Minnesota Department of
Education

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Osseo Area Schools
Grades Served: Pre-K through 12
Contact Person Name and Position: Don Pascoe, Director of Research, Assessment and Accountability

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016,** to: MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

1a. Annual Report
[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

http://www.district279.org/about-us/strategic-plan

1b. Annual Public Meeting

The district's World's Best Workforce strategic plan frames the work of the district throughout the year. Osseo Area Schools has several meetings each year that focus directly on the plan.

- April 14-15, 2016, the Core Planning Team reviewed the work on the district's World's Best Workforce strategic plan. To ensure district leaders hear multiple perspectives on this work, the Core Planning Team is made up of 33 members; including students, staff, board members and community members, reflecting the demographics of the district. This was a two-day meeting and the team's recommendations were given to the Superintendent. Core Planning

- In May 2016, the Superintendent brought the recommendations for strategic priority work for the next year to the school board for adoption. The approved plan was posted on the district website. World's Best Workforce Strategic Plan

- On October 4, 2016, the school board hosted a public work session that reviewed the elements of the World's Best Workforce Strategic Plan and the results from 2015-2016. Data on all of the goals of the World's Best Workforce strategic plan are included in the Osseo Balanced Scorecard. The agendas and documents can be found at the following link. Public Board Work Session

- On October 18, 2016, a formal report was made to the school board at a regular school board meeting. Board Report

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

Two advisory groups take primary responsibility for oversight of the World's Best Workforce strategic plan:

- Core Planning Team - the district's strategic planning group. The team consists of 33 members who are intentionally recruited to ensure that the group reflects the diversity of our communities. This group meets for two days in the spring to review progress and consider broad directional revisions in the plan. The team makes recommendations to the superintendent, who finalizes a plan for school board approval. *Core Planning Team*

- District Planning Advisory Council (DPAC) - a group primarily consisting of parents and community members. DPAC meets 8 times during the year. DPAC members review detailed performance data and make recommendations to the school board on instructional programming. *District Planning Advisory Council (DPAC) 2016 Final Report*

Several other advisory groups provide opportunities for stakeholders to engage in planning and evaluation on the specific elements of the World's Best Workforce strategic plan. *Advisory Groups*

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2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
We will increase the percent of kindergarten students who meet or exceed fall cut scores for Letter Naming Fluency from 66.2% in Fall 2013 to 83.1% in Fall 2017.	The percent of kindergarten students who meet or exceed fall cut scores for Letter Naming Fluency was 66.7% in 2016.	*Check one of the following:* ☐*Goal Met* ☐*Goal Not Met* ☒*Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
We will increase the percent of students meeting spring state proficiency targets in hird grade reading from 51.4% in 2013 to 75.7% in 2017.	The percent of students meeting spring state proficiency targets in third grade was 51.9% in 2016.	*Check one of the following:* ☐*Goal Met* ☐*Goal Not Met* ☒*Goal in Progress (only for multi-year goals)* ☐*District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status

Goal	Result	Goal Status
We will narrow the achievement gap (as defined by the state) in math and reading by 50% by the year 2017. The specific goals for math and/or reading are included in the Osseo Area Schools Balanced Scorecard and the Achievement and Integration Plan.	From 2016 Osseo Area Schools Balanced Scorecard: Reading: 38% of the students in the lowest performing group were proficient on the state test. The goal was 52% for that student group. Math: 31% of the students in lowest performing group were proficient on the state test. The goal was 56% for that student group.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☒ *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
We will improve college readiness in all subject areas, for all students by increasing the ACT average composite score from 22.3 in 2013 to 22.4 in 2017. We will increase the percent of seniors who take at least one advanced course from 30.5% in 2013 to 50% in 2017 .	The ACT composite score average for the Class of 2016 was 20.3. This is a new baseline because it is the first graduating class in which nerly all students took the ACT. The percent of seniors who took at least one advanced course in 2015-16 was 37.0%.	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☒ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status

We will increase the percent of students graduating on time within four years of starting from 83.6% in 2013 to 90% in 2017.	The percent of on-time graduation (within four years) for the Class of 2015 was 85.2%. (Class of 2016 rates are not available at this time.)	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☒ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 12*

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Two areas stood out consistently as critical needs in the district for school year 2015-16:

Proficiency and growth scores as measured by the Minnesota Comprehensive Assessment were below targets.

	MCA Proficiency	MCA Growth
Math	54.4%	71.9%

Achievement gap-The achievement gap between Black and Hispanic students and White students remained high. Growth rates for Black and Hispanic students were also insufficient to help them close the achievement gap.

