

**Independent School District 279  
Osseo Area Schools**

Final Report and Recommendations of the

**District Planning  
Advisory Council**

**To the Superintendent and  
School Board**

**2011 – 2012**

**TABLE OF CONTENTS**

Membership Lists ..... 1-2

Final Report and Recommendations of the District Planning Advisory Council

    Introduction..... 3

    High Priority District Planning Advisory Council Recommendations for 2011-2012

        Achievement & Evaluation ..... 4

        Student Services ..... 5

        Program Assessment & Review..... 6

Progress Toward Achievement of 2010-2011 recommendations

    Achievement & Evaluation ..... 7

    Student Services ..... 7

    Program Assessment & Review..... 8

Subcommittee Reports

    A. Achievement & Evaluation ..... 10

    B. Student Services ..... 14

    C. Program Assessment & Review..... 16

Work Calendar ..... 18

## 2011 – 2012 Membership List

### Parents:

Birch Grove Elementary..... Open	Woodland Elementary..... Brian LaRose
Basswood Elementary ..... Jennifer Brown	Weaver Lake Elementary..... Debbie Hulke
Basswood Elementary ..... Jennifer Smith	Weaver Lake Elementary..... Khalid Elhassan
Cedar Island Elementary ..... Marty Cohen	Zanewood Elementary ..... Open
Crest View Elementary ..... Charlotte Alexander	Brooklyn Junior High ..... Marjorie Holmes
Edinbrook Elementary ..... Amy Gibson	Brooklyn Junior High ..... Kathy Frederickson
Elm Creek Elementary ..... Robin Dolan	Maple Grove Junior High ..... Tom Hanson
Elm Creek Elementary ..... Jenny Nelson	Maple Grove Junior High ..... Fenton Hyacinthe
Fernbrook Elementary ..... Karen Kieser	Maple Grove Junior High ..... Tom Laughlin
Fernbrook Elementary ..... Erika Novak	Maple Grove Junior High ..... Tim McClure
Fernbrook Elementary ..... Heather Wincek	North View Junior High ..... Derrick Strom
Fair Oaks Elementary ..... Andrew Sawatzke	Osseo Junior High ..... Kimberly Agnew-Heard
Garden City Elementary ..... Open	Osseo Junior High ..... Robin Dolan
Oak View Elementary ..... Marty Cohen	Osseo Junior High ..... Heather Wincek
Park Brook Elementary ..... Open	Maple Grove Senior High..... Mary Jaeger
Palmer Lake Elementary ..... Open	Osseo Senior High..... Vicki Richardson
Rice Lake Elementary..... Danielle Carter	Park Center Senior High ..... Marjorie Holmes
Rice Lake Elementary..... Jodelle Migely	Park Center Senior High ..... Cassie Henry
Rice Lake Elementary..... Greg Hulne	Park Center Senior High ..... Mike Tait
Rush Creek Elementary..... Lisa Houdek	Park Center Senior High ..... Kathy Frederickson
Rush Creek Elementary..... Derrick Strom	Park Center Senior High ..... Robin Schalk-Grote
Woodland Elementary ..... Andrena Seawood	Park Center Senior High ..... Mechele Martinez

### Students:

Jin Chang – MGSB  
Tiffany Byrd – PCSH  
Chau-Ly Phan – PCSH  
Victoria Martinson – PCSH

### Community:

Lisa Berglund  
Pam Paulsen  
Brenda Troiani

### Staff:

Wendy Biallas-Odell  
Scott Taylor

### School Board:

Jim Burgett

### Staff:

Kathy Bushman  
Don Pascoe  
Kris Rouleau  
Teri Staloch

**2011 – 2012 Steering Committee Membership**

Karen Kieser                      Teri Staloch  
Marty Cohen                      Don Pascoe  
Kathy Frederickson              Kathy Bushman  
Amy Gibson, Chair

**SUBCOMMITTEE MEMBERSHIP**

**Program Assessment & Review**

Teri Staloch, Director  
Kimberly Agnew-Heard  
Robin Dolan  
Tom Hanson  
Marjorie Holmes  
Lisa Houdek  
Debbie Hulke  
Karen Kieser  
Victoria Martinson  
Kris Rouleau  
Andrena Seawood  
Derrick Strom

**Student Services**

Kathy Bushman, Director  
Charlotte Alexander  
Wendy Biallas-Odell  
Tiffany Byrd  
Jin Chang  
Kathy Frederickson  
Greg Hulne  
Brian LaRose  
Mechele Martinez  
Jennifer Nelson  
Chau-Ly Phan  
Vicki Richardson  
Andrew Sawatzke  
Jennifer Smith  
Brenda Troiani

**Achievement & Evaluation**

Don Pascoe, Director  
Lisa Berglund  
Jennifer Brown  
Jim Burgett  
Danielle Carter  
Marty Cohen  
Tim McClure  
Jodelle Migely  
Erika Novak  
Pam Paulsen  
Robin Schalk-Grote  
Mike Tait

**Final Report and Recommendations of the  
District Planning Advisory Council**

**2011-2012**

**I. 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 Program 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 2011-2012 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.

