MANAGEMENT ANALYSIS & PLANNING, INC.

A Preliminary Study to Determine Adequate Education Funding in Minnesota

Submitted to

The Minnesota School Funding Task Force
Governor Tim Pawlenty
Education Commissioner Cheri Pierson Yecke

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The authors take sole responsibility for the entire substance of this report and operated independently on arriving at any recommendations of preliminary costs of adequacy.

II. EXECUTIVE SUMMARY

Management Analysis & Planning, Inc. (MAP), at the request of the Minnesota School Funding Task Force, conducted professional judgment panels to illustrate the ability to develop a rational, cost-based method of funding Minnesota public schools. The professional judgment panel (PJP) process relies on the judgment of experienced educators to determine the school-level resources necessary to provide students with the opportunity to achieve state standards and outcome measures. Through the process, panelists determined the resources for the "base" school – those with few, if any, at-risk students – and the resources necessary for schools with increasing concentrations of at-risk students, i.e., students from low-income backgrounds and/or limited English proficiency.

MAP convened three panels of experienced Minnesota experts over a three-day period to determine an adequate level of school funding for the state. Participants included teachers, principals (from all three levels of schooling), superintendents, and other district-level administrators. MAP utilized three teams, each with five or six educators, to establish a degree of reliability. Each team was given a sequence of exercises to develop instructional programs (and the resources necessary to reasonably implement those programs) for prototypical elementary, middle, and high schools with varying demographics that represented the diverse nature of Minnesota public schools. In developing the instructional programs and associated resources to reasonably implement these programs, panelists were asked to make several important assumptions about the condition of their hypothetical school district and school, e.g., adequacy of facilities, level and condition of existing technology, and staffing salaries. Policymakers, therefore, should be mindful that the estimated budgets associated with these teams include assumptions that may or may not be reality in some districts in the state.

As student demographics reflected a more at-risk population through the sequence of exercises, each team increased resources available to serve the more challenging needs associated with concentrations of low-income and language-learner students. However, each team, faced with identical exercises, devised very different instructional programs and strategies to address the spectrum of needs faced by schools across the state. All three teams emphasized the need for early intervention in the primary grades (K-3) and to provide full-day kindergarten in all elementary schools. One team indicated that the strength of their initial instructional program required fewer marginal resources as concentrations of at-risk students increased than did the other two teams. Though all three teams increased resources at the elementary school level as student needs increased, the strategies for secondary schools differed among the three teams. While resources increased at all schooling levels, one team emphasized more resources at the middle school level, another team dedicated more resources at the high school level under these same circumstances, while the third made modest changes to both instructional programs.

This report presents the findings from the three teams through a summary of their instructional programs (full program descriptions available in Appendix C). Though the purpose of the professional judgment panels was to provide task force members with information on how a comprehensive, rational, cost-based funding system might be developed, and not with a final recommendation of what that funding system should be (or cost), the results of the professional judgment panels did provide a glimpse of the potential costs associated with these cost-based instructional programs and those costs are included in this report.

III. INTRODUCTION

Policymakers across the nation have been tasked with determining an "adequate" level of funding for public schools. Researchers and policymakers utilize four main methodologies to determine adequate funding levels: 1) professional judgment, 2) successful schools, 3) evidence-based or state-of-the-art, and 4) econometric or empirical. Each methodology has its own set of strengths and weaknesses leading one to observe the

conclusion that there is not a "one-best" way of determining adequacy. As much as the research and policymaker communities would like to have a definitive answer as to what was adequate, the inability to clearly define the relationship between educational resources (inputs) to student outcomes leaves us with more of an art than a science to determine adequacy. Each methodology carries with it its own set of assumptions. Those assumptions, in turn, could lead to vastly different results.

The professional judgment method also has positive and negative aspects. As the name implies, it is based on the judgment of professional educational experts. The experts are chosen for their substantial experience in schools and proven track records of success in educating students, and therefore have the expertise to determine what programs and resources are necessary for schools to succeed. They have an in-depth knowledge of the complex issues that may be masked by the numbers in the statistical models, and can develop models that accommodate that complexity. On the other hand, the procedure is subject to the biases of the individuals involved, though its reliability can be enhanced through various means. Another problem is that it is sometimes difficult to accurately price particular components of the model, forcing researchers to rely on expenditure data rather than on market prices in these cases. However, the technique is powerful in that it actually describes a sample instructional program for a prototypical school. Rather than being prescriptive, the instructional program is intended to be an example of how the designated funding could be spent to obtain the desired outcomes. The model is transparent, and all the assumptions that are built into it are obvious. Thus it is easy for others to review, and for policymakers to see the funding impact of various interventions.

MAP convened three panels of educators with a track record of success over a three-day period in October, 2003.[1] In order to establish reliability and consistency of results, all three teams completed a series of identical exercises in the same sequence. Panelists were tasked with developing instructional programs for prototypical schools – elementary, middle, and high schools – with varying student demographics – proportion of students eligible for the federal free- or reduced-lunch program (FRL) and identified as limited English proficient (LEP). More specifically, panelists were asked, in their best professional judgment, to develop instructional programs that would provide the opportunity for students in the prototypical schools to achieve the outcome standards set forth by the state.[2]

After developing the instructional programs to meet the needs of the students in the prototypical schools, panelists determined the resources – staffing and instructional non-personnel items – necessary to implement their instructional programs at the school level.[3] School-level budgets were then calculated from the staffing and non-personnel items determined by the panels at each exercise utilizing statewide average salary data for

[1] Professional judgment panels convened in Bloomington, Minnesota, October 24-26, 2003.

[2] The outcome standard used in the exercises was provided in Exhibit 1 of the instructions provided to panelists and read, "Consider the Minnesota Math and Reading/Language Arts curriculum standards and benchmarks as your outcome standards as you develop your instructional programs connected with these exercises."

[3] District-level expenditures such as central administration, maintenance and operations, and transportation were assumed to be adequate, thus panelists were not asked to determine these amounts.

each of the personnel categories. Again, panelists were told to assume that salaries and benefits were adequate to attract and retain qualified personnel. The prototypical-school costs were then applied to all of the schools in the state to determine approximate state costs of implementing each of the teams' instructional programs of adequacy.

IV. MINNESOTA PROFESSIONAL JUDGMENT PANELS

A. Selection Process and Exercises

MAP, through cooperation with Minnesota Department of Education staff, solicited nominees to participate in the professional judgment study. Namely, nominees came from Minnesota Department of Education staff, were identified as Blue Ribbon Schools, had received teachers of the year award, or were identified as successful with at-risk students through the Education Trust database.[4] In all, MAP received 43 nominees. A total of 18 experienced educators were selected from across the state of Minnesota and divided into three panels. More specifically, each six-member panel consisted of a superintendent, a district-level business manager, one principal from each level of schooling (elementary, middle, and high), and one teacher. Additionally, educators were chosen from throughout the state to properly reflect the needs and characteristics of large, urban districts, suburban districts, and those of Greater Minnesota. No two educators from the same district were placed on the same panel. A list of participants and participant profiles can be found in Appendix A.

The three panels met over a three-day period (October 24-26, 2003) in Bloomington, Minnesota. A facilitator worked with each group in order to answer any questions and make sure each group was on track, but did not interject opinions or make any attempt to guide program designs.

