Agenda
Osseo Area Schools
School Board

Regular Business Meeting
Cedar Island Elementary School/Media Center
6777 Hemlock Ln N
Maple Grove, MN 55369
Tuesday, April 7, 2026
6:00 PM

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

This regular meeting of the School Board of Osseo Area Schools is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/about-us/school-board (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:00 p.m. Welcome and purpose
   Thomas Brooks, Vice Chair
2. 6:05 p.m. Check in
   Dr. Kim Hiel, Superintendent
3. 6:05-6:15 p.m. Welcome to Cedar Island Elementary School; Alex Berg, Principal
4. 6:15-7:15 p.m. Community Survey 2
   Peter Leatherman, The Morris Leatherman Company
5. 7:15-7:45 p.m. Vision Cards C & D 50
   Dr. Bryan Bass, Assistant Superintendent; Dr. Michael Walker, Director of Educational Equity; Robin Francis, Coordinator of Educational Equity; Paula Forbes, Consultant
6. 7:45-8:15 p.m. Class Sizes with Boundary Changes 93
   John Morstad, Executive Director of Finance and Operations and BJ Irmiter, Coordinator of K-12 Operations
7. 8:15-8:30 p.m. Board Calendar Review 118
   Dr. Kim Hiel, Superintendent
8. 8:30 p.m. Adjournment
   Thomas Brooks, Vice Chair

To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website www.district279.org, under "About Us > School Board."

Osseo School District

2026 Resident Survey

The Morris Leatherman Company

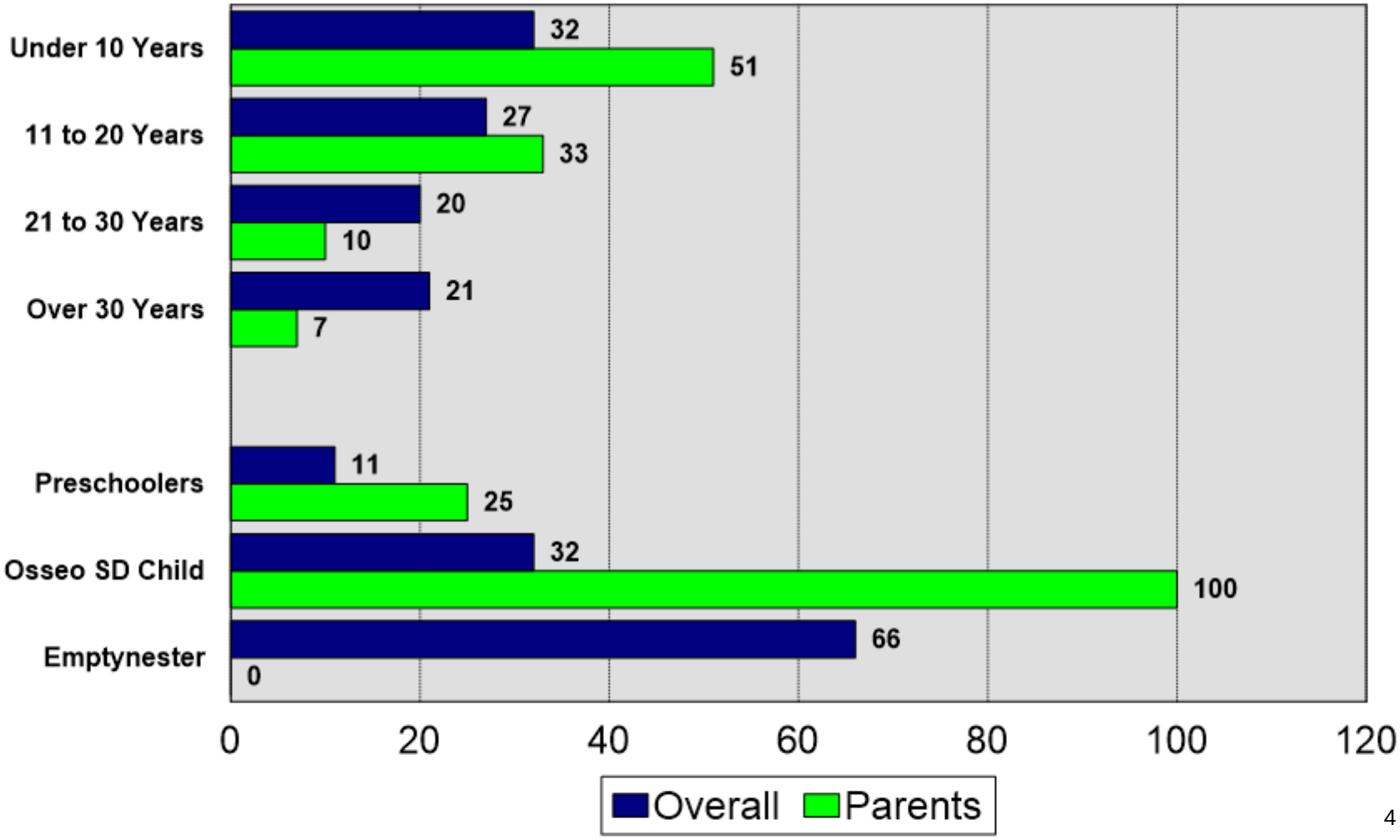
Survey Methodology

2026 Osseo School District

- 400 random sample of Osseo School District households
- 400 random sample of parents of children attending the Osseo School District
- Telephone interviews conducted between January 7th and 23rd, 2026
- Average interview time of 14 minutes
- Non-response level of 6.5%
- Both samples are projectable to within +/-5.0% in 95 out of 100 cases
- Cellphone Only Households: 69%
- Landline Only Households: 11%
- Both Landline and Cellphone Households: 20%

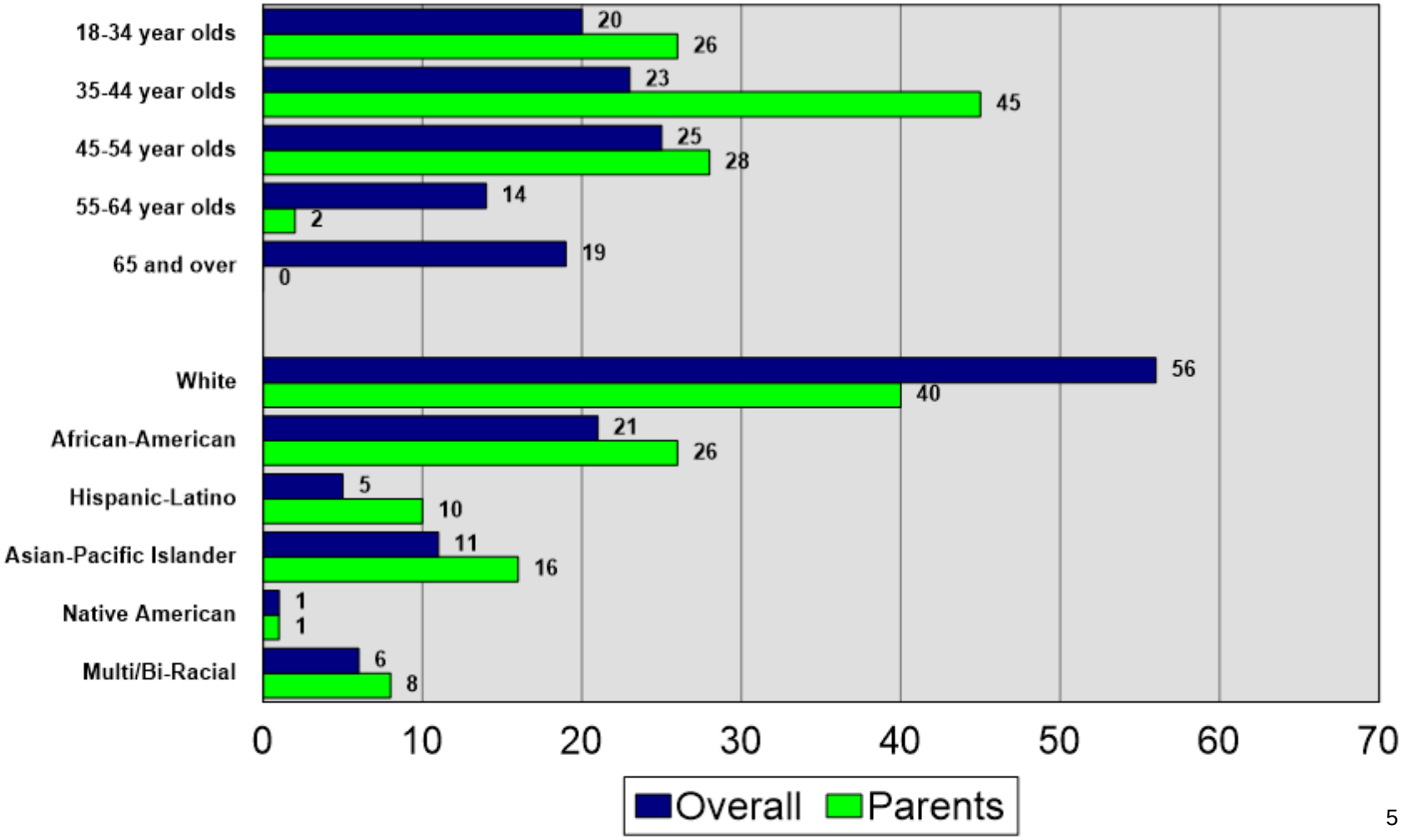
Demographics I

2026 Osseo School District



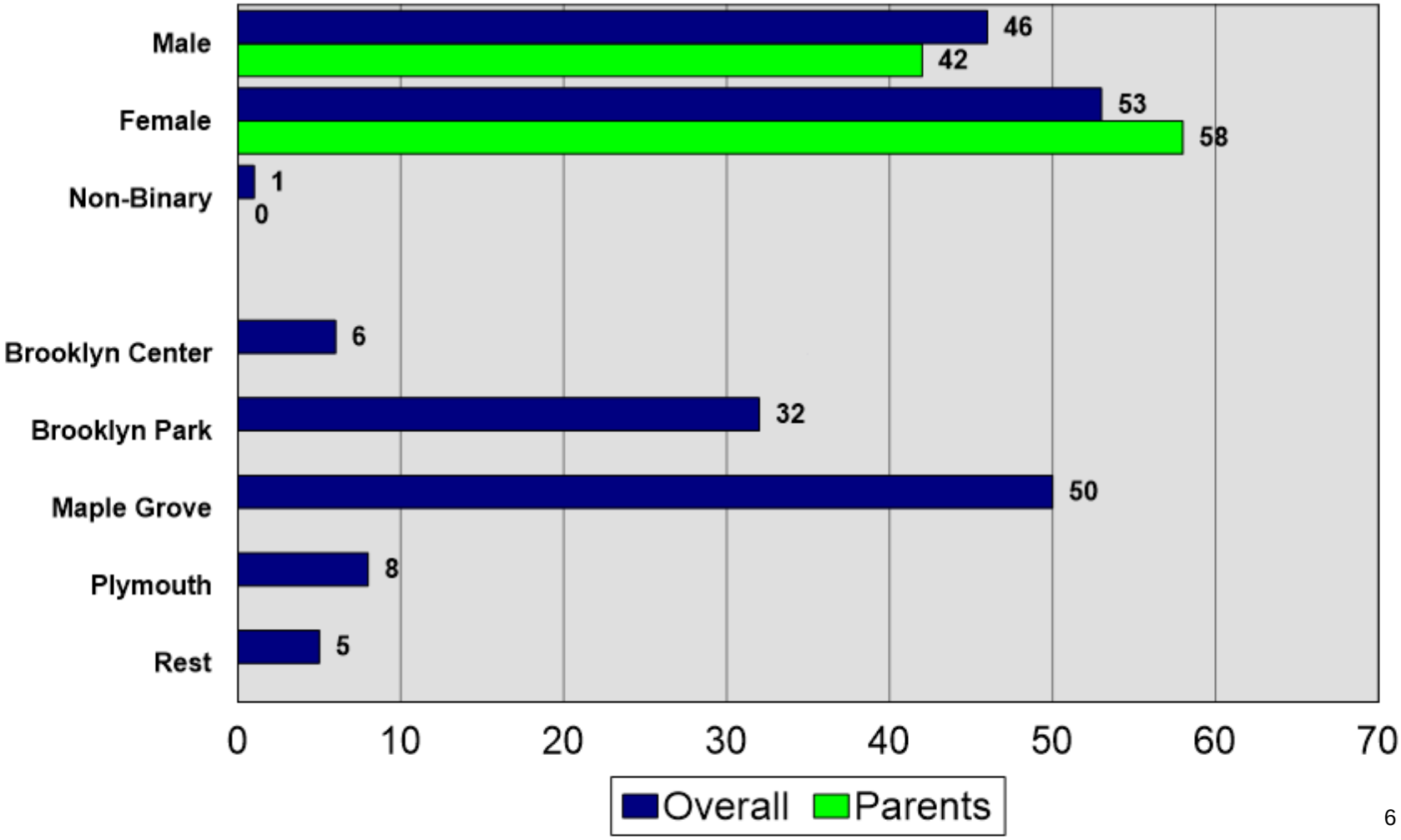
Demographics II

2026 Osseo School District



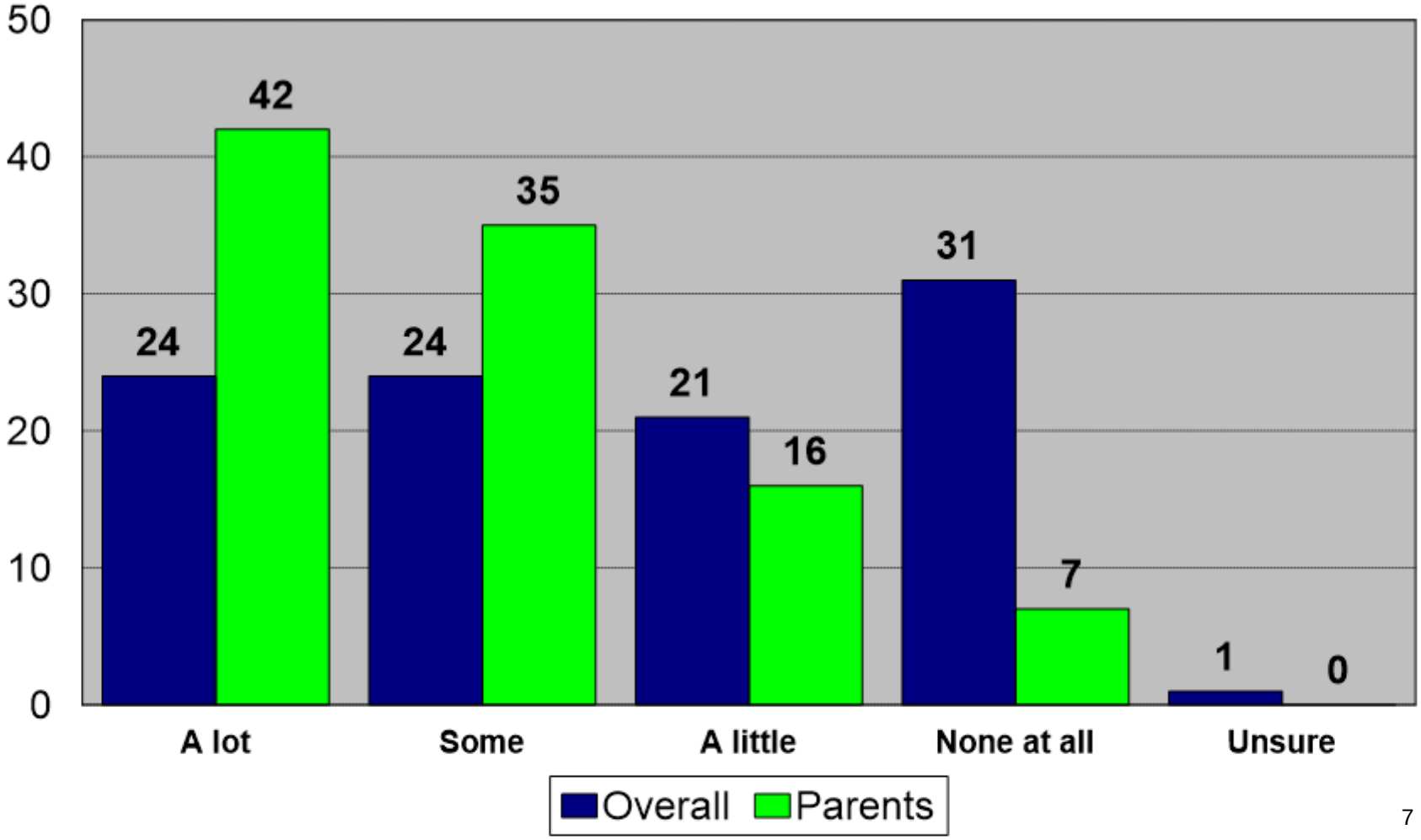
Demographics III

2026 Osseo School District



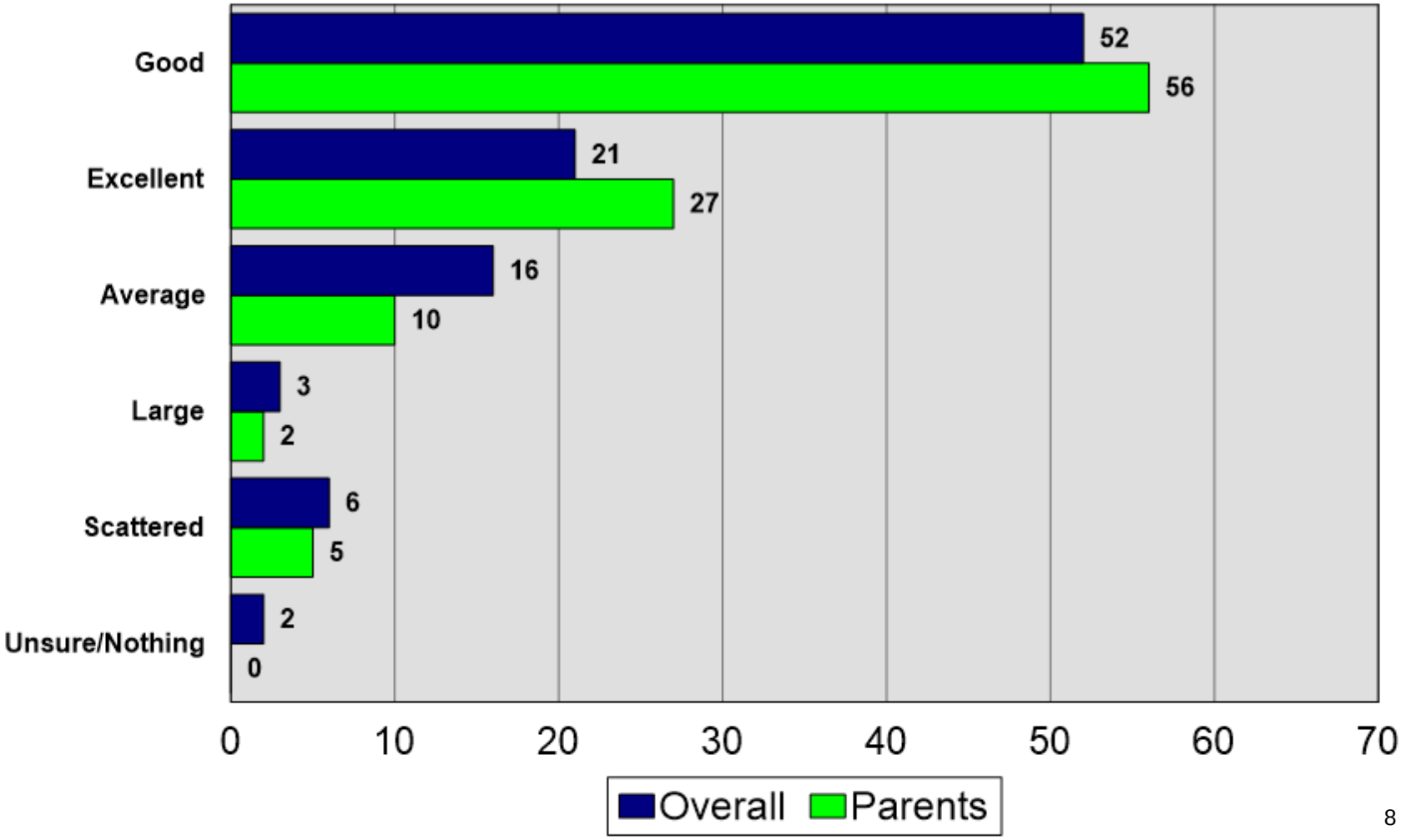
Factor Public Education Played Moving to the Area