## II. HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR 2011-12

Each subcommittee identified and considered a set of objectives. The full set of objectives considered is contained in Section 3, Subcommittee Reports. The eight high priority recommendations are listed below.

### ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

#### Recommendations

#### **1. Increase growth in math and reading at the junior high level**

We recommend the following;

- Raise the percentage of 7<sup>th</sup> and 8<sup>th</sup> grade students making their expected growth on the NWEA math assessments from 45% to 60%.
- Raise the percentage of students making normal or high growth on the MCA to meet or exceed the state scores.

#### Rationale:

Math and reading growth, as measured by both the NWEA (2011) and MCA (2010) was significantly lower in grade 7 than other grades. A slight improvement is seen in 8<sup>th</sup> grade, but not a full rebound. Focused attention on growth at the junior high level could prevent a number of students from dropping into the Non-Proficient level on the MCA assessments and provide the academic foundation necessary for improving high school graduation rates.

#### **2. Increase proficiency on State science tests**

Increase the proficiency rate on the science MCA from 44% to 50% with a focus on schools with very low proficiency rates.

#### Rationale:

Proficiency on the State science MCA varies greatly across buildings with some site's proficiency rate as low as 7%. School proficiency rates were tightly correlated to the site's poverty rate. The district proficiency rate lags behind the state average by 4%.

#### **3. Decrease the suspension rate and the suspension rate disparity between subgroups**

Decrease the total number of instructional days lost from 4200 to 3800 and decreases the disparity between subgroups by 10%.

#### Rationale:

The district has significantly reduced the number of instructional days lost to suspension over the last 3 years, but has been unable to reduce the disparity between subgroups. The suspension rate starts low at the elementary level and takes a jump when students enter seventh grade. We believe that there is a connection between the drop in academic growth rates in grade seven and the sharp increase in discipline events at the beginning of junior high. There is also great disparity between sub-groups. For example Black students are suspended at more than two times the rate you would expect.

## STUDENT SERVICES SUBCOMMITTEE

### Recommendations

- 1. We recommend further study of the causes of the disproportionate representation, due to inappropriate identification of Black students with a primary disability of Emotional Behavior Disorder (EBD).**

#### Rationale:

Based on the 2011 Office of Special Education Federal Annual Performance Report to the State of Minnesota Department of Education, the Osseo Area Schools were found to have a three times higher representation of Black students having a primary disability of EBD as compared to surrounding districts. To date, there has not been a comprehensive study of what, if anything is causing the disproportionate representation or inappropriate identification of Black students with a primary disability of EBD. A deeper study of this issue will support the district's policies, practices and procedures are followed to ensure that the primary disability of students is accurate at the time of the initial identification, reevaluation, and for who students move into the District with an Individual Education Program (IEP).

- 2. We recommend further study of the causes of the disproportionate rate of suspension of Black students with a primary disability of EBD.**

#### Rationale:

Based on preliminary suspension data from the Minnesota Department of Education and District 279 suspension data, 73.2% of EBD suspensions are Black students. It is important to examine if suspensions are an effective tool in changing to desired behaviors and if they are not to identify alternates to suspension that are effective to keep students in school and increase their academic achievement.

## **PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

### Recommendations

#### **1. Career Education**

We recommend the development and implementation of a consistent, age appropriate, standards based K-12 Career Education curriculum. This curriculum should include practical activities that incorporate the key topics of career development. Results of student work should be accessible to parents and educators via TIES or a similar system.

#### Rationale:

ISD 279 lacks a coherent, K-12 Career Education curriculum. Current offerings are sporadic and inconsistent. In order for our students to articulate, plan for, and progress toward their evolving dreams, they need a broad exposure to different skills and career areas. A Career Education curriculum based upon standards from the American School Counselor Association and the National Career Development Guidelines would address this need in our schools.

#### **2. Summer Slide**

In order to prevent summer slide (or loss of learning), we recommend that Osseo Area Schools implement a consistent district-wide system for maintaining or improving the achievement level of all students throughout the summer months. Provided tools may include the following:

- Grade level standardized materials and resources provided such as reading lists, workbooks, math review, summer science projects and outdoor exploration;
- Website, web resources and tools for on-line learning;
- Community partnerships that offer additional summer learning opportunities

#### Rationale:

Summer slide disproportionately impacts low income students, particularly in reading. ("First Comprehensive Research on Summer Slide", Education Week, June 13, 2011) According to USA Today, low income students lose as much as 3 months of schooling compared to middle class peers due to summer slide. ("Free Books Block Summer Slide in Low Income Students", May 31, 2010). Without a systematic approach, some but not all of our students are benefitting from materials and resources being provided. By offering students access to appropriate learning materials throughout the summer, we are encouraging that a pattern will be set for continuous learning.

#### **3. Alternative Course-Completion Options**

We once again recommend that the district invest in the study and analysis of alternative scheduling options for all junior and senior high students with the interest of increasing the number of academic time slots in the school day. We recommend the analysis of cost-neutral and low-cost options such as online learning opportunities, zero-hour and/or after-school course options.