Each panel, in an effort to ensure reliability of results, was assigned identical exercises to be completed in the same sequence. Namely, panels were tasked with developing instructional programs for prototypical schools of varying student need as measured by eligibility for the free- or reduced-lunch program (FRL) and identified as limited English proficient (LEP). The prototypical schools were:

- Elementary school: grades K-5 with enrollment of 372 students
- Middle school: grades 6-8 with enrollment of 426 students
- High school: grades 9-12 with enrollment of 628 students

[4] Database compiled by the Education Trust and can be accessed at www.edtrust.org.

The exercises consisted of schools at the 10th, 25th, 50th, 75th, and 90th percentiles, reflective of the distribution of school characteristics in the state of Minnesota (see Table 1 for the exercise sequence).[5]

Table 1: Prototypical School Demographics

EXERCISE	% FRL (Percentile)	% LEP (Percentile)
1	**6.5 (10th)**	**0.3 (50th)**
2	**14.7 (25th)**	**0.3 (50th)**
3	**27.3 (50th)**	**0.3 (50th)**
4	**43.2 (75th)**	**4.2 (75th)**
5	**69.7 (90th)**	**15.7 (90th)**

Panelists were tasked with developing instructional programs given the outcome standard found in Exhibit 1 of their instructions:

> Consider the Minnesota Math and Reading/Language Arts curriculum standards and benchmarks as your outcome standards as you develop your instructional programs connected with these exercises.

The grade-specific outcome standards and benchmarks for Math and/or Reading/Language Arts can be accessed through the Minnesota Department of Education Web site, http://children.state.mn.us/html/intro_committee.htm. The full set of instructions can be found in Appendix B.

Additionally, panelists were to assume that the special education incidence rate in these schools was 11.5 percent.[6] In particular, they were told to assume:

- 7.3 percent are served outside of the general education class less than 21 percent of the day – students considered to be in the general education classroom setting
- 2.9 percent are served outside of the general education class at least 21 percent of the day and no more than 60 percent of the day – students considered to be in the resource room setting
- 1.3 percent are served outside of the general education class more than 60 percent of the day – students considered to be in a separate classroom setting.

A. Instructional Programs

[5] Data was from the 2001-02 school year and provided by the Minnesota Department of Education.

[6] Minnesota Department of Education, 2001-02 data for the overall incidence rate and for the federal placement breakdown. Though panelists were not tasked with developing special education instructional programs, they were asked to consider the general education program and resources for these special education students.

Each team developed their instructional programs, given the outcome standard, and then assigned school-level personnel and non-personnel resources to implement those instructional programs. From these personnel and non-personnel resources, school-level budgets were calculated using statewide average salaries for those personnel items. After each exercise, panelists were asked how confident they were in the instructional programs and the resources associated with those programs to accomplish the outcome standard given the student population in the exercise. The full program descriptions of each team can be found in Appendix C.

Summaries of resource allocations associated with each team's instructional programs for the first and last exercises are in Tables 2-7. In particular, one can see how the three teams adjusted resources from low needs (10^{th} percentile) to high needs (90^{th} percentile). The three teams differed in their approaches of how to accomplish the outcome standard given the student needs illustrating that there is not, more than likely, "one-best way" to deliver an adequate education. Therefore, the professional judgment results are descriptive rather than prescriptive and any funding system should allow for maximum flexibility to local educators to deliver their designed instructional programs.

Table 2: Exercise 1 Elementary School Summary

		RED TEAM	YELLOW TEAM	PURPLE TEAM
	K-5 HEADCOUNT ENROLLMENT	**372**	**372**	**372**
	% FRL	**6.5%**	**6.5%**	**6.5%**
	% LEP	**0.3%**	**0.3%**	**0.3%**
Early Childhood Development Program		**NOT OFFERED**	**NOT OFFERED**	**15.00**
Preschool (4-year old) Program		**100.00**	**10.00**	**15.00**
Kindergarten Program		**FULL DAY/ALL**	**FULL DAY/ALL**	**HALF DAY**
Extended-Day Programs		**NOT OFFERED**	**10.00**	**15.00**
Extended-Year Programs		**NOT OFFERED**	**10.00**	**15.00**
PERSONNEL				
	PUPIL-TOTAL STAFF RATIO	**11.73**	**10.20**	**11.17**
	KINDERGARTEN CLASS SIZE	**8.0**	**15.0**	**20.0**
	KINDERGARTEN PUPIL-TEACHER RATIO	**15.50**	**15.50**	**20.67**
1. Kindergarten Teachers		4.00	4.00	1.50
	GRADES 1-5 CLASS SIZE	**16/21**	**18/21**	**22.0**
	GRADES 1-5 PUPIL-TEACHER RATIO	**15.12**	**12.16**	**16.32**
2. Core Classroom Teachers		17.50	20.00	14.00
3. Other Teachers		3.00	5.50	5.00
4. Substitutes		1.23	1.48	1.03
5. General Education Paraprofessionals		2.00	1.30	4.50
6. Kindergarten Paraprofessionals		-	-	-
	PUPIL-PUPIL SUPPORT RATIO	**372.00**	**531.43**	**189.44**
7. Guidance Counselors		-	-	0.50
8. School Psychologists		-	-	-
9. Social Workers		-	0.50	-
10. Other Pupil Support		-	-	-
11. Nurses		-	0.20	0.30
12. Librarians/Media Specialists		1.00	-	1.00

	STAFF-ADMINISTRATOR RATIO	**28.73**	**16.49**	**17.39**
13. Principals		1.00	1.00	1.00
14. Assistant Principals		-	-	-
15. Other Professional Staff		-	1.00	0.60
16. Clerical/Data Entry		2.00	1.50	1.00
17. Security		-	-	0.10

Table 3: Exercise 1 Middle School Summary

		RED TEAM	**YELLOW TEAM**	**PURPLE TEAM**
	GRADES 6-8 ENROLLMENT	**426**	**426**	**426**
	% FRL	**6.5%**	**6.5%**	**6.5%**
	% LEP	**0.3%**	**0.3%**	**0.3%**
Extended-Day Programs		**NOT OFFERED**	**10.00**	**15.00**
Extended-Year Programs		**NOT OFFERED**	**10.00**	**15.00**
PERSONNEL				
	PUPIL-TOTAL STAFF RATIO	**12.84**	**13.62**	**10.40**
	AVERAGE CLASS SIZE	**19.0**	**25.0**	**25.0**
	PUPIL-TEACHER RATIO	**18.13**	**19.81**	**15.78**
1. Core Classroom Teachers		22.50	13.00	18.00
2. Other Teachers		1.00	8.50	9.00
3. Substitutes		1.18	1.08	1.35
4. General Education Paraprofessionals		3.00	2.00	5.50
5. Kindergarten Paraprofessionals		-	-	-
	PUPIL-PUPIL SUPPORT RATIO	**213.00**	**157.78**	**118.33**
6. Guidance Counselors		1.00	1.00	1.00
7. School Psychologists		-	-	-
8. Social Workers		-	0.50	0.30
9. Other Pupil Support		-	-	1.00
10. Nurses		-	0.20	0.30
11. Librarians/Media Specialists		1.00	1.00	1.00

	STAFF-ADMINISTRATOR RATIO	**29.68**	**13.64**	**23.41**
12. Principals		1.00	1.00	1.00
13. Assistant Principals		-	-	-
14. Other Professional Staff		-	1.00	0.60
15. Clerical/Data Entry		2.00	2.00	1.50
16. Security		0.50	-	0.40