2026 Osseo School District



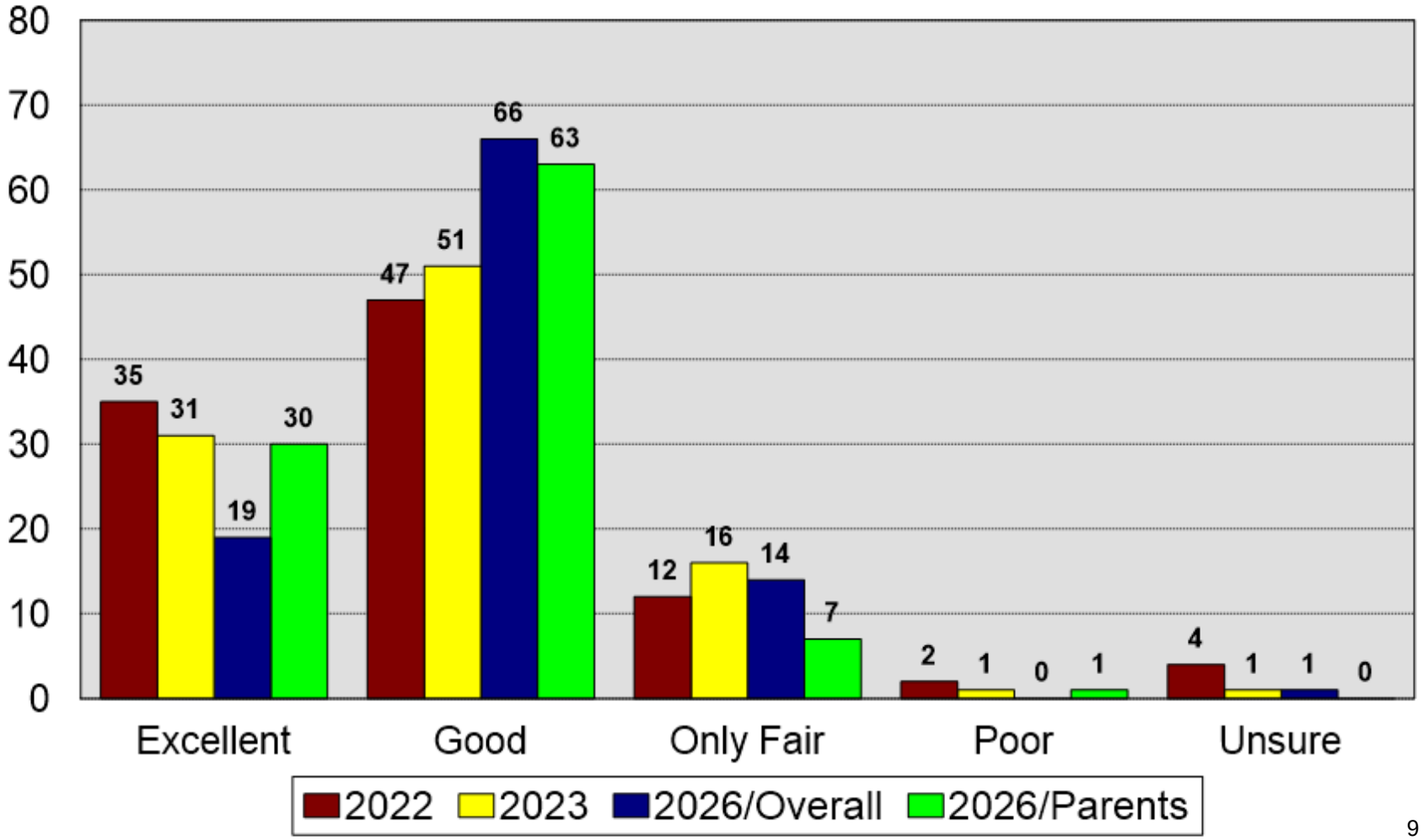
Reputation of the District

2026 Osseo School District



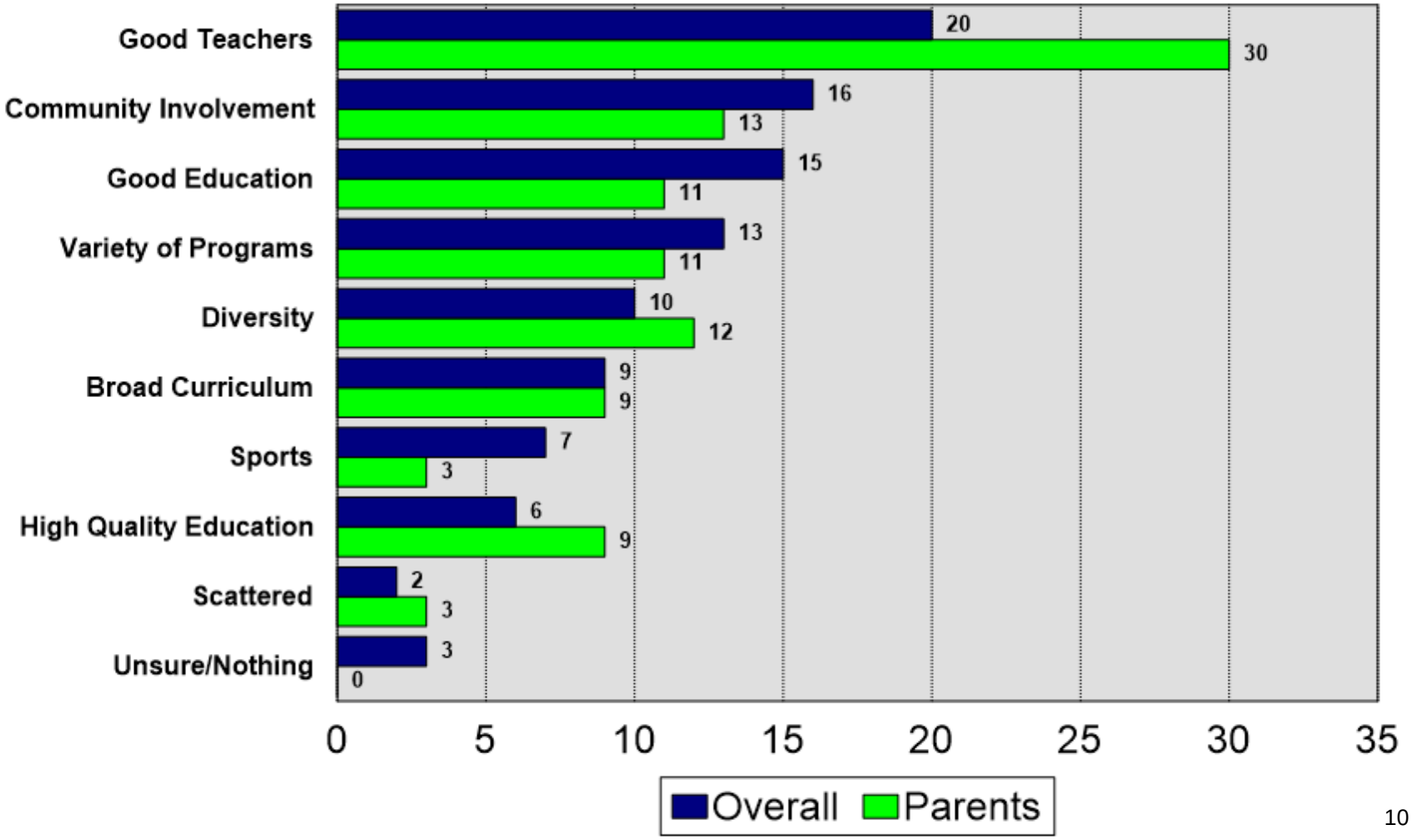
Quality of Public Schools

2026 Osseo School District



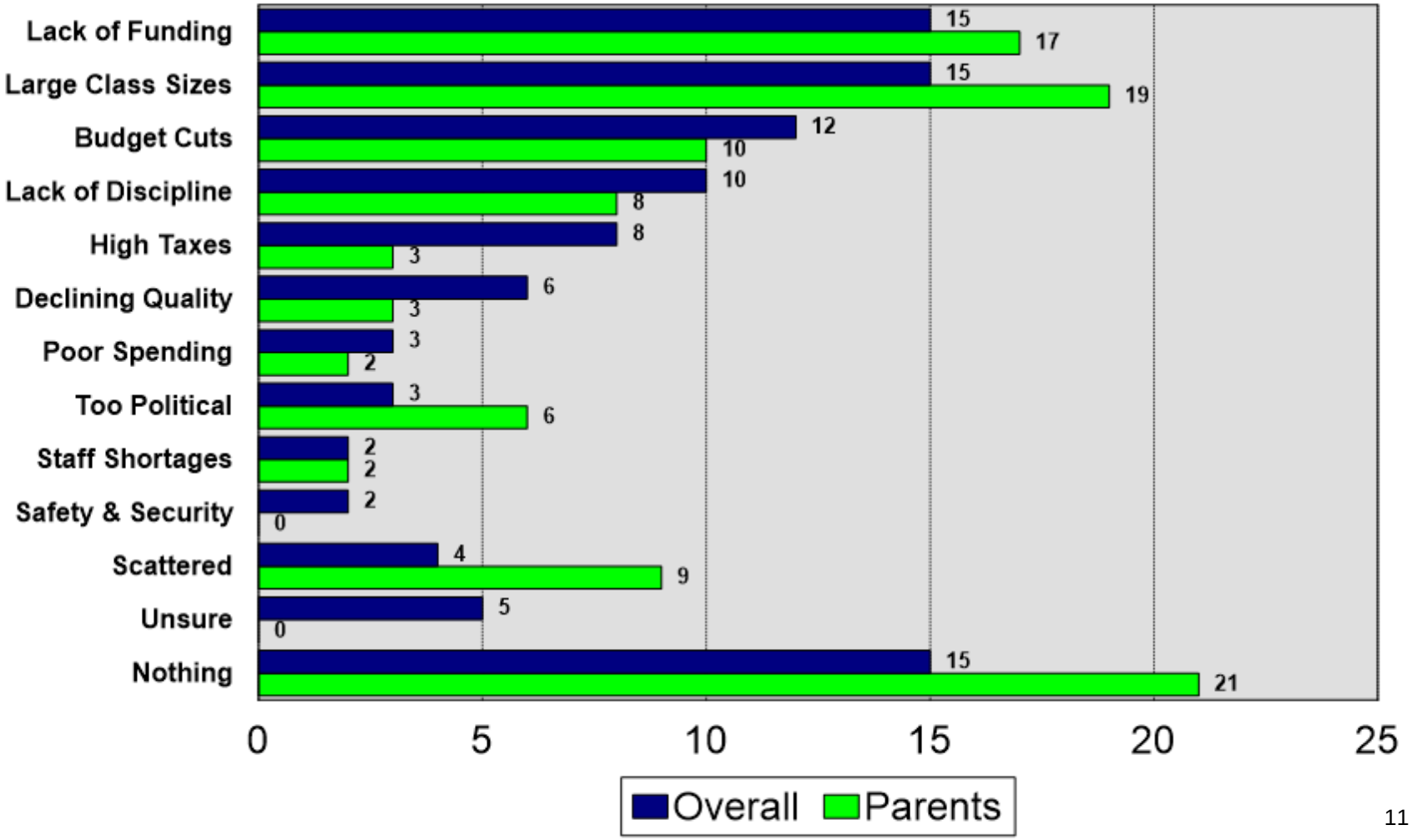
Like about Osseo School District

2026 Osseo School District



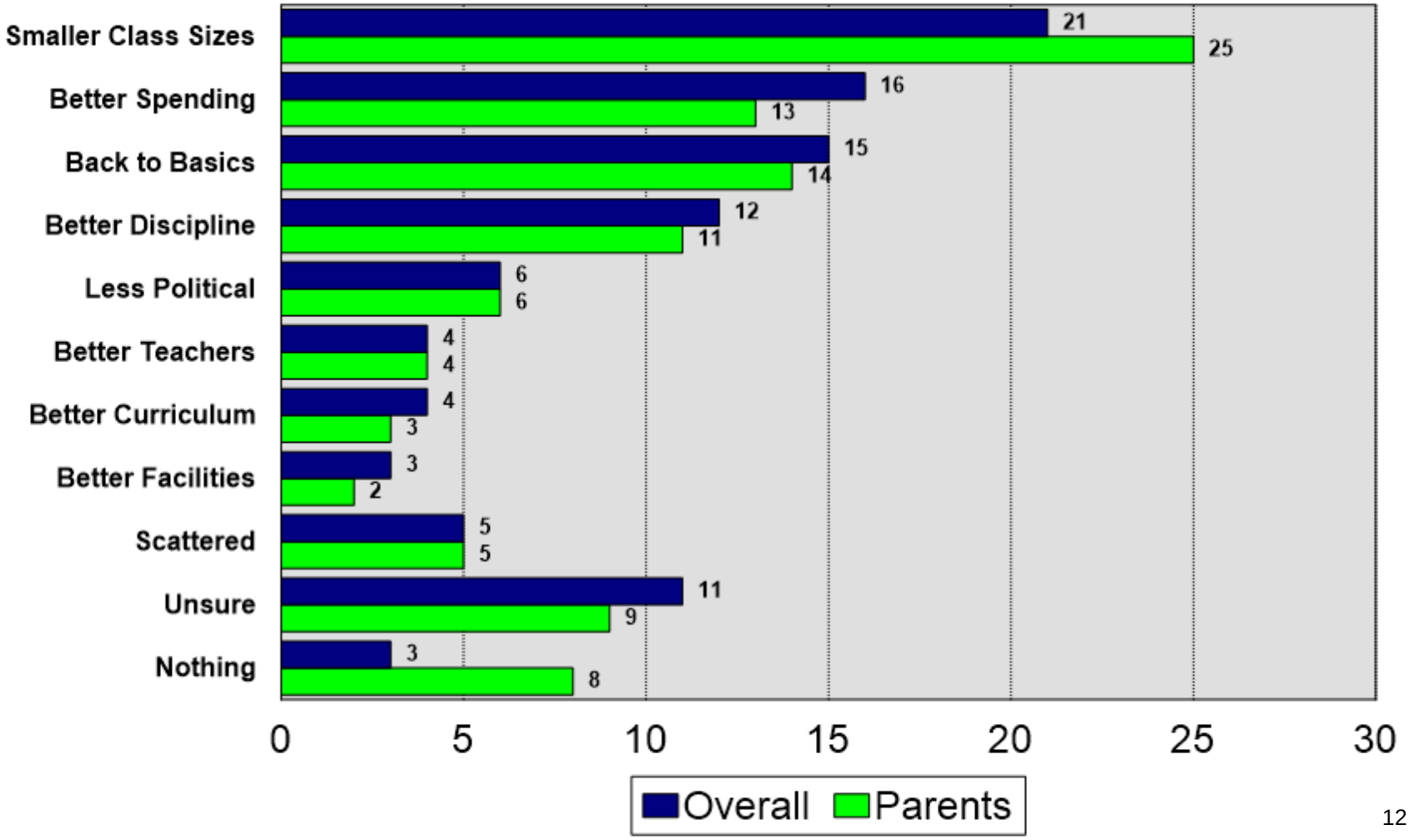
Most Serious Issue

2026 Osseo School District



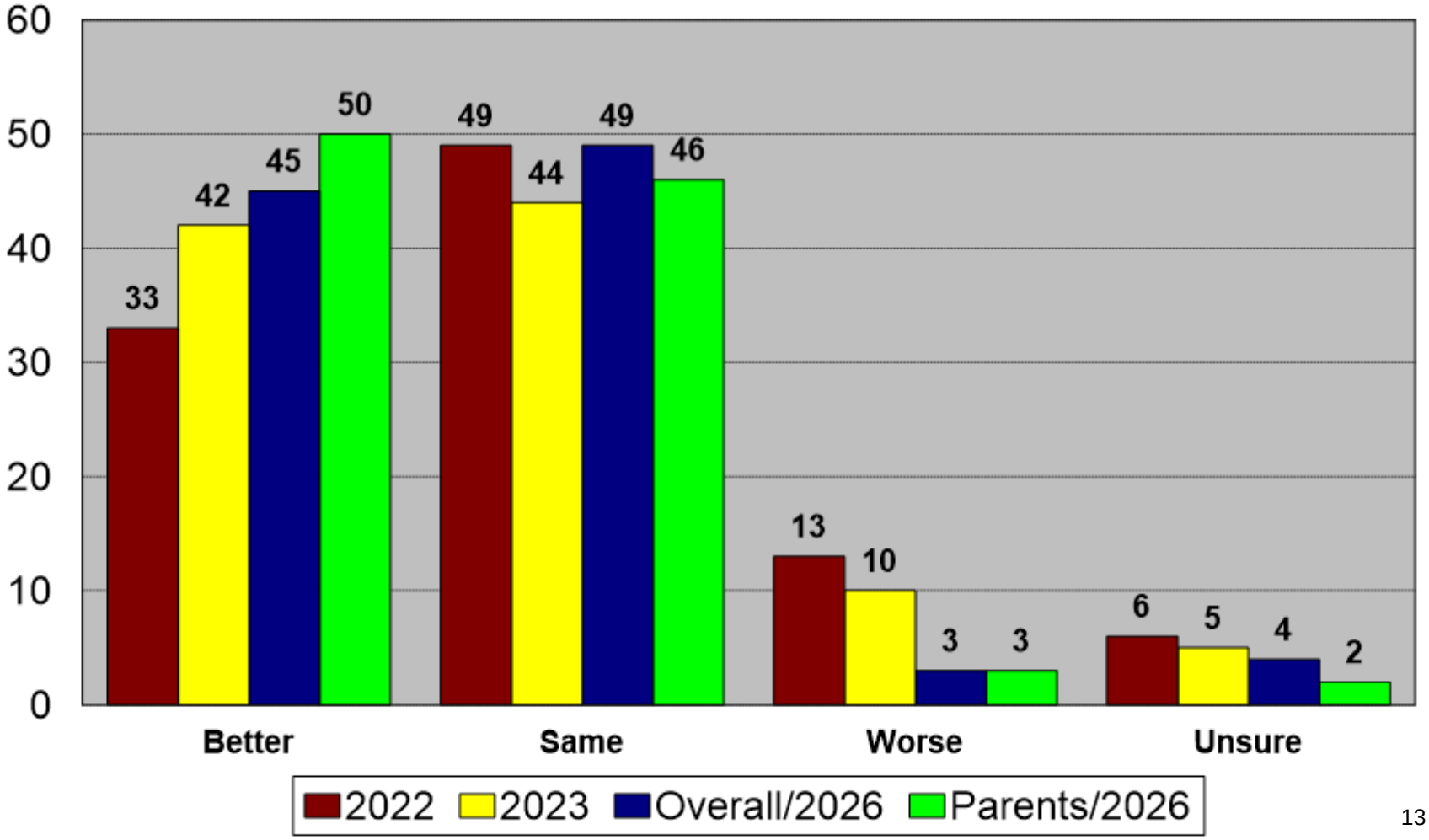
Recommend to Improve Quality

2026 Osseo School District

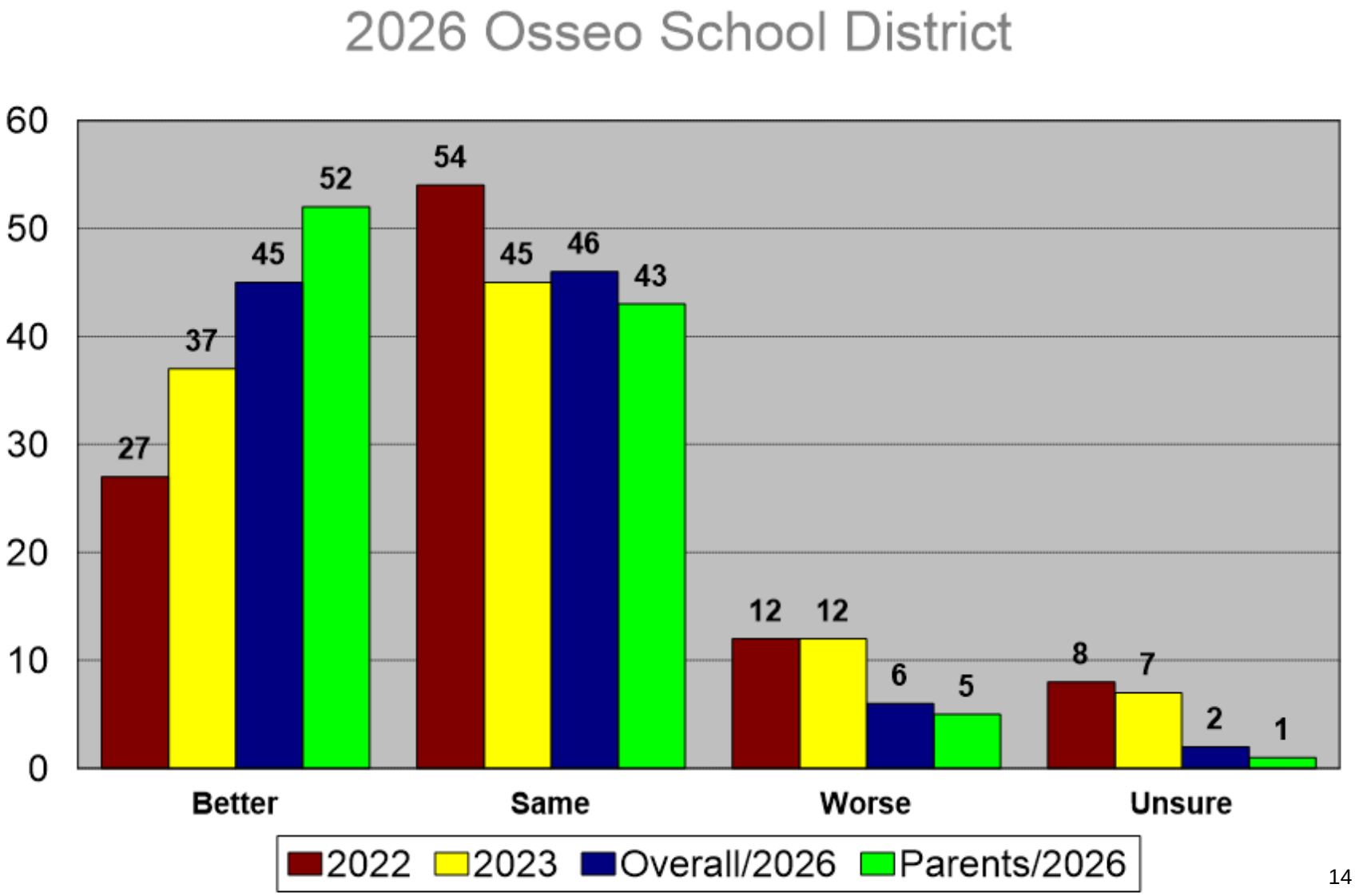


Quality Compared to Five Years Ago....

2026 Osseo School District

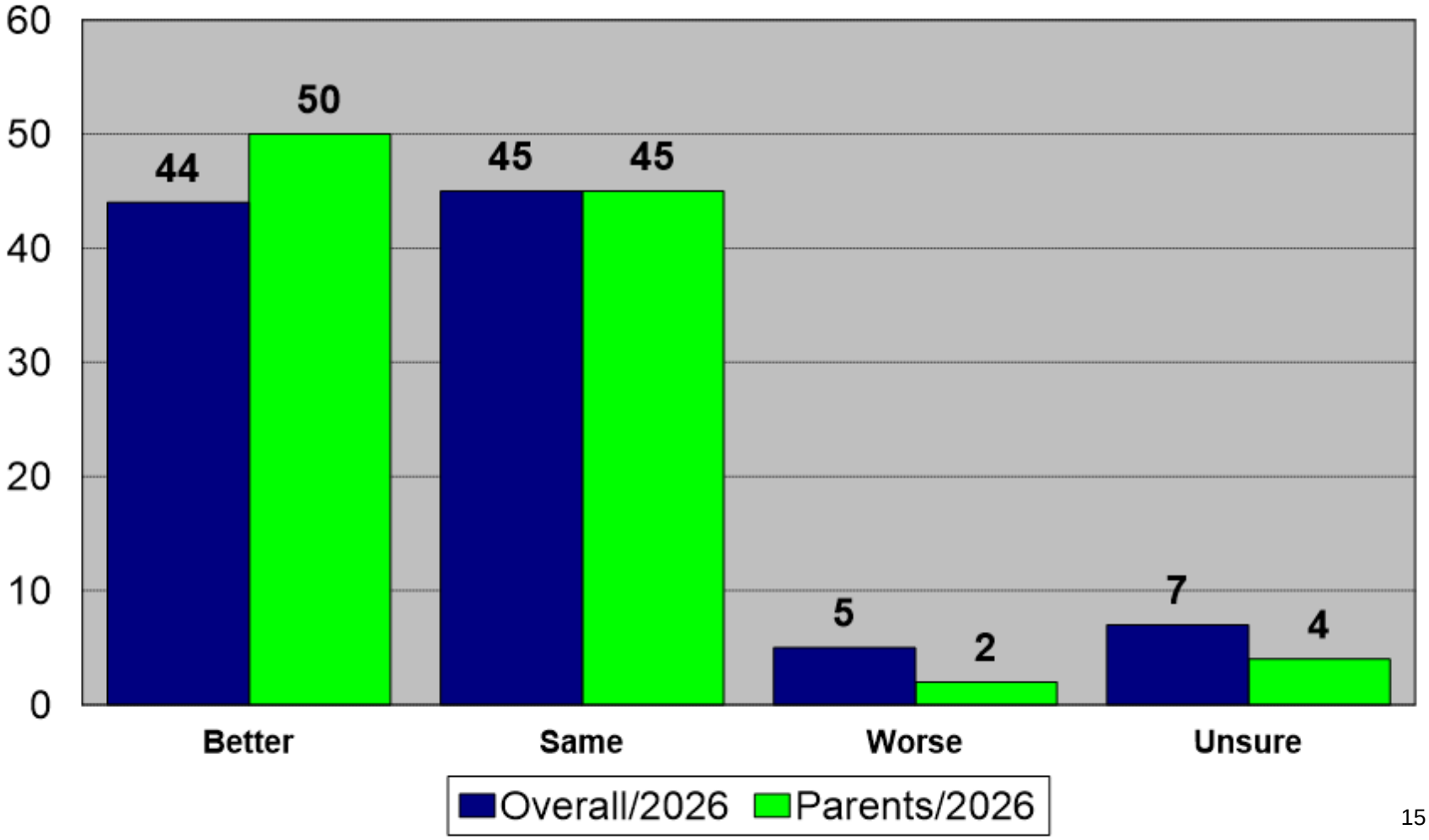


Quality Compared to Neighboring Districts



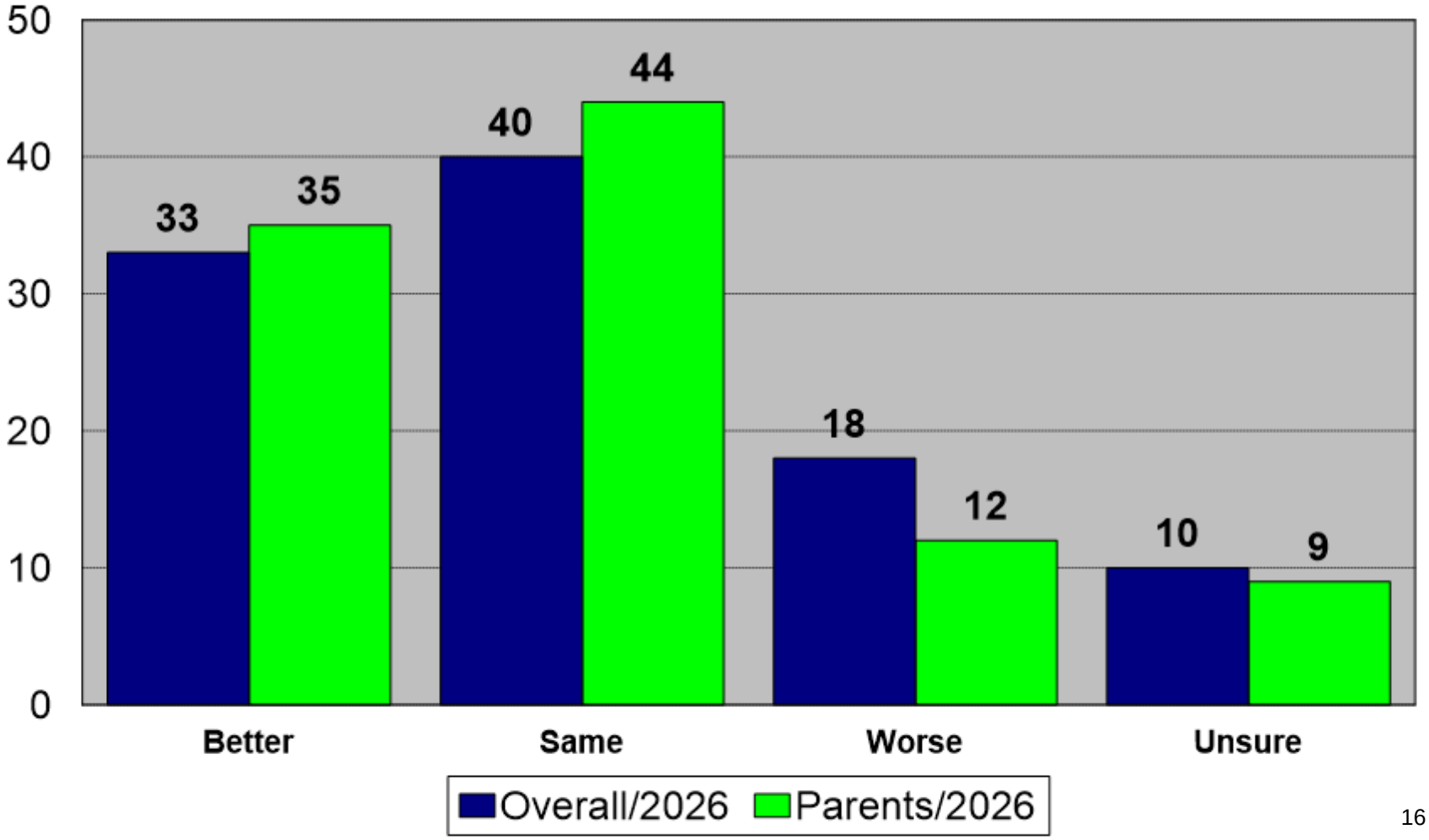
Quality Compared to Local Charter Schools

