Independent School District 279

Osseo Area Schools

Final Report and Recommendations of the

District Planning Advisory Council

To the Superintendent andSchool Board

2020-2021

April 2021

TABLE OF CONTENTS

Membership Lists 1

Final Report and Recommendations of the District Planning Advisory Council Introduction 2

Progress Toward Achievement of Recommendations made in 2019-2020 for Implementation in 2020-2021 3

2020-2021 High Priority District Planning Advisory Council Recommendations for Implementation in 2021-2022 5

Subcommittee Reports

- Program Assessment & Review 6
- Student Services 13
- Data & Assessment 19

Work Calendar 29

2020-2021 Membership

Parents

Birch Grove Elementary	Eric Alexander
Basswood Elementary	Angel Becker
Basswood Elementary	Jennifer Ness
Cedar Island Elementary	Janette Eastman
Crest View Elementary	
Edinbrook Elementary	Raven Jones
Edinbrook Elementary	Natasha Osborn
Elm Creek Elementary	Tammy Barnard
Fernbrook Elementary	Aimee Norasingh
Fair Oaks Elementary	Norvell Cunningham
Fair Oaks Elementary	Therence Tasha
Garden City Elementary	Abdirahman Said
Oak View Elementary	Melody Brinkley
Park Brook Elementary	
Palmer Lake Elementary	Kristi Calvert
Rice Lake Elementary	B Supawan
Rice Lake Elementary	Scott McDaniel
Rush Creek Elementary	Katja Manrodt
Rush Creek Elementary	Katie Phillips
Woodland Elementary	Kimberly Walkder
AIPAC Representative	Jessica Travis
Weaver Lake Elementary	Amanda Heller
Weaver Lake Elementary	Hasit Parmar
Woodland Elementary	Stacy Fournier-Thibodaux
Zanewood Elementary	
Brooklyn Middle School	Bruce Lindberg
Maple Grove Middle School	Anna Vasquez-Banerjee
Maple Grove Middle School	Kencheska Jackson
Maple Grove Middle School	Danika Brinda
North View Middle School	
Osseo Middle School	Matt Leisen
Osseo Middle School	Julie Ohman
Maple Grove Senior High	Timothy Clune
Maple Grove Senior High	Jessica Westberg
Maple Grove Senior High	Mike Abbas
Osseo Senior High	Marty Cohen
Osseo Senior High	Carole Isakson
Osseo Senior High	Janette Eastman
Park Center Senior High	Florence Williams
Park Center Senior High	Wendi Einberger McDonough
Osseo Area Learning Center	
ARB	Heather Hjelmstad
Distance Learning Academy	Stacey Yurcek

Community

Robin Moe
Rose Tonn
Mariah Cohen

School Board

Thomas Brooks
Heather Douglass

ESC Staff

Sarah Lancette
Jenna Johnshoy-Aarestad
Jeremy Willey
Robin Gunsolus

Student

Stacy Anya

Steering Committee

Rose Tonn, Chair
Jessica Westberg, Vice Chair
Melody Brinkley, Secretary
Marty Cohen
Robin Gunsolus
Heather Douglass
Jeremy Willey
Jenna Johnshoy-Aarestad
Sarah Lancette

INTRODUCTION

Final Report and Recommendations of the District Planning Advisory Council 2020-2021

The purpose of the District Planning Advisory Council is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives and in reporting of findings and recommendations to the entire school community. Membership of the District Planning Advisory Council includes parents/guardians, community members, senior high students, classroom teachers, administrators, staff and School Board members. The council meets on a regular basis with no fewer than eight meetings. The major functions of the Council are listed under Board Policy 616 – World's Best Workforce as follows:

> The school board will adopt a comprehensive long-term strategic plan to support and improve teaching and learning. In adopting the long-term strategic plan, the school board will consider the superintendent's recommendation based on the input of the school district's strategic planning process, the District Planning Advisory Council, and school site teams. The plan will be aligned with creating the world's best workforce and include performance measures designed to determine each school's progress in striving to create the world's bestworkforce.

The school district will establish an advisory committee. The advisory committee will recommend to the school board rigorous academic standards, student achievement goals and measures designed to fulfill the school district's mission.

The work calendar of the District Planning Advisory Council during the 2020-2021 school year was guided by theprovisions of Board Policy 616. The Council's bylaws directed its internal operations.

In accordance with the aforementioned policy and procedures, the District Planning Advisory Council submitsthis annual report and recommendations for the instructional improvement plan for the next school year to theSuperintendent of Schools and Board of Education.

PROGRESS TOWARD ACHIEVEMENT OF RECOMMENDATIONS MADE IN 2019-2020 FOR IMPLEMENTATION IN 2020-2021

COMMITTEE RECOMMENDATIONS

Recommendation 1:
We recommend that the district expand and enhance district-wide online opportunities.

Progress:
With the global pandemic and subsequent school closures in March of 2020, as well as the various learning model shifts (distance learning, in person, and hybrid), the Minnesota Department of Education (MDE) required that local school districts provide a fully online learning environment for students and families who wanted to exclusively participate in distance learning. As a result of that requirement, Osseo Area Schools created the Distance Learning Academy, a K-12th grade school of approximately 5,200 students. As this school came to fruition, fully online synchronous and asynchronous learning grade level classes and course offerings were developed and/or are currently being developed and implemented simultaneously. In the spring of 2021, Osseo Area Schools will submit an application to MDE to become a fully online (school) provider. Once that application is approved, which is anticipated, a second iteration of the Distance Learning Academy named 279Online will become our permanent online school for students and families. Presently, nearly 1,200 students are enrolled in this school for the 2021-2022 school year. Finally, Osseo Area Schools will continue to develop and create new online learning course offerings for students at the secondary level into the future.

Recommendation 2:
We recommend that the district examine the length of the school day and implement changes to enhance learning experiences across all grade levels district-wide.

Progress:
As a result of a truly unprecedented school year, one in which state requirements regarding learning model shifts required that school districts continuously evolve their programming for students, the recommendation to examine the length of the school day was one that was not a focal point for Osseo Area Schools. With that said, our Superintendent, School Board, Cabinet Members and district leadership have been engaged in strategic planning efforts for the past two years. Examining school start and end times - which is connected to exploring the length of the school day - is listed as a *Learning Work Initiative* on the draft 3-year operational plan for Osseo Area Schools, pending approval from the School Board.

Recommendation 3
We recommend that the district examine the start times of the school day and implement changes to enhance learning experiences across all grade levels district-wide.

Progress:
As stated in the progress update for the previous recommendation, as a result of a truly unprecedented school year, one in which state requirements regarding learning model shifts required that school districts continuously evolve their programming for students, the recommendation to examine the start times of the school day was one that was not a focal point for Osseo Area Schools. With that said, our Superintendent, School Board, Cabinet Members and district leadership have been engaged in strategic planning efforts for the past two years. Examining school start and end times is listed as a *Learning Work Initiative* on the draft 3-year operational plan for Osseo Area Schools, pending approval from the School Board.

Recommendation 4:
We recommend that the district implement a consistent evidence-based social-emotional learning (SEL) program including a scope and sequence for all students PreK-12.

Progress:
The district has implemented the program improvement process for the purpose of adopting a Social Emotional Learning (SEL) program to be implemented district wide. A diverse committee of district employees has been formed and has begun the curriculum adoption process with the goal of identifying pilot social emotional program materials by the end of the 20-21 school year. The initial SEL pilot is scheduled to begin fall of the 21-22 school year. The social emotional program improvement committee will also be designing a plan for measuring the implementation fidelity and impact on achievement of the adopted SEL curriculum.

