Independent School District 279
Osseo Area Schools

Final Report and Recommendations of the

District Planning Advisory Council

To the Superintendent and
School Board

2015-2016

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2015–2016 Membership

Parents

Birch Grove Elementary.......
Basswood Elementary.........
Cedar Island Elementary .....
Crest View Elementary ....
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Elm Creek Elementary......... Robin Dolan
Fernbrook Elementary ....
Fair Oaks Elementary..........
Garden City Elementary ...... Romeo Gono
Oak View Elementary .... Marty Cohen
Park Brook Elementary........
Palmer Lake Elementary .....
Rice Lake Elementary.......... Heather Ayer
Rice Lake Elementary.......... Bridget Grigsby
Rush Creek Elementary.......
Woodland Elementary .... Brian LaRose
Weaver Lake Elementary ....

Zanewood Elementary................Marjorie Holmes
Brooklyn Middle School ....Sally Sjelin
Maple Grove Middle School........Karen Kieser
Maple Grove Middle School........Steve Courtney
North View Middle School...........
Osseo Middle School..................Robin Dolan
Osseo Middle School..................April Tatur
Osseo Middle School..................Brian LaRose
Maple Grove Senior High ....Sharon Salz
Maple Grove Senior High ....Elle Bauer
Maple Grove Senior High ....Christina Vaughn
Osseo Senior High ....Robin Dolan
Osseo Senior High ....Marty Cohen
Park Center Senior High.............Teri Nemeth
Park Center Senior High............Mark Strohfus
Osseo Area Learning Center ......

Students

Rajiv Dharnipragada - MGSH
Matthew Nemeth - PCSH
Holly Dolan - OSH
Gloria Nyarkoah - MGSH

Community

Lisa Berglund
Pam Paulsen
Thomas Brooks

School Board

Robert Gerhart

ESC Staff

Jeremy Willey
Jill Lesné
Don Pascoe

2015–2016   Steering Committee Membership

Marty Cohen, Chair

Mark Strohfus   Heather Ayer

Jill Lesne   Jeremy Willey

Don Pascoe

Subcommittee Membership

Program Assessment & Review	Student Services	Achievement & Evaluation
Jeremy Willey	Jill Lesné	Don Pascoe
Marty Cohen	Heather Ayer	Lisa Berglund
Robin Dolan	Elle Bauer	Thomas Brooks
Holly Dolan	Bridget Grigsby	Steve Courtney
Bob Gerhart	Brian LaRose	Rajiv Dharnipragada
Marjorie Holmes	Gloria Nyarkoah	Romeo Gono
Karen Kieser	Stacey Yurcek	Teri Nemeth
Matthew Nemeth		Pam Paulson
April Tatur		Sharon Salz
Christina Vaughn		Mark Strohfus

Final Report and Recommendations of the
District Planning Advisory Council
2015-2016

INTRODUCTION

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 a School Board member. The council meets on a regular basis with no fewer than eight meetings. The major functions of the Council are listed under Board Policy 651 – Community-School Cooperation in Setting Goals, Evaluating Progress and Planning Implementation in the Instructional Program: District Planning Advisory Council, as follows:

A. To periodically review and recommend revisions in District policies pertaining to:
    1. the Mission of the District;
    2. measurable achievement objectives;
    3. required and elective District-wide instructional programs;
    4. extracurricular activities;
    5. required components of District-wide programs;
    6. procedures for evaluating progress toward District instructional goals; and
    7. procedures for reporting progress toward District instructional goals.

B. To annually participate in the:
    1. evaluation of progress toward achievement objectives representing District instructional goals;
    2. development of annual objectives for improving student achievement;
    3. development of annual program and staff development plans for meeting the above objectives;
    4. evaluation of progress toward annual objectives; and
    5. reporting of findings and recommendations to the entire school community.

The work calendar of the District Planning Advisory Council during the 2015-2016 school year was guided by the provisions of Board Policy 651. The Council's bylaws directed its internal operations.

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

RECOMMENDATIONS FOR IMPLEMENTATION in 2016-17

2015-16 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2016-17

Each subcommittee identified and considered a set of objectives. The full set of objectives considered is contained in the Subcommittee Reports. The seven high priority recommendations are listed below.

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

Recommendation 1
We recommend that the district expand high school course options that satisfy state and district requirements for graduation and also, that all students have access to the courses across district high schools. We also recommend that options are developed that allow students to earn credits more efficiently, thus creating elective space in their schedules to enable our students to better explore their dreams.

STUDENT SERVICES SUBCOMMITTEE

Recommendation 1
We recommend the district continue the commitment to equitable student achievement by training all staff on racial equity and cultural responsiveness.

Recommendation 2
We recommend the district continue the commitment to Trauma-Informed Practices consistently throughout our district. The goal of this is to decrease behavioral referrals and increase student's capacity to become efficacious learners. We further recommend that Trauma-Informed Practices training be expanded to include general education and support staff.

Recommendation 3
We recommend the district expand the scope and sequence of the Common Sense Digital Citizenship Curriculum (CSDCC) to begin at kindergarten and continue through grade twelve. Further, we recommend age-appropriate lessons at each grade level throughout the school year. Additionally, for year 1, we recommend implementation of a cross-discipline "Summer Writing Team" to review the CSDCC and develop the scope and sequence for each grade level.

