

INDEPENDENT SCHOOL DISTRICT #832
STUDY SESSION – BOARD OF EDUCATION
Friday, January 26, 2007 - 7:00 AM
Mahtomedi District Education Center - Community Room

The Mission of the Mahtomedi School District No. 832, as a multi-community public school system, is to provide individually challenging, lifelong learning experiences for all people, leading to productive and self-fulfilling roles in a global society, accomplished through partnerships with students, families, staff and communities all committed to excellence.

- AGENDA -

1. CALL TO ORDER
2. ROLL CALL OF ATTENDANCE
3. DISCUSSION/INFORMATION ITEMS
 - A. Reflections on the Two Community Forums 2
 1. Open Enrollment Policy 3
 - B. Enrollment Projections and Impact on Budget 4
 - C. Report on Job Share Study 5
 - D. Update on Facility Planning Process
 - E. Process to Evaluate Change in School Start Times
 - F. Summary of Midwest Superintendents Association Meeting 7
 - G. Other Items
4. ADJOURNMENT

Option: Attract additional students via engineering program

- The school board approved the implementation of an engineering/technology program at the middle school and high school. The plan is to fully implement the program by September 2008.
- Such programs will enhance curriculum for all students by teaching problem-solving skills and practical application skills across all content areas.
- A key goal of the magnet program is to maintain student enrollment of 750 students at the middle school and 1,100 students at the high school. This enrollment target allows for a comprehensive curriculum at each school and maintains sufficient staff to deliver quality services.
- The school district will seek agreements with two- and four-year colleges to enable students who complete the requirements of the engineering program to gain one year of college credit while still in high school.
- *Other benefits of the engineering/technology program are highlighted in the feasibility study available at the front table or on the district website at www.mahtomedi.k12.mn.us.*

Option: Change the school district's open enrollment policy

- Currently, 274 (or 8%) of students attending Mahtomedi Public Schools are enrolled via interdistrict transfer agreements.
- These students bring in \$1.6 million of additional revenue to the district.
- Interdistrict transfer students attend Mahtomedi Public Schools on a year-by-year basis whereas open enrollment students may attend Mahtomedi schools through graduation.
- Space for both interdistrict transfer students and open enrollment students is based upon targets set by grade and/or school. The district anticipates no more than 15% of school and classroom space made available to students under open enrollment during the time period of declining enrollment.
- Open enrollment would ensure a more predictable enrollment level especially at the elementary grades where enrollment is declining rapidly.
- When enrollment declines, non-resident students help maintain teachers and lower class sizes. Declining enrollment generally raises class size because of less revenue for staff.

Option: Seek to re-enroll resident students who attend other private and public schools

- More than 560 resident students currently attend a private school (419 students), other public schools (82 students), or home school (63 students).
- Until now, the school district has not implemented a comprehensive process to track why students/families do not enroll in our schools.
- The school board has made it a goal to develop and implement an effective plan to attract students back to the district.
- Such an effort would seek to (a) find out why students leave, (b) what might encourage students to return, and (c) what the district can do to retain students.

CHANGING DISTRICT POLICY ON OPEN ENROLLMENT FROM “CLOSED” TO “OPEN”

Cost/Benefit Analysis – DRAFT FOR DISCUSSION

	COSTS	BENEFITS
TANGIBLE	<p>The district does not receive the local levy from the student’s home district. This is an estimated \$1000 per pupil depending on the school district and the local levy.</p>	<p>Revenue of estimated \$5800 per pupil comes with the student. Additional revenue maintains desired programs and services. Assures a predictable level of enrollment per grade per year for consistent delivery of programs and services. Allows parents to enroll their child with the district through graduation. Reduces administrative and secretarial time on annual paperwork for tuition transfer agreements.</p>
INTANGIBLE	<p>The district accepts more students from area districts that are experiencing economic difficulties. Changing to an open enrollment status may affect our relationships with area districts.</p> <p>Some community members may not support future bond election to improve facilities if large numbers of non-resident students are enrolled.</p> <p>Current Inter-district Tuition Transfer process requires an annual agreement between districts and parents complete paperwork. With no more than one year approval, some families choose not to participate.</p>	<p>Increases the likelihood of strong morale among employees not losing jobs due to declining enrollment. The morale enhances the likelihood of higher productivity.</p> <p>Meets the intent of open enrollment legislation by honoring parent choice in the school the child attends regardless of residence.</p> <p>Expresses full support of the partnership with East Metro Integration District (EMID) and allows for all students eligible for attendance if school capacity and class size permits.</p>

