


Preparing the World's  
Best Workforce:  
Improving On-Time  
Graduation Rates  
2009-2013 

OSSEO AREA SCHOOLS

ISD  279

www.district279.org

Over the past five years (2009-2013), Osseo Area Schools has delivered significant gains in on-time graduation rates.

- \* From 2009-2013, on-time graduation rates rose from 79% to 84%.
- \* A wide range of student needs adds complexity to the work. Range (from lowest to highest) for select special populations among schools (most recent data):

English Learners: 0% to 45%  
Free/Reduced Lunch: 9% to 92%  
Students of Color: 17% to 97%

- \* Osseo Area Schools serves the third-highest number of students of color in the state.

■ Strong improvements in student sub-groups

Graduation rates for specific sub-groups of students have soared. Growth over the past five years was strongest for:

**Black students**

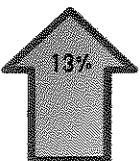
Osseo: 77% Minnesota: 58%

Largest increase in the state among similar\* districts.



**Free/Reduced Lunch students**

Osseo: 71% Minnesota: 64%



**Asian students**

Osseo: 86% Minnesota: 78%

Eliminated the graduation rate gap with white students



**American Indian students**

Osseo: 60% Minnesota: 49%

Higher on-time graduation rates for students who participate in American Indian Education Program.

■ Outstanding school-level successes

**Park Center Senior High**

- 28% improvement for black students
- 17% improvement for Asian students

**Osseo Senior High**

- 24% improvement for black students

**Maple Grove Senior High**

- 22% improvement for black students
- 14% improvement for Asian students

\* Similar districts are the 18 Minnesota school districts with at least 50 black graduates in 2013.

This report shares highlights in the four-year graduation rates for student groups at the district and school level for the Class of 2009 through the Class of 2013. Four-year ("on time") graduation rates are reported as calculated by the Minnesota Department of Education (MDE). MDE also reports Five- and Six-Year rates (allowing for one or two more years for students to graduate beyond their senior year).

# Mission

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

## Strategic Objectives

**By 2015, all students will—**

- articulate, plan for, and progress toward their evolving dreams;
- choose to contribute to community in a mutually meaningful way; and
- demonstrate initiative and persistence to continually learn that which is important to them.

## Strategies

**We will—**

- create transformational system change to ensure equitable student achievement.
- develop understanding and support of our district's mission and core values among members of our community.
- engage students and families as partners to achieve our mission and strategic objectives.
- leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

## Our Core Values

**We believe that—**

- lifelong learning is essential for the individual and community to thrive;
- everyone has equal intrinsic value;
- trust is essential to sustaining successful relationships and to achieving results;
- better decisions emerge when diverse perspectives are intentionally included in a collaborative process;
- everyone benefits when cultural differences are acknowledged and understood, and individuals are treated respectfully and equitably; and
- everyone can learn more.

OSSEO AREA SCHOOLS

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## Result statements by strategy

Result statements in color are priority results for 2014-2015

### **We will create transformational system change to ensure equitable student achievement\*.**

- Standards-based instruction and grading are used in all classrooms to ensure equitable achievement.
- The district uses a comprehensive system to measure and report progress on equitable gains and to plan for continuous improvement.
- A plan has been developed to increase school readiness (World's Best Workforce requirement) and improve PreK-5 alignment.
- All sites have implemented research-based positive behavior intervention practices that promote equitable student achievement.
- A plan has been implemented to interrupt the pattern of racial disproportionality in special education.
- The first phase of the digital learning plan focusing on increased access to mobile devices, digitized curriculum, and expanded online learning options has been accomplished.
- A PreK/K-5, 6-8, 9-12 grade configuration plan has been implemented that incorporates middle level design and meets World's Best Workforce requirements, such as literacy by grade three and career and college readiness.
- Extended learning opportunities have expanded to provide more K-12 interventions for students who need them.

#### **\* Equitable student achievement has three components:**

1. Ensure high levels of achievement for all students.
2. Accelerate achievement for students of color and other underperforming groups.
3. Close the achievement gap for all students.

### **We will develop understanding and support of our district's mission and core values among members of our community.**

- Community members have increased trust in the school district.
- Community members and students are engaged in collaborative activities that result in mutual benefit.

### **We will engage students and families as partners to achieve our mission and strategic objectives.**

- Families and students feel welcome at school and respected and trusted by school staff.
- Communications between home and school regarding school programs and student progress are differentiated to meet student and family needs.
- Families have the knowledge and skills to navigate the school system and effectively engage in their student's education.
- Resources and services are coordinated, communicated and accessible to students and families.
- Volunteer initiatives contribute to student learning and support schools and families.

### **We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.**

- Employees identify and respond to the influence of race and culture on learning.
- A measurement framework is in place to ensure success of the diverse workforce recruitment and retention plan.
- Staff managers demonstrate core competencies of standards of management practice.

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## Strategy Delimiters

**We will not** adopt any new program or service unless it is consistent with and contributes to our mission, and is accompanied by the staff development needed for effective implementation; accept any behavior that demeans the worth of any person; and allow past practice to interfere with the consideration of new ideas.



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**Who We Are** *(Oct 1, 2014 data)*

Enrollment	19,974
Students of Color	52%
Free/Reduced Lunch	43%
Dialects or other languages spoken at home	80+

**Highly educated teachers**

Hold a master's degree or higher (core classes)	
Osseo	71%
Minnesota	54%

**Supporting high levels of achievement for all students and closing the achievement gap** *(most recent data available)*

Average ACT Composite Score	22.3
AP Scholars (more than tripled since 2008)	149
National Merit Program (Semifinalist or Commended)	12
National Achievement Scholarship	2
Average number of International Baccalaureate (IB) exams take per year	350
Average percent of IB exams earning credit-eligible scores	approx. 50%

Among similar districts, Osseo Area Schools had the largest rate of improvement over a five-year period in graduation rates for black students

Among similar schools, Park Center Senior High ranks in the top two\* for improving the graduation rate of black students. (\*#1 from 2008-2012, #2 from 2009-2013)

Osseo exceeds the state average in both math and reading for percentage of students making medium to high academic growth.

**Award-winning financial management**

- School Finance Award from Minnesota Department of Education (10 consecutive years)
- Certificate of Excellence in Financial Reporting from Association of School Business Officials International (25 consecutive years)
- 2014 Minnesota School Business Official of the Year