#### Rationale:

Alternative delivery systems and alternative course-completion options would better support opportunities for enrichment and the development of the whole child. An increase in the number of courses (or time slots) would allow for stronger remediation programming for students. Alternative delivery models such as online learning will enhance our students with the 21st Century Skills they will need as they strive to achieve their dreams, contribute to community and engage in a lifetime of learning.

### III. PROGRESS TOWARD ACHIEVEMENT OF 2010-11 DISTRICT PLANNING COUNCIL HIGH PRIORITY RECOMMENDATIONS

#### ACHIEVEMENT AND EVALUATION SUBCOMMITTEE

##### 1. Increase NWEA Growth and Growth Categories at the Junior High Level

###### Progress:

- a. Over the past 2 years there have been significant changes to the identification process for increased participation and movement to acceleration in mathematics such as:
  - i. Changed the automatic placement criteria and protocol to shorten the process and increase the number of students assigned to accelerated math.
  - ii. Changed the "opt in" criteria to allow additional students choose accelerated math.
  - iii. Changed the petition protocol to allow students below the cut line for accelerated math to be reconsidered on an individual basis.

Since these changes we have seen significant increases in the number of students in the accelerated track. In grade six the number of schools offering acceleration has risen from 7 to 16. At grade seven the number of students who are enrolled in accelerated math has risen from 206 in 2009-10 to 634 in 2011-12.

- b. All junior high schools have implemented double dose classes in reading for students that are most at risk of not passing the Minnesota reading graduation test. Some schools have implemented advisory times. The models vary in the amount of time set aside and the primary intent of the advisory program.
- c. Junior high schools provide a small and varied set of transition activities for students moving to grade seven. There has not been district-wide structural or organizational change for grade 7 or 8.

#### STUDENT SERVICES SUBCOMMITTEE

##### 1. We recommend providing consistent opportunities in safe environments for extended day learning and technology access for displaced students. In addition, we recommend a district wide awareness campaign about resources for displaced students.

###### Progress:

The District received the McKinney Vento Grant for the third year in a row, and continues to employ a full-time Homeless Liaison. The Homeless Liaison increased district wide awareness for displaced youth by providing training on the identification of homeless youth, and resources to support students' educational engagement and success, at all ISD 279 sites during the 2011-2012 school year.

Current grant funds are being used to put infrastructure in place. Currently, we have about 330 students identified as homeless this year. This is the same rate of identification as last year. Of the 330 identified homeless youth, approximately 14% of them are youth on their own. Each of the students has been provided with backpacks containing school supplies, personal hygiene products and meals to go.

We continue to identify between 5 and 10 new homeless students per week. Our staff has done a wonderful job in identifying and supporting homeless students; we provide transportation for nearly 85% of our identified homeless students to and from school, and adjust transportation to accommodate extracurricular activities. We partner with many community agencies including the City of Brooklyn Park, Housing for all in Maple Grove, Hennepin County, Point Northwest and Northwest Homeless Youth Coalition.

Currently there is not a homeless shelter in our community; however there are community organizations in our area working to open an emergency shelter for youth that would be located within the boundaries of the Osseo Area School District. A food shelf recently opened in Brooklyn Park that offers fifty pounds of food per week to any youth under age 18 who is homeless. Additionally, a Suburban Host Home Program was initiated this year within our district that allows for one homeless youth to live with a family who volunteer their home for 18 months. The District Homeless program

also partnered with the Brooklyn Park Fire Department in the winter coat and blanket drive, and during the holiday season participated in the giving tree that provided nearly fifty ISD 279 families with gifts.

The Homeless program continues to build awareness in the community and provide opportunities for homeless youth to attend after school tutoring, extracurricular activities, athletics, and access to staff that support their academic needs outside the regular school hours and calendar.

## **PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

### **1. Math Interventions**

We recommend that the district develop a K-12 tiered approach to math intervention that clearly articulates a plan of action for all students and their parents/guardians based on the student's proficiency.

#### Progress:

##### Elementary:

- A second year of study using a universal math screener has continued at Fair Oaks and was expanded to the rest of the campus schools. Within the first trimester, intensive interventions were implemented directly targeting the skills identified in the screener. Oak View began using it this fall and has seen great improvements for grade 4 & 5. Grade 6 has not been in the study.
- The Math Specialist is also monitoring a very small study of another intervention structure using Math Recovery at Park Brook. There is not enough data to draw any conclusions as to the effectiveness of this program.
- One additional opportunity Osseo schools participated in was the MN Math Corps. A state grant funded program which hires and trains a math tutor assigned to Title One schools to work with identified struggling students in grades 4-6. The program used was Math Elevations.
- The next steps will be to analyze and compare MAP and MCA data this spring to identify the impact of these interventions in guiding a plan to improve math achievement.