2026 Osseo School District

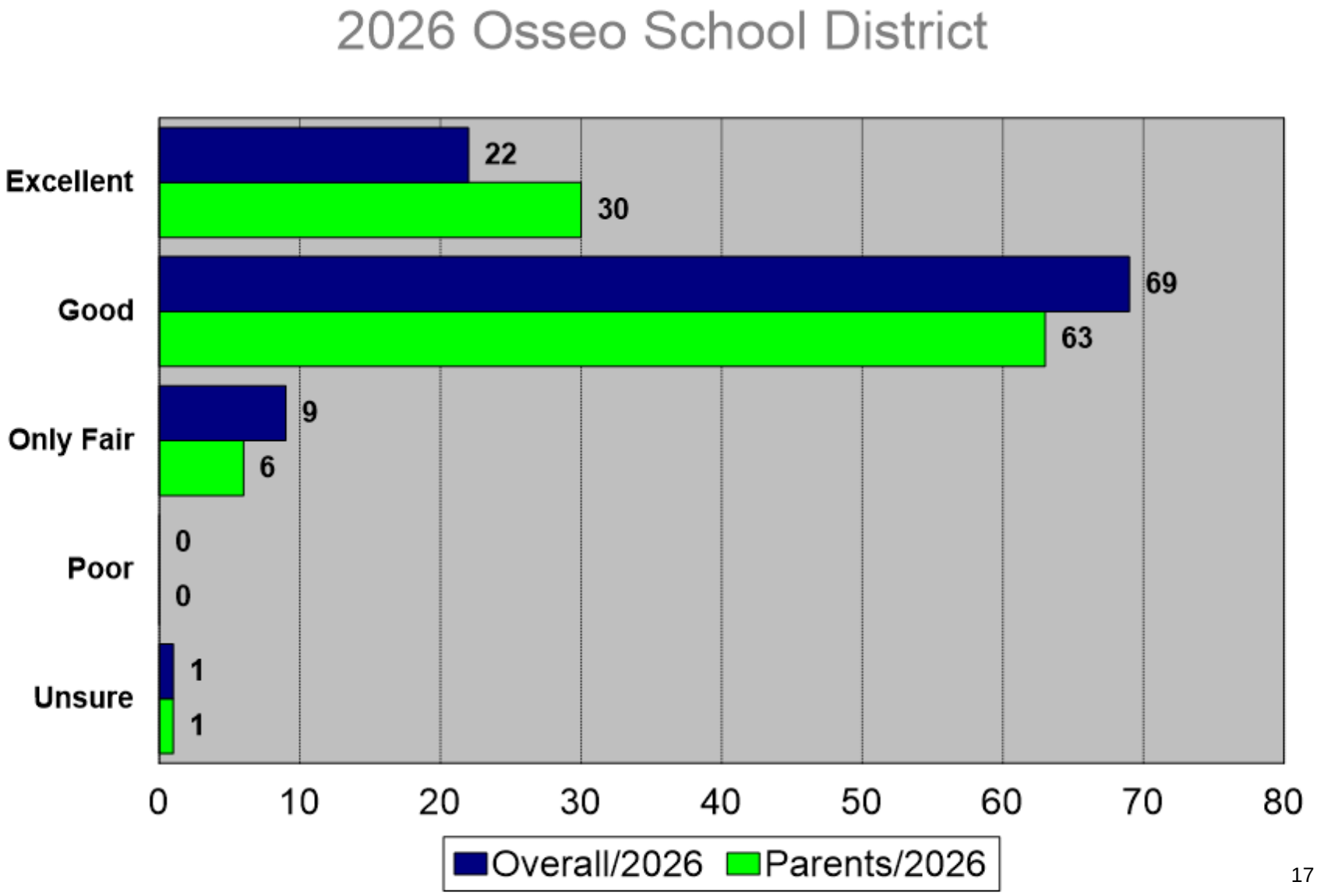


Quality Compared to Private Schools & Homeschooling

2026 Osseo School District

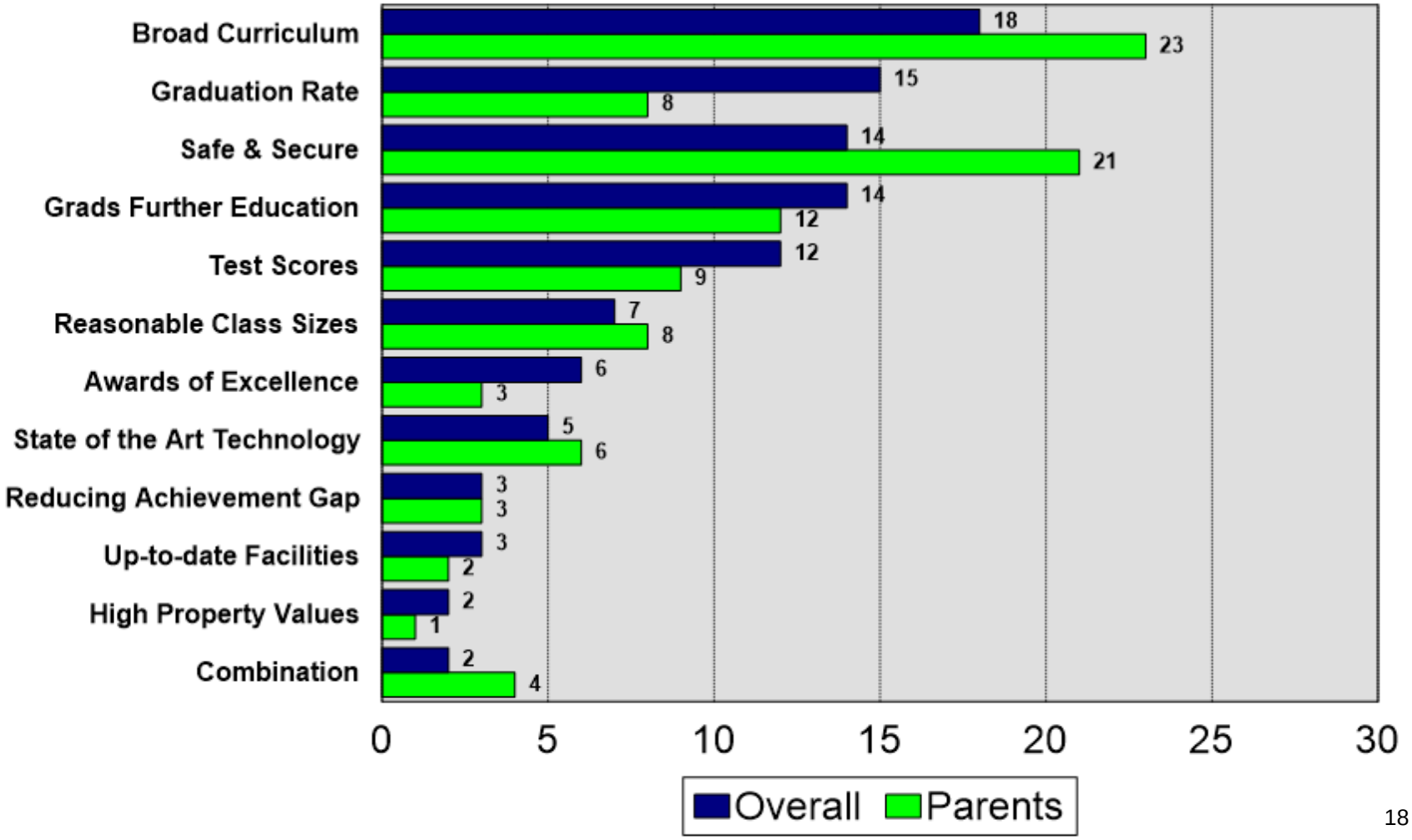


Offering a Wide Range of Educational Options



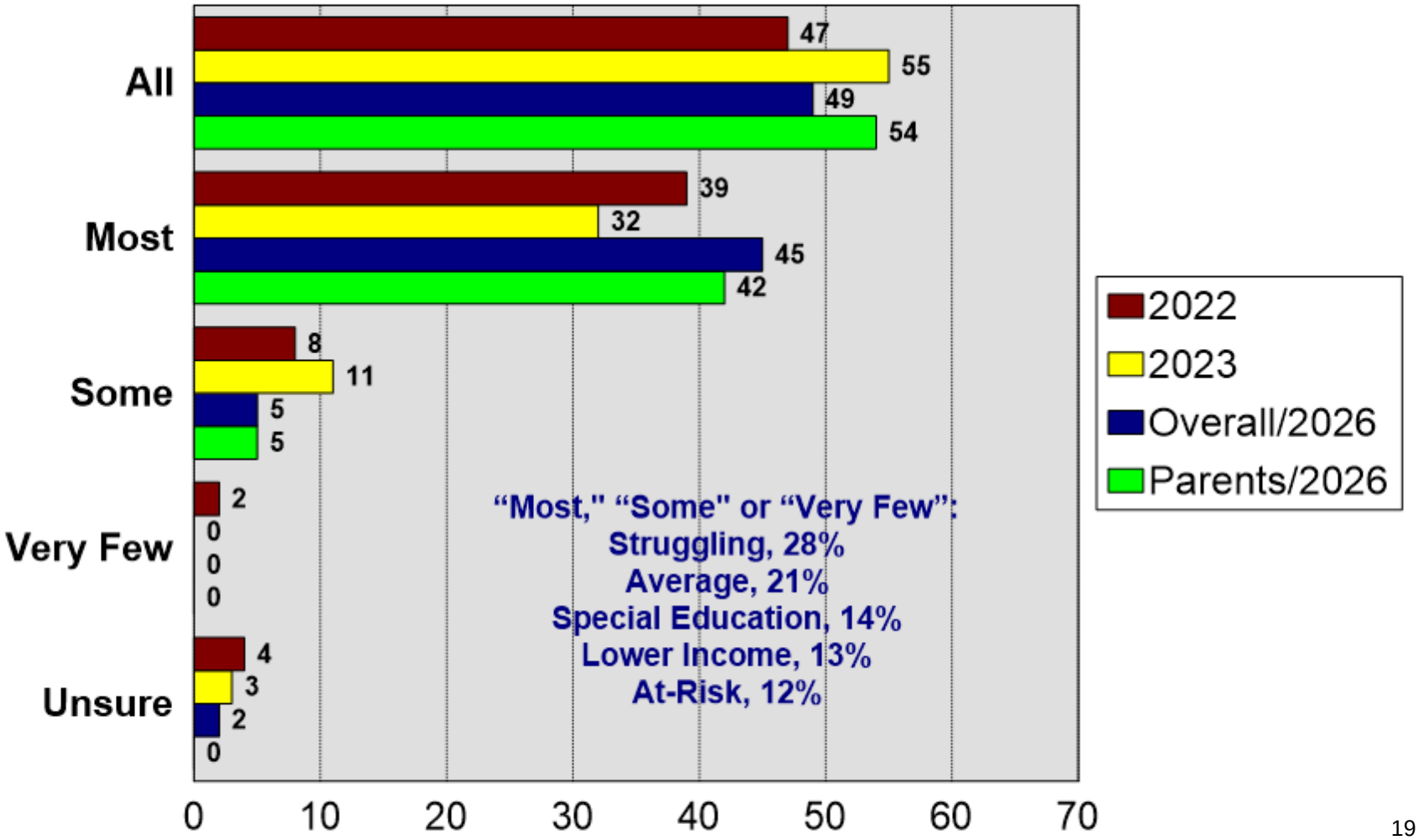
Most Important Indicator

2026 Osseo School District



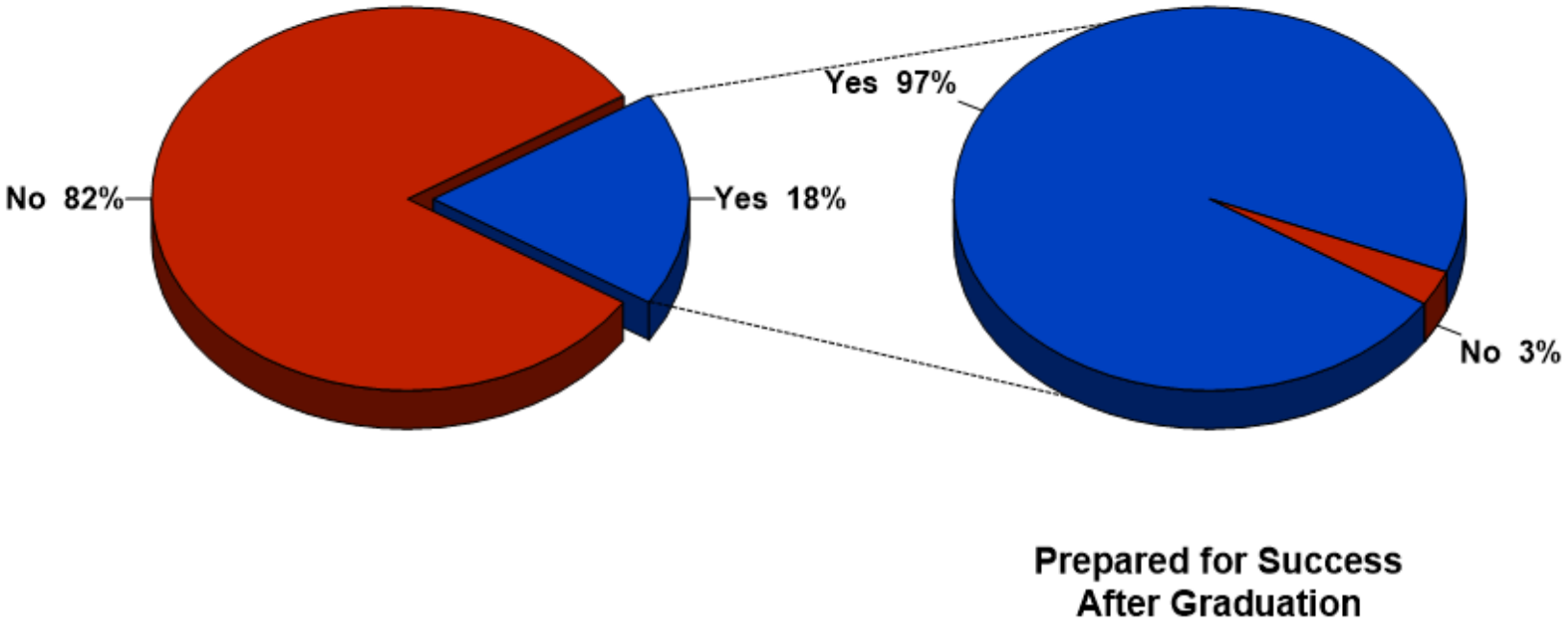
Meet Students' Learning Needs

2026 Osseo School District



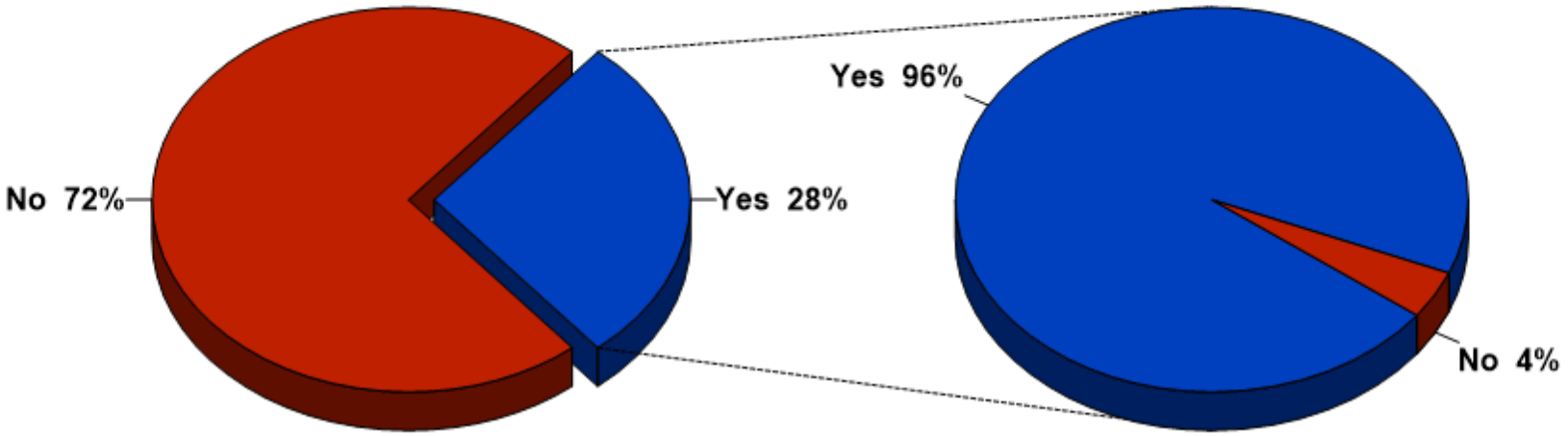
Personally Graduated from Osseo SD

2026 Osseo School District



Child Graduated from Osseo SD

2026 Osseo School District

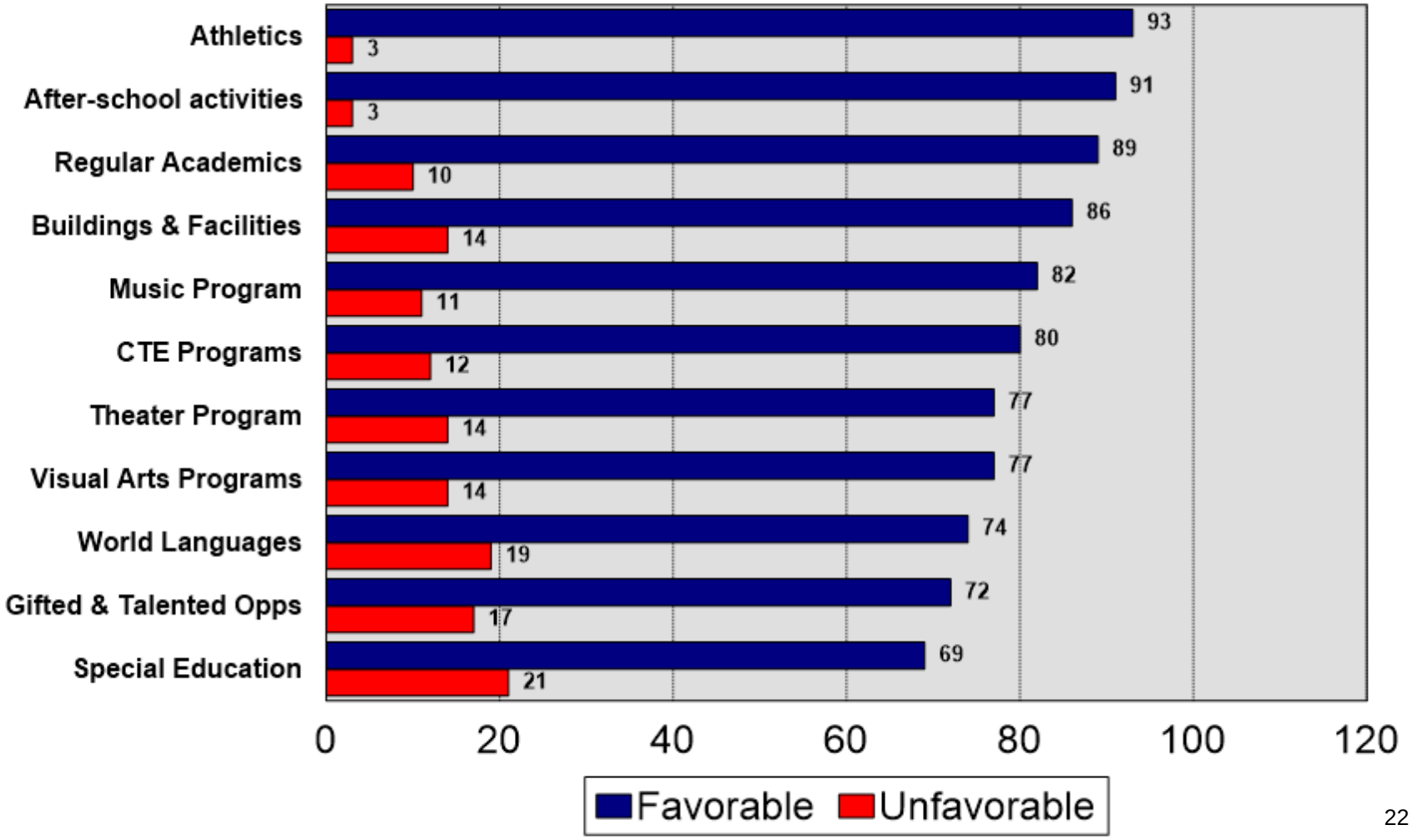


Prepared for Success After Graduation

Rating of....

(Overall)

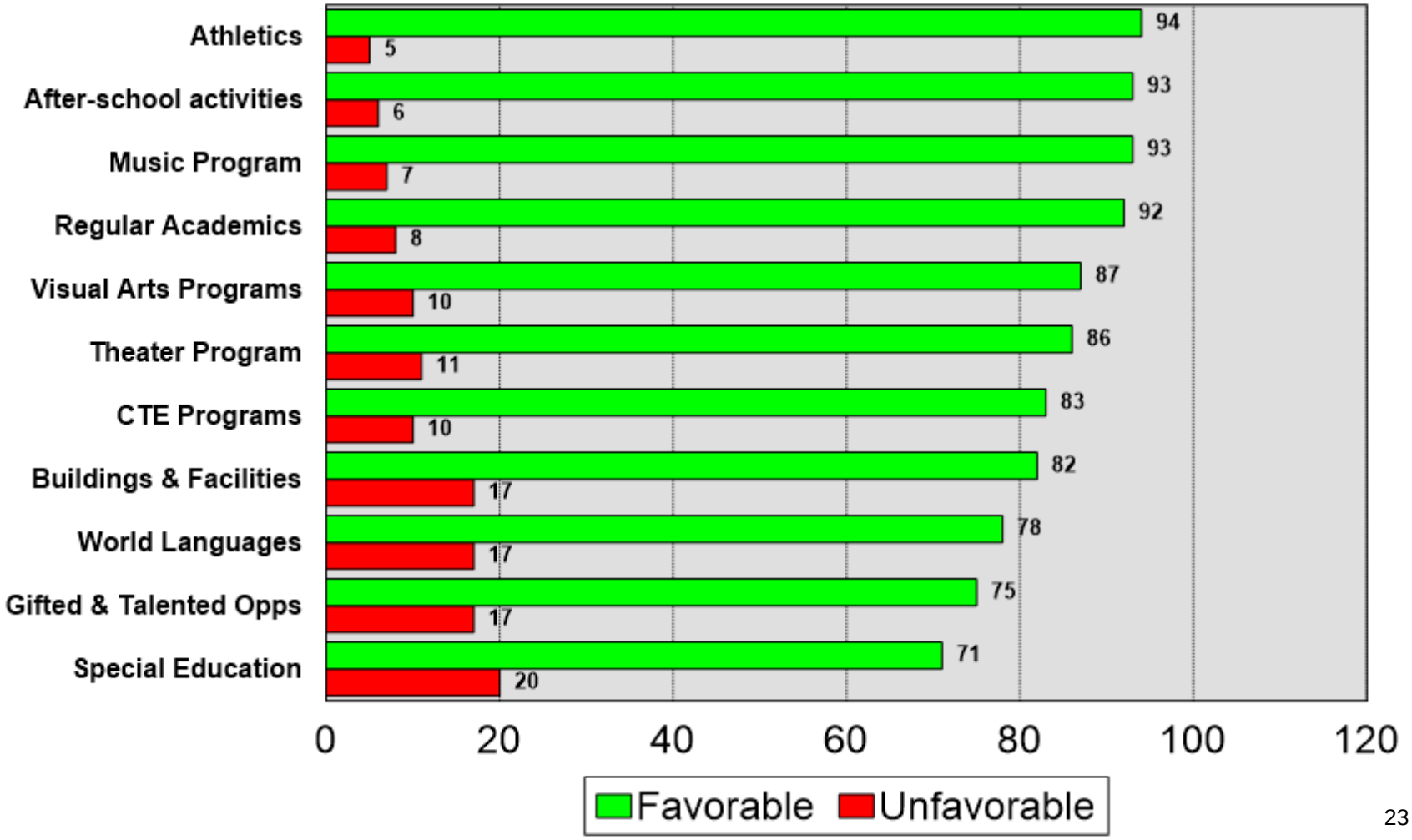
2026 Osseo School District



Rating of....

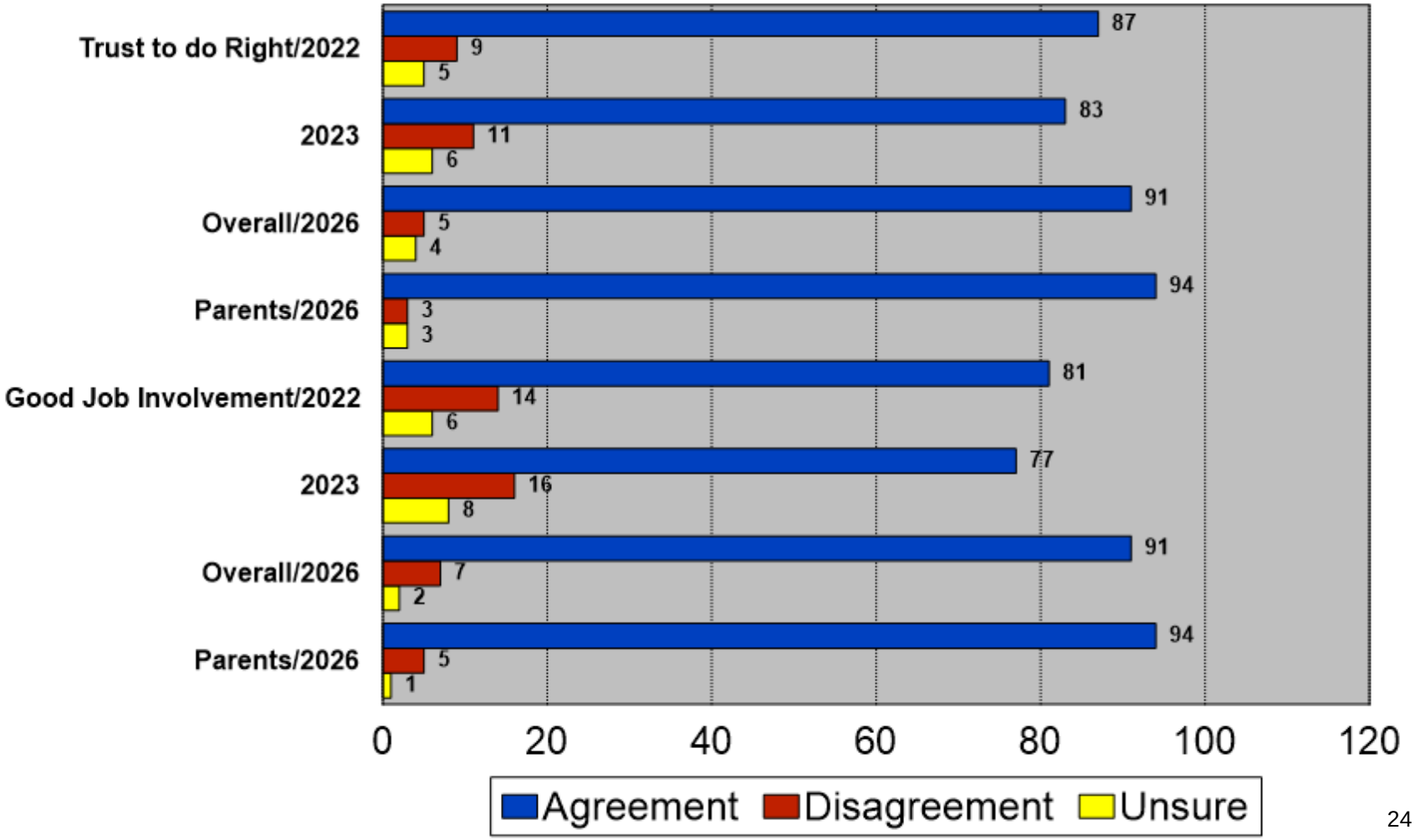
(Parents)

