

**INDEPENDENT SCHOOL DISTRICT #832**  
**STUDY SESSION – BOARD OF EDUCATION**  
**Friday, October 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. Hear Progress Reports on District Scorecard 2  
Presenter: Dennis Cheesebrow and Administrative Team
  - B. Discuss Insights
  - C. Set Targets for Improvement
  - D. Review and Discuss Wind Energy Agreement with Johnson Controls,  
Inc. (JCI)  
Presenter: Denise Sundstrom  
11:00 AM
4. ADJOURNMENT

**Mahtomedi Public Schools  
Independent School District #832  
BALANCED SCORECARD 2007  
10-23-07**

**INSIGHT STATEMENTS FOR ARENA A: STUDENT LEARNING**

1. **MCA-II's: Mahtomedi is currently leading or within 1.8% of all like-size school districts in math and within 4.3% in reading proficiency. Mahtomedi leads all neighboring districts in math and with one exception in reading. When a comparison is made between Mahtomedi and larger, high performing districts in the state, Mahtomedi ranks above Mounds View in reading and math proficiency and just below the western suburban districts.**
2. **We now have a research link between our formative assessments and the summative MCA-II test results. We believe that MCA-II scores, although at vision, will improve when:**
  - a. **Testing is taken seriously by students (this begins in 2008 with the MCA/GRAD test in reading for 10<sup>th</sup> grade)**
  - b. **MAP scores are used to align instruction with outcomes (Beginning in fall 2007)**
  - c. **MDE test improvements (as the alignment of the standards are made with the test items)**
3. **The technology and tools to use live data is less than four years old. We now have the necessary knowledge to integrate test results effectively into our practices.**
4. **The communication challenge for our district is to educate our staff and families about the use of data to inform instruction.**
5. **The implementation of the K-12 Spanish program has had unanticipated outcomes. At the secondary level, most students are eager for more challenging Spanish courses than are currently offered. As a result, the Spanish department in their curriculum review process is now preparing to move high school Spanish I and II to the middle school level in 2008-2009. At the high school level College in the Schools is being added in 2009. At the elementary level, we provide all students Spanish twice a week regardless of their proficiency in reading and math. In the middle school, Spanish is not an option for students in the lowest quartile (NWEA/MCA-II) when grouped and provided remediation in reading. These students have an option again to begin a world language in eighth or ninth grade.  
This issue has emerged from the three years of NWEA testing. The district strategic response is to implement RTI/PBIS and literacy/math blocks in K-5 in order to focus the instructional day on these core subject areas using the ongoing**

**robust test data to place students in instructional groups. All students will continue to receive Spanish instruction for the next year. We will then have two years of data from K-2 to determine if additional changes are needed at K-5 level.**

**ARENA A: STUDENT LEARNING**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Increase student achievement	MAP Scores - Student growth will be measured by fall-to-fall RIT scores	20	Less than 60% of students make expected growth in RIT targets. <b>(Lang. 58.2%)</b>	60-65% of students meet/exceed expected growth in RIT targets <b>(Reading 62.3%)</b>	Greater than 65% of students meet/exceed expected growth in RIT targets <b>(Math 65.1%)</b>	2.2
	MAP Scores – Proficiency will be measured by fall-to-fall RIT scores	10	Less than 65% of students are projected to be proficient on the MCA-II's	65-80% of students are projected to be proficient on the MCA-II's <b>(Math 78.3%)</b>	Greater than 80% of students are projected to be proficient on the MCA-II's <b>(Reading 83.3%)</b>	2.9
	CBM (Curriculum Based Measures) K-5 <i>This data source will be available in 2007 only.</i>	0	Less than 70% of students reach growth targets	70% - 80% of students reach growth targets	More than 80% of students reach growth targets	0
	MCA II Math Scores	10	Less than 70% of students meet/exceed proficiency level	70-79% of students meet/exceed proficiency level	80% or more of students meet/exceed proficiency level <b>(Math 81.6%)</b>	3.0
	MCA-II Reading Scores	10	Less than 80% of students meet/exceed proficiency level	80-84% of students meet/exceed proficiency level	85% or more of students meet/exceed proficiency level <b>(Reading 86.76%)</b>	3.0
	MCA-II Writing Scores	10	Less than 80% of students meet/exceed proficiency level	80-89% of students meet/exceed proficiency level	<b>90% or more of students meet/exceed proficiency level (Writing 99%)</b>	3.0
	ACT - Score average % taking	20	The average school composite score is 19-21	The average school composite score is 22-	<b>The average school composite score of 24-25</b>	3.0