##### Secondary:

- Most Junior High schools have added an additional math elective option for students in addition to their regular math course. The senior high schools are implementing a looping option which allows students to retake a trimester of a math course in which they did not pass. This has been in operation for the past 3 years. We are seeing fewer students enrolling to summer courses at the ALC and are meeting graduation requirements as a much higher level.
- The next steps will be to develop a flow chart of services to help guide schools when needing support for struggling students in math.

### **2. Non-Fiction Writing (Across Content Areas)**

We recommend that the district design and deliver a systematic approach to non-fiction writing in all content areas with instructional tools for teachers that assist in grading and coaching students at all grade levels.

#### Progress:

- Minnesota, along with 48 other states has adopted the New Common Core State Standards in the area of K-12 Literacy (English Language Arts) and Literacy in Social Studies/History, Science and Technical Subjects - Reading and Writing Standards 6-8, 9-10, 11-12. The elementary and secondary ELA curriculum specialists have led teacher teams in their work to investigate the CCSS. The result of this work has been the development of district priority standards and reporting standards aligned to the Common Core Standards. A strong component of the CSA is in the area of writing.
- Six Traits scoring was shared with DPAC in 2010-11. There has been no system-wide training for content teachers; however, conversations have continued with administrators and teachers about the need for consistency in the writing curriculum. Six Traits will continue to be studied as a model in which professional development for the entire district (Six Traits are not a program but a common vocabulary to assist in the assessment of writing) could be conducted. This type of training would also support the Common Core Literacy Standards in Social Studies/History, Science and Technical Subject standards.

- Data from all 17 elementary schools was collected and studied by principals and other instructional leaders in the building regarding current practice of writing instruction. This data will help to inform decisions in writing instruction.

### **3. Alternative Course-Completion Options**

We recommend that the district invest in the study and analysis of alternative scheduling options for all junior and senior highs with the interest of increasing the number of academic time slots in the school day for students. We recommend, due to budget limitations, the analysis of cost-neutral and low-cost options such as zero-hour and /or after-school course options.

#### Progress:

- Some courses are currently being offered zero hour. We will continue to monitor these courses and use information to help make future decisions.
- In the area of Health, a zero hour pilot is being prepared for MGSB during the Spring 2013. This will provide options for students with scheduling challenges (primarily due to AP courses, music electives and world language).

**Osseo Area Schools  
Independent School District 279  
DISTRICT PLANNING ADVISORY COUNCIL  
2011 – 12 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT  
ACHIEVEMENT AND EVALUATION SUBCOMMITTEE**

**Subcommittee Membership:**

Don Pascoe, Lisa Berglund, Jennifer Brown, Jim Burgett, Danielle Carter, Jin Chang, Marty Cohen, Tim McClure, Jodelle Migely, Erika Novak, Pam Paulsen, Robin Schalk-Grote, Mike Tait

**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 2010-11. These results were primarily found in two areas:

- District developed Excel data analysis tools.
- State Department of Education web-based data analysis system.

**SECTION II: Data Summary**

**A. Data Reviewed**

The committee reviewed results from:

State Tests:

- Minnesota Comprehensive Assessments (MCA II) ..... Grades 3-11
- GRAD – Reading & Math..... Grades 10-12

District Tests:

- Northwest Evaluation Association Achievement Level Tests (NWEA) ..... Grades 2-8

College Entrance Tests

- ACT

District Behavior Data

- Incidents, actions, suspensions

**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.
- ACT scores are stable or rising.

**2. Areas of Concern:**

- Students in grades 7 and 8 math and grade 7 reading grew at a lower rate than expected (see graphs in rational).
- Behavior issues rise sharply at grade 7 and are disproportionately high in groups with lower achievement scores.
- Science proficiency, as measured by the state MCA test, is low and varies greatly across schools.
- Gaps between subgroups continue to persist on all tests.
- New students tend to start out significantly behind students already in the district. This gap is higher when students enter in a later grade. There is a three year gap by grade 8.