	Math MCA Proficiency Gap	Reading MCA Proficiency Gap
Black	39.4%	34.9%
Hispanic	34.5%	31.4%

This data is further supported by the detail in the Balanced Scorecard. This data shows great differences among student groups in multiple metrics from achievement to suspensions. It also reinforces the lagging performance in math for many students. Two broad strategies are directly in play. First, a push to transform our overall system to provide equitable instruction and practices. Second, a direct effort to implement research-based strategies within our math program.

4. Systems, Strategies and Support Category

4a. Students

Osseo Area Schools uses a cascading system of student support. The system of support stems from a comprehensive data system.

- At the peak of the cascading system of support is the district's Balanced Scorecard. The elements of the scorecard are structured to reflect the district definition of equitable achievement from our strategic plan. Equitable student achievement means:
    - Ensuring high levels of achievement for all students and
    - accelerating growth for students of color and other underperforming groups, in order to
    - close the achievement gap on all state-mandated measures.
- These goals are mirrored at the site planning level in the data provided to each site, the planning document, and the follow up by administration.
- At the team and classroom level, the same proficiency and growth data is available to every teacher to support planning and student differentiation.
- Collaborative teams continue to be supported as a part of the continuous improvement system.

At each of these levels the data is disaggregated by student groups allowing plans to be focused on students with the highest needs.

During the 2015-16 school year, the Osseo Area Schools Balanced Scorecard was used, along with new site-level reports with full disaggregation and the site improvement plan process was revised to directly align to the principal evaluation system.

The district also implemented an array of PreK-12 supplemental reading materials. These supplemental reading materials were based on research-based strategies that were tailored to meet our students' needs.

4b. Teachers and Principals

Teachers and principals are part of a rigorous evaluation system that provides direction, accountability, and support. The teacher appraisal system includes both formal administrative evaluation and coaching to support teacher growth. The district uses an evaluation system based on the Charlotte Danielson model. Teacher evaluators were trained and certified on the evaluation system (Teachscape) during the 2014-15 year. The district participates in the Q Comp program, which gives teachers frequent and consistent access to coaching and support.

The principal evaluation system examines principal performance on several elements including strategic leadership, performance leadership, management, interpersonal skills, and professionalism. The site improvement process is embedded within the strategic leadership domain.

Curriculum and program effectiveness is assessed through a combined effort of the Research, Assessment and Accountability Department and the Department of Curriculum, Instruction and Educational Standards. Proficiency changes, growth, and value-added evaluations are used to assess the efficacy of district programming.

4c. District

The district uses a structured process to select, implement, support, and revise district curriculum. In 2016, there was a continued focus on the implementation of balanced literacy. Staff members were provided with multiple layers of professional development, ranging from large group foundational training, to choice-based differentiated support, to individual coaching. Structured classroom walk-throughs and surveys were used to measure progress. Walk-throughs and surveys indicated increasing proficiency of staff in reading instruction.

Also, the district continued to support staff through training on equitable instruction. The work focused on creating a readiness to implement significant changes. New teachers were required to take a two-day foundational course on racial equity, administrators were engaged in more significant training, and racial equity training was integrated into nearly every district-level administrative meeting. Each school also developed an equity team that received additional training to directly influence school-level work. Staff surveys showed an increased understanding of the role of race and equitable instruction in our work. In June 2016, 400 teachers attended a three-day district training focused on "high operational practices" to support equitable achievement.

In 2015-16, the district continued a multi-year implementation of a one-to-one technology initiative. All teachers and about 70% of the students now have iPads. Schoology, a learning management system, was implemented and significant training was provided. The district also expanded the number and variety of available on-line courses.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and World's Best Workforce, as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

Osseo Area Schools produces monthly building summary reports that include information on teacher demographics, education, and experience. Exit interview and attrition data is analyzed to determine the reason(s) why a teacher has chosen to leave a school. The information is used to address staffing needs and to set priorities for work under our World's Best Workforce strategic plan. The following strategies have been or will be implemented:

- Negotiate modifications to the teacher transfer process and seniority provisions in order to protect high performing teachers in school board defined high needs schools.

- Create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

- Expand the current mentorship program to increase support for probationary teachers.

- Provide the school board with metrics analytics to be used to influence negotiations strategic planning.

- Create a career ladder for instructional support staff for the purpose of retaining experience in the district.

- Set hiring parameters for leaders based on school workforce profile.

- Develop partnerships with colleges in order to create a pipeline for excellent teachers.

- Analyze exit interview data and teacher transfer data between buildings in order to surface and interrupt exit patterns.

- Obtain input and feedback from our priority work advisory team.