

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, May 6, 2025 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
Thomas Brooks, Board Vice Chair
2. 6:05 p.m. Check in
Dr. Kim Hiel, Superintendent
3. 6:10-6:45 p.m. Attendance Boundaries Update 2
Kay Villella, Executive Director of Community Relations and John Morstad, Executive Director of Finance and Operations
4. 6:45-8:15 p.m. Monitoring Report C & D 55
Dr. Bryan Bass, Asst. Supt. Equity & Achievement; Kay Villella, Exec. Dir of Community Relations; Yvonne Shorts Lind, Exec. Dir of HR; Dr. Jill Kind, Director-Learning & Achievement; Coordinators-Data & Assessment Jenna Johnshoy-Aarestad and Tom Watkins
5. 8:15 p.m. Adjournment
Thomas Brooks, 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."

Update on attendance boundary change process

May 6, 2025

Why attendance boundaries need changing

- ▶ Enrollment and Capacity Management Advisory Committee's (ECMAC) most recent reports have detailed that a significant enrollment imbalance exists and that it should be addressed.
- ▶ ECMAC's work helped to form 2023's *Building a Better Future* referendum.
 - A new elementary school and additions to Maple Grove Senior High School were approved to address space constraints.

Why attendance boundaries need changing

- ▶ In 2023, it was additionally noted that attendance boundary changes were needed no matter the outcome of the election.
- ▶ With the approval, again, facility space will help to address growth needs. This limits attendance boundary changes to elementary and middle schools, and impacts fewer families.

Timeline

- ▶ Late July 2024: Core Team first meets
- ▶ September 2024: Community engagement on potential parameters.
- ▶ October thru December 2024: Scenarios developed based on parameters.
- ▶ January/early February 2025: Community engagement on four scenarios.
- ▶ Late February 2025: Community feedback reviewed. Adjustments considered.
- ▶ March 2025: Community engagement on two scenarios.
- ▶ April 2025: Community feedback reviewed. Adjustments considered.
- ▶ May 2025: School board review (May 6) and vote (May 20).

Communication goals

- ▶ Provide clear, comprehensive communication that is timely and easily accessible.
- ▶ Ease anxiety with communication that reflects the district's care and concern for staff, students and parents/caregivers.
- ▶ Create opportunities for audiences to share their thoughts and ask questions.
- ▶ Minimize misinformation by immediately correcting and clarifying any.
- ▶ Maintain students enrolled in the district.
- ▶ Ensure widespread community understanding.

Community engagement by the numbers

- ▶ Parameters ThoughtExchange: 2,989 Participants, 1,528 Thoughts, 36,832 Ratings
- ▶ 25 families at Jan. 15 meeting, 75 livestreaming/current 491
- ▶ 58 families at Jan. 23 meeting , 24 livestreaming/current 306
- ▶ 20 Families at March 4 meeting, 6 livestreaming/current 112
- ▶ 15 Families at March 19 meeting, 6 livestreaming/current 84
- ▶ 60,271 views to the boundaries website since Jan. 14
- ▶ 175 emails to BetterFuture@district279.org
- ▶ 19 phone calls to 763-391-8990

A word cloud featuring various terms in different colors and sizes. The most prominent words are 'travel', 'together', 'rides', 'neighborhood', 'sizes', 'proximity', 'class', 'distance', 'community', 'friend', 'time', 'building', 'open', 'diversity', 'disruption', 'location', 'bus', 'close', 'safety', 'middle', 'high', and 'enrollment'.

Community-built parameters established and shared

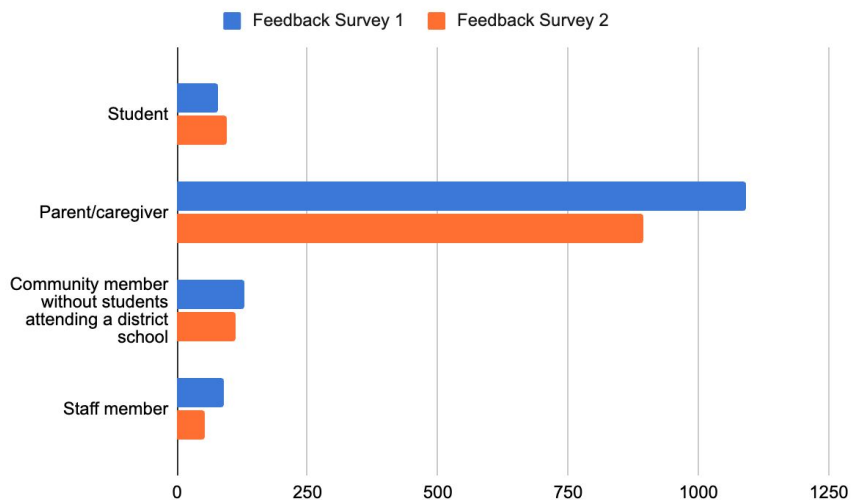
As possible scenarios are developed and then edited, the following community-built parameters will guide the process:

- ▶ Center our core values: honor and integrity, belonging, inclusion, innovation and excellence, transparency and intrinsic value.
- ▶ Ensure scenarios can function in our system, including but not limited to: transportation; building utilization and capacity; enrollment (current and future); teaching/learning program offerings; and financial costs.
- ▶ Ensure scenarios have longevity in our system.
- ▶ Follow the teacher/student class targets established by the school board
- ▶ Consider the number of students impacted for each scenario.
- ▶ Consider the student demographics of each scenario.

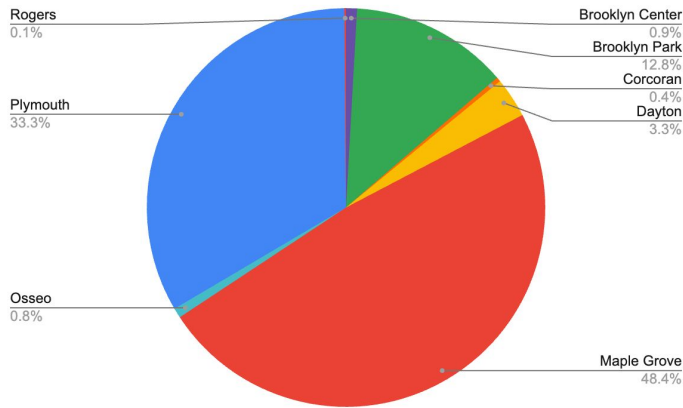
Community-built parameters established and shared

- ▶ Consider connecting more schools from level to level.
- ▶ Keep neighborhoods intact as much as possible.
- ▶ Minimize non-contiguous/non-adjoining areas.
- ▶ Maintain 0.8 elementary and 1.0 secondary transportation service areas.
- ▶ Maintain safety standards in regard to bus routing (avoiding major roadways, etc.).
- ▶ Avoid lengthy travel time on buses.
- ▶ Comply with state laws, school board policy and negotiated agreements.

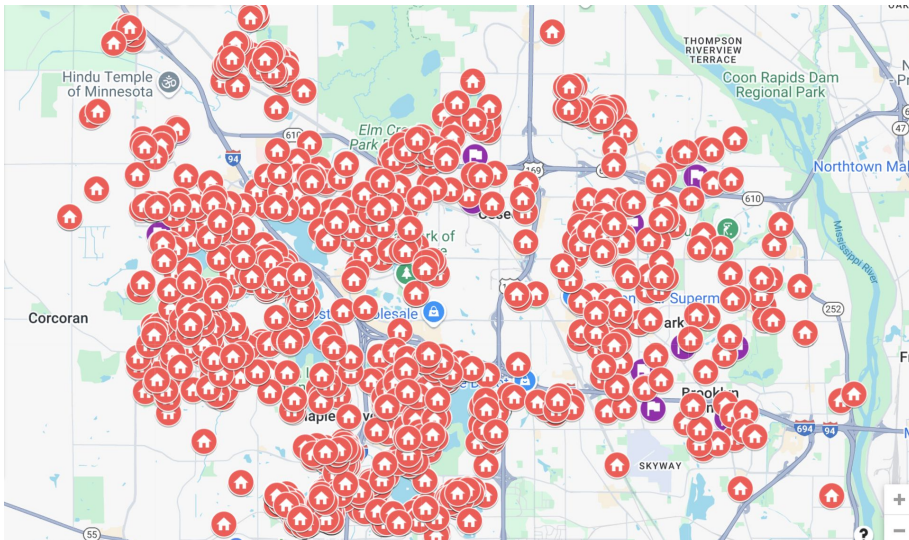
Participation by affiliation for each survey



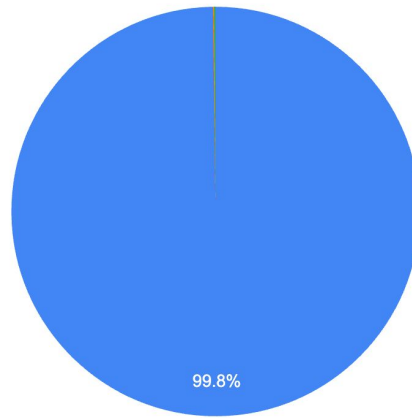
Participation by city for both surveys



Mapping feedback: January example

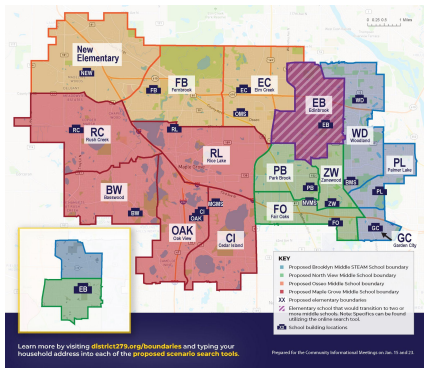


Participation by language for both surveys

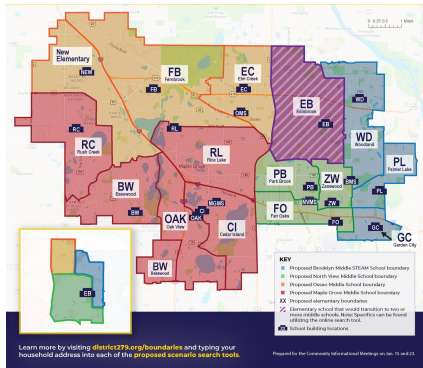


- English
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- Tiếng Việt
- Español

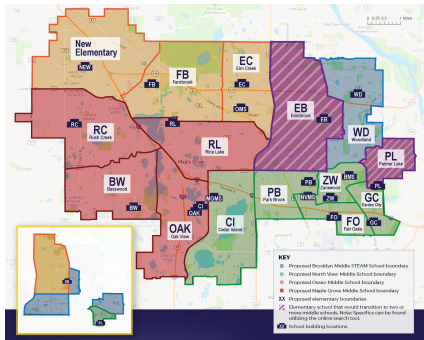
Scenario 1



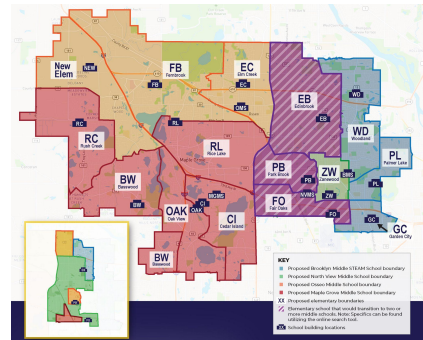
Scenario 2



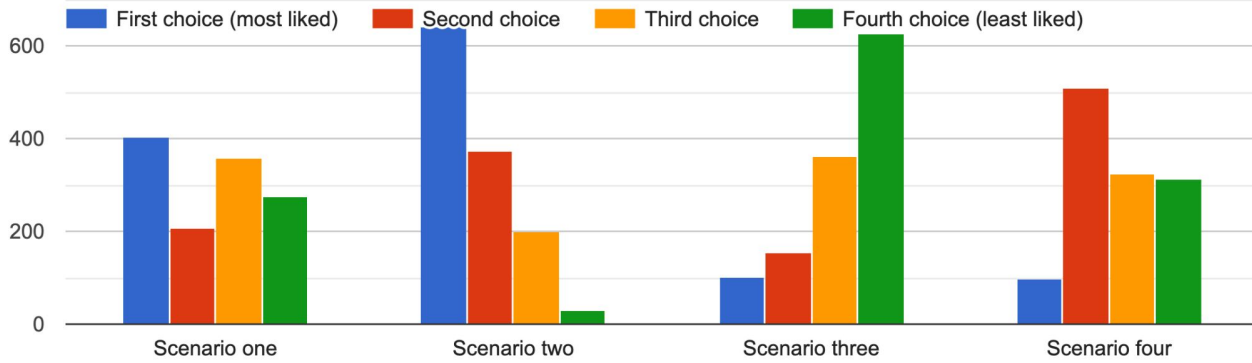
Scenario 3



Scenario 4

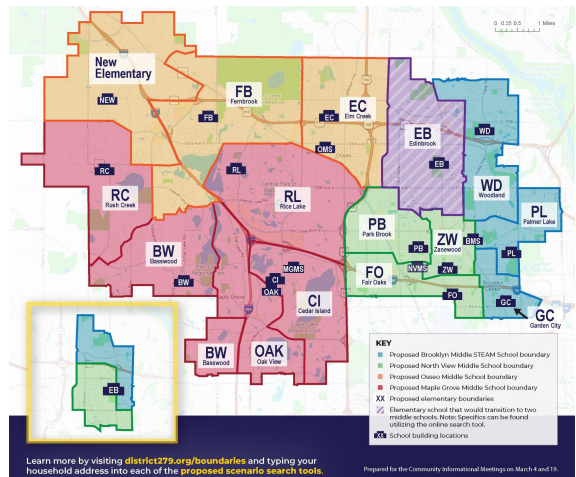
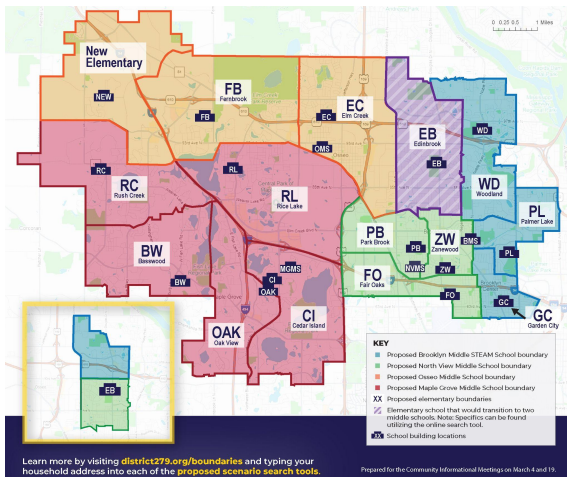


Preference on Scenarios 1-4



Scenario 1A

Scenario 2A



Learn more by visiting district279.org/boundaries and typing your household address into each of the proposed scenario search tools.

Prepared for the Community Informational Meetings on March 4 and 19.

Learn more by visiting district279.org/boundaries and typing your household address into each of the proposed scenario search tools.

Prepared for the Community Informational Meetings on March 4 and 19.

Special consideration for 5th, 8th

- ▶ A lot of the Jan. 14-Feb. 7 community feedback requested phasing-in or special considerations be made to certain grades.
- ▶ The Core Team and Cabinet agreed to offer special considerations for fifth and eighth grade students in the 2026-27 school year.
 - Can maintain enrollment at current school if provide transportation.

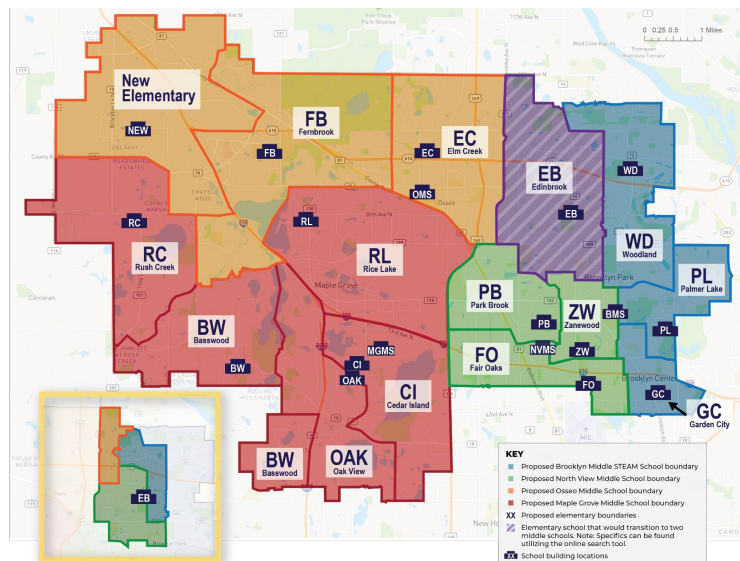
Preference on Scenario 1A



Preference on Scenario 2A



Amended Scenario 2A - Final Recommendation



Next steps

- ▶ Update shared
- ▶ Fine tuning
 - Special education school assignments
 - Transportation routing
 - One elementary school, in particular, will have an earlier start and end time to better accommodate busing
- ▶ School staffing process
- ▶ Goal to ensure all are informed and warmly welcomed

Concluding thoughts

- ▶ The participation numbers show that our community strongly engaged in this process, and appreciated the opportunity to share their ideas and thoughts.
- ▶ Amended Scenario 2A - Final Recommendation – has been built in partnership with our community and is thus unanimously supported by both the Core Team and Cabinet.

Let's close the loop

- ▶ What's still unclear?
- ▶ What do you need to feel fully equipped?
- ▶ What would strengthen our shared communication?

Attendance boundary change process: Final report

May 2025

Executive Summary: *This report describes why attendance boundaries needed changing, the process to create proposals, community feedback, descriptions of edits and the final recommended scenario. The appendix additionally highlights each impacted school's current and proposed boundaries and the latest frequently asked questions that are available to view online at district279.org/boundaries.*

It's been more than 15 years since our district has made attendance boundary changes of this scale. Understandably, many of our community member's house purchasing and rental decisions are based on school assignments so by no means are there any intentions of making more frequent changes. However, it's come to the point where adjustments need to be made at Osseo Area Schools.

The district's Enrollment and Capacity Management Advisory Committee (ECMAC) helped to determine the need for this change. The team's updates over the last several years detailed that a significant student enrollment imbalance exists and that it needs to be addressed. Specifically, there is significant growth in the northwest portions of the district. Future housing and redevelopment are expected in these same areas. In addition, there are also some district schools under capacity.

ECMAC's research helped to establish the plan for the 2023 bond referendum. During the informational campaign it was shared that attendance boundaries would change regardless of the outcome of the election. Parameters would, however, be adhered to more if it were to pass and high school attendance boundaries would not need to change because of gained space.

Fortunately, the community supported the bond request on Nov. 7, 2023. The Cabinet team met in the summer of 2024 to establish a Core Team to assist with the change process. This team, made up of staff and union representatives throughout the district, studied data, worked through possible scenarios and created a process for our community to engage in. They followed school board policy and procedure along the way: 725: [Policy](#); 558: [Policy](#) and [Procedure](#).

With community engagement prioritized, there were three distinct times for our community – staff, students, parents/caregivers and our greater community – to share their feedback. The first was in September when it was asked what parameters should be considered during the change process; the second was in January when four proposed scenarios were presented; and the third was in March when two updated scenarios were presented. During these engagement opportunities, many positive comments were shared by community members on how heard and valued they felt. They appreciated the opportunities to share their thoughts, and trusted the structure of the change process.

Based on the community-built parameters and community feedback, the Core Team and Cabinet unanimously recommend Amended Scenario 2A - Final Recommendation as the new attendance boundaries beginning in fall 2026 and onward. Amended Scenario 2A - Final Recommendation began as Scenario 2 in January, it gained a few tweaks before its debut as 2A in March. At this time, two additional

edits are suggested based on the community's final feedback in March, thus being renamed Amended Scenario 2A - Final Recommendation.

More information on the process, feedback results and next steps can be found through the rest of this report.

Key dates related to the process

- Summer 2024: Cabinet discussed the Core Team for Attendance Boundary Change Process. Specifically the makeup of the group and plan for the months ahead.
- July 2024 and onward: Core Team first held meeting July 24. Meetings picked up again Sept. 9 and took place every other week (except for January).
- September 2024: Website created at district279.org/boundaries. Content has included: updates, timeline, community-built parameters, answers to FAQ, RSVP for meetings, online feedback form and hotline contacts.
- Sept. 10-Oct. 9: Community input on considerations for creating proposals.
- Jan. 14, 2025: Proposed scenarios shared with map search tool. Community input opened and welcomed until Feb. 7.
- Jan. 15 and 23, 2025: Community Informational Meetings held. Started with a half hour presentation then moved to small group conversations with a facilitator and notetaker.
- Jan. 28 through February: Core Team and Cabinet review feedback, which includes comments received from Community Informational Meetings, online form and hotlines.
- Feb. 20, 2025: Updated scenarios shared with map search tool. Community input opened and welcomed until March 21.
- March 4 and 19, 2025: Community Informational Meetings held. Started with a half hour presentation then moved to small group conversations with a facilitator and notetaker.
- March 21 through April: Core Team and Cabinet review feedback, which includes comments received from Community Informational Meetings, online form and hotlines.
- May 2025: Final recommended scenario presented.

Board-specific connections

- Fall 2023: Mentioned as part of *Building a Better Future, Phase II* informational campaign
- Nov. 21, 2023: Mentioned as next step in *Building a Better Future, Phase II* reflection presentation
- Sept. 10, 2024: Process noted at work session
- Nov. 12, 2024: Process reiterated at work session
- Early January 2025: Meetings to preview scenarios
- Jan. 14: Email on the first round proposals being posted online, feedback opportunities, key messages and other helpful resources
- Jan. 15: Community Informational Meeting
- Jan. 15: Email reminder on ways to provide feedback
- Jan. 23: Community Informational Meeting
- Jan. 31: Email on in-district transfer and CCA changes
- Feb. 7: Email on additional in-district transfer notes
- Feb. 13: Email on first-round feedback
- Late February: Meetings to preview scenario updates
- Late April: Meetings to preview final report

- May 6: Final report at work session
- May 20: Final school board decision

Communication plan

Communication-wise our goals were to provide clear, comprehensive communication that was timely and easily accessible; ensure widespread community understanding; and minimize misinformation. The strategies to reach these goals were sharing regular updates in varying modalities and offering ways to engage in the change process. Additionally, any questions received were expected to have a quick response back. See the full [communication plan](#) for further details.

Community feedback

Overall numbers:

- Parameters ThoughtExchange: 2,989 Participants, 1,528 Thoughts, 36,832 Ratings
- 25 families at Jan. 15 meeting with 75 livestreaming (current views: 491)
- 58 families at Jan. 23 meeting with 24 livestreaming (current views: 306)
- 20 Families at March 4 meeting with 6 livestreaming (current views: 112)
- 15 Families at March 19 meeting with 6 livestreaming (current views: 84)
- 60,271 views to the boundaries website since Jan. 14
- 175 emails to BetterFuture@district279.org
- 19 phone calls to 763-391-8990
- 0.2% Participated in an engagement opportunity in a different language

Community engagement opportunity one (Sept. 10-Oct. 9): Parameters established

A ThoughtExchange question was posed to our community: “What should be considered as our community works to create new attendance boundaries at the elementary and middle school levels?”

Nearly 3,000 participants shared their thoughts. The topics most frequently mentioned were:

- Student social networks and neighborhood schools, including middle to high school alignment
- Minimizing disruption
- Proximity to school and transportation efficiency
- Class size
- Future housing developments
- Diversity and equity
- Safety considerations (roadways, etc.)
- Open enrollment



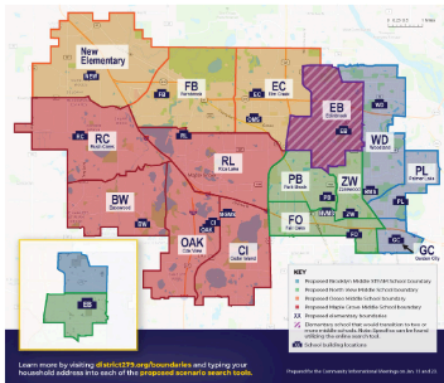
The following community-built parameters were created as a result of this engagement. The Core Team then used these parameters to help create scenarios and consider edits.

- Center our core values: honor and integrity, belonging, inclusion, innovation and excellence, transparency and intrinsic value.
- Ensure scenarios can function in our system, including but not limited to: transportation; building utilization and capacity; enrollment (current and future); teaching/learning program offerings; and financial costs.
- Ensure scenarios have longevity in our system.
- Follow the teacher/student targets established by the school board.
- Consider the number of students impacted for each scenario.
- Consider the student demographics of each scenario.
- Consider connecting more schools from level to level.
- Keep neighborhoods intact as much as possible.
- Minimize non-contiguous/non-adjointing areas.
- Maintain 0.8 elementary and 1.0 secondary transportation service areas.
- Maintain safety standards in regard to bus routing (avoiding major roadways, etc.)
- Avoid lengthy travel time on buses.
- Comply with state laws, school board policy and negotiated agreements.

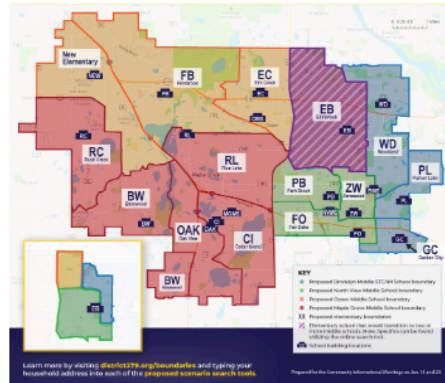
Community engagement opportunity two (Jan. 14-Feb. 7): Four scenarios proposed

The Core Team talked through several possible scenarios late fall. These were whittled down to four that most closely aligned to the community-built parameters – [Scenario 1](#), [Scenario 2](#), [Scenario 3](#) and [Scenario 4](#). Of these four, some adhered to certain parameters more strongly than others. This second community engagement opportunity was a great way for the Core Team and Cabinet to see which parameters were most important to our community.

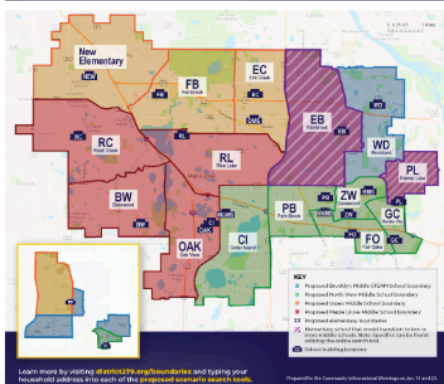
Scenario 1



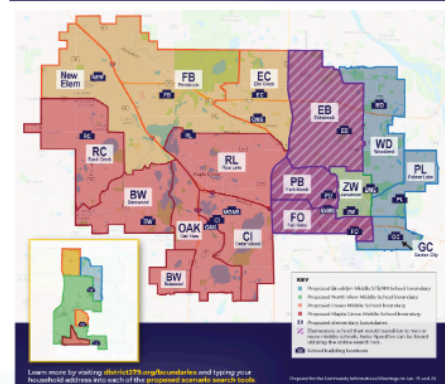
Scenario 2



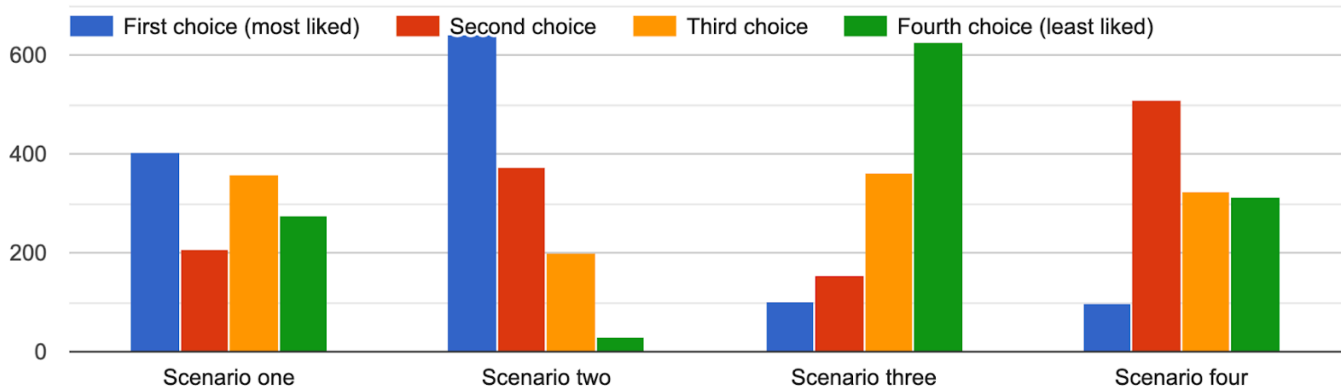
Scenario 3



Scenario 4



All in all, community members favored scenario two fairly strongly, while scenario three was least liked with similar strength. Scenarios one and four were consistently in the middle, but the feedback on scenario four was a bit stronger on the lack of longevity.