## SECTION III: Listing of Subcommittee High Priority Recommendations

### Recommendations

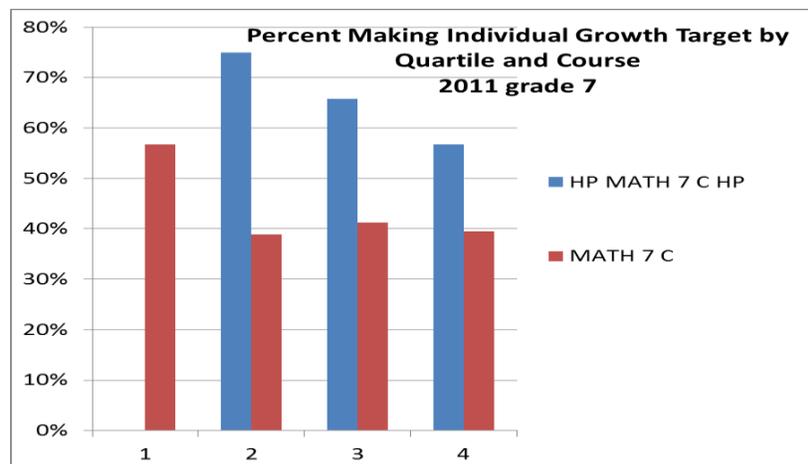
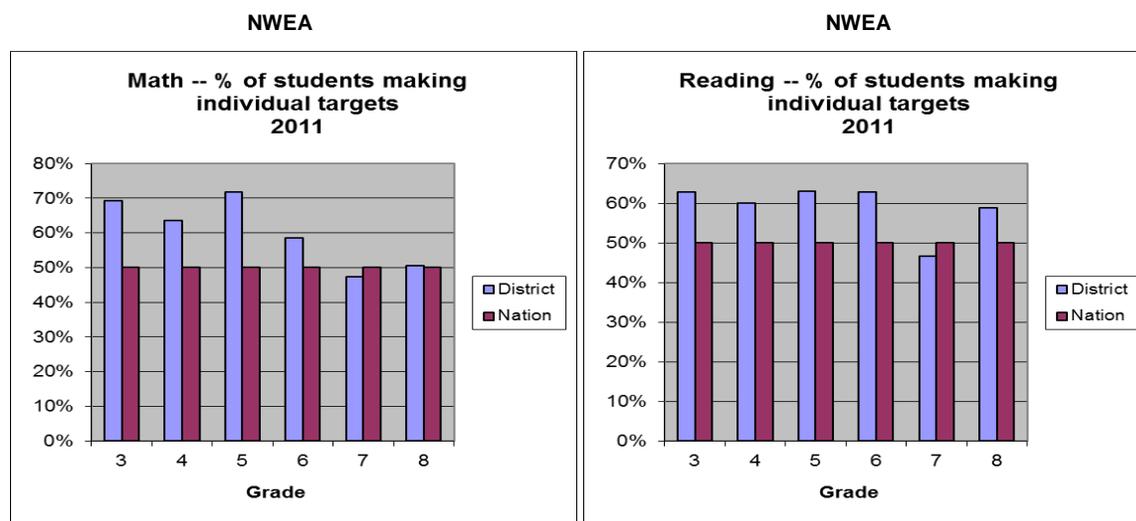
#### 1. Increase growth in math and reading at the junior high level

We recommend the following;

- Raise the percentage of 7<sup>th</sup> and 8<sup>th</sup> grade students making their expected growth on the NWEA math assessments from 45% to 60%.
- Raise the percentage of students making normal or high growth on the MCA to meet or exceed the state scores.

#### Rationale:

Math and reading growth, as measured by both the NWEA (2011) and MCA (2010) was significantly lower in grade 7 than other grades. A slight improvement is seen in 8<sup>th</sup> grade, but not a full rebound. Focused attention on growth at the junior high level could prevent a number of students from dropping into the Non-Proficient level on the MCA assessments and provide the academic foundation necessary for improving high school graduation rates. The following graphs show the specific NWEA test data behind the recommendation.



### **Strategies for improvement may include:**

The team reviewed the MCA results of many Twin Cities districts. Some of the districts reviewed had a significantly higher growth rate in their transition year, either 6<sup>th</sup> or 7<sup>th</sup> grade. The following list includes some of the characteristics found in these schools and along with other options the subcommittee thought might be worth considering.

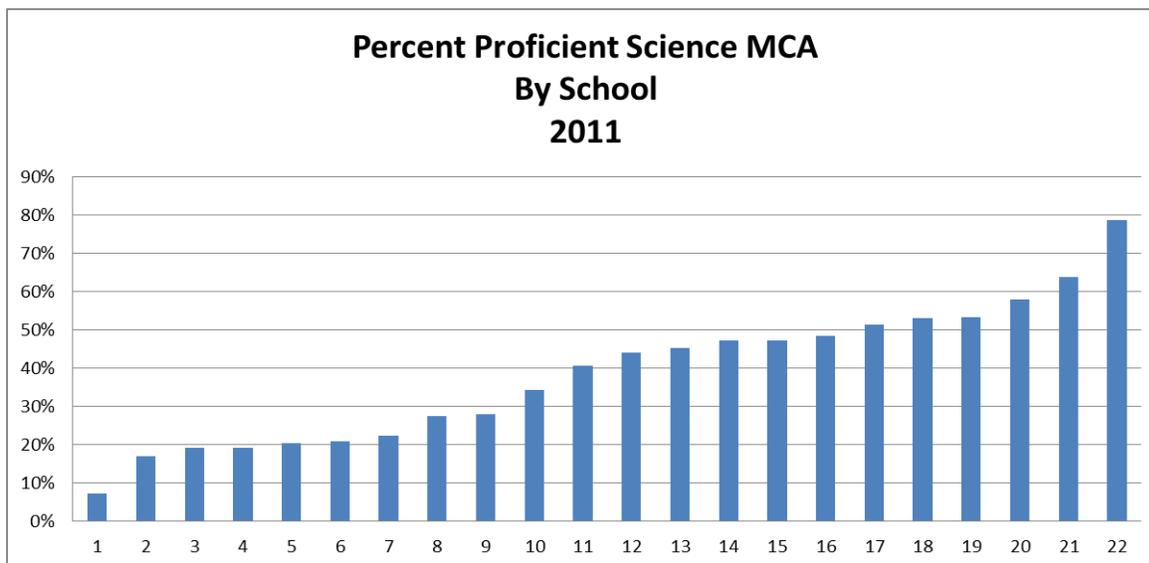
- More aggressive instruction in grade seven and eight
  - o More challenging curriculum in regular grade 7 and 8 math
  - o More students in HP math
- Use of homerooms to build community.
- Survey of 6<sup>th</sup> and 7<sup>th</sup> grade staff to identify reading and math program strengths and weaknesses.
- Coordination between sixth grade and seventh grade.
- Increased parental involvement.
- Audit 7<sup>th</sup> and 8<sup>th</sup> grade reading instructional practices.