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

Recommendation 1   (Elementary Science)
We recommend the district devise a multi-facet approach to bringing science scores, as reflected by 5th grade Minnesota Comprehensive Assessments (MCA) results, to a level consistent with the district average for our highest needs schools.

Recommendation 2   (Enhanced Communication Plan for Students & Families)
We recommend the district ensure a comprehensive alignment of communication at each high school to families regarding key information related to each individual high school year.

Recommendation 3   (Consistent Programming in Advisory)
We recommend the district establish consistent programming experiences in advisory for students across all middle school and high school sites.

PROGRESS on the 2015-16 RECOMMENDATIONS

PROGRESS TOWARD ACHIEVEMENT OF RECOMMENDATIONS MADE IN 2014-15 FOR IMPLEMENTATION IN 2015-16

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

Recommendation
We recommend strengthening the district's formal, structured system of differentiated support for underperforming schools whose growth and gap closing scores are insufficient to ensure equitable achievement. The goal is to have all schools earn scores above the 50th percentile on both the state growth and gap closing measures.

Progress
  a. A formal, documented support system was designed to be implemented during the 2015-16 school year.
  b. Two schools were identified for to receive differentiated support. A third school was moved to a lower level of support.
  c. Directors were assigned to the schools to support integration of resources during the staffing process.
  d. Curriculum staff was assigned to schools in a way that helped assure that higher need schools had additional support.
  e. The assigned directors meet weekly with the identified schools to support implementation of their improvement plan.
  f. An assistant superintendent meets monthly with each school's team to monitor progress.
  g. Title I resources were flexed to support targeted schools to provide additional capacity building specific to the site's needs.

STUDENT SERVICES SUBCOMMITTEE

Recommendation 1
We recommend the district continue the commitment to equitable student achievement by training all staff on racial equity and cultural responsiveness.

Progress
Progress continues on the recommendation to continue emphasis on reducing disproportionality issues within the district EBD rate as well as the suspension rate for black students; the disproportionality in the discipline of black students still needs improvement. Between 2012-2015, suspension rates of all students have dramatically decreased, however, the Suspension Disproportionality Gap has continued to increase for our most marginalized group of students (black males) 2.88, 2.90, 2.92, 2.97 respectfully.

Current Accomplishments:

Beyond Diversity
  - Total attendance 2015-2016: 260
  - Total overall attendance: 2165

Coaching for Racial Equity
  - Total attendance: 2015-2016: 14
  - Total overall attendance: 34

DELT
  - Total attendance 2015-2016: 23
  - Total overall attendance: 23

Culturally Relevant Instructional Coaching
  - Total attendance 2015-2016: 43
  - Total overall attendance: 43

Beyond Diversity II
  - Total attendance 2015-2016: 117
  - Estimated overall attendance: 250

Equity Seminars 1-3
  - Total 2014-2015: 196

Equity Seminars 4-6
  - Total 2015-2016: 291
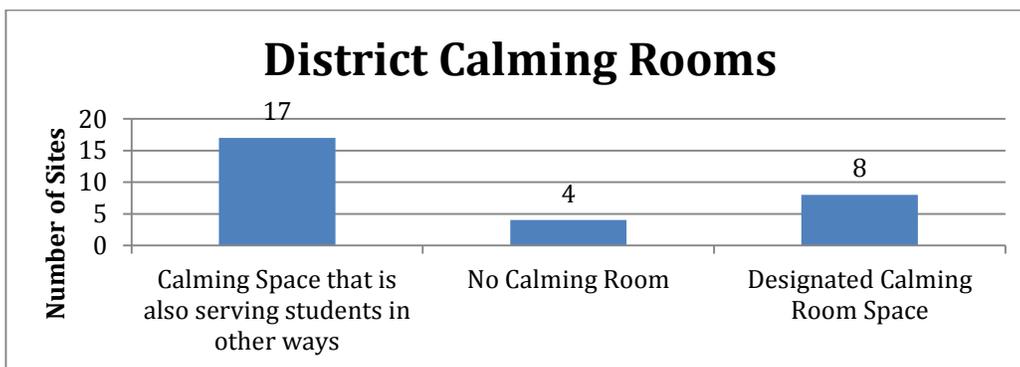 - Total overall attendance: 487