Table 4: Exercise 1 High School Summary

		RED TEAM	**YELLOW TEAM**	**PURPLE TEAM**
	GRADES 9-12 ENROLLMENT	**628**	**628**	**628**
	% FRL	**6.5%**	**6.5%**	**6.5%**
	% LEP	**0.3%**	**0.3%**	**0.3%**
Extended-Day Programs		**NOT OFFERED**	**NOT OFFERED**	**5.00**
Extended-Year Programs		**NOT OFFERED**	**NOT OFFERED**	**15.00**
PERSONNEL				
	PUPIL-TOTAL STAFF RATIO	**13.33**	**12.17**	**12.05**
	AVERAGE CLASS SIZE	**26.0**	**25.0**	**26.5**
	PUPIL-TEACHER RATIO	**19.63**	**18.07**	**18.47**
1. Core Classroom Teachers		32.00	16.00	33.00
2. Other Teachers		-	18.75	1.00
3. Substitutes		1.60	1.74	1.70
4. General Education Paraprofessionals		5.00	1.00	5.00
5. Kindergarten Paraprofessionals		-	-	-
	PUPIL-PUPIL SUPPORT RATIO	**179.43**	**153.17**	**112.14**
6. Guidance Counselors		1.50	2.00	2.00
7. School Psychologists		-	-	-
8. Social Workers		-	0.50	0.70
9. Other Pupil Support		-	-	1.50
10. Nurses		1.00	0.60	0.40
11. Librarians/Media Specialists		1.00	1.00	1.00
	STAFF-	**28.07**	**8.32**	**20.13**

	ADMINISTRATOR RATIO			
12. Principals		1.00	1.00	1.00
13. Assistant Principals		0.50	2.00	0.50
14. Other Professional Staff		-	2.00	0.80
15. Clerical/Data Entry		3.00	5.00	3.00
16. Security		0.50	-	0.50

Table 5: Exercise 5 Elementary School Summary

		RED TEAM	YELLOW TEAM	PURPLE TEAM
	K-5 HEADCOUNT ENROLLMENT	**372**	**372**	**372**
	% FRL	**69.7%**	**69.7%**	**69.7%**
	% LEP	**15.7%**	**15.7%**	**15.7%**
Early Childhood Development Program		**NOT OFFERED**	**NOT OFFERED**	**85.00**
Preschool (4-year old) Program		**100.00**	**50.00**	**85.00**
Kindergarten Program		**FULL DAY/ALL**	**FULL DAY/ALL**	**FULL DAY/ALL**
Extended-Day Programs		**NOT OFFERED**	**50.00**	**85.00**
Extended-Year Programs		**NOT OFFERED**	**50.00**	**85.00**
PERSONNEL				
	PUPIL-TOTAL STAFF RATIO	**9.30**	**7.79**	**6.74**
	KINDERGARTEN CLASS SIZE	**8.0**	**15.0**	**15.0**
	KINDERGARTEN PUPIL-TEACHER RATIO	**13.19**	**15.50**	**6.20**
1. Kindergarten Teachers		4.70	4.00	5.00
	GRADES 1-5 CLASS SIZE	**16/21**	**18/21**	**17.0**
	GRADES 1-5 PUPIL-TEACHER RATIO	**12.25**	**8.99**	**12.28**
2. Core Classroom Teachers		17.50	20.00	18.25
3. Other Teachers		7.80	14.50	7.00
4. Substitutes		1.50	1.93	1.51
5. General Education Paraprofessionals		3.50	2.30	6.50
6. Kindergarten Paraprofessionals		-	-	-

	PUPIL-PUPIL SUPPORT RATIO	**186.00**	**248.00**	**93.00**
7. Guidance Counselors		-	-	1.00
8. School Psychologists		-	-	-
9. Social Workers		1.00	1.00	1.00
10. Other Pupil Support		-	-	-
11. Nurses		-	0.50	1.00
12. Librarians/Media Specialists		1.00	-	1.00
	STAFF-ADMINISTRATOR RATIO	**37.00**	**22.11**	**26.41**
13. Principals		1.00	1.00	1.00
14. Assistant Principals		-	-	-
15. Other Professional Staff		-	1.00	0.60
16. Clerical/Data Entry		2.00	1.50	2.00
17. Security		-	-	0.10

Table 6: Exercise 5 Middle School Summary

		RED TEAM	**YELLOW TEAM**	**PURPLE TEAM**
	GRADES 6-8 ENROLLMENT	**426**	**426**	**426**
	% FRL	**69.7%**	**69.7%**	**69.7%**
	% LEP	**15.7%**	**15.7%**	**15.7%**
Extended-Day Programs		**20.00**	**50.00**	**85.00**
Extended-Year Programs		**20.00**	**50.00**	**85.00**
PERSONNEL				
	PUPIL-TOTAL STAFF RATIO	**10.83**	**12.20**	**8.22**
	AVERAGE CLASS SIZE	**19.0**	**25.0**	**20.0**
	PUPIL-TEACHER RATIO	**16.08**	**18.32**	**13.97**
1. Core Classroom Teachers		22.50	13.00	21.50
2. Other Teachers		4.00	10.25	9.00
3. Substitutes		1.33	1.16	1.53
4. General Education Paraprofessionals		3.00	3.00	7.00
5. Kindergarten Paraprofessionals		-	-	-

	PUPIL-PUPIL SUPPORT RATIO	**94.67**	**121.71**	**60.86**
6. Guidance Counselors		2.00	1.00	1.00
7. School Psychologists		-	-	-
8. Social Workers		1.50	1.00	1.00
9. Other Pupil Support		-	-	3.50
10. Nurses		-	0.50	0.50
11. Librarians/Media Specialists		1.00	1.00	1.00
	STAFF-ADMINISTRATOR RATIO	**35.33**	**15.46**	**17.70**
12. Principals		1.00	1.00	1.00
13. Assistant Principals		-	-	1.00
14. Other Professional Staff		-	1.00	0.60
15. Clerical/Data Entry		2.00	2.00	2.50
16. Security		1.00	-	0.70

Table 7: Exercise 5 High School Summary

		RED TEAM	**YELLOW TEAM**	**PURPLE TEAM**
	GRADES 9-12 ENROLLMENT	**628**	**628**	**628**
	% FRL	**69.7%**	**69.7%**	**69.7%**
	% LEP	**15.7%**	**15.7%**	**15.7%**
Extended-Day Programs		**20.00**	**50.00**	**85.00**
Extended-Year Programs		**20.00**	**50.00**	**85.00**
PERSONNEL				
	PUPIL-TOTAL STAFF RATIO	**11.19**	**8.82**	**9.69**
	AVERAGE CLASS SIZE	**26.0**	**20.0**	**22.5**
	PUPIL-TEACHER RATIO	**17.07**	**12.62**	**15.70**
1. Core Classroom Teachers		32.00	20.00	37.00
2. Other Teachers		4.80	29.75	3.00
3. Substitutes		1.84	2.49	2.00
4. General Education Paraprofessionals		5.00	4.00	6.00
5. Kindergarten Paraprofessionals		-	-	-

	PUPIL-PUPIL SUPPORT RATIO	**96.62**	**125.60**	**69.78**
6. Guidance Counselors		3.00	2.00	2.00
7. School Psychologists		-	-	-
8. Social Workers		1.50	1.00	2.00
9. Other Pupil Support		-	-	3.00
10. Nurses		1.00	1.00	1.00
11. Librarians/Media Specialists		1.00	1.00	1.00
	STAFF-ADMINISTRATOR RATIO	**25.07**	**12.25**	**20.36**
12. Principals		1.00	1.00	1.00
13. Assistant Principals		1.00	2.00	1.00
14. Other Professional Staff		-	2.00	0.80
15. Clerical/Data Entry		3.00	5.00	4.00
16. Security		1.00	-	1.00

As student needs in these prototypical schools increased, teams utilized different intervention strategies. The Red Team, for instance, implemented preschool for all four-year olds and a full-day kindergarten program in Exercise 1, but did not utilize an early childhood development (ECD) program for three-year olds or extended-day/year programs, even at the highest student-need levels. The Purple Team, conversely, implemented partial delivery of an ECD and preschool program with a limited population receiving extended-day and extended-year services, but only a half-day kindergarten program in exercise 1. At the highest student-need level, the Purple Team shifted to a full-day kindergarten program and near-universal coverage of an ECD and preschool program with near-universal coverage of extended-day and extended-year programs.