RECOMMENDATIONS FOR IMPLEMENTATION in 2021-2022

2020-2021 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2021-2022

The subcommittees identified and considered a set of objectives. The full set of objectives considered is contained in the committee reports. The high priority recommendations are listed below.

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

Recommendation 1:
We recommend that Osseo Area Schools implement specific digital citizenship learning objectives and benchmarks for each grade level to prepare students to engage in informed, responsible, and safe behaviors while using digital media.

Recommendation 2:
We recommend that Osseo Area Schools allocate additional instructional minutes for the implementation of intentional, evidence-based literacy interventions at the kindergarten through second grade levels to provide readers with extra support.

Recommendation 3:
We recommend that Osseo Area Schools require the effective utilization of culturally responsive instructional materials with students, the delivery of culturally responsive instructional practices in all content areas, and the facilitation and fostering of culturally responsive interactions among teachers, students, and families in any school setting.

STUDENT SERVICES SUBCOMMITTEE

Recommendation 1:
We recommend the restructuring and standardization of a framework of family support and engagement district-wide and within each individual school, including development of the roles of Family Engagement Site Ambassadors and long-term Student-Family Advocates.

DATA AND ASSESSMENT SUBCOMMITTEE

Recommendation 1:
We recommend a bold change to the methodology of teaching science to our K-5 students, especially if they are members of a school indicated in pink or red in the map infographic above.

Recommendation 2:
Conduct a root cause analysis and then develop or connect strategies to issues identified as root causes of inequitable distribution of “Effective Educators” across District 279.

The proposed root cause analysis model to be used was developed by the Reform Support Network in collaboration with the U.S. Department of Education. It consists of developing a common definition of an effective educator, gathering data about the quantity and distribution of those effective educators, and then examining the root causes related to the placement, development, recruitment, and attrition of effective educators within District 279. The root causes to be examined would include: ineffective leadership, effectiveness-blind human capital management, adverse working conditions, student characteristics, inadequate compensation, and the productivity of peer teachers. Once root causes are identified, intentional strategies can be used to address the impacts of inequitable access to effective educators.

PROGRAM ASSESSMENT & REVIEW
SUBCOMMITTEE FULL REPORT

2020-2021
PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

Subcommittee Membership

Amanda Heller, B Supawan, Carole Isakson, Florence Williams, Hasit Parmar, Jennifer Ness, Jessica Travis, Jessica Westberg, Katie Phillips, Kimberly Walkder, Matt Leisen, Melody Brinkley, Robin Moe, Rose Tonn, Scott McDaniel, Shayna Kallor

SECTION I: Committee Activities

The Program Assessment & Review Subcommittee engaged in a variety of activities throughout the course of the 2020-2021 school year. We began the year by reviewing recommendations made in previous years and progress toward these recommendations in the 2019-2020 DPAC Final Report. From there, we spent subsequent meetings identifying topics of interest (listed below), making connections between topics of interest and World's Best Workforce legislation/goals, and developing guiding questions for further exploration.

One focus of this group, this year, was to examine various topics related to technology in Osseo Area Schools. We discussed and reviewed data and information regarding the extent to which families have/had access to the internet. In addition, we learned about curriculum resources and learning experiences that K-12 students engage in around digital citizenship. We also explored the different technology tools and resources available for students and families to support learning in various learning models (in person, hybrid, distance learning) during the pandemic. Finally, Andrea Bodeau, Coordinator of Digital Learning & Instructional Media, attended a meeting (additional information listed below) to share the aforementioned information and respond to questions from subcommittee members.

A second topic that was explored this year by this subcommittee was on literacy instruction throughout our school district. We discussed anticipated, potential learning needs exacerbated by the global pandemic and shifts in learning models throughout the duration of that time, and examined existing resources that teachers have access to and have been provided training on. Research was also examined, and the subcommittee determined that additional instructional minutes may be needed for identified students not performing at grade level.

Finally, the topic of culturally responsive instructional practices and curricular resources was a focal point for the Program Assessment & Review Subcommittee throughout the 2020-2021 school year. Maureen Araya, Equity Teacher in the Department of Educational Equity, attended a meeting (additional information listed below) to respond to questions from subcommittee members and share current efforts around this topic. Barb Erickson and Jill Kind, Coordinators of Curriculum, also attended a meeting to provide information regarding the shift in English Language Arts standards and the work that stakeholders have engaged in around a curriculum adoption process in this content area. Matt Leisen, Staff Development Assessment Specialist and English Teacher at Osseo High School, also attended a meeting and shared information regarding text selection at the secondary level and the processes in place for teachers to identify new texts for use in classrooms with students and share how teachers select existing, approved texts for instruction.

SECTION II: Data Summary

On Monday, January 4th, 2021, the Program Assessment & Review Subcommittee invited four guest speakers to attend our meeting to share information related to topics the group was/is interested in exploring. The speakers who joined the subcommittee are as follows:

Dante Williams, Coordinator, Recruitment & Retention

- As of the fall of 2020, Osseo Area Schools, 8% of licensed staff are staff of color
- A Teacher of Color Mentoring program has been implemented to support newer teachers of color as they are paired with a senior mentor teacher
- A Virtual Recruitment Miniseries was created to support the virtual recruitment for the district comprising organic staff stories
- Large Group Meetings occur to support mentors and mentees staff of color
- Current hurdles that recruitment efforts are facing include, but are not limited to: COVID work-from-home opportunities that occur in other industries; diminished general recruitment pools due to the pandemic; and, current funding allocations (stipends) for mentors
- Current hurdles that retention efforts are facing include, but are not limited to: isolation/inclusion in the school/site community and supervisor support

Andi Bodeau, Coordinator, Digital Learning & Instructional Media

- Current access to technology as of the spring of 2020: 97% of district families have access to internet
- *Common Sense*, our identified digital citizenship curriculum resource, is age-appropriate for each level (elementary, middle and high school) and includes family lessons/access
- Current access to technology tools for students and families include, but are not limited to: Clever (primarily utilized in elementary but expanding to upper levels); Schoology; the Student Virtual Backpack; and, the Parent and Family Tool Kit

Barb Erickson & Jill Kind, Coordinators, Elementary & Secondary Curriculum Instruction

- Currently studying the changes in MN state standards in English/Language Arts
- Identified a shift primarily in teacher practices and student voice included in the process
- Shared information regarding the Program Improvement Process (curriculum adoption cycle)

Matt Leisen, Staff Development Assessment Specialist, English/Language Arts Content Lead, & High School Teacher

- Shared the district-approved text matrix for teachers at the secondary level
- Discussed ways in which English/Language Arts teachers, at the secondary level, engage students in learning activities around identified texts (whole class book, small group choice, and independent reading)
- Shared the text proposal form for teachers to complete to recommend new texts; this form is not for students or parents to propose or recommend texts

On Monday, February 22nd, 2021, the Program Assessment & Review Subcommittee invited a guest speaker to attend our meeting to share information related to topics the group was/is interested in exploring. The speaker who joined the subcommittee was:

Maureen Araya, Equity Teacher

- Shared history and current work of the Department of Educational Equity
- Discussed barriers to accomplishing goals of the department

SECTION III: Listing of Subcommittee High Priority Recommendations

The World's Best Workforce goals that were of focus of this committee were as follows:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

As such, the Program Assessment & Review subcommittee is recommending the following to support the realization of our district's strategic directions:

Topic #1 – Digital Citizenship

A. Recommendation #1:

We recommend that Osseo Area Schools implement specific digital citizenship learning objectives and benchmarks for each grade level to prepare students to engage in informed, responsible, and safe behaviors while using digital media.