**PROJECTED STUDENT ENROLLMENTS
FY 2007-08**

FY 2006-2007 ACTUAL					FY 2007-2008 PROJECTED								
	Current Enrollment	Sections	Average Class Size	Transfers inc in Enroll		Student Enrollment	Sections	Average Class Size	New Inter-Dist Applications	St. Jude's 832 Residents	Total Enrollment w/applications	2007-08 Sections	Projected Class Size
EC	31	1	NA	0	EC	31	1	NA	0		31	1	NA
K	132	7	18.86	16	K	120	8	15.00	28		148	7	21.14
1	190	9	21.11	24	1	132	7	18.86	5		137	6	22.83
2	200	9	22.22	20	2	190	8	23.75	4		194	8	24.25
3	177	7	25.29	15	3	200	8	25.00	0		200	8	25.00
4	184	7	26.29	5	4	180	7	25.71	3		183	7	26.14
5	219	8	27.38	18	5	187	7	26.71	3		190	7	27.14
6	236	9	26.22	22	6	219	9	24.33	12		231	8	28.88
7	272	10	27.20	23	7	236	10	23.60	4		240	9	26.67
8	267	10	26.70	16	8	272	10	27.20	4		276	10	27.60
9	283	10.5	26.95	33	9	267	10.5	25.43	12		279	10.5	26.57
10	295	10.5	28.10	24	10	283	10.5	26.95	1		284	10.5	27.05
11	275	10	27.50	23	11	295	10	29.50	0		295	10	29.50
12	277	10	27.70	16	12	275	10	27.50	0		275	10	27.50
ALP	58	2	NA	19	ALP	58	2	NA	0		58	2	NA
	3096	120		274		2945	118		76	0	3021	114	

	Current Enroll by School	PY Projection	Difference		Enroll by School before Transfers	Incr(Decr) over PY		New Inter-Dist Applications	St. Jude's 832 Residents	Enroll by Sch with Transfers	Incr(Decr) over PY
EC	31	35	-4		31	0		0	0	31	0
WW	522	501	21		442	-80		37	0	479	-43
OH	580	580	0		567	-13		6	0	573	-7
MS	775	765	10		727	-48		20	0	747	-28
HS	1130	1153	-23		1120	-10		13	0	1133	3
ALP	58	35	23		58	0		0	0	58	0
	3096	3069	27		2945	-151		76	0	3021	-75

Job Share Study Recommendations

A. COMMITTEE MEMBERS

1. Facilitators:
 - Denise Waalen, Principal Wildwood Elementary
 - Nicole Honeycutt, Human Resources

2. Team Members:
 - OH Anderson – Adam Beyer, Christy Anderson, Marie Sortland, Laurie Gerver, Elizabeth Johnson, Stacy Wendorff, Tina Brown

 - Wildwood – Betsy Sommer, Anne Miller, Paula Tansom, Teresa Peterson, Gretchen Brunner

 - Teacher Rights – Sharon Kind

B. PURPOSE OF THE STUDY

To gather current information about job share agreements in the Mahtomedi School District:

1. Use the data to determine the number of job share agreements beyond the 2006-2007 school year
2. Identify any potential improvements to the process

C. RECOMMENDATION

The committee recommends that job share agreements continue to remain an option for teachers beyond the 2006-2007 school year.

The committee also recommends that as per the current language in the CBA, a formal application and review process be implemented and consistently applied on an annual basis to accurately assess the success of individual job share arrangements and to determine whether or not they should be approved and/or continue.