The commitment to this training must be ongoing in order to realize the benefit of initial and follow-up training. This transformational change requires time to implement. As employees retire and the district rehires, this training is an ongoing effort. We are in year four of this recommendation. We expect a period of time for implementation and we are on track to meet the 4 to 6-year implementation timeline.
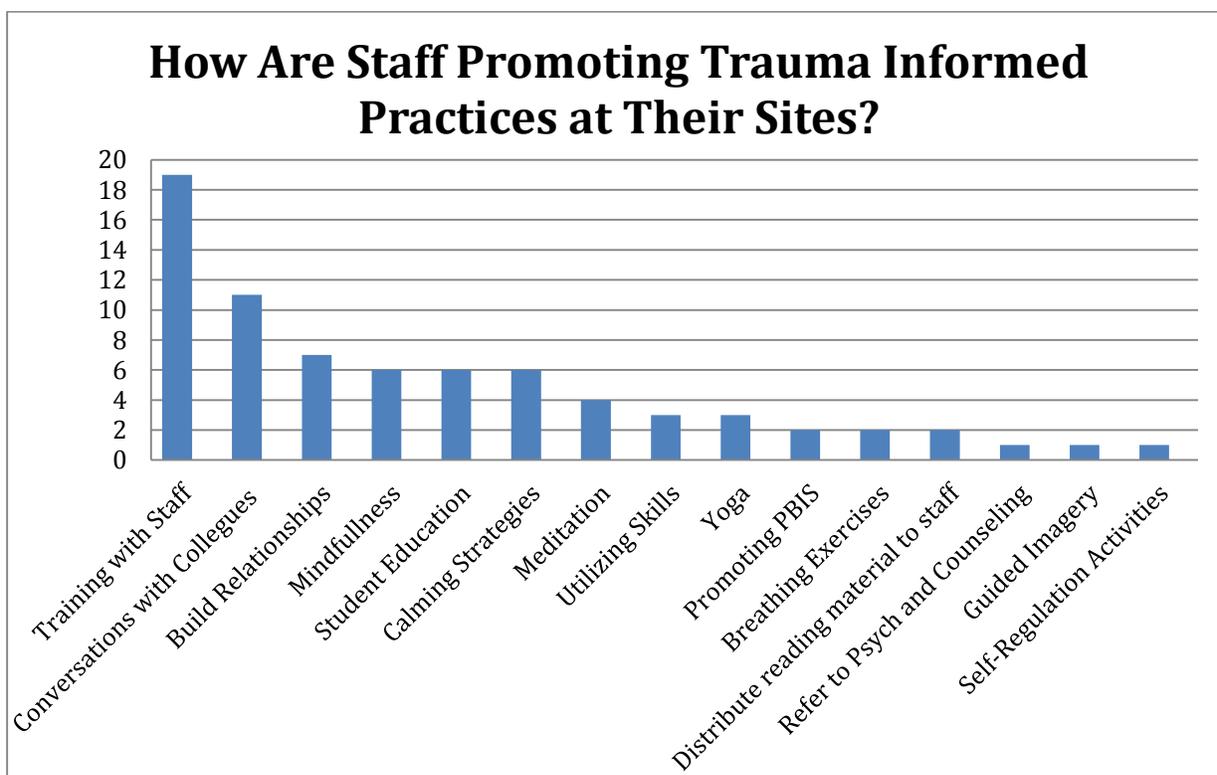
Recommendation 2

We recommend the district implement Trauma-Informed Practices consistently throughout our district to decrease behavioral referrals and increase students' capacity to become efficacious learners.

Progress

This year the District Crisis Team was trained to include Trauma-Informed Practices into the structure of response. Key district employees presented to Crisis Team members at the 2016 Winter Institute demonstrating the use of mindfulness strategies to support with trauma triggers and reactions.

District Calming Rooms

	Number of Sites
Calming Space that is also serving students in other ways	17
No Calming Room	4
Designated Calming Room Space	8

The Fall and Winter Institutes of the 2015-2016 school years professional development has included multiple sessions open to all licensed teachers focusing on social emotional learning, mindfulness, and Trauma-Informed Practices. The district social workers are reserving 20 minutes of monthly meetings to teach each other new mindfulness techniques which they bring back and share with the staff at their respective sites. District behavior specialists also include Trauma-Informed Practices in their work by providing professional development to staff and including the practices in the interventions and consultation they do with staff and students.

How Are Staff Promoting Trauma Informed Practices at Their Sites?

Category	Value
Training with Staff	19
Conversations with Colleagues	11
Build Relationships	7
Mindfullness	6
Student Education	6
Calming Strategies	6
Meditation	4
Utilizing Skills	3
Yoga	3
Promoting PBIS	2
Breathing Exercises	2
Distribute reading material to staff	2
Refer to Psych and Counseling	1
Guided Imagery	1
Self-Regulation Activities	1

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

Recommendation 1
Develop and implement a middle level school structure for enrichment and explorations within advisory time; twice per month. These experiences would be organized by staff members to create/offer "club like" opportunities for exploration for students in grades 6-8.

Progress
Each of our four new middle school sites has been involved in the development and implementation of an advisory components for all students in grades 6-8 throughout the 2015-2016 school year. The primary curriculum resource that is being utilized is the Ramp Up to Readiness Program, a tool developed by the University of Minnesota. Through the facilitation of the Coordinator of Career and College Readiness, a subgroup of middle school leaders has worked, throughout the school year, to refine individual lessons, activities, and offerings for students to more effectively meet the diverse needs of our student population. In addition, each middle school site has worked carefully to provide additional enrichment and/or exploration-type activities during the advisory time. These experiences have included, but are not limited to, the following: passion projects, STEAM-related activities (BMS), robotics, genius hour, guest speakers, career exploration choice boards, student choice activities related to content areas, community outreach with a focus on world issues, cultural studies projects, book club, debate, and many more.

Recommendation 2
Develop after-school clubs at the middle school level that are of interest to middle level learners and have continuity with high school club offerings.

