

School Board Study Session
Monday, October 23, 2023 4:00 PM Central

District Office Conference Room, Room 164
Austin High School
401 3rd Ave. NW
Austin, MN 55912

1. Call to Order/Roll Call
2. Approval of Agenda
3. Overview of Austin Online Academy (AOA)
4. Direct Admission Update
5. Kindergarten Transition Update
6. Board Goal Update: Implement Strategic Plan
 - 6.A. Nonexclusionary Discipline (NED), Rights and Responsibilities
 - 6.B. Grading and Reporting
 - 6.C. World's Best Workforce Annual Report Update
7. *The Governance Core* Book Study - Chapter 2
8. Adjournment

Austin Online Academy Overview

October 23rd, 2023



OUR MISSION

(Our Core Purpose)

INSPIRE. EMPOWER. ACCELERATE.

OUR VISION

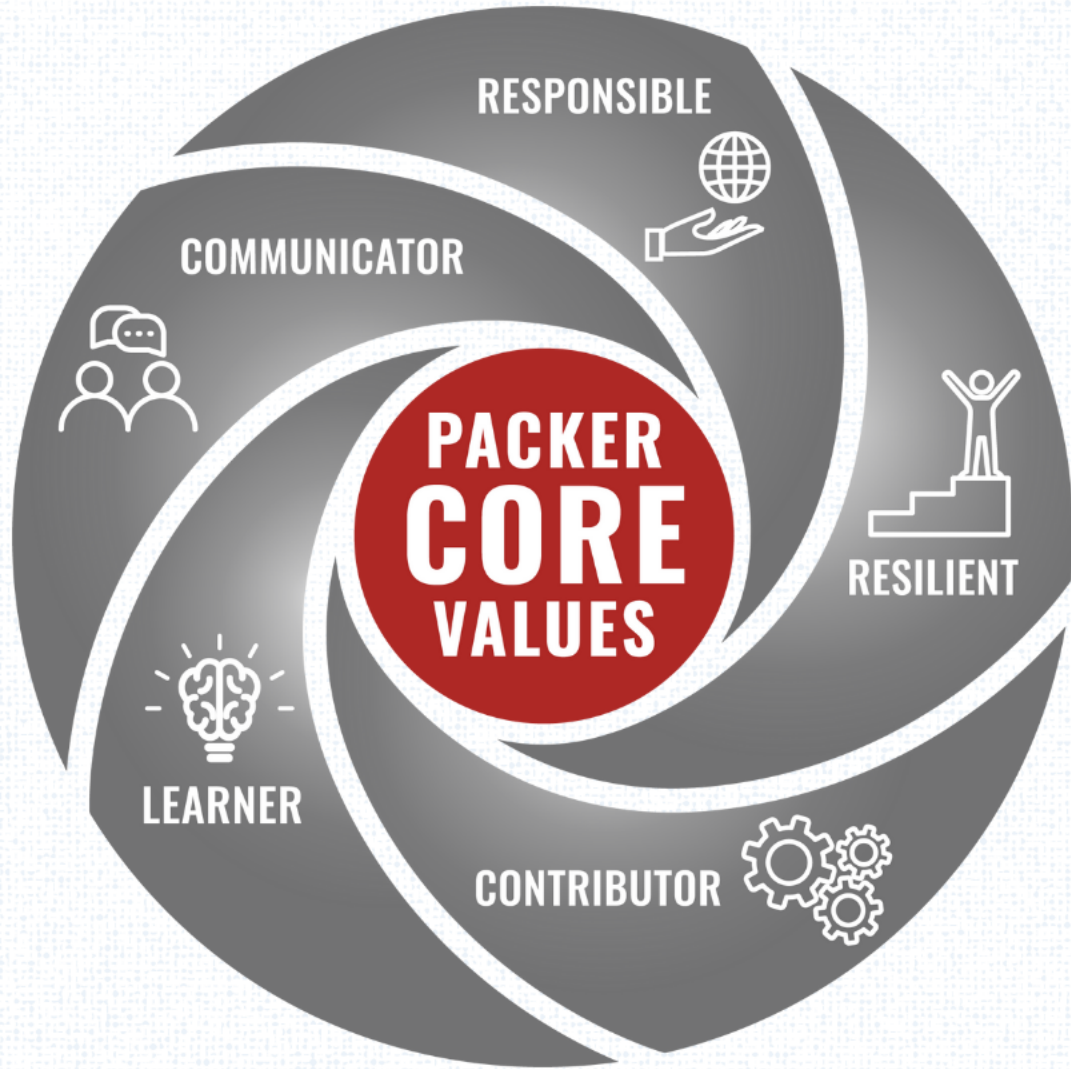
(What We Intend to Create)

PREPARING ALL LEARNERS TO MAKE A
DIFFERENCE IN THE WORLD.

OUR STRATEGIC PRIORITIES

(Drivers of Our Continuous Improvement)

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



OUR CORE VALUES

(Drivers of Our Words and Actions)

- **Responsible:** Demonstrates accountability to self and others
- **Resilient:** Develops perseverance and self-confidence
- **Learner:** Challenges self to think critically
- **Communicator:** Listens actively and shares learning and experiences
- **Contributor:** Engages as a productive member of the community and global society

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What is Austin Online?

Austin Online Academy is an **online virtual school option**. Students who enroll in the program will have an advisory teacher who will help support academic learning, develop career/college readiness, and engage with them to assist in making the school year successful.

One special feature of Austin Online Academy is that students in the program will also have the option to meet with their advisor in-person at Austin High School.

Additionally, Austin Online Academy is a part of Austin Public Schools. Enrolled students will still have access to **extracurricular activities including sports and the arts**.

“

I have more time to focus on my activities and not worry about missing school.

AOA helps me because I can do my schoolwork for that day ahead of time. of time.

MERYN SILBAUGH



We Are
AOA
Austin Online Academy



AUSTIN ONLINE ACADEMY

TIME

Your coursework is available 24/7, which means you can learn on your schedule, when it fits your life.

LOCATION

Austin Online Academy is virtual, so you can access your content from anywhere with an internet connection.

FLEXIBLE

At Austin Online Academy, you can learn from wherever you are.

What is Austin Online?



What is Austin Online?

Dedicated Teachers

Dedicated and Licenced Minnesota
Teachers are Here to Help!



We Are

AOA

Austin Online Academy

Support

80% of Austin Online Parents would recommend AOA to other families.



80%

We Are
AOA
Austin Online Academy

Can you attend Austin Online Academy and participate in Post Secondary Enrollment Options (PSEO)?

Yes!

Austin Online Academy Students can also take PSEO courses.

Can Austin Online Academy Students Access the Hormel Austin Assurance Scholarship?

Yes!

Since Austin Online Academy is an APS school, students are eligible for the Hormel Foundation Austin Assurance Scholarship.

Why online?

Learning online is a great opportunity to build your **independence and organizational skills**. In addition to the fun and rigorous academic courses we will strengthen our skills that can be used in high school and beyond.

When attending an online school, you will be learning more than just content. We will be working on helping you to **build skills** such as time management, self-motivation, communication, and self-advocacy.

“

AOA helps me to be an athlete and a scholar by providing flexible online classes that allow me to balance my academic studies with sports.

MIA FLORES JIMENEZ

We Are
AOA
Austin Online Academy



Why online?



Who are our students?

Online learners have the opportunity to make the decisions about **how, where, and when they learn**. This flexibility allows you to practice managing your day, which is a needed skill for many future work and learning scenarios.

In an online environment you will work **on your own, in small groups, and with your community** so that you can practice writing, speaking, and interacting with others.



“

AOA allows me to spend more time working on my family’s farm developing my own hay baling business and raising meat goats. Working on farm equipment has better prepared me to compete on the Austin FFA Ag Mechanics team.

LUKE HANSEN



How do our students learn?

How do our students learn?

Successful students choosing this option include those who can work **independently**, are **career focused**, and like the **flexible scheduling** that online schools offer.

“

AOA has given me the ability to learn on a flexible schedule while also being able to compete as a member of a team. I can easily work around practices and games while still succeeding on an academic level.

EZEKIEL BONORDEN

We Are
AOA
Austin Online Academy



Learning

92% of students reported feeling engaged in AOA classes



We Are

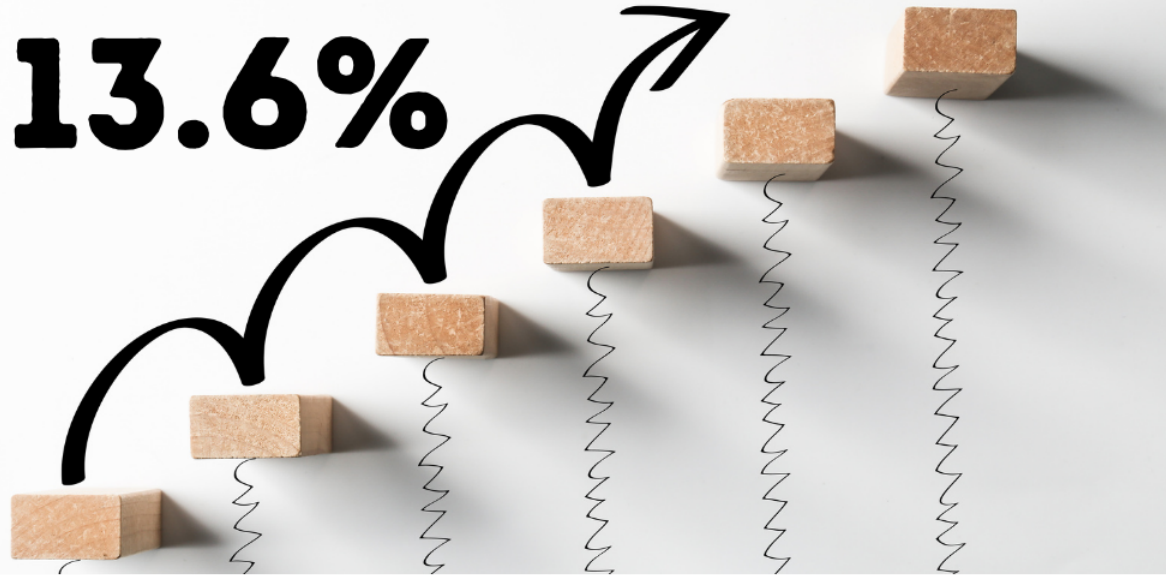
AOA

Austin Online Academy

Acceleration of Learning

Austin Online Academy students saw a 13.6% growth in passing courses during the 2022-23 school year!

