none"> ● Community informational meeting on safety and risk management 	<ul style="list-style-type: none"> ● Community informational meetings on referendum 	<ul style="list-style-type: none"> ● Community informational meeting on referendum 		

Osseo Area Schools

DRAFT Proposed Board of Education January-June 2024 Agenda/Calendar

	January	February	March	April	May	June
District Policy			<ul style="list-style-type: none"> Policy Committee Meeting (3/12/24) 			<ul style="list-style-type: none"> Policy Committee Meeting (6/11/24)
Op Oversight	<p>Organizational Meeting (1/9/24)</p> <ul style="list-style-type: none"> Election of board officers Board compensation Consent agenda (business, legal) Committee and Joint Board representatives Informational Items: Operating Protocols – Resolution and Agenda Setting <p>followed by</p> <p>Work Session</p> <ul style="list-style-type: none"> Monitoring Report: Strategic Direction D Initiatives <p>Professional Development (1/16/2024) Board & Cabinet</p> <ul style="list-style-type: none"> Restorative Session Listening Leader Book Equity and Inclusion Prof Development <p>Regular Mtg (1/23/2024)</p> <ul style="list-style-type: none"> Monitoring Report: Strategic Direction D Initiatives Summary Student Board Representatives Report Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (2/6/24)</p> <ul style="list-style-type: none"> Concurrence with AIPEC/AI Budget Review Monitoring Report C LRFP Budget Update FY 2024 Mid-Year Budget Update Address Disparities for BIPOC Students (Strategic Direction E) <p>Regular Mtg (2/20/24)</p> <ul style="list-style-type: none"> Student Board Representatives Report Monitoring Report C FY24 Budget Adjustments FY24 Capital Budget Approval Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (3/12/24) Cancelled</p> <p>PD – Board self-evaluation</p> <p>Regular Mtg (3/19/24)</p> <ul style="list-style-type: none"> Student Board Representatives Report Technology bid awards E-rate bid awards Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (4/9/24)</p> <ul style="list-style-type: none"> Monitoring report B <p>Regular Mtg (4/23/24)</p> <ul style="list-style-type: none"> Student Board Representatives Report Monitoring Report B District Planning Advisory Council (DPAC) Recommendations Insurance renewals ECMAC Recommendations Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (5/7/24)</p> <ul style="list-style-type: none"> George Floyd/RISE Update Board self-evaluation report and recommendations AI report <p>Regular Mtg (5/21/24)</p> <ul style="list-style-type: none"> Retiree recognition Student board rep recognition Termination of probationary teachers Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (6/11/24)</p> <ul style="list-style-type: none"> 2024-25 Budget Legislative Update (WS/IO) 10-Year LTFM Plan (RM/IO) Meeting (SM/closed session) Monitoring Report A <p>Regular Mtg (6/25/24)</p> <ul style="list-style-type: none"> 2024-25 Budget 10-year LTFM Plan Monitoring Report A Contract ratifications Negotiations Strategy Meeting (closed session)
Board Gov./ Self Gov.	<ul style="list-style-type: none"> Election of board officers/annual meeting (AR) 		<ul style="list-style-type: none"> Discussion of Board self-eval process- WS 	School board complete self-evaluation process		
Sup Relations	<ul style="list-style-type: none"> Mid-year Sup evaluation check-in (SM/Closed session, informal) 	<ul style="list-style-type: none"> Supt. Report BIPOC Advisory Committee Supt. Report: Partnerships-Community & Govt Agencies 	Supt Report: SRO Advisory Committee			School board conduct superintendent evaluation; report out (summary) at July meeting

Public Engage- ment	• Monitoring Report D: Family & Comm Eng. measurable outcome rubric (Vision Card) (WS & RM/IO)					
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