Community’s scenario preference from most liked to least liked (AI-generated)

- Scenario 2 (Most liked)
- Scenario 1
- Scenario 4
- Scenario 3 (Least liked)

Community’s pros and cons of each scenario (AI-generated)

Scenario 1

Pros:

- Geographical cohesion: Many community members appreciated that Scenario 1 keeps neighborhoods together and maintains geographical cohesion.
- Long-term solution: This scenario is seen as a sustainable, long-term solution that avoids the need for frequent boundary changes.
- Community feel: It fosters a neighborhood school atmosphere, which is valued by many parents.
- Efficient transportation: The boundaries are clear and efficient, potentially reducing transportation costs.

Cons:

- High impact: Scenario 1 impacts a large number of students, causing significant disruption to many families.
- Splitting communities: Some feedback indicated that this scenario splits certain communities, particularly those near Cedar Island and Maple Grove Middle School.
- Safety concerns: There are concerns about students having to cross busy roads or travel longer distances.

Scenario 2

Pros:

- Least disruptive: Scenario 2 is favored for impacting the fewest number of students, minimizing disruption.
- Sustainable: It is seen as a long-term solution that will not require boundary changes in the near future.
- Maintains community: This scenario keeps many neighborhoods and communities intact, preserving social connections.

- Efficient use of resources: It maximizes the use of school capacities and transportation services.

Cons:

- Geographical challenges: Some feedback mentioned that the boundaries in Scenario 2 are less geographically cohesive compared to Scenario 1.
- Splitting schools: There are concerns about certain elementary schools being split into multiple middle schools, which could affect community cohesion.

Scenario 3

Pros:

- Logical boundaries: Some community members appreciated the logical and clear boundaries in Scenario 3.
- Efficient transportation: This scenario is seen as efficient in terms of transportation routes and costs.

Cons:

- High impact: Scenario 3 impacts the highest number of students, causing significant disruption.
- Geographical inconsistencies: There are major concerns about students being assigned to schools far from their homes, particularly those near Maple Grove Middle School being assigned to North View Middle School.
- Community disruption: This scenario is seen as highly disruptive to established communities and social connections.
- Safety concerns: Increased travel distances and crossing busy roads are significant safety concerns.

Scenario 4

Pros:

- Least immediate impact: Scenario 4 impacts the fewest number of students in the short term, providing a temporary solution.
- Maintains community: It keeps many neighborhoods and communities intact, preserving social connections.

Cons:

- Short-term solution: This scenario is seen as a temporary fix that will require boundary changes again in a few years, causing future disruption.
- Inefficiency: There are concerns about the inefficiency of having to revisit boundary changes so soon.
- Geographical challenges: Similar to Scenario 2, there are concerns about the geographical cohesion of the boundaries.

Community's most mentioned geographic areas or neighborhoods (AI-generated)

- Cedar Island:
Summary: Many community members expressed concerns about the impact of boundary changes on Cedar Island, particularly regarding the reassignment to different middle schools and the disruption to established communities.
- Maple Grove Middle School:
Summary: Feedback highlighted issues related to students living near Maple Grove Middle School being reassigned to other middle schools, which would increase travel distances and disrupt social connections.
- Basswood:

Summary: There were significant mentions of Basswood, with parents emphasizing the importance of keeping their children at Basswood Elementary due to its reputation and the established relationships with staff and peers.

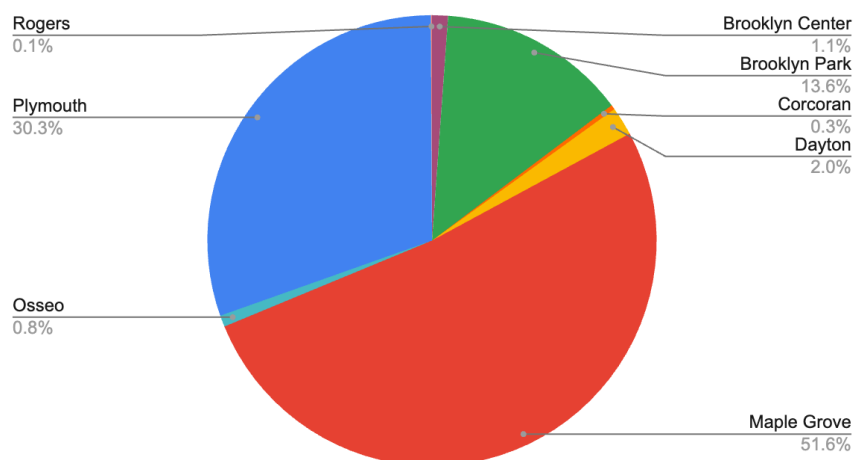
- East Fish Lake Road:

Summary: Concerns were raised about the safety and accessibility of schools for students living near East Fish Lake Road, particularly regarding the need to cross busy roads to reach their assigned schools.

- Jonquil Way:

Summary: Community members living on Jonquil Way expressed a preference for attending schools that are closer to their homes to avoid long travel distances and ensure safer routes to school.

About 82% of the feedback came from the cities of Maple Grove (52%) and Plymouth (30%). Maple Grove is, however, representative of the number of students who attend our schools (42% of Osseo Area Schools students reside in Maple Grove). Seeing an underrepresentation from Brooklyn Park and Brooklyn Center, additional reaches were made to elementary and middle school families in these two cities, including tables at conferences, flyers in backpacks and distributed at pick up/drop off times, and in school e-newsletters. Some increases were seen as a result of these efforts.



Community engagement opportunity three (Feb. 28-March 1): Two updated scenarios shared

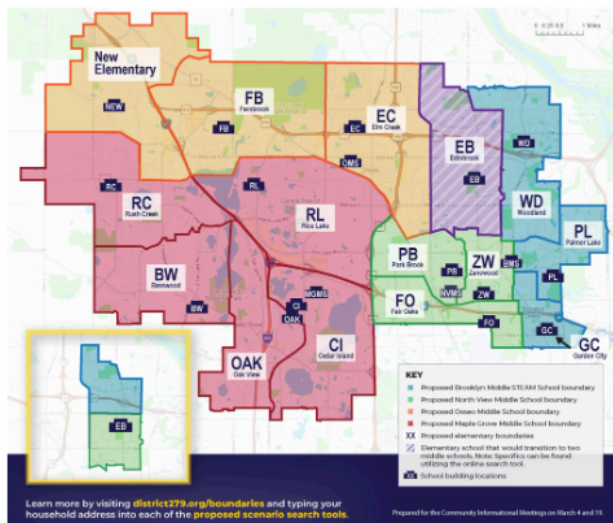
Based on the community feedback from Jan. 14-Feb. 7, Scenarios 1 and 2 were moved forward with some tweaks. The tweaks included:

- Scenario 1 tweaks
 - Balancing capacity between buildings to include current in-district transfers and current open enrollment students.
 - Shifting Fernbrook Elementary School’s boundary further west.
 - Adjustments to Elm Creek and Edinbrook Elementary Schools boundaries to account for future development.
 - Reduce Woodland Elementary School’s boundary to balance capacity for in-district transfer and open enrollment students.
- Scenario 2 tweaks
 - Balancing capacity between buildings to include current in-district transfers and current open enrollment students.

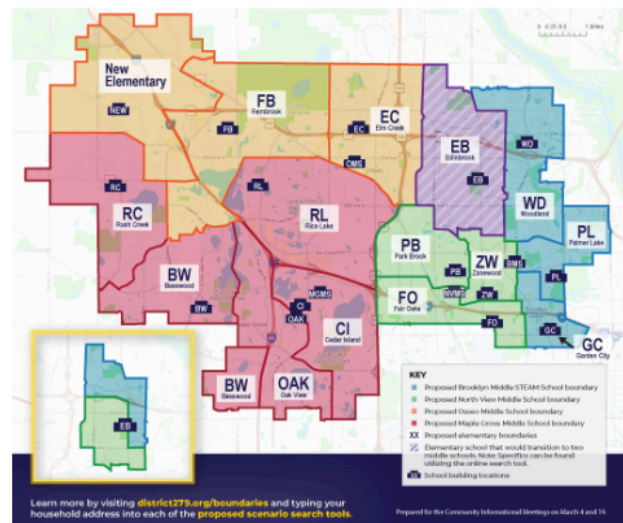
- Adjustments to Elm Creek and Edinbrook Elementary Schools boundaries to account for future development.
- Reduce travel distance to the new elementary by shifting the southern area back to Fernbrook Elementary School.
- Reduce Woodland Elementary School’s boundary to balance capacity for in-district transfer and open enrollment students.

The updated scenarios were presented as: [Scenario 1A](#) and [Scenario 2A](#). It was noted that these weren’t exactly the same as the previous Scenario 1 and Scenario 2.

Scenario 1A



Scenario 2A



All in all, Scenario 2A was by far most liked, which impacts fewer students and is more efficient for our school system – most notably transportation.

Community’s pros and cons of each scenario (AI-generated)

Scenario 1A

Pros:

- Neighborhood Cohesion: Keeps neighborhoods together, avoiding splitting communities.
- Proximity to Schools: Ensures students attend schools closest to their homes, enhancing walkability and reducing travel times.
- Logical Boundaries: Creates clear and contiguous boundaries, making it easier to understand and manage.
- Transportation Efficiency: Optimizes bus routes and minimizes travel times, reducing transportation costs.

Cons:

- Higher Impact on Students: Affects approximately 600 more students compared to Scenario 2A, leading to more disruptions for families.
- Disruption to Established Relationships: Forces more students to change schools, potentially impacting their social and academic stability.
- Concerns About School Quality: Some families are worried about moving to schools with lower ratings and less established positive experiences.

- Increased Travel Distance: In some cases, students may have to travel further to attend their new schools, crossing major highways and busy streets.

Scenario 2A

Pros:

- Lower Impact on Students: Affects approximately 600 fewer students, minimizing disruptions for families and maintaining stability for more students.
- Neighborhood Integrity: Keeps neighborhoods intact, avoiding scenarios that split communities and disrupt social networks.
- Proximity and Safety: Maintains proximity to schools and avoids major highways, enhancing safety and convenience for students.
- Transportation Efficiency: Provides efficient transportation routes, minimizing travel times and reducing costs.
- Maintains Established Relationships: Allows more students to stay at their current schools, preserving established social and academic relationships.

Cons:

- Non-Contiguous Boundaries: Creates some non-contiguous areas, which may be confusing and harder to manage.
- Potential Overcrowding: Concerns about the capacity of certain schools, such as Rice Lake and MGMS, and whether they can handle the number of students assigned to them.
- Concerns About School Quality: Similar to Scenario 1A, some families are worried about moving to schools with lower ratings and less established positive experiences.

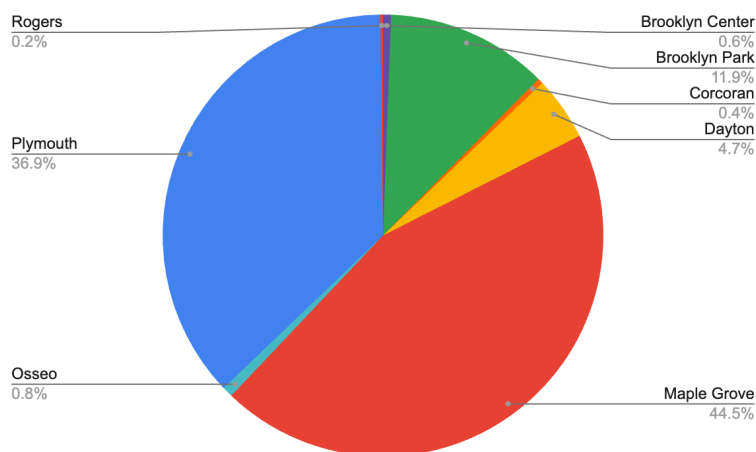
Community's most mentioned geographic areas or neighborhoods (AI-generated)

- Lake Camelot Estates:
Concerns: Families in this area are worried about being rezoned and losing the ability to attend Basswood Elementary, which was a key factor in their decision to move to the area.
Mentions: Multiple comments highlight the importance of minimizing the impact on students and families in Lake Camelot Estates.
- Park Brook Neighborhood:
Concerns: Residents prefer Scenario 1 as it keeps their children attending Park Brook Elementary, which is within walking distance and avoids crossing major highways.
Mentions: Several comments emphasize the importance of maintaining walkability and neighborhood continuity.
- Plymouth Basswood Section:
Concerns: Families are concerned about the negative impacts of changing schools, including anxiety, depression, and social/academic setbacks. They strongly advocate for keeping the Plymouth Basswood section at Basswood Elementary.
Mentions: Numerous comments highlight the importance of minimizing the number of impacted students and maintaining the current school assignments.
- Sundance Developments:
Concerns: There is a strong preference for including the Sundance developments in the new elementary school zone to keep current kids and friends together.
Mentions: Multiple comments emphasize the importance of maintaining social networks and minimizing disruptions.
- Rice Lake Area:

Concerns: Families are worried about the total enrollment number at Rice Lake and whether the school capacity is being addressed completely. They suggest making the zone smaller to match the building's capacity.

Mentions: Several comments express concerns about overcrowding and the need for accurate capacity planning.

Again, about 82% of the feedback came from the cities of Maple Grove (45%) and Plymouth (37%). Additional communication efforts were once again made to Brooklyn Park and Brooklyn Center.



A lot of the Jan. 14-Feb. 7 community feedback requested phasing-in or special considerations be made to certain grades. Even though [school board Procedure 558](#) prohibits the district from offering in-district transfer to impacted schools during attendance boundary transition years, the Core Team and Cabinet agreed to offer special considerations for fifth and eighth grade students in the 2026-27 school year. These students will have the opportunity to maintain enrollment at their currently assigned school. If families with fifth and eighth graders decide to stay at their current school, transportation will be the responsibility of the family. This new opportunity was presented during the Feb. 28-March 21 community feedback opportunity.

Final scenario based on feedback

Based on community feedback from Feb. 28-March 21, Scenario 2A was the final scenario chosen by both the Core Team and Cabinet. Two edits were discussed and have been incorporated into the final recommended scenario that is being called Amended Scenario 2A - Final Recommendation. The two tweaks included are:

- The very northwestern part of Edinbrook's boundary will switch to Osseo Middle School.
- The Sundance neighborhood will go to Fernbrook Elementary School.

Full feedback results

Jan. 14-Feb. 7

- Quantitative: [Charts from online form and small group form](#)
- Qualitative: [Online form comments](#)
- Qualitative: [Small group form comments](#)

Feb. 28-March 21

- Quantitative: [Charts from online form and small group form](#)

- Qualitative: [Online form comments](#)
- Qualitative: [Small group form comments](#)

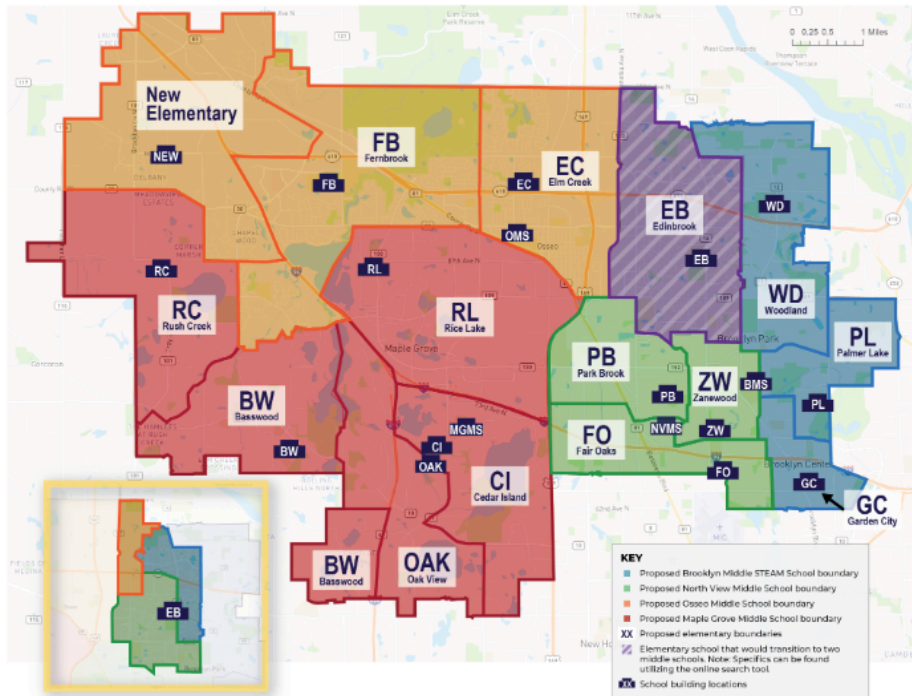
More about Amended Scenario 2A - Final Recommendation

Approximately 2,000 elementary and middle school students would be impacted by this scenario, which is about 320 fewer than January’s proposal and 120 fewer than the March proposal. Some of the strengths of this scenario are its low number of changes, functionality in our system, including efficiencies with building use and transportation services, elimination of non-adjointing geographic areas and an improved feeder-like structure as students would move with classmates from elementary to middle school. This scenario would last for the foreseeable future.

Scenario 2A - Final Recommendation updates include two changes from Scenario 2A:

- Moving Fernbrook’s northwest boundary from Rush Creek Parkway further west to follow the natural path of Rush Creek in order to keep all families in the Sundance Woods neighborhood at the same school.
- Shift Osseo Middle School boundary north of Hwy 610 further east to match the Osseo Senior High School boundary.

Amended Scenario 2A - Final Recommendation



Elementary school:

- Neighborhoods would remain mostly intact as more natural barriers – major roadways, parks, creeks and lakes – are utilized.
- All but one school building (OAK) would be within their own attendance boundary. This means students closest to each school would be able to attend and potentially walk there.

Middle school:

- The non-adjointing geographic areas that currently exist near North View Middle School would be eliminated.
- All but one school building (BMS) would be within their own attendance boundary. This means students closest to each school would be able to attend and potentially walk there.

Please see the appendix for details on how each school is impacted by Amended Scenario 2A - Final Recommendation.

Additionally, as noted in the community-built parameters, specific groups of students were looked at for all presented scenarios. In all cases, including this final recommended scenario, the racial demographics of schools do not change more than 5% in the majority of cases. This is important to note as our district is racially isolated according to the state of Minnesota's definition. In essence, our district isn't creating any additional racially identifiable schools – again per the state of Minnesota's definition.

Next steps once new attendance boundaries are approved

Once approved, an update will be shared with families, staff and community members. Some of these audiences will hear further updates as fine tuning work will need to take place with special education school assignments and transportation routing. One elementary school, in particular, will likely have an earlier start and end time to better accommodate busing (move from tier four to tier three).

A school staffing process will also kick off. School staff are still needed to service our students throughout the district, but they too will need to be balanced. This means some staff will be transferring to other district schools to address student educational needs and support alongside the new attendance boundaries. The district will follow the processes set forth on our labor contracts.

Please know our goal is to ensure families and staff are informed and warmly welcomed as they start their new journeys in fall 2026. Every effort will be made to help make this possible.

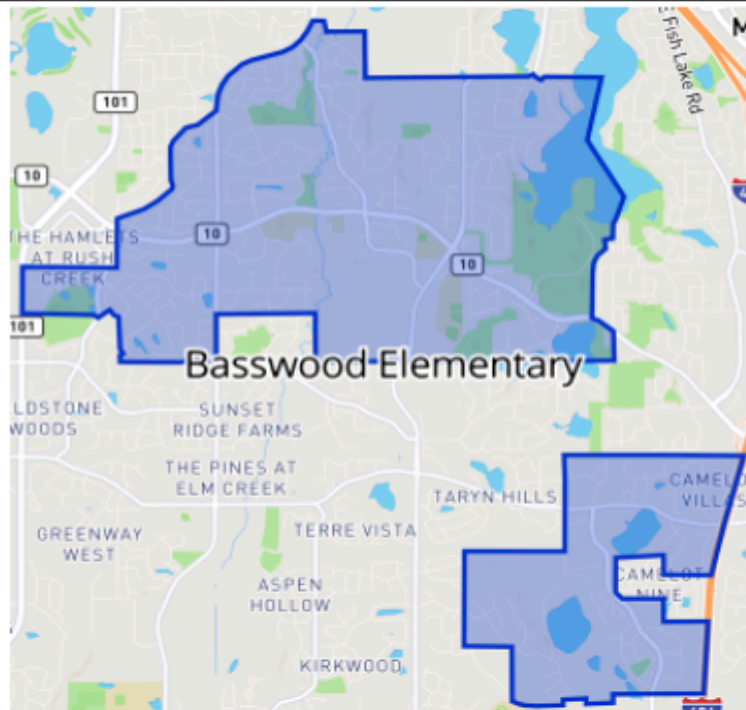
Conclusion

Changing attendance boundaries is one of the most challenging projects a school district undertakes. The participation numbers show that our community strongly engaged in this process, and appreciated the opportunity to share their ideas and thoughts. Several community comments were received about how well this change process was organized and that they genuinely felt heard and valued. In conclusion, the final scenario – Amended Scenario 2A - Final Recommendation – has been built in partnership with our community and is thus unanimously supported by both the Core Team and Cabinet.

Appendix

Basswood Elementary School

Current Boundary:

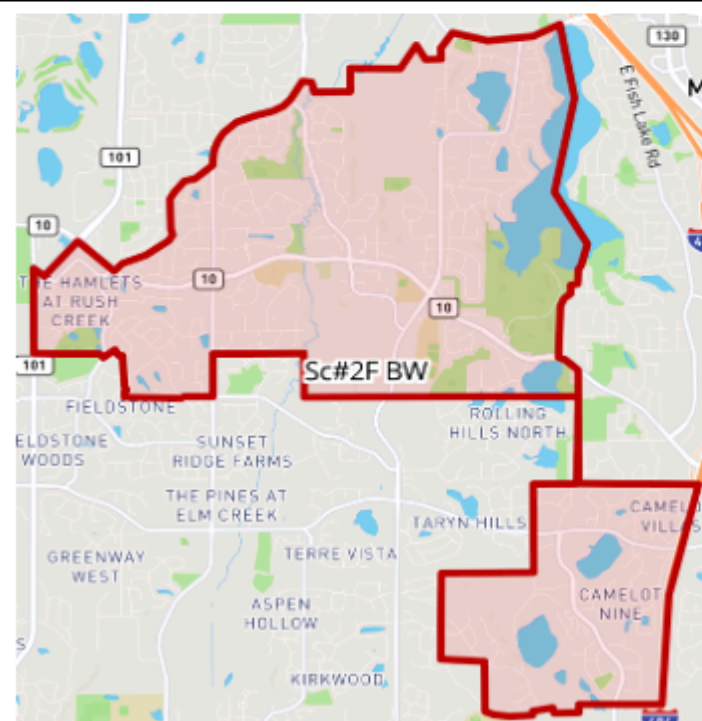


2024-25 enrollment:
842 students

2025-26 projected enrollment:
830 students

Building Capacity (2025):
1,026 students

Recommended Boundary:



2026-27 projected enrollment:
800-850 students

Building Capacity (2027):
961 students

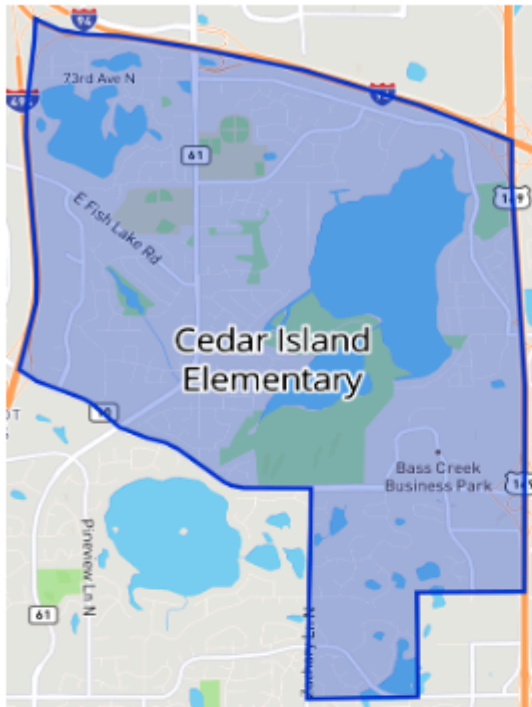
Summary:

Basswood boundary changes are generally very minimal. In the southern section, the Camelot neighborhood that had gone to Oakview will be added to Basswood.

In the northern section, the area west of I-94 that went to Rice Lake is now part of the Basswood area.

Cedar Island Elementary School

Current Boundary

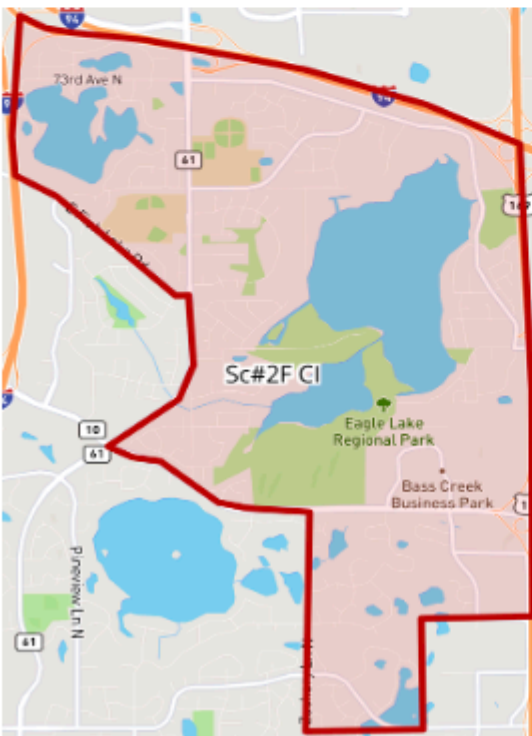


2024-25 enrollment:
480 students

2025-26 projected enrollment:
485 students

Building Capacity (2025):
513 students

Recommended Boundary



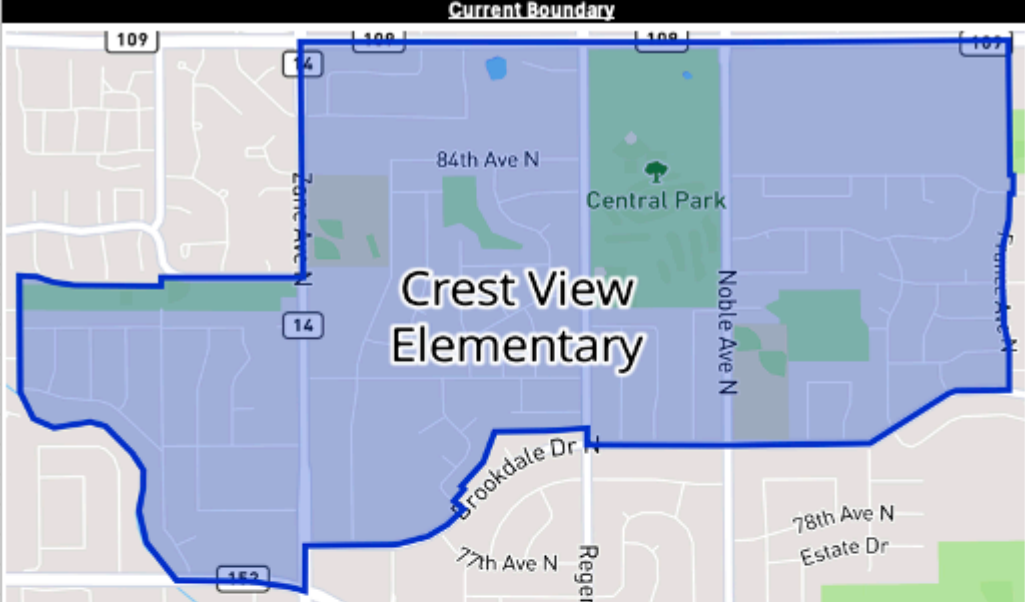
2026-27 projected enrollment:
350-400 students

Building Capacity (2027):
513 students

Summary:

The main change to Cedar Island was giving the area west of E. Fish Lake Road and Hemlock to Oakview to create a walk area for those residents to Oakview.