13.6%

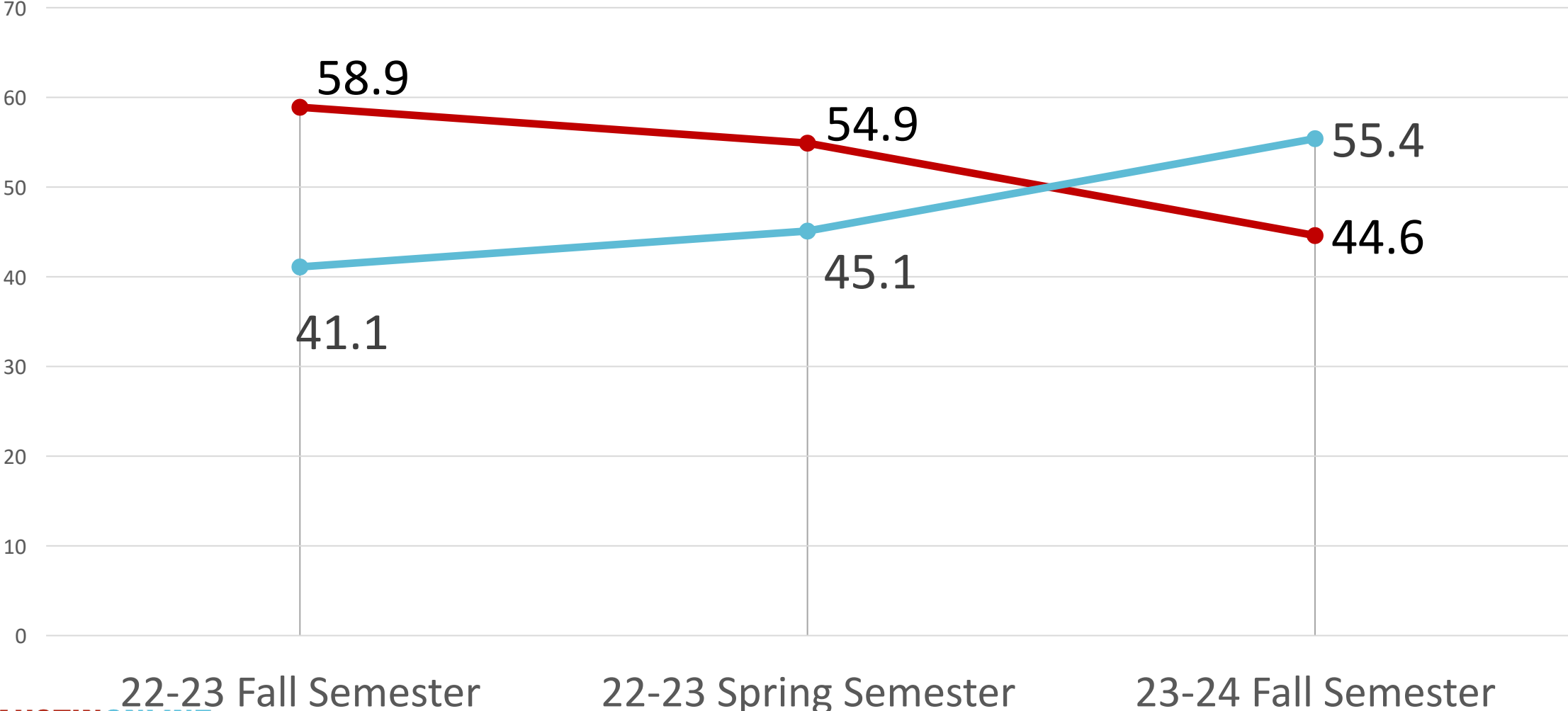


We Are



Austin Online Academy

Student Progress



● Progress Grade F's ● Progress Grade Passing

Where are our students?

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In an online environment you will work on your own, in small groups, and with your community so that you can practice writing, speaking, and interacting with others.

“

AOA helps me be a scholar and an athlete by giving me flexibility and being able to work at my own place and allowing me to work ahead if I know I'm going to have a meet or something going on and not be able to do my work then. It's a lot less stressful and lets me focus on other things.

EVA TAYLOR

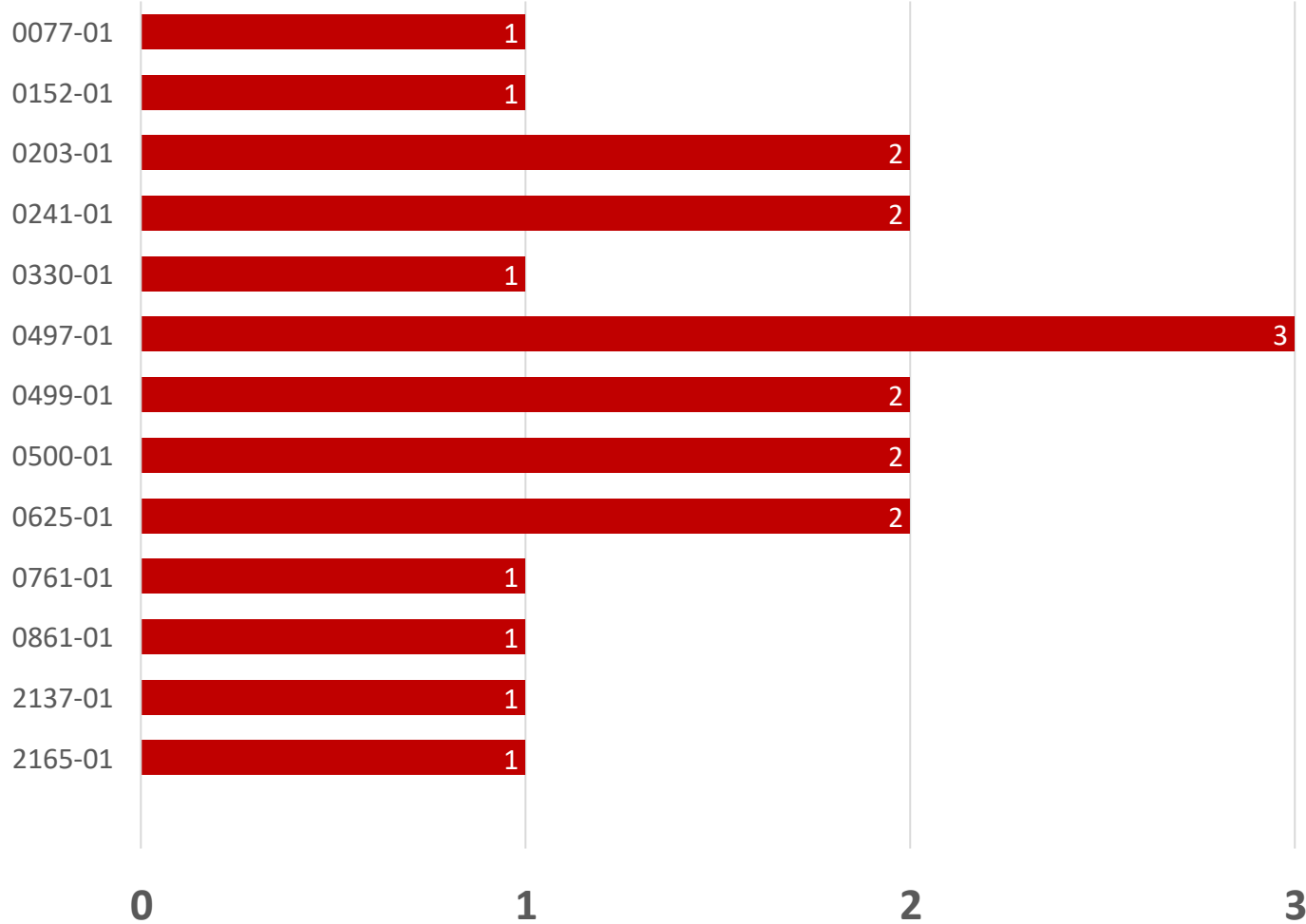
We Are
AOA
Austin Online Academy



Where are our students?