Progress
BMS = Offered targeted services classes with highlights such as Bilingual Club, Boys Leadership, Bulldog Buss, Chapter Chat, Hero Headquarters, Simple Cooking Class, TYNKER, Robotics, and Walking/Running/Yoga

NVMS = Offered targeted services classes with highlights such as Birthday Club, Buckets Beats (Drumming), Girls Basketball, Girls Volleyball, Hip Hop Dance, Jazz Band, Knights Choir, League of Legends, Robotics, and Maranatha Volunteers

MGMS = Offered targeted services classes with highlights such as First Lego League Robotics; Offered SPOT programming, a tuition-based model of care for middle school students

OMS = Offered targeted services classes with highlights such as All About Art, Anime, Build Zone, Expect Respect, FACS Fun, Robotics, and Hip Hop; Offered SPOT programming, a tuition-based model of care for middle school students; Will Host Summer SPOT programming with active programming all summer long for middle school students

Recommendation 3
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.

Recommendation 4
Require use of electronic data entry for K-5 grade information, including common summative assessments and report cards. The goal is to allow review of curriculum by academic department staff.

Progress
At present, all elementary teachers in kindergarten through grade 5 are responsible for electronic data entry using our TIES system. At the close of each trimester, teachers utilize our Standards Based Grading system and report on each individual's students progress toward learning the grade level standards in a variety of curricular areas. The practice of keeping an electronic "grade book" that is shared with families is one that occurs exclusively at the secondary level within our system. As we transition away from TIES and into a new system, Synergy, possibilities to expand this recommendation could potentially emerge.

ACHIEVEMENT AND EVALUATION SUBCOMMITTEE
FULL REPORT

2015 – 2016
ACHIEVEMENT AND EVALUATION SUBCOMMITTEE REPORT
DISTRICT PLANNING ADVISORY COUNCIL
Osseo Area Schools
Independent School District 279

Subcommittee Membership

Don Pascoe, Lisa Berglund, Thomas Brooks, Steve Courtney, Rajiv Dharnipragada, Romeo Gono, Teri Nemeth, Pam Paulson, Sharon Salz, Mark Strohfus

SECTION I: Committee Activities

The committee reviewed the District Testing Plan and the characteristics and purposes of the assessments administered by the District.

The committee reviewed assessment results from 2014-15. These results were primarily found in five areas:

- District developed Excel data analysis tools.
- District developed Improvement Planning data reports
- District balanced Scorecard
- State Department of Education web-based data analysis system.
- State accountability reports.

SECTION II: Data Summary

A. Data Reviewed

The committee reviewed results from the district balanced scorecard including:

State Tests:
- Minnesota Comprehensive Assessments (MCA III) .... Grades 3-11
- State Multiple Measure and Focus Reports (MMR and FR)

District Tests:
- Northwest Evaluation Association Achievement Level Tests (NWEA) .... Grades 2-8
- ACT Scores

Graduation data:
- 4, 5 and 6-year graduation rate patterns

Course taking patterns:
- High school course taking patterns

B. Summary of Evaluation of Data

1. District Strengths:
- Growth for students was generally higher than national average growth.
- Scores on the NWEA were above typical national scores.
- By grade four, students who have been in the district for two years consistently perform about one year's growth above the national average.
- Graduation rates have improved markedly for most groups.
- Graduation rates for all ethnic groups are at or above the state.

2. Areas of Concern:
- Some schools have persistently lower growth and achievement scores.
- Students in grades 6- 8 math and grade 7 reading grew at a lower rate than expected.
- Gaps between student subgroups (ethnic, socio-economic and program) continue to persist on all tests and in graduation rates.
- New students tend to start out significantly behind students already in the district. This gap is higher when students enter in a later grade. New students entering in grade eight, on average, are three years behind established district students.
- Graduation rates have remained relatively stagnant for Hispanic students, only equaling the state graduation rate. Graduation rates for black students have dropped for two years.
- ACT scores have remained static.

SECTION III: **Listing of Subcommittee High Priority Recommendations**

Recommendation 1

We recommend that the district expand high school course options that satisfy state and district requirements for graduation and also, that all students have access to the courses across district high schools. We also recommend that options are developed that allow students to earn credits more efficiently, thus creating elective space in their schedules to enable our students to better explore their dreams.

Rationale:

These recommendations are made in hopes of the district broadening what has become a restrictive educational track. A broader educational track can benefit students by: creating space in students' schedules for exploration into specific/multiple fields of study they may want to pursue post-secondary and allow struggling students to maintain some autonomy in selection of classes.

The district's mission is to "inspire and prepare all students with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning". During the time that this mission has been in place, Minnesota state graduation requirements have become more rigid and college entrance has become more competitive. At the same time, nearly every job that can provide a living wage requires post-secondary education. These combined forces have squeezed our students on to a narrow path defined by the state and four year colleges. This path is like a freeway that rushes our students to a single predefined set of skills that focus on college entrance requirements. It provides very limited opportunities for our students to explore, and understand more deeply, other possible paths for them to achieve their dream or even to experience the full range of options college and other post-secondary education offers.

This system has caused the course offerings to dwindle and left students with even fewer options, other than AP vs. regular level courses to take, until their senior year. We believe that the limited options can be seen in several areas.

- This narrowing can be seen the fall trimester of 2015-16 where the 34 courses with the most students enrolled at the high school level all met specific graduation course requirements. The four non-required classes with the largest enrollments are in Spanish and French; world languages are also perceived as college requirements.

- The spring ACT reports for 11th graders show that 54% of 11th graders have not identified a specific planned major and marked undecided or left the question blank.