**ARENA A: STUDENT LEARNING**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Increase student achievement continued	test			23		
	Advanced Placement Tests	15	Less than 70% of those students completing course, take the test	<b>70-89% of those students completing course, take the test (72%)</b>	90% of those students completing course, take the test	2.0
		5	Less than 40% in the 3-5 range	<b>40-59% in the 3-5 range</b>	<b>60% or more in the 3-5 range (72%)</b>	3.0
					<b>06-07 weighted score</b>	<b>2.7</b>

**Mahtomedi Public Schools  
Independent School District #832  
BALANCED SCORECARD 2007  
10-23-07**

**INSIGHT STATEMENTS FOR ARENA B: PROFESSIONAL PRACTICES**

- 1. The District made a commitment to continuous improvement and data driven decision making to increase student learning.**
- 2. District commitment to staff development is substantial and successful and has raised staff development from a level of concern to a level of performance that meets vision.**
- 3. Mahtomedi is emerging from two years of technology training implementation. The result of this work is highly integrated into teaching practices. This represents the first major instructional shift of this magnitude in the past six years.**
- 4. While strategies in Professional Practices are currently in the acceptable range, this is our lowest scoring arena. To reach our current vision, as a district we must continue to support professional development initiatives to bring about substantive change in teacher practice.**
- 5. There is alignment for the first time between district and building goals and professional development. The next area of alignment will focus on professional development and teacher practice.**
- 6. Professional practice and staff development activities vary by site depending on school and district goals. Time and resources are needed to address the professional growth needed at each school.**

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**ARENA B: PROFESSIONAL PRACTICES**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Staff development is essential to adult learning and enhanced student learning	Professional development opportunities are directly aligned with building/district goals	20	Professional Training: i.e. Differentiation, SMART boards, RTI, PBIS training not available	Professional Training: i.e. Differentiation, SMART boards, RTI, PBIS training provided to classroom teachers only	Professional Training: i.e. <b>Differentiation, SMART boards, RTI, PBIS training and support given to all staff at each building</b>	3.0
	Staff evaluations of professional learning dates/times affirm value and usefulness to teacher	10	Less than 50% of staff evaluations affirm the value and usefulness of training to teaching staff	More than 50% of staff evaluations affirm the value and usefulness of training to teaching staff	<b>More than 75% of staff evaluations affirm the value and usefulness of training to teaching staff</b>	3.0
	Professional learning at site level is observed in teacher practice	30	Less than 50% of teachers putting professional learning into practice	<b>50-70% of teachers putting professional learning into practice</b>	More than 70% of teachers putting professional learning into practice	2.0
	Use of PLC's to increase student achievement	20	Used as a department meeting	<b>Common assessment and discussion on teaching methods</b>	Common goals assessments, outcomes, rubrics Discussions on teaching methods Research on best practices Data driven decisions	2.0
	Course/grade level student survey results reported to individual teacher. Source: Administrative Report	20	10% of teachers offer student surveys on course/grade	<b>50% of teachers offer student surveys on course/grade</b>	100% of teachers offer student surveys on course/grade	2.0

**ARENA B: PROFESSIONAL PRACTICES**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
						<b>06-07 weighted score 2.3</b>