World's Best Workforce Connections:

- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

B. Rationale

Technology plays a vital role in the lives of our students and their families. As society adapts to increasing digital connectivity, proper and responsible use of technology is more important now than ever before. While the internet and other technology tools have enhanced our lives in myriad ways, advancement often comes with unintended consequences. Cyber crime, the spread of disinformation, and compromise of personal safety not only are of general concern, but are of concern for our student population and their families as well; the COVID-19 pandemic has only magnified these concerns. Digital citizenship has become even more critical as students have engaged with resources, educators and other students online to a greater degree.

In 2018, the Osseo Area Schools Digital Learning Plan aimed to address Digital Citizenship and Responsible Use by building a program centered around respect, education, protection, and cyber safety with specific goals, action steps, and success indicators. Our district currently utilizes content from CommonSense.org to teach Digital Citizenship concepts, but instruction and evaluation is left to the discretion of Library Media Specialists.

Osseo Area Schools is at a crucial point and it is necessary to standardize how content is delivered and comprehension is evaluated districtwide to ensure all students receive comparable instruction and are evaluated using the same minimum standards. It is important that students develop critical competencies to ensure that they possess the skills necessary to discern fact from fiction, navigate relationships and use technology in a safe, responsible way. Students need to become proficient in the skills that support and promote information literacy, cyberbullying prevention, online safety, digital responsibility and health and emotional wellness in a digital world in order to successfully navigate this new reality.

C. Strategies for Improvement

Strategies May Include:

1. Establishing learning objectives and benchmarks for Digital Citizenship for Pre-K through 12th grade
2. Creating a plan for the delivery of standardized and consistent instruction at each grade level
3. Developing and/or identifying specialized curriculum focusing on basic technology skills offered to all students at a middle- or high-school level
4. Allocating dedicated time for instruction of Digital Citizenship curriculum
5. Providing opportunities for students to demonstrate what they have learned at each grade level
6. Publishing resources and content online for families to access for additional discussion
7. Creating and implementing a Digital Citizenship policy or code of content for all students, staff, and volunteers of Osseo Area Schools

District Comparison Information:

School District	Digital Citizenship Content	Notes
Osseo Area Schools	https://docs.google.com/document/d/1dt4jyfhCBSdJF8A1ksI3xWJIpD5qJTb-yppBp6M0-sQ/edit	Digital Learning Plan - April 17, 2018
Minneapolis Public Schools	https://equity.mpls.k12.mn.us/think_before_you_click_digital_citizenship_electronic_aggression_and_cyber-bullying	Classroom lessons, educator resources, and resources for students and families
St. Paul Public Schools	https://www.spps.org/digitalcitizenship	Staff and educator resources
Wayzata Public Schools	https://www.wayzataschools.org/district/technology/digital-wellness	Family resources
Anoka Public Schools	https://www.ahschools.us/Page/26917	Information focused on Cyber Bullying
Robbinsdale Public Schools	514 Policy: Bullying 524 Policy: Internet Acceptable Use and Safety	No specific content on website regarding Digital Citizenship or resources
Brooklyn Center Public Schools		No specific content on website regarding Digital Citizenship or resources
ISD 728 (Elk RIver, Rogers, Otsego, and Zimmerman)	https://www.isd728.org/domain/1219	Family resources
ISD 196 (Rosemount, Apple Valley, Eagan)	https://www.district196.org/academics/digital-learning/11-ipad-student-resources/digital-citizenship	Basic information for students for engaging in responsible internet conduct
Houston Independent School District (Texas)	https://www.houstonisd.org/domain/33079	Resources for educators, students, and families

Topic #2 – Instructional Minutes for Literacy Interventions K-2

A. Recommendation

We recommend that Osseo Area Schools allocate additional instructional minutes for the implementation of intentional, evidence-based literacy interventions at the kindergarten through second grade levels to provide readers with extra support.

World's Best Workforce Connections:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

B. Rationale

Due to limited instructional minutes during the literacy block and the anticipated need to provide students with more support, additional intervention time should be allocated at each site. Without a strong foundation in reading, children are left behind at the beginning of their education. Students who struggle with reading fall behind in every class, year after year because more than 85 percent of the curriculum is taught by reading. By the end of third grade, 74 percent of struggling readers won't ever catch up. One of the most important predictors of graduating from high school is reading proficiently by the end of third grade. Research has shown that by "providing at-risk readers an additional 30-minute daily small group intervention with content that is highly aligned with the Tier 1 core reading program, positive effects on reading comprehension and total reading achievement occurs" (Fien, et. al. 2014).

C. Strategies for Improvement

Strategies May Include:

1. Training all instructional staff on FastBridge interventions
2. Training all instructional staff on the RISE framework by Jan Richardson and Ellen Lewis
3. Providing examples of intervention block schedules to all sites
4. Implementing WIN (What I Need) times specific to literacy interventions at each site
5. Providing examples of how to embed interventions during the literacy block
6. Providing instructional staff with training on understanding standards and using pacing guides
7. Providing collaboration time for instructional staff and trained literacy Interventionists to review needs within the classroom
8. Providing modeled instruction within classrooms for instructional staff to see experts conduct research based interventions
9. Providing instructional staff with research and data substantiating the importance of the most qualified individuals (teachers vs. ESPs) working with the most vulnerable (high risk) academic learners

Topic #3 – Culturally Responsive Instruction

A. Future Area of Focus & Recommendation in 2021-2022

We recommend that Osseo Area Schools require the effective utilization of culturally responsive instructional materials with students, the delivery of culturally responsive instructional practices in all content areas, and the facilitation and fostering of culturally responsive interactions among teachers, students, and families in any school setting.

World's Best Workforce Connections:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

B. Rationale

First and foremost, it is important to note that this topic - culturally responsive instruction - was an area of focus and conversation throughout the course of the 2020-2021 school year. This subcommittee discussed the importance of utilizing culturally responsive instructional materials, and conversations occurred regarding how such materials are adopted and implemented in classrooms across the district. Additionally, we engaged in extensive conversations regarding the importance of culturally responsive instructional practices in each classroom Pre-K through 12th grade. While no single instructional method can engage each student constantly, we believe using a culturally responsive approach can help engage more students by making learning relevant to a broader student base. Lastly, stakeholders in our subcommittee shared personal experiences with adverse interactions experienced with various school staff and other students at different school sites. Our group discussed the importance of district staff acting as knowledgeable advocates who create a safe space for students and families while utilizing our district's adopted racial equity tools in an effective manner.