### **2. Increase proficiency on State science tests**

Increase the proficiency rate on the science MCA from 44% to 50% with a focus on schools with very low proficiency rates.

#### **Rationale:**

Proficiency on the State science MCA varies greatly across buildings with some site's proficiency rate as low as 7%. School proficiency rates were tightly correlated to the site's poverty rate. The district proficiency rate lags behind the state average by 4%.



### **Strategies for improvement may include:**

- Guarantee time for hands on science instruction for all students
- Clear focus on critical high priority learning standards
- Staff development

### **3. Decrease the suspension rate and the suspension rate disparity between subgroups**

Decrease the total number of instructional days lost from 4200 to 3800 and decreases the disparity between subgroups by 10%.

#### **Rationale:**

The district has significantly reduced the number of instructional days lost to suspension over the last 3 years, but has been unable to reduce the disparity between subgroups. The suspension rate starts low at the elementary level and takes a jump when students enter seventh grade. We believe that there is a connection between the drop in academic growth rates in grade seven and the sharp increase in discipline events at the beginning of junior high.

There is also great disparity between sub-groups. For example Black students are suspended at more than two times the rate you would expect.

**Strategies for improvement may include:**

- Consistent practices across sites.
- Use of homerooms to build community and teach expectations.
- Coordination between sixth grade and seventh grade.
- Increased parental involvement and accountability.
- Implement systems that keep students in school rather than suspending them.
- Provide additional staff development on cultural responsive practices.

**ISD 279 - Osseo Area Schools  
DISTRICT PLANNING ADVISORY COUNCIL  
2011-12 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT  
STUDENT SERVICES SUBCOMMITTEE**

**Subcommittee Membership:**

Kathy Bushman, Charlotte Alexander, Wendy Biallas-Odell, Tiffany Byrd, Kathy Frederickson, Greg Hulne, Brian LaRose, Mechele Martinez, Jennifer Nelson, Chau-Ly Phan, Vicki Richardson, Andrew Sawatzke, Jennifer Smith, Brenda Troiani

**SECTION I: Committee Activities**

The committee heard reports on the following topics from the noted district administrators and psychologists:

- Work of the District Behavior Task Force (Wendy Loberg and Wendy Biallas-Odell)
- Criteria and process for identification of students with a primary disability of Emotional/Behavior Disorder (Dr. Amy Larkin and Dr. Wendy Johnson)
- Disproportionality (Dr. Amy Larkin and Dr. Wendy Johnson)

**SECTION II: Data Summary**

In each topic area, district staff was asked to provide the committee with an overview of the strengths and the challenges within their respective area of oversight. These presentations were data-driven and focused on multiple data sources in the following areas: District Suspension Data, Disproportionality Data, Emotional Behavior Disorder (EBD) eligibility criteria, and District EBD eligibility data disaggregated by ethnicity.

The most compelling areas of focus were suspensions of Black students with a primary disability of EBD and the identification of Black students with a primary disability of EBD. The subcommittee was interested in taking a deeper look at the reason why the District was cited by the Minnesota Department of Education for the inappropriate over identification of Black students with a primary disability of EBD and further study into the reason for the high incidence of suspensions of Black students with a primary disability of EBD. Therefore, the subcommittee chose to focus on the following two high priority recommendations.

**SECTION III: Committee High Priority Recommendations and Rationale**

- 1. We recommend further study of the causes of the disproportionate representation, due to inappropriate identification of Black students with a primary disability of Emotional Behavior Disorder (EBD).**