Crest View Elementary School



The map shows the current boundary of Crest View Elementary School, outlined in blue. The school's name is prominently displayed in the center. The boundary is bounded by 109th Ave N to the north, 152nd Ave N to the south, and 14th Ave N to the west. To the east, the boundary follows Noble Ave N and then turns south along 77th Ave N. Key landmarks include Central Park and several residential streets: 84th Ave N, Brookdale Dr, 77th Ave N, Reger, 78th Ave N, and Estate Dr. The map also shows surrounding areas with different colors and street grids.

2024-25 enrollment:
195 students

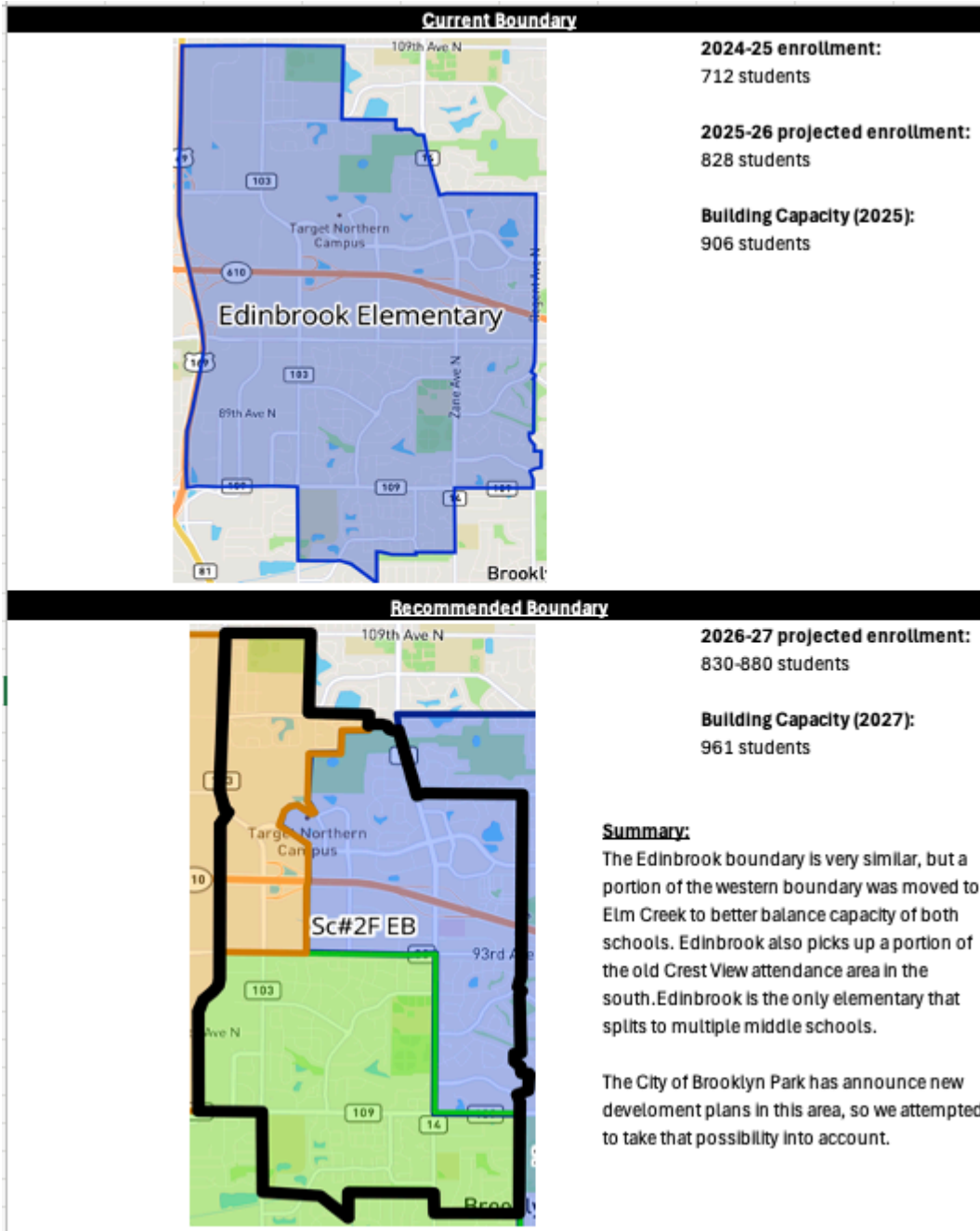
Building Capacity (2025):
448 students

Summary:
Crest View Elementary was selected as the elementary school that would be repurposed into other uses. Starting in the fall of 2025, the Crest View attendance area will be distributed to Edinbrook, Woodland and Zanewood elementaries.

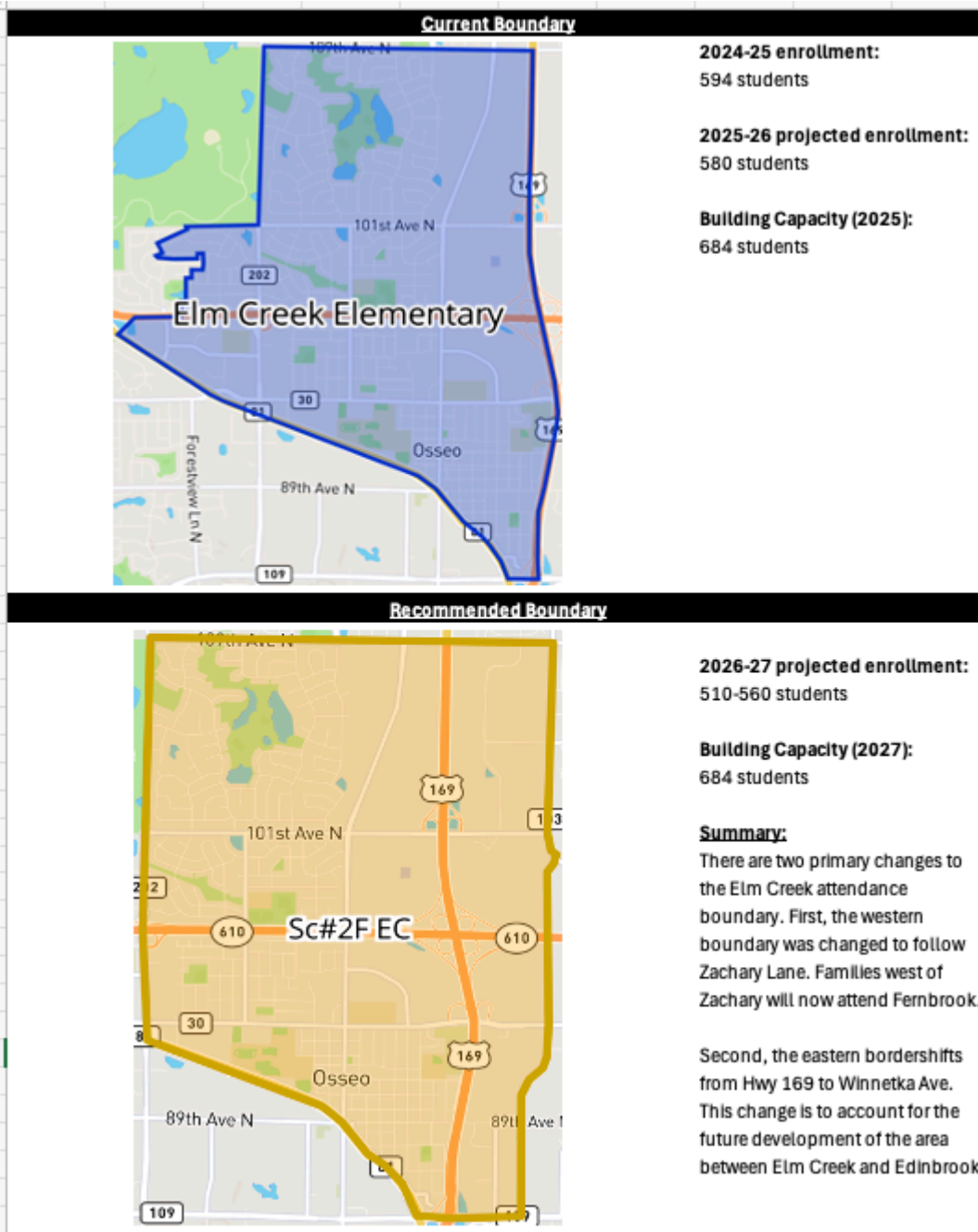
Students were provided with the opportunity to choose from three elementary schools to attend for the remainder of their elementary years, with no additional changes as the districtwide boundary changes begin in the fall of 2026.

The Crest View building will be torn down and replaced with a new building designed to better serve the needs of the community.