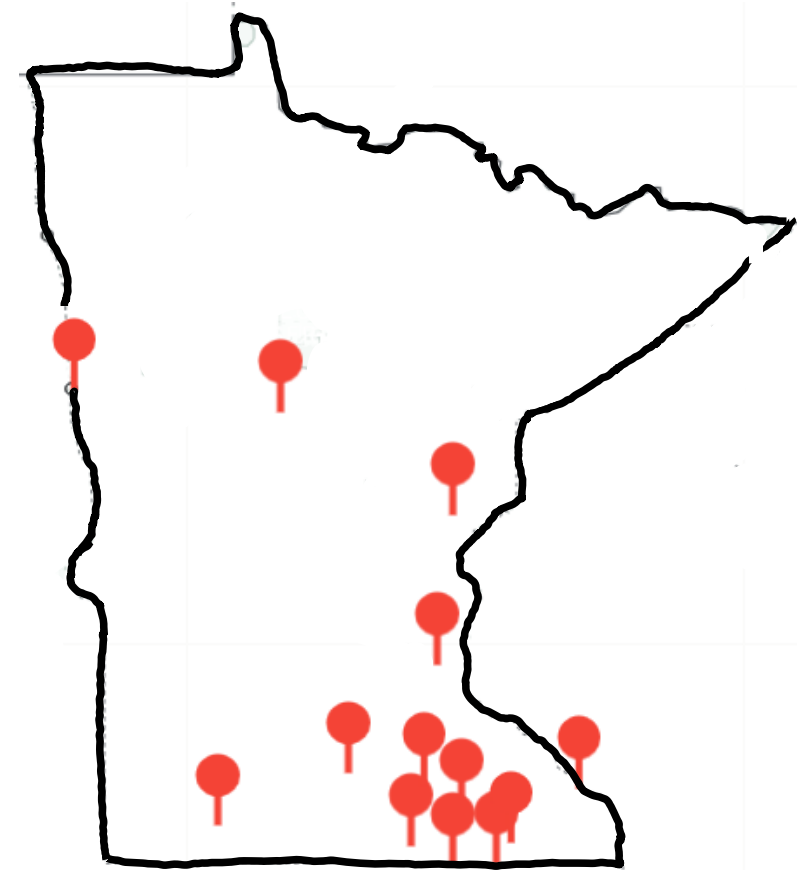


Value Add to Austin Public Schools



Grand
Total 20!

■ Students



How do we stay connected with our virtual learners?

Since Austin Online Academy is a virtual school option, students can learn from **anywhere** that has an internet connection.

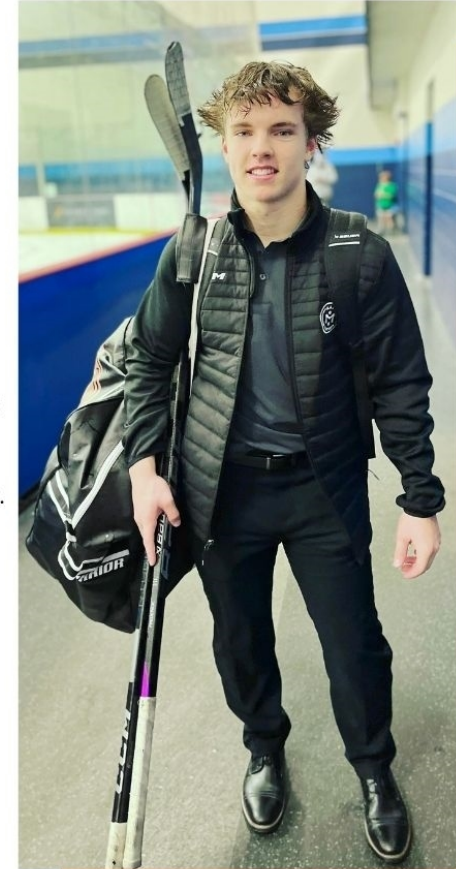
This allows for tremendous **flexibility** for students and families. Again, students will also have the **option to interact** with their advisors and instructors in-person if needed.

“

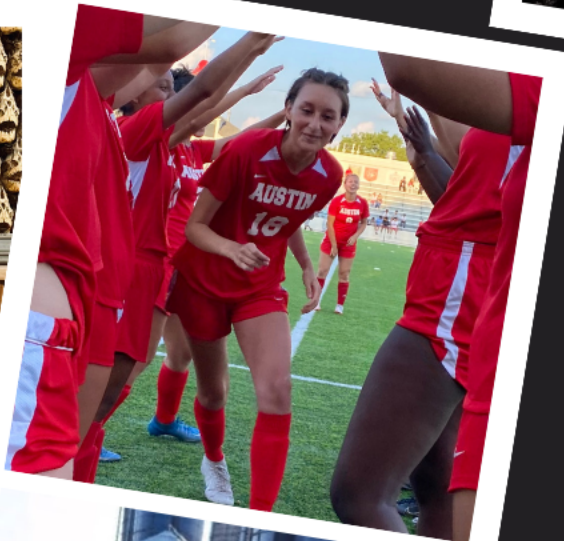
My favorite part about AOA is being able to balance my commitment to hockey and to my schoolwork without compromising my education. Managing my hockey schedule with a traditional school would be almost impossible. The flexibility of online schooling has made the different demands of my training and competitive schedule so much easier to achieve. The teachers at AOA are very supportive, they are always willing to help or answer any questions when needed, making it easier for me to achieve my academic goals.

JAYTON FREDERICK

We Are
AOA
 Austin Online Academy



COME
Along
WITH
MRS. CABEEN



First Quarter Social



AOA First Quarter Social Event!

Location: AOA Office
Date/Time: 10/25 1-3:30
RSVP: to your advisory teacher by October 18th.

What is next?

Moving forward we are excited about future **pathways** and support for our school. This would include:

- Enhanced infrastructure.
- Comprehensive staffing plan.
- Sustainable budget (outside of grants)
- More **activities** for students and support for students at AHS activities and events.
- Continued **increase enrollment** and graduates of AOA.

“

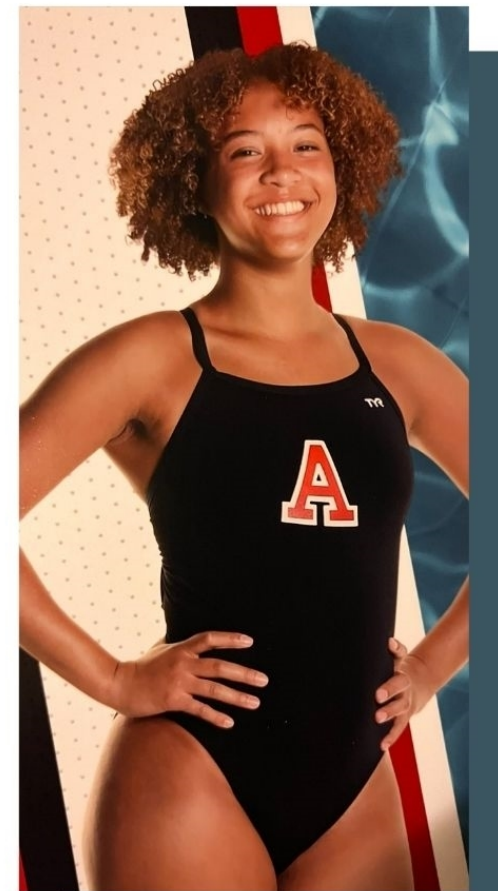
AOA helps me be a scholar and an athlete by giving me more flexibility to go to more practices, go to the gym, or to go on more trips during the school year.

I have easier access to one-on-one help when it comes to schoolwork and the teachers are nice.

I have more mental energy to continue doing schoolwork and be more present in my practices after school.

ALAYNA KENNEDY

We Are
AOA
Austin Online Academy



How do I enroll?

How do I share this information with others?

Current APS students may contact the enrollment office for more information on transferring to Austin Online Academy.

New APS families can enroll by calling **507-460-1937** or visiting the Austin Online Academy Website.