At all three levels of schooling, each team, as student need increased, either lowered effective class sizes for increased personalized attention, increased the number of instructional staff to deliver small-group academic intervention services for students, increased the number of pupil-support staff to attend to the social and/or developmental needs of students, or any combination of the above.

A. Model Costs

Several steps had to be taken to determine the statewide costs of the three panels models. Statewide average salaries were applied to all personnel categories identified by the panelists (see Table 8) to determine school-level budgets. These salaries were assumed to adequate to attract and retain qualified personnel. Additionally, panels determined the level of instructional supplies and materials, equipment and technology, student activities, professional development, and assessment services at the school level.

Table 8: Personnel Salaries, 2001-02

Personnel	
1. Core Classroom Teachers	$42,175
2. Other Teachers	$42,175
3. Kindergarten Teachers	$42,175
4. Substitutes	$15,480
5. General Education Paraprofessionals	$17,600
6. Kindergarten Paraprofessionals	$17,600
7. Guidance Counselors	$46,988
8. School Psychologists	$42,859
9. Social Workers	$43,527
10. Other Pupil Support	$44,693
11. Nurses	$40,776
12. Librarians/Media Specialists	$47,158
13. Principals	$78,592
14. Assistant Principals	$76,893
15. Other Professional Staff	$50,387
16. Clerical/Data Entry	$20,000
17. Security	$35,000

Panels were not tasked with determining district-level expenditures such as administration, maintenance and operations, and transportation.[7] These were assumed to be adequate. When the costing out of the three models was applied to Minnesota public schools, actual 2001-02 expenditures for these categories were used to calculate state totals.

The following tables provide the summative budgets from the resources specified by each professional judgment panel to deliver the developed instructional programs. Those non-school-level budget items listed above were set to statewide 2001-02 expenditure funding averages. The budget information was provided by the Minnesota Department of Education.

Each team's distinct instructional programs and budgets are shown in the following tables of school-level budgets. These funding amounts reflect the instructional programs and resources and should be considered flexible and non-prescriptive. That is, if the Red Team's funding series of budgets were adopted as the Minnesota funding formula, an elementary school of 500 students with 6.5 percent FRL and 0.3 percent ELL and receives $7,228 per pupil should not feel obligated to spend those funds in exactly the same way as the Red Team defined their program. Instead, that school should feel free to employ its own methods and management to achieve the Minnesota's Learning Standards. Again, these results

[7] Other expenditure items included board activities, school-level non-personnel administrative items such as equipment and supplies, and severance and early retirement payments.

are presented to illustrate that a rationally based system of adequate funding can be developed in the state of Minnesota.

Elementary School[8]

% FRL	% LEP	RED TEAM	PURPLE TEAM	YELLOW TEAM
6.5%	0.3%	$ 7,228.40	$ 5,959.13	$ 7,456.10
14.7%	0.3%	$ 7,228.40	$ 5,983.75	$ 7,529.76
27.3%	0.3%	$7,379.85	$ 6,248.75	$ 8,195.63
43.2%	4.2%	$ 7,730.80	$ 7,399.83	$ 8,672.14
69.7%	15.7%	$ 8,335.35	$ 7,941.84	$ 9,150.84

Middle School[9]

% FRL	% LEP	RED TEAM	PURPLE TEAM	YELLOW TEAM
6.5%	0.3%	$ 7,037.10	$ 7,963.47	$ 7,403.94
14.7%	0.3%	$ 7,037.10	$ 7,964.59	$ 7,471.50
27.3%	0.3%	$7,169.99	$ 8,113.99	$ 7,733.21
43.2%	4.2%	$ 7,434.51	$ 8,785.07	$ 8,047.25
69.7%	15.7%	$ 8,078.61	$ 9,767.74	$ 8,317.47

High School[10]

% FRL	% LEP	RED TEAM	PURPLE TEAM	YELLOW TEAM
6.5%	0.3%	$ 7,093.90	$ 7,506.47	$ 8,523.95
14.7%	0.3%	$ 7,093.90	$ 7,519.32	$ 8,548.45
27.3%	0.3%	$7,232.79	$ 7,594.08	$ 8,705.77
43.2%	4.2%	$ 7,513.60	$ 8,272.06	$ 8,750.92
69.7%	15.7%	$ 8,065.90	$ 8,978.37	$10,181.85

D. Further Analysis

Yellow Team's non-personnel expenditures appeared systematically higher than the other two teams. The higher-than-expected non-personnel items of student activities and instructional supplies and materials may have been due to an interpretation of the exercise instructions. Because the Yellow Team's cost items were significantly higher than the two other teams, these items were considered to be outliers. Hence two additional analyses were undertaken to combine the personnel items from the Yellow team and non-personnel items from the Red and Purple teams.

[8] Expenditure funding averages based on state averages from the 2001-02 school year by the Minnesota Department of Education.
[9] Expenditure funding averages based on state averages from the 2001-02 school year by the Minnesota Department of Education.
[10] Expenditure funding averages based on state averages from the 2001-02 school year by the Minnesota Department of Education.

- Instructional Supplies & Materials
  - $200/$400/$600 compared to $92/$110/$115 (RED)
- Student Activities
  - $150/$150/$600 compared to $15/$75/$320 (RED)
- Professional Development
  - $240/$240/$240 compared to $75/$75/$75 (RED)

The results of the analyses are noted below.