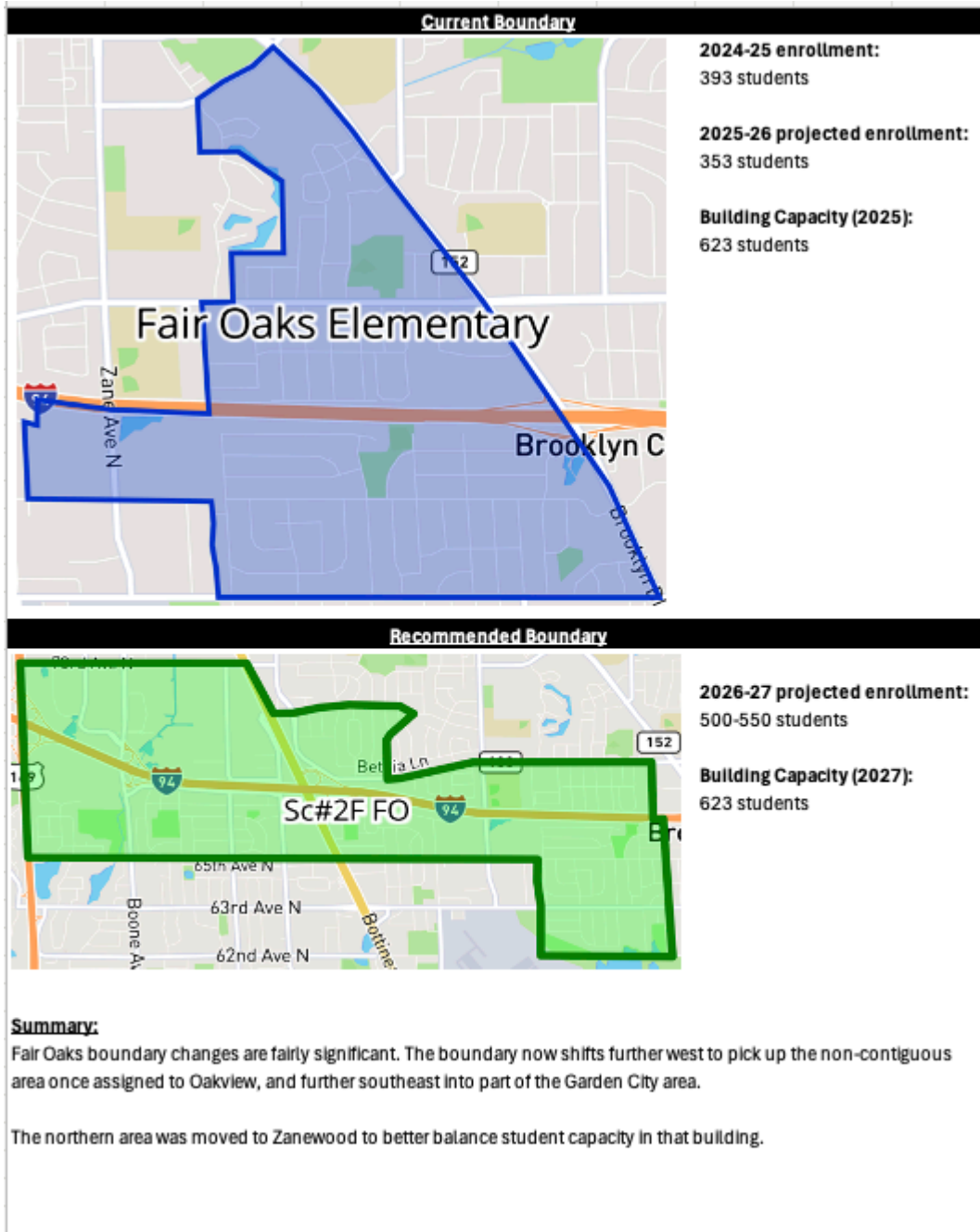
Edinbrook Elementary School



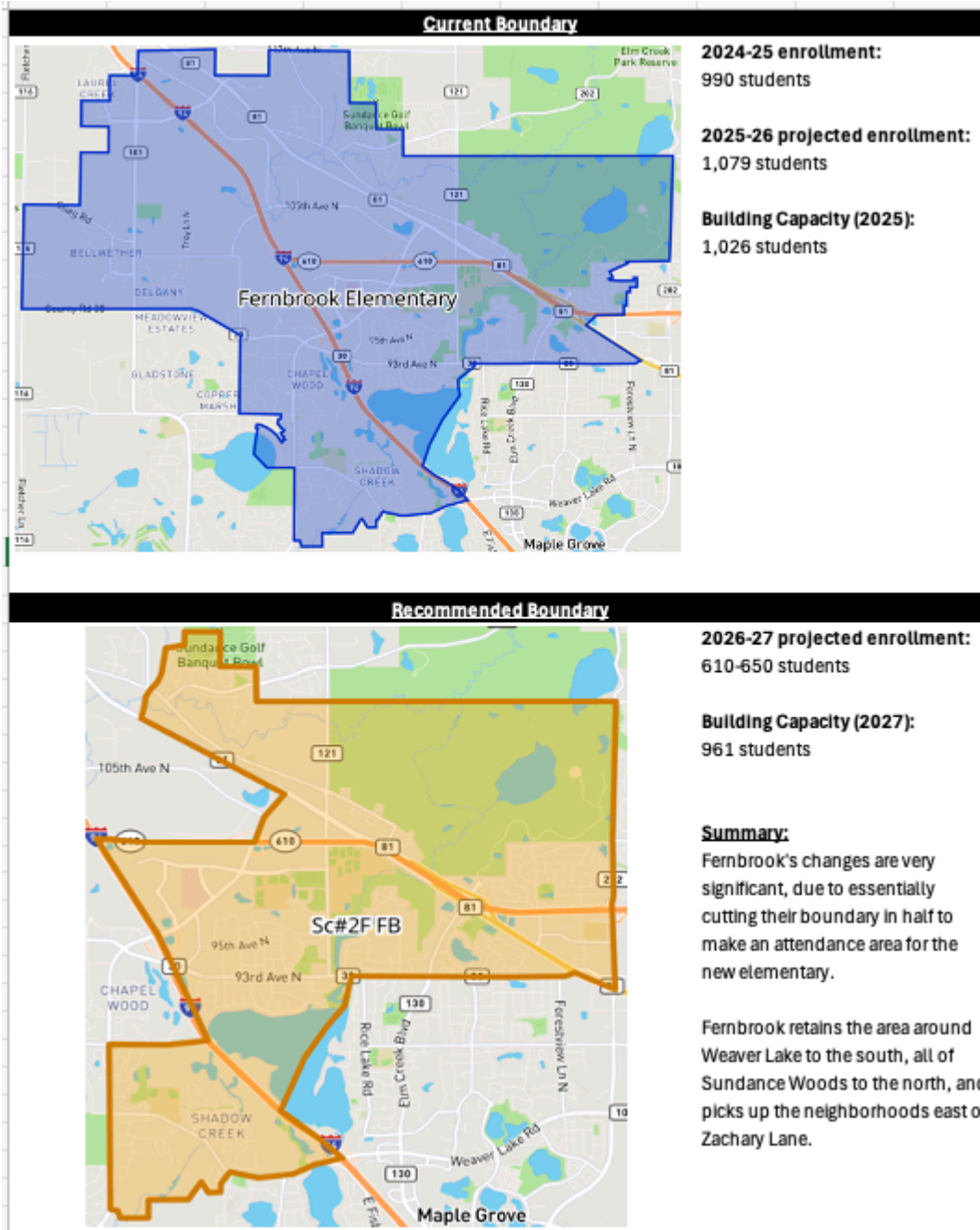
Elm Creek Elementary School



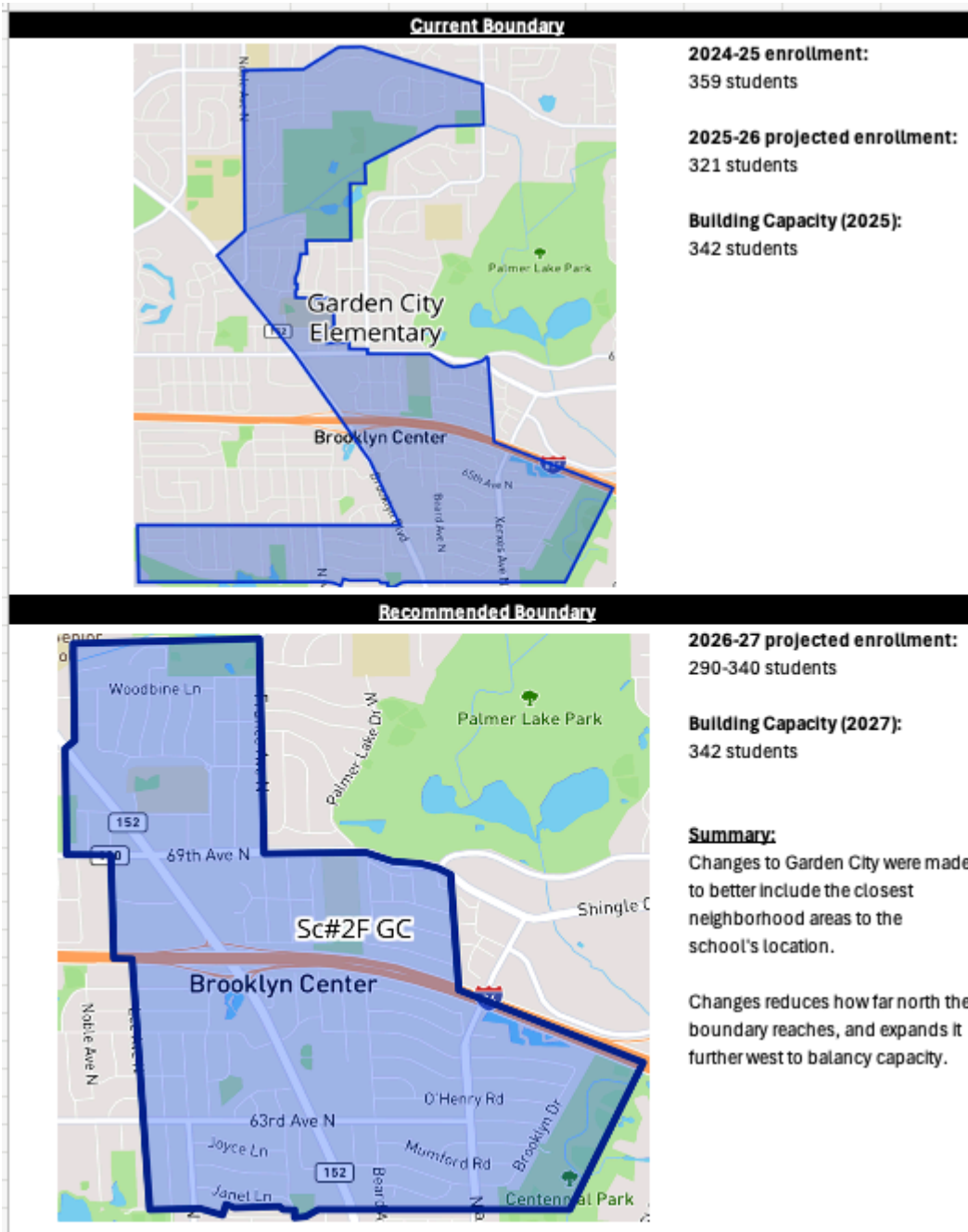
Fair Oaks Elementary School



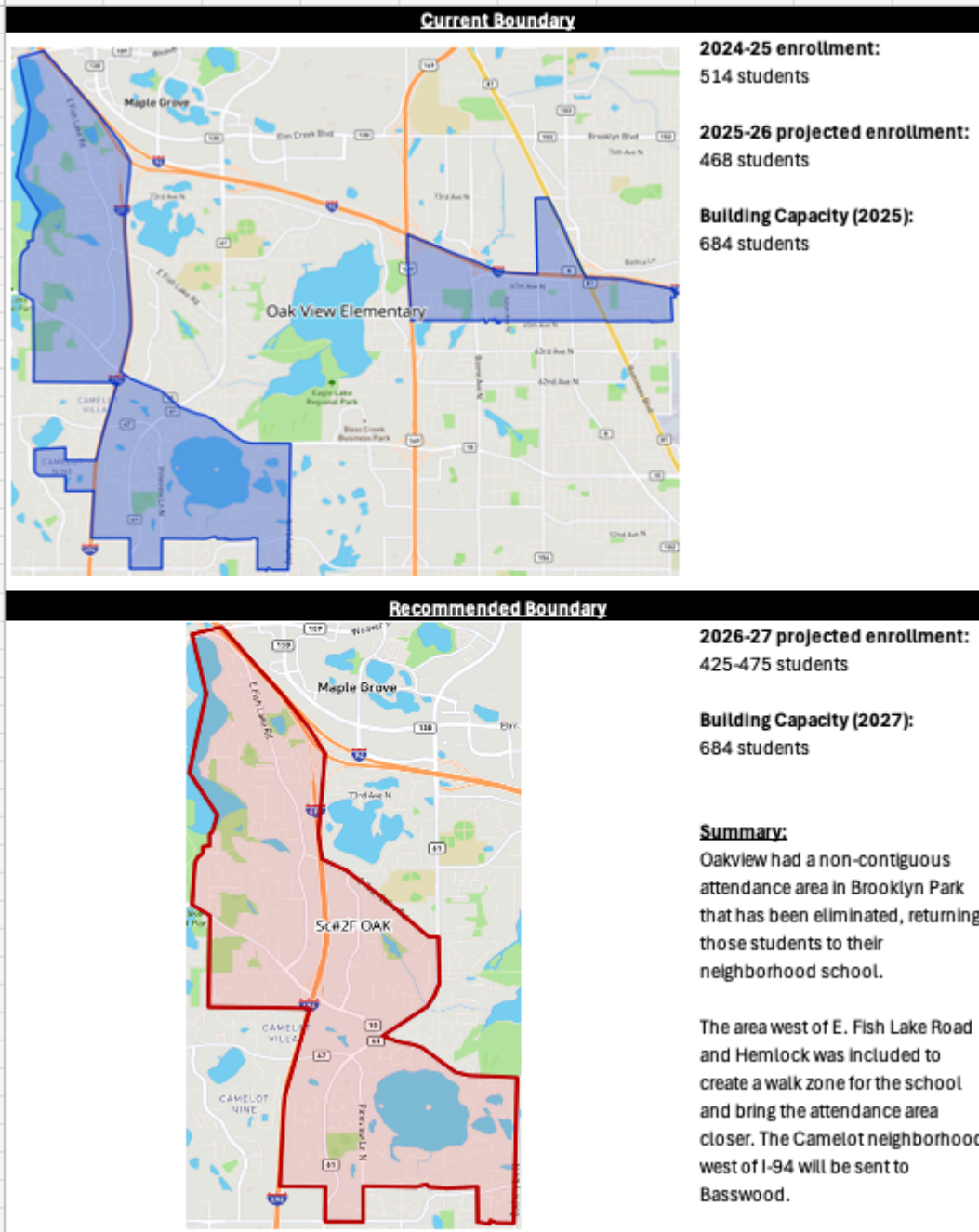
Fernbrook Elementary School



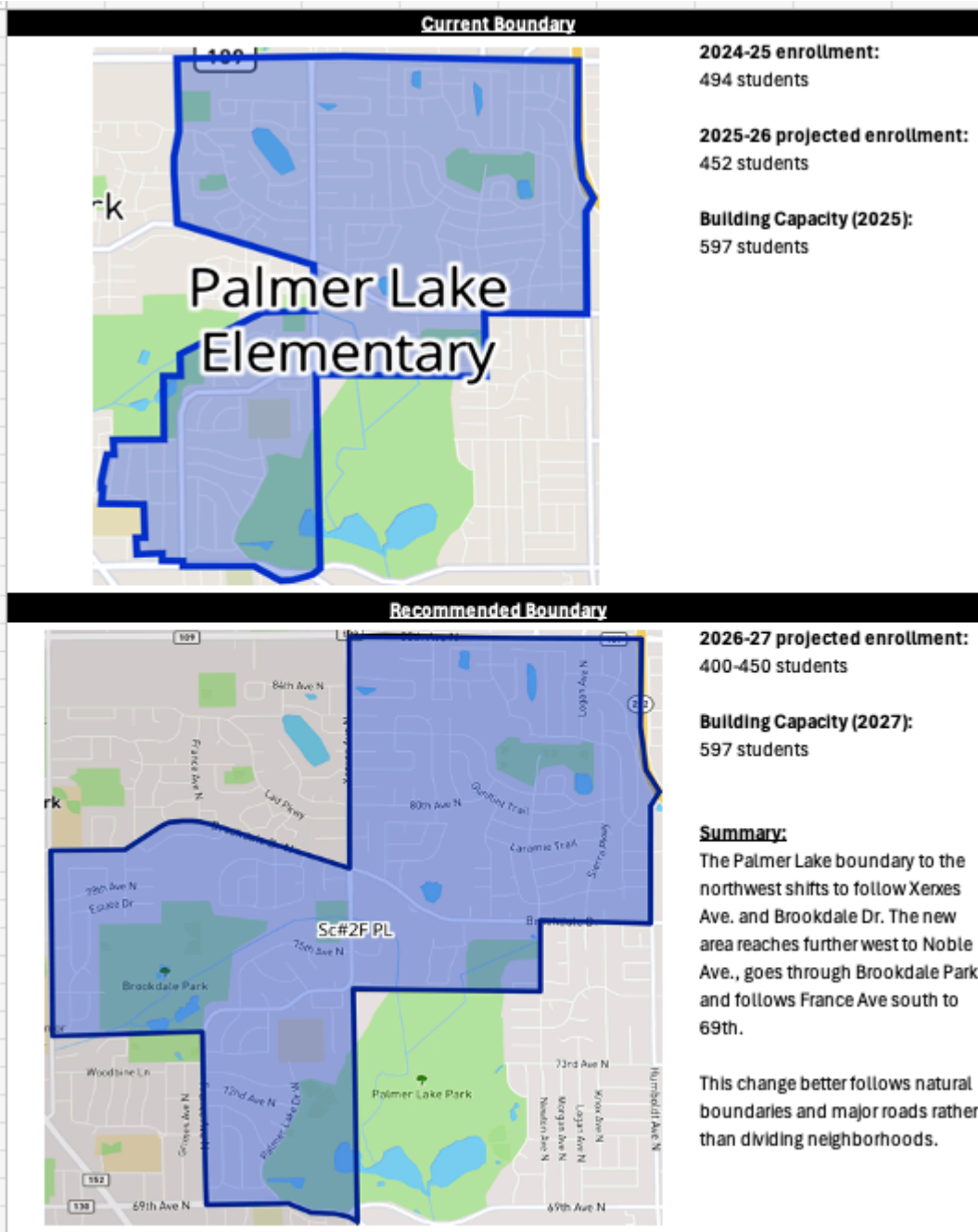
Garden City Elementary School



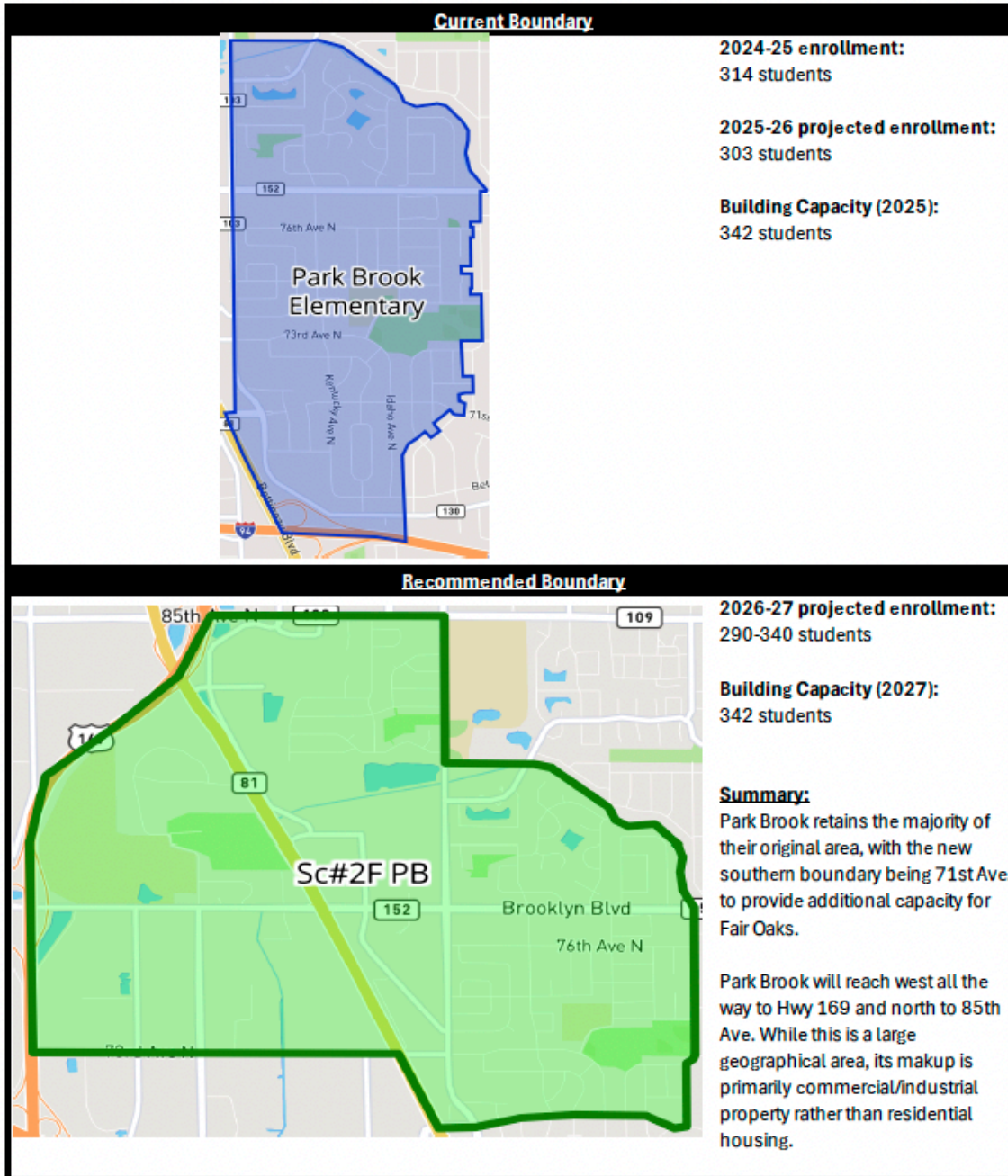
Oak View Elementary School



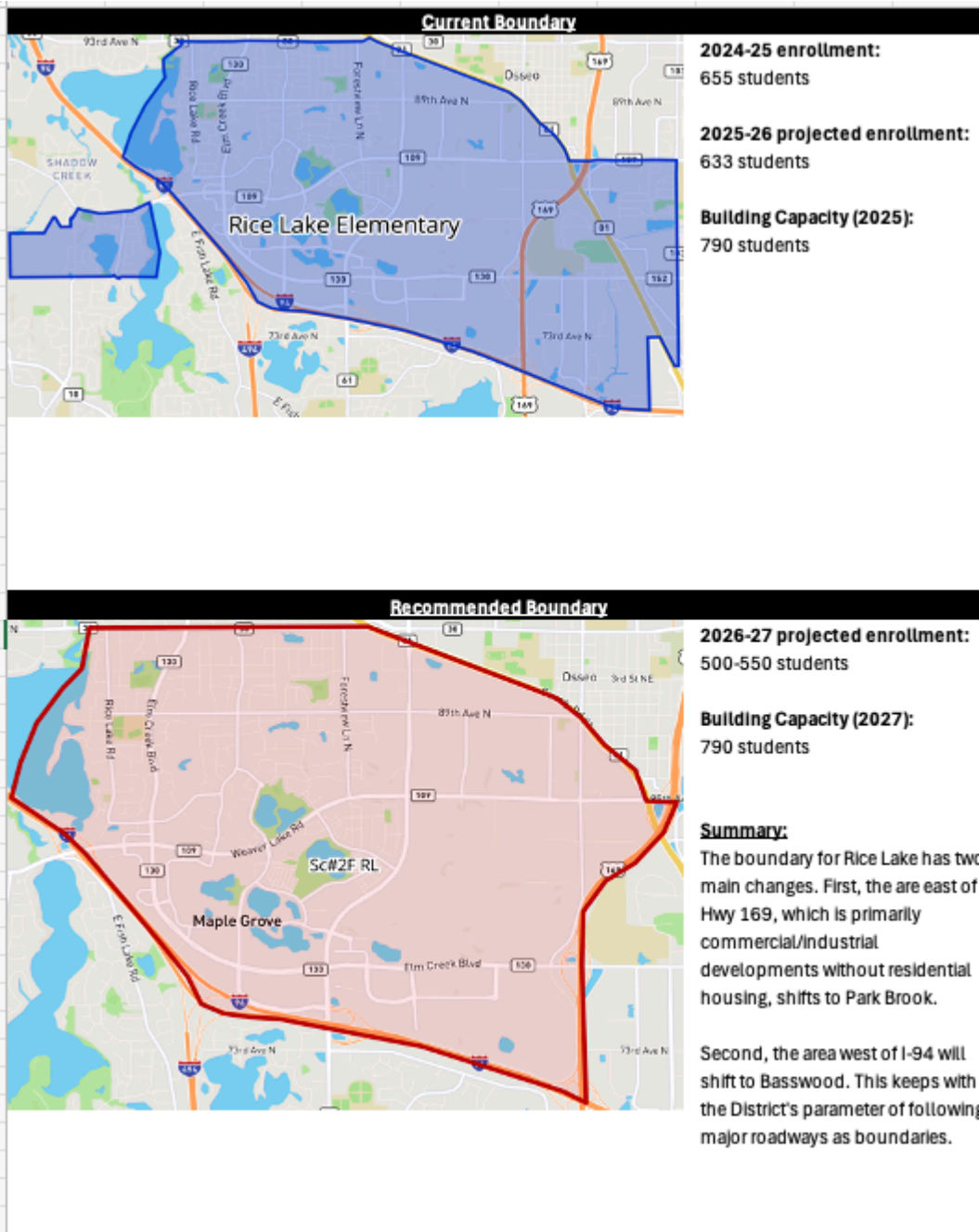
Palmer Lake Elementary School



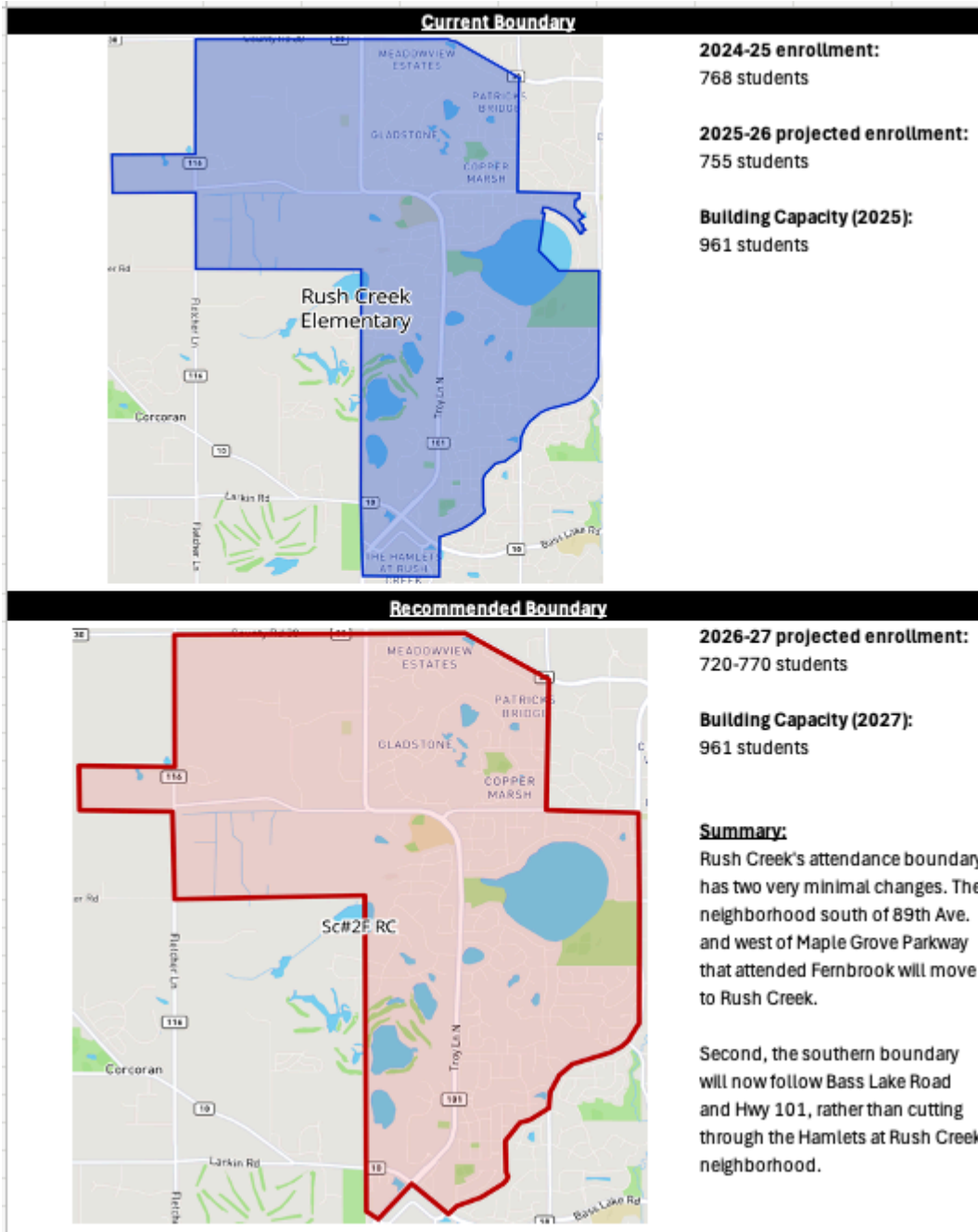
Park Brook Elementary School



Rice Lake Elementary School



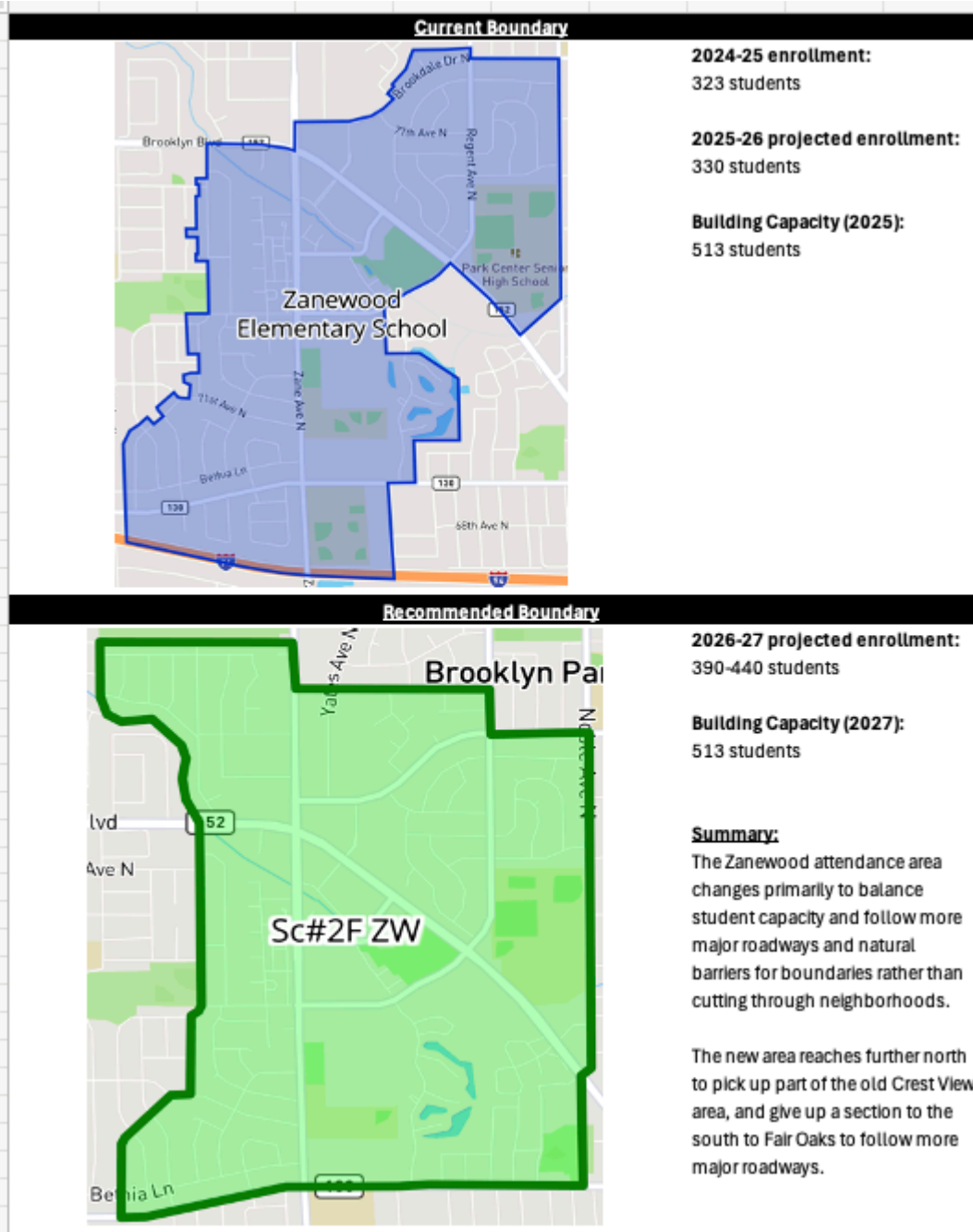
Rush Creek Elementary School



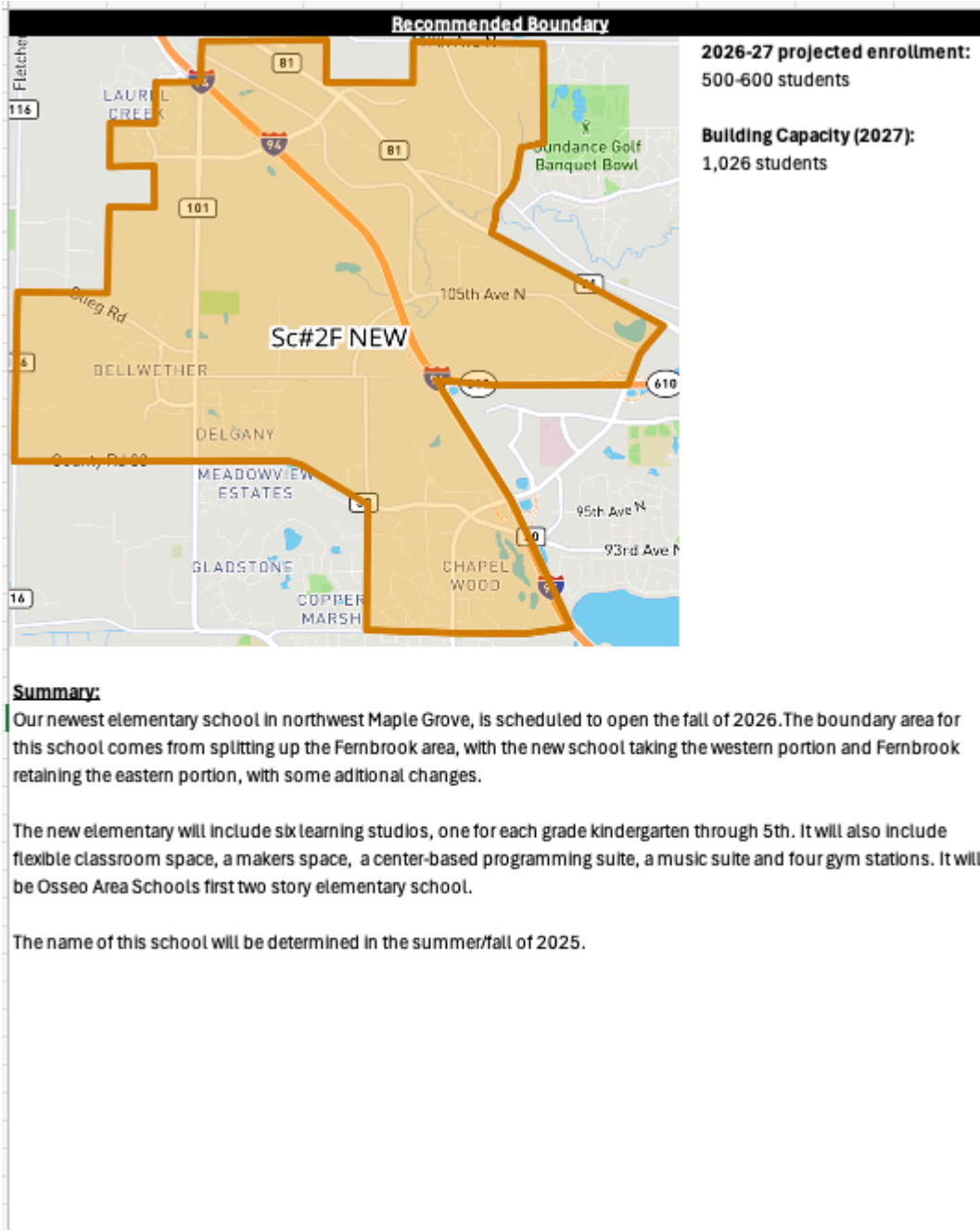
Woodland Elementary School



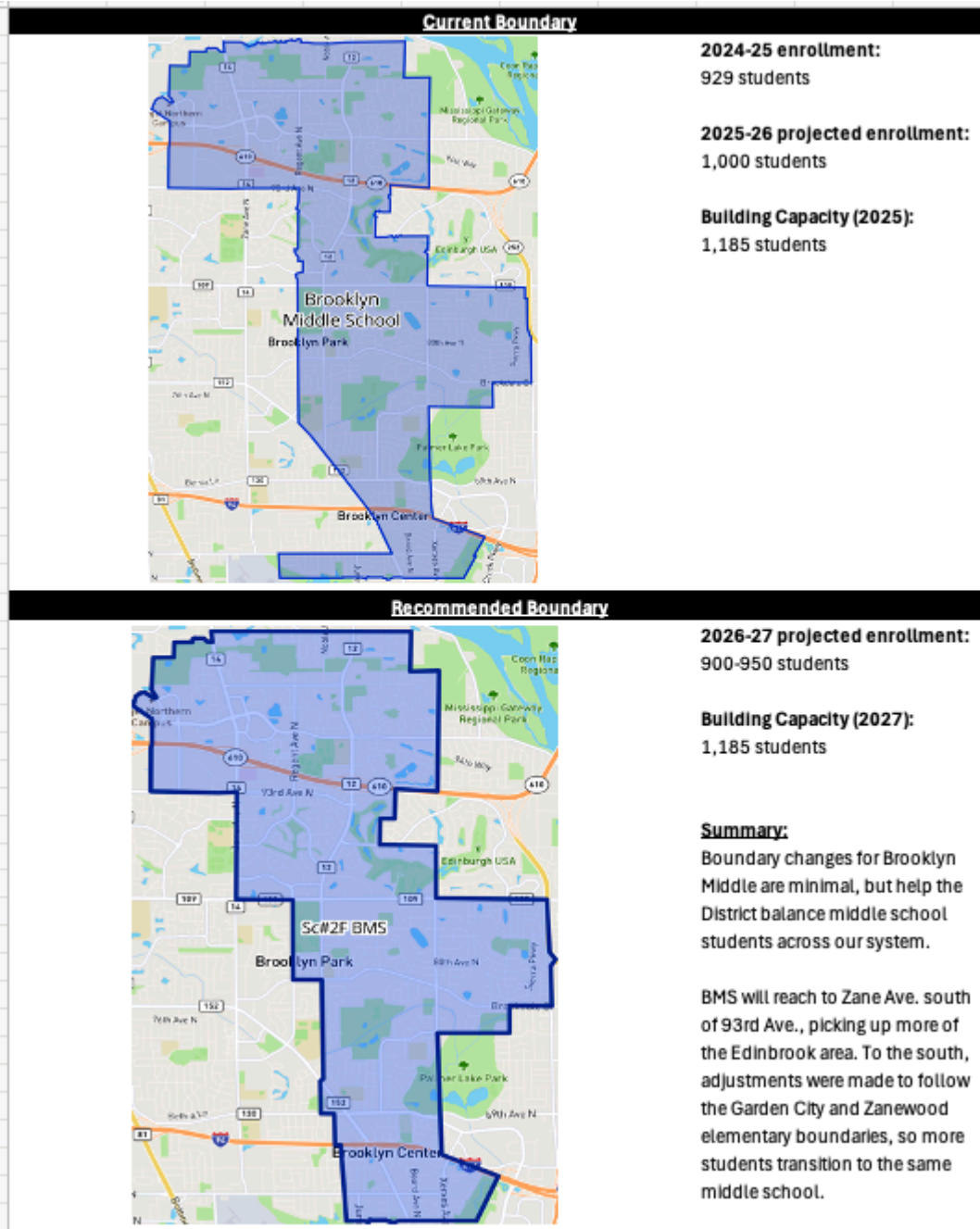
Zanewood Community: A STEAM School



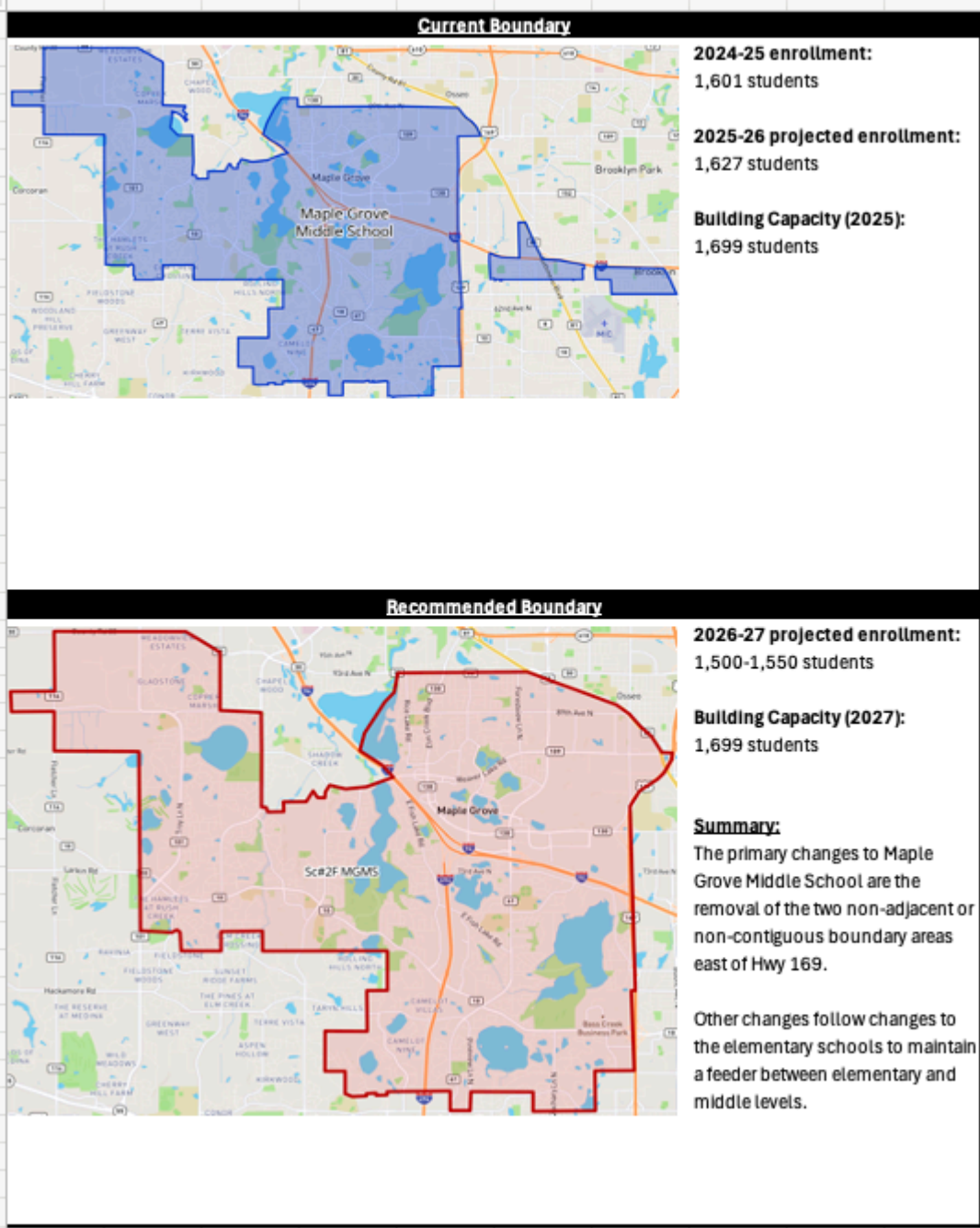
New elementary school in northwest Maple Grove