2026 Osseo School District



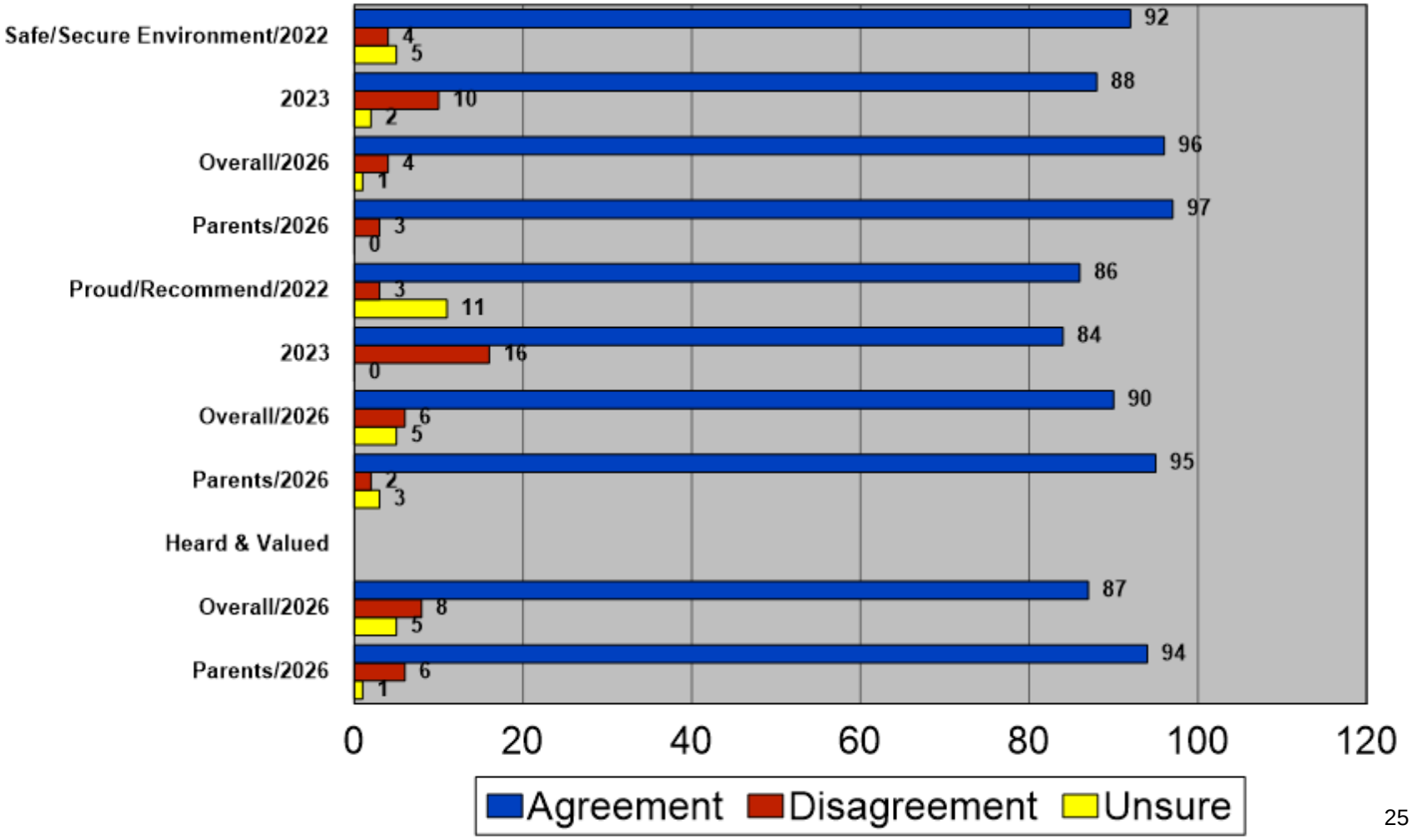
Specific School District Perceptions I

2026 Osseo School District



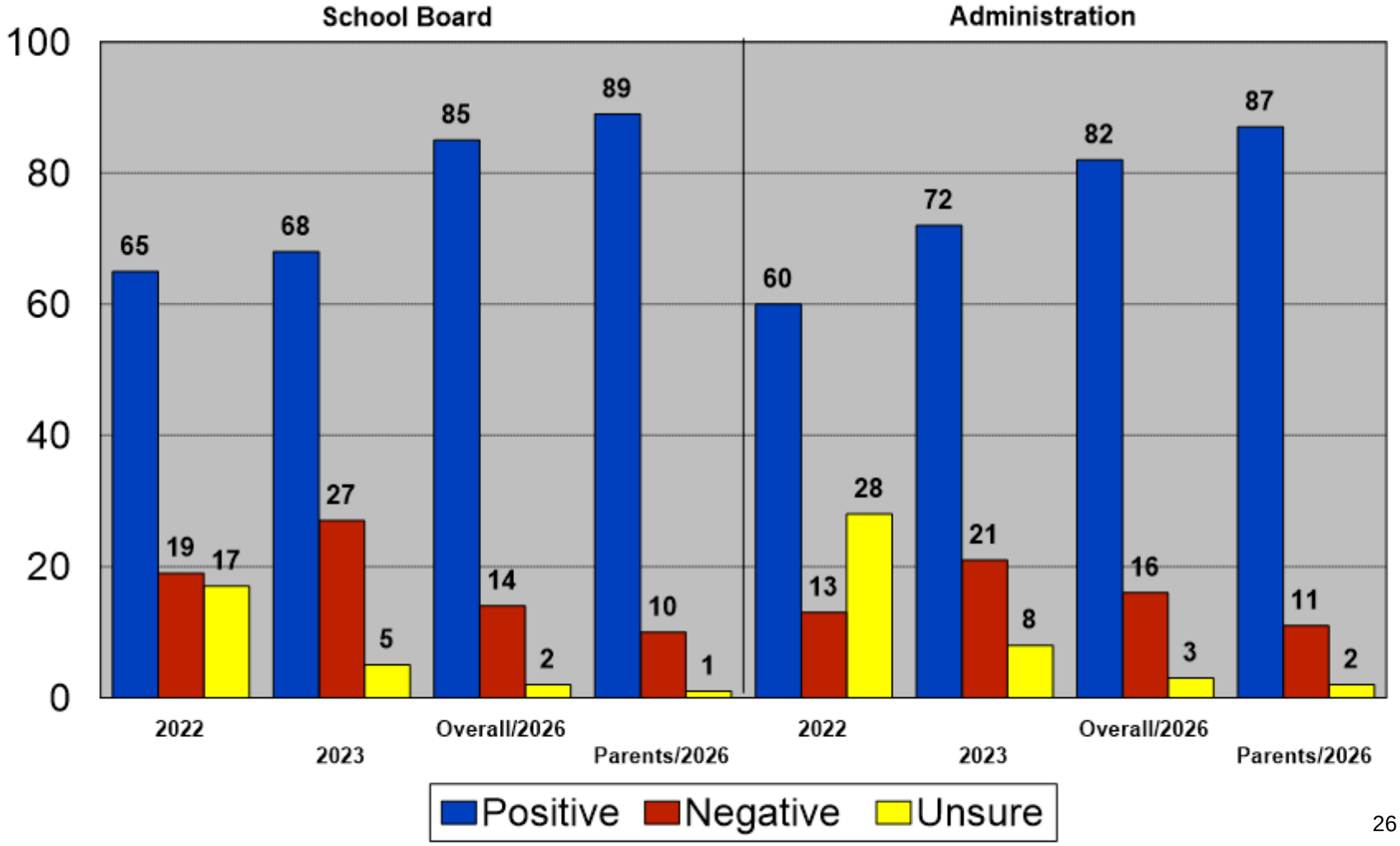
Specific School District Perceptions II

2026 Osseo School District



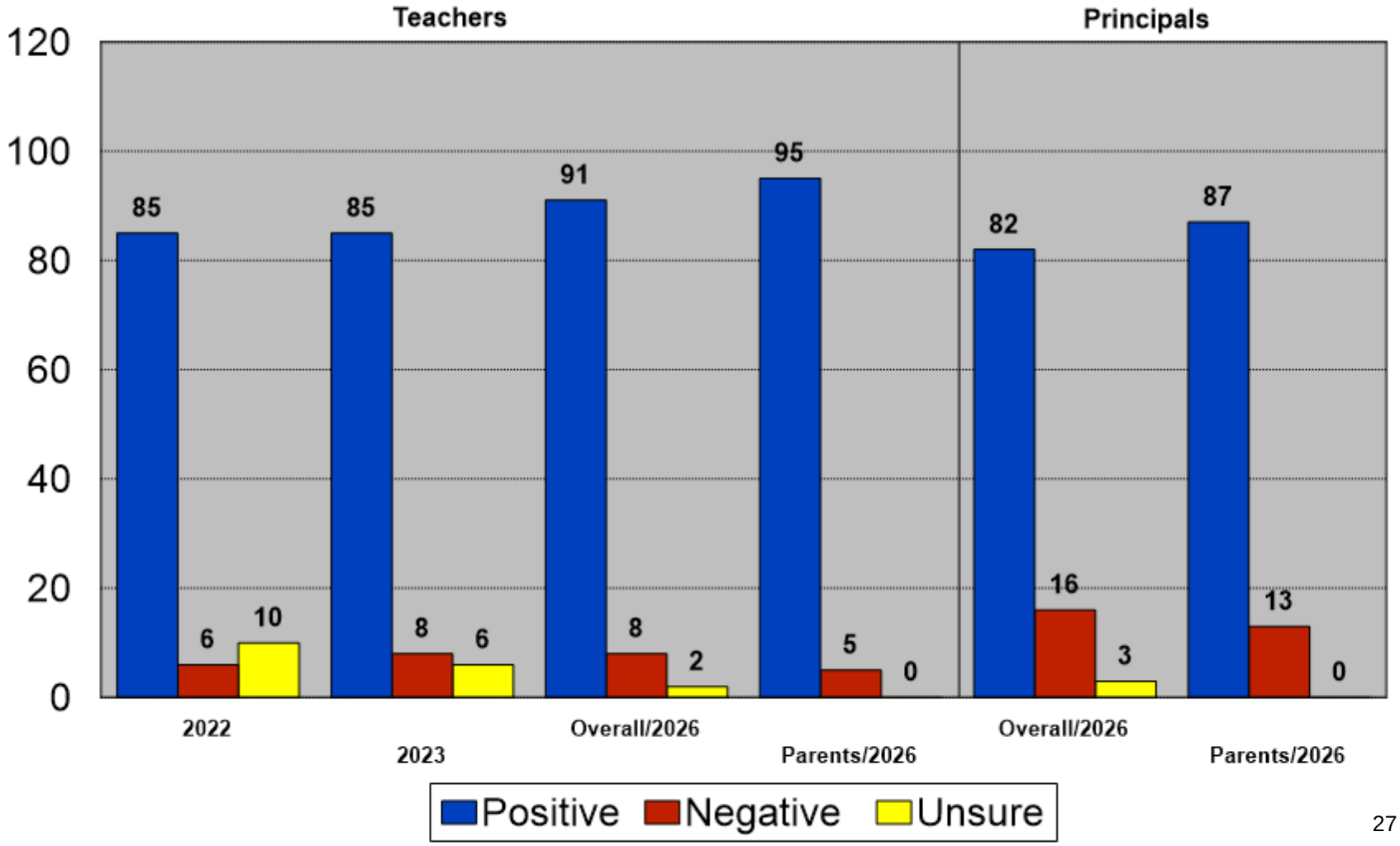
Job Performance Ratings I

2026 Osseo School District



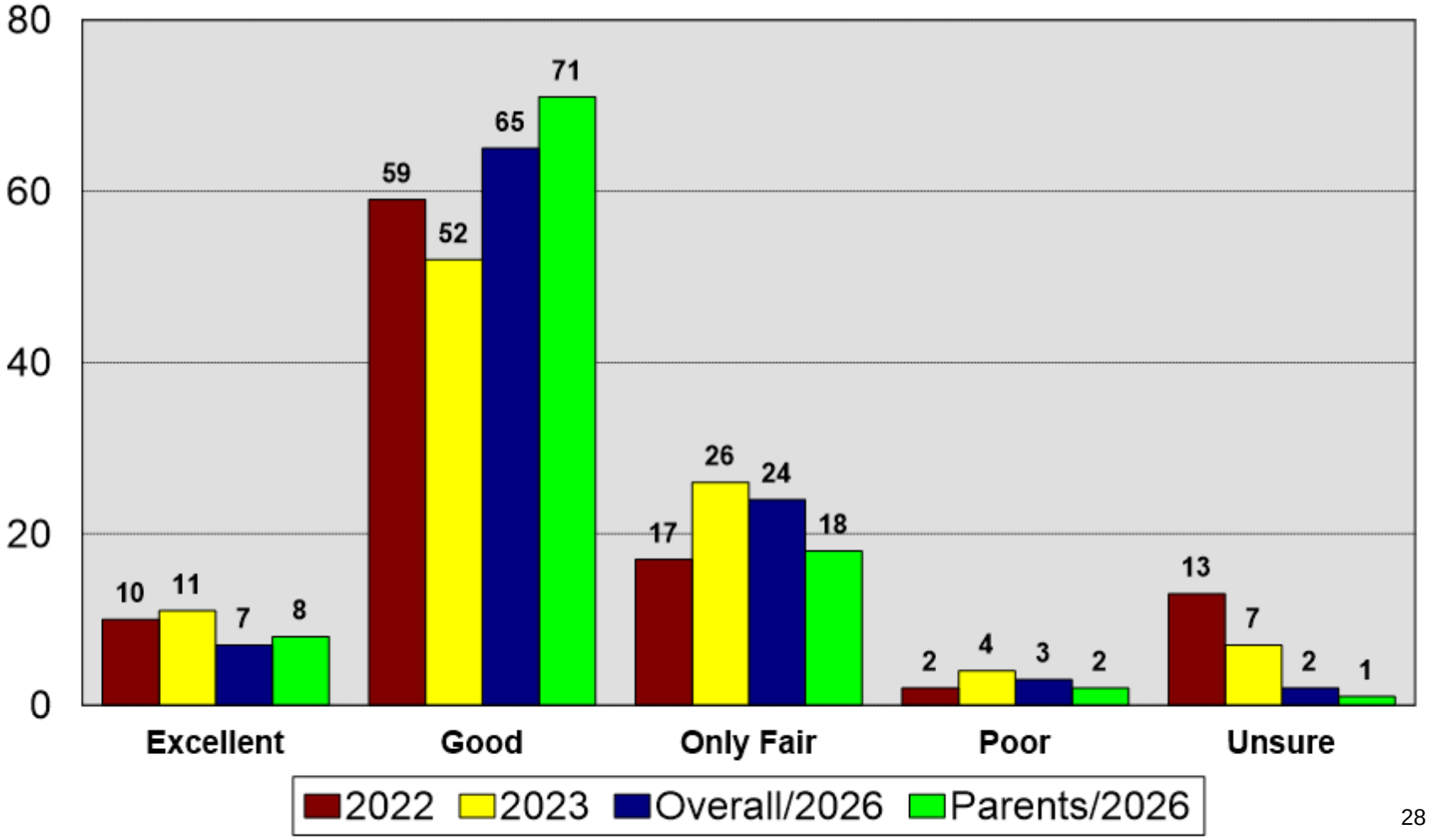
Job Performance Ratings II

2026 Osseo School District

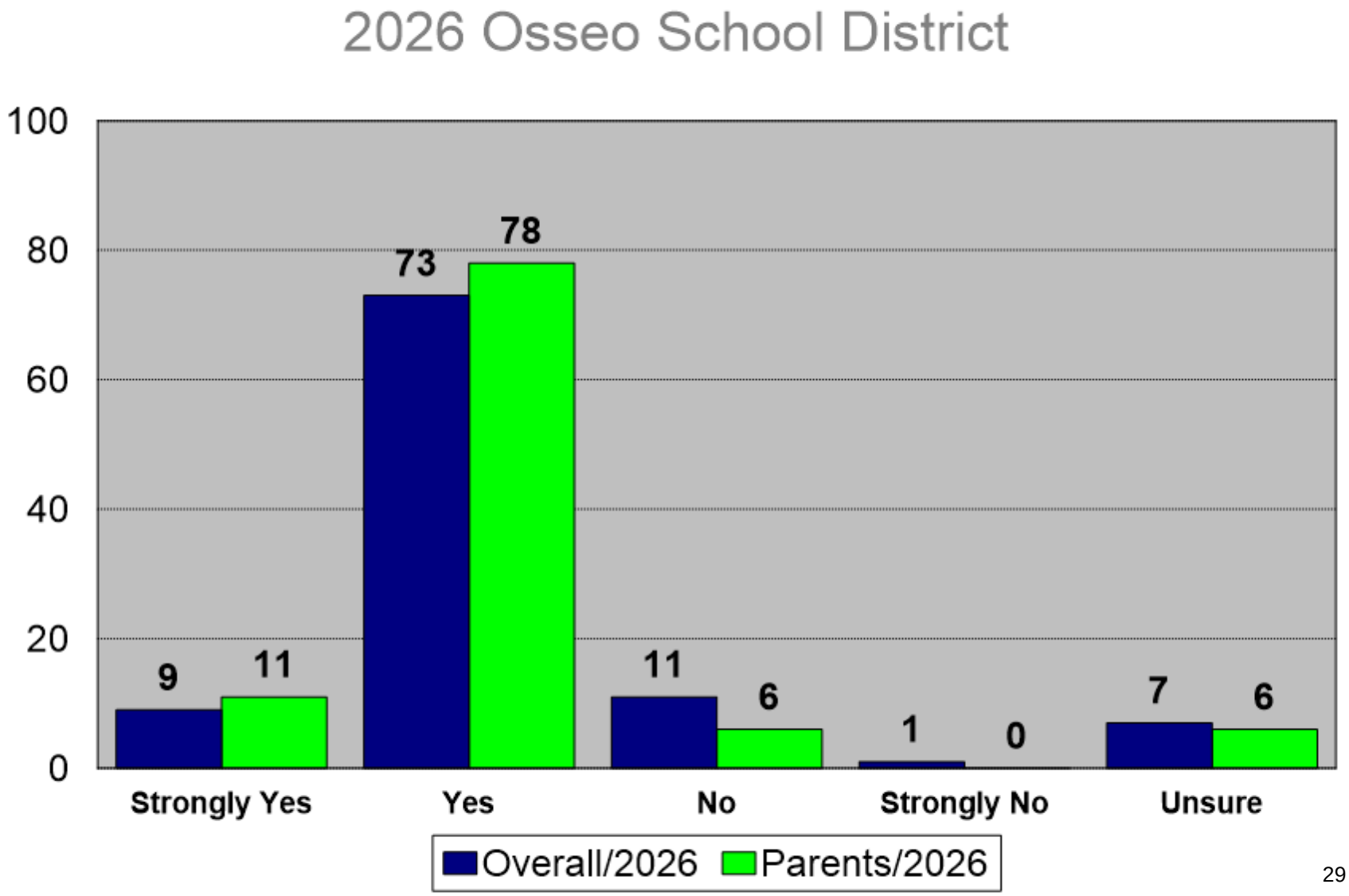


Financial Management

2026 Osseo School District

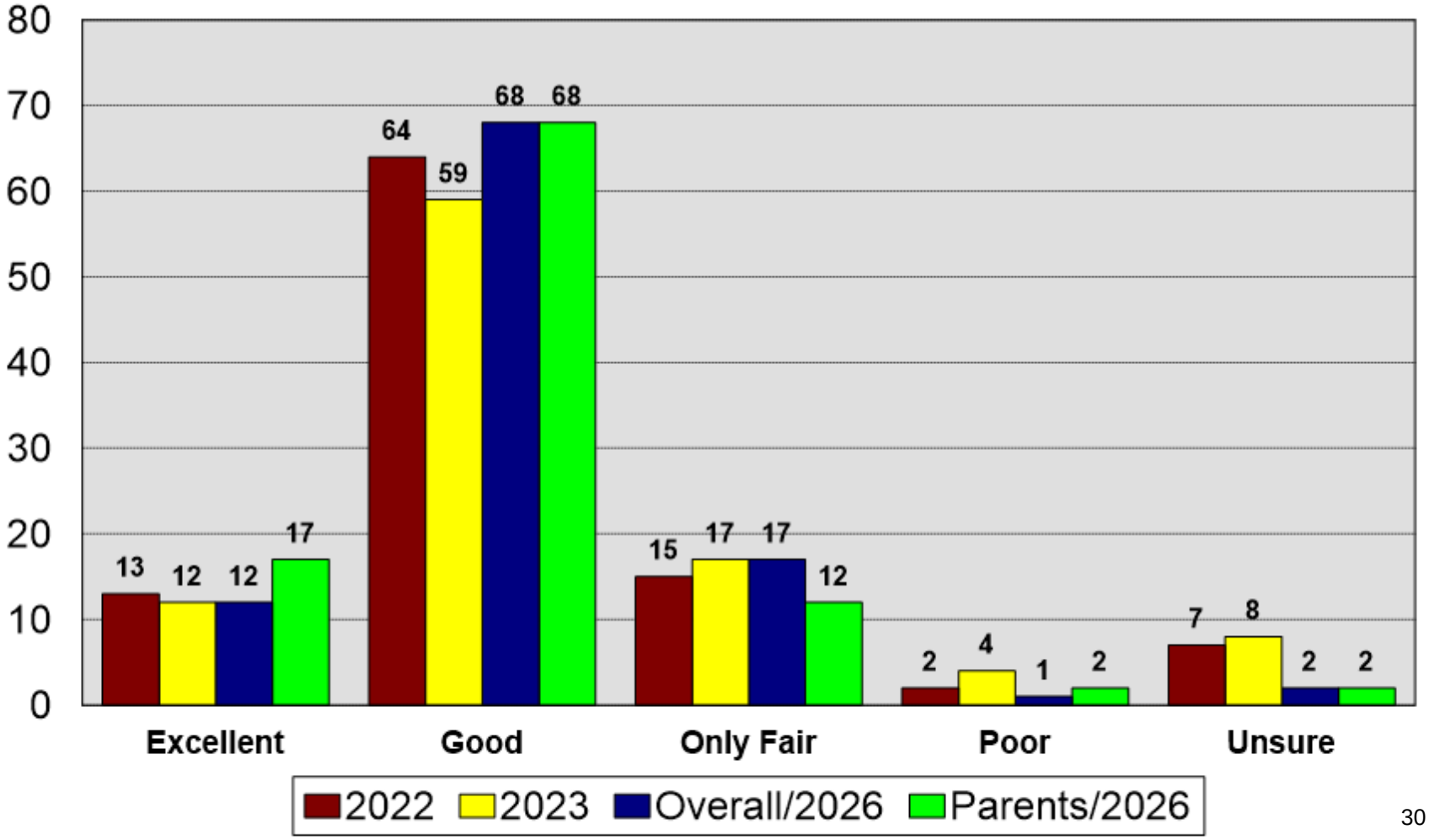


Spent Past Bond & Operating Funds Responsibly



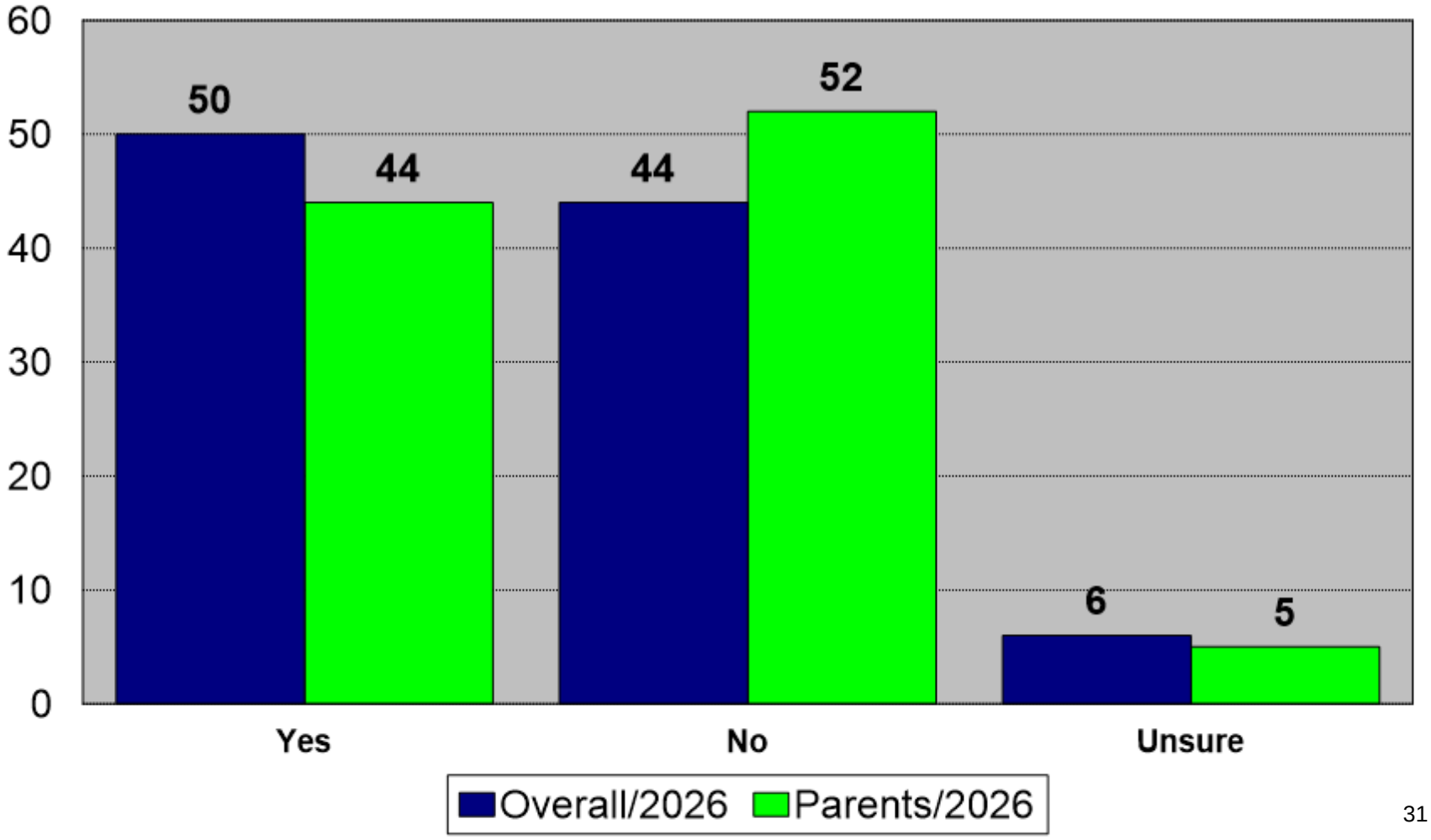
Value Provided by District

2026 Osseo School District



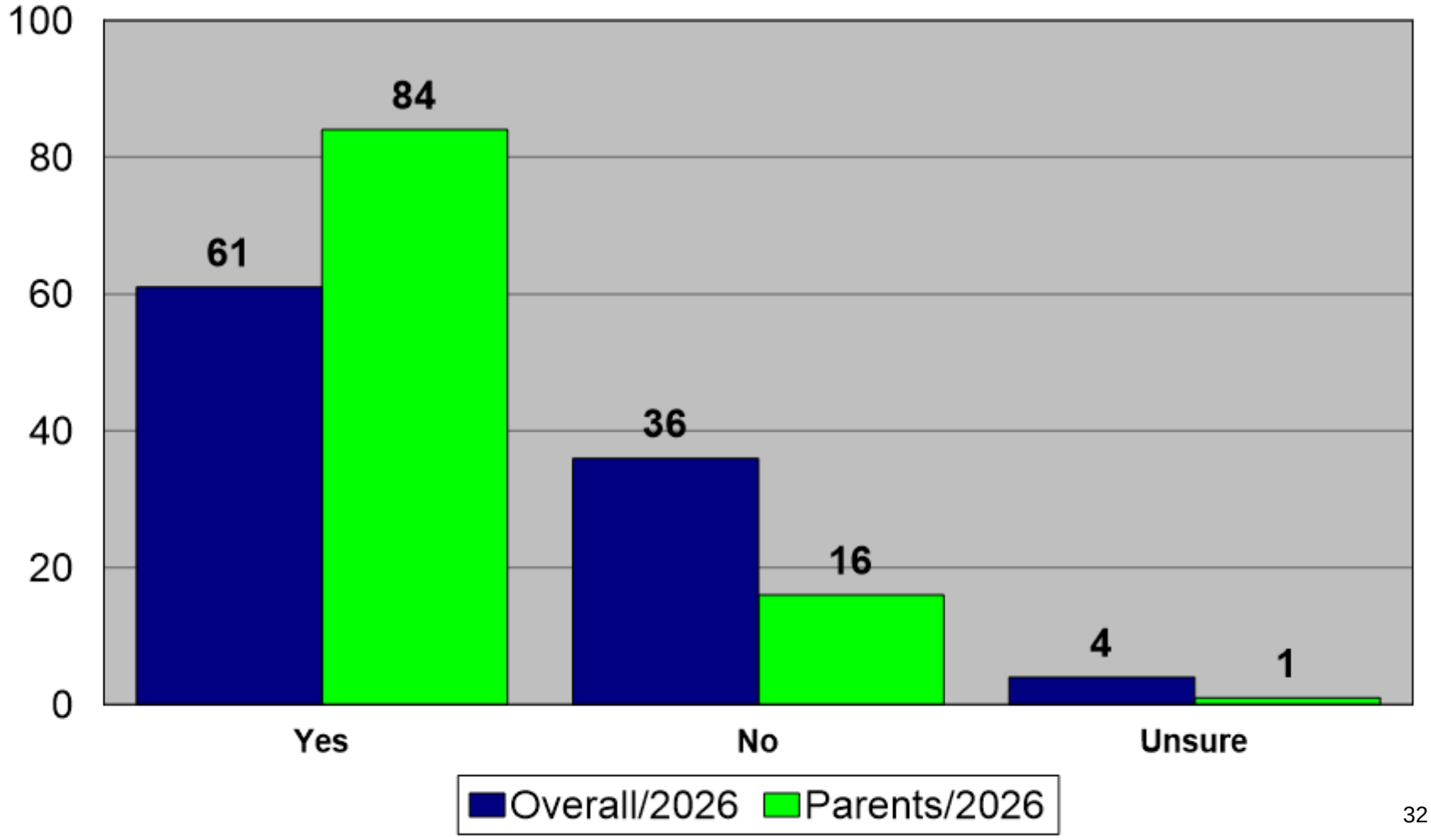
District Adequately Funded

2026 Osseo School District



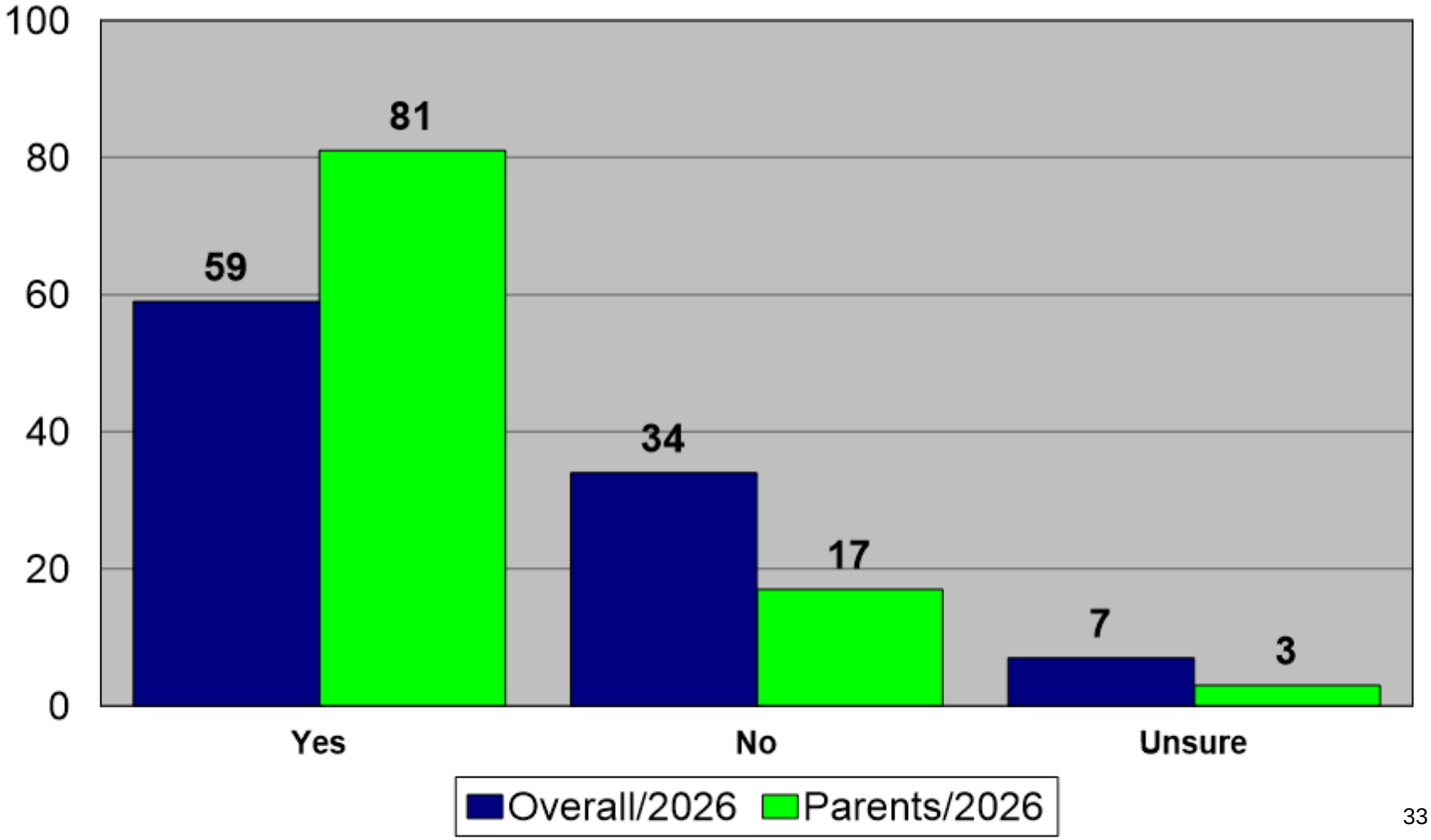
Well-Informed about Boundary Change Process

2026 Osseo School District



Opportunity to Share Opinion

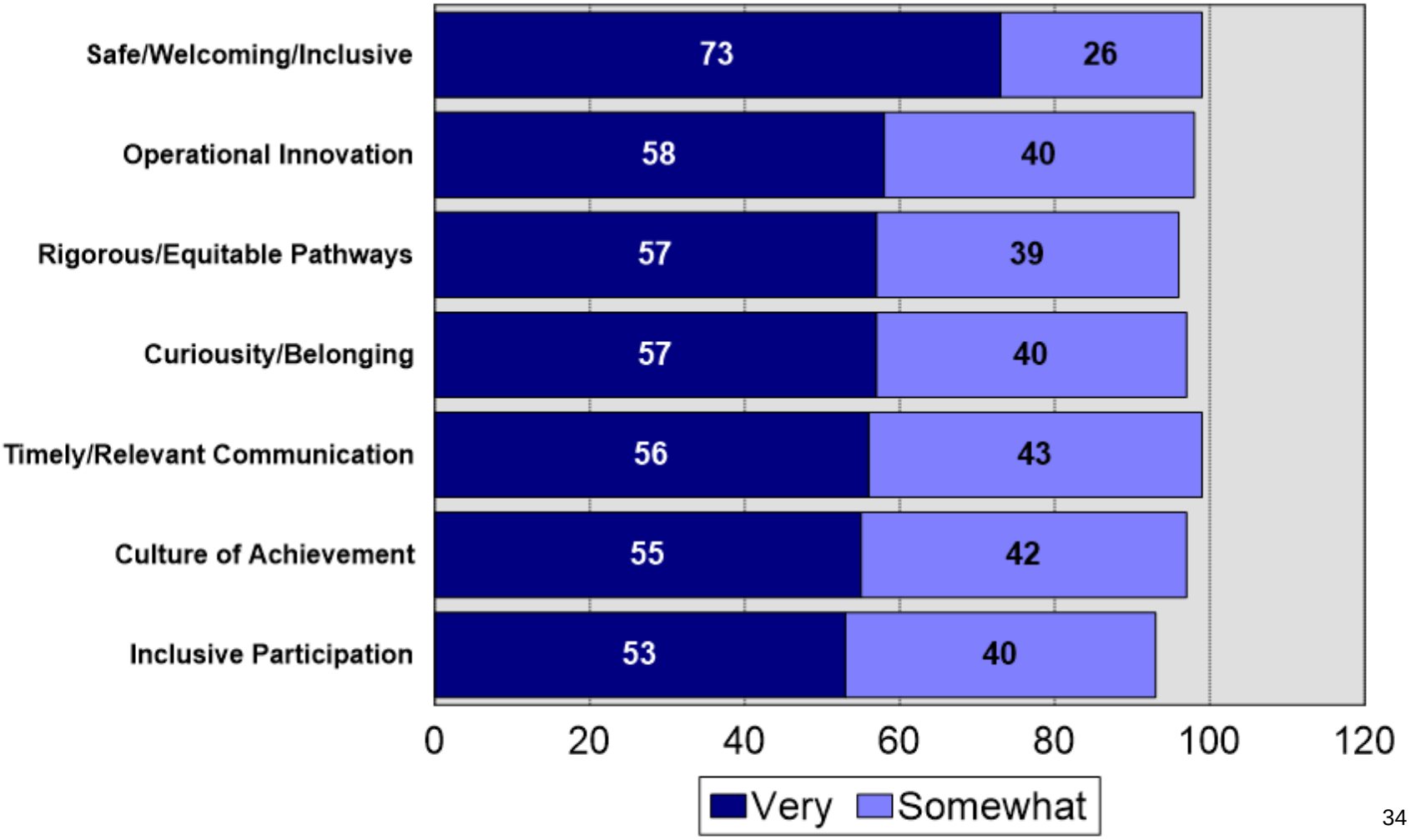
2026 Osseo School District



Importance of Strategic Priorities

(Overall)

