

OSSEO AREA SCHOOLS

ISD  279

Summary of Progress Report

June 16, 2020

2019-2020 Priority Work

- ▶ Pre-K
- ▶ Positive Behavior Intervention
- ▶ Family Engagement
- ▶ Multilingual Learners
- ▶ Employee Recruitment and Retention

2019-2020 Priority Work

- ▶ ECMAC
- ▶ Culturally Responsive Instruction
- ▶ Employees Identify and Respond to Race and Culture
- ▶ #DL4A (Digital Learning for All)

At every elementary site, student outcomes and measurements of achievement will be aligned and Pre-K will be integrated into all school processes.

Pre-K

Highlights

- ▶ Developed end-of-year success criteria to provide baseline for incoming kindergarten students
- ▶ Developed a visual representation of various staff roles and responsibilities for implementation and monitoring of Pre-K programming
- ▶ Created a system to more efficiently follow PreK achievement as they move through the grade levels

Measurements/ Data

- ▶ [Success Criteria Document](#)
- ▶ [Administrative Oversight Document](#) (finalizing draft)
- ▶ TS Gold data for the spring was incomplete due to Covid-19/distance learning

Early Childhood Retention Study

- **Study:** Retention by All Enrollments and by First Enrollment
- **School Level:** Early Childhood
- **Number of Students in Study:** 5,748
- **Timeframe Studied:** 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-2020
- **Programs Studied:** ECFE, ECSE, 4 Star, VPK/Title 1

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

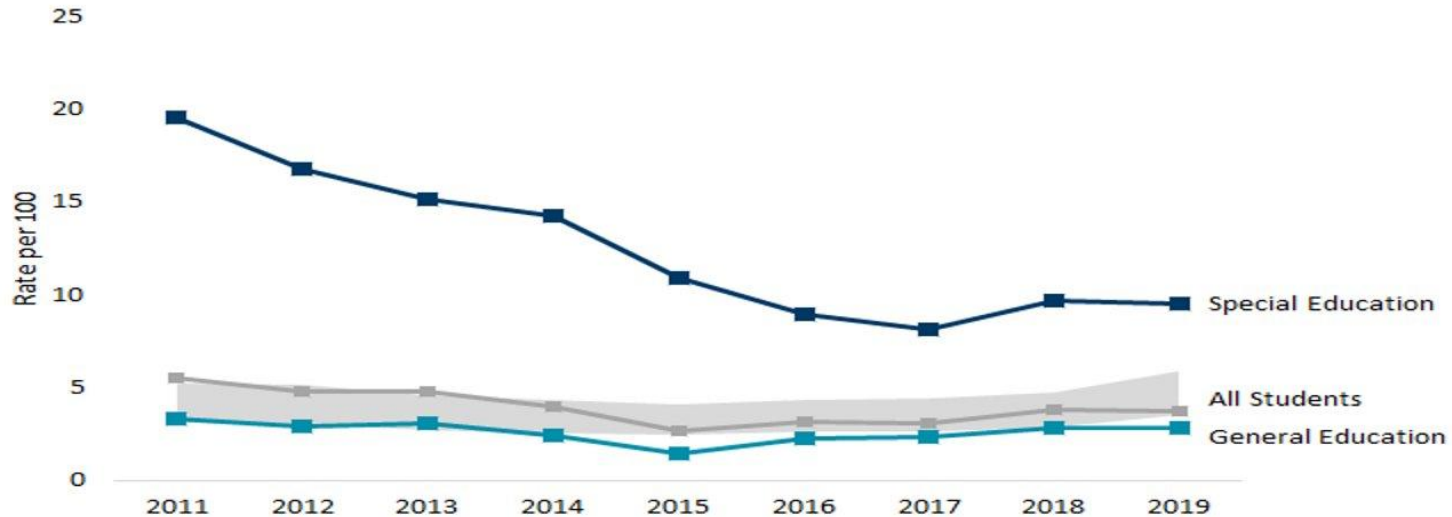
Positive Behavior Interventions and Supports

Highlights

- ❑ Added measure of fidelity by expanding Tiered Fidelity Inventory (TFI) to include Tier II measurements.
- ❑ Linked plan, do, study, act (PDSA) to each individual site improvement plan (SIP) behavioral goals.
- ❑ IM4 system utilized across sites to support the use and monitoring of Tier II evidenced-based interventions
- ❑ Continued restorative practices and trauma-informed trainings

Measurements/ Data

OSSEO: Rates per 100 of students who were disciplined for **General Education**, **Special Education**, and **All Students**



A systemwide plan will be developed to engage and empower families to support their student(s).