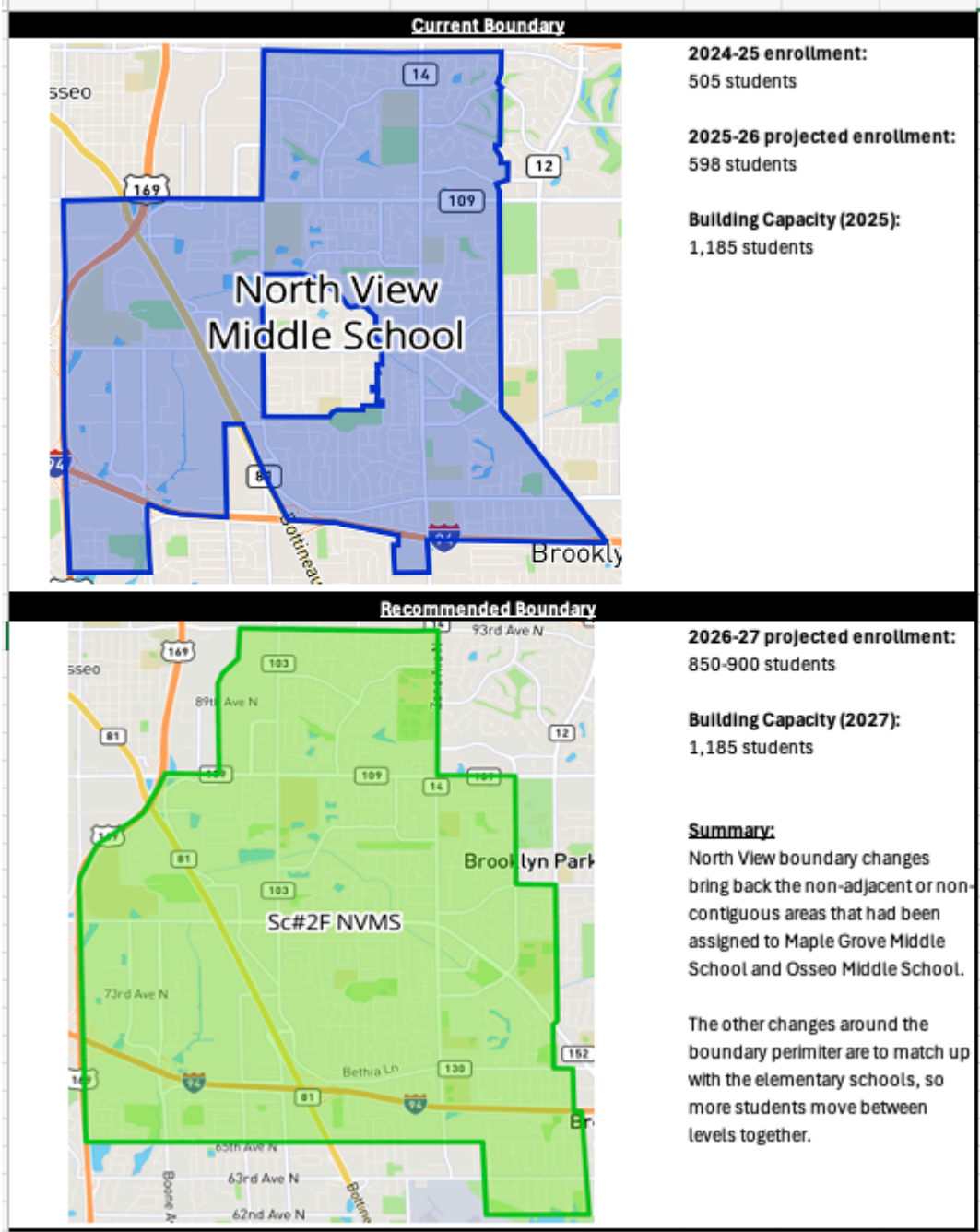
Brooklyn Middle STEAM School



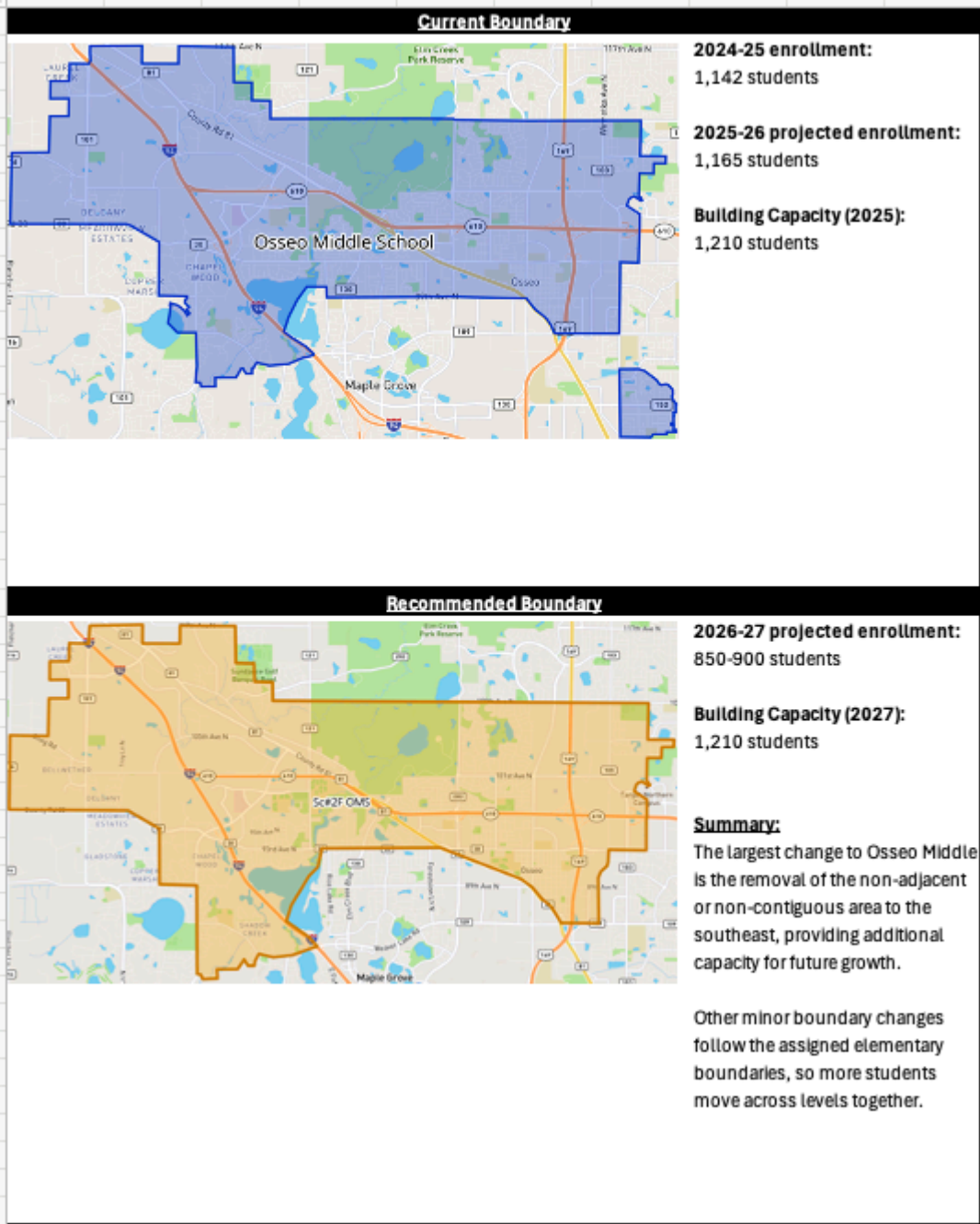
Maple Grove Middle School



North View Middle School



Osseo Middle School



All frequently asked questions as of Feb. 28

Why do attendance boundaries need to change?

A community advisory group called the Enrollment and Capacity Management Advisory Committee (ECMAC) has continued to study student enrollment, capacity and building use. In recent years 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 under capacity and in need of being addressed.

Essentially, this data showed that with or without the 2023 referendum passing attendance boundaries would need to be changed. Thanks to our community the referendum passed - which is adding an elementary school to the growth area - so the changes don't need to be as extensive.

Are the Osseo Area Schools attendance boundaries changing for families living just outside the district?

No. The Osseo Area Schools attendance boundaries alongside other school districts are not changing. This means school district household assignments will continue as they are today. So if you're not an Osseo Area Schools household that will continue to be the case moving forward.

District attendance boundary changes are time consuming and difficult to achieve as it requires approval from the Minnesota legislature and surrounding districts.

Are there any attendance boundary changes proposed for the high schools?

No, not at this time. This is because of the community's support of 2023's *Building a Better Future* referendum, which means our district's growth areas are being addressed with school building additions at the high school level.

If you're unsure or would like to confirm which district high school your household is assigned to attend, please utilize the [current school finder tool](#). Note: these show the *current* elementary, middle and high school assignments. High schools will again remain the same for the foreseeable future, however elementary and middle schools will not.

Why wasn't a new middle school a part of the 2023 *Building a Better Future* request?

The Enrollment Capacity and Management Advisory Committee (ECMAC) and Oversight Task Force prioritized elementary space. It was a more fiscally reasonable request and data showed that there was enough middle school space available within the district's four middle school buildings.

When was the last time attendance boundaries were changed districtwide at elementary and middle schools?

It's been more than fifteen years since our school district changed attendance boundaries on this scale.

What does the attendance boundary change process look like?

Community members, families and staff will all have a chance to be involved in the attendance boundary process, including helping to determine parameters, specific impacts, etc. These opportunities will be shared in district, elementary and middle school communications including email and text. The latest updates will also be available via district279.org/boundaries.

What is the timeline for the attendance boundary change process?

The following is a tentative timeline that was discussed in a school board work session on Sept. 10, 2024.

- September 2024: Community opportunity to provide feedback on potential parameters.
- October-December 2024: Possible scenarios developed based on parameters.
- January 2025: Community opportunity to provide feedback on possible scenarios digitally and via informational meetings.
- February-April/May 2025: Community feedback reviewed. Adjustments considered. Additional feedback opportunities considered.
- April/May 2025: Final attendance boundaries announced.
- May 2025-August 2026: Schools prepare to welcome students.
- January 2026-August 2026: New attendance boundaries continue to be shared.
- September 2026: New attendance boundaries go into effect. Note: The only exception to this is Crest View Elementary School because of the repurposing going on there. These families can learn more at district279.org/repurposing.

How do I find out how my household is impacted by the proposed scenarios?

There are two ways to determine if your household is impacted by any of the updated proposed scenarios:

1. View the proposed scenario maps. They're accessible via these sites:
 - a. [Map for proposed scenario 1A](#)
 - b. [Map for proposed scenario 2A](#)
2. Enter your household address in the proposed scenarios search tools. This will list out your assigned schools for each of the proposed scenarios.
 - a. [Search tool for proposed scenario 1A](#)
 - b. [Search tool for proposed scenario 2A](#)

If you have any questions about accessing your household impacts, please email BetterFuture@district279.org.

What criteria was used to determine the proposed scenarios?

As possible scenarios are developed and then edited, the following community-built parameters will guide the process:

- Center our core values through the process: honor and integrity, belonging, inclusion, innovation and excellence, transparency and intrinsic value.
- Ensure scenarios can function in our system, including but not limited to: transportation; building utilization and capacity; enrollment (current and future); teaching/learning program offerings; and financial costs.
- Ensure scenarios have longevity in our system.
- Follow the teacher/student targets established by the school board.
- Consider the number of students impacted for each scenario.
- Consider the student demographics of each scenario.
- Consider connecting more schools from level to level.
- Keep neighborhoods intact as much as possible.
- Minimize non-contiguous/non-adjointing areas.

- Maintain 0.8 elementary and 1.0 secondary transportation service areas.
- Maintain safety standards in regard to bus routing (avoiding major roadways, etc.)
- Avoid lengthy travel time on buses.
- Comply with state laws, school board policy and negotiated agreements.

How many students are proposed to be impacted and how would that shift demographics throughout our schools?

As shared in the [community-built parameters](#), specifics on students impacted were looked at for each of the proposed attendance boundary scenarios. In summary, for both scenarios:

- Between 2,000 and 2,600 elementary and middle school students would move, which is approximately 9-12% of our district’s total student enrollment.
- The racial demographics of schools won’t change more than 5% in the majority of cases.
- The poverty demographics of schools won’t change more than 5% in the majority of cases.

How long will the new attendance boundaries last?

Our district leadership team and the Enrollment and Capacity Management Advisory Committee (ECMAC) are continually looking at student enrollment data, birth rates, preschool counts, housing trends, etc. to determine what the future holds. Five-year projections are routinely calculated from this work. As such, the updated proposed scenarios are expected to last for the foreseeable future.

Are these the only and/or final attendance boundary proposals?

Many scenarios were discussed and compared against the [community-built parameters](#). The proposals being shared adhere to these the most. However, please know that community voice continues to be important to our district. It’s possible that after hearing feedback, additional edits could be made to the proposals.

Please note, March will likely conclude the community feedback portion of this change process.

Will phasing-in or any special considerations be made?

There will be special considerations for fifth and eighth grade students in the 2026-27 school year. These students will have the opportunity to maintain enrollment at their currently assigned school. If families with fifth and eighth graders decide to stay at their current school, transportation will be the responsibility of the family. As the new attendance boundaries will be determined a year ahead of their implementation, no other special considerations will be made for students to be able to stay at their currently assigned school.

Please note, [school board Procedure 558. Enrollment Options Program](#) prohibits the district from offering in-district transfer to impacted schools during attendance boundary transition years. That means new in-district transfer requests won’t be allowed at district elementary and middle schools through the 2026-27 school year. Again, the only exception to this is students who will be in fifth or eighth grade in the 2026-27 school year.

**In-district transfer provides current community members the opportunity to transfer their student(s) to a school other than their assigned school within the district. Whereas open enrollment allows students from outside our district boundaries to attend our schools. Open enrollment is a statewide offering and thus has specific requirements/processes.*

What's the difference between open enrollment and in-district transfer?

Open enrollment allows students from outside our district boundaries to attend our schools. This is a statewide offering and thus has specific requirements/processes.

In-district transfer provides current community members the opportunity to transfer their student(s) to a different school within the district.

Will the currently restricted in-district transfer and open enrolled schools remain the same after the new boundaries are implemented?

Yes, until a review is completed. That will happen by Jan. 15, 2027.

Additionally, [school board Procedure 558, Enrollment Options Program](#) prohibits the district from offering in-district transfer to impacted schools during attendance boundary transition years. That means new in-district transfer requests won't be allowed at district elementary and middle schools through the 2026-27 school years. The only exception to this is students who will be in fifth or eighth grade in the 2026-27 school year.

Please note, students residing within the district can always apply to district magnet schools via Northwest Suburban Integration School District (NWSISD). That would be the case for Birch Grove, Weaver Lake and Zanewood elementary schools as well as Brooklyn Middle STEAM School.

**In-district transfer provides current community members the opportunity to transfer their student(s) to a school other than their assigned school within the district. Whereas open enrollment allows students from outside our district boundaries to attend our schools. Open enrollment is a statewide offering and thus has specific requirements/processes.*

My family has open enrolled into Osseo Area Schools, will my child's school change during this attendance boundaries process?

No. If your family has open enrolled*, meaning you live outside the school district boundaries and attend an Osseo Area Schools elementary or middle school, your child's currently chosen open enrollment school pathway will not change for elementary, middle or high school. No application needs to be filled out to maintain this – you're already accepted.

If you're unsure what your pathway is, please share your student's name with the Enrollment Center and they'll be able to look that information up for you: 763-585-7350.

**In-district transfer provides current community members the opportunity to transfer their student(s) to a school other than their assigned school within the district. Whereas open enrollment allows students from outside our district boundaries to attend our schools. Open enrollment is a statewide offering and thus has specific requirements/processes.*

Do current in-district transfer families need to re-apply?

No, you'll stay on your currently chosen in-district transfer school pathway per [school board Procedure 558, Enrollment Options Program](#). If you're unsure what your pathway is, please share your student's name with the Enrollment Center and they'll be able to look that information up for you: 763-585-7350.

Please note, you're always welcome to go to your assigned home school – that may or may not be a different site based on the outcome of this change process.

**In-district transfer provides current community members the opportunity to transfer their student(s) to a school other than their assigned school within the district. Whereas open enrollment allows students from outside our district boundaries to attend our schools. Open enrollment is a statewide offering and thus has specific requirements/processes.*

Currently in-district transfer and open enrolled families receive a school assignment pathway for elementary, middle and high school upon acceptance. Are any changes expected to this process?

Yes. Beginning this month (January 2025), in-district transfer* and open enrolled* families will be accepted into school levels, e.g. all of elementary, middle or high school. When transitions occur from elementary to middle school, and middle to high school, families will have to select their first, second and third middle or high school choices at that time. Placement into a specific elementary school will not guarantee placement into a specific middle or high school. That means acceptance into these choices will be based solely on school building capacities. Again, this is only for families who are not currently in-district transferring or open enrolling.

**In-district transfer provides current community members the opportunity to transfer their student(s) to a school other than their assigned school within the district. Whereas open enrollment allows students from outside our district boundaries to attend our schools. Open enrollment is a statewide offering and thus has specific requirements/processes.*

Shouldn't Weaver Lake be turned back into a traditional school in this attendance boundary change process?

There are two K-12 schools in the district without attendance boundaries – Weaver Lake: A Science, Math and Technology School and Birch Grove School for the Arts. Both of these are considered to be Northwest Suburban Integration School District (NWSISD) magnet schools and are a part of our Achievement and Integration requirements under Minnesota Statute 124D.861.

The idea of changing Weaver Lake to a neighborhood school was studied at length by the school board in 2019. Board members agreed to keep it as a magnet school within NWSISD at that time. Also of note, changing Weaver Lake to a neighborhood school would backtrack the success that the school has seen in its current location.

Was the distribution of special education services taken into consideration in these scenarios?

Yes, the number of students receiving special education services was reviewed for each of the proposed scenarios. Once the attendance boundaries are finalized in May, a second review will take place in regard to special education. A similar balancing will then occur with the special education services being provided throughout the district. Expect to hear more in fall 2025.

My child would have started kindergarten at Crest View fall 2025. As the repurposing is on a different timeline, what should our family do for next school year?

Your child will attend the elementary school that this attendance boundaries process determines your house is assigned to. Since your school will not officially be known for much of the spring, please attend

a kindergarten orientation event at one of our local schools that is convenient for you. [Refer to the dates, times and locations listing for details.](#)

The school board is expected to determine final attendance boundaries by May – in time for your child to start at their newly assigned school in fall 2025. August open houses will give your family another opportunity to make a school visit before school starts.

An important note, making this change now means your child will not be expected to make another school change fall 2026.

My child started school at Crest View in January 2025 or later. As the repurposing is on a different timeline, what should our family do for next school year?

Your child will attend the elementary school that this attendance boundaries process determines your house is assigned to. The school board is expected to determine final attendance boundaries by May – in time for your child to start at their newly assigned school in fall 2025. August open houses will give your family an opportunity to make a school visit before school starts.

An important note, making this change now means your child will not be expected to make another school change fall 2026.

If my student is eligible for transportation, when will bus stop information be shared?

As always, official bus stop information will be shared during the back-to-school season in August. Please reach out to the Transportation department for any related questions in the meantime: visit district279.org/transportation, email busquestions@district279.org or call 763-391-7244.

Will school start and end times change as a result of these attendance boundary changes?

Adjustments may be needed with certain proposed scenarios. More details will be shared once the new attendance boundaries are finalized. These wouldn't go into implementation until fall 2026.

Will the walk distances remain the same?

Yes, in following school board [Policy 707 \(Appendix A\), Bus Transportation Scheduling, Bus Stop Assignment, Eligibility Distances, After and Before School Transportation](#), our transportation team will continue to service elementary students at 0.8 mile and middle and high school students at 1 mile barring there aren't any safety concerns such as busy roadways, etc.

What will happen to staff once the new attendance boundaries are decided?

School staff are still needed to service our students throughout the district so they too will be balanced. This means some staff will be transferring to other district schools to address student educational needs and support alongside the new attendance boundaries. The district will follow the processes set forth on our labor contracts.

Is the curriculum different across district schools?

No, all of our district's elementary and middle schools operate on the same curriculum and students are afforded equal opportunities to access learning opportunities. Staff are additionally held to the same high standards from school to school. No matter what district school students are at, our goal remains the same for all – for students to achieve their dreams and begin their chosen pathways after high school.

What about class sizes? Can they be minimized through this process?

This attendance boundary change process will create more balanced, similarly-sized classes throughout the district – especially for our elementary classes and core classes at middle school like English, math and science. In other words classes that are reaching the higher end of the class size targets will not be hitting these limits quite so much.

Also of note, there are no plans to change the school board-approved class size targets.

Will changing schools be disruptive for students?

Most students are quick to adapt to changes. Past experience has shown that students, for the most part, adjust well to changing schools if the adults in their lives make the process as positive as possible.

Once the attendance boundaries are approved, what will the transition look like approaching fall 2026?

First, our district greatly appreciates your flexibility with these changes. Please know that our entire Osseo Area Schools team is here for you to help make this transition go as smoothly as possible.

All our schools will welcome students. Make sure to reach out and connect if your school is reassigned. Also, if you have any questions, please don't hesitate to reach out to our hotlines at BetterFuture@district279.org or 763-391-8990.

I want my child to attend a preschool program in Osseo Area Schools. How will the attendance boundary changes impact my preschool-age child?

In Minnesota, participation in preschool is a parent/caregiver choice for their child. In Osseo Area Schools, there are currently three programs that provide opportunities for preschoolers and have classroom space in school buildings for programming.

- If you apply for Community Education's Four Star Express or Early Childhood Family Education Preschool and PreK program: Program space and student enrollment capacity is limited. Parents/caregivers apply and select their preferred school location(s). A registration lottery determines their child's school placement in the program. Attendance boundary changes do not impact preschoolers in these two programs. A child's participation in either program does not automatically transfer to kindergarten. Parents/caregivers will need to complete the kindergarten enrollment process.
- If you apply for the Free, Half-Day Every Day Prekindergarten program: Student enrollment is based on the student's home address. Beginning in school year 2026-27, attendance boundary changes may impact which school your child will attend if you apply for the Free, Half-Day Every Day Prekindergarten program. Please utilize [current school finder tool](#) to confirm which district elementary school your household is assigned to attend through the 2025-26 school year. Next, refer to district279.org/boundaries to see if your household is impacted by any of the updated proposed scenarios for the 2026-27 school year moving forward.

My child has an Individualized Education Plan (IEP) and receives Early Childhood Special Education (ECSE) services. How will attendance boundary changes affect my child's services?

ECSE Student placement and services are coordinated in the district by Early Childhood Special Education department. Contact the Enrollment Center at 763-585-7350 or EnrollmentCenter@district279.org; or your child's Special Education case manager if you have questions or to confirm your child's school placement.

My child currently attends a preschool program in Osseo Area Schools. Do I need to complete the kindergarten enrollment process and how will my kindergartner be impacted by attendance boundary changes?

For most preschoolers, enrollment in preschool does not automatically transfer to kindergarten and parents will need to complete the kindergarten enrollment process. Beginning in school year 2026-27, attendance boundary changes may impact which school your child attend for kindergarten. Exceptions include if your child is enrolled in Free, Half-Day, Every Day prekindergarten or has an Individualized Education Plan (IEP) and receives Special Education. Contact the Enrollment Center at 763-585-7350 or EnrollmentCenter@district279.org; or your child’s Special Education case manager if you have questions or to confirm your child’s kindergarten enrollment status. Please utilize the current [school finder tool](#) to confirm which district elementary school your household is assigned to attend through the 2025-26 school year. Next, refer to district279.org/boundaries to see if your household is impacted by any of the updated proposed scenarios for the 2026-27 school year moving forward.

Are there specific school board policies that are being followed as part of this attendance boundary change process?

Yes. They are:

- 725: [Policy](#)
- 558 : [Policy](#) and [Procedure](#)

What if I want to talk/learn more about these proposed scenarios in person?

Community Informational Meetings are scheduled for March 4 and 19. These evenings will start with a half-hour presentation detailing the proposals and then transition to small groups, where community members will be able to share their thoughts and ask questions with district leaders.

- The first Community Informational Meeting is being held on Tuesday, March 4 at 5:45 p.m. in the North View Middle School cafe
 - Please [fill out this form if you’re planning to attend](#); or
 - [Watch the presentation-portion of the event via the livestream](#)
- The second Community informational Meeting is being held on Wednesday, March 19 at 5:45 p.m. in the Osseo Middle School cafe
 - Please [fill out this form if you’re planning to attend](#); or
 - [Watch the presentation-portion of the event via the livestream](#)

Will this be the last opportunity to provide feedback on proposed scenarios?

Yes, March will likely conclude the community feedback portion of this change process.

When and where can our community expect to hear about a final decision regarding final attendance boundary adjustments?

The school board is expected to determine final attendance boundaries at their May 20 board meeting. This will then be announced in district and school news including at district279.org/boundaries, in e-newsletters and on social media. These new boundaries will continue to be shared January 2026 and onward.

What are the ways to stay informed?

The webpage has the most detailed information. If you don't see an answer to your question, please reach out to one of our two hotlines: BetterFuture@district279.org or 763-391-8990.

Regular updates will also be shared via email and text. Additionally, Community Informational Meetings are being held in March (in person and virtually).

Where is information on the new elementary school and other facility improvements a part of Building a Better Future?

Details on the new elementary school being added in the northwest corner of Maple Grove and other Building a Better Future facility improvements throughout the district can be found at district279.org/BetterFuture.

I'm not sure of my household's current school assignments. Is there a way I can find out?

If you're unsure or would like to confirm which district elementary, middle and/or high school your household is currently assigned to attend through the 2025-26 school year, please utilize the [current school finder tool](#).

OSSEO AREA SCHOOLS

ISD  279

Vision Cards Update: Strategic Directions C & D

*Jenna Johnshoy-Aarestad, Jill Kind, Kay Villela, Yvonne
Shorts- Lind, and Bryan Bass*

May 6, 2025

Presentation Outcomes

School Board members will:

- ▶ learn about and discuss the data measures for the high priority initiatives for Strategic Directions C and D; and
- ▶ explore the enhanced alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.



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



STRATEGIC PRIORITIES 2024-25

MISSION

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.

VISION

Unleash and enhance the brilliance of our scholars to thrive and change the world.

Learning Work Initiatives

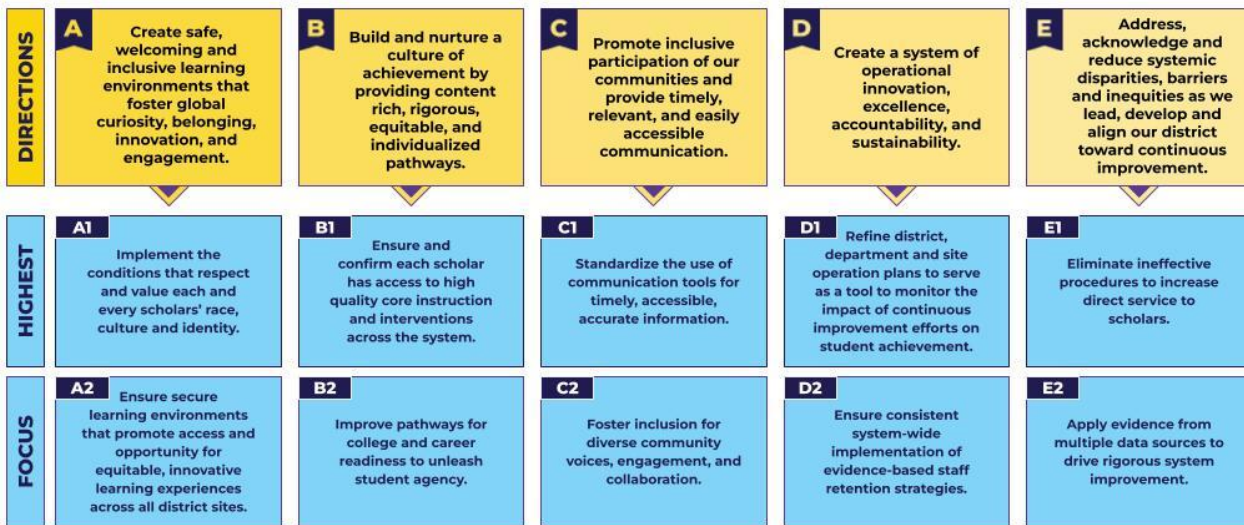
Research, testing and development of possible initiatives

Implementation Work Initiatives

Securing resources, creating processes and procedures, providing PD, developing evaluation metrics to ensure successful implementation

Standard Work Initiatives

Established, with at least 80% applying effectively



CORE VALUES

HONOR AND INTEGRITY
BELONGING
INCLUSION

INNOVATION AND EXCELLENCE
TRANSPARENCY
INTRINSIC VALUE

3 Cs THE CONCEPT OF HOLDING SPACE

CONSISTENCY

- Our responsibilities
- Our behavior
- Understanding our biases
- Understanding expectations

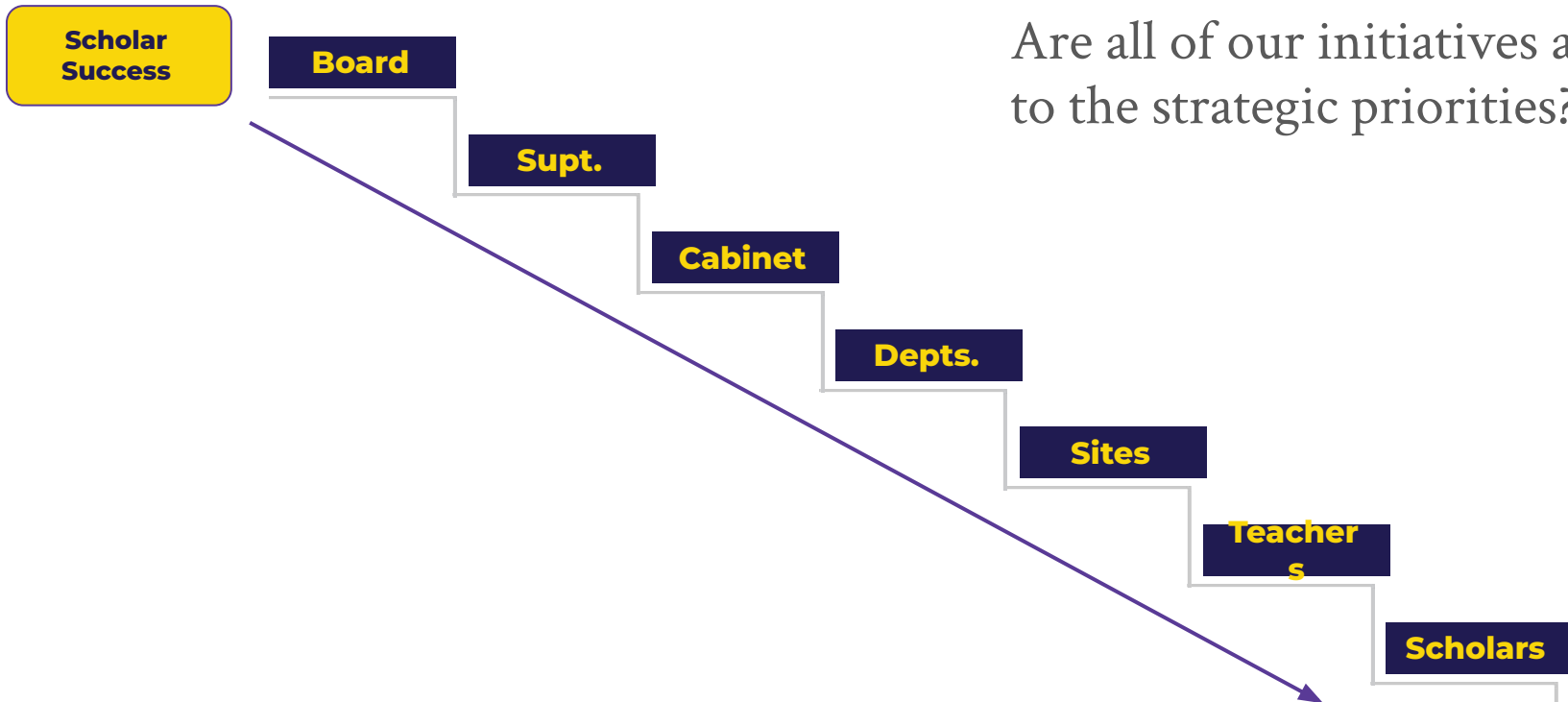
CONNECTION

- Our relationships
- Our roles
- Our impact on others
- Build trust

COHERENCE

- The why
- Our decisions
- Our data
- Weight on the system

ALIGNMENT ACROSS THE SYSTEM



Are all of our initiatives aligned to the strategic priorities?