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**Mahtomedi Public Schools  
Independent School District #832  
BALANCED SCORECARD 2007  
10-23-07**

**INSIGHT STATEMENTS FOR ARENA C: SYSTEM PERFORMANCE**

1. **The management of resources in Mahtomedi is a key asset and strength of this district.**
2. **Reporting progress to our community, not just results, will increase commitment to future district financial needs.**
3. **Strength in human resources policies and protocols, combined with professional development, is a key to defining success in the future. We will continue to employ and retain only the most qualified staff in Mahtomedi.**
- 4 **The review of the teacher evaluation process has resulted in higher standards for teacher practice.**
4. **The Program Review process has impacted every school, every teacher and every classroom. This process has been one of the strongest system improvement processes the district has undertaken. The process has created alignment E-12 of district goal setting.**

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<b>ARENA C: SYSTEM PERFORMANCE</b>						
<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Financial stability is critical to success of our school district	Financial/ Management and Budget Planning	15	Fund balance is within 15% of projection.	Fund balance is within 10% of projection.	<b>Fund balance is within 5% of projection.</b>	3.0
		10	75% funding for board/district goals	More than 75% funding available for board/district goals	<b>95% funding for board/district goals</b>	3.0

**ARENA C: SYSTEM PERFORMANCE**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
District goal setting is completed, achieved and reported to public annually	District Goals Outcome/Results	25	60% of goals/outcomes met annually	More than 60% of goals/outcomes met annually	<b>80% of goals/outcomes met annually</b>	3.0
High standards are set for all Mahtomedi staff	All Staff receive annual review	25	All certified staff evaluated every 3 years  Administrators are not evaluated by Superintendent	95% of the staff will have an intensive evaluation every 3 years and will rate "proficient" or above  All administrators' performance reviewed annually by superintendent	<b>More than 95% of the staff will have an intensive evaluation every 3 years and will rate "proficient" or above</b>  <b>All administrators' performance reviewed annually by superintendent</b>	3.0
E-12 Program Reviews with Balanced Scorecards will strengthen district	Program Review	25	No defined balanced scorecard for program	Balanced scorecard used to assess all E-12 bldg/programs	<b>Results of balanced scorecard used to assess all E-12 bldg/programs and set future direction</b>	3.0
					<b>06-07 weighted score</b>	<b>3.0</b>

**Mahtomedi Public Schools  
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**INSIGHT STATEMENTS FOR ARENA D: SATISFACTION/PUBLIC IMAGE/IDENTITY OF DISTRICT**

1. Leadership at each school is a dominant influence on student perception of their school.
2. While parent support of our schools is strong, the participation rate on surveys is a concern. In 2008, the methodology of survey participation will change, to increase parent connection.
3. The Mahtomedi community grades the school district higher today than in 2005. In 2005, 45% of the respondents gave the school district a grade of “A”. In 2007, 57% gave the school district a grade of “A”.

ARENA D: SATISFACTION/PUBLIC IMAGE/IDENTITY OF DISTRICT						
PERFORMANCE INDICATORS	DATA SOURCE	WEIGHT (100%)	CONCERN (1.0)	ACCEPTABLE (2.0-2.9)	MEETS CURRENT VISION (3.0)	SCORE
Parent Satisfaction with Mahtomedi Public Schools	NSSE Survey	20	10% Participation <b>Parent Participation 8.6%</b>	More than 10% Participation	<b>40% Participation</b>  <b>Staff &amp; Student Participation 90% + at all grade levels</b>	3.0
Note: NSSE Survey Results reflect a 5-point scale:  1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree	Parents (3% indicated they were parents of male students, 14% parents of female students)	5	Rating 2.9 (1-5 scale)	<b>Rating 3</b> (1-5 scale)  <b>Parent Composite Rating:</b> <b>OHA 3.85</b> <b>MMS 3.97</b> <b>MHS 3.90</b>	<b>Rating 4</b>  <b>Parent Composite Rating:</b> <b>WW 4.21</b>  <b>Composite 3.9</b>	3.0