AUSTIN PUBLIC SCHOOLS
Information Services

mh OFFICE OF
HIGHER EDUCATION

Direct Admissions Update

10/23/2023



*Prepared by: Corey Haugen
Director of Information Services*



AUSTIN PUBLIC SCHOOLS
INSPIRE • EMPOWER • ACCELERATE

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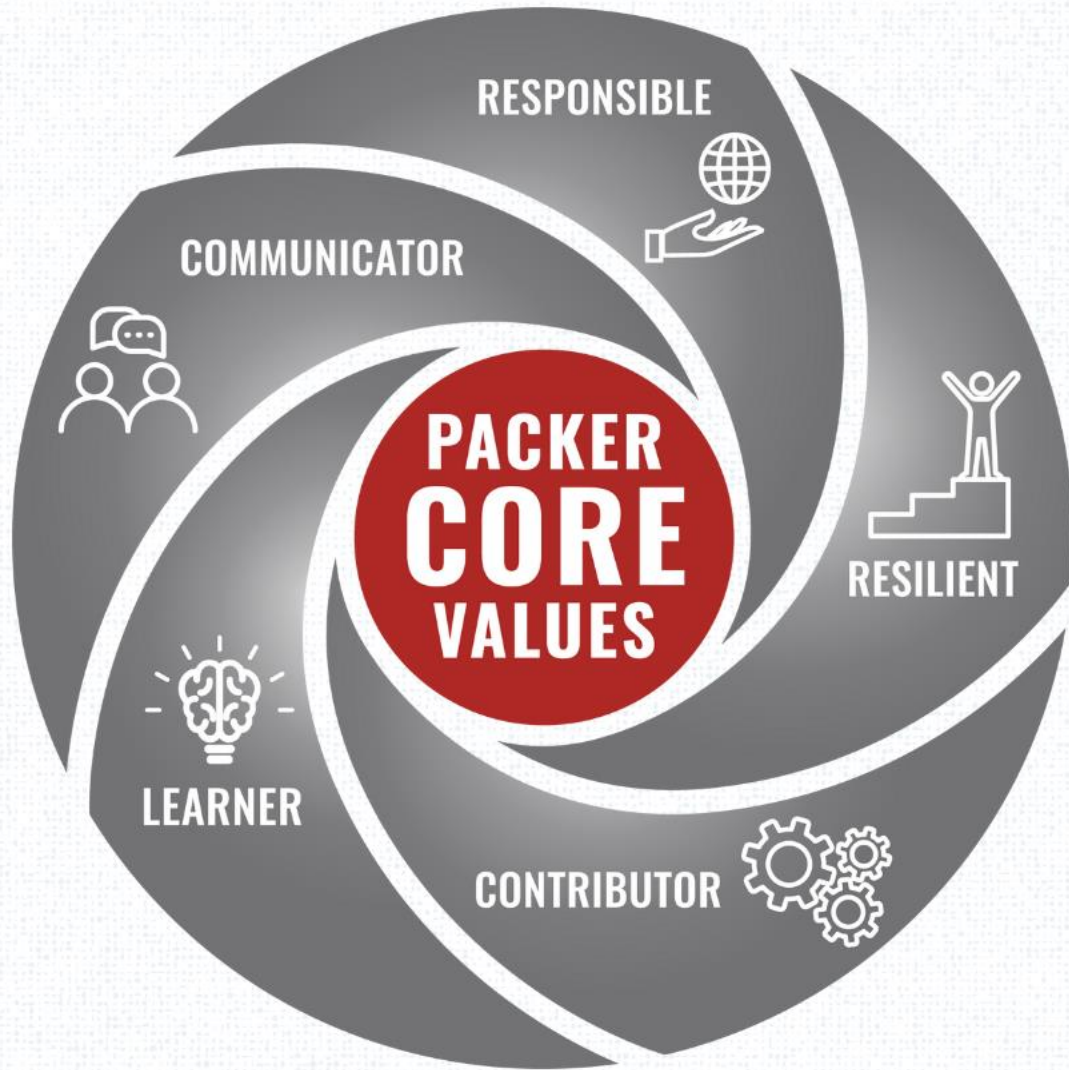
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Welcome to Direct Admissions!

- Goal: To encourage all high school seniors to think of themselves as “college material” and to offer them a “direct admissions” opportunity. This pilot will try to reduce the anxiety around the “Will I get in?” question and encourage exploration of Minnesota colleges and universities
 - Direct admissions is designed to spark and supplement other college exploration activities and isn’t designed to tell students which college or university they should attend
 - 55 participating colleges in 2023-2024
 - New next year: Bethel University, Metro State University, Northwestern Health Sciences University, University of Minnesota Rochester
 - 129 participating high schools, 23,669 students; 43% Black, Indigenous, and Students of Color, 34% Free- or Reduced-Price Meal Eligible

SOURCE: <https://www.ohe.state.mn.us/mPg.cfm?pageID=2484>

Direct Admissions Minnesota

5

Project Overview: The Details

- Students from participating schools receive a personalized communication between August and October
 - Students will get a personalized list of colleges and universities committed to admitting them for Fall 2024
 - The list will include colleges and universities from all over Minnesota
 - The number of school on the list will be determined by the student's GPA and grades in core classes through the end of their junior year
- Direct Admissions applies to general admission; some programs and majors may not apply
- There are no application fees charged at any point in the student's senior year for participations
- All students from participating schools on track to graduate in Spring 2024 will automatically be part of Direct Admissions, unless they opt-out.

SOURCE: <https://www.ohe.state.mn.us/mPg.cfm?pageID=2484>



Direct Admissions

mn OFFICE OF HIGHER EDUCATION

Direct Admissions Minnesota

Based on a review of your high school transcript, you are on track to graduate in 2022-2023 and are eligible to participate in the Minnesota [Direct Admissions*](#) program! As you begin planning for your future, we want to make sure you know that you are college material and have met the admissions criteria for many colleges and universities in Minnesota. The next step is to confirm your interest in one or more of the colleges and universities to which you can be directly admitted to and complete a FREE admissions application to your institutions of interest.

The Direct Admissions program has taken the worry out of knowing where you stand. You can choose to apply to one or more of the schools listed on this portal and know that you'll be granted admissions. You can also look into the other great higher education options in Minnesota if the college or university you are most interested in doesn't appear on this list (check out myhighered.mn.gov to learn more).

	Yes
Alexandria Technical & Community College http://www.alextech.edu	<input type="checkbox"/>
Anoka Technical College http://www.anokatech.edu	<input type="checkbox"/>

Direct Admissions Minnesota

7

Project Overview: The Details

- Colleges and universities have opted-in to participate and agreed to an *academic tier* for participating in the program
 - Students will be matched to academic tiers based on review of their end of junior year GPA and course grades
 - All students who are on track to graduate will receive letters/notifications
- Students will be informed in Direct Admissions communication that they:
 - Are expected to graduate in spring 2024 and maintain their academic standing
 - Must complete admissions application for colleges they are interested and submit other required documents (e.g. essay, letters of recommendation)
 - Should complete FAFSA for financial aid consideration
 - Are not required to apply to any of the colleges that are listed on their letter nor are they limited to applying to just those colleges

The Academic Tiers

Colleges participating by academic tier:

Academic Tier	Unweighted GPA (4.0 scale)	Qualifier	Course Grades in 10th and 11th Grade in Math, English, and Science	Colleges accepting Direct Admissions	Total Colleges appearing on the Student's Notification
1	Less than 2.50	n/a	n/a	Community & Technical Colleges; tribal colleges	29
2	2.50-2.74	n/a	n/a	3 colleges	32
3	2.75-2.99	n/a	n/a	4 colleges	36
4	2.75-2.99	AND	C average or higher in all 3 course areas	5 colleges	41
5	3.00+	n/a	n/a	10 colleges	51
6	3.50+	AND	C average or higher in all 3 course areas	4 colleges	55
Total	all	n/a	n/a	55 colleges	

10/18/2023



Sample Student
1234 5th Ave NW
Austin, MN 55912

Dear Student,

Congratulations! Based on a review of your high school transcript, you are on track to graduate in 2023-2024 and are eligible to participate in the Minnesota Direct Admissions* program! As you begin planning for your future, we want to make sure you know that you are college material and have met the admissions criteria for many colleges and universities in Minnesota. The next step is to decide which colleges and universities from the list below you want to admit you via Direct Admissions.

The Direct Admissions program has taken the worry out of knowing where you stand. You can choose to apply to one or more of the schools listed on this letter and know that you'll be granted admissions. You can also look into the other great higher education options in Minnesota if the college or university you are most interested in doesn't appear on this list (check out myhighered.mn.gov to learn more).

You have a couple of next steps:

1. **Check your high school email to review your personalized list of colleges and universities.** The next step is to confirm your interest in one or more of the colleges and universities to which you have been directly admitted. Select "yes," to be directly admitted for Fall 2024. After you confirm your choices, the colleges or universities will follow up with you with more information. Remember to hit the "submit" button at the end of the form!
2. **Review your institution's application deadlines and submit the FREE admissions applications.** If you are ready to apply, check out the websites for your potential institutions to make sure you have all your application materials prepared (some schools may require an essay, test scores, or other materials). Please note: Although your application fees will be waived, you must still meet the application deadlines, even if you are applying through Direct Admissions.
3. **Get help paying for college!** You can apply for financial aid by completing your Free Application for Federal Student Aid (FAFSA). Remember to fill out the FAFSA when it opens in December 2023 or check out our FAQ for more information!

*Please see website (<https://www.ohs.state.mn.us/mpa/cfm?pageID=2484>) and program FAQ for more information. Some restrictions may apply or additional information may be required for admission into specific majors or programs.

Based on your academic record, you qualify for Direct Admissions at the following colleges and universities:

- Public and Tribal Two-Year Colleges**
- ✓ Alexandria Community and Technical College
 - ✓ Anoka Technical College
 - ✓ Anoka-Ramsey Community College
 - ✓ Central Lakes College

- ✓ Century College
- ✓ Dakota County Community and Technical College
- ✓ Fond Du Lac Tribal and Community College

- ✓ Hennepin Technical College
- ✓ Inver Hills Community College
- ✓ Lake Superior College
- ✓ Minneapolis College
- ✓ Minnesota North Southeast
- ✓ Minnesota State College Southeast
- ✓ Minnesota State Community and Technical College
- ✓ Minnesota West Community and Technical College
- ✓ Normandale College
- ✓ North Hennepin Community College

Public Four-Year Universities

- ✓ Bemidji State University
- ✓ Metropolitan State University
- ✓ Minnesota State University Mankato
- ✓ Minnesota State University Moorhead
- ✓ Southwest Minnesota State University
- ✓ St. Cloud State University

Private Colleges and Universities

- ✓ Augsburg University
- ✓ Bethany Lutheran College
- ✓ Bethel University
- ✓ Bethel University Online
- ✓ College of Saint Benedict
- ✓ The College of St. Scholastica
- ✓ Concordia University St. Paul
- ✓ Concordia College
- ✓ Dunwoody College of Technology

- ✓ Northland Community and Technical College
- ✓ Northwest Technical College
- ✓ Pine Technical and Community College
- ✓ Red Lake Nation College
- ✓ Ridgewater College
- ✓ Riverland Community College
- ✓ Rochester Community and Technical College
- ✓ St. Cloud Technical and Community College
- ✓ St. Paul College
- ✓ South Central College
- ✓ White Earth Tribal and Community College

- ✓ University of Minnesota, Crookston
- ✓ University of Minnesota, Duluth
- ✓ University of Minnesota, Morris
- ✓ University of Minnesota, Rochester
- ✓ Winona State University

- ✓ Gustavus Adolphus College
- ✓ Hamline University
- ✓ Minneapolis College of Art and Design
- ✓ Northwestern Health Sciences University
- ✓ Saint John's University
- ✓ Saint Mary's University of Minnesota
- ✓ St. Catherine University
- ✓ University of St. Thomas

Your future is bright and on behalf of the Minnesota Office of Higher Education, we congratulate you for being on the right track for college in the fall of 2024!