Modified Yellow Elementary[11]

% FRL	% LEP	YELLOW TEAM	YELLOW TEAM-RED	YELLOW TEAM-PURPLE
6.5%	0.3%	$ 7,456.10	$ 7,023.10	$ 7,025.10
14.7%	0.3%	$ 7,529 76	$ 7,072.76	$ 7,074.76
27.3%	0.3%	$8,195.63	$ 7,647.63	$ 7,644.63
43.2%	4.2%	$ 8,672.14	$ 8,184.14	$ 8,191.14
69.7%	15.7%	$ 9,150.84	$ 8,667.84	$ 8,704.84

Modified Yellow Middle School[12]

% FRL	% LEP	YELLOW TEAM	YELLOW TEAM-RED	YELLOW TEAM-PURPLE
6.5%	0.3%	$ 7,403.94	$ 7,003.94	$ 7,041.94
14.7%	0.3%	$ 7,471.50	$ 7,047.50	$ 7,085.50
27.3%	0.3%	$7,733.21	$ 7,218.21	$ 7,251.21
43.2%	4.2%	$ 8,047.25	$ 7,551.25	$ 7,635.25
69.7%	15.7%	$ 8,317.47	$ 7,791.47	$ 7,985.47

Modified Yellow High School[13]

% FRL	% LEP	YELLOW TEAM	YELLOW TEAM-RED	YELLOW TEAM-PURPLE
6.5%	0.3%	$ 8,523.95	$ 7,726.45	$ 7,665.45
14.7%	0.3%	$ 8,548.45	$ 7,726.45	$ 7,665.45
27.3%	0.3%	$8,705.77	$ 7,792.77	$ 7,726.77
43.2%	4.2%	$ 8,750.92	$ 7,847.42	$ 7,864.42
69.7%	15.7%	$10,181.85	$ 9,243.35	$ 9,395.35

Special education expenditures were also assumed to be adequate. Considerable discussion within Minnesota centered around the funding of special education

[11] Expenditure funding averages based on state averages from the 2001-02 school year by the Minnesota Department of Education.
[12] Expenditure funding averages based on state averages from the 2001-02 school year by the Minnesota Department of Education.
[13] Expenditure funding averages based on state averages from the 2001-02 school year by the Minnesota Department of Education.

services and the impact of "cross subsidization," the practice of funding special education programs with general education dollars to meet special education requirements. The Task Force, in particular, asked if the instructional programs and budgets of the professional judgment panels sufficiently addressed this issue.

The professional judgment panels were not charged with developing special education instructional programs, that is, those instructional and pupil services for children outside of the general education classroom. Rather, the panels were tasked with developing the instructional programs for all children in the general education classroom, including special education students.

In the funding analysis, the state per-pupil expenditures (2001-02) for special education services were added to the general education budget specifications developed by the panels. That is, "adequate" instructional programs were developed for the general education classroom by the three teams.

Existing adequate special education expenditures (considered adequate because of the mandate that special education be funded at an adequate level) were added to those resources considered adequate to deliver the general education programs developed by the panels. By doing so, the result is an adequate funding level for the general education classroom and an adequate funding level to provide special education instructional services and pupil support, thereby eliminating the issue of cross subsidization.

E. Financial Impact

The statewide financial impact of each of these five plans (Purple, Red, and Yellow and Yellow with Purple and Red non-personnel items) was determined by:

- Converting the cost estimates made by each team for each school level from the five distinct data points shown in the tables above to continuous functions relating cost per pupil at each school type to needs concentration (poverty and language),

- Calculating estimated costs per pupil for each elementary, middle, and high school in the state based on the school's actual needs concentration for 2001-2002 and the cost function developed for each school level based on the work of each team, and

- Multiplying the per-pupil cost estimates for each school by the school's district's average daily membership (ADM) for 2001-2002,

- Summing the results for all schools in the state.

The amounts determined through this process provide five estimates of the state aggregate day-to-day costs of providing an adequate opportunity for every Minnesota public school student to achieve state learning standards. These estimates were compared with actual 2001-02 state total expenditures for comparable expenditure categories to determine the "financial impact" of the five scenarios. This "impact" is expressed as a percent increase (or decrease) in expenditures in the table below:

Statewide Impact

	TOTAL EXP % CHANGE
RED TEAM	1.42%
PURPLE TEAM	-2.82%
YELLOW TEAM	14.75%
YELLOW–REV1	6.85%
YELLOW-REV2	6.89%

In reviewing the five scenarios, the impact shows:

- The 2001-02 actual operating expenditures used as the baseline for comparisons includes expenditures made using revenues from federal, state, and local sources, including operating referendum revenues, desegregation, and sparsity. The panelists were told not to consider the source of funds when developing their instructional programs and budgets, but were also not instructed to consider issues related to desegregation and sparsity in their exercises.

- Some districts' actual expenditures reflect programs requiring more resources than the services outlined in the five scenarios, funded in part with operating referendum revenue, or unusually high levels of federal or state categorical aids.

- Other districts' actual expenditures reflect programs that may require fewer resources than those specified in the five scenarios. Because the fiscal impacts outlined above compare the cost of implementing each of the five scenarios on a uniform basis throughout the state, with no allowance for continuation of higher spending in some school districts based on community preferences or cost factors not captured in the scenarios (e.g., additional costs for operating necessary/geographically isolated small schools), they represent the minimum fiscal impact of establishing a statewide funding floor tied to these scenarios.

- The overall fiscal impact for each scenario would equal the sum of: (1) the fiscal impacts identified above, plus (2) the fiscal impact for any cost factors not captured in the scenarios that may receive continued funding (e.g., sparsity funding for small, geographically isolated schools; non-transportation costs of desegregation programs), and (3) the fiscal impact of voter-approved community preference revenues or hold harmless provisions that would enable some school districts to receive additional resources.

V. SUMMARY

The purpose of conducting the professional judgment panels for the School Funding Task Force was not to determine the adequate levels of funding to be considered by Minnesota policymakers. Rather, as a preliminary step to that final goal, the results of the professional judgment panels were used to provide information on how a rational, cost-based system of funding schools could be developed. In particular, the Task Force was shown how the level of resources needed to make both the general education and special education programs could be determined, alleviating the practice of cross subsidization.

As the Task Force undertook many different aspects of school finance, the professional judgment process illustrated the unique nature of delivering educational programs in a non-prescriptive way. That is, each team determined three separate and unique resource allocations and instructional programs to serve identical prototypical schools. State policymakers, as they consider changes to the school finance system in Minnesota, should allow flexibility at the local level (methods and management) to deliver the appropriate instructional program while ensuring that the goals (mission) are clear, the measurement of achievement of those goals is fair and valid, and that the money allocated to schools is adequate and equitable.

To fully determine the costs of an adequate education in Minnesota is ultimately within the purview of the legislature and governor of the state. The professional judgment process provides a valid, transparent method to assist policymakers towards developing such a system of school funding. The three panels convened in October, 2003 provided task force members with information on how to develop such a system as well as some very preliminary cost estimates of implementing such a system.

APPENDIX A

The Minnesota Task Force Professional Judgment Panel
Panel Participant List
October 24 - 26, 2003

1. **Dale Baker,** Business Official, Hutchison Public Schools, *Yellow Team*
2. **Paul Beilfuss,** Superintendent, Wayzata School District, *Red Team*
3. **Susan Craig,** ES Principal, Cooper Community School, *Yellow Team*
4. **Mark Fredericksen,** HS Principal, Waconia High School, *Purple Team*
5. **Charles Griffith,** MS Principal, Albany School District, *Red Team*
6. **Connie Hayes,** Superintendent, LaCrescent Public Schools, *Purple Team*
7. **Stephanie Heilig,** ES Principal, Nettleton Magnet School, *Red Team*
8. **Stephanie Jasperson-Aagenes,** ES Teacher, New Prague Primary School, *Yellow Team*
9. **Phil Jensen,** K-12 Principal, Barnesville Public Schools, *Red Team*
10. **Jeff Powers,** MS Principal, Dassel Cokato Middle School, Purple Team
11. **Paul Schmitz,** HS Teacher, Johnson High School, *Red Team*
12. **John Sellevold,** Business Official, Redwood Falls Public Schools, *Red Team*
13. **Luz Maria Serrano,** Area Superintendent, Saint Paul Public Schools, *Yellow Team*
14. **Terry Tofte,** Superintendent, Northfield Public Schools, *Yellow Team*
15. **Steve Wilkowski.** MS/HS Principal, Aitkin High School, *Yellow Team*
16. **Rick Wippler,** Ms Principal, Stillwater Junior High School, *Yellow Team*
17. **Marilyn Wojtasiak,** ES Teacher, Dayton's Bluff Achievement Plus Elementary School, *Purple Team*
18. **Rod Zivkovich,** Business Official, Eden Prairie School District, *Purple Team*

