

June 2018
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Moving From ‘Show’ To ‘Go’

How a focused approach on continuous improvement makes a difference for students and staff in the Anoka-Hennepin School District

June 8, 2018

Executive Committee Meeting

7:30 a.m.
Lexington Room,
TIES Conference Center
St. Paul

July 13, 2018

Executive/Legislative Committee Meeting

7:30 a.m.
Lexington Room,
TIES Conference Center
St. Paul

August 10, 2018

Board of Directors Meeting

7:00 a.m.
Grand Hall,
TIES Conference Center
St. Paul

August 17, 2018

Executive/Legislative Committee Meeting

7:30 a.m.
Lexington Room,
TIES Conference Center
St. Paul

AMSD’s Mission

To advocate for state education policy that enables metropolitan school districts to improve student learning.



Association of
Metropolitan School Districts

Is it possible that school districts can avoid the chaos that can impact decision making through a system of planning and effective review of data?

Anoka-Hennepin Schools are doing just that, moving from talk to action, and doing it in an organized and understandable way. The School Board has adopted a continuous improvement cycle, which focuses district leaders and staff alike on strategic priorities and systems to measure their impact. Resources are aligned where needed based on a review of data and results. Innovation is wrapped within a system of support, allowing new ideas and programs to be integrated into the system and sustained over time.

“Managing change in a school system can be a challenge,” commented Superintendent David Law. “Being clear about district priorities and the system in place to set and review them is helping us move forward in a positive way,” he added.

Active and engaged School Board

The first consideration in the planning model takes into account the role of the elected officials in setting priorities, establishing project timelines and determining data points used for measuring impact. “Through this system School Board members are able to fully contribute and actively engage in the direction of the district,” commented Tom Heidemann, School Board chair.

A traditional planning model for districts includes an annual summer retreat to review data and actions from the previous year and actions to finalize plans for the upcoming year. This model leaves little time or ability to implement emerging ideas for the upcoming year. In addition, student performance data from the previous year is not often available to use in decision making.

“Instead of just reacting to plans, School Board members are now involved in the process. They’re also proactive and collaborative with staff and each other on these key decisions,” he added. For example, with School Board approval of 2018-19 strategic priorities in November, staff can begin the process of setting budgets and communicating within the organization, a full six months in advance of implementation.

ABOUT ANOKA-HENNEPIN

The Anoka-Hennepin School District is one of Minnesota’s largest, serving approximately 38,000 students and 248,000 residents.

Spread out across 172 square miles, the district is made of 13 suburban communities north of the Twin Cities. Anoka-Hennepin has 24 elementary schools, six middle schools, and five high schools, plus alternative middle and high school sites.

ABOUT THE SCHOOL BOARD

A six-member School Board governs the Anoka-Hennepin School District. The members include, Chair Tom Heidemann, Vice Chair Marci Anderson, Treasurer Bill Harvey, Clerk Jeff Simon, Director Nicole Hayes and Director Anna Dirkswager.

Mission: It is the primary mission of the district to effectively educate each of our students for success.

Vision: It is the vision of the district to be a public school system of excellence, with high-quality staff and programs, and successful graduates.



ANOKA-HENNEPIN
SCHOOLS
A future without limit

Continued on page 2

From the Chair

To say the 2018 legislative session was a disappointment would be an understatement. State policymakers deserve our thanks for approving critically important pension stabilization legislation. Unfortunately, two major issues – a comprehensive school safety package and the creation of a working group to develop recommendations to address the growing special education cross-subsidy - were left largely unaddressed. Both issues enjoyed broad, bipartisan support and very likely would have been adopted if they had been included in a stand-alone education bill. It is my sincere hope that one outcome of the 2018 session will be that legislators put an end to the long running practice of developing a “mega” supplemental budget bill in the even year sessions. Our students deserve better.

Steve Adams, school board member from Hopkins Public Schools, is chair of AMSD.

Anoka-Hennepin’s Continuous Improvement Approach Benefits Students, Staff and Community

Continued from page 1

Three strategic priorities, four-step process

Anoka-Hennepin has established three broad strategic priorities regarding academic performance, school climate, culture and effective operations, and a four-step timeline to guide priority items effectively through the process.

The strategic priorities planning cycle begins with considering then reviewing, and implementing then monitoring priority items. Items in the implementing category are those being completed in the current year. Priorities in the reviewing category are in planning stages with work being done to consider future implementation, while priorities under consideration are in the early stages of review and may be considered for future years. The School Board also selects priorities in the system to closely monitor and determine if action is necessary. Strategic priorities are established and reviewed in alignment with School Board budgetary and operations calendars, ensuring focused energy on the task and assurance that the district has the necessary resources to achieve, sustain and monitor priorities.