- CORE VALUES**
- HONOR AND INTEGRITY
 - BELONGING
 - INCLUSION
- INNOVATION AND EXCELLENCE**
- TRANSPARENCY
 - INTRINSIC VALUE

3 Cs
THE CONCEPT OF HOLDING SPACE

- CONSISTENCY**
- Our responsibilities
 - Our behavior
 - Understanding our biases
 - Understanding expectations

- CONNECTION**
- Our relationships
 - Our roles
 - Our impact on others
 - Build trust

- COHERENCE**
- The why
 - Our decisions
 - Our data
 - Weight on the system

Alignment

DIRECTION C: Promote inclusive participation of our communities and provide timely, relevant, and easily accessible communication

Priorities	Strategies	Expected Outcome	Related Measures		Cost & Implementation				
			Process Measures	Outcome Measures	Students Served	Grade Levels	Total Campuses	SY 24-25 Budget	\$PP
<p>C1. Standardize the use of communication tools for timely, accessible, accurate information</p> <p>C2. Foster inclusion for diverse community voices, engagement, and collaboration.</p>	Implementation of district communication plan	<ul style="list-style-type: none"> 90%+ of our district communication is timely and accessible. 90%+ of our district communication is accurate, easy to understand and effective. 	<ul style="list-style-type: none"> Viewership and engagement (web, e-news, social, video) Usage and engagement of comm tools (Mass Notification, TalkingPoints, Schoology, Seesaw, Synergy) Actual and preferred communication methods Media coverage Audit via NSPRA's rubric Audit via MDE Language Access Plan SWOT analysis 	<ul style="list-style-type: none"> Senior exit survey Family stakeholder survey Staff stakeholder survey Community survey <p>By fall 2028:</p> <ul style="list-style-type: none"> 75% will feel informed. 90% will understand communication. 90% will feel communication is timely. 90% will receive communication in needed way 80% will be aware of ways to connect. 90% will feel they get a timely response when reaching out. Will maintain (+/-5%) or exceed (>5%) current trust level 	20,889 + ABE students + Community Education participants	PreK-12 and Community Education	All	Approx. \$677,658 (divided Comm Relations budget in half and included Talking Points... did not include Synergy, Schoology or Seesaw)	\$32.44 (total divided by 20,889)

STRATEGIC DIRECTION

Priority: What is most important to focus on within the strategic direction

Expected Outcome: What we hope will happen if we focus on the priority.

Strategy: The main actions we will take to reach the expected outcome.

Process Measures: Implementation Measures

Outcome Measures: Impact Measures



Strategic Direction C

Members within the community find themselves represented and reflected through each communication method. We understand that meaningful participation fosters positive academic and equitable outcomes and communicates respect and maintained dignity, affirming each member of our teaching, learning, and the broader community.

STRATEGIC DIRECTION C

Priority: Standardize the use of communication tools for timely, accessible, accurate information

Expected Outcome: 90%+ of our district/site communication is timely and accessible.

Strategy: Implementation of district communication plan

Strategy: Implementation of school communication plans

Process Measures: Usage and Engagement w/ communication tools

Outcome Measures: Family Stakeholder Survey

Priority and Strategy Connection

Priority	Strategies
<p>C1. Standardize the use of communication tools for timely, accessible, accurate information</p> <p>C2. Foster inclusion for diverse community voices, engagement, and collaboration.</p>	<ul style="list-style-type: none">● Implementation of district communication plan● Implementation of school communication plans● FACE Rubric

Measures

Process Measures (Implementation)	Outcomes Measures (Impact)
<ul style="list-style-type: none">● Advisory Committee Participation● FACE Rubric● Usage and engagement with communication tools	<ul style="list-style-type: none">● Senior Exit Survey (In Development)● Community Survey (In Development)● Staff Stakeholder Survey● Family Stakeholder Survey

Usage and Engagement with Communication Tools-Process Measure

Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
TalkingPoints Messages Sent from Staff to Families per Student	≅1.4	1.5-1.9	2.0-2.4	2.5-2.9	≅3.0	2.3	9.4	2.2	2.9	3.2
TalkingPoints Announcements Sent from Staff to Families per Student	≅0.1	0.2	0.3	0.4	≅0.5	0.4	1.7	.3	.4	.3
Mass notification overall message delivery rate	≅77%	78%-81%	82-85%	86-89%	≅90%	NA	NA	85%	87%	86%
Usage of ParentVUE	≅69%	70-79%	80-89%	90-94%	≅95%	NA	NA	87%	88%	88%

Future Process Measures



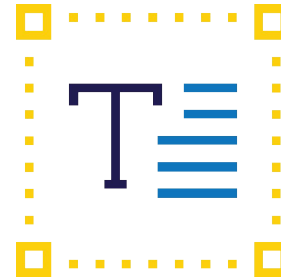
Website



Social Media



Media Coverage



E-News

Staff Stakeholder Survey-Outcome Measure

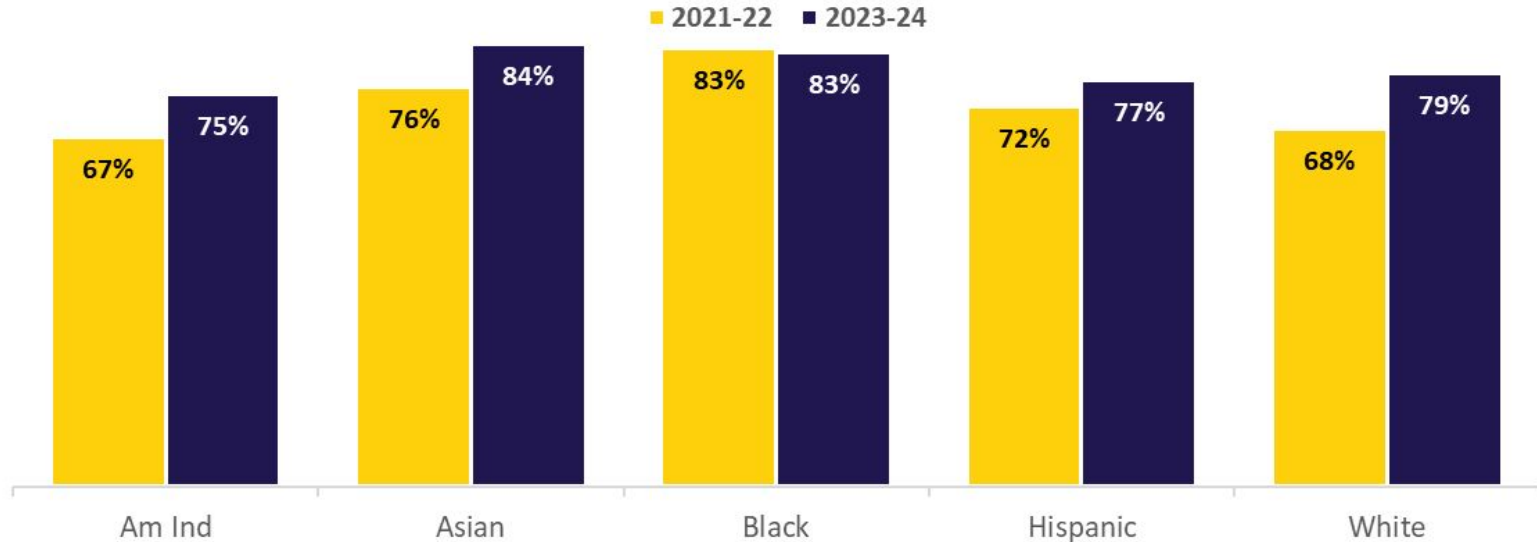
Environment and Communication Scale Items						
Staff Stakeholder Survey	Survey Item	Who Responds	2022	2023	2024	2025*
	Communications to staff are delivered in a professional and timely manner.	Dept Staff	79%	74%	79%	73%
	My school does a good job of keeping me informed about important news.	Site Staff	72%	69%	71%	94%
	The district does a good job of keeping me informed about important news.	Dept and Site Staff	70%	71%	70%	74%
	A clear vision for our department/school and strategies for improvement are communicated.	Dept and Site Staff	67%	67%	71%	75%

Family Stakeholder Survey-Outcome Measure

Innovation, Excellence, Accountability, and Sustainability Scale Items			
Family Stakeholder Survey	Survey Item	2022	2024*
	I understand how to access the various communication tools from my scholar's school.	74%	84%
	My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).	87%	89%
	Communication from my scholar's school is provided in my preferred language.	94%	95%
	Staff provide regular updates on the progress of my scholar.	57%	65%
	Staff create space for me to provide feedback regarding my scholar.	64%	75%
	Staff use my feedback to support my scholar.	64%	75%
	Overall Median of Groups		75%

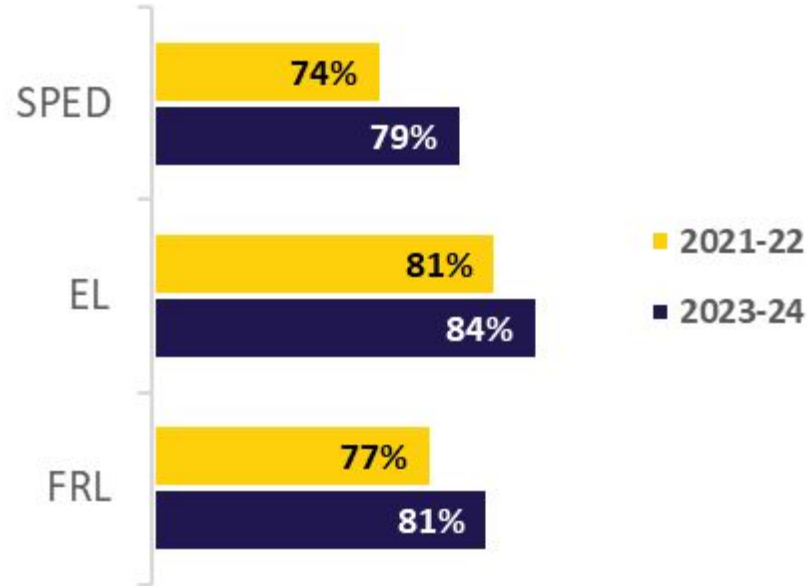
Family Stakeholder Survey

Percent Responding "Often" and "Always"



Family Stakeholder Survey

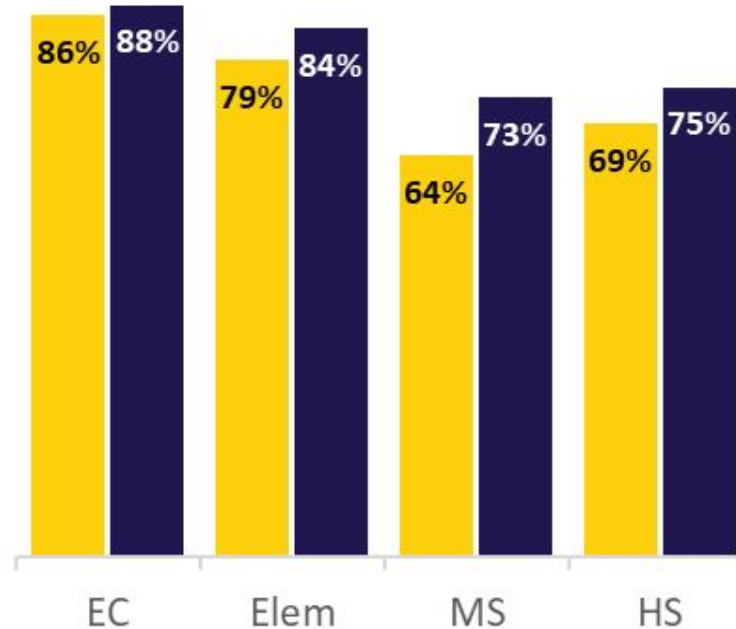
Percent Responding "Often" and "Always"



Family Stakeholder Survey

Percent Responding "Often" and "Always"

■ 2021-22 ■ 2023-24



Pause and Process

- ▶ **Alignment Check**
 - How well do the measures reflect the strategies and priorities in Strategic Direction C?
- ▶ **Priorities in Action**
 - Where are the measures strong in showing progress — and where could they better connect to our goals?
- ▶ **Out and Up Focus**
 - Do the measures clearly communicate our progress *out and up* to the board and community, or are they more internal? What could strengthen the community connection?



Strategic Direction D

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

STRATEGIC DIRECTION D

Priority: Refine district, department and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement.

Expected Outcome: 100% of the district, department, and site operational plans have been developed and used for monitoring continuous improvement.

Strategy: Operational plans

**Strategy: System Staff
Stakeholder Survey**

Process Measures: 3 Year Operational Plan

Outcome Measures: Staff Stakeholder Survey

Priority and Strategy Connection

Priority	Strategies
<p>D1. Refine, district, department, and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement.</p>	<p>D1</p> <ul style="list-style-type: none">● Enrollment marketing plan● Operational plans
<p>D2. Ensure consistent system-wide implementation of evidence-based retention strategies.</p>	<p>D2</p> <ul style="list-style-type: none">● Recruitment and retention plan

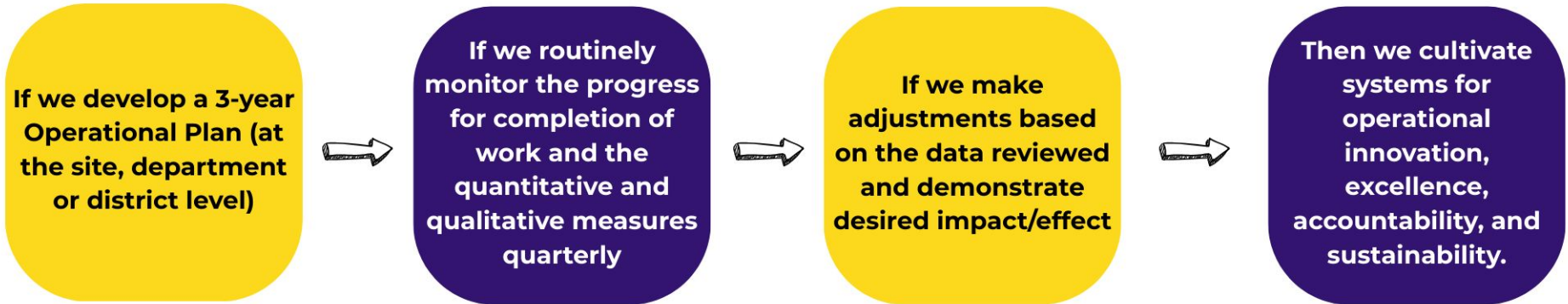
Measures

Process Measures (Implementation)	Outcomes Measures (Impact)
<ul style="list-style-type: none">● Not selected yet	<ul style="list-style-type: none">● Marketing within community relations● Percent of operational plans completed● Staff Stakeholder Survey (In Development)● Student Stakeholder Survey● Family Stakeholder Survey● % Staff of Color● % Staff of Color Retained

Marketing within Community Relations

<u>Data Source</u>		<u>Intervene</u>	<u>Concern</u>	<u>Baseline</u>	<u>Progress</u>	<u>Vision</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Marketing within Community Relations	Enrollment numbers (Nov. 1)	-301 or fewer students	-151-300 fewer students	+/- 150 more or fewer students	+151-300 more students	+301 or more students	20,075	20,165	20,180	20,229	20,551
	Capture rate	≤70%	71-72%	73-75%	76-80%	≥81%	67.1%	67.1%	67.0%	67.2%	68.0%
	Student retention rate	≤76%	77-80%	81-84%	85-88%	≥89%	82.0%	82.6%	85.0%	86.8%	NA
	Community survey *85% recommend our schools	TBD	TBD	TBD	TBD	TBD	NA	NA	NA	NA	NA

Operational Plans - Theory of Action



Operational Plan Work

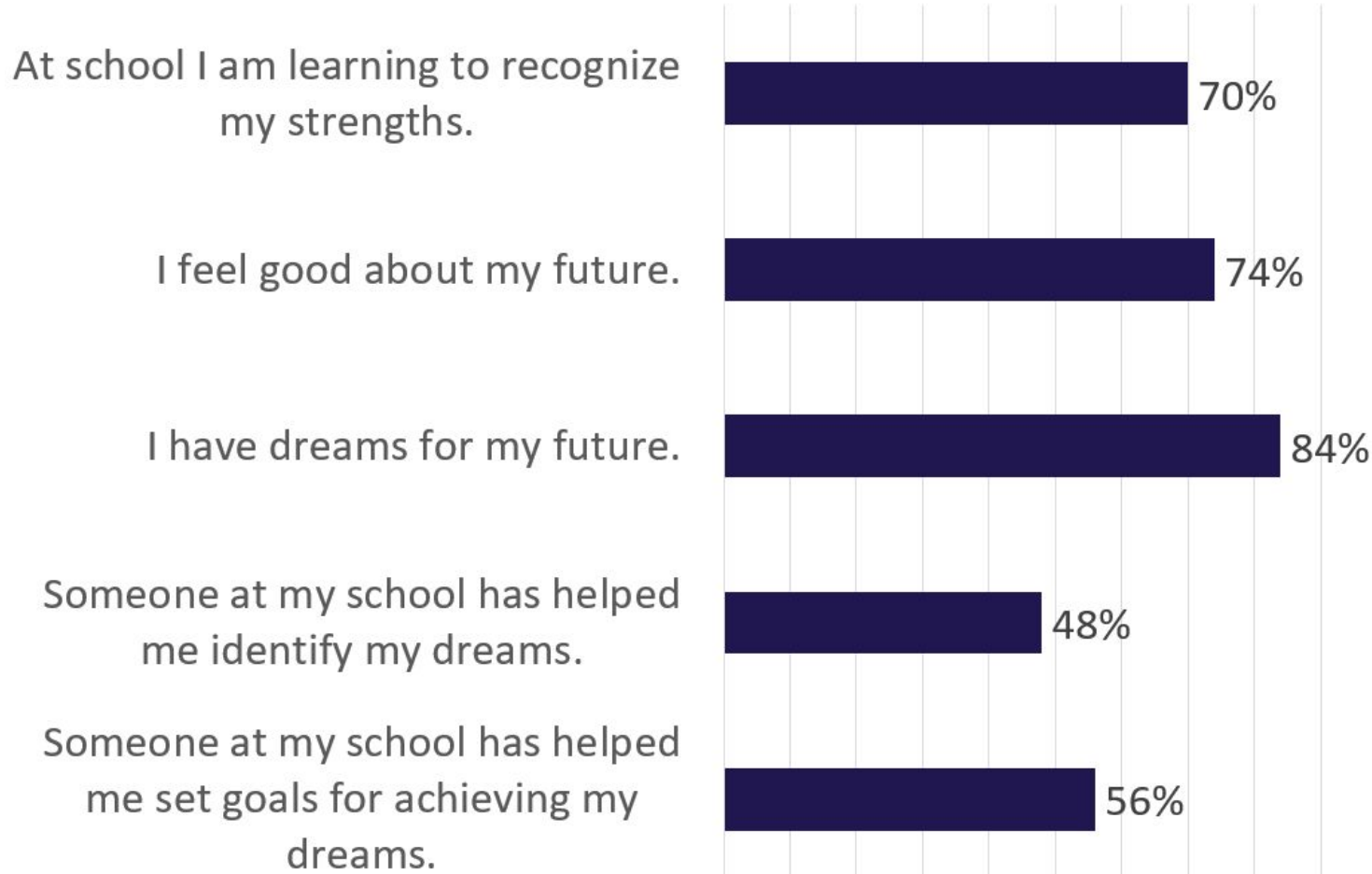
Learning Work	Research, testing, and development of possible initiatives.
Implementation Work	Securing resources, creating processes and procedures, providing PD, developing evaluation metrics to ensure successful implementation.
Standard Work	Established with at least 80% applying effectively.

Element	Priorities	Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
Outcome	D1b. Completion of the 3Yr Operational Plan	Percent of Operational Plans Submitted	NA	NA	94%	95-99%	100%	NA	NA	NA	NA	100%

Student Stakeholder Survey

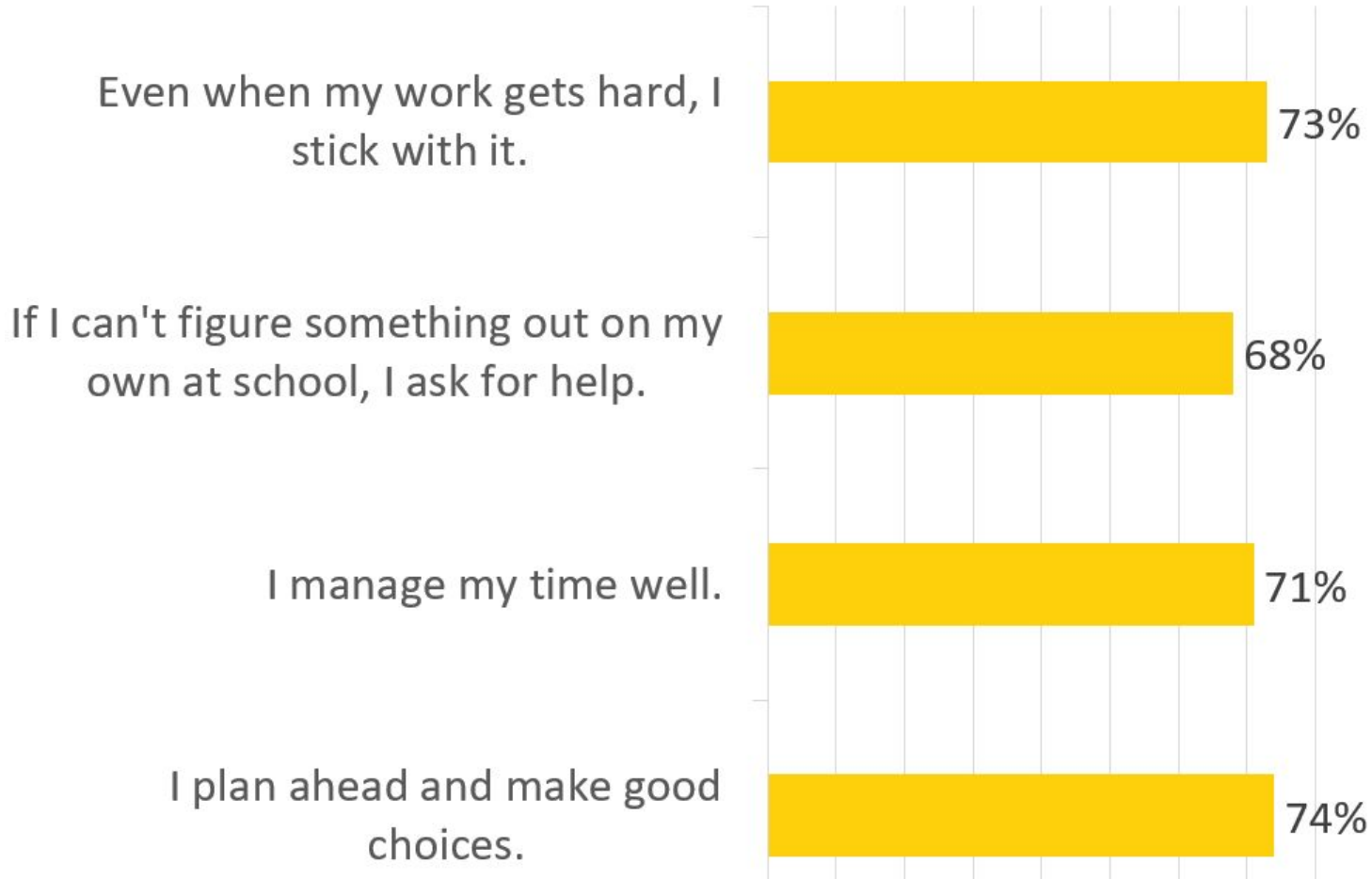
<u>Data Source</u>	<u>Intervene</u>	<u>Concern</u>	<u>Baseline</u>	<u>Progress</u>	<u>Vision</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Achieve Dreams	≤58%	59-63%	64-68%	69-73%	≥74%	NA	NA	NA	66%	NA
Lifelong Learning	≤63%	64-68%	69-73%	74-78%	≥79%	NA	NA	NA	71%	NA
Classroom Learning	≤58%	59-63%	64-68%	69-73%	≥74%	NA	NA	NA	66%	NA

Achieve Dreams Scale



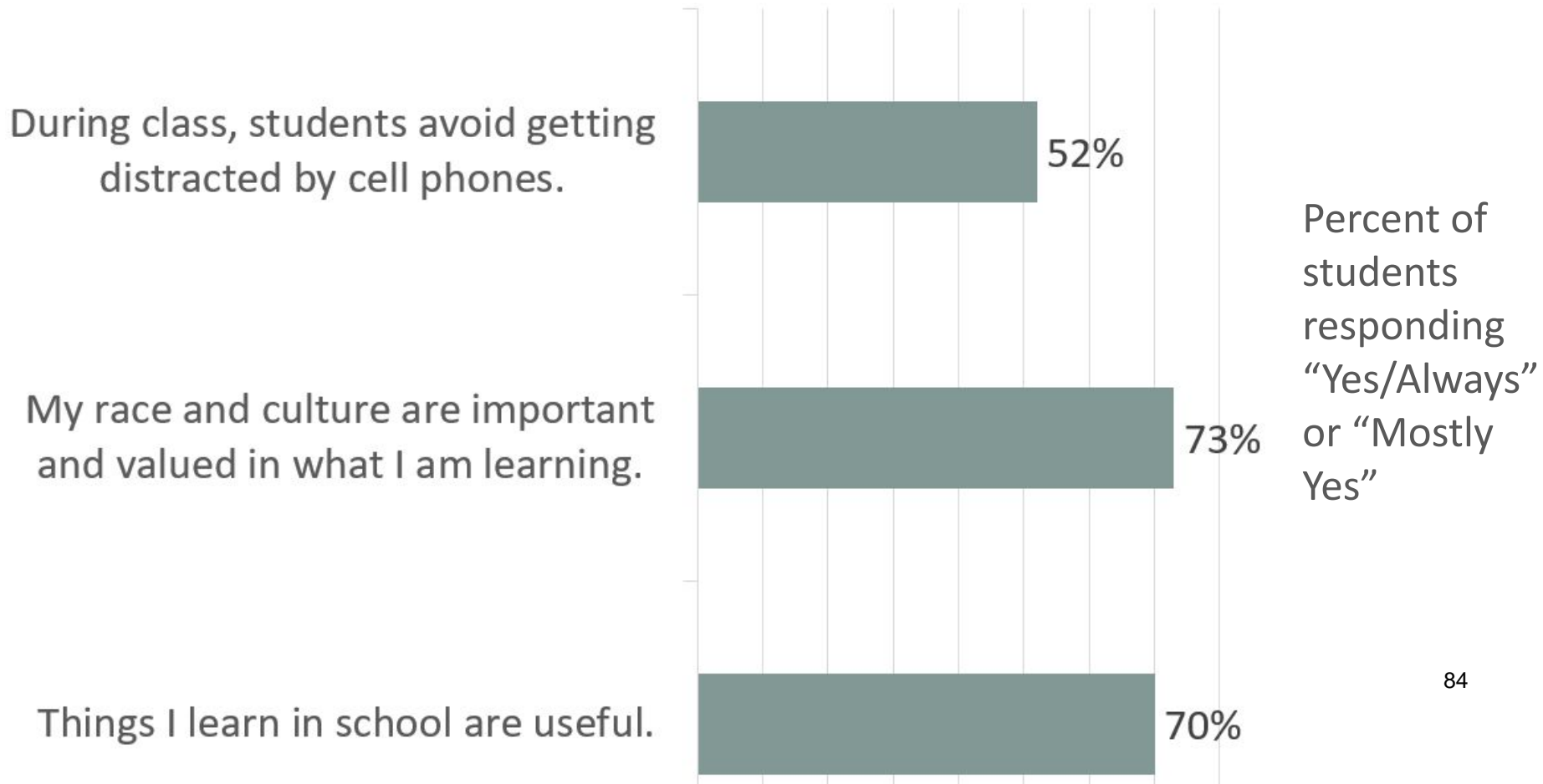
Percent of students responding "Yes/Always" or "Mostly Yes"