D. STUDY COMPONENTS

1. Committee Meetings
 - The group met a total of 3 times during the months of September-November 2006
 - Dates include September 26th, October 24th and November 1st

2. Zoomerang Survey (see attachment #1)
 - a. Parents
 - b. Staff

3. Administrative Feedback (see attachment #2)

4. Academic Data (see attachment #3) NWEA Math and Literacy data/NSSE Survey

5. School District Comparisons (see attachment #4)

6. Financial Impact (see attachment #5)

E. KEY FINDINGS

1. Summary:

The committee identified 3 main areas for improvement as a result of the data collected.

a. COMMUNICATION

b. STAFF DEVELOPMENT

c. SPECIAL EDUCATION

*The survey feedback from parents and staff revealed many positives about job share teaching arrangements within the Mahtomedi School District. However, communication and consistency for children remain a top concern.

**Testing data showed very little statistical difference in the academic progress of those students who received instruction in a job share classroom setting versus students in a traditional classroom setting.

***Comparison data from other school districts indicate that job share arrangements are common, specifically at the Elementary level. However, each District's application of job shares vary greatly from one another in terms of the application and approval process, CBA language or absence of language, total number allowed per grade level...

****Eliminating all current job shares and returning these teachers to FT seniority status would have a significant financial impact to the District.

F. SOLUTIONS

The committee was able to identify improvements to the 3 main areas listed in the key findings. These solutions will improve the overall effectiveness and communication of job share arrangements.

<u>COMMUNICATION</u>	<u>STAFF DEVELOPMENT</u>	<u>SPECIAL EDUCATION</u>
Job Share Mentor program	Work out a plan/agreement between team and principal at start of the school year	Implement communication log for plan modifications, behaviors, etc...
Maintain daily communication log between teachers	Create flexibility in the first 2 days and last day of school for staff development	Place careful consideration on student placement based upon classroom setting
BE consistent on expectations for student behaviors, homework...	Use consistent tools for the "plan" and "evaluation"	Follow solutions under "communication"
Link phones & e-mail accounts		Keep PLC's on shared folder or communicate by e-mail
Keep a "traveling" notebook for meetings, seminars, etc...		
Send communication letter to parents at start of year on the job share arrangement; including teacher expectations and schedules		

**Midwest Suburban Superintendents
67th Annual Conference
Department of Educational Leadership
St. Louis University, St. Louis, MO
January 10-14, 2007**

**Douglas Reeves, Transforming Research Into Action;
www.makingstandardswork.com**

High Yield Strategies at the Systems Level

- **Planning, Implementation and Monitoring**
District goals guide written school plans with specific and measurable goals for student and adult performance with regular monitoring and feedback.
New evidence supports a few deep interventions in the system as opposed to an assortment of activities to improve student achievement. Apply a few major goals over a long period of time. Persist in getting the desired results before changing goals.
- **Act as an Architects of Networks for greater positive impact for student learning than the traditional hierarchical model for leadership.** We must create the system for improved performance using team structures throughout the system. Use “short term” wins to gain the necessary positive changes. Confront the 2% of the employees who create barriers to providing effective services for students.
- **Daily Discipline of Leadership**
Use of Leadership Maps to determine level of professional practice in the school;
www.leadandlearn.com
- **Differentiated Professional Development**
- **Holistic Accountability**
Host a Science Fair at each school for staff. Share data, the change in practice, and what was learned by the team.

High Yield Strategies at School Level

- 1) Alignment of national and state standards, curriculum and assessments
- 2) Professional Learning Communities (PLC) must do common formative assessments

- 3) Impact of teacher assignments made on the basis of student need shows a 40% gain in math and a 30% gain in science scores for those students.
- 4) Teachers participate in weekly mentoring
- 5) Teachers post standards, display work and stimulate student engagement with display materials
- 6) Teachers use concept of “Big Ideas” helping students to know what they need to learn
- 7) Teachers move from “private” to “public practice” by teaching essential questions to faculty

Other Presenters

Anthony Scariano, President of the National Association of School Attorneys and Partner at Scariano, Himes and Petrarca, Chicago

David Warren, President of National Association of Independent Colleges and Universities, Washington DC

Linda Gregg, Center for Performance Assessment on Special Education Law for 2007