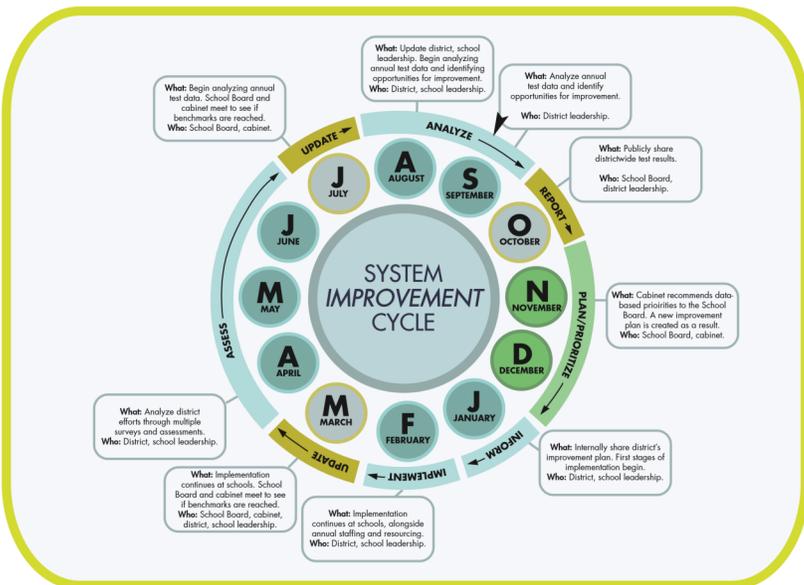
“Alignment of the current tools and processes the district uses to make decisions with the dates on the calendar is an important part of this work,” commented Superintendent Law. “This allows the district to fully inform and involve staff and community members regarding these priorities and get their collective energy behind strategies to improve schools,” he added.

Continuous improvement next steps

Anoka-Hennepin is in the third year of using the continuous improvement cycle and work continues to refine and improve the system. The foundational work of how and when decisions are made is considered a strength of the system.

2017-18 ANOKA-HENNEPIN SCHOOLS STRATEGIC PRIORITIES		
MISSION: It is the primary mission of the district to effectively educate each of our students for success. Vision: It is the vision of the district to be a public school system of excellence, with high quality staff, programs and successful graduates.		
INCREASED STUDENT ACHIEVEMENT		
SAFE AND WELCOMING ENVIRONMENTS		
EFFECTIVE ORGANIZATIONAL SUPPORT		
IMPLEMENTING		
1.1 Elementary English Language Arts curriculum.	2.1 Supporting students in crisis.	3.1 Support board decisions in recommendations for facilities.
1.15 Middle school literacy review.	2.2 Implement a multi-tiered system of support for students, year one.	3.2 Recruitment and retention of employees.
1.2 Math action plan K-12.		3.3 Continuous improvement process update.
1.3 Special education recommendations, year one.		
1.4 Technology plan, year three.		
1.5 Monitor and enhance magnet/specialty schools.		
1.6 Voluntary pre-K implementation, year two.		
1.7 Talent development recommendations, year one.		
REVIEWING		
1.8 College and career readiness.	2.3 Class size analysis.	3.4 Strategic investments.
		3.5 Collaboration time.
		3.6 HR/pay/finance software.
		3.7 Student and administrative support recommendations.
		3.8 Employee recognition.
CONSIDERING		
1.9 Q-Comp program impact.		
MONITORING		
	2.4 Anti-bullying/anti-harassment work.	3.9 Insurance options.
	2.5 Systems and programs for safety and security.	
	2.6 Student engagement professional development.	

2017-18 ANOKA-HENNEPIN SCHOOLS CONTINUOUS IMPROVEMENT MODEL



Anoka-Hennepin has incorporated a data-rich scorecard as a tool for the School Board to monitor performance across the district. “We set high expectations for performance and use the scorecard as a way to measure results and determine where resources should be directed to get the results we need,” commented Heidemann.

Moving forward, improving understanding within the organization regarding the scorecard along with the continuous improvement cycle and strategic priorities is a goal. Changes will be made to better reflect indicators of progress on planning documents. Both internal and external audience needs regarding reporting on strategic priorities will also be enhanced in the year to come. The School Board and superintendent have also committed to additional data collection and stakeholder feedback for future consideration.

“This is a team effort with our building and department leaders to establish understanding of the strategic priorities with staff,” commented

Superintendent Law. “One of the key planning parameters of this system is to have the strongest internal communication possible. Aligning the efforts will lead to the best possible outcomes for our students” he added.

The Anoka-Hennepin School Board presented a complete overview of this system at the 2018 National School Boards Association Annual Conference in San Antonio, Texas.

“We’re pleased to share what works in our district for others to consider,” commented Heidemann. “Using a continuous improvement approach, we fully expect to further improve our model for the benefit of our students, staff and community.”

This month’s member spotlight was submitted by James Skelly, Director, Communications and Public Relations, Anoka-Hennepin School District.