C. Initial Ideas of Strategies for Improvement

Strategies May Include:

1. Identifying guest speakers from various cultural backgrounds to speak about their cultures in conjunction with lesson plans
2. Encouraging teachers to consciously seek to create opportunities for students to contribute to and craft learning to leverage the students' expertise in their ethnic, racial, or cultural backgrounds.
3. Reviewing commonly used texts in Grades 6 - 12 for inclusivity of different perspectives, including: BIPOC, LGBTQ+, disabilities, geographical, etc.
4. Implementing strategies to adopt texts from different perspectives on a regular basis
5. Including the Equity Teacher as member of each site's Secondary Instructional Leadership team (administrators and teacher leaders)
6. Assigning the Equity Teacher to work with specific Professional Learning Teams (content-alike teacher)

Citation:

Fien, H., Smith, J. L. M., Smolkowski, K., Baker, S. K., Nelson, N. J., & Chaparro, E. (2014). An Examination of the Efficacy of a Multitiered Intervention on Early Reading Outcomes for First Grade Students at Risk for Reading Difficulties. *Journal of Learning Disabilities*, *48*(6), 602–621. https://doi.org/10.1177/0022219414521664

STUDENT SERVICES
SUBCOMMITTEE FULL REPORT

2020-2021
STUDENT SERVICES SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

Subcommittee Membership

Stacey Yurcek, Eric Alexander, Anna Vasquez, Janette Eastman, Heather Hjelmstad, Aimee Norasingh, Katja Manrodt, Kimberly Walkder, Angel Becker, Kencheska Jackson, Heather Douglass

SECTION I: Committee Activities

The Student Services Subcommittee engaged in a variety of activities throughout the course of the 2020-2021 school year. We began the year by reviewing previous recommendations and current data to identify patterns of need that fell under the umbrella of Student Services. Early in our work together, the student services committee set the goal to collaborate in order to find additional ways to consistently meet the growing needs of the students, families and staff in District 279 through relationship based support. As we identified topics of interest a strong theme of communication and collaboration emerged. Further review of data indicated a specific need for a consistent model of family support and engagement that maximizes student success/wellbeing and provides a bridge to resolve barriers to learning. The Student Services Subcommittee engaged with Vanessa Gill, Family & Community Engagement Coordinator on January 4th and February 16th to share information on the following:

- Current data on family engagement
- Structure of the Family & Community Engagement department
- Resources on family engagement

SECTION II: Data Summary

The student services subcommittee reviewed a variety of sources including, but not limited to:

- District and State student achievement data
- District Report Card
- Tier 2 Behavior Intervention Data
- Student, family and staff survey data
- Narratives and subjective feedback from families in the district on the importance of coordinated support services:

Janette's Story: *My youngest daughter who attends Osseo school district has significant Autism and she is non-verbal. I was first connected to the district through Help Me Grow after the official diagnosis from Frasier at 2. Having early intervention with a teacher and therapists at home laid the foundation of teaching her self regulation to "take a minute." How to teach this could not have been done without the teacher guiding means encouraging me not to give up, just keep re-enforcing it. This has certainly proven to be invaluable, as it is used in the classroom and home daily. Her teacher also used the love my daughter has for the book Goodnight Moon as a teaching tool for a variety of things, including eye contact with me. As she moved on to Arbor View Early Childhood Learning, she was introduced to an AAC device by her SLP. She responded to this type of learning so we began a collaboration of the district and Children's Rehab here in Maple Grove to get her own personal device. It was no small feat and the whole process from Early Childhood introduction to using it daily at Cedar Island was a 2 year process. Currently, her personal device is used in all aspects of her school day. The time invested and collaboration each year to the next is the*

reason my daughter is on the road to functional communication. Our district already has wonderful support services. I wish I would have known that my daughter could have accessed these services two years earlier, rather than waiting for a doctor's referral. My hope is all families will have access to the services and support that Osseo offers. Janette, District 279 Parent

- Family Engagement Rubrics:
  - Albuquerque Public Schools Family Engagement Collaborative: https://www.aps.edu/family-engagement-collaborative/documents/family-engagement-best-practices-rubric-with-action-plan/view
  - Family Engagement Impact Project (FEIP) https://www.mathematica.org/our-publications-and-findings/publications/feip
  - Flamboyan Foundation - School-wide family engagement rubric https://s28742.pcdn.co/wp-content/uploads/2019/10/School-rubric-06-19-2014.pdf
  - Lucile Packard Foundation for Children - A Framework for Assessing Family Engagement in Systems Change https://www.lpfch.org/publication/framework-assessing-family-engagement-systems-change
- Current Research and Resources on Family Engagement:
  - American Institutes for Research. (2021). Family-School-Community Partnerships. National Center on Safe Supportive Learning Environments. https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships.
  - Due north education plan. (2021). Retrieved April 05, 2021, from https://education.mn.gov/MDE/about/plan/
  - Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002.
  - Hoepfner, P. (2017). Family engagement and increasing student achievement. Retrieved April 05, 2021, from https://aasb.org/family-engagement-and-increasing-student-achievement/
  - Kaufman, T. (2020). Family engagement and student success: What the research says. Retrieved April 05, 2021, from https://www.understood.org/en/school-learning/for-educators/partnering-with-families/family-engagement-and-student-success
  - PowerSchool (Ed.). (2021). Why parent engagement is important to student success. Retrieved April 05, 2021, from https://www.powerschool.com/resources/blog/why-parent-engagement-is-important-to-student-success
  - Waterford. (2019). How parent involvement leads to student success. Retrieved April 05, 2021, from https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/
  - Whitmire, T. (2012). Engaging families to improve student achievement. White paper from Stand for Children Leadership Center.
  - Woolf, N. (2021). Family engagement in schools: A comprehensive guide. Retrieved April 05, 2021, from https://www.panoramaed.com/blog/family-engagement-comprehensive-guide
  - XQ, T. (2020). The relationship between parental and family involvement and student success. Retrieved April 05, 2021,
  - Youth.gov. (2021). Impact of family engagement. Retrieved April 05, 2021, from https://youth.gov/youth-topics/impact-family-engagement#:~:text=Youth%20and%20Family%20Outcomes,relationships%2C%20and%20improved%20school%20environment

SECTION III: Listing of Subcommittee High Priority Recommendations

The World's Best Workforce goals that were of focus of this committee were as follows:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students graduate from high school.

As such, the Student Services subcommittee is recommending the following to support the realization of our district's priority work:

A. Recommendation:

We recommend the restructuring and standardization of a framework of family support and engagement district-wide and within each individual school, including development of the roles of *Family Engagement Site Ambassadors* and long-term *Student-Family Advocates.*

B. Rationale

The rationale for our strategy is based upon research and studies that show the direct and quantifiable impact of family and school counselor impact on student success, and our strategy serves to bridge both resources in support of key educational outcomes. Parent involvement research supports what educators have long understood: parent involvement is an important factor in student achievement (Brown, 1999). Parents who are actively engaged in their students' education create higher expectations and ensure the value of education is imparted onto their student. Studies also show that the direct impact of school counseling support is as effective and more cost effective than post-secondary interventions (Boudreau, 2020). Counselors also serve a key role in notifying parents of educational or emotional gaps and working collaboratively to identify solutions to resolve them (Brown, 1999). Access to counselors is even more impactful for students of color and low-income students (ReachHigher.org, 2019).

Targeted efforts to creatively enhance family engagement and support overlaps with the recent statewide Due North Education Plan (2021) as follows: "Meet the Needs of Students During and After the Covid-19 Pandemic," and "Every Student Learns in a Safe and Nurturing Environment". This plan more specifically aims to tailor services that:

- Expand "mental health services to support every student"
- "Build the necessary supports for students around mental health and social and emotional learning"
- "Strengthen community and school partnerships to meet the needs of the whole child"
- "Launch a statewide family engagement model to support schools"

Promoting family engagement has a positive impact on student success and wellbeing:

- Evidence suggests that supporting and engaging parents is one of the most effective ways to in turn support and engage students. According to the National Center on Safe Supportive Learning Environments, "Students who feel supported by their parents are less likely to experience emotional distress, practice unhealthy eating behaviors, consider or attempt suicide, or disengage from school and learning."
- "...students with more engaged parents had higher academic achievement and missed fewer days of school" (Hoepfner, AASB).
- "The Global Family Research Project, led by researchers at Harvard University, identifies systemic family engagement - that is, parental engagement that is integrated into school structures and educator professional development - as a core component of educational goals, such as student achievement, school turnaround, and school readiness" (Woolf, 2021).