Sincerely,

Dennis W. Olson

Dennis W. Olson
Commissioner, Office of Higher Education

Dr. Joey Page


Dr. Joey Page
Superintendent, Austin Public Schools



Inbox (1 new)

- Direct Admissions MN 10/18/2023** NEW >
- Austin Packer Bulletin 10/13/2023 >
- Threats Against Jewish Community 10/12/2023 >

[View more Inbox messages in the Message Center.](#)



Direct Admission Survey 6

Congratulations!

Based on a review of your high school transcript, you are on track to graduate high school! As you begin planning for your future, we want to make sure you know that you are college material and have met the admissions criteria for the many colleges and universities in Minnesota. If you opt to complete an admissions application, you will be directly admitted for Fall 2023 at any of the colleges or universities in this survey:

You have a lot of choices! Please note that you are not obligated to apply to or attend any of these colleges and you may have other options that aren't included on this list. There are a lot of great higher education options to consider in Minnesota (check out myhighered.mn.gov to learn more) and you're encouraged to apply to the colleges that seem like the best fit for you! You also have a couple of next steps:

1. Look through the colleges listed to see which you'd be interested in.
2. Choose which colleges you would like to receive more information from by selecting them from the schools in the survey.
3. Plan to complete your college applications. Please note that there is no charge to request information or to apply for the colleges on this list! You do not need to reapply if you have already applied to any of the colleges on this list. You must complete all of the admissions steps required by the college, by the dates listed on their website, in order to secure your spot.
4. Apply for financial aid by completing your Free Application for Federal Student Aid (FAFSA). Help completing your FAFSA is available at a FAFSA completion event held by Minnesota Goes to College.
5. Make sure you stay on track to graduate by completing all of your senior year classes!

Your future is bright and on behalf of the Minnesota Office of Higher Education, we congratulate you for being on the right track for college in the fall of 2023!


Sincerely,
Dennis W. Olson
Commissioner, Office of Higher Education

1. Select any number of colleges from this group that would like to attend.

- Gustavus Adolphus College
- Minneapolis College of Art and Design
- University of Saint Thomas

2. Select any number of colleges from this group that would like to attend.

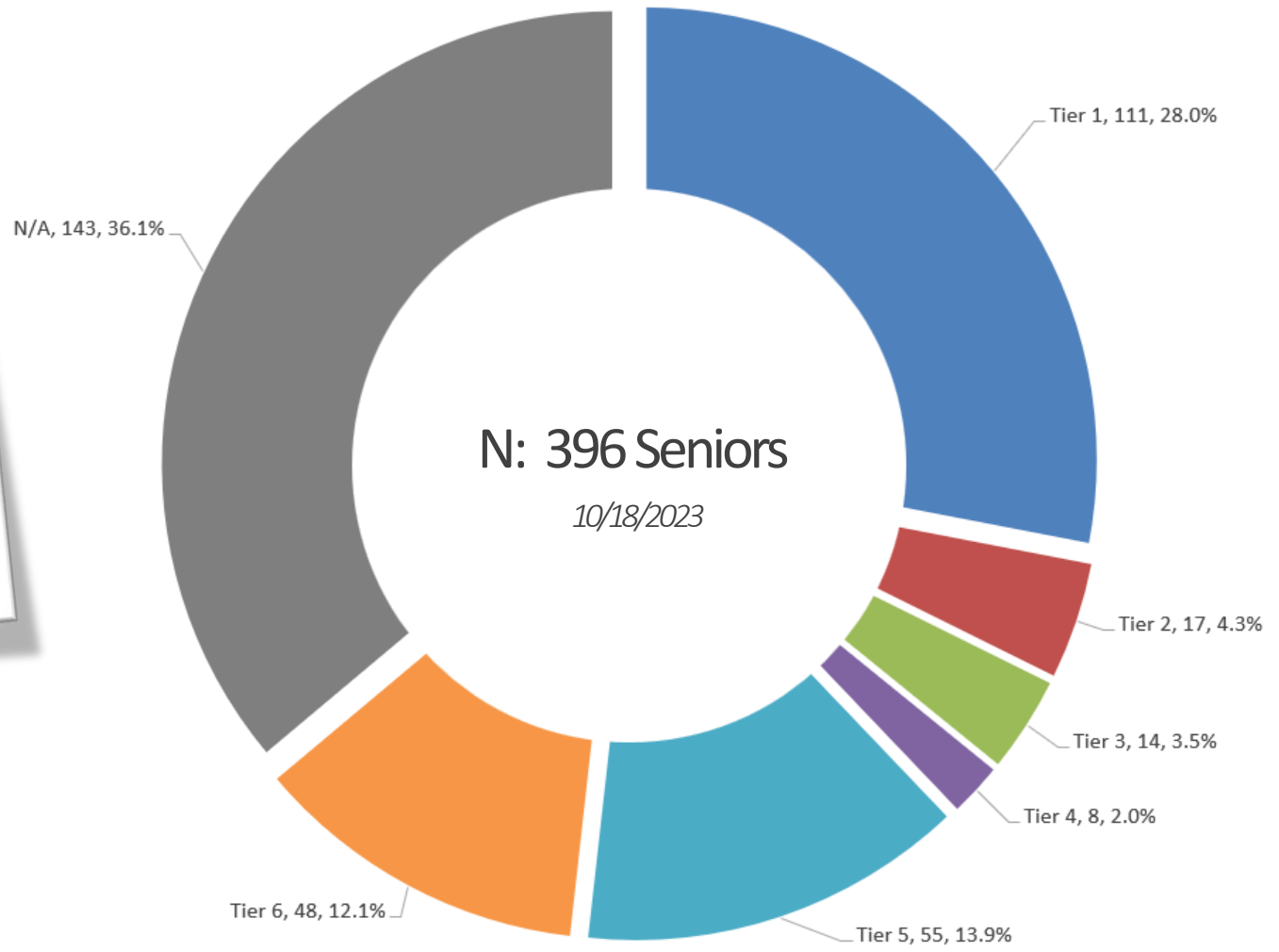
- Bethany Lutheran College
- College of Saint Benedict
- Concordia College
- Hamline University