**ARENA D: SATISFACTION/PUBLIC IMAGE/IDENTITY OF DISTRICT**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Parent Satisfaction with Mahtomedi Public Schools continued  Note: NSSE Survey Results reflect a 5-point scale:  1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree	Teaching Staff	5	Rating 2.9 (1-5 scale)	<b>Rating 3</b> (1-5 scale)  <b>Staff Composite Rating:</b> OHA 3.92 MHS 3.81	<b>Rating 4</b>  <b>Staff Composite Rating:</b> WW 4.14 MMS 4.21 Composite 4.02  <b>Participation:</b> WW = 73% OHA = 73% MMS = 43% MHS = 87%	3.0
	Students	5	Rating 2.9 (1-5 scale)	<b>Rating 3</b> (1-5 scale)  <b>Student Composite Rating:</b> MMS 3.83 MHS 3.86	<b>Rating 4</b>  <b>Participation:</b> OHA = 92% MMS = 95% MHS = 93%	3.0
	916 Region Data (PDK)	25	60% rate A or B	80% rate A or B	<b>More than 80% rate A or B</b> 90.8% in 2007	3.0
Parent Satisfaction with Communication Strategies	Effectiveness of the communication strategies	20	Parents rate effectiveness of communication at 2.5 or below	Parents rate effectiveness of communication at 2.5 or above (1-5 scale)  <b>Parent Composite rating:</b> OHA 3.85 MMS 3.97 MHS 3.90 (1-5 scale)	Parents rate effectiveness of communication at 3.0 in 08-09  <b>Parent Composite rating:</b> WW 4.21 (1-5 scale)	3.0

**ARENA D: SATISFACTION/PUBLIC IMAGE/IDENTITY OF DISTRICT**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Student Satisfaction with Mahtomedi Public Schools	Survey Graduates (1 year): Begin in 2008	0	70% participation	More than 70% participation	<b>90% participation Sept. 08, using NE Metro 916</b>	
	Survey Graduates (1 year): Begin in 2008	0	Less than 50% rate good to excellent	More than 50% rate good to excellent	<b>75% rate school good to excellent in Sept. 08</b>	
	% of students living in our district attending 832	5	75% attend our schools	More than 75% attend our schools	<b>90% attend our schools (89.21% of students live and attend Mahtomedi Schools in 2007)</b>	3.0
	NSSE Student Results (Note: Wildwood Students not included in survey.)	15	Scores at "2" or in all areas  <b>Student Composite: OHA 2.62</b>	Scores at "3" or above in all areas  <b>Student Composite: MMS 3.83 MHS 3.86 Average All Schools: 3.42</b>	Scores at "4" or above in all areas	2.5
					<b>06-07 weighted score</b>	<b>2.9</b>

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**Mahtomedi Public Schools  
Independent School District #832  
BALANCED SCORECARD 2007  
10-23-07**

**INSIGHT STATEMENTS FOR ARENA E: COMMUNITY ENGAGEMENT**

1. **Mahtomedi schools have traditionally enjoyed a positive image and connection with the community. This can no longer be taken for granted. The district needs to improve its sophistication, systems and structures for community engagement.**
2. **Public engagement measures in the future will need to include more data regarding the level of satisfaction beyond participation in a referendum or bond election.**

<b>ARENA E: COMMUNITY ENGAGEMENT</b>						
<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Community Satisfaction is important to success of Mahtomedi Schools	Positive Election Participation	15	40% eligible voters participate in elections	<b>More than 40% eligible voters participate in elections</b>	75% eligible voters participate in elections 65% for district questions, when needed	2.5
	Public Satisfaction with Board engagement	10	The bond and referendum election does not pass	<b>The bond and referendum election passes</b>	The bond and referendum election passes with more than 60% positive vote	2.5
Parent/Participant satisfaction is important to success of Mahtomedi schools	School View Participation	20	42% participation at secondary	More than 50% at secondary	<b>75% at secondary</b>	3.0
	NSSE Results Parent Q40	15	Average rating Less than 3.0	Average rating of 3.0 or better <b>Average Rating 3.6</b>	Average rating of 4.0 or better	2.5