The Minnesota Task Force Professional Judgment Panel Participant Profiles

Dale Baker
- Nine years experience in K-12 education; four years experience on school board
- Certified Public Accountant
- Member of the MASBO and ASBO
- Study Assignment: Yellow Team

Paul Beilfuss
- 34 years experience in K-12 education, ten years as a principal; 13 years experience as a superintendent
- Doctorate degree in Education
- Member of the MASA, AASA, PDK, MASCD, Suburban School Superintendents and ASCD
- Named Principal of the Year, received Special Congressional Recognition for Community Service, and is on the MASA Board of Directors
- Study Assignment: Red Team

Susan Craig
- 27 years experience in K-12 education, 15 years as a principal; currently the principal of a Minnesota school with an enrollment of 220 students, grades K-5; 76 percent of students eligible for free or reduced-price meals
- Masters of Education
- Member of the ASCD, National Association of Elementary School Principals, and Minnesota Association of ESP
- Study Assignments: Yellow Team

Mark Fredericksen
- 22 years experience in K-12 education, 16 years as a principal
- Specialist in Education Administration
- Member of the MASSP, NASSP, ASCD, NCA, CASI, and AASA
- Study Assignment: Purple Team

Charles Griffith
- Cumulative 36 years experience in K-12 education, 28 years experience as a principal; also the school district's technology coordinator
- Masters in School Administration
- Member of the MASSP and the NASSP
- Study Assignment: Red Team

Connie Hayes
- Nine years experience as a superintendent; 24 cumulative experience in K-12 education
- Sixth Year Certificate in Educational Administration and Masters of Science in School Psychology
- Member of the MASA, and the AASA; Treasurer of the MASA
- Study Assignment: Purple Team

Stephanie Heilig
- More than 28 years experience in K-12 education with more than six years as a principal of a Minnesota elementary school, 76 percent of students in school are eligible for free or reduced-price meals
- Masters degree and Specialist in Educational Administration
- Member of the PDK, MESPA, PTSA, Arrowhead Reading, National Science Teaching Association, and Desegregation Council; Vice President of the Board or Directors for Girls Scouts of American Northern Pine Region and President of Zoo Docent Association
- Recipient of Outstanding Teacher Award, Peacemaker of the Year Award, and Zoo Docent of the Year; School received School of Excellence Award; School recognized as Core Knowledge School
- Study Assignment: Red Team

Stephanie Jasperson-Aagenes
- Six years of experience in K-12 education as a teacher
- Currently working on Masters Degree in Special Education
- Member of the TRA and the National Council of Learning Disabilities
- Study Assignment: Yellow Team

Phil Jensen
- 19 cumulative years experience in K-12 education with five years experience as a principal
- Masters in Education Administration and Sixth Year Certificate
- Member of the MASSP and the NASSP;
- Recognized as MASSP Committee Chair and MASSP Board of directors
- Study Assignment: Red Team

Jeff Powers
- 16 years experience in K-12 education, 11 years as a principal
- Masters of Education and Specialist Degree in Educational Policy and Administration
- Member of the CMASSP, MASSP, NASSP, ASCD, NMSA, and MAMLE
- 1999 Minnesota Council for Exceptional Children Special Person of the Year
- Study Assignment: Purple Team

Paul Schmitz
- 15 years of experience in K-12 education as a teacher; Curriculum Coordinator, Smaller Learning Community Coordinator, and Advanced Placement Coordinator
- Member of the Minnesota Writing Project, NCTE, and MCTE
- Study Assignment: Red Team

John Sellevold
- Five years of experience in K-12 education as a business manager; currently employed in a district of 43,000 students with 60 percent of the students eligible for free or reduced-price meals
- Member of the Minnesota Association of School Business Officials and the Small School Resource Committee
- Study Assignment: Red Team

Luz Maria Serrano
- 30 cumulative years experience in K-12 education; seven years as a principal; five years as superintendent with 44,000 students; 65 percent of the enrolled students are eligible for free or reduced-price meals
- Doctorate degree in Education
- Member of MASA
- 1989 Multicultural Educator Award
- Study Assignment: Yellow Team

Terry Tofte
- 33 years of experience in K-12 education; nine years experience as a principal, nine years as an assistant superintendent and four years as a superintendent
- Doctorate degree in Educational Administration
- Member of the MASA, AASA, and ASCD
- Recipient of Outstanding Service Award; Best Principals Fellowship Program
- Study Assignment: Yellow Team

Steve Wilkowski
- 29 years of experience in K-12 education; 20 years as a principal in a Minnesota school of 650 students; 39 percent of the enrolled students are eligible for free or reduced-price meals
- Sixth Year Certificate and Masters of Education
- Member of the MASSP, NASSP, and Region 7A Committee
- Recognized as Blandin Principals Fellowship, Board of Directors MSHSL, and President of CMASSP
- Study Assignment: Yellow Team

Rick Wippler
- 30 cumulative years experience in K-12 education; 23 years experience as a principal
- Masters in Educational Administration and is currently working on a PhD
- Member of the MASSP, NASSP, PDK, and ASCA
- Recognized as MASSP Division president and MSHSL Board of Directors
- Recipient of the Distinguished Service Awards and JFK Honor Award
- Study Assignment: Yellow Team

Marilyn Wojtasiak
- 23 years of experience in K-12 education as a teacher
- Masters of Education
- Two years experience as a Design Curriculum Coach
- Member of the AFT and IRA
- Study Assignment: Purple Team

Rod Zivkovich
- Over two years experience in K-12 education
- Masters in Business Administration
- Member of the Minnesota Association of School Business Officials and Association of School Business Officials International
- Recipient of Certificate of Excellence in financial reporting
- Study Assignment: Purple Team

APPENDIX B

Instructions

Introduction

Please read this introduction entirely before beginning any of the tasks.

The purpose of this project is for your team to describe educational programs that, in the professional judgment of its members, will provide an adequate opportunity for the specified student populations to meet the expectations described in Exhibit 1. The program design should define the type and quantity of resources (e.g., personnel, supplies, equipment) necessary to deliver instruction to the students described in the assumptions. MAP will impute prices for these resources based on the best available market data.

Specifically, your task is to design adequate instructional and support programs for students in Kindergarten through 12th grade that you are confident will meet the expectations specified in Exhibit 1 for the student populations described in the assumptions listed below. As you move from exercise to exercise, please be mindful of any changes in student populations, no matter how subtle, as you design your instructional and support programs. You should approach this task as if it were a real assignment, in a real school district in which you were employed. The program design should be one that you would reasonably expect to be adopted and funded by a school board or state legislature comprised of knowledgeable, well intentioned lay persons.

With the exception of the constraints imposed by these instructions, you are free to configure your programs in any way that you are confident will provide a real opportunity to meet the expectations specified in Exhibit 1. The programs should be founded on your professional judgment, and to the extent possible, high-quality research. They should be practical and have a reasonable chance of being implemented successfully by competent educators.

You must take the assumptions as given even if they are not consistent with conditions in your district.