10/31/2023



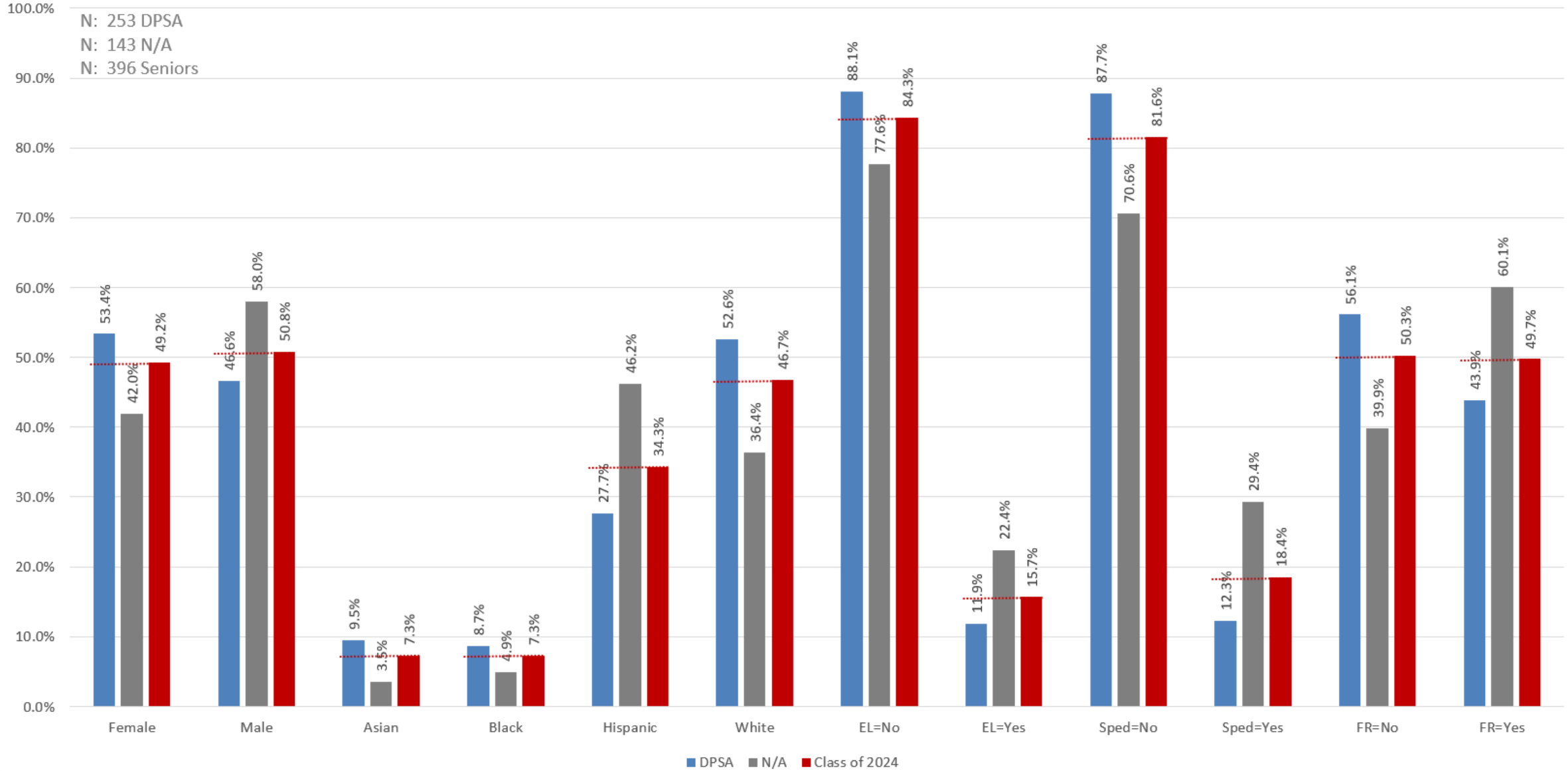
Profile of Direct Admissions for APS



N: 396 Seniors
10/18/2023

Active Gr.12 Students from AHS200, ALC150 & AOA175

Direct Admission (DPSA) vs Non-Admission (NA) vs Class of 2024 Composite



Profile of Direct Admissions for APS

10/18/2023	Tier 1	Tier2	Tier 3	Tier 4	Tier 5	Tier 6	DPSA	Class of 2024
Female	▶ 45.0%	▶ 47.1%	▶ 71.4%	CTSTR	▶ 52.7%	▶ 68.8%	53.4%	49.2%
Male	▶ 55.0%	▶ 52.9%	▶ 28.6%	CTSTR	▶ 47.3%	▶ 31.3%	46.6%	50.8%
Non-White	▶ 64.0%	▶ 47.1%	▶ 35.7%	CTSTR	▶ 32.7%	▶ 29.2%	47.4%	53.3%
White	▶ 36.0%	▶ 52.9%	▶ 64.3%	CTSTR	▶ 67.3%	▶ 70.8%	52.6%	46.7%
EL=No	▶ 83.8%	▶ 76.5%	▶ 100.0%	CTSTR	▶ 89.1%	▶ 100.0%	88.1%	84.3%
EL=Yes	▶ 16.2%	▶ 23.5%	▶ 0.0%	CTSTR	▶ 10.9%	▶ 0.0%	11.9%	15.7%
Sped=No	▶ 81.1%	▶ 82.4%	▶ 85.7%	CTSTR	▶ 96.4%	▶ 93.8%	87.7%	81.6%
Sped=Yes	▶ 18.9%	▶ 17.6%	▶ 14.3%	CTSTR	▶ 3.6%	▶ 6.3%	12.3%	18.4%
FR=No	▶ 48.6%	▶ 52.9%	▶ 57.1%	CTSTR	▶ 69.1%	▶ 62.5%	56.1%	50.3%
FR=Yes	▶ 51.4%	▶ 47.1%	▶ 42.9%	CTSTR	▶ 30.9%	▶ 37.5%	43.9%	49.7%
Overall	111	17	14	8	55	48	253	396



School Board Study Session

October 23, 2023



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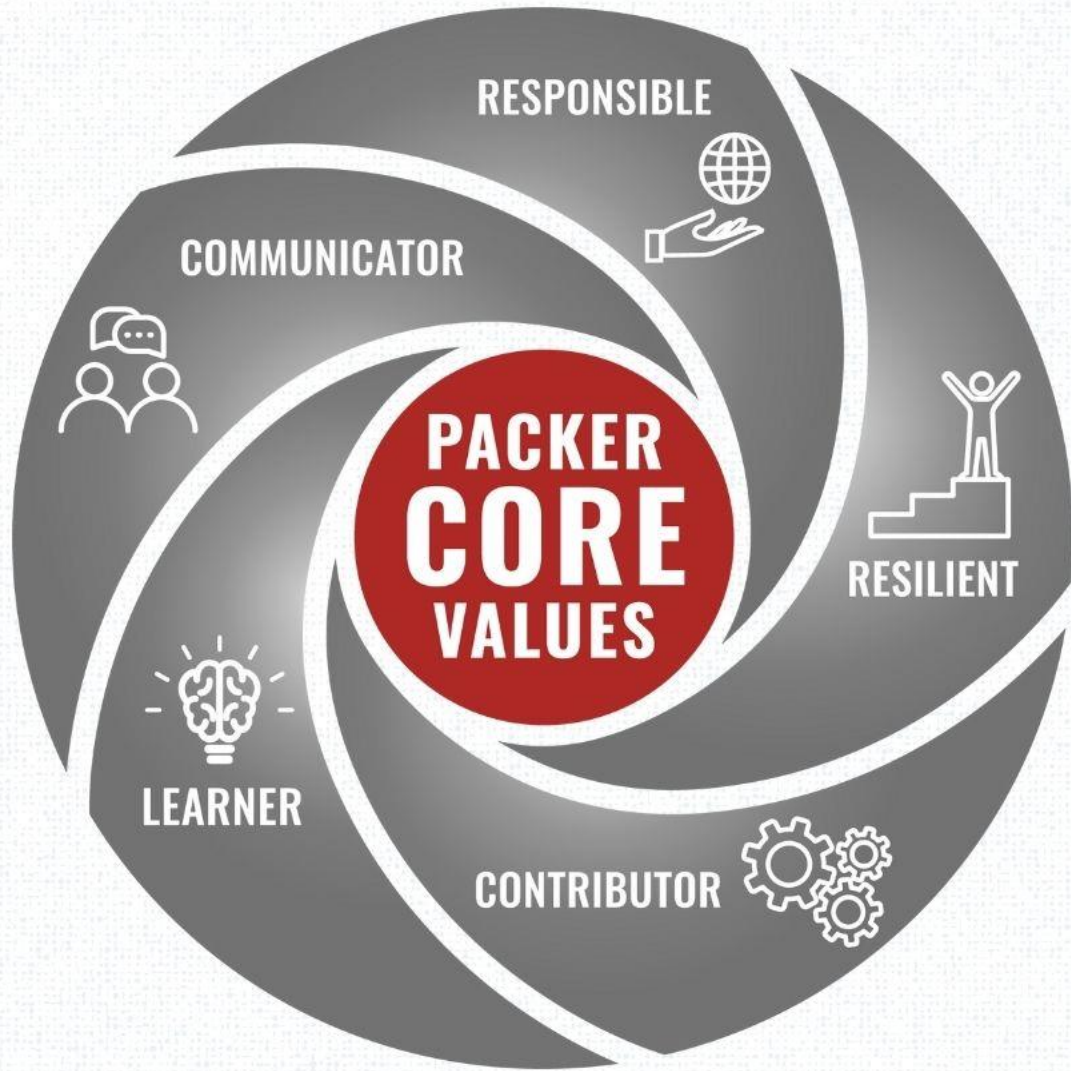
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Safe and Inclusive Schools

Minnesota Department of Education – Legislative Updates 2023

Austin Public Schools Implementation

The **Pupil Fair Dismissal Act (PFDA)** provides due process and equal protection of the law to any Minnesota public school student, including charter school students, involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.

The **PFDA**, Minnesota Statutes §§ 121A.40 – 121A.56, may be found at:
<https://www.revisor.mn.gov/>.

*The PFDA underwent significant revisions during the 2023 legislative session. These changes take effect either July 1, 2023 or at the start of the 2023-24 school year.

Districtwide School Discipline Policy

Each school board must adopt a **written districtwide school discipline policy** which includes written rules of conduct for students, minimum consequences for violations of the rules, and grounds and procedures for removal of a student from class. The policy must contain the discipline complaint procedure that any member of the school community may use to file a complaint regarding the application of discipline policies and seek corrective action.

Minn. Stat. § 121A.61, subd. 1 (2023)

Each school board must adopt written policies that:

- establish uniform criteria for dismissal;
- Include nonexclusionary disciplinary policies and practices;
- emphasize preventing dismissals through early detection of problems; and
- recognize the continuing responsibility of the school for the education of the student during the dismissal period.

Minn. Stat. § 121A.55 (2023)

APS Rights and Responsibilities

Updated September 2023



Student Dismissal

Dismissal means the denial of the current education program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

- A student may be dismissed on any of the following grounds:
 - **Willful violation of any reasonable school board regulation**
 - **Willful conduct that significantly disrupts** the rights of others to an education or the ability of school personnel to perform their duties, or school sponsored extracurricular activities
 - **Willful conduct that endangers** the student or other student, or surrounding persons, including school district employees, or property of the school.
- PK-3 students may not be subject to dismissals for more than 1 day unless nonexclusionary discipline practices have been exhausted and serious safety threats to child or others exist.

Legislative Impacts

- **Readmission plans** to improve behavior and reasonable attempts to obtain parental involvement in readmission.
- Establish **non-exclusionary discipline** (NED) procedures and practices with minimum requirements for exclusions, readmission and access to resources
- District policy includes **complaint procedures** from students, parents and staff about the application of PFDA

Recess Detention

- Definition: Excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior
 - Must not be used unless:
 - Student is likely to cause serious physical harm
 - Parent or guardian consent
 - IEP team decision

Nonexclusionary Discipline

No school shall dismiss any student without **attempting to use nonexclusionary disciplinary policies and practices** before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

Minn. Stat. § 121A.45, subd. 1 (2023)

NED is defined as...