Lifelong Learning Scale



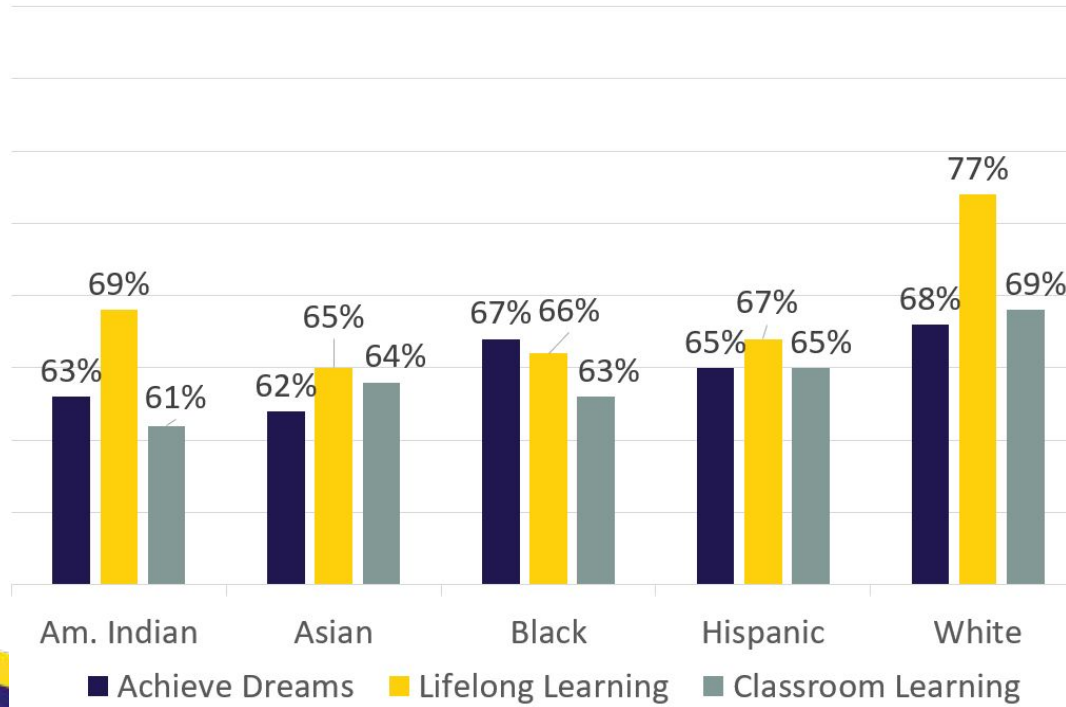
Percent of students responding "Yes/Always" or "Mostly Yes"

Classroom Learning Scale



Student Stakeholder Survey

Scale Results by Race

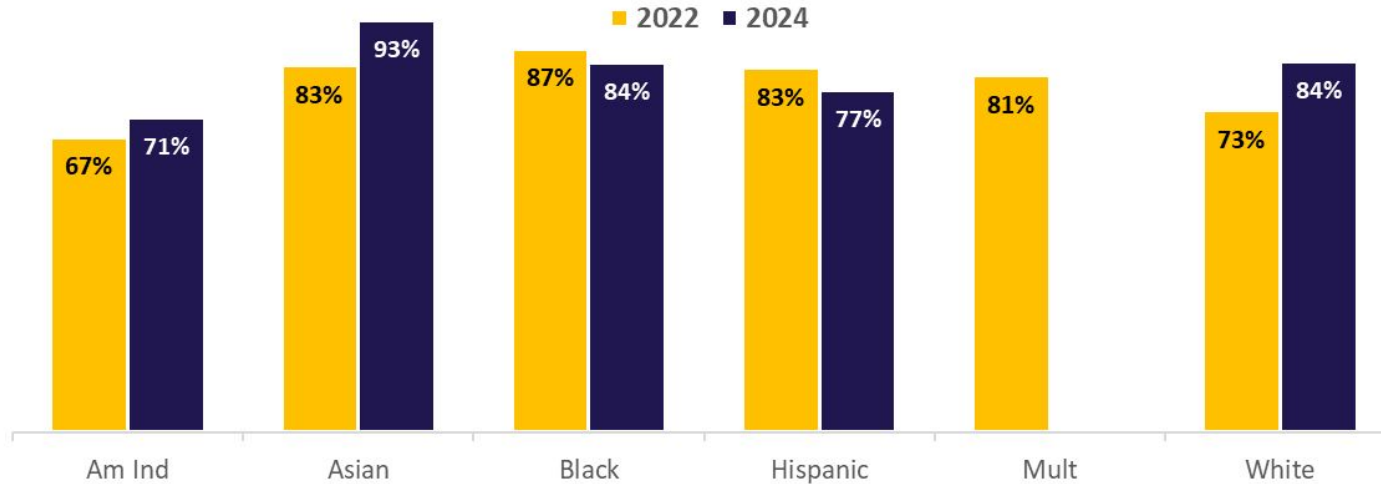


Family Stakeholder Survey

Innovation, Excellence, Accountability, and Sustainability Scale Items			
Family Stakeholder Survey	Survey Item	2022	2024
	My scholar is provided with the appropriate materials (i.e. books, handouts) they need to learn.	89%	91%
	My scholar is provided with the appropriate technology they need to learn.	93%	94%
	School staff have helped my scholar set goals for their future.	62%	73%
	My scholar's school works to prepare them for their future.	72%	80%
Overall Median of Groups		82%	84%

Family Stakeholder Survey

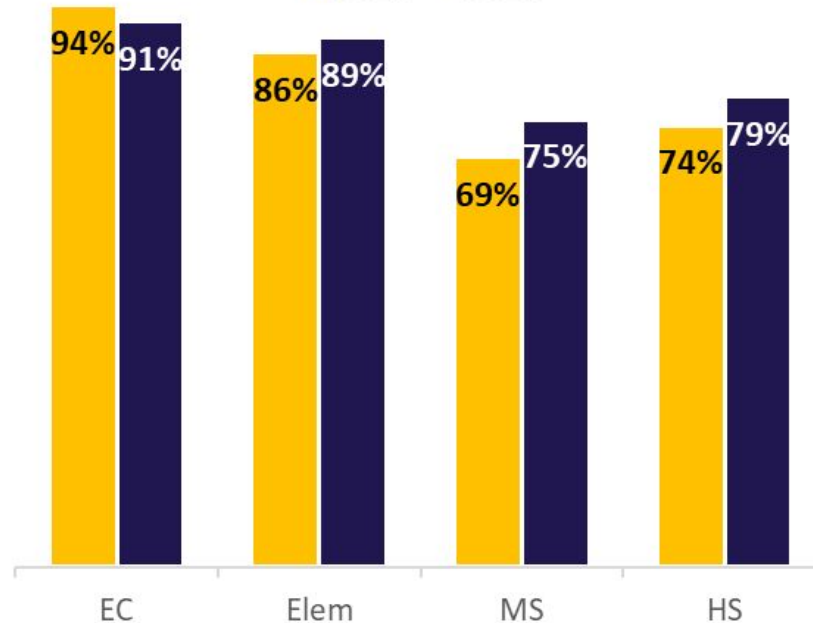
Percent Responding "Often" and "Always"



Family Stakeholder Survey

Percent Responding "Often" and "Always"

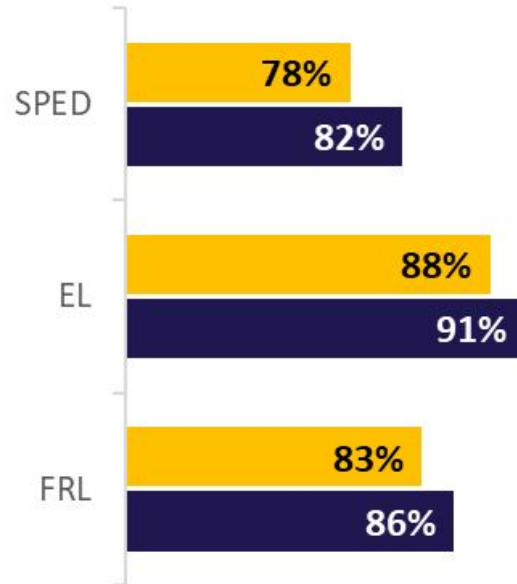
■ 2022 ■ 2024



Family Stakeholder

Percent Responding "Often" and "Always"

■ 2022 ■ 2024



STRATEGIC DIRECTION D

Priority: Ensure consistent system-wide implementation of evidence-based staff retention strategies.

Expected Outcome: Strive to grow our workforce to be more representative of the scholars and families we serve.

Strategy: Individual Career Path

Strategy: Cross Functional Training

Process Measures: % of employees receiving stay interviews

Outcome Measures: % of staff retained

Recruitment & Retention

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
Outcome	D2. Staff Recruitment and Retention Ensuring That Staff are Representative of Our Scholars' and Families' Identities	% Staff of Color	≤9%	10-12%	13-15%	16-18%	>18%	14.5%	14.9%	16.3%	16.3%	19.2%
		% Staff of Color Retained	≤79%	80-84%	85-89%	90-94%	> 94%	NA	88.0%	85.3%	86.6%	89.3%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Licensed % of color	12.05%	11.32%	9.93%	9.42%	8.75%	14.48%	14.38%	13.48%	16.03%	13.04%	12.85%	10.69%	15.86%
Non-Licensed % of color	14.29%	16.44%	25.60%	29.46%	36.84%	34.62%	40.64%	43.26%	34.75%	38.16%	43.01%	50.00%	52.69%
Adminstrators % of color	0.00%	30.77%	25.00%	41.18%	63.64%	10.71%	40.00%	50.00%	60.00%	58.82%	68.75%	33.33%	44.44%
	288	318	360	413	410	381	360	327	301	385	467	474	442

Pause and Process

- ▶ **Alignment Check**
 - How well do the measures reflect the strategies and priorities in Strategic Direction D?
- ▶ **Priorities in Action**
 - Where are the measures strong in showing progress — and where could they better connect to our goals?
- ▶ **Out and Up Focus**
 - Do the measures clearly communicate our progress *out and up* to the board and community, or are they more internal? What could strengthen the community connection?

Potential Next Steps

- ▶ Collect input and develop the new process (implementation) and outcome (growth & impact) measures.
- ▶ Identify the remaining major strategies that are aligned to the strategic priorities and complete the system strategy snapshot for each.
- ▶ Integrate the school board feedback into further refinement.

OSSEO AREA SCHOOLS

ISD  279

Thank you

Monitoring Report Vision Cards C and D Strategic Plan Implementation

Date: April 2025

Authors: Dr. Jill Kind, Director of Learning & Achievement
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Tom Watkins, Ph.D., Coordinator of Data and Assessment
Gao Thor, Data and Assessment Analyst
Yvonne Shorts-Lind, Executive Director of Human Resources
Kay Villella, Executive Director of Community Relations
Dr. Bryan Bass, Assistant Superintendent, Equity & Achievement

Topic: Vision Card Review

Purpose: The purpose of this executive summary is to:

- provide information on the data for the High Priority Initiatives for Strategic Directions C and D,
- show alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

Executive Summary

Osseo Area Schools is making strong progress toward its goals of inclusive communication and operational excellence. Recent surveys show families and staff are more satisfied with how the district communicates and supports student success, with positive feedback improving across most groups. Almost all schools and departments have completed long-term plans to guide continuous improvement, and new systems are helping track whether strategies are reaching and benefiting all students. While progress is clear, the district remains focused on addressing disparities and strengthening partnerships with families and the community. Osseo Area Schools partnered with Education Resource Strategies to refine the Vision Card metrics and align key investments to strategies driving student outcomes, strengthening the commitment to clear out and up communication. The Reimagined Vision Cards and Strategy Snapshots will provide more focused reporting on progress, strategies, and investments tied to our Strategic Priorities.

Introduction

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

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

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

Reimagining Vision Card and Expectations for Monitoring Reports

This year, we reimagined our [Vision Card Metrics](#) to closely align with strategic priorities, eliminate redundancies, and provide high-level, meaningful data for the school board and community to understand the district's progress.

Overview of the Process

The cabinet engaged in a collaborative process focused on categorizing Vision Card metrics into four actions: Drop, Add, Keep, and Improve (DAKI).

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

The "Reimagined" Vision Cards

The Reimagined Vision Cards will focus on "Out and Up" Reporting. Moving forward, they will:

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

This may also result in *new* baseline data that we haven't collected in the past, alongside the comparison data we've previously shared.

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



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

- Audience-Centered: The revised metrics prioritize data relevant to the board and community, highlighting progress toward strategic priorities without overwhelming detail.
- Strategic Alignment: Metrics were carefully selected to tell a cohesive story of district success and areas for growth.

- Rationale for Refinement: Examples include dropping metrics like detailed IT data, which are operational, and adding metrics like student and family surveys for community feedback.

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

Metric to Consider

Process Measures	Outcomes Measures
<ul style="list-style-type: none"> ● Fidelity of Implementation Measures 	<ul style="list-style-type: none"> ● Impact Measures

Vision Card C

District Operational Plan

Strategic Direction C: Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

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>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i>	<ul style="list-style-type: none"> ● Branding: district and school logos; naming/renaming of new school and repurposed school; guidebook ● Community Education communication and marketing plan 	<ul style="list-style-type: none"> ● Site communication plans that incorporate best practices - Yr. 2 ● District, school websites ● Crest View: <ul style="list-style-type: none"> ○ Supporting impacted families ○ Celebrating successes of existing site ○ Determining and developing programs for the repurpose; including marketing and community outreach

Strategies and Outcomes

Priorities	Strategies	Expected Outcome
C1. Standardize the use of communication tools for timely, accessible, accurate information (HP) C2. Foster inclusion for diverse community voices, engagement, and Collaboration. (FP)	Implementation of district communication plan	<ul style="list-style-type: none"> ● 90%+ of our district communication is timely and accessible. ● 90%+ of our district communication is accurate and easy to understand.
	Implementation of school communication plans	<ul style="list-style-type: none"> ● 90%+ of our school and classroom communication is timely and accessible. ● 90%+ of our school and classroom communication is accurate and easy to understand.
	FACE Rubric	Average ratings equal to or above 2.9 on the following rubric indicators: <ul style="list-style-type: none"> ● Effective Communication ● Intentional Collaboration and Inclusive Practices ● Empowerment and Advocacy

Measures

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

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

C1. Usage and Engagement (Process Measure)

Usage and Engagement is measured using data from the TalkingPoints, Mass Notification and ParentVUE family communication systems.

Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
TalkingPoints Messages Sent from Staff to Families per Student	≤1.4	1.5-1.9	2.0-2.4	2.5-2.9	≥3.0	2.3	9.4	2.2	2.9	3.2
TalkingPoints Announcements Sent from Staff to Families per Student	≤0.1	0.2	0.3	0.4	≥0.5	0.4	1.7	.3	.4	.3
Mass notification overall message delivery rate	≤77%	78%-81%	82-85%	86-89%	≥90%	NA	NA	85%	87%	86%
Usage of ParentVUE	≤69%	70-79%	80-89%	90-94%	≥95%	NA	NA	87%	88%	88%

TalkingPoints

With TalkingPoints, staff can send a message or announcement to family members in English and it is automatically translated into the family’s home language. When family members reply, that is also automatically translated back into English. For these measures, we are reporting the number of messages and announcements sent by staff to families using Talking Points during the first trimester of each of the last three school years (the first three years in which the platform has been used in the district). Messages and announcements both increased to more than three times as much from Fall 2020 to Fall 2021, returned to baseline levels in Fall 2022, and increased again to the Progress range in Fall 2023. In the Fall of 2024, TalkingPoints Messages reached the Vision range and Announcements returned to the baseline range in Fall 2024.

Mass Notification

Our second measure is our Mass Notification data. This is the system that our district and school teams use for regular communications, including voice, email and text. Both regular updates and emergency messaging can be sent through this. Our new Smore e-newsletters are also shared via this tool. Messages can be auto-translated through this system. However, our system chooses to utilize multilingual specialists when possible so that more accurate messages are shared. Language line information is included on the bottom of all emails. Our Fall 2024 Mass Notification median message delivery rate of 86% remains slightly above our baseline rate of 85%. The table below contains the values used in calculating the median across the 10 groups and three communication methods:

Site/Message Purpose	# Messages	Percent of Recipients Receiving Message		
		Phone	Email	Text
Elementary Schools	2355	88%	87%	86%
Middle Schools	753	87%	82%	86%
High Schools	543	89%	76%	87%
ABE/OALC/OEC	341	64%	77%	56%
District Office	194	42%	72%	80%
Absence Reporting	2727	90%	81%	87%
Bus/Transportation	123	NA	89%	87%
Conferences	61	90%	89%	86%
Translated	47	6%	6%	NA
Other	1228	69%	85%	81%
Total	3765	72%	79%	83%

NA = Not applicable because fewer than 10 recipients included in message.

Delivery rates varied widely by sending site and message purpose. The highest rates were for phone and text messages sent by elementary, middle and comprehensive high schools regarding student absences and conferences. This is especially encouraging since these messages comprise the vast majority of the total messages sent. One persistent challenge has been delivery rates for messages translated into other languages. It will be important for us to continue to examine the procedures followed to ensure that we are using the preferred communication methods and that contact information is up to date. For example, given the much greater use of Talking Points and the very low delivery rates for translated messages on Mass Notification for sending translated messages, it may be helpful to reflect on the appropriate tool to use for translating messages.

ParentVUE

Our third measure for priority C2 is the percent of parents using ParentVUE. ParentVUE allows parents to check attendance, course grades, health records, high school credits, test scores and other student data. The Information Systems Department began reporting ParentVUE use data in January of 2023. The average across the months of January through March for students in grades K-12 were used for this report. The baseline level for this priority was 87%, and it increased slightly to 88% in 2024 and remained at 88% in 2025.

Future Process Measures:

The following process measures will be monitored and reported on next year.

Viewership and engagement on web, e-newsletters, video and social media

- Website: [Popular pages, behavior, sources and devices each week](#)
- E-news: [Opens and clicks each week](#)
- Social media: [Top social media posts each month](#)

Media coverage (process)

- [District and/or schools mentioned in local and national media outlets each week](#)

Learning Management Systems

- **Seesaw:** 3,944 unique individual accounts logged in at least once during the 24-25 school year (4.25.25)
- **Schoology:** 3,535 unique individual accounts logged in at least once during 24-25 school year (4.25.25)
 - At the secondary level, Schoology is used to show the in process grades and assignments for students. ParentVUE shows end of term grades.

C2. Perception of Inclusive Communication (Outcome Measure)

Senior Exit Survey

There is no data to report for this metric as the surveys currently administered at the high schools across the system are not standardized. We will be partnering with the Career Resource Center licensed staff to create a standardized version that includes measures specific to this priority. Results will be available during the next academic year. It will analyze the PreK-12 experiences of our seniors and their future plans.

Community Survey

This survey will showcase the beginning, middle and end user experience. It will include questions associated with receiving timely, relevant and easily accessible information so that all of our audiences are in the know, engaged and trusting of Osseo Area Schools.

Staff Stakeholder Survey

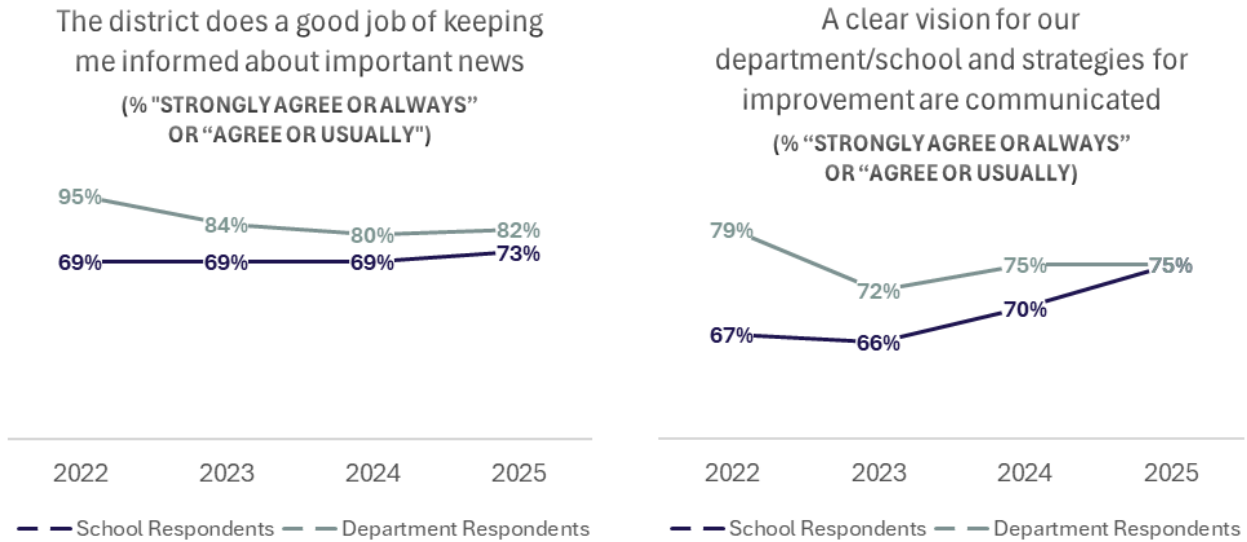
The Staff Stakeholder Survey is another data source within this priority. Specifically, four questions within the Environment and Communication scale. Not all staff respond to each question. The table below shows each of the questions asked, which group of staff members respond, and the percentage of staff selecting “strongly agree or always” or “agree or usually”.

Environment and Communication Scale Items						
	Survey Item	Who Responds	2022	2023	2024	2025*
Staff Stakeholder Survey	Communications to staff are delivered in a professional and timely manner.	Dept Staff	79%	74%	79%	73%
	My school does a good job of keeping me informed about important news.	Site Staff	72%	69%	71%	94%
	The district does a good job of keeping me informed about important news.	Dept and Site Staff	70%	71%	70%	74%
	A clear vision for our department/school and strategies for improvement are communicated.	Dept and Site Staff	67%	67%	71%	75%

*N size was 1,316 for the 2024-25 survey administration

The table above shows improvement over time in the rate of positive responses for all survey items except, “Communications to staff are delivered in a professional and timely manner”, which has seen a 6% decrease since 2022. The item showing the most improvement was, “My school does a good job of keeping me informed about important news”, with an increase of 22% from 2022.

The charts below show departments and site staff responses disaggregated for the two shared questions shown in the table above. Trends across both charts show that staff from departments responded more positively overall to these questions over time, with the gap closing in recent years. Other trends indicate that rates of positive responses from schools are trending up (an increase of 4% and 8%, respectively) and rates of positive responses from departments are declining (a decrease of 13% and 4%, respectively).



Family Stakeholder Survey

The next and final data source within this priority is Family Stakeholder Survey: Inclusive Communication with Communities Scale. This survey was most recently conducted in the spring of the 23-24 school year. A scientific sample based on district demographics of families with children enrolled in the district was used, and 1,339 families responded. The scale is based on the following six questions:

- I understand how to access the various communication tools from my scholar's school.
- My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).
- Communication from my scholar's school is provided in my preferred language.
- Staff provide regular updates on the progress of my scholar.
- Staff create space for me to provide feedback regarding my scholar.
- Staff use my feedback to support my scholar.

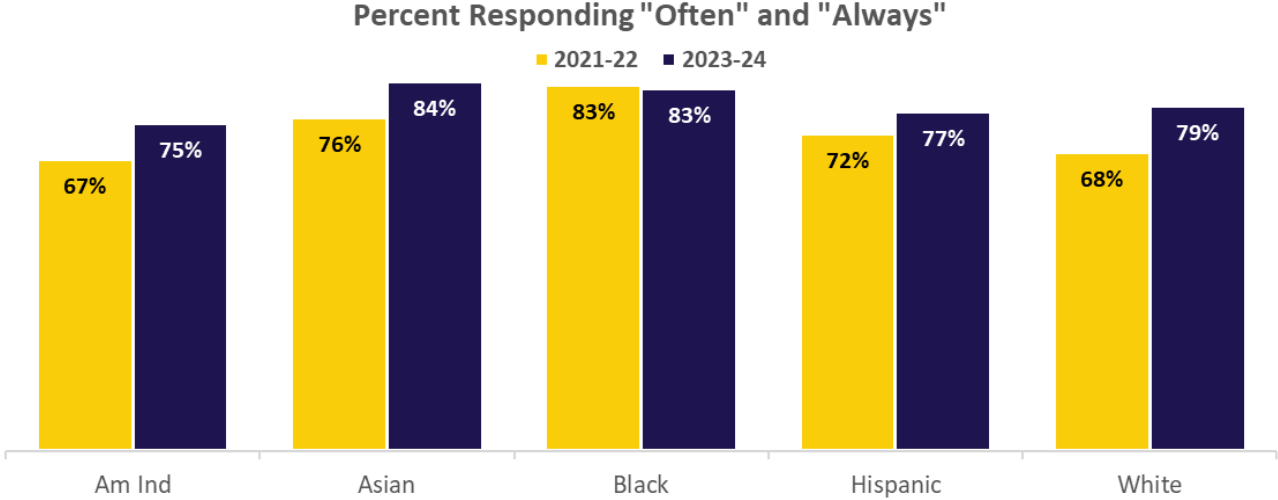
The district level rates of the two most positive responses ("Often", "Always") for each survey item were as follows:

Innovation, Excellence, Accountability, and Sustainability Scale Items			
Family Stakeholder Survey	Survey Item	2022	2024*
	I understand how to access the various communication tools from my scholar's school.	74%	84%
	My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).	87%	89%
	Communication from my scholar's school is provided in my preferred language.	94%	95%
	Staff provide regular updates on the progress of my scholar.	57%	65%
	Staff create space for me to provide feedback regarding my scholar.	64%	75%
	Staff use my feedback to support my scholar.	64%	75%
	Overall Median of Groups		75%

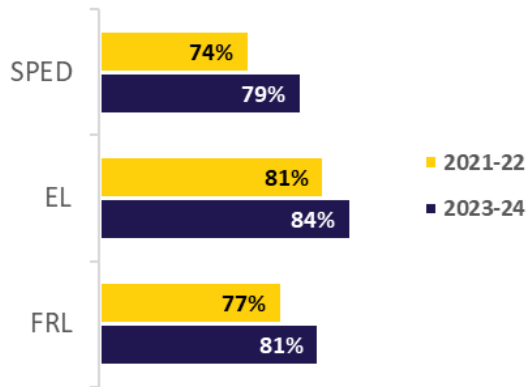
*N size was 1,078 for the 2023-24 survey administration

This scale saw an overall improvement of 5%, going from 75% during the 2021-22 school year to 80% selecting “Often” or “Always”. The largest improvements at the survey item level came from, “Staff create space for me to provide feedback regarding my scholar” and “Staff use my feedback to support my scholar”, which show an improvement of 11% across both survey items.