- Increased family engagement and interpersonal connections could be valuable tools in counteracting the effects of COVID-19-related school out-of-district transfer that has become more prevalent in the last year.
- "Amid the COVID-19 pandemic and recent racial injustices across our country, investing in authentic family-school partnerships—from early childhood through secondary school—will be more important than ever as students transition back to school this fall. Random acts of engagement are not enough; districts must look to systemically involve families across all grade levels" (Woolf, 2021).
    - Creativity and maximizing available funding are key, as mental health needs intensify and current pieces of family engagement infrastructure have been affected within the district, such as changes in funding to the volunteer coordinator role
- "The primary obstacles to family engagement at the school tend to be around communication, and conflicts in scheduling. Emails, phone messages, or fliers were preferred for information exchanges that involve quick updates for yes/no questions. Phone calls or in-person communications were preferred for discussions about student performance or behavior" (Hoepfner, AASB).
- "Engaging families at school, having parents volunteer, attend events at school, and interacting with teachers is linked to increasing school success and student outcomes. Parents' communication with teachers to prevent problems also was associated with decreased behavior problems. School outreach efforts, parent-teacher organizations, parent-teacher conferences, family events at the school, show that increased communication efforts with families can have a positive impact on school success and student outcomes... It is found that the presence and quality of these parent-community-school ties link directly to students' motivation and school participation" (Hoepfner AASB).
- With special consideration toward widespread racial tensions and the diversifying student population, culturally sensitive and relevant outreach will be paramount in engaging families. "Parents who do not speak English or who were educated in other countries may be unfamiliar with expectations for American school involvement… Bilingual resources and staff, programs to help parents understand how to support their children's education, and parent liaisons who can connect the school and families to linguistically and culturally diverse community resources can be highly effective strategies for developing partnerships between schools, families, and the community" (National Center on Safe Supportive Learning Environments).
- Efforts to engage families are most effective when started early in a child's education, as early as ECFE or Pre-K. "Foundations for academic success begin in early childhood and are further developed during elementary school years. Conversely, patterns of failure and disengagement also begin early… Continuity with family engagement strategies and partnerships with community programs from Pre-K/Elementary School to middle and high school can help support academic achievement throughout students' school tenure" (National Center on Safe Supportive Learning Environments).

C. Strategies for Improvement

Strategies May Include:

1. Create a system or rubric for family engagement progress monitoring to collect and report out family engagement impact data.
    a. Use research and data from other models to craft a District 279 "Profile of an Engaged and Supported Family" (may look different based on population and needs, e.g. SPED/IEP vs general education)
        i. Learn from already successful models and outcomes in other districts
        ii. Reference the Global Family Research Project
        iii. Source existing rubrics and frameworks, as listed above

iv. Explore barriers to family engagement
v. Develop or utilize an annual or bi-annual district-wide survey tool to incorporate direct feedback on families' needs and barriers to engagement

b. Emphasize importance of non-academic indicators of student success (e.g. mental/emotional health, families working together and collaborating, and students as decision makers)
c. Offer incremental and creative ways for families to engage, in-person as applicable or virtually (online town-hall forums, virtual meetings or groups, low-pressure ways to volunteer in a committee, etc…) that consider the complexity of COVID-19, socioeconomic inequity, and racial injustice, on our families ability to maintain engagement.

2. Utilize the support of the existing Family and Community Engagement Coordinator to develop, organize and coordinate the expanded family engagement network including:
   a. Building a role for site-based non-licensed *Family Engagement Site Ambassadors* and volunteer teams
      i. Utilize parent and family volunteers to act as experts and liaisons
      ii. Focus on inclusive and diverse connection points for students and families in new roles
   b. Building a need-based role for *long-term Student-Family Advocates* that follow a family from birth to graduation in the district (or long term and across multiple sites), for the purpose of ensuring early access to and continuity of support services.
      i. *Student-Family Advocates* would be accessed by some families through self-referral or referral from district staff members (teachers, counselors, social workers, *Family Engagement Site Ambassadors*, etc.…).
      ii. Further define the possible role and scope of practice of the *Student-Family Advocate* based on needs of students and families in the district.
      iii. Consider a tiered implementation approach, beginning with families with students currently receiving special education services or those with 504 Plans, eventually expanding to all families based on need or interest.
      iv. Emphasize access of services for key demographics, and ensure culturally-informed outreach with multilingual language connections.
3. Promote effective communication of existing student/family support services available in the district in a way that reaches maximum eligible populations:
   a. Consider a multimedia approach, including email, phone, social media, written mail, flyers, in-person etc…
   b. Refine a system of information sharing between various district roles and professionals which ensures that:
      i. Work is not duplicated
      ii. Optimum services are available to and accessed by students and families
4. Develop district initiatives in concurrence with statewide recommendations as part of the proposed Due North Education Plan. Monitor updates of the plan and shape family-student support and engagement efforts accordingly.

DATA & ASSESSMENT
SUBCOMMITTEE FULL REPORT

2020-2021
DATA & ASSESSMENT SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

Subcommittee Membership

Marty Cohen, Mike Abbas, Stacy Anya, Thomas Brooks, Mariah Cohen

SECTION I: Committee Activities

The Data and Assessment Subcommittee engaged in a variety of activities throughout the course of the 2020-21 school year. Many study interests were proposed and prioritized throughout the year based on changing conditions in the district equity work and the COVID-19 global pandemic. The subcommittee began by exploring ways in which the district could monitor and evaluate the success of different pandemic-related learning models and ways of implementing those learning models. However, we learned there were already numerous district projects in place to monitor learning model implementation, and the outcomes of these models, so this type of project was not pursued by the subcommittee. The subcommittee instead chose to focus on examining student achievement on the MCA-III Science subject assessment, and the educator-related predictors of that achievement.

SECTION II: Data Summary

The subcommittee reviewed the following data sources:

- Multiple years (16-17, 17-18, and 18-19) of MCA Science achievement data
- Multiple years (16-17, 17-18, and 18-19) of MAP Math and Reading achievement data
- District to district MCA Science comparison data
- District staff years of experience and degree achievement by school
- Previous "Promising Practices" reports, which show which district supports and educator practices make the most difference in student achievement
- 2019-2020 Staff Stakeholder survey results
- 2018-2019 Student Survey results
- Danielson Framework for Teaching - Domains, Components, and Elements
- Osseo Science Program Improvement Process (PIP) documentation
- Effective Educators Predictive Study results - study defined by the subcommittee
    - Independent variable: Effective Educator Scale, composed of the following metrics: teacher experience, teacher degree attainment, "Teacher Professional Practices" indicated on 19-20 Staff Stakeholder survey, and questions related to "Classroom Respect" from 2018-2019 Student Surveys
    - Dependent variable: Student Achievement on the 18-19 MCA-III
- DPAC reports (multiple years)
    - DPAC Final Report 2019/20
    - DPAC Final Report 2018/19
    - DPAC Final Report 2017/18
    - DPAC Final Report 2016/17
    - DPAC Final Report 2015/16
    - DPAC Final Report 2014/15

- DPAC Final Report 2013/14
- DPAC Final Report 2012/13
- DPAC Final Report 2011/12
- DPAC Final Report 2010/11

- Reform Support Network: Promoting More Equitable Access to Effective Teachers
- Review of Past Recommendations:

2010/2011 DPAC Report

1. Increase implementation of Full Option Science System (FOSS) kits for K-6
    - We recommend continued use (and increased implementation) of FOSS kits for K-6. This recommendation includes accelerating the ongoing replacement of selected District kits with FOSS kits more relevant to state science standards. Staff development would be needed to effectively implement new resources.
    - Progress:
        - Ordered and implemented "Sun, Moon, and Stars" in third grade classrooms as a part of the FY11 budget.
        - For the FY13 budget, sixth grade classrooms are currently piloting a new kit "Force and Motion."
        - In the current FY12 capital budget, the following kits are being purchased for 2011-12 implementation:
        - Fifth grade will implement "Levers and Pulleys."
        - Second grade will implement "Balance and Motion."
        - Fourth grade will implement "Electricity and Magnetism."