- Evidence-based positive behavior interventions and supports
- Social and emotional services
- School-linked mental health services
- Counseling services
- Social work services
- Academic screening for Title 1 services or reading interventions
- Alternative education services

NED Planning
Document.docx

PFDA Procedures

- nonexclusionary discipline policies and practices
- grounds for dismissal
- informal administrative conference
- written notice
- alternative educational services
- readmission plan
- superintendent provided with a reason
- parent notification and mental health screening

School Board Study Session

October 23, 2023



OUR MISSION

(Our Core Purpose)

INSPIRE. EMPOWER. ACCELERATE.

OUR VISION

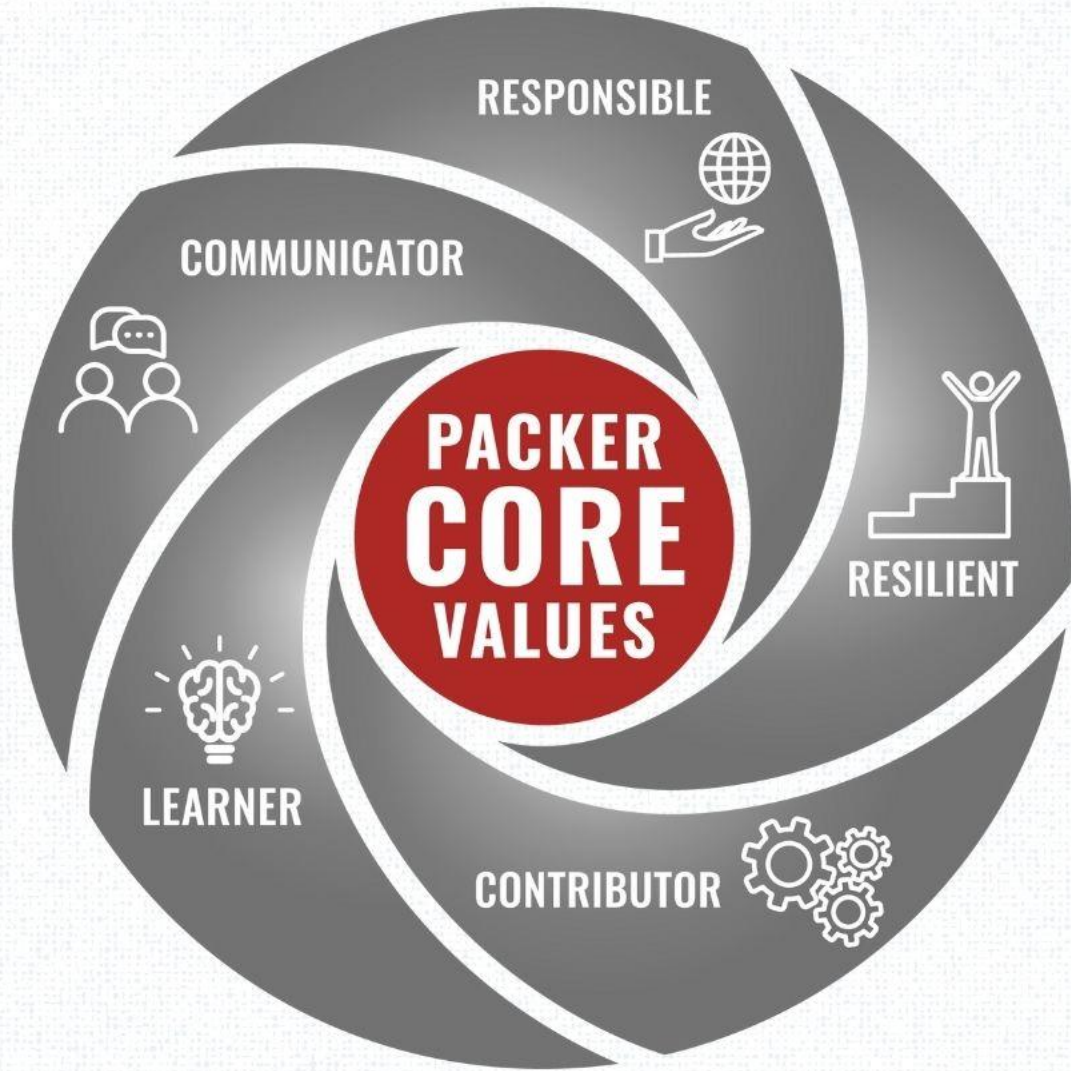
(What We Intend to Create)

PREPARING ALL LEARNERS TO MAKE A
DIFFERENCE IN THE WORLD.

OUR STRATEGIC PRIORITIES

(Drivers of Our Words and Actions)

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



OUR CORE VALUES

(Drivers of Our Continuous Improvement)

- **Responsible:** Demonstrates accountability to self and others
- **Resilient:** Develops perseverance and self-confidence
- **Learner:** Challenges self to think critically
- **Communicator:** Listens actively and shares learning and experiences
- **Contributor:** Engages as a productive member of the community and global society

Grading and Reporting

District Committee of Practice – Learning and Implementation Work

Where have we been?

- 2021-22 – District Grading and Reporting Committee of Practice formation
 - Building expectations
 - Learning about each level within the system
 - Grading for Equity by Joe Feldman
- 2022-23 – Subcommittee work on Grading Percentages
 - Recommended weighting changes
 - Learning work on practice work, formative assessment, grading practices, implementation of the current grading policies, and transition supports for 4th to 5th grade in grading and reporting
 - Learning first – change second
- Principal review – summer 2023
 - Building Teams – transition work

Where are we going?

- Guiding Change focused on more than percentages – District Priorities and Core Values
 - Context and Reality (What we are)
 - Desired Results (What we want)
 - Unacceptable Means (What we won't accept)
- Develop Guiding Procedures (recommendations)
- Definitions – Important Details – Implications for Grading – Required Learnings
 - Summative Assessment
 - Formative Assessments
 - Practice Work
 - Class Participation
 - Retakes
- Board Recommendations by May

How will we get there?

- Group Focused Reading/Collaboration
- Student Group 9-12 graders
- December–March: [Nicole Dimich](#)
 - Edit our group work

APS Grading and Reporting

Guiding Procedures

Grading Component	Definition What is it and what it is not	Important Details What important key points should staff and students know?	Implications for Grading What could this look like? Process, Examples	Required Readings
Summative Assessment				
Formative Assessment				
Practice Work				
Student Participation				
Retake Summative Assessments				

Date / Time	Scope of Work
November 9 3:45-4:45 AHS Conf. Room A	<ul style="list-style-type: none"> • Guiding Change • Guiding Procedures (initial)
December 14 3:45-4:45 TEAMS	<ul style="list-style-type: none"> • Assessment Shifts • Formative and Summative Assessments • Guiding Procedures (edit/review)
January 25 3:45-4:45 TEAMS	<ul style="list-style-type: none"> • Grading and Assessment for Learning • Guiding Procedures (edit/review)
February 29 3:45-4:45 TEAMS	<ul style="list-style-type: none"> • Mindset for effective grading focused on learning • Guiding Procedures (edit/review)
March 21 3:45-4:45 TEAMS	<ul style="list-style-type: none"> • Effective practices for homework and accountability • Guiding Procedures (edit/review)
April 25 3:45-4:45 TEAMS	<ul style="list-style-type: none"> • Gradebook analysis based on recommendations • Guiding Procedures (finalize)

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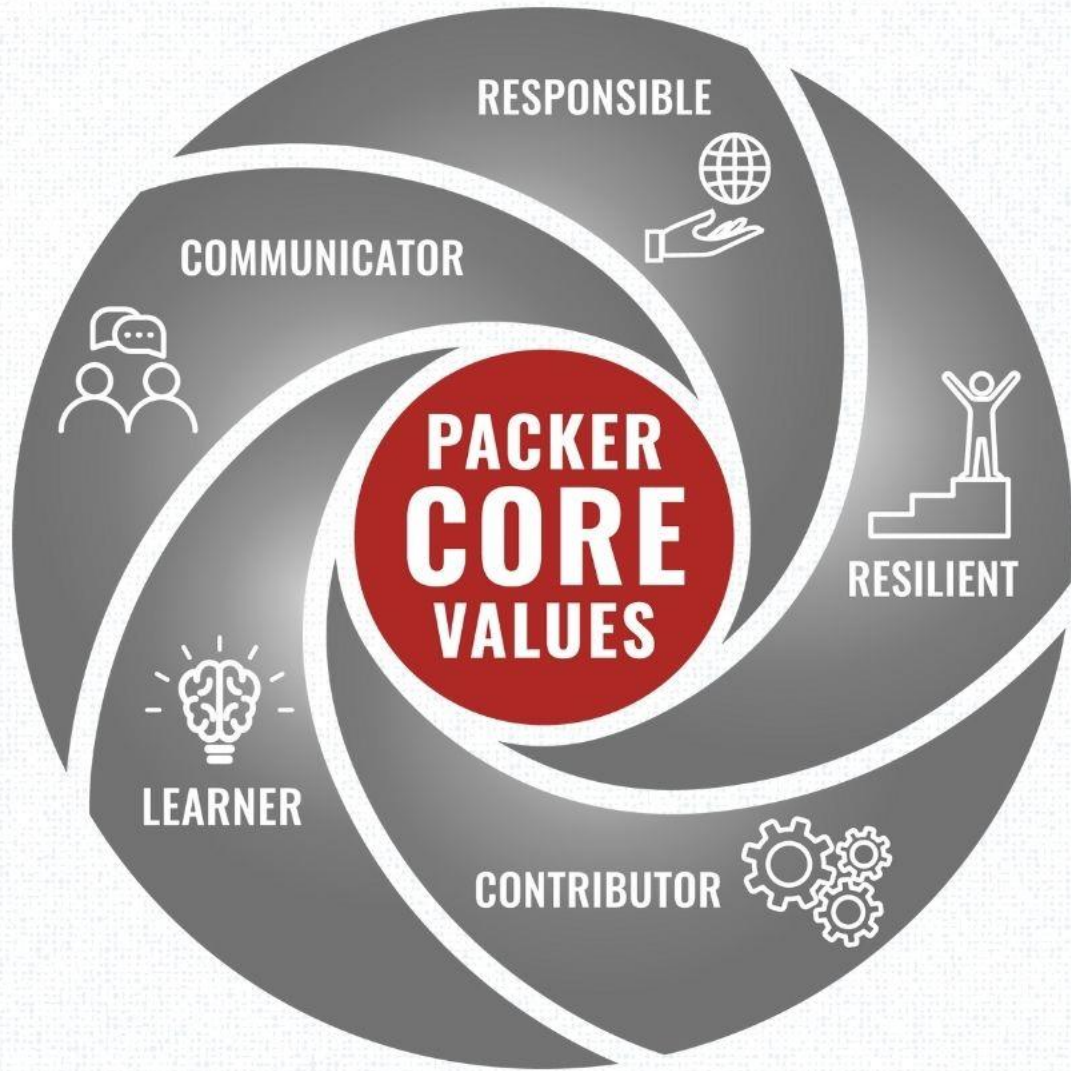
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World's Best Workforce