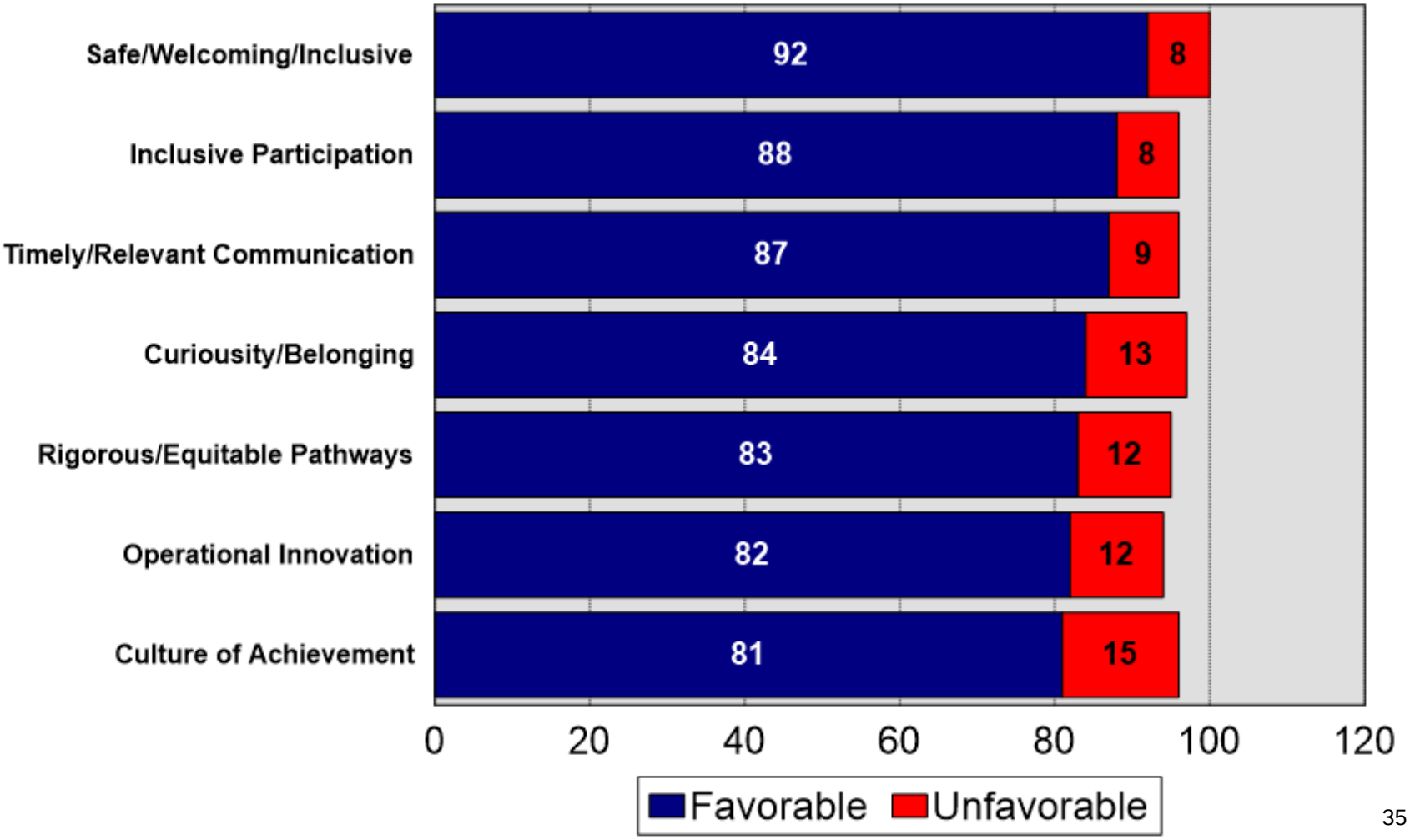
2026 Osseo School District



Rating of Strategic Priorities

(Overall)

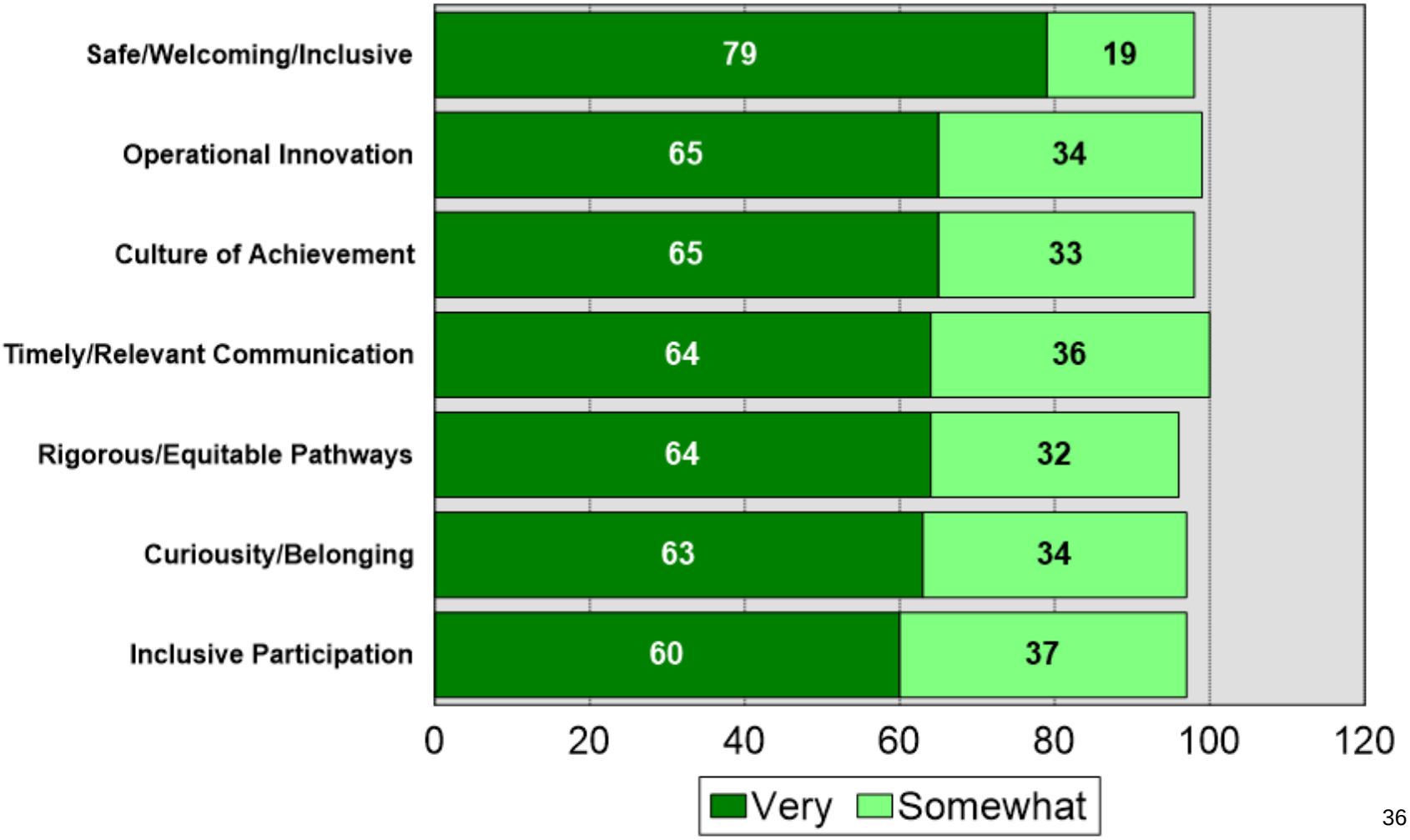
2026 Osseo School District



Importance of Strategic Priorities

(Parents)

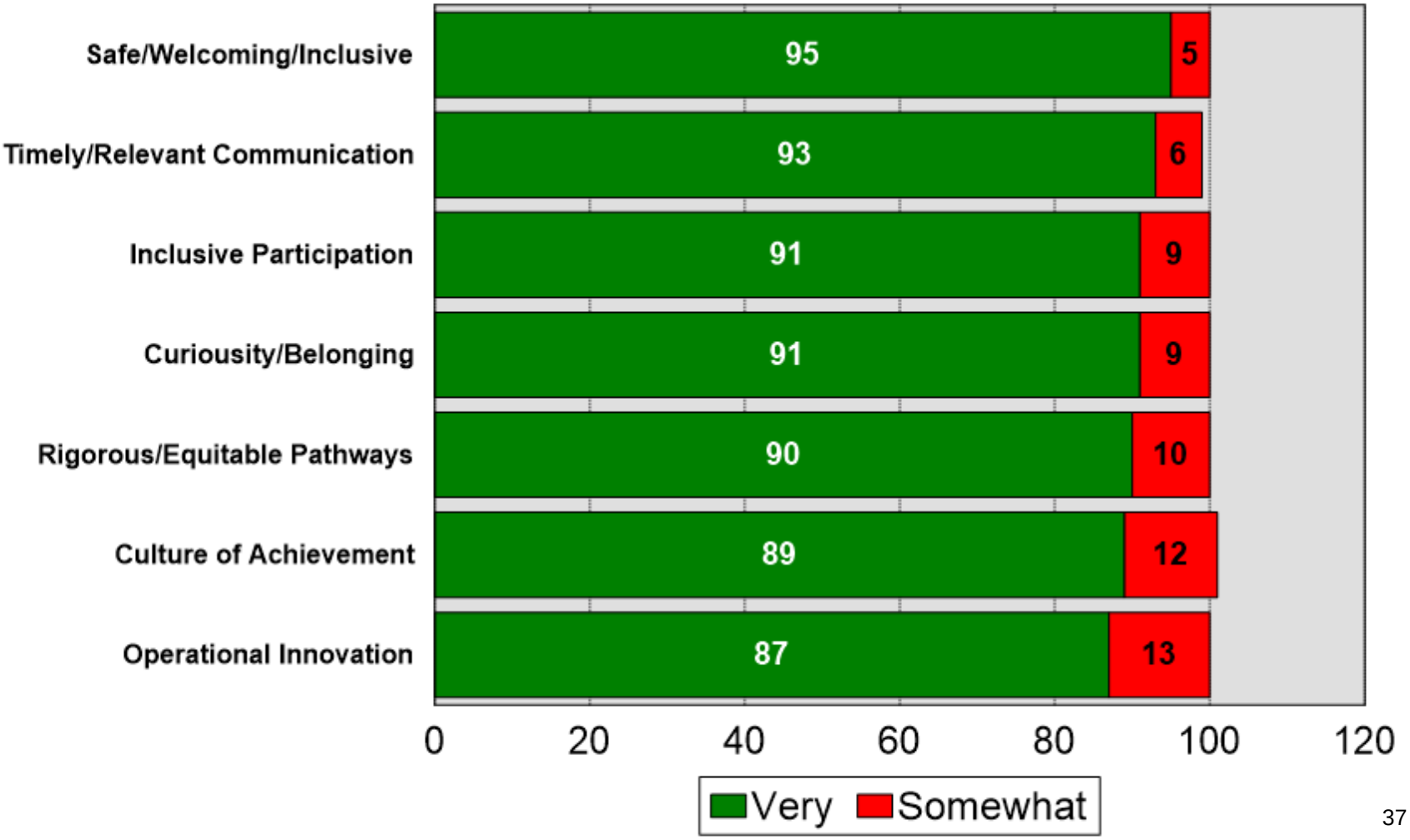
2026 Osseo School District



Rating of Strategic Priorities

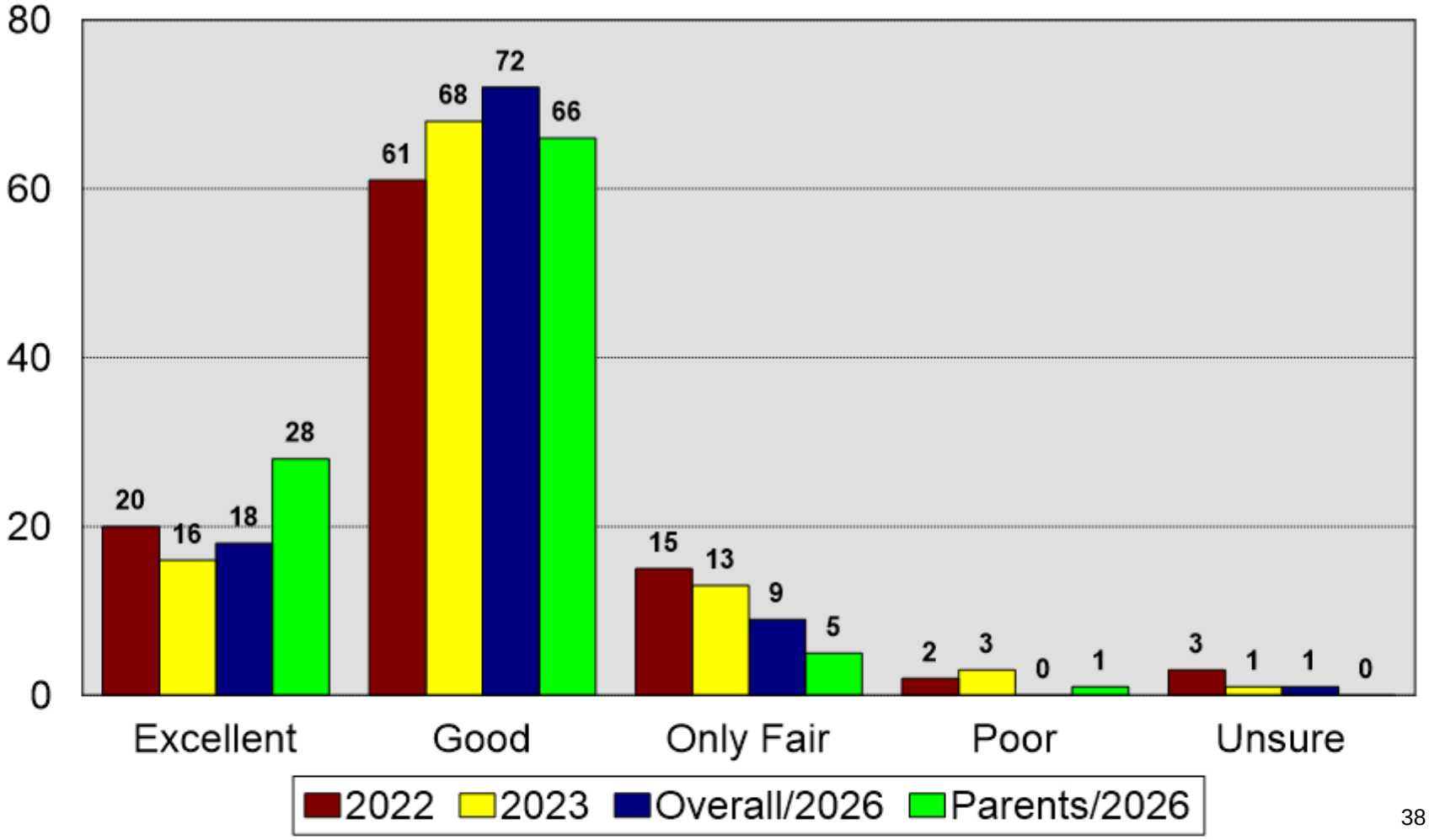
(Parents)

2026 Osseo School District



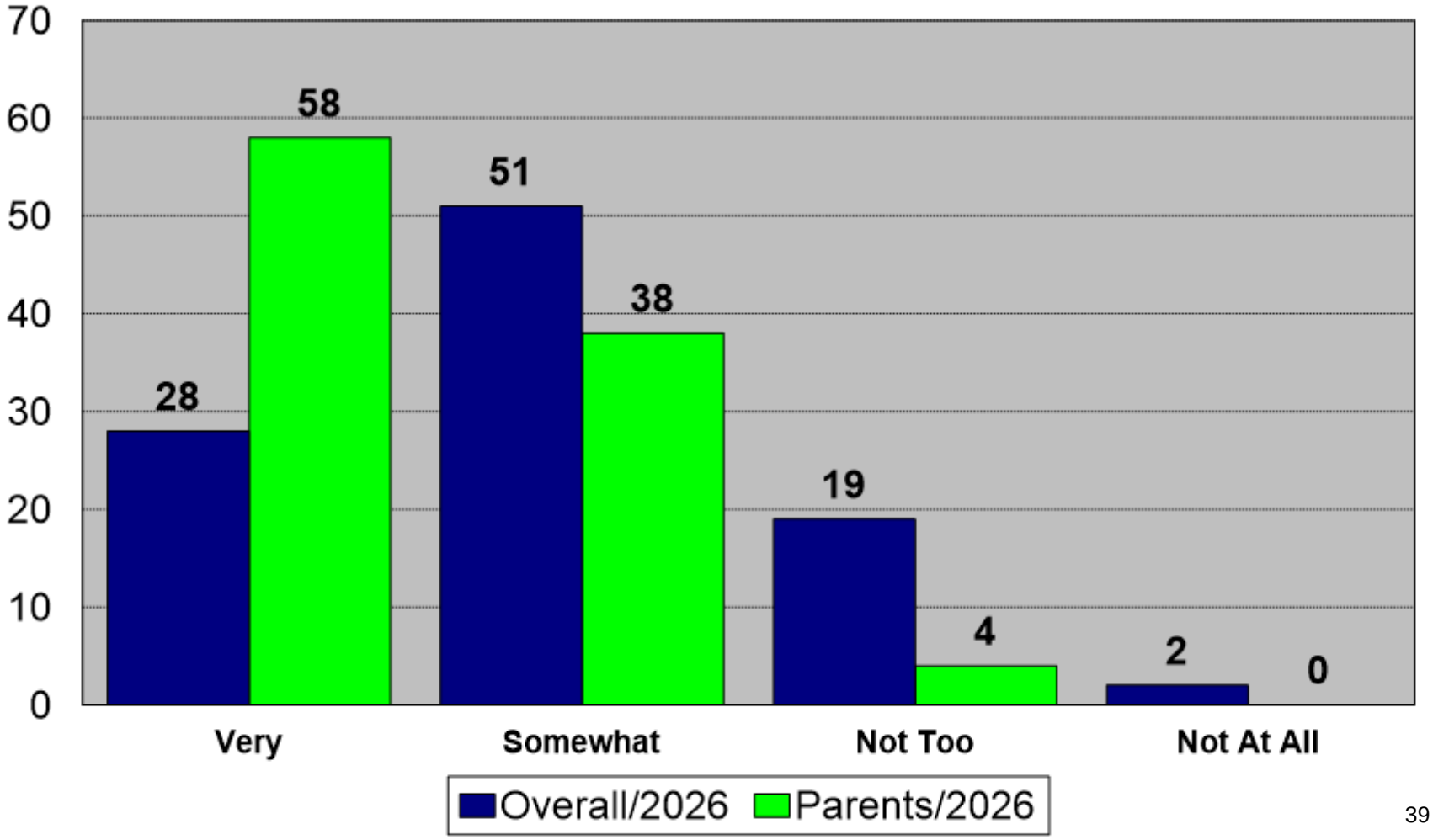
Overall Communication Rating

2026 Osseo School District



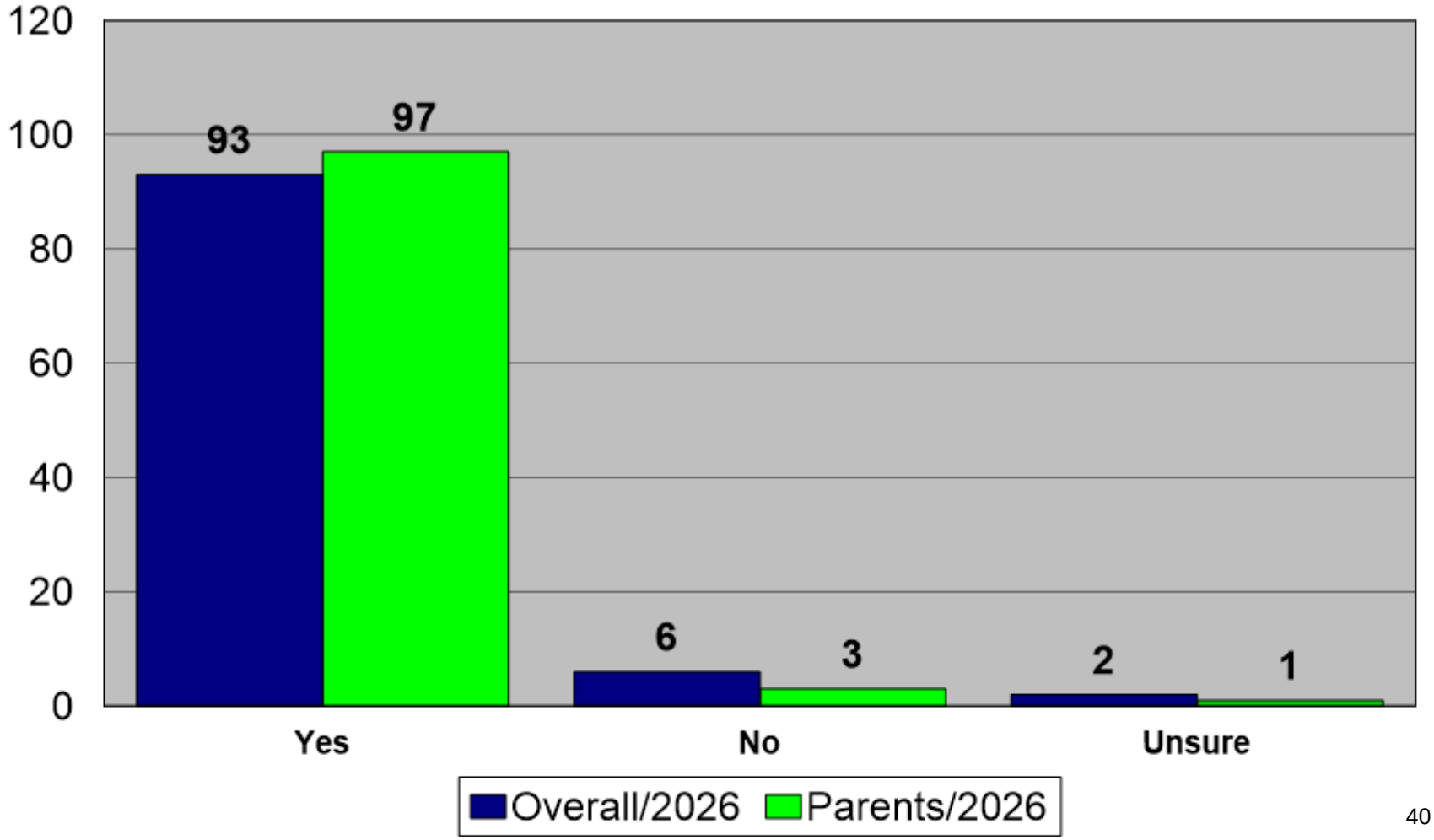
How Informed Do You Feel

2026 Osseo School District



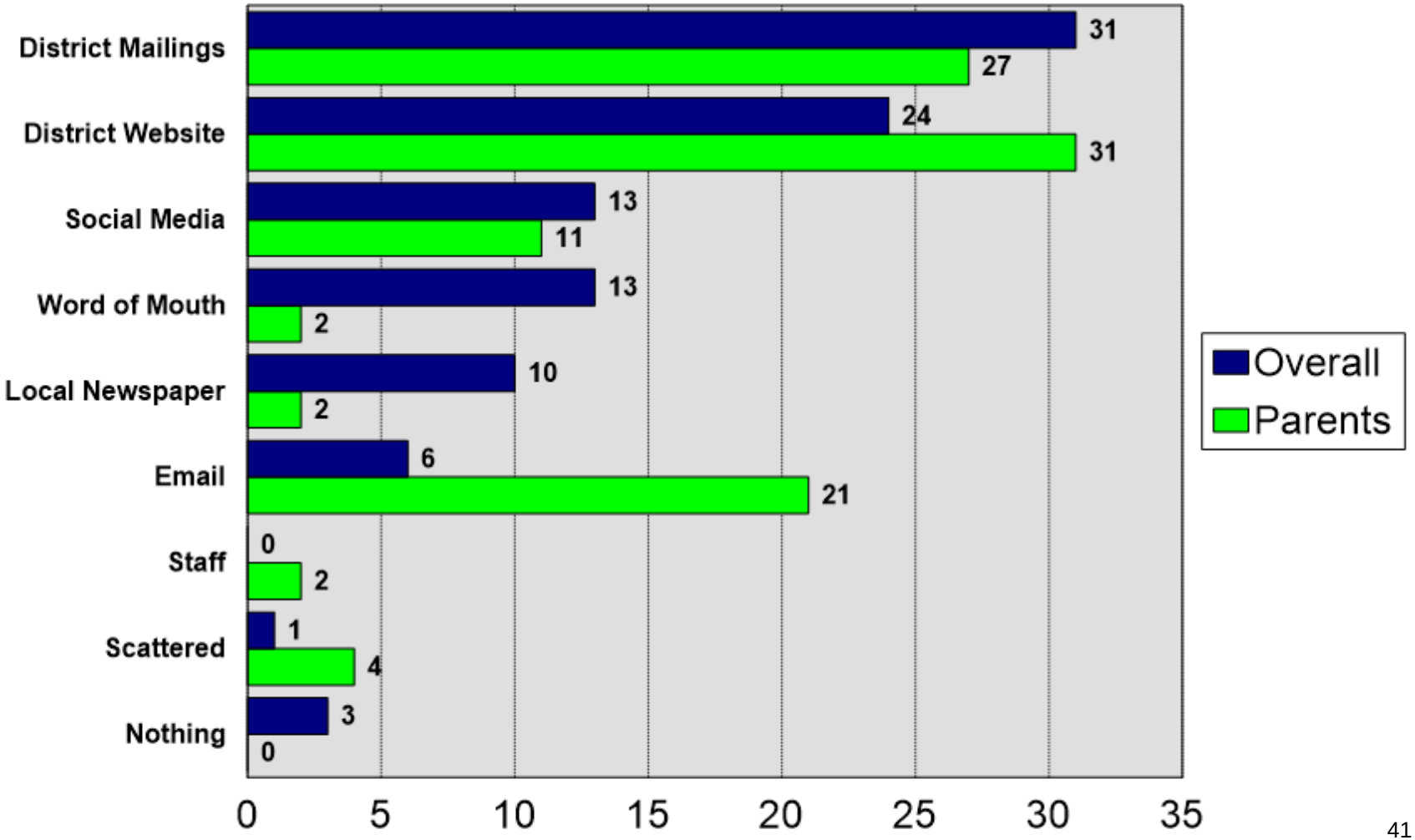
Information Clear and Easy to Understand