We believe that expanded course offerings will result in students becoming more engaged leading to better grades, lower dropout rates, higher graduation rates, improved ACT scores, and improved success in post-secondary work.

Example strategies for improvement:

1. Increase the number of interdisciplinary course offerings.
2. Create more flexible paths for students to meet their graduation requirements.
3. Offer more "interest specific" courses that also meet graduation requirements.
4. Allow students to "Test Out" of classes.
5. Offer blended classes that would allow students to earn two credits in one class period.
6. Allow students with a failing grade to receive credit by making up the standards they were unsuccessful on.
7. Allow students who complete a more rigorous course to receive credit for its prerequisites.
8. Provide extended day and summer options to expand choice.

STUDENT SERVICES SUBCOMMITTEE
FULL REPORT

2015 – 2016
STUDENT SERVICES SUBCOMMITTEE REPORT
DISTRICT PLANNING ADVISORY COUNCIL
Osseo Area Schools
Independent School District 279

Subcommittee Membership

Jill Lesné, Heather Ayer, Bridget Grigsby, Brian LaRose, Gloria Nyarkoah, Stacey Yurcek

SECTION I: Committee Activities

We were interested in what District 279 offers for digital citizenship curriculum specifically when it comes to student's online safety and understanding consequences of online actions. We heard second hand testimony from a committee member who attends a high school within District 279, that cyberbullying is a clear and present issue in today's learning environment.

Jill Lesné, Assistant Director of Student Services, reported to the committee that District 279 currently utilizes components of Common Sense Digital Citizenship Curriculum. We found that the curriculum is valuable but we, as a district, are not using it to its full potential.

We invited Andi Bodeau, Digital Learning & Instructional Media Coordinator, to speak to the committee members about the curriculum, what lessons are used, and when they are implemented. Ms. Bodeau presented on the need for a more in depth use of the curriculum, clearly mapped out lessons at each grade level distributed throughout the year, and the importance of continued digital citizenship curriculum education. She strongly suggested implementing the curriculum in kindergarten.

Further research was done online and from hard-copy reports.

Some of the current 2016 resources reviewed were:

Common Sense Education	UKnowKids
Kids Health from Nemours	Digital Literacy
New York Times Business Day	Independent School Magazine

SECTION II: Data Summary
  A. Frequency of Occurrence
- 25% of teens experience cyberbullying
- 31% of college admissions officers use social media pages to learn more about candidates
- 23% of nursery school children in the U.S. use the internet*
- 32% of kindergartners go online*
- 80% of high school students use the internet*
- 87% of teens communicate through texting, instant messaging and social network sites*
- According to national data, in a high school with 2,000 students, 20% will share an inappropriate image electronically, and 12% of students will be sexually solicited online

  B. Impact of Inappropriate Online Activity to Our Students
- Both victims and bullies are at greater risk for anxiety and depression.
- Both victims and bullies are at greater risk for suicidal thoughts, suicide attempts, and successful suicides.
- Students' ability to focus and engage in their learning environments can be impacted if they do not feel emotionally safe or comfortable in school.
- 30% of college admissions officers who use social media to learn more about candidates reported finding information that negatively affected an applicant's prospects.

What Does Common Sense Digital Citizenship Curriculum Actually Look Like?

There are nine elements of Digital Citizenship: digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security.

Common Sense digital citizenship curriculum is a free program that empowers students to think critically and make informed choices about how they live and treat others in today's digital world.

The curriculum is based on the digital ethics research of Dr. Howard Gardner and the Good Play Project at Harvard Graduate School of Education. It covers topics such as privacy, social media, and cyberbullying. "Given the amount of time kids spend with technology, digital ethics education is just as important as reading and writing," said James Steyer, CEO of Common Sense Media. "It is essential that every school in America teach digital literacy and citizenship so that all students have the opportunity to gain the skills they need to make safe, responsible, and respectful decisions in today's 24/7 digital world."

Goals of the Program

- Introduces reliable, research-based information to students about digital media and their impact.
- Offers a comprehensive yet balanced approach in addressing safety and security concerns, including ethics and behavior issues, as well as digital literacy skills.
- Includes research-based lessons based on the work of Howard Gardner and the Good Play Project at the Harvard Graduate School of Education.
- Provides student-centered, media-rich lesson materials that emphasize skill building, critical thinking, ethical discussion, media creation, and decision making to students of all ages.
- Addresses the whole community by providing materials to educate parents and families about digital citizenship.
- Satisfies criteria for Children's Internet Protection Act (CIPA) E-rate compliance.
- Aligns to the Common Core State Standards, the International Society for Technology in Education's National Education Technology Standards (ISTE's NET•S), and the American Association of School Librarians (AASL) Standards
- Includes rich professional development resources such as tutorials, videos, and Webinars

SECTION III: Listing of Subcommittee High Priority Recommendations

Recommendation 1
We recommend the district continue the commitment to equitable student achievement by training all staff on racial equity and cultural responsiveness.

Rationale
As a district we are making progress, however, disproportionality in the suspension of black students still needs improvement. The commitment to this training must be ongoing in order to realize the benefit of initial and follow-up training. We recognize the transformational change requires time to implement. We are in year four of this effort. We expected a 4 to 6-year implementation.