**Rationale:**

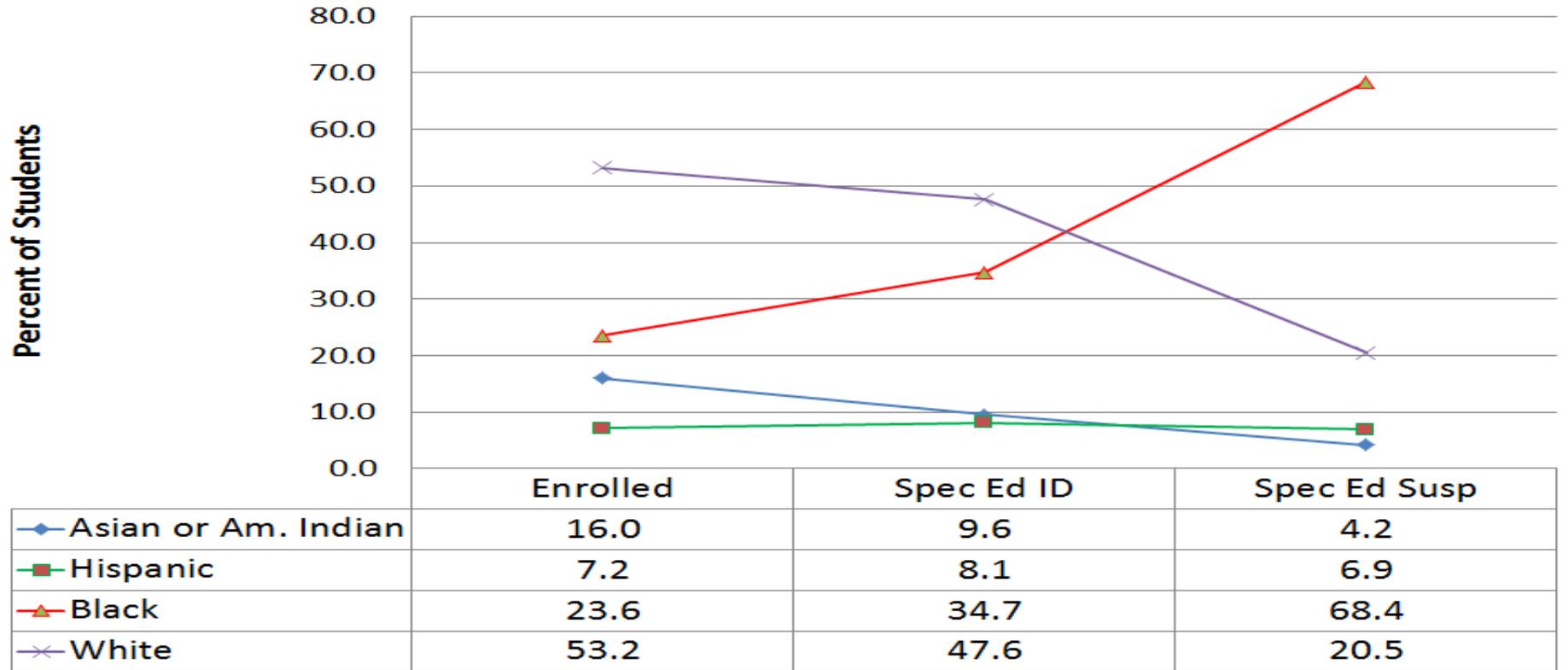
Based on the 2011 Office of Special Education Federal (OSEF) Annual Performance Report to the State of Minnesota Department of Education, the Osseo Area Schools were found to have a three times higher representation of Black students having a primary disability of EBD as compared to surrounding districts. To date, there has not been a comprehensive study of what, if anything is causing the disproportionate representation or inappropriate identification of Black students with a primary disability of EBD. A deeper study of this issue will support the district's policies, practices and procedures are followed to ensure that the primary disability of students is accurate at the time of the initial identification, reevaluation, and for who students move into the District with an Individual Education Program (IEP) plan.

- 2. We recommend further study of the causes of the disproportionate rate of suspension of Black students with a primary disability of EBD.**

**Rationale:**

Based on preliminary suspension data from the Minnesota Department of Education and District 279 suspension data, 73.2% of EBD suspensions are Black students. It is important to examine if suspensions are an effective tool in changing behaviors and if they are not, to identify alternates to suspension that are effective in keeping students in school and increasing their academic achievement.

## Ethnic Percentages for Enrollment, Special Ed Identification and Special Ed Suspension in 2010-11



- 23.6% of total ISD 279 enrollment are Black.
- 60.7% of ISD 279 EBD students are Black
- 73.2% of ISD 279 EBD suspensions are Black students

**Osseo Area Schools  
Independent School District 279  
DISTRICT PLANNING ADVISORY COUNCIL  
2011-12 PROGRAM IMPROVEMENT SUBCOMMITTEE REPORT  
PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE**

**Subcommittee Membership:**

Teri Staloch, Kimberly Agnew-Heard, Robin Dolan, Tom Hanson, Marjorie Holmes, Lisa Houdek, Debbie Hulke, Karen Kieser, Victoria Martinson, Kris Rouleau, Andrena Seawood, Derrick Strom

**SECTION I: Committee Activities**

The committee heard reports on the following topics from the noted district staff members:

- Summer School Programs and Opportunities (Gail Maus)
- Career Education: Curriculum integration and offerings of services provided during the school year and summer programming opportunities (Julie Halverson)
- Language Arts and Reading: Specific to the Minnesota Department of Education legislation around the Reading Well by Third Grade Initiative (Teri Staloch)
- Common Core State ELA Standards and World Language Curriculum and Programming: (Trish VanHorn)