2026 Osseo School District



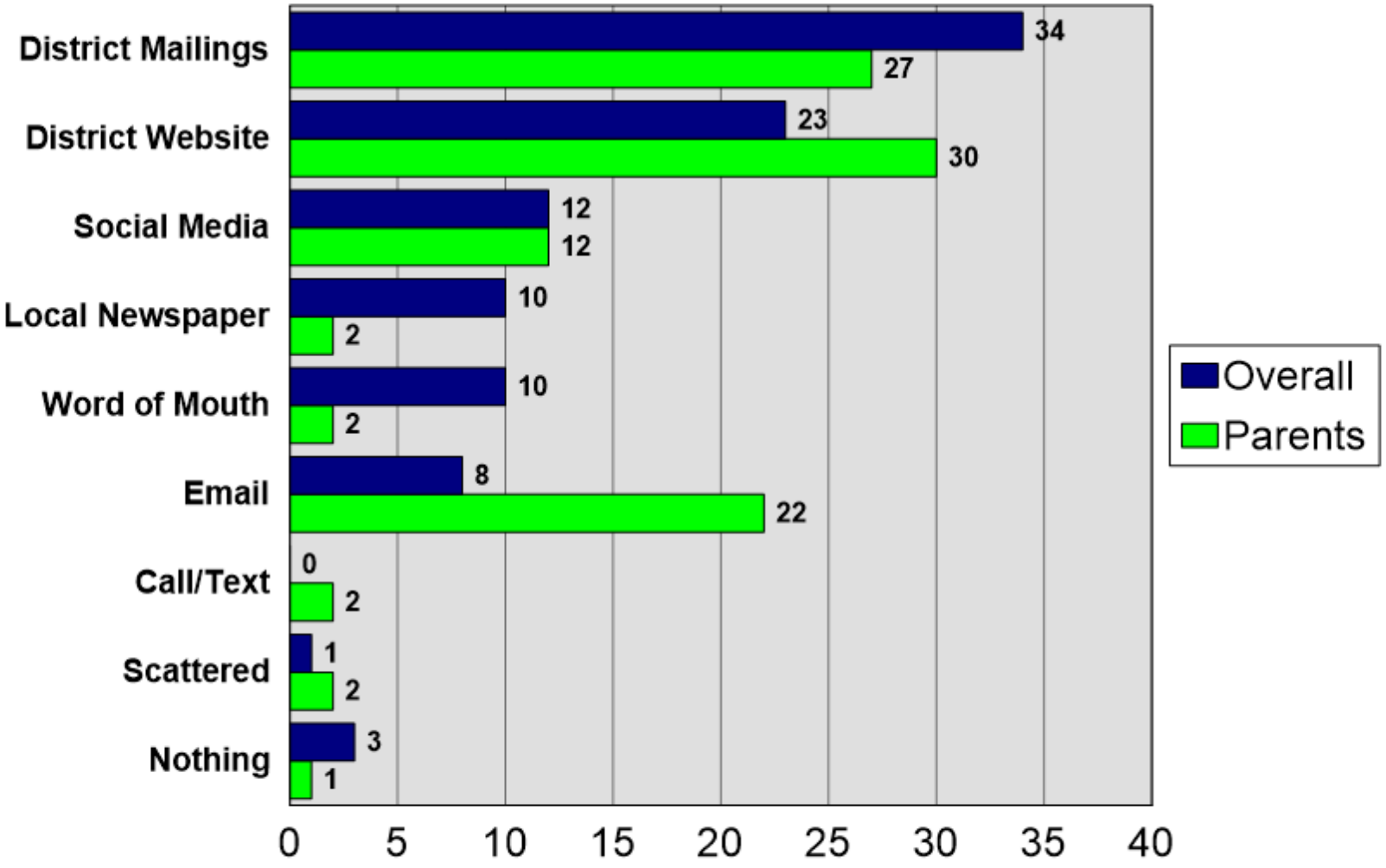
Primary Source of Information

2026 Osseo School District



Prefer to Receive Information

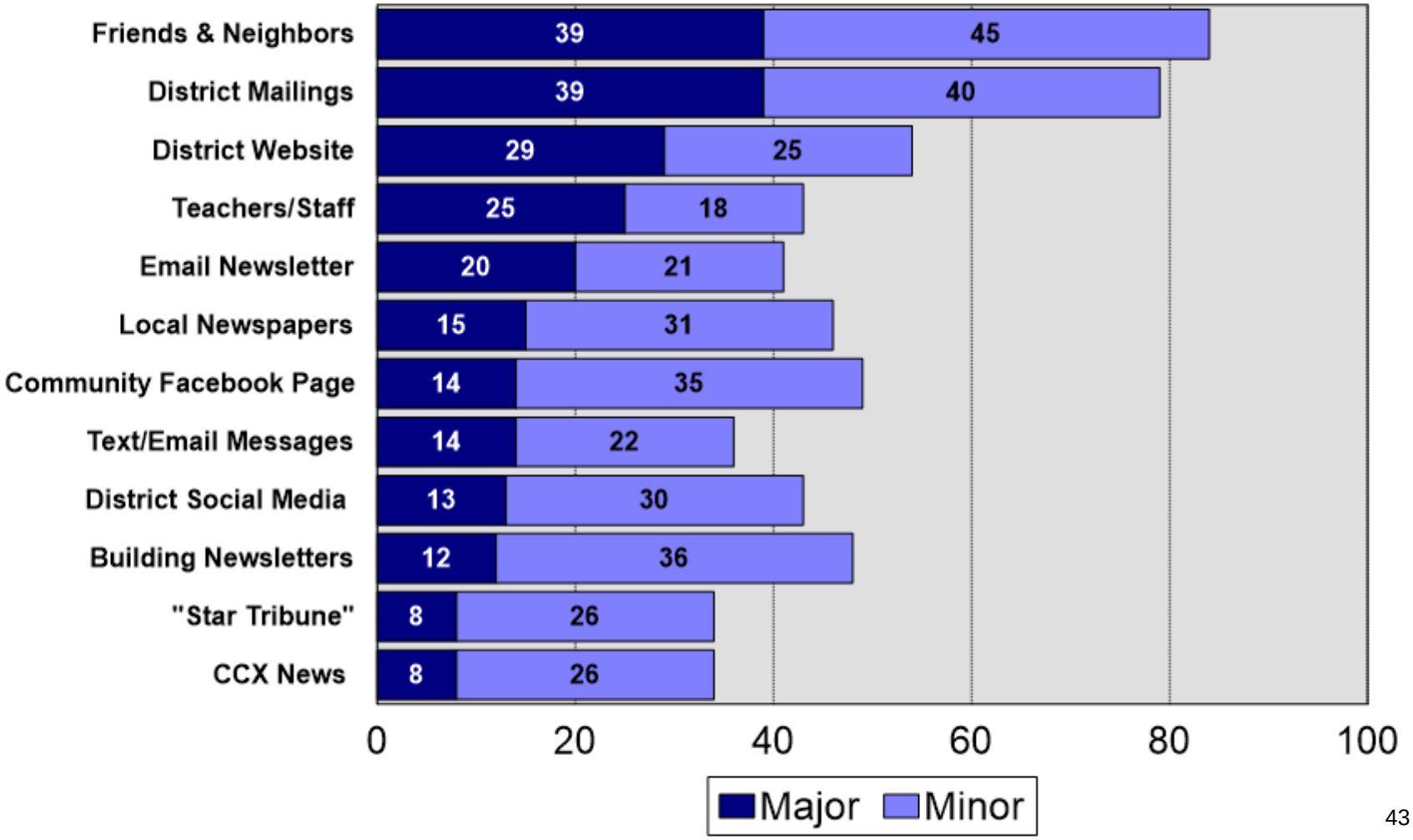
2026 Osseo School District



Sources of Information

(Overall)

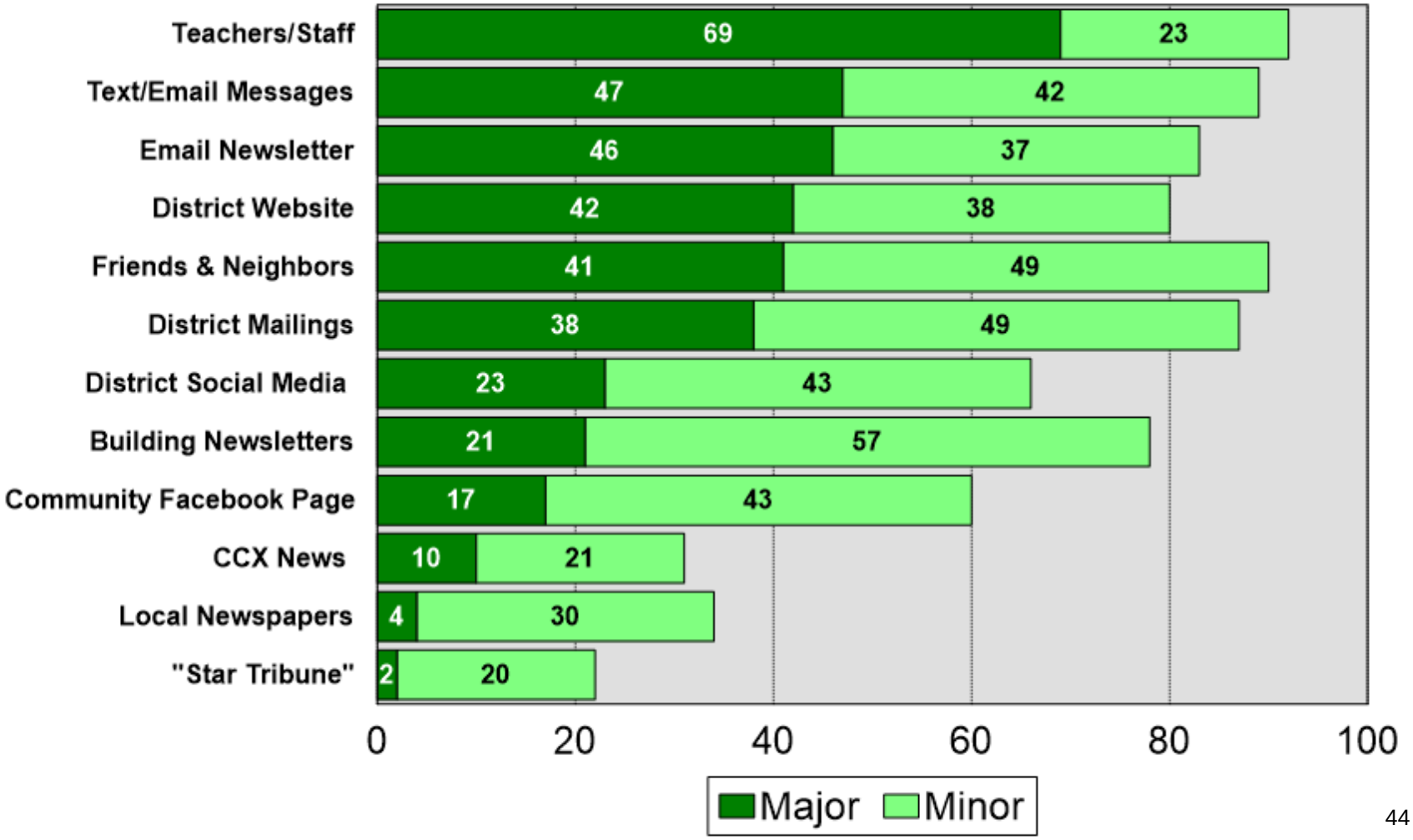
2026 Osseo School District



Sources of Information

(Parents)

2026 Osseo School District



Statements about Child's Experience

(Parents)

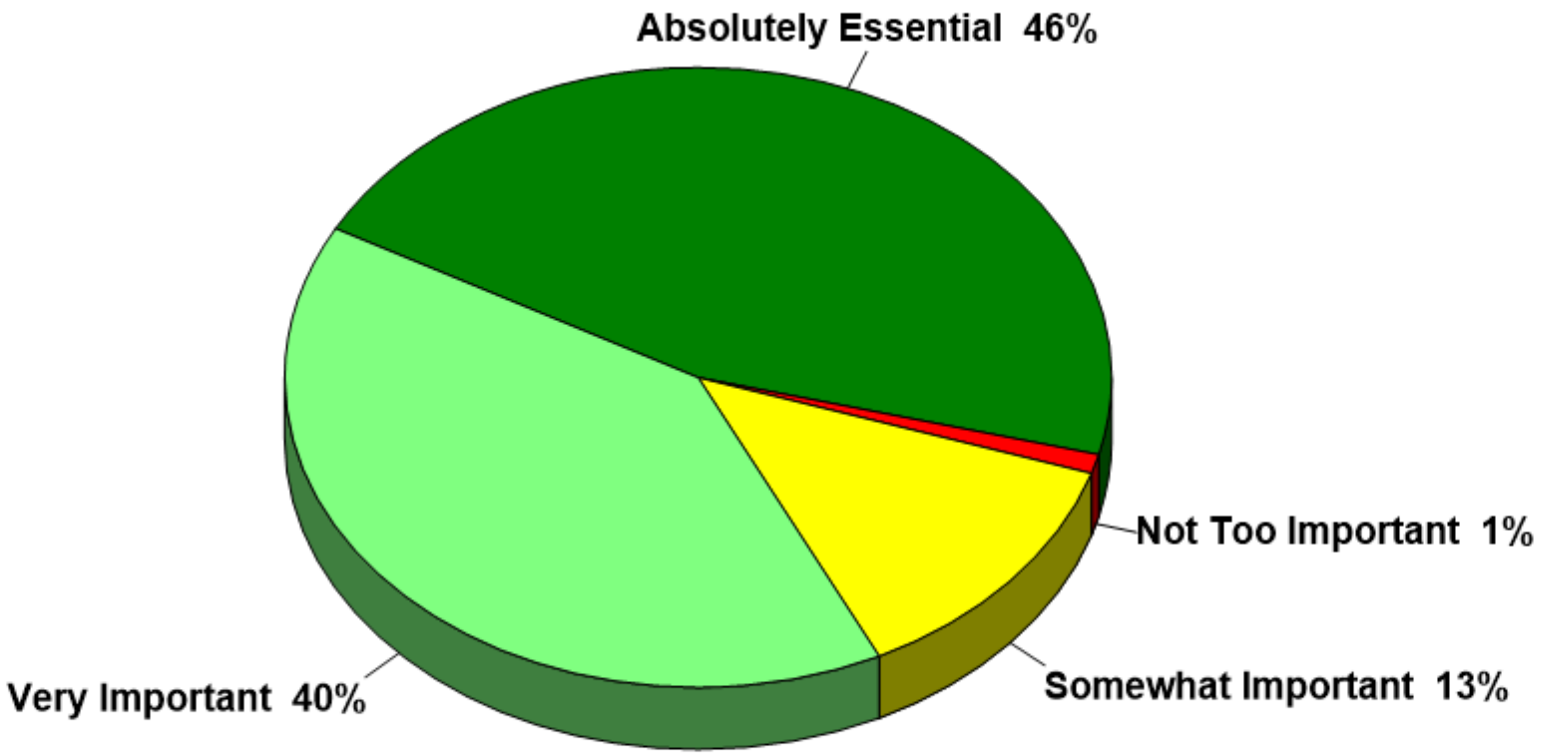
2026 Osseo School District



Importance of Technology

(Parents)

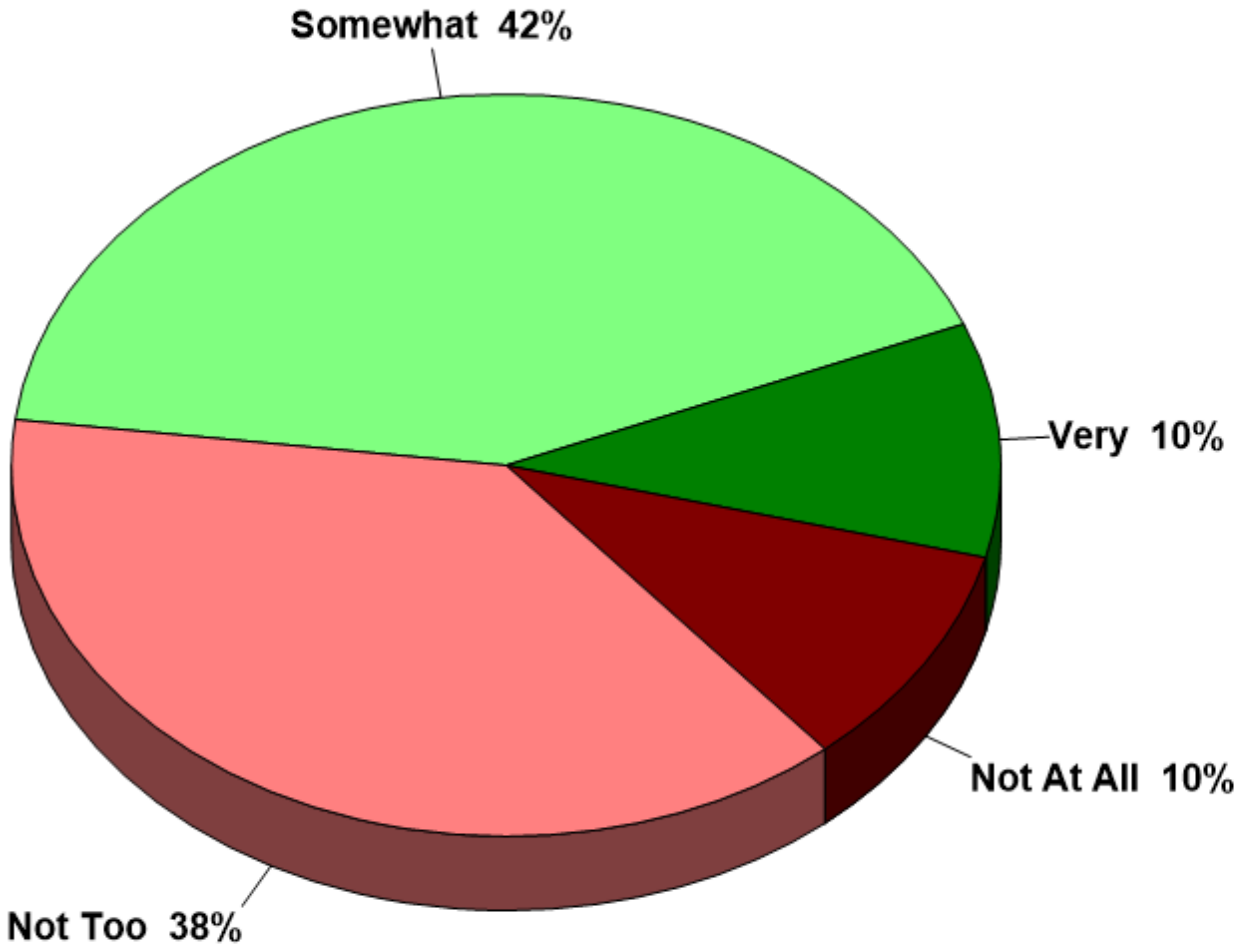
2026 Osseo School District



Concern about Screen Time

(Parents)

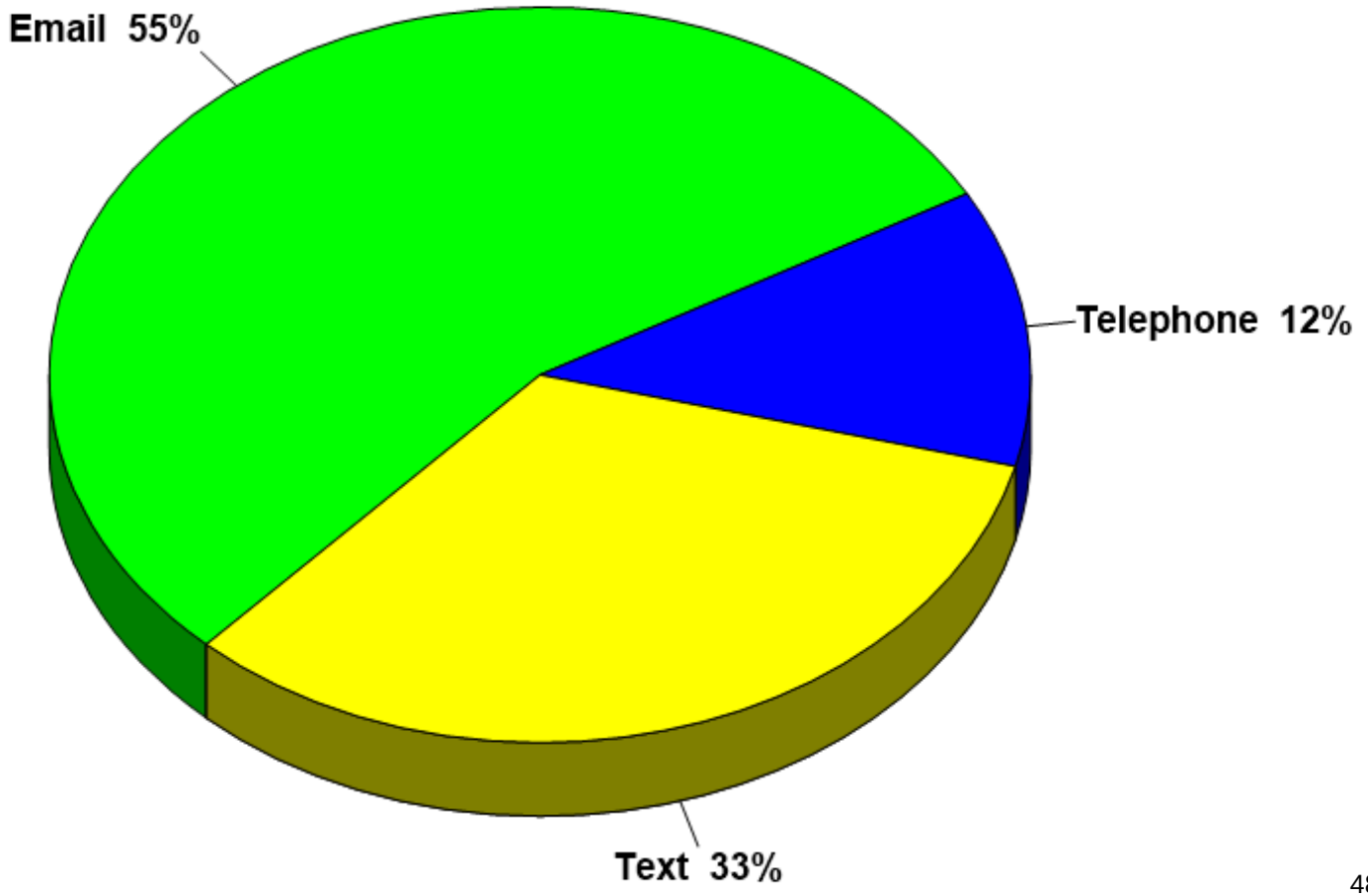
2026 Osseo School District



Prefer to Receive Information

(Parents)

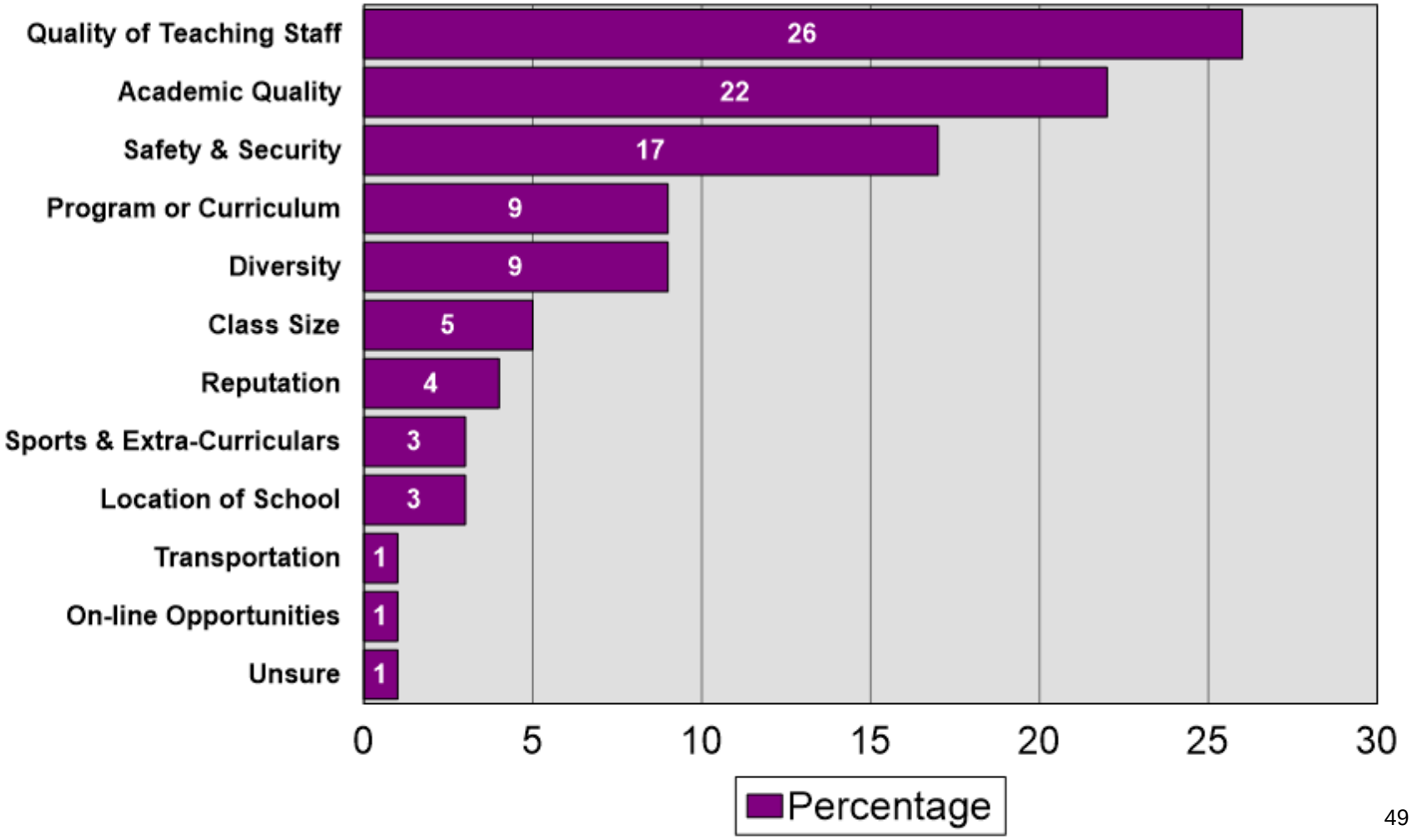
2026 Osseo School District



Most Important When Selecting a School

(Parents)

2026 Osseo School District



Osseo Area Schools

Vision Cards C and D

Dr. Bryan Bass, Dr. Jill Kind, Kay Villella, and Yvonne Shorts- Lind

APRIL 7, 2026

Presentation outcome

School Board members will:

- Learn about and discuss the data measures for the high priority initiatives for Strategic Directions C and D; and
- Explore the enhanced alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.



Vision Cards serve as critical data points toward the realization of our mission



Osseo Area Schools

STRATEGIC PRIORITIES 2025-26

MISSION

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

VISION

Unleash and enhance the brilliance of our scholars to thrive and change the world.

CORE VALUES

- HONOR AND INTEGRITY
- BELONGING
- INCLUSION
- INNOVATION AND EXCELLENCE
- TRANSPARENCY
- INTRINSIC VALUE

Continuous Improvement Magnifier

A Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.

- **A1** Implement the conditions that respect and value each and every scholars' race, culture and identity.
- **A2** Ensure secure learning environments that promote access and opportunity for equitable, innovative learning experiences across all district sites.

B Build and nurture a culture of achievement by providing content rich, rigorous, equitable, and individualized pathways.

- **B1** Ensure and confirm each scholar has access to high quality core instruction and interventions across the system.
- **B2** Improve pathways for college and career readiness to unleash student agency.

C Promote inclusive participation of our communities and provide timely, relevant, and easily accessible communication.

- **C1** Standardize the use of communication tools for timely, accessible, accurate information.
- **C2** Foster inclusion for diverse community voices, engagement, and collaboration.

D Create a system of operational innovation, excellence, accountability, and sustainability.

- **D1** Refine district, department and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement.
- **D2** Ensure consistent system-wide implementation of evidence-based staff retention strategies.

Highest Priority

Focused Priority

How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?

3 Cs to align work

CONSISTENCY

- → Our responsibilities
- → Our behavior
- → Understanding our biases
- → Understanding expectations

CONNECTION

- → Our relationships
- → Our roles
- → Our impact on others
- → Build trust

COHERENCE

- → The why
- → Our decisions
- → Our data
- → Weight on the system

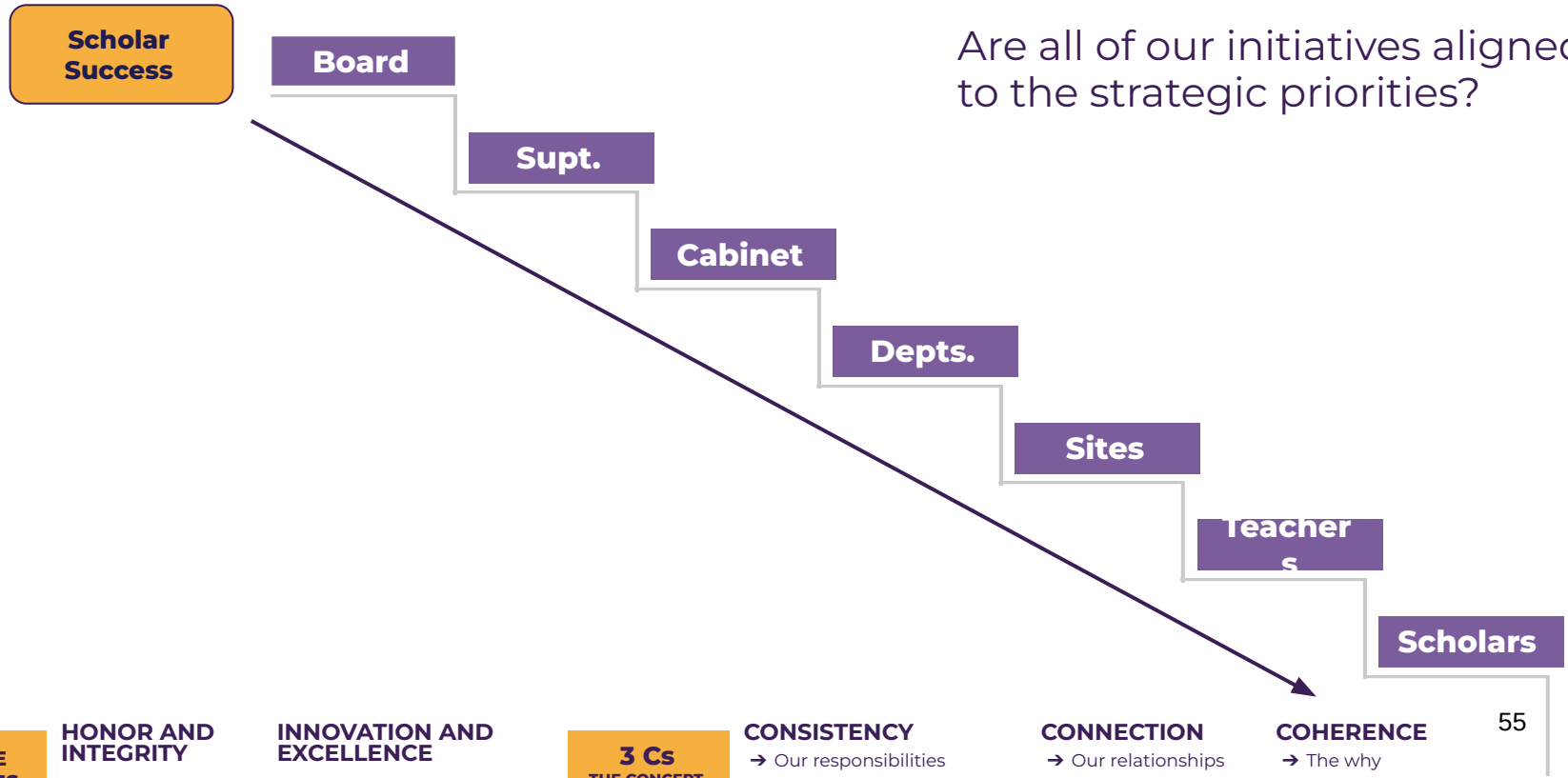
Continuous Improvement Magnifier

E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?



Alignment across the system



Are all of our initiatives aligned to the strategic priorities?