Do not take into account sources of funding as you design your program. For example, the fact that some of the costs of the program you design may be funded through federal categorical programs should not influence your design.

In all but Task #1, teams will work independently. You should not discuss the work of your team with members of other teams until instructed to do so by a facilitator.

Pacing

From our experience working with other educators on similar projects, the most effective groups first decide the nature of the program they would provide and then proceed with staffing the

program and allocating resources accordingly. For example, class size is derived from program design rather than vice versa.

A second characteristic of the more effective groups is that they estimate the total time necessary to complete all of the exercises and allocate their time as necessary. This is particularly important to avoid giving short shrift to secondary program design, which, by its nature can be very complex, particularly given the need to design a master schedule for the high school. As a rule of thumb, by the end of the first day you should have completed the design of your elementary school program and, at least, to have begun design of the middle school program.

TASK ASSUMPTIONS

Exhibit 1[14]

Desired Educational Outcomes

Consider the Minnesota Math and Reading/Language Arts curriculum standards and benchmarks as your outcome standards as you develop your instructional programs connected with these exercises.

The grade-specific outcome standards and benchmarks for Math and/or Reading/Language Arts can be accessed through the Minnesota Department of Education Web site, http://children.state.mn.us/html/intro_committee.htm.

School and District Assumptions

1. The elementary school serves children Kindergarten through Grade 5, with an enrollment of 372. Enrollments are 62 students at each grade level.

2. The middle school is comprised of grades 6 through 8, with an enrollment of 426. Enrollments are 142 at each grade level.

3. The high school is comprised of grades 9 through 12, with an enrollment of 628. Enrollments are 157 at each grade level.

4. Assume that the student population in each school reflects the demographic characteristics of the district averages.

5. All personnel are state-certified in the subject areas that they are teaching; salaries are adequate to attract and retain certified faculty and staff.

6. Facilities are in place and funding for facilities improvements are not part of this exercise. If, however, the program you are designing would require any major changes in the current general state of facilities in the district, please briefly note what those changes would be.

7. On-going facilities maintenance and operations are considered a district expense, are assumed to continue at their current level and cannot be changed.

14 This expert panel analysis is being conducted in connection with deliberations of the School Finance Task Force. The educational outcomes used in this analysis are aspirational in nature and do not represent any legal standard. This analysis is not intended, and does not purport, to define any level of educational opportunity considered to be adequate or otherwise required under the Minnesota Constitution or any other source of law. It is also not intended to determine the amount of money or resources necessary to provide Minnesota students with the opportunity to obtain an adequate education under the Minnesota Constitution of other source of law.

8. Assume that the program you are designing is for an existing school that has the amount of supplies, equipment, and textbooks that is typical of schools in Minnesota today; you may suggest changes or additions to current levels of supplies, equipment, and textbooks, but if you do so, you must describe how these changes will contribute to the specified outcomes.

9. Assume that the school has computer technology existing and that the age of the computers, the amount of software, Internet access, and teacher training is typical of schools in Minnesota today. You may suggest changes or additions to current technology arrangement, but if you do so, you must describe how these changes will contribute to the specified outcomes.

10. Assume that the special education incidence rate in these schools is 11.5 percent. In particular, consider:
    a. 7.3 percent are served outside of the general education class less than 21 percent of the day – students considered to be in the general education classroom setting
    b. 2.9 percent are served outside of the general education class at least 21 percent of the day and no more than 60 percent of the day – students considered to be in the resource room setting
    c. 1.3 percent are served outside of the general education class more than 60 percent of the day – students considered to be in a separate classroom setting

11. As you develop your programs, the line item budget for special education will be assumed to be adequate in serving the needs of special education students in your district. This includes special education services for students outside of the traditional K-12 setting as required by federal and state laws and for those students served outside of the school district. Those education instructional programs and services provided to this population of students in the general education classroom setting, though, should be considered and documented.

12. The line item budget for district administration is the amount that the district charges these schools, is adequate for district-level operations and can<u>not</u> be changed.

13. The line item budget for transportation will be assumed to continue at current levels. If, however, the program you are designing would require any major changes in the current level of transportation funding in the district, please briefly note what those changes would be.

14. Multi-grade, multi-level classes, block schedules and other non-traditional organization structures are permissible.

15. You may design part-time or full-day preschool, full-day kindergarten, extended-day programs, summer school, or other support programs if they are necessary to produce the required outcomes. You must define the population who would receive such services and you must justify such services by describing how they will contribute to the specified outcomes. Assume that the total number of preschool age children at each age level is

equal to the number of first grade students and that their demographic characteristics are consistent with district averages described in the exercises.

16. The school year is to number 172 days, a total of 1054 instructional hours per year, and the average teacher contract length is 184 days.

17. Excluded from this exercise are programs associated with recreation, civic activities, adult education, or similar programs which are not conducted primarily for elementary and secondary students, and for non-credit summer school programs.

Task #1: Confirming Elements

The table below tentatively lists elements of typical elementary, middle, and high school educational programs. Your first task is to review these elements and suggest any additions, deletions, or revisions. For this task only, all teams collaborate. In order to make the products of your work more generalizable we prefer more generic descriptions. For example, in many cases it will be possible and desirable to subsume specific elements under a more general category (e.g., reading specialist under pupil support). Our goal is to capture all resources, but not necessarily list them in great detail.

Program Elements

A. Personnel	B. Supplies & Materials
1. Teachers	C. Equipment & Technology
2. Substitutes	D. Student Activities
3. Aides	E. Professional Development
4. Pupil Support Staff	F. Assessment
a. Guidance Counselors	G. Food Service
b. School Psychologists	H. Special Education
c. Social Workers	I. District Expenditures
d. Other	1. Maintenance & Operations
5. Nurses	2. Central & Mid-Level Administration
6. Librarians	3. Transportation
7. Principals	4. Capital Expenditures/Building Construction/Debt Service
8. Assistant Principals	
9. Other Prof. Staff	
10. Clerical/Data Entry	
11. Security	

Task #2: Develop Programs

In the simplest terms, your team is to develop and describe elementary, middle, and high school educational programs and specify the resources necessary to deliver them. Schools are configured K-5, 6-8, and 9-12. Enrollment is 372 elementary, 426 middle, 628 high school. For each school describe the nature of the instructional and support programs and the specific skills and knowledge that would be introduced or reinforced in each grade or course. Be as specific as possible given the time available. From your description, professional educators who are not part of your discussion should be able to understand the nature of the program you have designed and how it relates to the expectations in Exhibit 1.

The student population in the district:

- 0.3% of the student population is identified LEP
- 6.5% of the student population is eligible for free or reduced price lunch
  - 7.3% of the student population is identified as special education and these students are served outside of the general education class less than 21 percent of the day – students considered to be in the general education classroom setting
  - 2.9% of the student population is identified as special education and these students are served outside of the general education class at least 21 percent of the day and no more than 60 percent of the day – students considered to be in the resource room setting
  - 1.3% of the student population is identified as special education and these students are served outside of the general education class more than 60 percent of the day – students considered to be in a separate classroom setting

Products for Task #2

1. Describe the kindergarten (or preschool)) through grade 5 educational program your team developed. Assign teachers and students to grade levels. Describe how other instructional employees (including administrators and pupil support) would be deployed.

   In instances where an employee works in this school less than full time, allocate only the fraction of full time (FTE) necessary to deliver the educational program with the resources available. For example a teacher who teaches half time would count as 0.5 FTE. Keep in mind all assumptions listed above.