**SECTION II: Data Summary**

In each topic area, district staff was asked to provide the committee with an overview of the current program options. In addition the research and data was presented aligned to the following:

- Students most at risk for achievement loss over the summer months
- Minnesota Career Field, Cluster and Pathways Framework
- New Common Core State Standards in the area of K-12 Literacy (English Language Arts) and Literacy in Social Studies/History, Science and Technical Subjects - Reading and Writing Standards 6-8, 9-10, 11-12
- Planning for Success Common Pitfalls in the Planning of Early Foreign Language Programs

**SECTION III: Committee High Priority Recommendations and Rationale**

**1. Career Education**

We recommend the development and implementation of a consistent, age appropriate, standards based K-12 Career Education curriculum. This curriculum should include practical activities that incorporate the key topics of career development. Results of student work should be accessible to parents and educators via TIES or a similar system.

**Rationale:**

ISD 279 lacks a coherent, K-12 Career Education curriculum. Current offerings are sporadic and inconsistent. In order for our students to articulate, plan for and progress toward their evolving dreams, they need a broad exposure to different skills and career areas. A Career Education curriculum based upon standards from the American School Counselor Association and the National Career Development Guidelines would address this need in our schools.

### Key Topics for Career Development

**Academic Planning**

The process by which one uses all information to relate educational choices to future career goals.

**Career Information**

Current and specific data concerning the world of work.

**Community Involvement**

School-based activities that encourage responsibility to and citizenship within the community.

**Decision Making/Goal Setting**

The process of developing plans specific to a determined outcome.

**Economics**

Information relating income, work, and economic concepts to individual career choice and money management.

**Employability Skills**

Those work behaviors, abilities, and attitudes necessary to obtain, maintain, and advance in employment.

**Exploration**

Experiential opportunities to explore career options related to one's choice.

**Future Trends**

Information related to social, economic, and technological changes and to the individuals' need to adapt to those changes.

**Reduction of Bias**

An expansion of individual career choices based on personal interests and abilities and not limited by sex, race, ethnicity, age, or handicap.

**Self-Assessment**

Formal and informal methods that enable students to measure and interpret achievements, aptitudes, interests, and personality.

**Self-Awareness**

Structured means by which students gain knowledge of, understand, and express themselves.

**Vocational Orientation**

Assuring that vocational career options receive equal emphasis in an individuals' educational planning.

## 2. Summer Slide

In order to prevent summer slide (or loss of learning), we recommend that Osseo Area Schools implement a consistent district-wide system for maintaining or improving the achievement level of all students throughout the summer months. Provided tools may include the following:

- Grade level standardized materials and resources provided such as reading lists, workbooks, math review, summer science projects and outdoor exploration;
- Website, web resources and tools for on-line learning;
- Community partnerships that offer additional summer learning opportunities

### Rationale:

Summer slide disproportionately impacts low income students, particularly in reading. ("First Comprehensive Research on Summer Slide", Education Week, June 13, 2011) According to USA Today, low income students lose as much as 3 months of schooling compared to middle class peers due to summer slide. ("Free Books Block Summer Slide in Low Income Students", May 31, 2010). Without a systematic approach, some but not all of our students are benefitting from materials and resources being provided. By offering students access to appropriate learning materials throughout the summer, we are encouraging that a pattern will be set for continuous learning.

## 3. Alternative Course-Completion Options

We once again recommend that the district invest in the study and analysis of alternative scheduling options for all junior and senior high students with the interest of increasing the number of academic time slots in the school day. We recommend the analysis of cost-neutral and low-cost options such as online learning opportunities, zero-hour and/or after-school course options.

### Rationale:

Alternative delivery systems and alternative course-completion options would better support opportunities for enrichment and the development of the whole child. An increase in the number of courses (or time slots) would allow for stronger remediation programming for students. Alternative delivery models such as online learning will enhance our students with the 21st Century Skills they will need as they strive to achieve their dreams, contribute to community and engage in a lifetime of learning.

**2011-12 DISTRICT PLANNING ADVISORY COUNCIL  
Work Calendar**

<b>Date / Time</b>	<b>Group</b>	<b>Room Requested</b>
<b>Monday, 9/26/11</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 10/10/11</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 10/24/11</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 11/14/11</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 12/12/11</b> 7:00 – 9:00 PM	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 1/9/12</b> 7:00 – 9:00 PM	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 1/30/12</b> 7:00 – 9:00 PM	Steering Committee Meeting	TBD
<b>Monday, 2/13/12</b> 7:00 – 9:00 PM	Full DPAC Meeting	Forum Room
	Assessment & Review Subcommittee	Forum Room
	Special Services Subcommittee	N-10
	Achievement/Evaluation Subcommittee	W41
<b>Monday, 3/12/12</b> 7:00 – 9:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Forum Room
<b>Tuesday, 4/3/12</b>	School Board Presentation of Final Report	Board Room
<b>Monday, 4/16/12</b> 7:00 – 8:00 PM	Full DPAC Debrief and Celebration	Forum Room