**ARENA E: COMMUNITY ENGAGEMENT**

<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b>SCORE</b>
Parent/Participant satisfaction is important to success of Mahtomedi schools continued	Community Education targeted participant surveys	10	Less than 30% survey involvement/ completion	<b>More than 30% survey involvement/ completion</b>	More than 50% survey involvement/completion	2.5
		10	Less than 70% of participants report expectations of experience were met	<b>More than 70% of participants report expectations of experience were met</b>	More than 80% of participants report expectations of experience were met	2.5
	Parent Satisfaction with the district process of decision making	20	Satisfaction rating is lower than 3.0 on NSSE	<b>Satisfaction rating is 3.0 or better on NSSE</b>	Satisfaction rating is 4.0 on NSSE	2.0
					<b>06-07 weighted score</b>	<b>2.5</b>

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**Mahtomedi Public Schools  
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BALANCED SCORECARD 2007  
10-23-07**

**INSIGHT STATEMENTS FOR ARENA F: STUDENT DEVELOPMENT**

This arena will be developed in 2007 with implementation in January, 2008. Insight statements will be developed for the Data Retreat in the fall of 2008.

<b>ARENA F: STUDENT DEVELOPMENT (Implementation will begin in fall of 2007)</b>						
<b>PERFORMANCE INDICATORS</b>	<b>DATA SOURCE</b>	<b>WEIGHT (100%)</b>	<b>CONCERN (1.0)</b>	<b>ACCEPTABLE (2.0-2.9)</b>	<b>MEETS CURRENT VISION (3.0)</b>	<b><i>IN DEVELOPMENT</i></b>
<b>The health and well-being of our students is an important factor in their education</b>	<b>Responsive Classroom Anti-Bullying Initiative Chemical Health Adult Advocates ZAP Discipline Plans Attendance: % all students/all day % of students in co-curriculars</b>	<div style="border: 1px solid black; padding: 5px;">                     This arena will be developed in 2007 with full implementation beginning in fall, 2008. Assessment of this arena will be available at the 2008 Data Retreat.                 </div>				
<b>Student Safety</b>	<b>Involvement in Co-curricular activities Leadership/Character Building Safe Buildings: Locked doors/nametags</b>					

**Mahtomedi Public Schools  
Balanced Scorecard 2007  
Weighted Scores by Arena**

Arena A: Student Learning

20	2.2	0.4
10	2.9	0.3
0	0.0	0.0
10	3.0	0.3
10	3.0	0.3
10	3.0	0.3
20	3.0	0.6
15	2.0	0.3
5	3.0	0.2
<b>100</b>		<b>2.7</b>

Arena B: Professional Practices

20	3.0	0.6
10	3.0	0.3
30	2.0	0.6
20	2.0	0.4
20	2.0	0.4
<b>100</b>		<b>2.3</b>

Arena C: System Performance

15	3.0	0.5
10	3.0	0.3
25	3.0	0.8
25	3.0	0.8
25	3.0	0.8
<b>100</b>		<b>3.0</b>

Arena D: Satisfaction/Public Image/Identity of District

20	3.0	0.6
5	3.0	0.2
5	3.0	0.2
5	3.0	0.2
25	3.0	0.8
20	3.0	0.6
0	0.0	0.0
0	0.0	0.0
5	3.0	0.2
15	2.5	0.4
<b>100</b>		<b>2.9</b>

Arena E: Community Engagement

15	2.5	0.4
10	2.5	0.3
20	3.0	0.6
15	2.5	0.4
10	2.5	0.3
10	2.5	0.3
20	2.0	0.4
<b>100</b>		<b>2.5</b>