Pension Stabilization and School Safety Grants Adopted

In an otherwise disappointing session, legislation stabilizing Minnesota’s public employee pensions and a bonding bill that includes \$25 million for school safety grants were signed into law by Governor Mark Dayton. The omnibus pension bill, sponsored by Sen. Julie Rosen and Rep. Tim O’Driscoll, was one of AMSD’s top priorities for the 2018 session. The bill provides state funding for the increased employer contribution through the school aid formula. Under the legislation, the Teachers Retirement Association (TRA) Fund’s liabilities will immediately be reduced by \$2.0 billion, the funded ratio will increase to 75% (from 70%), and the plan will be on a trajectory to be 92% funded in 30 years.

Key provisions related to TRA include:

Cost of living adjustment (COLA) for retirees

- Current COLA = 2% each January 1
- January 1, 2019 – January 1, 2023 = 1%
- January 1, 2024 = 1.1%
- January 1, 2025 = 1.2%
- January 1, 2026 = 1.3%
- January 1, 2027 = 1.4%
- January 1, 2028 and thereafter = 1.5%

TRA Contribution Changes		
Contribution rates	Employer	Employee
• current contribution rate	7.50%	7.50%
• beginning 7/1/2018	7.71%	
• beginning 7/1/2019	7.92%	
• beginning 7/1/2020	8.13%	
• beginning 7/1/2021	8.34%	
• beginning 7/1/2022	8.55%	
• beginning 7/1/2023 and after	8.75%	7.75%

COLA Eligibility: Beginning July 1, 2024, eligibility for receipt of first COLA would be changed to normal retirement age (age 65-66, depending on date of birth). Members who retire under rule of 90, and members who retire at least age 62 with at least 30 years of service credit are exempt from this change.

COLA Trigger: The COLA trigger is eliminated. Previously, the COLA would have increased to 2.5% if the pension fund was at least 100% funded for two consecutive years.

School Safety Grants

Important school safety issues were left unaddressed when the Governor and legislative leaders were unable to reach agreement on an omnibus supplemental budget bill. An increase in Safe Schools Revenue and school-linked mental health grants were among the casualties in the nearly 1,000 page supplemental budget bill that was vetoed when the Governor and legislative leaders failed to reach an agreement in the final days of the session. One school safety measure did survive - \$25 million in school safety grants was included in the bonding bill, which was signed into law by the Governor. Key provisions include:

- A school district may apply for a school safety facility grant in the form and manner specified by the commissioner of education. After consultation with the Department of Public Safety’s Minnesota School Safety Center, the commissioner of education may award a school safety facility grant to a school district of no more than \$500,000 for each qualifying school building.
- The commissioner must award grants for projects that meet the requirements of this subdivision on a first-come, first-served basis. At least half of the grants must be awarded to school districts with administrative offices located outside of the 11 Minnesota counties included in the Minneapolis-St. Paul-Bloomington Metropolitan Statistical Area delineated in 2009 by the United State Census Bureau.
- Grants may be used to pre-design, design, construct, furnish, and equip school facilities and includes renovating and expanding existing buildings and facilities. Before a grant is approved, the district must provide documentation acceptable to the commissioner of education on how the grant will be used.
- No money for construction may be distributed by the commissioner of education to the recipient school district until bids have been received on 100 percent of the construction documents and satisfactory documentation has been submitted to the commissioner of education indicating the project can be fully completed with money available for the project.
- Grants are available when the commissioner of management and budget determines that sufficient resources have been committed to complete the project, as required by Minnesota Statutes, section 16A.502.

Summaries of education-related legislation from the 2018 session, including vetoed bills, are available on the [AMSD website](#).

AMSD Members: Anoka-Hennepin School District, Bloomington Public Schools, Board of School Administrators (Associate Member), Brooklyn Center Community Schools, Burnsville-Eagan-Savage, Columbia Heights Public Schools, Eastern Carver County Schools, Eden Prairie Schools, Edina Public Schools, Elk River Area School District, Equity Alliance MN (Associate Member), Farmington Area Public Schools, Fridley Public Schools, Hopkins Public Schools, Intermediate School District 287, Intermediate School District 917 (Associate Member), Inver Grove Heights Schools, Lakeville Area Public Schools, Mahtomedi Public Schools, Metro ECSU (Associate Member), Minneapolis Public Schools, Minnetonka Public Schools, Monticello Public School District; Mounds View Public Schools, North St. Paul-Maplewood-Oakdale School District, Northeast Metro Intermediate School District 916, Northwest Suburban Integration District (Associate Member), Orono Schools, Osseo Area Schools, Prior Lake-Savage Area Schools, Richfield Public Schools, Robbinsdale Area Schools, Rochester Public Schools; Rockford Area Schools, Rosemount-Apple Valley-Eagan Public Schools, Roseville Area Schools, Shakopee Public Schools, South St. Paul Public Schools, South Washington County Schools, SouthWest Metro Intermediate District (Associate Member), Spring Lake Park Schools, St. Anthony-New Brighton Independent School District, St. Cloud Area Schools, St. Louis Park Public Schools, St. Paul Public Schools, Stillwater Area Public Schools, TIES (Associate Member), Wayzata Public Schools, West Metro Education Program, West St. Paul-Mendota Heights-Eagan Area Schools and White Bear Lake Area Schools.