The chart below shows the scale percentages segmented by student race and ethnicity groups over the last two survey administrations. In 2023-24, Asian families had the highest ratings overall at 84%, followed closely by Black families at 83%. Although not among the top percentages, rates among white families improved the most over time with a 11% increase in positive responses.

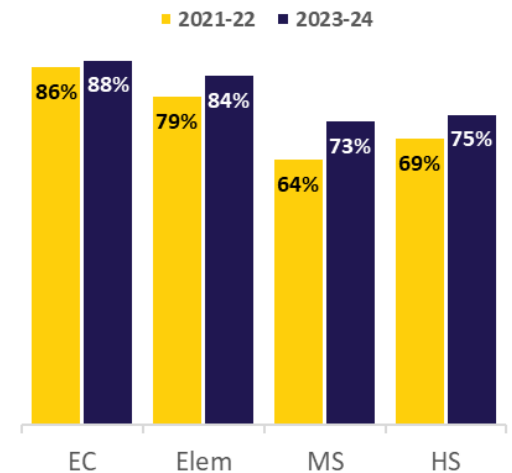


Scale by Service Group



The chart to the left shows the scale responses broken out by student services groups. Students receiving English Learner (EL) services had the highest percentage at 84% followed by those receiving free or reduced price meals (FRL) at 81%. Students receiving special education (SPED) services had a scale rating of 79%. The largest improvement over time was among families of students receiving SPED services with a 5% increase.

students in early childhood (EC), elementary school (Elem), middle school (MS), and high school (HS). This chart shows that families of students in early childhood had the highest percentage at 88%. This was followed by elementary school students at 84%. Families of middle school students had the lowest percentage at 73%. The question within the scale that brought down the average at the middle school and high school levels the most was “School staff have helped my scholar set goals for their future” at 42% and 54%, respectively.



C2. Engagement and Inclusion (Process Measure)

The Engagement and Inclusion priority contains five metrics:

1. Advisory Committees - % of sites with representation
2. Effective Communication (Family Engagement Rubric)
3. Intentional Collaboration and Inclusive Practices (Family Engagement Rubric)
4. Empowerment and Advocacy (Family Engagement Rubric)

Advisory Committees

The first metric, Advisory Committees - % of sites with representation, measures what percentage of district sites are represented across advisory committees and the RISE (Radically Investing in Scholars Excellence) committee. Representatives were defined as a student, family member, or staff member from that site (excluding principals). See the link within the vision card for more information on other advisory groups that were included.

Overall, 90% of sites were represented on at least one committee. This places this metric within the concern category. The rate of representation ranged significantly across sites. The sites with the highest representation across advisory committees were Maple Grove Senior High (24 representatives) and Park Center Senior High (20 representatives).

Family Engagement Rubric

The second metric is the Family Engagement Rubric: Effective Communication, Intentional Collaboration and Inclusive Practices, and Empowerment and Advocacy scales. These metrics were selected for this priority as they are important in ensuring the district is adequately partnering with our scholars, families, and community members at the margins, and the intent of this vision card is to ensure inclusive participation. Site leads were asked to complete the rubric this spring and 22 out of 29 leaders responded for a response rate of 75.9%.

The numbers represented in these metrics were calculated by assigning numeric values to the rubric responses so that Emerging = 1, Progressing = 2, and Excelling = 3. Responses were averaged across respondents within each rubric item to arrive at the final number shown in the vision card.

Intentional Collaboration and Inclusive Practices had the highest average rating at 2.7 which indicates that most sites who responded on the rubric felt they were excelling in this area. This rating places this indicator within the progress range.

When considering Effective communication, sites rated themselves as being at 2.4 on average. This is within the progress range for this year and a 1.8 point increase over 2023-24.

Empowerment and Advocacy was rated at 2.0 on average, which is within the baseline range.

Overall site leaders' self-ratings placed them within the “Progressing” or “Excelling” levels within the rubric.

Access the full rubric and all descriptors at the link below or the link within the vision card:

[Osseo Area Schools Engagement Rubric](#)

Vision Card D

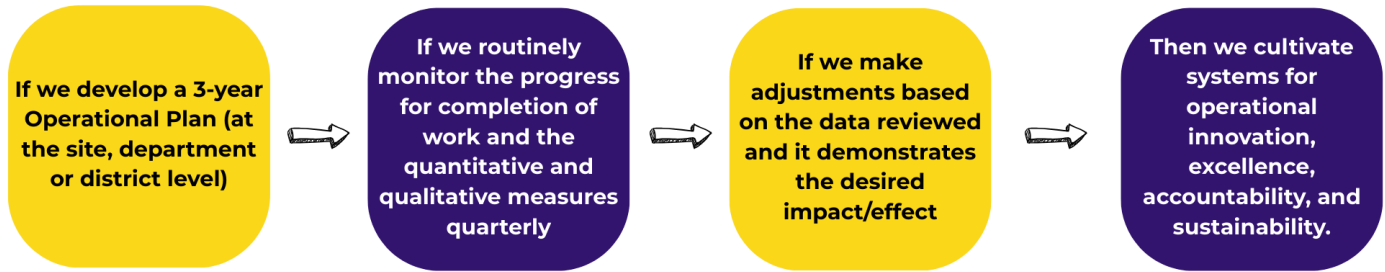
District Operational Plan

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"> ● Attendance boundary adjustments ● Develop strategic, comprehensive health and wellness strategy ● Reevaluate strategies for retention of BIPOC staff 	<ul style="list-style-type: none"> ● Enrollment marketing plan ● Cyber security plan 	<ul style="list-style-type: none"> ● Online enrollment - Year 3 ● 3-year Operational Plan Aligned <ul style="list-style-type: none"> ○ District ○ Department ○ Site

Priority D1. Refine district, department and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement.

The Vision Card Task Force identified the operational plan as a major system wide strategy to positively influence operational innovation, excellence, accountability, and sustainability. Below is our theory of action that explains this further.



Priorities	Strategies	Expected Outcome
D1. Refine district, department and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement. (HP)	Operational Plans	Ensure that 100 percent of the district, department, and site operational plans have been developed and used for monitoring continuous improvement efforts.
	System Staff Stakeholder Survey	

Priority D Measures

Data Source		Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
Marketing within Community Relations	Enrollment numbers (Nov. 1)	-301 or fewer students	-151-300 fewer students	+/- 150 more or fewer students	+151-300 more students	+301 or more students	20,075	20,165	20,180	20,229	20,551
	Capture rate	≤70%	71-72%	73-75%	76-80%	≥81%	67.1%	67.1%	67.0%	67.2%	68.0%
	Student retention rate	≤76%	77-80%	81-84%	85-88%	≥89%	82.0%	82.6%	85.0%	86.8%	NA
	Community survey *85% recommend our schools	TBD	TBD	TBD	TBD	TBD	NA	NA	NA	NA	NA

D1a. Organizational Continuous Improvement

It's important to look at *enrollment trends* to ensure our district is on a healthy trajectory into the future. Three pieces are currently being looked at to get a good glimpse of this - enrollment numbers, capture rate and student retention rate. With regard to enrollment numbers, we're just looking to see if we're growing, maintaining or losing students year over year. For the capture rate, we're seeing if community members in the district are choosing us over charter and private schools. This number is not considered healthy unless it's over 70%. And lastly, the student retention number analyzes if we're keeping families once we get them. The community survey data will be forthcoming in next year's data collection.

D1b. Completion of the 3Yr Operational Plan (Outcome Measure)

This is a new metric. This year all sites posted their plans to the school website and all district departments completed the three year operational plans. The 3Yr Operational plans have alignment to the strategic directions. The strategies within the operational plan align to the district's highest and focused strategic priorities.

D1c. Staff Stakeholder Survey (Outcome measure)

We will continue our partnership with the consultant and the Data and Assessment Department to identify metrics in the survey for continuous improvement and innovation scales. Results will be available during the next academic year.

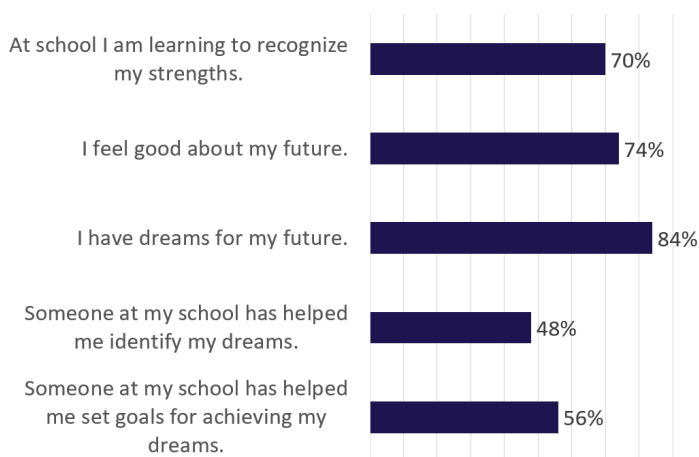
D1d. Student Stakeholder Survey

Three scales (groups of questions) from the Student Stakeholder Survey were used for this priority. Because there were significant revisions to the survey for Spring 2024, it was treated as a new baseline. New score ranges were developed around the new baseline, and results for Spring 2025 will be added once they are final. We continue to report the "percent positive" which is the percentage of students responding "Yes/Always" or "Mostly Yes" to each question. This can also be thought of as the percent "agreeing".

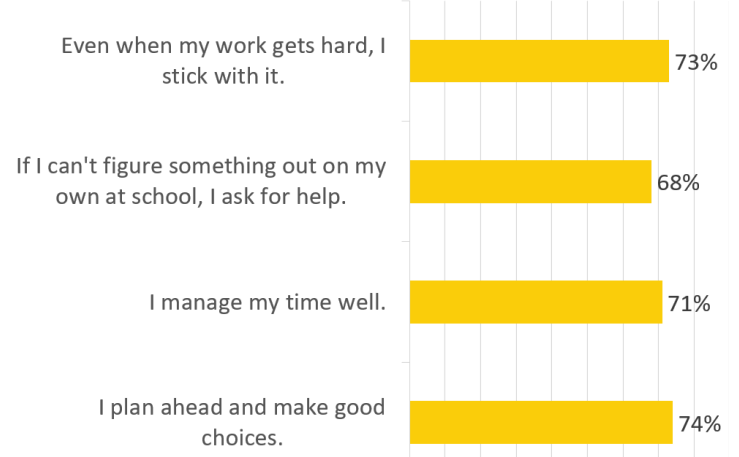
Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
Achieve Dreams	≤58%	59-63%	64-68%	69-73%	≥74%	NA	NA	NA	66%	NA
Lifelong Learning	≤63%	64-68%	69-73%	74-78%	≥79%	NA	NA	NA	71%	NA
Classroom Learning	≤58%	59-63%	64-68%	69-73%	≥74%	NA	NA	NA	66%	NA

The percent positive for each question on each scale in Spring 2024 ranges widely, reflecting different aspects of each scale:

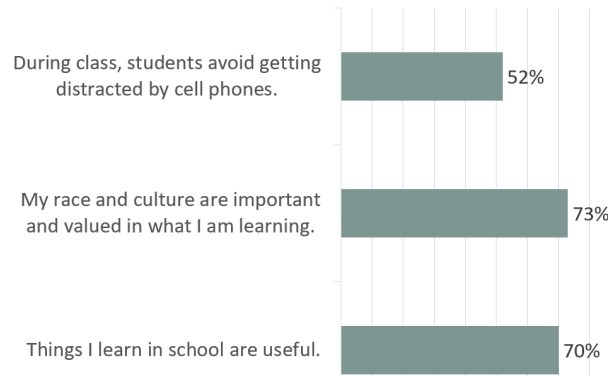
Achieve Dreams Scale



Lifelong Learning Scale

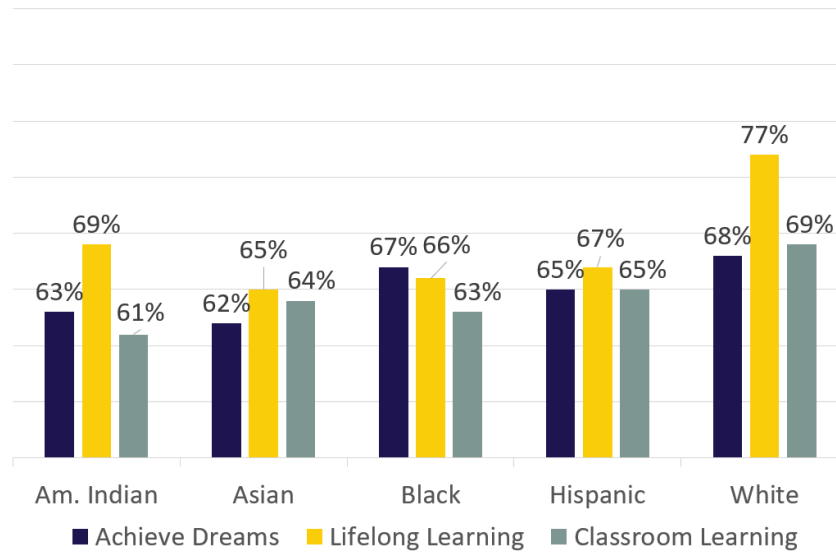


Classroom Learning Scale



Results are also reported by race below. Based upon the Vision Card performance level ranges, group differences of 5% or more should be considered significant.

Scale Results by Race



In the chart above, we can see that White students had a significantly higher agreement than all other racial groups on *Lifelong Learning*. Black and White students had a higher percent positive than Asian students on *Achieve Dreams*. White students reported higher levels of agreement than all other groups except Hispanic on the *Classroom Learning* scale.

D1e. Family Stakeholder Survey

The Family Stakeholder Survey “Innovation, Excellence, Accountability, and Sustainability” scale is used for this priority. This survey was most recently conducted in the spring of the 23-24 school year. A scientific sample based on district demographics of families with children enrolled in the district was used, and 1,339 families responded.

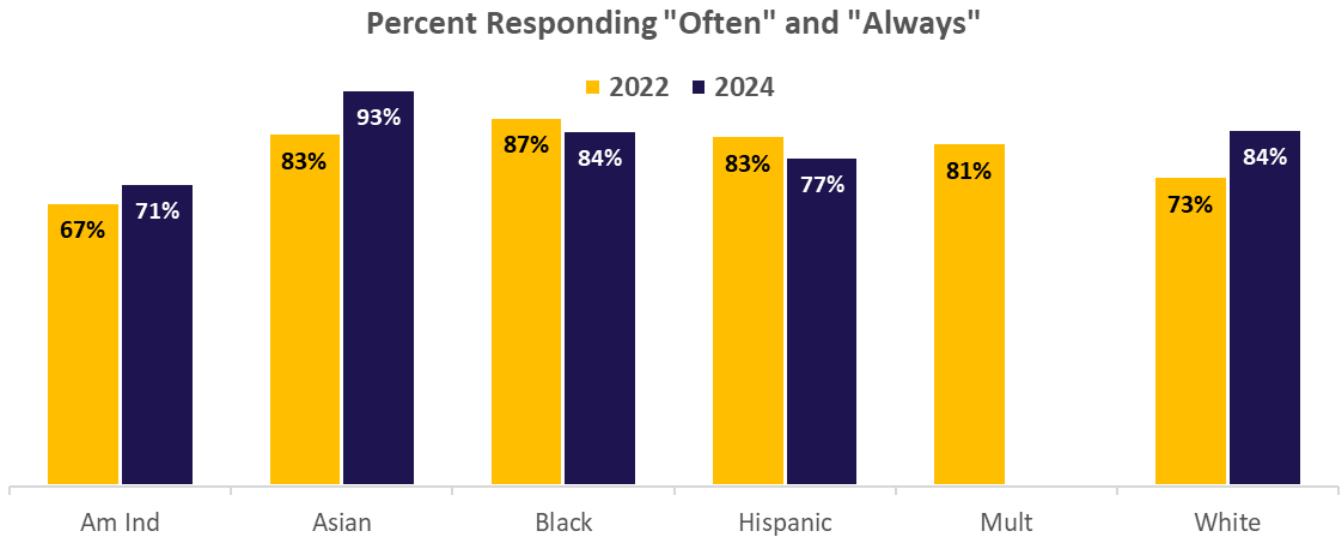
The following questions are included in this scale:

- My scholar is provided with the appropriate materials (i.e. books, handouts) they need to learn.
- My scholar is provided with the appropriate technology they need to learn.
- School staff have helped my scholar set goals for their future.
- My scholar's school works to prepare them for their future.

Families who received the survey could respond to these questions by selecting “Never”, “Not Often”, “Sometimes”, “Often”, “Always”. The percentage reported is the rate resulting from the combination of the two most positive responses (Often and Always) averaged across all four questions. The percentages by question were:

Innovation, Excellence, Accountability, and Sustainability Scale Items			
Family Stakeholder Survey	Survey Item	2022	2024
	My scholar is provided with the appropriate materials (i.e. books, handouts) they need to learn.	89%	91%
	My scholar is provided with the appropriate technology they need to learn.	93%	94%
	School staff have helped my scholar set goals for their future.	62%	73%
	My scholar's school works to prepare them for their future.	72%	80%
Overall Median of Groups		82%	84%

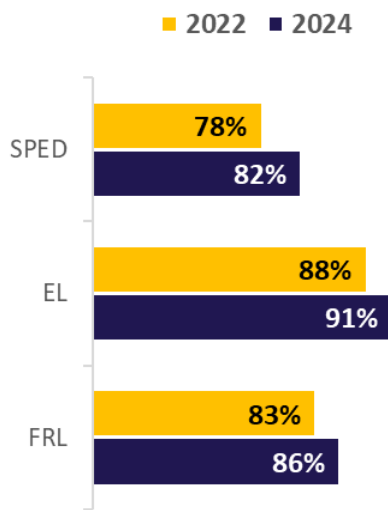
The trend data from this scale show that items within the scale as well as the overall median of group rates of positive responses have increased. The item, “My scholar is provided with the appropriate technology they need to learn” remains at a high rate with 94% responding with the two most positive responses. The item with the largest increase in positive responses from 2022 to 2024 was “School staff have helped my scholar set goals for their future” with an increase of 11%.



The chart above shows the scale percentages segmented by student race and ethnicity group. These data show increases in the rate of positive responses by families of White (11% increase), Asian (10% increase), and American Indian (4% increase) students. Positive responses trended downward for families of Black (3% decrease) and Hispanic (6% decrease) students.

Note: Multiracial student rates are not available this year due to a student directory issue in the district survey tool. This issue has been corrected and these data will be available in future survey administrations.

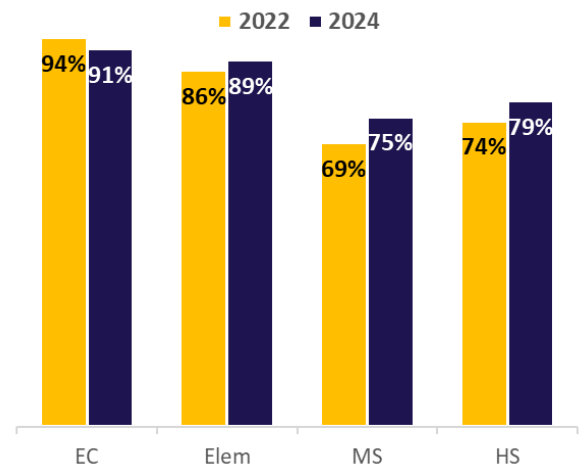
Scale by Service Group



The chart to the left shows the scale responses broken out by student services groups. Students receiving English Learner (EL) services had the highest percentage at 91% followed by those receiving free or reduced price meals (FRL) at 86%. Students receiving special education (SPED) services had a scale rating of 82%. There was an increase in positive responses among each of these groups from 2022.

The chart to the right shows percentages of positive responses among families with students in early childhood (EC), elementary school (Elem), middle school (MS), and high school (HS). Specifically, this chart shows that families of students in early childhood had the highest percentage at 91%. This was followed by elementary school students at 89% and high school students at 79%. Families of middle school students had the lowest percentage at 75%. The question within the scale that brought down the average at the middle and high school levels the most was “School staff have helped my scholar set goals for their future” at 54% and 65%, respectively. All grade levels showed improvement in positive responses to this scale over time, with the exception of early childhood.

Scale by Grade Level



	Strategies	Expected Outcome
D2. Ensure consistent system-wide implementation of evidence-based staff retention strategies. (FP)	Individual career pathways (e.g. Grow Your Own)	Strive to grow our workforce to be more representative of the scholars and families we serve.
	Cross functional training (alignment between staff professional goals and system work; succession planning)	

D2. Staff Recruitment and Retention

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025
Outcome	D2. Staff Recruitment and Retention Ensuring That Staff are Representative of Our Scholars' and Families' Identities	% Staff of Color	≤9%	10-12%	13-15%	16-18%	>18%	14.5%	14.9%	16.3%	16.3%	19.2%
		% Staff of Color Retained	≤79%	80-84%	85-89%	90-94%	> 94%	NA	88.0%	85.3%	86.6%	89.3%

In order to capture progress on ensuring staff are representative of scholars and families, the proportion of staff of color is reported. During the 2024-25 school year 19.2% of staff identified as a person of color. This was up from 13.8% in 2020.

2013-2025 Staff of Color Demographics

School year:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.24%	9.88%	10.04%	10.95%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	19.74%	23.23%	23.23%	28.53%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	30.39%	30.00%	30.22%	30.11%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%	16.34%	17.64%	19.21%

The following table provides the percentage of staff of color who were employed during the 23-24 school year and continued employment, or were retained, during the 2024-25 school year, which was 89.3% overall:

Staff Retention Rate

ISD279 Employee Demographic Trends - Retention

School year	2023	2024	2025
Licensed % of color	93.90%	90.64%	96.30%
Non – Licensed % of color	79.21%	82.97%	85.44%
Administrators % of color	90.74%	96.08%	94.34%
Total Staff of color	85.31%	86.63%	89.34%

The table below reports the percent of newly hired staff of color over time. Within the “Licensed % of Color” and “Non-Licensed % of color” staff groups, there was an increase from 2020 (+2.4% and +9.5%, respectively).

2013-2025 New Hire Demographics

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Licensed % of color	12.05%	11.32%	9.93%	9.42%	8.75%	14.48%	14.38%	13.48%	16.03%	13.04%	12.85%	10.69%	15.86%
Non-Licensed % of color	14.29%	16.44%	25.60%	29.46%	36.84%	34.62%	40.64%	43.26%	34.75%	38.16%	43.01%	50.00%	52.69%
Adminstrators % of color	0.00%	30.77%	25.00%	41.18%	63.64%	10.71%	40.00%	50.00%	60.00%	58.82%	68.75%	33.33%	44.44%
	288	318	360	413	410	381	360	327	301	385	467	474	442

For comparison, the percent of our scholars of color has ranged from 58.9% to 64.3% over the past five years.

2019-2025 Scholars of Color Enrollment

	2019	2020	2021	2022	2023	2024	2025
Scholars % of color	58.98%	59.18%	59.83%	61.98%	62.83%	63.40%	64.34%

Conclusion and Next Steps

This monitoring report affirms the district’s commitment to inclusive communication and operational excellence, while also highlighting the promising potential of our reimagined approach to progress monitoring. By introducing the *System Strategy Snapshot* method and aligning it with the *Reimagined Vision Cards*, we have taken a bold and thoughtful step toward streamlining our data storytelling. The clarity brought by this adaptation to the design process allows the school board, community, and staff to more clearly see how strategies are linked to investments and outcomes—shifting our lens from static data to a dynamic, strategy-informed view of impact.

Among the many promising insights, three highlights stand out: the sharp increases in family satisfaction with communication across all service groups, the successful completion and alignment of three-year operational plans across every district site and department, and the upward trend in family and staff survey results pointing to more timely, accessible, and inclusive practices. These bright spots, paired with the transparency of our new data framework, reinforce the power of this redesigned process. Moving forward, we are energized to complete additional Strategy Snapshots, co-develop new process and outcome measures, and continue integrating school board and district leader feedback. With deep gratitude to the school board, cabinet, and leaders across DLTL, we look forward to building on this clarity and shared commitment to continuous improvement.

(C) Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

Definition Statement	Mindful Critical Question(s) (MCQs)
Members within the community find themselves represented and reflected through each communication method. We understand that meaningful participation fosters positive academic and equitable outcomes and communicates respect and maintained dignity, affirming each member of our teaching, learning, and the broader community.	<ul style="list-style-type: none"> How have we provided multiple pathways for families or community members to engage in communication? What practices have we established to ensure that communication is accessed universally? What feedback loops have we created to ensure our communication is making intended connections?

Element	Priorities	Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	
Outcome	C1. Stakeholder Experiences, Perceptions, and Preferences	Senior Exit Survey	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
		Community Survey	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
		Staff Stakeholder Survey Items	Prof and Timely Communication	≤ 67-71%	72-76%	77-81%	82-86%	≥ 87-91%	NA	79%	74%	79%	76%
			School Communication	≤ 60-64 %	65-69%	70-74%	75-79%	≥ 80-84 %	NA	72%	69%	71%	94%
			District Communication	≤ 58-62 %	63-67%	68-72%	73-77%	≥ 78-82 %	NA	70%	71%	70%	74%
		Vision Communication	≤ 55-59 %	60-64%	65-69%	70-74%	≥ 75-79 %	NA	67%	67%	71%	75%	
Family Stakeholder Survey: Inclusive Communication with Communities Scale	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	NA	75%	NA	80%	NA			
Process	C2. Engagement and Inclusion	Advisory Committees - % of sites with representation	≤ 78%	79-84%	85-90%	91-96%	≥ 97%	NA	NA	87%	97%	83%	
		Family Engagement Rubric (scale)	Effective Communication	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	2.3	
			Intentional	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	1.9	

		of 1-3)	Collaboration and Inclusive Practices											
			Empowerment and Advocacy	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	1.9		

(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?

Element	Priorities	Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	
Outcome	D1a. Organizational Continuous Improvement	Marketing within Community Relations	Enrollment numbers (Nov. 1)	-301 or fewer students	-151-300 fewer students	+/- 150 more or fewer students	+151-300 more students	+301 or more students	20,075	20,165	20,180	20,229	20,551
			Capture rate	≤ 70%	71-72%	73-75%	76-80%	≥ 81%	67.1%	67.1%	67.0%	67.2%	68.0%
			Student retention rate	≤ 76%	77-80%	81-84%	85-88%	≥ 89%	82.0%	82.6%	85.0%	86.8%	NA
			Community survey *85% recommend our schools	TBD	TBD	TBD	TBD	TBD	NA	NA	NA	NA	NA
Outcome	D1b. Completion of the 3Yr Operational Plan	Percent of Operational Plans Submitted	NA	NA	94%	95-99%	100%	NA	NA	NA	NA	100%	
Outcome	D1c. Staff Stakeholder Survey	Innovation	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
		Continuous Improvement	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Outcome	D1d. Student Stakeholder Survey Because the survey was significantly revised for Spring 2024, a new baseline was established.	Achieve Dreams	≤ 58%	59-63%	64-68%	69-73%	≥ 74%	NA	NA	NA	66%	NA	
		Lifelong Learning	≤ 63%	64-68%	69-73%	74-78%	≥ 79%	NA	NA	NA	71%	NA	
		Classroom Learning	≤ 58%	59-63%	64-68%	69-73%	≥ 74%	NA	NA	NA	66%	NA	
Outcome	D1e. Family Stakeholder Survey	Innovation, Excellence, Accountability, and Sustainability Scale	≤ 71%	72-78%	79-85%	86-92%	≥ 93%	NA	82%	NA	84%	NA	

Outcome	D2. Staff Recruitment and Retention Ensuring That Staff are Representative of Our Scholars' and Families' Identities	% Staff of Color	≤9%	10-12%	13-15%	16-18%	>18%	14.5%	14.9%	16.3%	16.3%	19.2%
		% Staff of Color Retained	≤79%	80-84%	85-89%	90-94%	>94%	NA	88.0%	85.3%	86.6%	89.3%