Family Engagement

Highlights

- ▶ Added an engagement section to the continuous improvement plans of sites and departments district-wide.
- ▶ Engagement Redesign Planning Phase began in June of 2020

Measurements/ Data

Primarily focused on the following areas:

- ▶ PTO participation
- ▶ Curriculum Nights including Math, Science, and Literacy
- ▶ EL/Culturally specific parent nights/Circles
- ▶ Parent series/REAL Talk parent nights
- ▶ Student led events
- ▶ General family events on site
- ▶ Utilized Epstein and Yasso models

All sites will implement best practices for multilingual learners
(English learners).

Multilingual Learners

Highlights

- ▶ **EL Shadowing:** Developed, led and supported district-wide qualitative data collection and discussions about language learner experiences in our school sites.
- ▶ **E-team seminars:** professional development for 300 district-wide equity leaders designed to raise consciousness, measure conviction, and align commitments that reflect an asset-based model for multilingual learners
- ▶ **English Learners in the Mainstream Project (ELM):** Coaching cohorts established at 8 elementary sites

Measurements/ Data

- ▶ ***EL Shadowing***: Multilingual students spend the majority of their day listening to the teacher, and little time engaged in academic speaking
- ▶ ***E-team seminars***: More than 70% of survey respondents indicated impact to their capacity, consciousness, conviction and commitment to expand equitable learning environments for multilingual students
- ▶ ***ELM***: 14 ELM coaches, 8 school sites, 100+ teachers receiving professional development and collaboration throughout the year.

Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives

Recruitment and Retention

Highlights

- ▶ Continued engagement with Teachers of Color Mentor program and received additional grant funding for the program.
- ▶ Increased our talent pools by establishing innovative strategies to attract diverse candidates via LinkedIn, Facebook as well as targeted advertisement on ISD279 homepage.
- ▶ Partnered with Community organizations and leaders to enhance Osseo Employee brand and to highlight Osseo Career Pathways.
- ▶ Collaborated on ESP mentor program to enhance retention of diverse employees.

Measurements/ Data

Metric	2018-19	2019-20
Hire Rates Applicants of Color	23.7%	22.4%*
Turnover Rates for Teachers of Color	3.0%	1.13%
Total Applicants of Color	185	75*
Total Number of Applicants	940	404*

*July 1, 2019 - December 30, 2019 data

External Employee Hiring (New Hires): FY 2014-FY 2020							
	2014	2015	2016	2017	2018	2019	2020
Licensed teachers % of color	10.9%	10.0%	9.59%	9.38%	14.48%	18.82%	12.1%
Non-Licensed % of color	16.54%	27.17%	30.09%	36.56%	34.62%	31.78%	39.47%
Admin % of color	24.44%	24.39%	32.56%	36.11%	10.71%	26.79%	50.0%
Total new hires/year	318	360	413	410	381	207	393

Total Employees of Color: FY 2014-FY 2020							
	2014	2015	2016	2017	2018	2019	2020
Licensed teachers % of color	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.3%
Non-Licensed % of color	8.91%	11.44%	13.8%	16.38%	17.11%	18.11%	18.82%
Admin % of color	15.91%	17.27%	24.49%	26.14%	23.49%	28.3%	28.32%
Total Employees	3054	3214	3268	3498	3371	3270	3322

Implementation of the Enrollment and Capacity Management framework will lead to increased community trust in the school district through engagement in long-range planning for enrollment and building use.

ECMAC

Highlights

- ▶ 25 community members, 12 staff, 2 board members, and 1 professional partner - 8 total meetings
- ▶ Reviewed targeted class size capacity calculation
- ▶ Examined FY 2020 enrollment data and 5-year projections
- ▶ Identified schools needing capacity relief
- ▶ Considered 4 different options to address over-capacity conditions at elementary and secondary levels
- ▶ Reviewed space needs for community education and student services
- ▶ Made observations around under-capacity conditions at the elementary level

Measurements/ Data

- ▶ Recommendation made to administration and the Oversight Task force to address over-capacity conditions at Rice Lake Elementary and all three comprehensive senior high schools
 - Report to the school board on January 14
- ▶ Survey Results: Member feedback on community trust in enrollment and capacity process due in mid-June
- ▶ Full Summary of Progress review by ECMAC at October, 2020 meeting

All sites will engage in the use of culturally responsive instructional strategies.