    Note: Staff development for the FY12 kits will be delivered on Friday, May 6, 2011, with additional opportunities offered during the summer and during the first week of the 2011-12 school year.
2. Implement Science, Technology, Engineering, and Math (STEM) standards into K-12 scope and sequence.
    - We recommend implementation of Science, Technology, Engineering, and Math (STEM) standards into K-12 scope and sequence. We further recommend the Board implement the important and necessary staff development related to the integration of STEM implement STEM into K-12 classrooms.
    - Progress:
        - Units of Engineering is Elementary are being considered for phase-in over the 2011-12 school year in grade levels where they are most appropriate.
        - A Google desktop tool will be available for all teachers that can be used for engineering instruction.
        - ISD#279 is engaged in the development of a school-within-a-school STEM program that will offer a middle school STEM option for students.
3. Implement Science Notebook Program into the K-6 curriculum
    - We recommend implementation of a Science Notebook Program into the K-6 curriculum, with potential for 7-12.

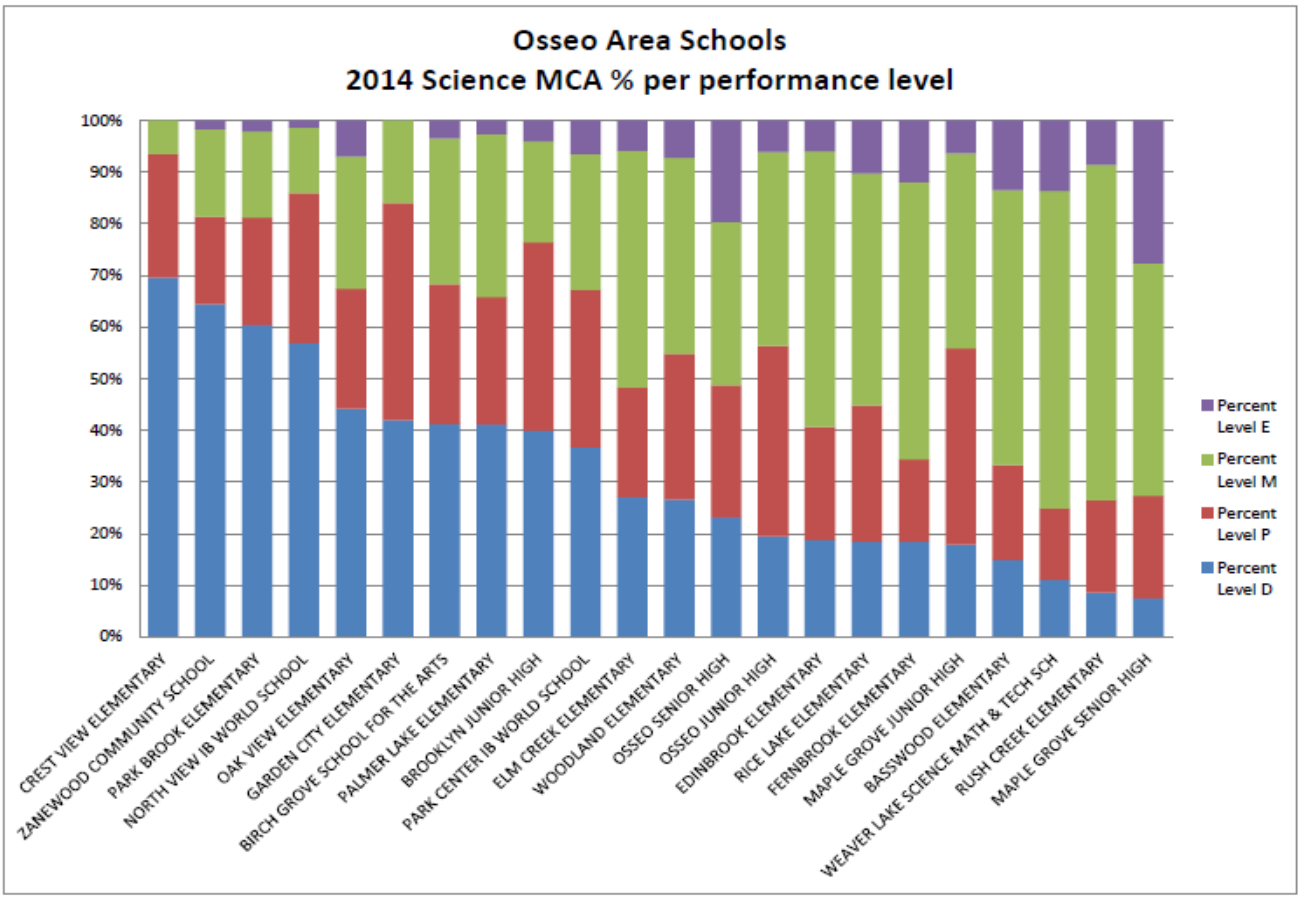
- Progress:
    - Several teachers are piloting the Science Notebook Program during the 2010-11 school year. Their progress is being analyzed and their results will be shared across the system through the Science TAT.

2012/2013 DPAC Report

1. Increase proficiency on State science tests
    - We recommend we increase the proficiency rate on the science MCA from 44% to 50% with a focus on schools with very low proficiency rates.
    - Progress:
        - No focused district-level work was done in this area.

2014/2015 DPAC Report

1. Monitor the implementation and effectiveness of science core curriculum that is taught at K-5 schools and grade levels. Use supplemental methods to enhance science content knowledge.
    - We recommend the district devise a multi-facet approach to bringing science scores, as reflected by 5th grade Minnesota Comprehensive Assessment (MCA) results, to a level consistent with the district average for our highest needs schools.
    - Monitor the implementation and effectiveness of science core curriculum that is taught at K-5 schools and grade levels. Use supplemental methods to enhance science content knowledge.
    - Progress:
        - For each grade level, kindergarten through grade 5, implementation guides were created for each individual science unit. Additionally, essential learnings and grade level standards were also highlighted for elementary teachers. All elementary science kits were updated with materials and nonfiction texts to support student learning. Elementary sites were able to keep science kits for an entire trimester to allow for greater flexibility in the timing of instructional activities related to science and to ensure adequate time to teach science standards. The Department of CIES created scheduling documents, with input from sites, to outline when each unit is to be taught at each site and grade level.



2016/2017 DPAC Report

1. Increase proficiency on state science tests
    - We recommend we increase the proficiency rate on the science MCA from 44% to 50% with a focus on school
    - Progress:
        - In 2016, 47.1% of all 5th grade students reached proficiency on the Minnesota Comprehensive Assessment (MCA) for science. This level of proficiency represents an increase of 3.2% overall, across our district, from the previous year (2015) and is the highest level of proficiency reached in Osseo Area Schools since the 2012 science standards adoption. From 2015 to 2016, six (6) elementary sites raised their percent proficient between 1% - 5%, while five (5) elementary sites raised their percentage proficient by more than 5%. In addition, individual elementary sites have increased their focus on science in terms of what they offer students. Two sites have added a licensed teacher to provide students with science/STEM-focused instruction for the 2016-2017 school year (Palmer Lake and Zanewood Elementary).