Recommendation 2
We recommend the district continue the commitment to Trauma-Informed Practices consistently throughout our district. The goal of this is to decrease behavioral referrals and increase student's capacity to become efficacious learners. We further recommend that Trauma-Informed Practices training be expanded to include general education and support staff.

Rationale
Fight, Flight, and Freeze are natural human responses caused by trauma-induced stress. Trauma-Informed Practices provide teaching methodologies to identify, anticipate, and ease reactions to trauma-triggers. Trauma in the mind and body alters brain chemistry, which changes behavior and decreases the ability for learning. The Trauma-Informed Practices would be building on the ongoing Positive Behavior supports as well as the mental health work of District 279 in expanding the capacity of staff to respond appropriately to students.

Recommendation 3

We recommend the district expand the scope and sequence of the Common Sense Digital Citizenship Curriculum (CSDCC) to begin at kindergarten and continue through grade twelve. Further, we recommend age-appropriate lessons at each grade level throughout the school year. Additionally, for year 1, we recommend implementation of a cross-discipline "Summer Writing Team" to review the CSDCC and develop the scope and sequence for each grade level.

Rationale

Addressing the 21st century skill of digital citizenship is important to help students learn, communicate, and collaborate safely and responsibly.

Children need to understand the cause and effects of their online actions. For example:

- Cyber bullying affects one in four youth. Victims of Cyberbullying are at greater risk for anxiety, depression, and other stress-related disorders, and are at higher risk for suicidal thoughts, suicide attempts, and completed suicides.

- New research from Kaplan Test Prep reveals that college admissions officers use social media pages to determine eligibility for acceptance, and future employers can track online activity to determine job placement.

Our nation's children spend more time with media and digital activities than they do with their families or in school, which profoundly impacts their social, emotional and physical development. – commonsensemedia.org

In a school that prides itself on academic excellence and character development, digital citizenship needs to be woven throughout all core curricular areas. The conversations need to start in the early years and continue throughout the course of their educational careers. Each grade level needs to address age-appropriate issues and build on the understanding of the year before.

PROGRAM ASSESSMENT & REVIEW SUBCOMMITTEE
FULL REPORT

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE REPORT
DISTRICT PLANNING ADVISORY COUNCIL
Osseo Area Schools
Independent School District 279

Subcommittee Membership

Jeremy Willey, Marty Cohen, Robin Dolan, Holly Dolan, Bob Gerhart, Marjorie Holmes, Karen Kieser, Matthew Nemeth, April Tatur, Christina Vaughn

SECTION I: Committee Activities

The Program Assessment and Review Subcommittee engaged in a variety of activities throughout the course of the 2015-2016 school year. The primary focus of the group, this year, was to discuss student achievement results, at the elementary level, on the Minnesota Comprehensive Assessment for 5th grade science. The committee learned more about the existing elementary science curriculum resource from a guest speaker (Staff Development Assessment Specialist), and a survey was developed for elementary teachers at all sites to solicit perception data regarding the elementary science experience for students. In addition, this group reviewed and analyzed a variety of data points related to student achievement in science and discussed potential strategies for improvement which could be recommended.

The second focus of the Program Assessment and Review Subcommittee was to explore the extent to which consistent communication was provided to all families at the high school level across our system. The committee reviewed newsletters and websites from all three high schools to see the diversity and consistency of information disseminated, and determined that "key information", at each grade level, needed to be outlined and articulated to all families in our system in a consistent manner.

Lastly, the Program Assessment and Review Subcommittee engaged in extended conversation around programming within advisory at the secondary level. In reviewing the information provided from different individual experiences – both parent and student – various concerns were expressed regarding what students, across our system, had access to during this time, the extent to which study skills were explicitly taught, and what specific learning was occurring to prepare students for their next opportunity whether it be a post-secondary education or career path.

SECTION II: Data Summary

A. Data Reviewed

- American College Testing Program Results (ACT) – Graduation Class of 2015
- ACT Trend Data by Subject Over Time by School
- Minnesota Comprehensive Assessment (MCA) results for Science in 5th & 8th Grade
- MCA Science Results by Race
- MCA Science Results by Building
- Compared MCA Results w/ Other Districts w/ Similar Demographic Information
- Elementary Science Feedback Survey Available to All Elementary Teachers in 279
- Fall Newsletters & Websites for Each High School

B. Summary of Evaluation Data
    Strengths

- The district average ACT score in science (22.4) exceeded the national average (20.9) in 2015.
- Nearly 70% of White students were proficient on the Minnesota Comprehensive Assessment in science in 2015.
- 3 elementary sites in the Osseo Area Schools had 70% or higher of student proficiency on the Minnesota Comprehensive Assessment in science in 2015.

Areas for Potential Improvement

- The district average ACT score in science (22.4) was below the state average (22.7) in 2015.
- 51.5% of 5th grade students are "not proficient" in science as measured by the Minnesota Comprehensive Assessment in science in 2015.
- Fewer than 30% of Hispanic and Black students were proficient on the Minnesota Comprehensive Assessment in science in 2015.
- 3 elementary sites in the Osseo Area Schools had 20% or fewer of student proficiency on the Minnesota Comprehensive Assessment in science in 2015.

SECTION III: Listing of Subcommittee High Priority Recommendations

Recommendation 1
We recommend the district devise a multi-faceted approach to increase student achievement in elementary science, as measured by the 5th grade Minnesota Comprehensive Assessment (MCA) results, at our highest need schools, to a level consistent with the district average.