CORE VALUES

- HONOR AND INTEGRITY
- BELONGING
- INCLUSION
- INNOVATION AND EXCELLENCE
- TRANSPARENCY
- INTRINSIC VALUE

3 Cs
THE CONCEPT OF HOLDING SPACE

CONSISTENCY
- → Our responsibilities
- → Our behavior
- → Understanding our biases
- → Understanding expectations

CONNECTION
- → Our relationships
- → Our roles
- → Our impact on others
- → Build trust

COHERENCE
- → The why
- → Our decisions
- → Our data
- → Weight on the system

STRATEGIC DIRECTION

Goal: The aim we are trying to achieve.

Highest Priority

Focused Priority

Strategy: The main actions we will take to reach the goal.

Process Measures: Implementation Measures

Outcome Measures: Impact Measures



Strategic Direction C

Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.

STRATEGIC DIRECTION C

Goal: Increase awareness of Osseo Area Schools' identity, promise and results among current and prospective families; this awareness is converted into trust, satisfaction and action.

Strategy: Implementation of district communication plan

Strategy: Ensure communication tools are used effectively across sites

Process Measures: Tool usage; viewership and engagement metrics

Outcome Measures: 90%+ positive rating on our overall communication.

Strategic Direction C, Goal 1

Increase awareness of Osseo Area Schools' identity, promise and results among current and prospective families; this awareness is converted into trust, satisfaction and action.

Strategies	Measure: Process	Measure: Outcome
Districtwide communication plan • Ensure communication tools are used effectively across sites. • Implement communication practices that center clarity, cultural responsiveness and accessibility. • Expand multilingual supports and remove barriers to accessing them. • Strengthen brand identity to help families easily recognize and trust district and school communications.	• Viewership and engagement metrics (web, e-news, social, video) • Tool usage (Mass Notification, TalkingPoints, Schoology, Seesaw, Synergy) • School check-ins • Audit via NSPRA's rubric • Audit via MDE Language Access Plan • SWOT analysis • Media coverage	**Community survey** • 90%+ positive rating on our overall communication. • 90%+ positive rating on our communication being timely, relevant and easily accessible. • 90%+ positive rating on our community feeling included. • 90%+ positive rating on our community feeling heard and valued. • 90%+ of our community trusts us to do what is right for students.

Community Survey

Data Source		Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	2026
Community survey	Overall communication	≦74%	75-79%	80-84%	85-89%	≧90%	NA	81%	84%	NA	NA	90%
	Timely, relevant, accessible communication	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	87%
	Inclusive participation	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	88%
	Heard and valued	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	87%
	Trust to do what's right	≦74%	75-79%	80-84%	85-89%	≧90%	NA	87%	83%	NA	NA	91%

Continuous Improvement Magnifier

Coherence-clarification of which tools to use when:

- Improved after communication plan discussions with schools/sites.
- Still observe gaps in the timely access for all.
- Will continue progress monitoring with:
  - School/site check-ins
  - Usage statistics.



Pause and process

- Alignment Check
  - How well do the measures reflect the strategies and priorities in Strategic Direction C?
- Priorities in Action
  - Where are the measures strong in showing progress — and where could they better connect to our goals?
- Informing Board and Community
  - Do the measures clearly communicate our progress to the board and community?



Strategic Direction D

Create a system of operational innovation, excellence, accountability, and sustainability.

STRATEGIC DIRECTION D

Priority: Refine district, department and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement.

Goal 1: Ensure clear and transparent enrollment-related information that converts awareness into action and reflects district's care and concern.

Goal 2: Advance innovative, efficient, and sustainable operational systems that support safety, reliability, and long-term district success.

Data from the district operational plan that is not included in the vision cards is shared at other board work sessions; for example, cybersecurity is shared with the board during the cybersecurity month.

Strategic Direction D, Goal 1

Ensure clear and transparent enrollment-related information that converts awareness into action and reflects district's care and concern.

Strategies	Measure: Process	Measure: Outcome
• Implement a robust **enrollment marketing plan** that showcases the uniqueness of each program and the student supports alongside them. • Implement a robust communication plan for the **attendance boundary changes** coming into effect.	• Advertisements • Viewership and engagement metrics (web, e-news, social, video) • School check-ins • Audit via NSPRA's rubric • SWOT analysis • Media coverage	• Nov. 1 enrollment data reflects an increase in student population. • Capture rate reflects 81%+. • Student retention data reflects 96%+. • 90%+ positive rating on the district's education quality. • 90%+ are proud and would recommend district schools. • 90%+ of our parents/caregivers will feel informed on boundaries. • 95% of elementary and middle school students successfully attend newly assigned school site on Sept. 8, 2026.

Vision card measures for marketing within Community Relations

Data Source		Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	2026
Marketing within Community Relations	Enrollment numbers (Nov. 1)	-301 or fewer students	-151-300 fewer students	+/- 150 more or fewer students	+151-300 more students	+301 or more students	20,350	20,261	20,322	20,567	20,650	21,009
	Capture rate	≦70%	71-72%	73-75%	76-80%	≧81%	67.1%	67.5%	67.4%	67.6%	68.1%	67.3%
	Student retention rate (year 1)	≦83%	84-87%	88-91%	92-95%	≧96%	90.0%	87.9%	88.2%	89.8%	89.0%	NA
	Community survey: education quality	≦74%	75-79%	80-84%	85-89%	≧90%	NA	82%	82%	NA	NA	85%
	Community survey: would recommend	≦74%	75-79%	80-84%	85-89%	≧90%	NA	86%	84%	NA	NA	90%

Strategic Direction D, Goal 2

Advance innovative, efficient, and sustainable operational systems that support safety, reliability, and long-term district success.

Dept.	Strategies	Measure: Process	Measure: Outcome
DLTL	• Align district, department, and site priorities through three-year operational planning.	• Three-year plans submitted • Completion of transition milestones	• Baseline data provided from Staff Stakeholder survey - items from the Continuous Improvement scale.
I2T2	• Enhance cybersecurity and data protection to ensure safe, reliable operations. • Leverage AI and emerging technologies to improve efficiency, service, and decision-making.	• IT Critical Incident Response SLA • Periodic phishing assessment scores • Completion of Digital Security Response and continuity plans • Developing data set for AI next steps	• Improved Microsoft Security score • Improved Cyber Assessment score
HR	• Mentorship programs. • Competitive, equitable and sustainable compensation packages. • Grow Your Own	• Audit and compensation study results • Benchmark with market peers and evaluate compensation data • Data on mentee participation & experience • GYO program participation and completion rate • Retention data analysis	• 85% or more feel that levy dollars have been used responsibly. • Total compensation is ≥ market median. • Increase Staff of Color to ≥ 20.5%. • Retain ≥ 90% staff of color.

Staff Stakeholder Survey-Continuous Improvement

1. I know how operational plans are used for continuous improvement
2. I believe improvement is possible through use of the operational plans.
3. I know how we plan to measure the success of our strategies.
4. I have the skills needed to support our strategies.
5. I am carrying out the actions needed to support our strategies.
6. Our team reviews data for our strategies three times or more a year to monitor the success of our work.
7. Our team values data as a tool for learning, not compliance.
8. When our team meets to review data, the process helps us decide what to continue, adjust, or stop doing.
9. Our team is willing to change or stop strategies that are not working without assigning blame.

DRAFT

Recruitment and Retention

Element	Priorities	Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	2026
Outcome	**D2- Staff Recruitment and Retention** Ensuring That Staff are Representative of Our Scholars' and Families' Identities	**% Staff of Color**	≦9%	10-12%	19.2%	21%	≧50%	14.5%	14.9%	16.3%	16.3%	19.2%	21%
		% Staff of Color Retained	≦79%	80-84%	85-89%	90-94%	90%	NA	88.0%	85.3%	86.6%	89.3%	90%

School year:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.24%	9.88%	10.04%	10.95%	10.98%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	19.74%	23.23%	23.23%	28.53%	31.32%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	30.39%	30.00%	30.22%	30.11%	29.90%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%	16.34%	17.64%	19.21%	20.43%

Continuous Improvement Magnifier

Retention Data

- Historical Context
- Qualtrics - Data Analytics
  - Early insight: First 3 years are critical; mentorship is vital
- Focus Areas for Retention
  - Increase participation in exit interviews and surveys
  - Sustaining our TOC Mentorship program (A&I grant)
  - Future Learning Work (2026 - 2027)
    - Stay Interviews



Pause and process

- Alignment Check
  - How well do the measures reflect the strategies and priorities in Strategic Direction D?
- Priorities in Action
  - Where are the measures strong in showing progress — and where could they better connect to our goals?
- Informing Board and Community
  - Do the measures clearly communicate our progress to the board and community?

Potential next steps

- Continue monitoring process data to refine in the moment.
- Refine our strategies based on outcome data.
- Integrate the school board feedback into further refinement.

Thank you

Happy to answer any questions.

Monitoring Report Vision Cards C and D
Strategic Plan Implementation

Date: April 2026

Authors: Dr. Jill Kind, Director of Learning & Achievement
Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment
Tom Watkins, Ph.D., Coordinator of Data and Assessment
Anthony Padrnos, Executive Director of Technology
Yvonne Shorts-Lind, Executive Director of Human Resources
Kay Villella, Executive Director of Community Relations
Dr. Bryan Bass, Assistant Superintendent, Equity & Achievement

Topic: Vision Card Review

Purpose: The purpose of this executive summary is to:

- Provide information on the data for the High Priority Initiatives for Strategic Directions C and D,
- Show alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

Executive Summary

The April 2026 Monitoring Report for Vision Cards C and D highlights progress in strengthening inclusive communication, community engagement, operational alignment, and workforce sustainability in support of the district's strategic plan. Under Strategic Direction C, expanded use of multilingual communication tools such as TalkingPoints and steady ParentVUE engagement reflect improved access to information for families. Community survey results show strong perceptions of communication effectiveness and trust, with 90% rating overall communication positively and 91% reporting trust in the district. Advisory committee representation reached 90% of sites, while family engagement rubric results indicate continued growth in collaboration and communication, with empowerment and advocacy identified as an area for improvement.

Strategic Direction D reflects progress in operational coherence and long-term sustainability. All departments and sites completed aligned three-year operational plans. Community feedback remained strong, with 85% rating educational quality positively and 90% indicating they would recommend the district. Workforce diversity also increased, with staff of color rising to 19.2% and strong retention continuing.

Osseo Area Schools
11200 93rd Ave. N
Maple Grove, MN 55369

763–391–7000
info@district279.org
OsseoSchools.org

Introduction
Vision Cards serve as critical data points toward the realization of the district's mission.

Vision Cards track the district's progress toward strategic goals by aligning data with the Strategic Roadmap. Created by administrators with board guidance, they measure performance, identify growth or gaps, and support continuous improvement through clear, measurable goals tied to the district's overall vision.

Definition Statement: Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.

Vision Card and Expectations for Monitoring Reports
Our Vision Card Metrics continue to be closely aligned with strategic priorities, eliminate redundancies, and provide high-level, meaningful data for the school board and community to understand the district's progress.

We continue to partner with a national non-profit, Education Resource Strategies, which works with districts across the country to develop systems to assess the impact of their systems' strategies to drive positive outcomes for students- a process they call 'System Strategy ROI.' Through that partnership, we have worked to identify the key strategies within each of our strategic directions that the system is investing in to drive improvements toward our goals. We've also begun to identify the investments aligned with that strategy, and the set of process and outcome metrics that we want to monitor for those strategies. This will allow us as a district to more clearly understand how our work is driving toward the outcomes we expect, and what actions we need to take to improve our progress toward those goals.

The Vision Cards

The Vision Cards will focus on "Out and Up" Reporting and they:

- Ensure outcome measures closely align with goals and Strategic Priorities
- Show how strategies drive progress toward outcomes

The continuous improvement work may also result in *new* baseline data that we haven't collected in the past, or work to improve how to measured our strategies.

Lastly, you will see that alongside our Vision Cards, we will be sharing a Strategy Snapshot that provides a summary of the strategies that the district has mapped to the highest priority (HP) and focused priority (FP) for each Strategic Direction. For each strategy, we've included the process and outcome measures we intend to collect, and the per-pupil investment currently being made, where possible.

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11200 93rd Ave. N
Maple Grove, MN 55369
763–391–7000
info@district279.org
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Key Considerations for "Out and Up" Reporting (in Reimagine Vision Card)

- Audience-Centered: The revised metrics prioritize data relevant to the board and community, highlighting progress toward strategic priorities without overwhelming detail.
- Strategic Alignment: Metrics were carefully selected to tell a cohesive story of district success and areas for growth.
- Rationale for Refinement: Examples include dropping metrics like detailed IT data, which are operational, and adding metrics like student and family surveys for community feedback.

Metric Types (from ERS's SSROI paper)

Metric to Consider

Process Measures	Outcomes Measures
• Fidelity of Implementation Measures	• Impact Measures

Vision Card C

District Operational Plan

Strategic Direction C: Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

Strategic Direction	Goals
C	1. Increase awareness of Osseo Area Schools' identity, promise and results among current and prospective families; this awareness is converted into trust, satisfaction and action.

Osseo Area Schools
11200 93rd Ave. N
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763–391–7000
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Strategies and Outcomes

Strategies	Measure: Process	Measure: Outcome
Districtwide communication plan • Ensure communication tools are used effectively across sites. • Implement communication practices that center clarity, cultural responsiveness and accessibility. • Expand multilingual supports and remove barriers to accessing them. • Strengthen brand identity to help families easily recognize and trust district and school communications.	• Viewership and engagement metrics (web, e-news, social, video) • Tool usage (Mass Notification, TalkingPoints, Schoology, Seesaw, Synergy) • School check-ins • Audit via NSPRA's rubric • Audit via MDE Language Access Plan • SWOT analysis • Media coverage	Community survey • 90%+ positive rating on our overall communication. • 90%+ positive rating on our communication being timely, relevant and easily accessible. • 90%+ positive rating on our community feeling included. • 90%+ positive rating on our community feeling heard and valued. • 90%+ of our community trusts us to do what is right for students.

Measures
The following measures are categorized as either process measures, which focus on implementation and progress or outcome measures which focus on impact and outcome.

C1. Highest Priority

Process Measures

Usage and Engagement

Usage and Engagement is measured using data from the TalkingPoints, Mass Notification and ParentVUE family communication systems.

Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	2026
TalkingPoints Messages Sent from Staff to Families per Student	≦1.4	1.5-1.9	2.0-2.4	2.5-2.9	≧3.0	2.3	9.4	2.2	2.9	3.2	5.5
TalkingPoints Announcements Sent from Staff to Families per Student	≦0.1	0.2	0.3	0.4	≧0.5	0.4	1.7	.3	.4	.3	.4
Mass notification overall message delivery rate	≦77%	78%-81%	82-85%	86-89%	≧90%	NA	NA	85%	87%	86%	80%
Usage of ParentVUE	≦69%	70-79%	80-89%	90-94%	≧95%	NA	NA	87%	88%	88%	88%

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TalkingPoints

With TalkingPoints, staff can send a message or announcement to family members in English and the message is automatically translated into the family's preferred language. When family members reply, that message is also automatically translated back into English. For these measures, we are reporting the number of messages and announcements sent by staff to families using Talking Points during the first trimester of each of the last six school years. Messages and announcements both increased to more than three times as much from Fall 2020 to Fall 2021, returned to baseline levels in Fall 2022, and increased again to the Progress range in Fall 2023. In the Fall of 2024, TalkingPoints Messages reached the Vision range and remained at that level for Fall 2025. Announcements returned to the baseline range in Fall 2024, but were back up to the Progress range in Fall 2025. In 2025-26, TalkingPoints also began reporting the number of messages received in addition to the number sent. The median number of messages received per student was 4.5 in Fall 2025.

Mass Notification

Our second measure is our Mass Notification data. This is the system that our district and school teams use for regular communications, including voice, email and text. Both regular updates and emergency messaging can be sent through this. Our Smore e-newsletters are also shared via this tool. Messages can be auto-translated through this system. However, our system chooses to utilize multilingual specialists when possible so that more accurate messages are shared. Language line information is included on the bottom of all emails. Our Fall 2025 Mass Notification median message delivery rate of 80% has entered into the "Concern" range. The table below contains the values used in calculating the median across the 10 groups and three communication methods:

Summary of Blackboard Messages from 2024-25 and 2025-26

Includes all messages from start of school year to January 20th.

	Fall 2024				Fall 2025			
		Percent receiving message				*Percent receiving message*		
Site/Message Purpose	# Messages	Phone	Email	Text	# Messages	Phone	Email	Text
Elementary Schools	2355	88%	87%	86%	2068	84%	84%	76%
Middle Schools	753	87%	82%	86%	699	84%	82%	76%
High Schools	543	89%	76%	87%	503	85%	83%	77%
ABE/OALC/OEC	341	64%	77%	56%	547	39%	71%	33%
District	194	42%	72%	80%	382	91%	80%	78%
Absence Reporting	2727	90%	81%	87%	2473	84%	83%	75%
Bus/Transportation	123	NA	89%	87%	169	94%	91%	81%
Conferences	61	90%	89%	86%	56	72%	78%	82%
Translated	47	6%	6%	NA	29	n/a	24%	n/a
Other	1228	69%	85%	81%	1497	39%	83%	49%
Total	3765	72%	79%	83%	4199	78%	83%	70%
Median of Groups		79%	81%	86%		84%	83%	76%

n/a = the only translated messages sent via Mass Notification in the Fall of 2025 were emails.

Delivery rates varied widely by sending site and message purpose. For Fall 2025, the highest rates were for phone messages sent from the district level and phone messages regarding transportation. The next highest rates were for emails sent regarding transportation. One persistent challenge has been delivery rates for messages translated

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763–391–7000
info@district279.org
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into other languages. It will be important for us to continue to examine the procedures followed to ensure that we are using the preferred communication methods and that contact information is up to date.

ParentVUE
Our third measure for priority C2 is the percent of parents using ParentVUE. ParentVUE allows parents to check attendance, course grades, health records, high school credits, test scores and other student data. The Information Systems Department began reporting ParentVUE use data in January of 2023. The average across the months of January through March for students in grades K-12 were used for this report. The baseline level for this priority was 87%, and it increased slightly to 88% in 2024 and remained at 88% in 2025 and 2026.

Viewership and engagement on web, e-newsletters, video and social media

- Website: Popular pages, behavior, sources and devices each week
- E-news: Opens and clicks each week
- Social media: Top social media posts each month

Media coverage

- District and/or schools mentioned in local and national media outlets each week

Learning Management Systems

- **Seesaw**: 3,755 unique individual accounts logged in at least once during the 25-25 school year (3.30.26).
    - This represents a 4% decrease from the 24-25 school year.
- **Schoology**: 4,075 unique individual accounts logged in at least once during 25-26 school year (3.30.26)
    - At the secondary level, Schoology is used to show the in process grades and assignments for students. ParentVUE shows end of term grades.
    - This represents a 15% increase from the 24-25 school year.

Outcome Measures
Perception of Inclusive Communication
Senior Exit Survey
There is no data to report for this metric as the surveys currently administered at the high schools across the system are not standardized. Exemplar surveys are being collected and a pilot will be conducted. The survey will analyze the PreK-12 experiences of our seniors and their future plans.

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Community Survey

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	Timely, relevant, accessible communication	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	87%
	Inclusive participation	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	88%
	Heard and valued	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	87%
	Trust to do what's right	≦74%	75-79%	80-84%	85-89%	≧90%	NA	87%	83%	NA	NA	91%

This past January, a community survey was administered asking community members a variety of questions on their thoughts and experiences with our strategic directions, services and finances. This was done via a representative random sample survey of our community as a whole and a parent/caregiver subgroup.

With regard to strategic direction C, five data points were added to the Vision Card from the community survey, including:

- Overall communication rating (Overall: 90%, Parent/caregiver: 94%)
- Providing timely, relevant and accessible communication rating (Overall: 87%, Parent/caregiver: 93%)
- Inclusive participation of our communities rating (Overall: 88%, Parent/caregiver: 91%)
- Feel heard and valued (Overall: 87%, Parent/caregiver: 94%)
- Trust the district to do what's right for students rating (Overall: 91%, Parent/caregiver: 94%)

On the Vision Card, these added data points show the combined excellent and good total for the overall community sample. Of note, the parent/caregiver subgroup had higher ratings for all these same data points. Both the overall and parent/caregiver numbers are noted in the list above.

There are some additional communication-related questions in the survey that will further assist our district and school teams, including:

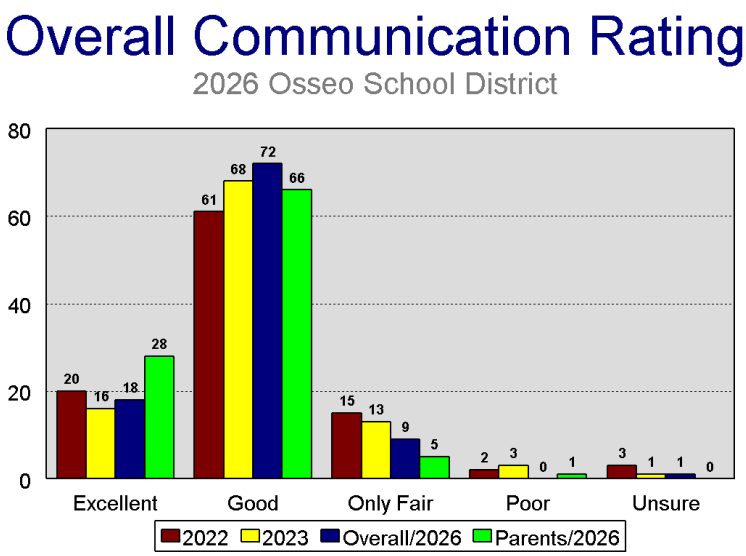
- Informed level
- Clear and easy to understanding communication rating
- Actual and preferred communication methods at the district and school levels
- School communication rating

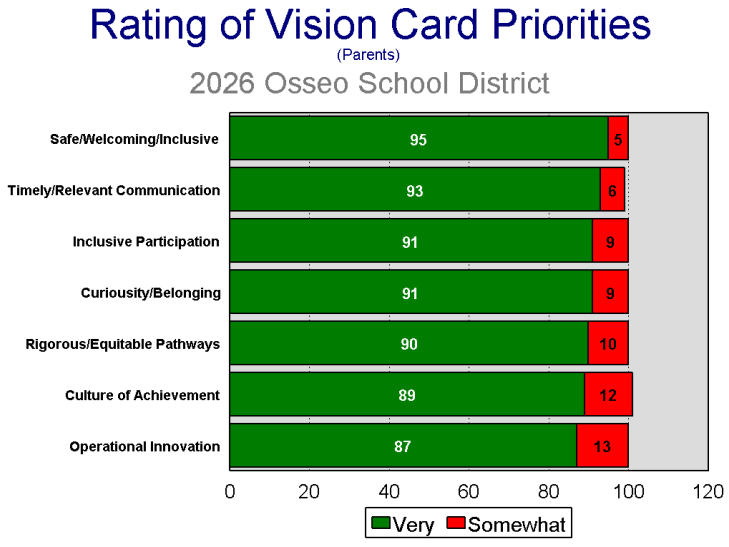
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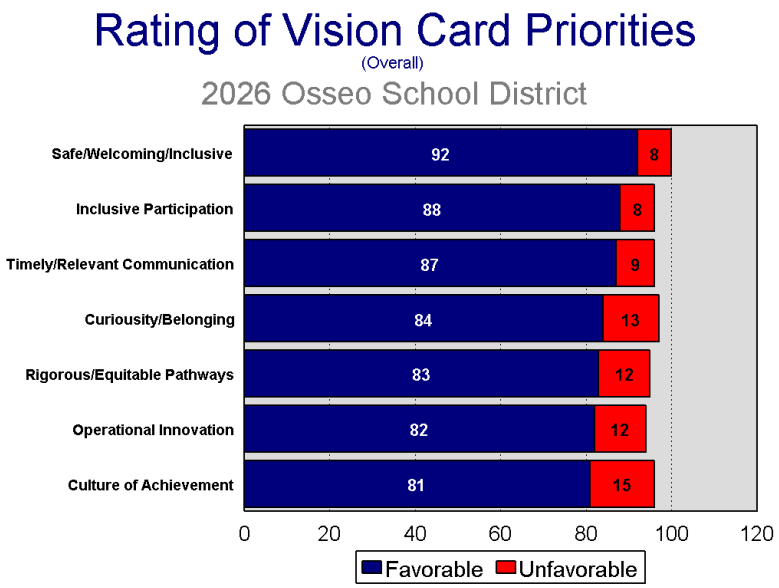
The questions below are not represented on graphs and have positive responses.

- Heard and valued. Overall, I feel heard and valued as a community member by Osseo Area Schools: 87%
- Trust. I trust the Osseo Area Schools to do what is right for students in this district: 91%





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Staff Stakeholder Survey
The staff stakeholder survey launches in April with revised scales and results will be shared in June.

Family Stakeholder Survey
The family stakeholder survey launched in March and results will be shared in June.

C2.Focused Priority

Process Measures

Engagement and Inclusion
The Engagement and Inclusion priority contains four metrics:

1. Advisory Committees - % of sites with representation
2. Effective Communication (Family Engagement Rubric)
3. Intentional Collaboration and Inclusive Practices (Family Engagement Rubric)
4. Empowerment and Advocacy (Family Engagement Rubric)

Advisory Committees
The first metric, Advisory Committees - % of sites with representation, measures what percentage of district sites are represented across advisory committees and the RISE (Radically Investing in Scholars Excellence) committee. Representatives were defined as a student, family member, or staff member from that site (excluding principals). See the link within the vision card for more information on other advisory groups that were included.

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Overall, 90% of sites were represented on at least one committee. This places this metric within the concern category. The rate of representation ranged significantly across sites. The sites with the highest representation across advisory committees were Maple Grove Senior High (24 representatives) and Park Center Senior High (20 representatives).

Family Engagement Rubric
The second metric is the Family Engagement Rubric: Effective Communication, Intentional Collaboration and Inclusive Practices, and Empowerment and Advocacy scales. These metrics were selected for this priority as they are important in ensuring the district is adequately partnering with our scholars, families, and community members at the margins, and the intent of this vision card is to ensure inclusive participation.

The Family Engagement Rubric is in the revision process, and work is being done to better integrate this measure into the ongoing work at sites by potentially adding mid-year check-ins. Data will be reported out during the 2026-27 school year.

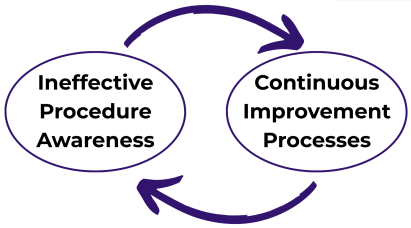
Strategic Direction E: Reframed as the Continuous Improvement Magnifier

We reframed the name of Strategic Direction E to Continuous Improvement Magnifier to help reduce repeated reporting and to focus more clearly on showing growth in all areas of our work. We created two big questions based on the high priorities of this direction.

- E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?

- E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?

These questions help us look closely at the systems, routines, and ways of working that affect our results. The graphic below shows how we want to connect our improvement work to identifying and improving processes that get in the way of student success.



E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?

(Highest Priority C1) Communication Tools

There are a number of communication tools available to staff. Our Community Relations team has heard many times what tool should be used when. Through our Communication Plan discussions with schools/sites over the last few years knowledge and usage has improved - providing more coherence and consistency. Despite this increase, our team still observes gaps in the timely access of messaging to all families.

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For example, website updating and multilingual messages. Moving forward the team will continue progress monitoring with school/site check-ins and usage statistics.

Vision Card D

District Operational Plan
Strategic Direction D: Create a system of operational innovation, excellence, accountability, and sustainability.

Strategic Direction	Goals
D	1. Ensure clear and transparent enrollment-related information that converts awareness into action and reflects the district's care and concern.
	2. Advance innovative, efficient, and sustainable operational systems that support safety, reliability, and long-term district success.

Priority D1. Refine district, department and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement.

The Vision Card Task Force identified the operational plan as a major system wide strategy to positively influence operational innovation, excellence, accountability, and sustainability. Below is our theory of action that explains this further.

Strategies	Measure: Process	Measure: Outcome
• Implement a robust enrollment marketing plan that showcases the uniqueness of each program and the student supports alongside them. • Implement a robust communication plan for the attendance boundary changes coming into effect.	• Advertisements • Viewership and engagement metrics (web, e-news, social, video) • School check-ins • Audit via NSPRA's rubric • SWOT analysis • Media coverage	• Nov. 1 enrollment data reflects an increase in student population. • Capture rate reflects 81%+. • Student retention data reflects 96%+. • 90%+ positive rating on the district's education quality. • 90%+ are proud and would recommend district schools. • 90%+ of our parents/caregivers will feel informed on boundaries. • 95% of elementary and middle school students successfully attend newly assigned school site on Sept. 8, 2026.

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Data from the district operational plan that is not included in the vision cards is shared at other board work sessions; for example, cybersecurity is shared with the board during the Cybersecurity Month.

Highest Priority D1

Process Measures

D1a. Organizational Continuous Improvement

It's important to look at *enrollment trends* to ensure our district is on a healthy trajectory into the future. Three pieces are currently being looked at to get a good glimpse of this - enrollment numbers, capture rate and student retention rate. With regard to enrollment numbers, we're just looking to see if we're growing, maintaining or losing students year over year. For the capture rate, we're seeing if community members in the district are choosing us over charter and private schools. This number is not considered healthy unless it's over 70%. And lastly, the student retention number analyzes if we're keeping families once we get them.