Annual Report

Annual Report – Sections



Section 1: WBWF Goals and Actions for Instruction and Student Achievement



Section II: Assessing and Evaluating Student Progress



Section III. Assessing and Evaluating Curriculum and Instruction



Section IV. Strategies for Improving Instruction and Curriculum



Section V: Meeting the Academic Needs of High Performing Students

Goal Area 1: All children are ready for school.

Increase the percentage of students entering kindergarten who meet benchmark as measured by Star360 Early Literacy from 33.2% in 2023 to 37.1% in 2023.

- Current Progress
 - 2023: 33.2% STAR 360 Early Literacy
- Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.
 - Instructional Coaching aligned to literacy professional development planning
 - ECSE/Preschool Model Shift
- Strategic Priority B: Packer Profile for all learners.
 - Scope and Sequence Alignment and Implementation for Ready to Advance/TS Gold
 - Developmentally appropriate practices with play through learning
- Strategic Priority C: District-wide multi-tiered systems of support for all learners.
 - Program wide implementation of district-wide multi-tiered systems of supports
 - Align literacy, phonemic awareness, and phonics instruction with best practices
 - Cohesive data gathering tools with K-4 in APS (EC-SWIS)
 - Pyramid model implementation and coaching across early childhood programs
 - Early childhood screening for all students prior to kindergarten
- Strategic Priority D: Excellence in resources management.
 - Focus on enrollment capture strategies beginning with ECFE classes, screening, and preschool
 - VPK and Pathways Scholarship funding recipients from MDE for no cost preschool experience for most students enrolled in APS preschool

Goal Area 2: All third graders can read at grade level

Increase the percentage of 3rd Grade students proficient on the MCA Reading assessment from 35.3% in 2023 to 37.4% in 2024.

- Current Progress
 - 2023: 35.3%
- Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.
 - Instructional Coaching Cycles focused on literacy instruction professional learning for staff
 - Implementation of behavior interventionists to support students in classrooms
- Strategic Priority B: Packer Profile for all learners.
 - Application planning for the Packer Profile K-4. Alignment of core values to strengthen meaningful learning experiences.
- Strategic Priority C: District-wide multi-tiered systems of support for all learners.
 - PLC's focus on literacy alignment, standards analysis, and phonics instruction
 - School MTSS teams focus of data literacy and implementation of Tier I and II curricular alignment
 - PBIS Implementation – SWIS data implementation and analysis
 - LETRS training for SPED staff and phonics professional learning for all K-4 staff
- Strategic Priority D: Excellence in resources management.
 - Evaluate curriculum and purchase resources for teachers that align to the Science of Reading.
 - Professional development for staff in alignment with the READ Act.

Goal Area 3: All racial and economic gaps between students are closed.

Goal #1: We will increase the number of special education students who meet or exceed proficiency in Reading by 5% or more, as measured by the 2024 MCA Reading test, going from 17.8% to 22.8%.

Goal #2: We will increase the proficiency of each of the following subgroups of students by 5% or more as measured by the 2024 MCA Reading and Math test.

- Current Progress Goal #1
 - 2023: 17.8% Proficiency on Reading
- Current Progress Goal #2
 - *F/RL Reading Results: 2023: 28.4% Proficiency on Reading*
 - *F/RL Math Results: 2023: 28.4% Proficiency on Reading*
 - *Minority Groups (Students of Color) Reading Results: 2023: 27.4% Proficiency on Reading*
- Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.
 - Instructional Coaching focused on math and literacy instruction
 - Focus on AVID instructional strategies 7-12
 - Teacher mentorship program realigned to district instructional model – focused on engagement and equity

Goal Area 3: All racial and economic gaps between students are closed.

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Goal #2: We will increase the proficiency of each of the following subgroups of students by 5% or more as measured by the 2024 MCA Reading and Math test.

- Strategic Priority B: Packer Profile for all learners.
 - Pathways to community engage for extended school year programming
 - Work to build more diverse extension opportunities for students – Project E3, Young Scholars
- Strategic Priority C: District-wide multi-tiered systems of support for all learners.
 - Professional development for all staff in best practice SLOP strategies
 - School MTSS teams focus of data literacy and implementation of Tier I and II curricular alignment
 - Focused instructional model for extended day programming
 - Early Warning System implementation for intervention design
- Strategic Priority D: Excellence in resources management.
 - Enrollment strategies to support our families with socio-economic needs

Goal Area 4: All students are ready for career and college

By the spring of 2023, 17% of all students assessed will have met CCR benchmarks in all four subject areas as measured by 2023 ACT, going from 14% to 17%.

- Current Progress
 - 2023: TBA (October 2023)
- Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.
 - Grow Your Own program development with all stake holders
 - AVID programming and strategies for the acceleration of learners
 - REACH programming for students 7-12
- Strategic Priority B: Packer Profile for all learners.
 - Focus on meaningful learning experiences in development of the Packer Profile
 - Engage community partners to provide experiences for our students and staff in careers
 - Internship and work-experience opportunities for students
- Strategic Priority C: District-wide multi-tiered systems of support for all learners.
 - Providing students opportunities to engage in and extend their learning in a college-going environment
 - Developing course pathways aligned to areas of student interest and accelerating post-secondary pathways within the school system.
 - Community partnerships to support students – Step Up, Be Your Best, Cycle for Success, Aspiring Leaders of Tomorrow (A.L.O.T)
- Strategic Priority D: Excellence in resources management.
 - Ensure staff have the resources they need to align strategic priorities

Goal Area 5: All students graduate from high school.

Maintain at or above 80% of eligible Austin Public School students will receive a diploma from Austin Public Schools as measured by the 2023 Graduation.

- Current Progress
 - 2023: TBD March 2024
- Strategic Priority A: Support and resources to ensure a safe and welcoming learning environment.
 - Strengths Education work for staff
 - Instructional coaching focused on literacy and curriculum implementation at 7-12
- Strategic Priority B: Packer Profile for all learners.
 - K-12 focus on the Packer Profile integration and application within the content while connecting with community.
- Strategic Priority C: District-wide multi-tiered systems of support for all learners.
 - BARR Implementation at AHS
 - PBIS focus on SEL and support of students needs
 - AOA alignment to career interests and post-AHS experiences.
- Strategic Priority D: Excellence in resources management.
 - Resources aligned to AOA and AHS strategic initiatives to meet student need

Achievement and Integration

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- **Goal 1:** The graduation rate for Hispanic students in Austin Public Schools will increase from 59.2% in 2018 to 65% in 2023
- **Goal 2:** Alliance for Educational Equity students participating in integration programs will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort determined by a pre-survey in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of 2022-23 school year.
- **Goal 3:** Teacher Equity: Austin Public Schools students' access to effective educators trained in culturally responsive leadership will increase from 82 trained staff in March 2020 to 275 trained staff by 2023.
- **Goal 4:** RIS Goal: The disparity between non-white student enrollment at Sumner elementary (87.5%) and the average non-white student enrollment in grade-alike buildings in Austin Public Schools (54.8%) is 32.7%. This enrollment disparity will be reduced to 20% by 2023

Sections II - X

- Section II: Assessing and Evaluating Student Progress
 - Standardized Assessments, Curriculum-based measures, Achievement benchmarks
- Section III. Assessing and Evaluating Curriculum and Instruction
 - Program Review and Curriculum Improvement, Selection, Principal and Teacher Evaluation
- Section IV. Strategies for Improving Instruction and Curriculum
 - APS Staff Development Goals, Teaching and Learning Instructional Model, Continuous Improvement Elements, Annual Budget
- Section V: Meeting the Academic Needs of High Performing Students
 - Early entrance to kindergarten, Grade acceleration