Rationale
In reviewing student achievement data, it was evident that 3 elementary sites within our school system have fewer than 20% of students reaching proficiency on the Minnesota Comprehensive Assessment for science. Additionally, four elementary sites within our school system have fewer than 40% of students reaching proficiency on this assessment. The range, in student achievement results, on this assessment, was as large as 70% from the highest to the lowest performing elementary site in science on the MCA.
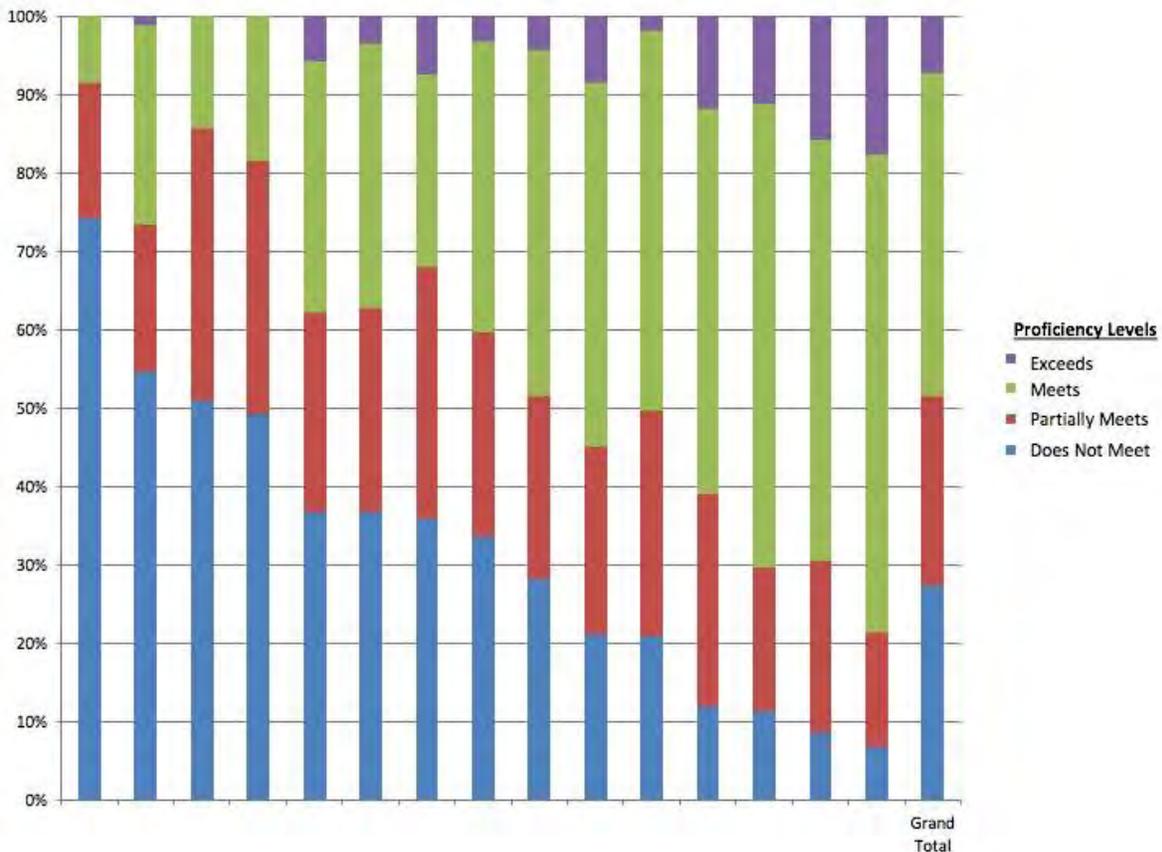
In addition, examining student achievement data in elementary science revealed that a significant achievement gap exists among 5th grade students across our school system. While White students, on average, reach nearly 70% proficient on the Minnesota Comprehensive Assessment in science, fewer than 30% of Hispanic and Black students reach a similar level of proficiency. Furthermore, our Asian/Pacific Islander subgroup has fewer than 38% of students reaching proficiency on this assessment.
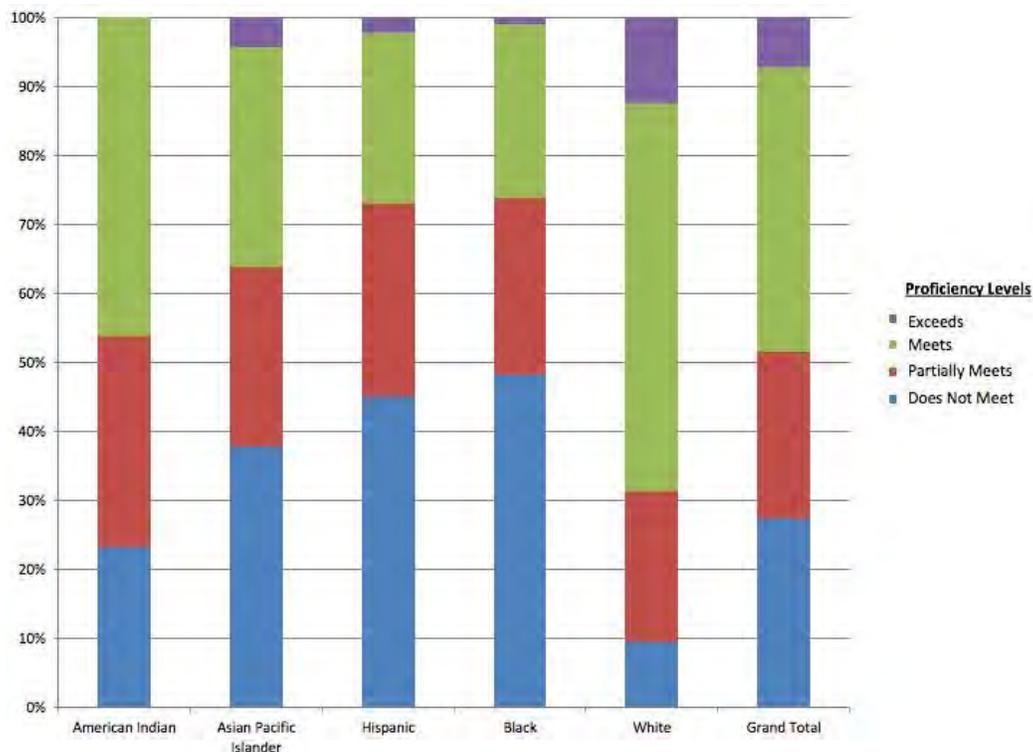
In an effort to collect additional data, a survey was conducted of elementary teachers across our school system. This survey was accessible to all elementary educators and stakeholders were given three weeks to respond. Respondents were asked to identify what they liked and did not like about our current elementary science curriculum resource, and articulate potential solutions that respondents felt would positively impact student achievement results in science at the elementary level. 63 educators responded.