2017/2018 DPAC Report

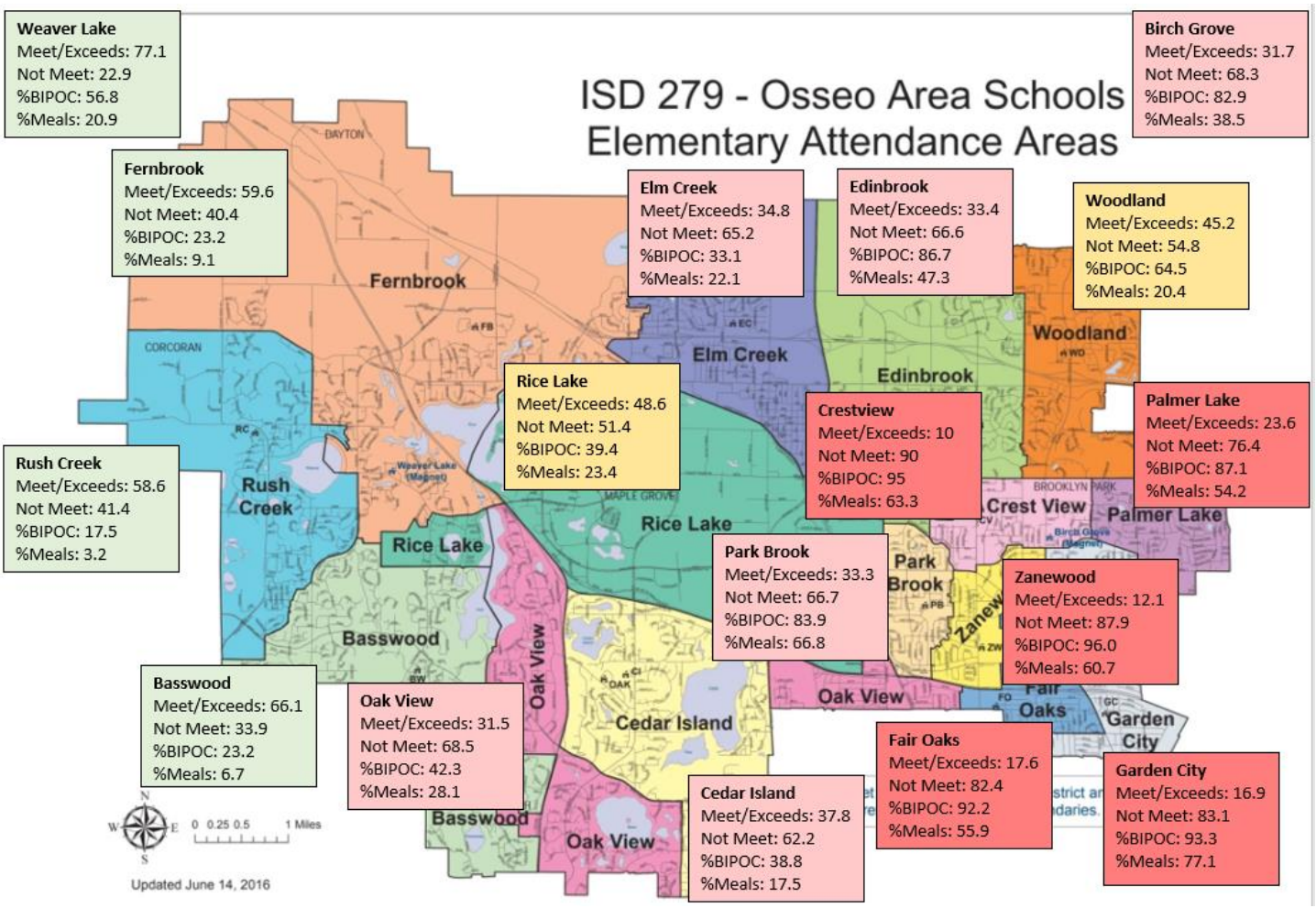
- We recommend that the district increase enrichment opportunities and differentiated instruction for students providing students with activities centering around a STEM (Science, Technology, Engineering, and Math) focus to more actively engage students in interdisciplinary learning related to science. While magnet programming does exist at a few sites, as does enrichment opportunities through Community Education, conversation occurred around avenues the district could potentially

explore to ensure that a larger number of students have access to such opportunities on a more ongoing, consistent basis

- A. Provide additional instructional opportunities for students to engage in elementary science (STEM/STEAM programming)
- B. Discover ways to meet student academic needs at various levels of achievement - carefully assessing student needs

School	Meets or Exceeds Standards	Partially or Does Not Meet Standards	% Students of Color	% Free Meals Program	Poverty Status	% Experienced Teachers (more than 3 yrs)
Crest View	10	90	95	63.3	High-Poverty School	83.33
Zanewood	12.1	87.9	96	60.7	High-Poverty School	70
Garden City	16.9	83.1	93.3	77.1	High-Poverty School	74.29
Fair Oaks	17.6	82.4	92.2	55.9	High-Poverty School	77.27
Palmer Lake	23.6	76.4	87.1	54.2	High-Poverty School	65
Oak View	31.5	68.5	42.3	28.1	Neither High Nor Low	85.37
Birch Grove School for the Arts	31.7	68.3	82.9	38.5	High-Poverty School	86.49
Park Brook	33.3	66.7	83.9	66.8	High-Poverty School	88
Edinbrook	33.4	66.6	86.7	47.3	High-Poverty School	86.79
Elm Creek	34.8	65.2	33.1	22.1	Neither High Nor Low	97.37
Cedar Island	37.8	62.2	38.8	17.5	Low-Poverty School	93.75
Woodland	45.2	54.8	64.5	20.4	Neither High Nor Low	93.33
Rice Lake	48.6	51.4	39.4	23.4	Neither High Nor Low	95.35
Rush Creek	58.6	41.4	17.5	3.2	Low-Poverty School	95.12
Fernbrook	59.6	40.4	23.2	9.1	Low-Poverty School	97.87
Basswood	66.1	33.9	23.2	6.7	Low-Poverty School	98.15
Weaver Lake Science, Math, and Technology	77.1	22.9	56.8	20.9	Neither High Nor Low	94.74
District 279	**43.1**	**56.9**	**59.4**	**29.8**	**Neither High Nor Low**	**86.86**

***All data is from the MN Department of Education's Report Card; 5th Grade Science MCA is from 2019; Demographic and teacher data is from 2021**



(Data from above table)

SECTION III: Listing of Subcommittee High Priority Recommendations

The World's Best Workforce goals that were of focus of this committee were as follows:

- All racial and economic achievement gaps between students are closed.
- All students are ready for career or college.

As such, the Data and Assessment Subcommittee is recommending the following to support the realization of our district's priority work:

Topic #1 – We need to address the needs of Black, Indigenous, and People of Color (BIPOC) students and populations that receive "free and reduced meals," (outside of COVID-19 rules) when it comes to science. The state of MN leads the nation in the achievement gap between white and minority students, and District 279 has a wider achievement gap than the state average. District 279 should take the lead in closing this achievement gap.

A. Recommendation #1:

We recommend a bold change to the methodology of teaching science to our K-5 students, especially if they are members of a school indicated in pink or red in the map infographic above.