With the new community survey, two data points were added to the Vision Card, including:

- Quality of education rating (Overall: 85%, Parent/caregiver: 93%)
- Proud and would recommend Osseo Area Schools rating (Overall: 90%, Parent/caregiver: 95%)

On the Vision Card, these added data points show the combined excellent and good total for the overall community sample. Of note, the parent/caregiver subgroup had higher ratings for all these same data points. Both the overall and parent/caregiver numbers are noted in the list above.

There are some additional marketing-related questions in the community survey that will further assist our district and school teams, including:

- Education quality compared to neighboring districts, charter and private schools
- Criteria for selecting a school
- Ratings of staff, services and environments

D1b. Completion of the 3Yr Operational Plan

This year all sites posted their plans to the school website and all district departments completed the three year operational plans. The 3Yr Operational plans have alignment to the strategic directions. The strategies within the operational plan align to the district's highest and focused strategic priorities.

D1c. Staff Stakeholder Survey

The staff stakeholder survey launches in April with revised scales and results will be shared in June.

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D1d. Student Stakeholder Survey
The student stakeholder survey launches in April and results will be shared in June.

D1e. Family Stakeholder Survey
The family stakeholder survey launched in March and results will be shared in June.

Focused Priority D2

Dept	Strategies	Measure: Process	Measure: Outcome
DLTL	• Align district, department, and site priorities through three-year operational planning.	• Three-year plans submitted • Completion of transition milestones	• Baseline data provided from Staff Stakeholder survey - items from the Continuous Improvement scale.
I2T2	• Enhance cybersecurity and data protection to ensure safe, reliable operations. • Leverage AI and emerging technologies to improve efficiency, service, and decision-making.	• IT Critical Incident Response SLA • Periodic phishing assessment scores • Completion of Digital Security Response and continuity plans • Developing data set for AI next steps	• Improved Microsoft Security score • Improved Cyber Assessment score
HR	• Mentorship programs. • Competitive, equitable and sustainable compensation packages. • Grow Your Own	• Audit and compensation study results • Benchmark with market peers and evaluate compensation data • Data on mentee participation & experience • GYO program participation and completion rate • Retention data analysis	• 85% or more feel that levy dollars have been used responsibly. • Total compensation is ≥ market median. • Increase Staff of Color to ≥ 20.5%. • Retain ≥ 90% staff of color.

D2. Staff Recruitment and Retention

In order to capture progress on ensuring staff are representative of scholars and families, the proportion of staff of color is reported. During the 2025-2026 school year, 20.4% of staff identified as a person of color. This was up from 14.5% from 2021 (the last five years).

The following table provides the percentage of staff of color who were employed during the 2023-2024 school year and continued employment through the 2025-26 school year, which was 90.2% overall:

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Retention

ISD279 Employee Demographic Trends - Retention				
School year	**2023**	**2024**	**2025**	**2026**
Licensed % of color	93.90%	90.64%	96.30%	94.02%
Non – Licensed % of color	79.21%	82.97%	85.44%	82.31%
Administrators % of color	90.74%	96.08%	94.34%	90.91%
Total Staff of color	85.31%	86.63%	89.34%	90.21%

Staff

The table below reports the percentage of newly hired staff of color over time. Within the "Licensed % of Color" and "Non-Licensed % of Color" staff groups, there was an increase over the last five years (+1.67% and +11.58%, respectively).

2013-2026 New Hire Demographics

School year:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.24%	9.88%	10.04%	10.95%	10.98%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	19.74%	23.23%	23.23%	28.53%	31.32%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	30.39%	30.00%	30.22%	30.11%	29.90%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%	16.34%	17.64%	19.21%	20.43%

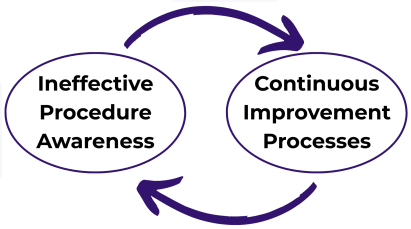
For comparison, the percent of our scholars of color has ranged from 58.9% to 64.3% over the past five years.

2019-2025 Scholars of Color Enrollment

	2019	2020	2021	2022	2023	2024	2025
Scholars % of color	58.98%	59.18%	59.83%	61.98%	62.83%	63.40%	64.34%

Strategic Direction E: Reframed as the Continuous Improvement Magnifier

With regard to the enrollment marketing plan, initial research showed that capture rate and customer service both needed improvement to compete in our competitive educational environment. Over the last few years the team's focus has been on using more call-to-action type content digitally and in print as well as with our front office teams who many times interact or give tours with prospective families. A company called SchoolMint has partnered with us on strategy directions. An increase in paid advertisements, the School Information Fair and focusing efforts on schools most needing it have been the latest directions. Our team plans to continue looking at data to determine next steps.



HR has worked to digitize several manual processes including exit interviews to make it easier to aggregate data, share data, and identify trends. HR, in

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partnership with Business Services, is also in the process of migrating three outdated systems to new applications. The new systems update technology, which will improve workflow, efficiency, and increase HR's ability to make data-informed decisions.

By re-evaluating processes and updating technology, HR is able to improve employee experience, which supports retention. Data tells a story and helps us understand if decisions or practices adversely affect underrepresented groups and whether our initiatives have the impact we're seeking.

Conclusion and Next Steps

Overall, the Vision Cards C and D monitoring data demonstrate steady progress toward strengthening inclusive communication, aligning operational systems, and sustaining a diverse and effective workforce. Increased use of multilingual communication tools, strong community trust ratings, and full completion of aligned three-year operational plans reflect meaningful movement toward strategic priorities. At the same time, results from advisory committee participation, family engagement rubric measures, and workforce representation trends highlight opportunities to deepen impact through more consistent engagement and targeted system improvements. Continued alignment between strategy, investment, and outcome monitoring will support stronger evidence of return on system strategies and long-term sustainability.

Recommended next steps:

1. Strengthen inclusive engagement structures by increasing site representation on advisory committees and expanding empowerment and advocacy practices with families and community members.
2. Refine communication system effectiveness by analyzing delivery gaps in translated messaging and aligning tools to family communication preferences.
3. Accelerate workforce diversification and retention strategies through expanded Grow Your Own pathways, mentorship supports, and ongoing monitoring of staff experience data.

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(C) Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

Definition Statement	Mindful Critical Question(s) (MCQs)
Members within the community find themselves represented and reflected through each communication method. We understand that meaningful participation fosters positive academic and equitable outcomes and communicates respect and maintained dignity, affirming each member of our teaching, learning, and the broader community.	• How have we provided multiple pathways for families or community members to engage in communication? • What practices have we established to ensure that communication is accessed universally? • What feedback loops have we created to ensure our communication is making intended connections?

Element	Priorities	Data Source		Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	2026
Outcome	**C1. Stakeholder Experiences, Perceptions, and Preferences**	**Community survey**	**Overall communication**	≦74%	75-79%	80-84%	85-89%	≧90%	NA	81%	84%	NA	NA	90%
			Timely, relevant, accessible communication	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	87%
			Inclusive participation	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	88%
			Heard and valued	≦74%	75-79%	80-84%	85-89%	≧90%	NA	NA	NA	NA	NA	87%
			Trust to do what's right	≦74%	75-79%	80-84%	85-89%	≧90%	NA	87%	83%	NA	NA	91%
		Staff Stakeholder Survey Items	**Prof and timely Communication**	≦67-71%	72-76%	77-81%	82-86%	≧87-91 %	NA	79%	74%	79%	76%	6/1
			School communication	≦60-64%	65-69%	70-74%	75-79%	≧80-84 %	NA	72%	69%	71%	94%	6/1
			District communication	≦58-62%	63-67%	68-72%	73-77%	≧78-82 %	NA	70%	71%	70%	74%	6/1
			Vision communication	≦55-59%	60-64%	65-69%	70-74%	≧75-79 %	NA	67%	67%	71%	75%	6/1

		Family Stakeholder Survey: Inclusive communication with communities scale	≦59%	60-69% S	70-79%	80-89%	≧90%	NA	75%	NA	80%	NA	6/1

(D) Create a system of operational innovation, excellence, accountability, and sustainability.

Definition Statement	Mindful Critical Question(s) (MCQs)
Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.	• How might we ensure systems and structures are implemented with fidelity and embrace our families, our communities, our scholars, and that provide a welcoming and engaging environment? • How might this research-based action promote informed risk towards meaningful educational pursuits?

Element	Priorities	Data Source		Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	2026
Outcome	**D1a. Organizational Continuous Improvement**	**Marketing within Community Relations**	**Enrollment numbers (Nov. 1)**	-301 or fewer students	-151-300 fewer students	+/- 150 more or fewer students	+151-300 more students	+301 or more students	20,350	20,261	20,322	20,567	20,650	21,009
			Capture rate	≦70%	71-72%	73-75%	76-80%	≧81%	67.1%	67.5%	67.4%	67.6%	68.1%	67.3%
			Student retention rate (year 1)	≦83%	84-87%	88-91%	92-95%	≧96%	90.0%	87.9%	88.2%	89.8%	89.0%	NA
			Community survey: education quality	≦74%	75-79%	80-84%	85-89%	≧90%	NA	82%	82%	NA	NA	85%
			Community survey: would recommend	≦74%	75-79%	80-84%	85-89%	≧90%	NA	86%	84%	NA	NA	90%
Outcome	**D1b. Completion of the 3Yr Operational Plan**	**Percent of Operational Plans Submitted**		NA	NA	94%	95-99%	100%	NA	NA	NA	NA	100%	100%
Outcome	**D1c. Staff Stakeholder Survey**	**Continuous Improvement**		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6/1
Outcome	**D1d. Student Stakeholder Survey** Because the survey was significantly revised for Spring 2024, a new baseline was established.	**Achieve Dreams**		≦58%	59-63%	64-68%	69-73%	≧74%	NA	NA	NA	66%	69%	6/1
		Lifelong Learning		≦63%	64-68%	69-73%	74-78%	≧79%	NA	NA	NA	71%	74%	6/1
		Classroom Learning		≦58%	59-63%	64-68%	69-73%	≧74%	NA	NA	NA	66%	68%	6/1

Element	Priorities	Data Source	Intervene	Concern	Baseline	Progress	Vision	2021	2022	2023	2024	2025	2026
Outcome	**D1. Family Stakeholder Survey**	**Innovation, Excellence, Accountability, and Sustainability Scale**	≦71%	72-78%	79-85%	86-92%	≧93%	NA	82%	NA	84%	NA	6/1
Outcome	**D2. Staff Recruitment and Retention** Ensuring That Staff are Representative of Our Scholars' and Families' Identities	**% Staff of Color**	≦9%	10-12%	19.2%	21%	≧50%	14.5%	14.9%	16.3%	16.3%	19.2%	21%
		% Staff of Color Retained	≦79%	80-84%	85-89%	90%	90%	NA	88.0%	85.3%	86.6%	89.3%	90%

Osseo Area Schools

Class Sizes with Boundary Changes

BJ Irmiter, John Morstad

April 7, 2026

Purpose and Data Used

- To provide an analysis of our current year's class size data
- Compare to historic class size data
- Effects of boundary changes

- All data provided by Brightworks, Inc. metro class size studies for the following school years:
  - 2025-26
  - 2023-24
  - 2021-22

Purpose and Data Used

- Elementary class sizes based on grade level:
  - Kindergarten
  - 1st Grade
  - 2nd Grade
  - 3rd Grade
  - 4th Grade
  - 5th Grade

Purpose and Data Used

- Secondary class sizes grouped by grades and class groups:
  - Junior Secondary
    - Grades 6-8
  - Senior Secondary
    - Grades 9-12
  - Class Grouping:
    - Art, Business/Marketing,FACS, Health Ed, Interdisciplinary, Language Arts/English, Math, Music, Phy Ed, Science, Social Studies, Special Education, Tech Ed/Computer Science, World Languages

Class Size Trends

Regionwide Class Sizes

(Includes Special Education)

	Average	Minimum	Maximum
Elementary	23.0	1	34
Jr. Secondary	24.6	1	79
Sr. Secondary	24.7	1	155

Regional Highlights

- **Key Themes:**
  - 2023–24 represents a **region-wide low point** for average class sizes
  - 2025–26 shows a **reversion to baseline**, not continued growth
  - Elementary averages follow a **“valley”** pattern (down then up)
  - Secondary and Special Ed inclusive averages show a **“peak”** in 2023–24
  - **Minimum class sizes are rising and maximums are falling**, tightening the ranges
  - Osseo remains **well-aligned** with regional norms

Osseo Average Class Sizes

Osseo	Average
Elementary	23.88
Jr. Secondary	28.00
Sr. Secondary	27.74

Osseo Elementary Class Sizes

Osseo	Average
Kindergarten	21.61
1st Grade	21.80
2nd Grade	23.11
3rd Grade	24.75
4th Grade	25.60
5th Grade	26.71

Class Size Targets	
Kind	25
1st	26
2nd	27
3rd	28
4th	32
5th	33

Osseo Elementary Class Sizes

Osseo	Minimum	Maximum
Kindergarten	13	27
1st Grade	13	28
2nd Grade	16	27
3rd Grade	18	29
4th Grade	18	32
5th Grade	17	33

Class Size Targets	
Kind	25
1st	26
2nd	27
3rd	28
4th	32
5th	33

Elementary Trends

- Kindergarten is the only significant outlier, averaging 21.61 students, compared to region average of 20.09
  - (+1.52 students, the largest variance in the elementary span)
- Grades 1–5 align closely with region, with differences ranging from –0.21 to +0.40 students.
- Class size peaks remain within typical regional patterns, with highest maximum in Grades 4 (32) and 5 (33).

Implication: Kindergarten may be the primary area to monitor if exploring class size reduction, additional staffing, or targeted support.

Kindergarten Class Size Trend

2021-2022	2023-2024	Current Year
22.25	19.73	21.61

Class Size Targets	
Kindergarten	25

- Regional average Kindergarten for 2025-26 = **20.1**
  - Region low = 16.27
  - Region high = 23.75

Osseo Middle School Class Sizes

Osseo	Average
Art	25.85
FACS	23.75
Health Ed	24.14
Language Arts	28.10
Math	28.40
Music	29.30
Phy Ed	28.24
Science	28.34
Social Studies	28.32
Tech Ed/Computer Science	25.02
World Languages	27.38
Special Education	7.68

Class Size Targets	
Secondary	33

Osseo High School Class Sizes

Osseo	Average
Art	27.34
Business Ed/Marketing	28.03
FACS	27.13
Health Ed	29.84
Language Arts	27.75
Math	28.02
Music	28.75
Phy Ed	28.75
Science	28.59
Social Studies	27.70
Tech Ed/Computer Science	24.28
World Languages	25.55
Special Education	7.97

Class Size Targets	
Sec.	33

Secondary Trends - Middle Schools

- ELA (+2.42) and Math (+2.37) are meaningfully above metro, signaling higher loads in core academics.
- Elective/experience-based courses run 1.3–4.3 students smaller than region.
  - Art, FACS, Health, TechEd, PE, and Music
- Science and Social Studies are nearly aligned (±0.3).
- Special Education is larger than region (+1.78), consistent with program delivery patterns in some districts.

Implication: Our schools appear to prioritize smaller elective and exploratory sections in the master schedule, while core academic classes carry higher enrollment.

Secondary Trends - High Schools

- Most core academic subjects (ELA, Math, Science) sit within ±0.7 of region averages—effectively aligned.
- Social Studies (–1.31), Music (–1.29), and World Languages (–1.19) run smaller than region.
- CTE/Applied programs, including Technology Ed (+1.58) and Work Experience (+4.91), are higher than region.
- Special Education again shows a moderately higher average (+1.24).

Implication: High school schedules reflect strong enrollment in CTE and experiential offerings, with lower enrollment in certain core/elective areas.

Overall Themes

1. **Overall alignment:** District 279 class sizes align closely with regional patterns at the system level..
2. **Early learning:** Kindergarten class sizes differ more from regional norms than other elementary grades.
3. **Middle school core academics:** ELA and Math show modest differences from regional benchmarks.
4. **Elective and exploratory courses:** In elective and exploratory courses, class sizes trend modestly below regional benchmarks.
5. **CTE and experiential learning:** High school CTE/Work Experience courses show substantially higher demand than regional peers.

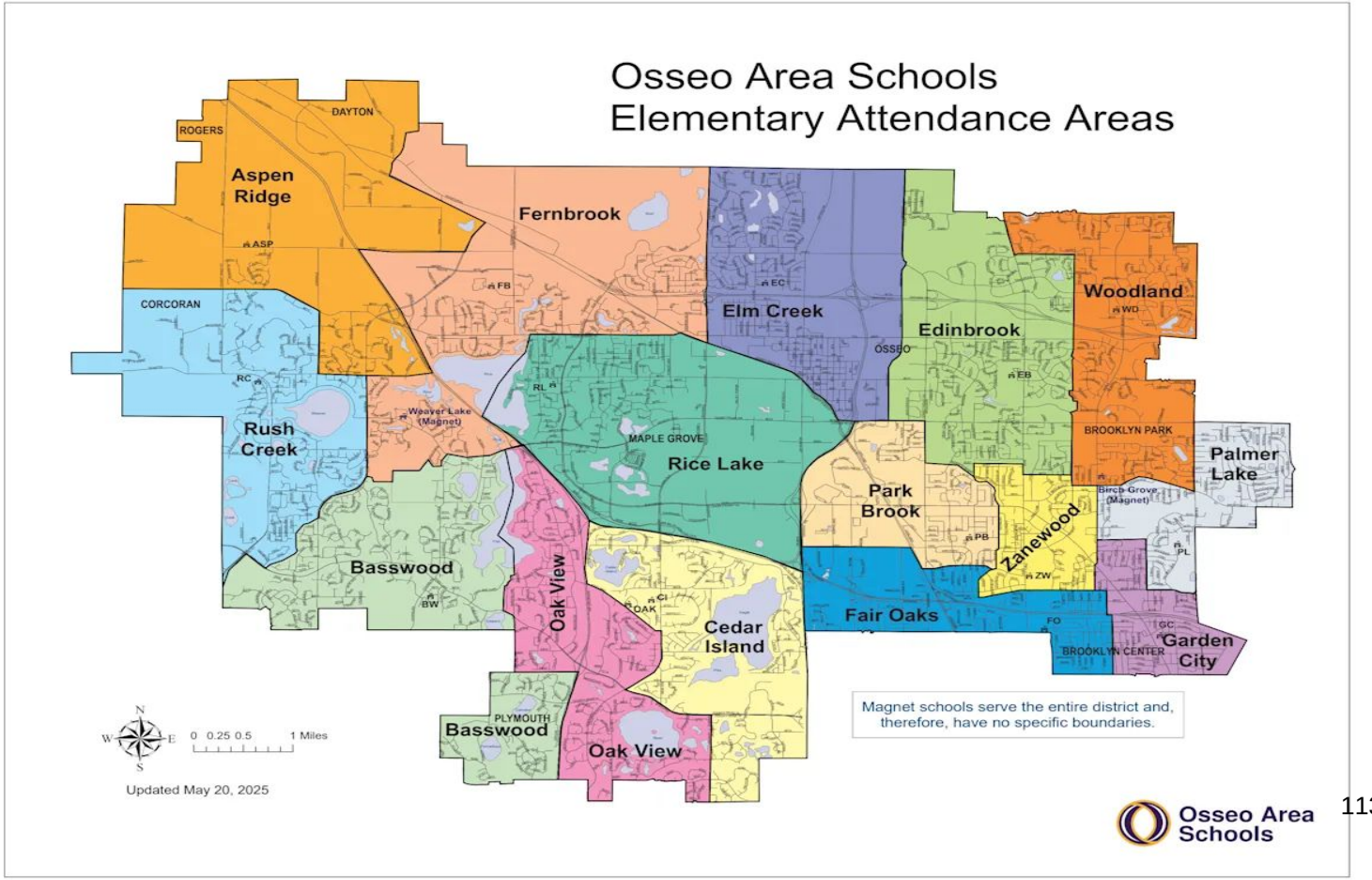
Talking Points for Leaders

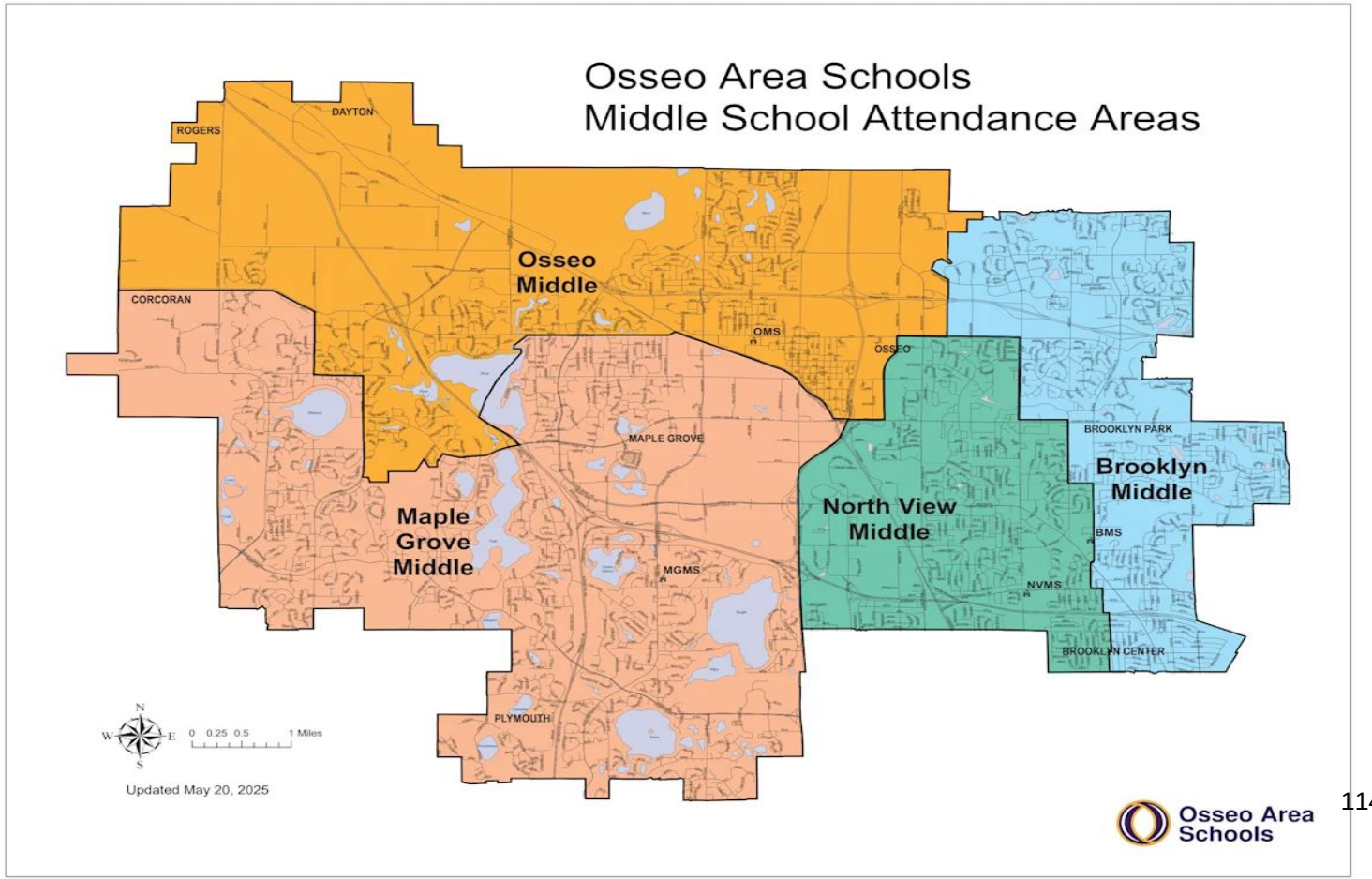
- “District 279 remains right in line with regional class size norms overall—we are neither systematically larger nor smaller.”
- “Kindergarten is our most significant elementary variance, and a predictable place where families feel class size most acutely.”
- “In middle school, our core subjects run larger, which may impact instruction and support needs.”
- “Elective areas at both MS and HS run smaller than region averages, suggesting possible scheduling efficiencies.”
- “Our high school CTE and work-based learning programs show strong demand, exceeding regional norms.”
- “Ranges in some secondary subjects (e.g., Music, Math, PE) suggest uneven section loading which reflects current master schedule balancing.”

Boundary Changes

Impacts of Boundary Changes - Phase 1

- Temporary closure of Crest View Elementary
  - Student choice distributed students to:
    - Edinbrook - 100
    - Zanewood - 15
    - Fair Oaks - 15
- Boundary changes for Crest View attendance area split to:
  - Edinbrook
  - Woodland
  - Zanewood


Osseo Area Schools
Elementary Attendance Areas
ROGERS
DAYTON
Aspen Ridge
ASP
Fernbrook
FB
CORCORAN
RC
Rush Creek
Weaver Lake (Magnet)
RL
MAPLE GROVE
Rice Lake
EC
Elm Creek
OSSBO
Edinbrook
EB
Woodland
WD
BROOKLYN PARK
Palmer Lake
Birch Grove (Magnet)
PL
Park Brook
PB
Zanewood
ZW
Basswood
BW
Oak View
OAK
CI
Cedar Island
Fair Oaks
FO
GC
Garden City
BROOKLYN CENTER
PLYMOUTH
Basswood
Oak View
N
W
E
S
0 0.25 0.5 1 Miles
Updated May 20, 2025
Magnet schools serve the entire district and, therefore, have no specific boundaries.
Osseo Area Schools


Osseo Area Schools
Middle School Attendance Areas
DAYTON
ROGERS
CORCORAN
Osseo
Middle
OMS
OSSEO
MAPLE GROVE
Maple
Grove
Middle
MGMS
PLYMOUTH
North View
Middle
NVMS
BROOKLYN PARK
Brooklyn
Middle
BMS
BROOKLYN CENTER
N
W
E
S
0 0.25 0.5 1 Miles
Updated May 20, 2025
Osseo Area
Schools

Impacts of Boundary Changes - Phase II

- Addition of Aspen Ridge Elementary
- Balancing of elementary schools
  - **Largest Changes:**
    - Aspen Ridge +570
    - Fernbrook -342
    - Fair Oaks +157
    - Rice Lake - 131
    - Cedar Island -103
- Balancing of middle schools
  - **Largest Changes:**
    - Northview Middle +286
    - Osseo Middle -182
- Moratorium on in-district transfer

Impacts of Boundary Changes - Phase II

- **Pressure Points**
  - A few elementary sites expected to be near capacity:
    - Elm Creek
    - Park Brook
    - Edinbrook
  - Increased open enrollment requests
  - Majority of districts surrounding Osseo are in financial distress
    - Active cuts
    - Statutory Operating Debt

Questions

Osseo Area Schools

1 Yr Board Calendar Meeting Topics – 2025-2026 School Year *(working draft)*

Draft March 18, 2025; updated April 1, 2026

*** indicates Student School Board Representatives in attendance to provide input**

	Osseo Area Schools *DRAFT* Proposed Topics: January-June 2026 Agenda/Calendar					
	January	**February**	**March**	**April**	**May**	**June**
District Policy			• Policy Committee Meeting (3/10/26))			• Policy Committee Meeting (6/9/26)
Op Over-sight	**Organizational Meeting** (1/6/26) • Election of board officers • Board compensation • Consent agenda (business, legal) • Committee and Joint Board representatives • Informational Items: Operating Protocols – Resolution and Agenda Setting followed by **Work Session** • Standards-based Grading Practices • School-based Health Clinic • 1 year Operational Plan **Regular Mtg** (1/20/26) • Targeted Services (NVMS) presentation • Annual Radon Report • Approval of property insurance carrier • Negotiations Strategy Meeting (SM/closed session)	**Work Session** (2/10/26) • LRFP Budget Update • Standards-based Grading Practices* (with Student Board Reps) **Regular Mtg** (2/24/26) • Student Board Representatives Report (to present summary of Standards-based Grading Practices discussion) • FY26 Budget Adjustments • FY26 Capital Budget Approval • Contract ratifications • Negotiations Strategy Meeting (SM/closed session)	**Work Session** 3/10/26) • Special Education Update • Grow Your Own **Regular Mtg** (3/17/26) • Technology bid awards • E-rate bid awards • Contract ratifications	**Work Session** (4/7/26) at Cedar Island • Vision Cards C & D • Class Sizes with Boundary Changes • Community Survey **Regular Mtg** (4/21/26) • Presentation: Osseo Area Schools Survey, Peter Leatherman • Insurance renewals • Contract ratifications • Negotiations Strategy Meeting (SM/closed session)	**Work Session** (5/5/26) • Technology Use • Indian Education • Equity Policies Review*(student board reps) • Language Access **Regular Mtg** (5/19/26) • Retiree recognition • Student board rep reports (equity policies) • District Planning Advisory Council (DPAC) Recommendations • Termination of probationary teachers • Contract ratifications • Negotiations Strategy Meeting (SM/closed session)	**Work Session** (6/9/26 • 2026-27 Budget • Legislative Update • Vision Cards A & B (attendance, truancy) **Regular Mtg** (6/23/26) • 2026-27 Budget • 10-year LTFM Plan • November 2026 election resolutions • Contract ratifications • Negotiations Strategy Meeting (closed session Extracurricular Activities agenda topic & Teacher Mentor Program- to be moved to 26-27 school year (August)
Board Gov/Self-Gov.	• Election of board officers/annual meeting (AR)					
Supt. Rela-tions	• Mid-year Sup evaluation check-in (SM/Closed session, informal)					