As this subcommittee carefully examined stakeholder feedback, a number of themes emerged. Several respondents reported that they appreciated how engaging and "hands-on" the curriculum resource was for students. In contrast, stakeholders reported that issues around time allocated to teach science, the time in which teachers at sites are scheduled to receive kits, and the time needed to prepare kits were all factors that negatively impacted the success of elementary science programming. Respondents offered a number of ideas for potential solutions, some of which are listed as potential strategies for improvement within this report.

Strategies for Improvement

Strategies May Include:
1. Include Science as a Focus on School Improvement Plans
2. Develop a Mobile Team of Science Teachers to Teach Science at Predetermined Sites
3. Consider Science as an Offering During Specialist Time for Elementary Students
4. Conduct a Comprehensive Review of the Kit Process & Alignment of the Science Standards
5. Enhance & Expand Upon Interdisciplinary Teaching Opportunities & Resources
6. Explore a Defined Number of Instructional Minutes for K-5 Science (Weekly/Monthly)
7. Utilize Multiple Strategies for Improvement & Monitor Success of Implementation

Recommendation 2

We recommend the district ensure a comprehensive alignment of communication to families regarding key information related to each individual high school year for all stakeholders within our system.

Rationale

In reviewing information provided to students and families at each of our three comprehensive high schools, it was identified that an inconsistent method of communicating important information exists. While one site may elect to create and mail a comprehensive newsletter each trimester which is available electronically, another may share similar information exclusively via email – if a family elects to "opt in" to receiving such communications. As a result, students and families may miss key information which is important as they navigate the high school experience within our system.

Strategies for Improvement

Strategies May Include:

1. Create a template of standardized "key information" for families at each high school grade level to have access through multiple forms.
2. Develop a brochure to distribute to 8th Grade students/families during high school registration in the spring of the upcoming school year.

Recommendation 3

We recommend the district establish consistent programming experiences in advisory for students across all middle school and high school sites.

Rationale

We know that from engaging in discussions with parents and individual teachers from various sites that there is inconsistent programming occurring within the advisory component across sites. A guaranteed and viable curriculum that is appropriate and implemented with fidelity is desired.

Strategies for Improvement

Strategies May Include:

1. Conduct a comprehensive review of current programming within advisory at middle school and high school sites.
2. Solicit feedback from students and educators within advisory to determine which components are most relevant to them and beneficial to the advisory component.

2015-16 DISTRICT PLANNING ADVISORY COUNCIL
Meeting Calendar

Date / Time	Group	Room
Monday, 9/21/15 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
Monday, 10/5/15 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
Monday, 10/19/15 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
Monday, 11/16/15 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
Monday, 12/7/15 7:00 – 9:00 PM	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
Monday, 1/11/16 7:00 – 9:00 PM	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	Cafeteria
	Achievement/Evaluation Subcommittee	Library
Monday, 1/25/16 7:00 – 9:00 PM	Assessment & Review Subcommittee	Board Room
	Special Services Subcommittee	Cafeteria
	Achievement/Evaluation Subcommittee	Library
Monday, 2/8/16 7:00 – 9:00 PM	Steering Committee	W26
Monday, 2/29/16 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N10
	Achievement/Evaluation Subcommittee	W41
Monday, 3/14/16 7:00 – 9:00 PM	Steering Committee Meeting	N10
Monday, 4/4/16 7:00 – 9:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Forum
Tuesday, 4/19/16 6:00 PM	School Board Presentation of Final Report	
Monday, 4/25/16 7:00 – 8:00 PM	Full DPAC Debrief and Celebration	Forum Room