

## 2014-2015 World's Best Workforce Report Summary

District or Charter Name Osseo Area Schools

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.

### Stakeholder Engagement

#### Report

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

#### Annual Public Meeting

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

- In April, the Core Planning Team reviews the district work on our World's Best Workforce strategic plan. The Core Planning Team is made up of approximately 33, including students, with the members reflecting the demographics of the district to ensure multiple perspectives. This is a two-day meeting and the team's recommendations go to the Superintendent. [Core Planning](#)
- In May, the Superintendent brings the recommendations for strategic work for the next year to the school board for adoption. The approved plan is posted on the district website. [Strategic Plan](#)
- In October, the school board has a public work session that reviews the elements of the plan and the results from the previous school year. Data on all of the goals of the World's Best Workforce plan are included in the Osseo Balanced Scorecard. The agendas and documents can be found at the following link. [Public Board Work Session](#)
- In October, a formal report is made to the school board at a regular school board meeting. [Board Report](#)

- Throughout the year, public meetings are held that allow stakeholders to provide direction and support in implementing elements or details in the plan. An example would be the [District Planning Advisory Council \(DPAC\)](#).

### District Advisory Committee

Two advisory groups take primary responsibility for oversight of the WBWF plan.

- Core Planning Team - is the district’s strategic planning group. The team consists of approximately 30 members who are recruited to assure equitable representation from across the district. This group meets for two days in the spring to review progress and make 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) - is a group primarily comprised 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 \(DPAC\)](#)

Several other advisory groups provide opportunities for stakeholders to engage in planning and evaluation on the specific elements of the WBWF plan. [Advisory Groups](#)

### Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
<b>All Students Ready for Kindergarten</b>	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 62.9%.
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	We will increase the percent of students meeting spring state proficiency targets in third grade from 51.4% in 2013 to 75.7% in 2017.	The percent of students meeting spring state proficiency targets in third grade was 50.5%.

<b>Close the Achievement Gap(s) Among All Groups</b>	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	From Osseo Area Schools’ Balanced Scorecard.  Reading-37% of the lowest performing group were proficient on the state test.  Math-33.7% of the lowest
--	---	---

	and the Achievement and Integration Plan.	performing group were proficient on the state test.
<b>All Students Career- and College-Ready by Graduation</b>	<p>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 2014.</p> <p>We will increase the percent of seniors who take at least one advanced course from 30.5% in 2013 to 50% in 2017.</p>	<p>The ACT composite score average for the Class of 2015 was 22.3.</p> <p>The percent of seniors who took at least one advanced course in 2014-15 was 32.3%.</p>
<b>All Students Graduate</b>	<p>We will increase the percent of on-time graduation (within four years) for all students. 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 2014 goal was 85.2%.</p>	<p>The percent of on-time graduation (within four years) for the Class of 2014 was 86.0%. (Class of 2015 rates are not available at this point.)</p>

### Identified Needs Based on Data

Two areas stood out consistently as critical needs in the District for school year 2014-15.

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

	MCA Proficiency	MCA Growth
Reading	56.3%	75.8% medium or high growth

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	40.1%	36.0%
Hispanic	34.4%	34.2%

## **Systems, Strategies, and Support Category**

### **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 has three components:
  - Ensure high levels of achievement for all students.
  - Accelerate growth for students of color and other underperforming groups.
  - Close the achievement gap for all students.
- 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 focus on students with the highest needs.

During the 2014-15 school year the Osseo Area Schools Balanced Scorecard was finalized, new site level reports with full disaggregation were made available, and the site improvement plan process was revised to directly align to the principal evaluation system.

The district also implemented an array of PRE-K-12 supplemental reading materials. These supplemental reading materials included research based strategies that are tailored to meet our students' needs.

### **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.

## **District**

The district uses a structured process to select, implement, support, and revise district curriculum. In 2015 the focus was 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 in 2015-16. New teachers were required to take a two-day foundational course on racial equity, administrators were engaged in more significant training, and racial equity work 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 show an increasing understanding of the roll of race and equitable instruction in our work.

In 2014-15 the district began a multi-year implementation of a one to one technology initiative. All teachers and about 50% of the students received iPads. Schoology, a learning management system, was introduced and significant training was provided. In year two, the number of iPads will be doubled and training and support will be increased to meet the needs of students and staff.

## **Equitable Access to Excellent Teachers**

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified, and out-of-field teachers than schools in the lowest poverty quartile.

- Schools in the highest minority quartile are more likely to have inexperienced, unqualified, and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified, and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified, and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.