B. Rationale

The district has not adopted a new science curriculum in approximately 10 years. Though they have implemented changes for various reasons, e.g. MN state standard changes, there has been little improvement to show that Osseo Area Schools are addressing the needs of half of the district's students in order for them to become proficient in science. There has been almost no change in science scores in the past ten years even though there are DPAC reports asking for change and putting the issue front and center. While the district average for MCA science test scores are in-line with the state, it is unacceptable that underneath this average, some schools have 80% of students meet or exceed expectations but many schools have a passing rate of **20% or less.** Furthermore, the race, ethnicity, and socioeconomic status of students as well as the years of experience of the teachers in a given school are highly predictive of low proficiency rates in science. In sum, District 279 needs to identify and provide support for the needs of students of color and with low socioeconomic status in regards to science in order to thrive as a district and community.

C. Strategies for Improvement

Strategies May Include:

1. Establishing dedicated staff for science instruction at the elementary level (K-5)
2. Teach science in an interdisciplinary way, where science is integrated into math and reading time such as addressing reading concerns while reading science materials, practicing writing and composition skills with science topics, and incorporating math into science.
3. Engaging students in meaningful hands on experiences.
4. Science kits as distributed by the district should NOT be returned unopened or unused. **Accountability needs to occur**.
5. Survey 6th and 7th grade teachers to discover what fundamentals are missing from students' knowledge when they arrive at the secondary level. Include this data in plans to improve elementary science curriculum and manner of instruction.
6. Two new science curricula will be piloted during the 21-22 school year, and will address new state standards. The curricula piloted and eventual curriculum adopted should be only one of the solutions used to address the underlying issues of underachievement in science.
7. While all pilot programs have an implementation and evaluation period, we ask the school board to focus on science, verify yearly that we are making progress, and review where we continue to need improvement.

Topic #2 – Equitable Access to Highly Effective Educators

A. Recommendation:

Conduct a root cause analysis and then develop or connect strategies to issues identified as root causes of inequitable distribution of "Effective Educators" across District 279.

The proposed root cause analysis model to be used was developed by the Reform Support Network in collaboration with the U.S. Department of Education. It consists of developing a common definition of an effective educator, gathering data about the quantity and distribution of those effective educators, and then examining the root causes related to the placement, development, recruitment, and attrition of effective educators within District 279. The root causes to be examined would include: ineffective leadership, effectiveness-blind human capital management, adverse working conditions, student characteristics, inadequate compensation, and the productivity of peer teachers. Once root causes are identified, intentional strategies can be used to address the impacts of inequitable access to effective educators.

B. Rationale

A preliminary study was conducted that examined the relationship between teachers categorized as "Effective Educators" and students' MCA proficiency rate and grades earned in fifth grade science. The study should be considered preliminary in that the definition of an "Effective Educator" was not defined in collaboration with all necessary stakeholders - it was defined through research and discussion within the Data and Assessment Subcommittee. It also is preliminary due to a limited number of variables used in the definition of an effective educator.

A student was considered to have access to an effective educator if their teacher met a cut score of 80% on all defined measures of effectiveness. Teachers had to have data for at least two of the predictor variables to be included in the study. The measures of effectiveness included: teachers with four or more years of experience, teachers with educational attainment of a master's degree or higher, the top two positive ratings on the following Teacher Professional Practices questions from the 19-20 Staff Stakeholder Survey:

- "I maintain high expectations for achievement for all of my students"
- "I integrate technology into my instruction"
- "I use data to make informed decisions and to improve my professional practice"
- "I regularly inform families about what is happening in my classroom"
- "I engage in ongoing collaborative work with my colleagues to ensure student learning"
- "Teachers in this school trust each other"

As well as the top two positive ratings on questions related to "Classroom Respect" from 2018-2019 Student Surveys:

- "My teacher believes I can learn and thinks I will be successful"
- "My teacher seems to care about me"

Educator experience and education was more heavily weighted than survey question responses due to data for these two variables being available for almost all teachers.

There were four main takeaways from the results of this study:

1. There is an inequitable distribution of teachers defined as effective educators across student segments and schools. A trend exists where a higher rate of students who are White (65%) and/or are not receiving free or reduced price meals (74%) have access to teachers defined as effective. BIPOC students have access to effective educators at an average rate of 54%, and students receiving free or reduced price meals have access at a rate of 56%. The gap in access widens further when looking at results by elementary school, with the lowest rate of access to effective educators within a school at 31% and the highest at 93%.
2. There is a large, statistically significant difference, in Science MCA proficiency rates between students having access to effective educators versus those having teachers not defined as effective educators. Students with effective educators scored as proficient at a rate 18% higher than those with other educators overall. This was true across all grade levels assessed (grades 5, 8, and those taking HS Biology).
3. Educator experience (four or more years) tended to have the highest impact on student achievement out of the variables studied as it had the highest positive correlation to the effective educator variable at $r(4474)=.60$, $p = .000$. Correlations whose magnitude are between 0.5 and 0.7 indicate variables which can be considered moderately correlated.
4. Access to an effective educator was not predictive of student grades earned in science - meaning students who had access to effective educators did not earn better grades than students without this access. Student science grades were also only weakly correlated with proficiency on the Science MCA as measured by a Pearson correlation.

The results of the preliminary study provide evidence that a more comprehensive root cause analysis or study be conducted by District 279 so sources can be identified and strategies be employed to address the inequitable distribution of effective educators.

C. Strategies for Improvement

Strategies May Include:

Strategies to address inequities should be chosen based on the results of a more in-depth root cause analysis study. However, according to the Reform Support Network, the strategies that are likely to have the highest impact include:

- Identifying and rewarding highly effective teachers;
- Identifying and developing ineffective leaders and educators
- Promoting an environment in which teachers can develop their skills over time
- Ensuring that school leaders are equipped to identify effective teachers and make human capital decisions based on teacher effectiveness
- Rewarding school leaders for retaining highly effective teachers
- Providing incentives to those teachers to serve in high-need schools

2020-2021 DISTRICT PLANNING ADVISORY COUNCIL
Meeting Calendar

**** If in person meetings are not possible the meetings will be held via Google Meet ****

Date / Time	Group	Room
Monday, 10/19/20 6:00 – 8:00 PM	Full DPAC Meeting	Google Meet
	Program Assessment & Review Subcommittee	
	Special Services Subcommittee	
Monday, 11/9/20 6:00 – 8:00 PM	Subcommittee meetings	Park Center Senior High Forum Room / Flex Learning Space
Monday, 12/7/20 6:00 – 8:00 PM	Subcommittee meetings	Park Center Senior High Forum Room / Flex Learning Space
Monday, 1/4/21 6:00 – 8:00 PM	Subcommittee meetings	Park Center Senior High Forum Room / Flex Learning Space
Monday, 2/1/21 6:00 – 8:00 PM	Subcommittee meetings	Park Center Senior High Forum Room / Flex Learning Space
Monday, 2/22/21 6:00 – 7:30 PM	Subcommittee meetings	Park Center Senior High Forum Room / Flex Learning Space
7:30 – 8:00 PM	Steering Committee	
Monday, 3/15/21 6:00 – 7:30 PM	Subcommittee meetings	Park Center Senior High Forum Room / Flex Learning Space
7:30 – 8:00 PM	Steering Committee	
Monday, 3/29/21 6:00 – 7:30 PM	Optional Program Assessment and Review Subcommittee meeting	Remote
Monday, 4/12/21 6:00 – 8:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Park Center Senior High Forum Room / Flex Learning Space
Tuesday, 4/27/21 6:00 – 8:00 PM	School Board Presentation of Final Report	ESC Board Room
	Full DPAC Debrief and Celebration	ESC Forum Room

When school or after school activities are cancelled, all school-related activities (including DPAC meetings) are also cancelled. Districtwide school closure will be broadcast on TV and radio.

No notice will be sent.