Arena F: Student Development (under development)

MAHTOMEDI ISD #832  
BALANCED SCORECARD  
SCALE SCORE  
2007

Arena A - Student Learning

**2.7**

Arena B - Professional Practices

**2.3**

Arena C - System Performance

**3.0**

Arena F - Student Development

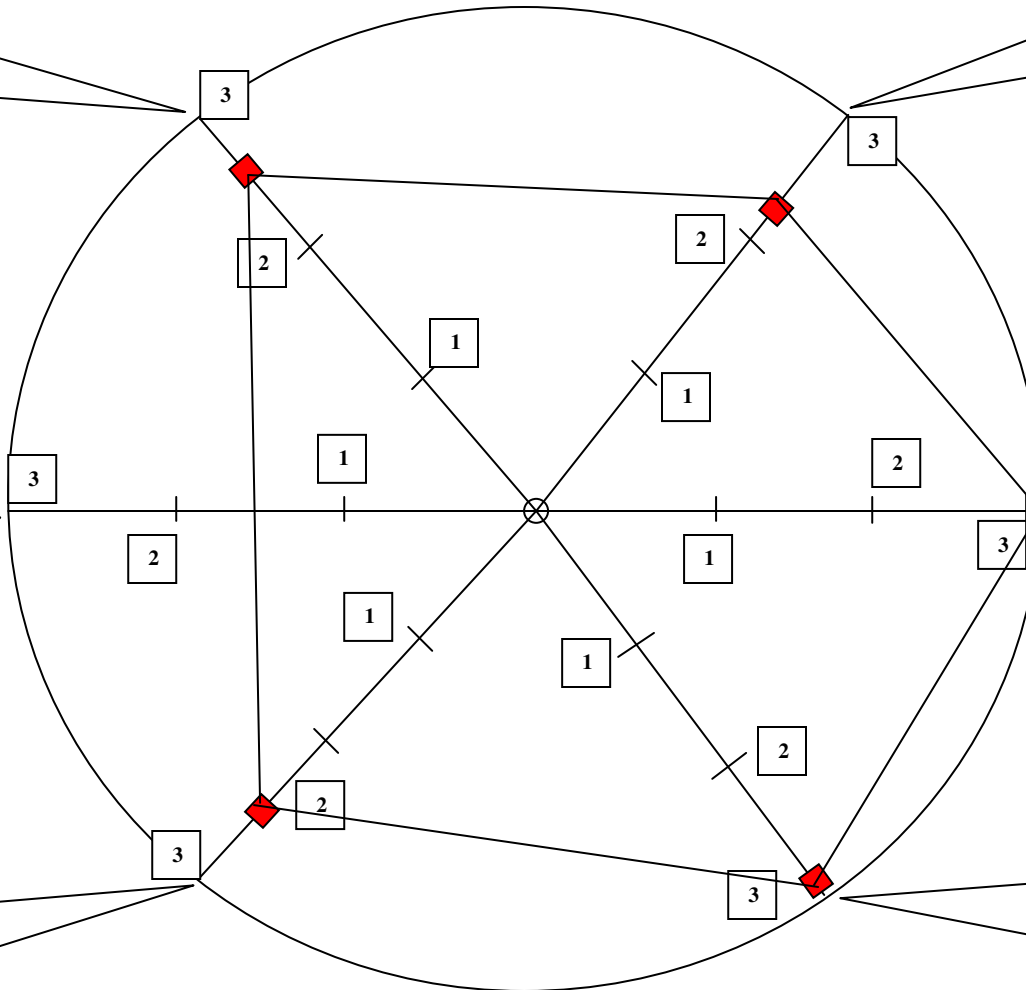
**In Development**

Arena E - Community Engagement

**2.5**

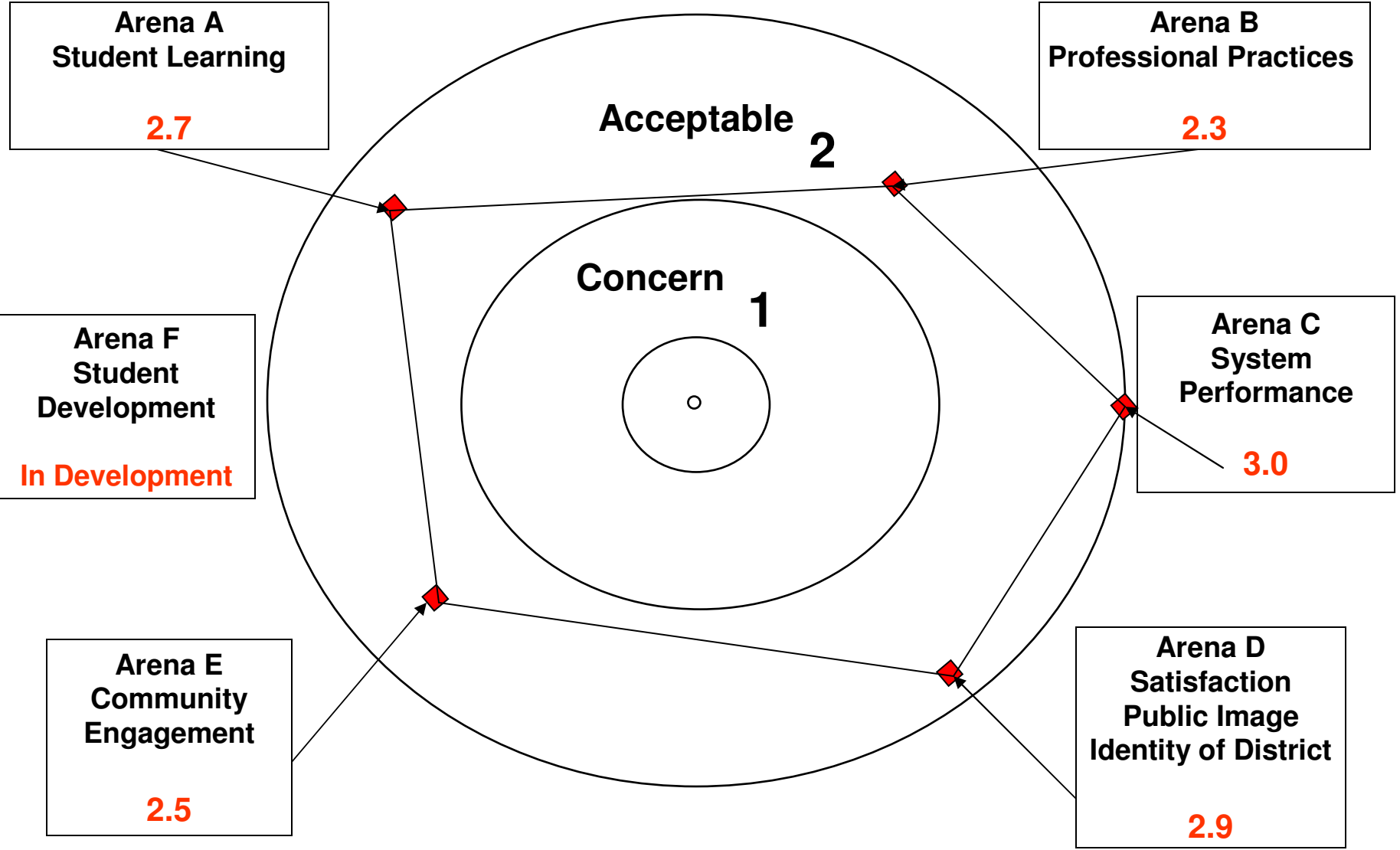
Arena D - Satisfaction  
Public Image  
Identity of District

**2.9**



# Scale Score

Meets Vision 3



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