Culturally Responsive Instruction

Highlights

- Collaborated with the Department of Learning & Achievement (L&A), Department of Educational Equity (DOEE), and Student Services (SS) to provide professional learning experiences and curriculum resource alignment:
 - Culturally responsive pedagogy training
 - District staff presenting at national summer institute
 - MDE recognizes CLEAR Model/CLEAR solution framework training
 - Curriculum resources alignment
 - NUA Cohorts - 6 elementary schools

Measurements/ Data

- ▶ 6 elementary sites were involved in NUA cohort
- ▶ Principal [testimonials](#)
- ▶ 1009 ISD 279 licensed staff participated in NUA & Culturally Responsive Instruction Professional Development offerings on May 1st, 2020
- ▶ 20 sessions of Culturally Responsive Instruction sessions offered by 279 licensed staff

Employees will identify and respond to the influence of race and culture on learning.

Employees Identify and Respond to Race and Culture

Highlights

- Provided culturally responsive training for district staff to identify and respond to race and culture on learning
 - Continued 1.0 Equity Foundational Training (EFT) for new employees
 - Implemented 1.5 Equity Foundational Training (EFT) for district staff

Measurements/ Data

Survey questions/responses for EFT 1.0 (72 respondents):

- Survey question 1: Learning about the influence of race and culture on student learning will help further our journey toward accomplishing the district mission **(97% of respondents either strongly agreed {78%} or agreed {19%} with this statement);**
- Survey question 2: Learning more about how to use Equity Foundational Training System Tools will help employees develop ways to have effective dialogue about racial inequity as it appears in areas like student achievement, student discipline, and other places in our system **(97% of respondents either strongly agreed {64%} or agreed {33%} with this statement);**
- Survey question 3: Embedding the Equity Foundational Training System Tools in my daily work could improve my leadership toward equity **(97% of respondents either strongly agreed {59%} or agreed {38%} with this statement);**
- Survey question 4: I would be interested in learning more about how to center the Equity Foundational Training System Tools in my leadership and daily work **(96% of the respondents either strongly agreed {48%} or agreed {47%} with this statement);** and,
- Survey question 5: Providing the Equity Foundational Training was an effective use of the resources of Osseo Area Schools **(96% of respondents either strongly agreed {59%} or agreed {37%} with this statement).**

Survey questions/responses for EFT 1.5 (910 respondents):

- Survey question 1: Developing skills that will enable me to identify and respond to the influence of race and culture on learning will better equip me to contribute to our district's mission **(96% of respondents either strongly agreed {47%} or agreed {49%} with this statement);**
- Survey question 2: Developing skills to use the Equity Foundational Training System Tools will help employees increase effective dialogue about racial inequities as they appear in our district **(92% of respondents either strongly agreed {36%} or agreed {56%} with this statement);**
- Survey question 3: Skillfully using the Equity Foundational Training System Tools in my daily work could improve my ability to identify and respond to the influence of race and culture on learning **(91% of respondents either strongly agreed {35%} or agreed {56%} with this statement);**
- Survey question 4: I would be interested in learning more about how to center the Equity Foundational Training System Tools in my leadership and daily work **(77% of respondents either strongly agreed {22%} or agreed {55%} with this statement).**
- Survey question 5: Providing the Equity Foundational Training 1.5 was an effective use of the resources of Osseo Area Schools **(83% of respondents either strongly agreed {29%} or agreed {54%} with this statement).**

Students will experience learning that is personalized in path, place, and pace through strengthening teaching and learning practices that support student success.

#DL4A (Digital Learning for All)

Highlights

- ▶ Studied and reviewed elementary technology and technology integration
- ▶ Developed a PreK-5 implementation plan to support technology and technology integration
- ▶ Implemented revised #DL4A plan at middle school
- ▶ Provided ongoing support for high schools around #DL4A
- ▶ Transition to distance learning 6-12 had less challenges due to our intentional #DL4A work

Measurements/ Data

- ▶ Promising practices data indicated that teachers implementing our revised #DL4A plan are seeing greater success with student **outcomes** (presented at Oct. 8 worksession)
- ▶ Elementary plan developed with recommendations brought to the board (presented at Feb. 11 worksession)
- ▶ Professional development survey data demonstrated high **satisfaction from teachers with their training** (initially presented at Oct. 8 worksession, additional data collected throughout the year)
- ▶ Ongoing technology use data demonstrate high levels of **engagement with learning in grades 6-12** (on-going reports to board before and during distance learning)