2. Describe the grade 6 through grade 8 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

3. Describe the grade 9 through grade 12 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

4. Describe any preschool, extended-day programs, or other support programs necessary to produce the required outcomes. You must define the population who would receive such services, and you must justify such services by describing why they are necessary and how they will contribute to the specified outcomes. Refer to research results wherever possible.

5. List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team.

Task #2A: Programs for Prototypical Students

As a check on the adequacy of the program you have designed, describe the educational experience of three prototypical students who would be educated in this school district. Beginning with kindergarten (or preschool) and progressing through grade 12, describe specifically where and how the opportunity to meet the expectations described in Exhibit 1 will be provided to each of the students described below. Keep in mind that *all* students are entitled to an educational program consistent with these expectations.

Prototypical Students

Student X does not plan to attend a four-year college. X may begin working immediately after high school or may attend a post-secondary vocational program. X's academic test scores are typically in the 40^{th} to 70^{th} percentile.

Student Y is disadvantaged and struggles with academics. Y's academic test scores are typically somewhere near the 10^{th} to 30^{th} percentile.

Student Z is college bound. Z is highly motivated and plans to enroll at a major university. Z's test scores are consistently at or above the 80^{th} percentile.

Products for Task #2A

1. Describe the elementary, middle, and high school educational programs experienced by students X, Y, and Z indicating where each would acquire the skills and knowledge specified in the Exhibit 1.

2. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the K-5 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to the all of the school's students? _____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 9-12 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

Comments:

Task #3: New School Assumptions

Assume that all of the conditions described in the Assumptions 1-14 remain unchanged; consider a district with the following student demographics:

The student population in the district:

- 0.3% of the student population is identified LEP
- 14.7% of the student population is eligible for free or reduced price lunch
- 7.3% of the student population is identified as special education and these students are served outside of the general education class less than 21 percent of the day – students considered to be in the general education classroom setting
- 2.9% of the student population is identified as special education and these students are served outside of the general education class at least 21 percent of the day and no more than 60 percent of the day – students considered to be in the resource room setting
- 1.3% of the student population is identified as special education and these students are served outside of the general education class more than 60 percent of the day – students considered to be in a separate classroom setting

Do these changes in assumptions affect your confidence levels stated in Task 2?

____yes ____no

If no, please proceed to Task #4. Otherwise, please continue with Tasks 3 and 3A.

What changes, if any, would you make to the programs you have just designed as a result of this changed assumption? Specifically:

1. Describe the kindergarten (or preschool) through grade 5 educational program your team developed. Assign teachers and students to grade levels. Describe how other instructional employees (including administrators and pupil support) would be deployed.

2. Describe the grade 6 through grade 8 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

3. Describe the grade 9 through grade 12 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

4. Describe any preschool, extended-day programs, or other support programs necessary to produce the required outcomes. You must define the population who would receive such services, and you must justify such services by describing why they are necessary and how they will contribute to the specified outcomes. Refer to research results wherever possible.

5. List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team.

6. Provide team answers to the following questions:

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the K-5 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to the all of the school's students? _____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 9-12 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

Comments:

Task #4: New School Assumptions

Assume that all of the conditions described in the Assumptions 1-14 remain unchanged; consider a district with the following student demographics:

The student population in the district:

- 0.3% of the student population is identified LEP
- 27.3% of the student population is eligible for free or reduced price lunch
- 7.3% of the student population is identified as special education and these students are served outside of the general education class less than 21 percent of the day – students considered to be in the general education classroom setting
- 2.9% of the student population is identified as special education and these students are served outside of the general education class at least 21 percent of the day and no more than 60 percent of the day – students considered to be in the resource room setting
- 1.3% of the student population is identified as special education and these students are served outside of the general education class more than 60 percent of the day – students considered to be in a separate classroom setting

Do these changes in assumptions affect your confidence levels stated in Task 2?

____yes ____no

If no, please proceed to Task #5. Otherwise, please continue with Task 4.

What changes, if any, would you make to the programs you have just designed as a result of this changed assumption? Specifically:

1. Describe the kindergarten (or preschool) through grade 5 educational program your team developed. Assign teachers and students to grade levels. Describe how other instructional employees (including administrators and pupil support) would be deployed.

2. Describe the grade 6 through grade 8 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

3. Describe the grade 9 through grade 12 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

4. Describe any preschool, extended-day programs, or other support programs necessary to produce the required outcomes. You must define the population who would receive such services, and you must justify such services by describing why they are necessary and how they will contribute to the specified outcomes. Refer to research results wherever possible.

5. List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team.

6. Provide team answers to the following questions:

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the K-5 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to the all of the school's students? _____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 9-12 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

Comments:

Task #5: New School Assumptions

Assume that all of the conditions described in the Assumptions 1-14 remain unchanged; consider a district with the following student demographics:

The student population in the district:

- 4.2% of the student population is identified LEP
- 43.2% of the student population is eligible for free or reduced price lunch
- 7.3% of the student population is identified as special education and these students are served outside of the general education class less than 21 percent of the day – students considered to be in the general education classroom setting
- 2.9% of the student population is identified as special education and these students are served outside of the general education class at least 21 percent of the day and no more than 60 percent of the day – students considered to be in the resource room setting
- 1.3% of the student population is identified as special education and these students are served outside of the general education class more than 60 percent of the day – students considered to be in a separate classroom setting

Do these changes in assumptions affect your confidence levels stated in Task 2?

____yes ____no

If no, please proceed to Task #6. Otherwise, please continue with Task 5.

What changes, if any, would you make to the programs you have just designed as a result of this changed assumption? Specifically:

1. Describe the kindergarten (or preschool) through grade 5 educational program your team developed. Assign teachers and students to grade levels. Describe how other instructional employees (including administrators and pupil support) would be deployed.

2. Describe the grade 6 through grade 8 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

3. Describe the grade 9 through grade 12 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

4. Describe any preschool, extended-day programs, or other support programs necessary to produce the required outcomes. You must define the population who would receive such

services, and you must justify such services by describing why they are necessary and how they will contribute to the specified outcomes. Refer to research results wherever possible.

5. List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team.

6. Provide team answers to the following questions:

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the K-5 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to the all of the school's students? _____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 9-12 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

Comments:

Task #6: New School Assumptions

Assume that all of the conditions described in the Assumptions 1-14 remain unchanged; consider a district with the following student demographics:

The student population in the district:

- 15.7% of the student population is identified LEP
- 69.7% of the student population is eligible for free or reduced price lunch
- 7.3% of the student population is identified as special education and these students are served outside of the general education class less than 21 percent of the day – students considered to be in the general education classroom setting
- 2.9% of the student population is identified as special education and these students are served outside of the general education class at least 21 percent of the day and no more than 60 percent of the day – students considered to be in the resource room setting
- 1.3% of the student population is identified as special education and these students are served outside of the general education class more than 60 percent of the day – students considered to be in a separate classroom setting

Do these changes in assumptions affect your confidence levels stated in Task 2?

____yes ____no

If no, please proceed to Task #7. Otherwise, please continue with Task 6.

What changes, if any, would you make to the programs you have just designed as a result of this changed assumption? Specifically:

1. Describe the kindergarten (or preschool) through grade 5 educational program your team developed. Assign teachers and students to grade levels. Describe how other instructional employees (including administrators and pupil support) would be deployed.

2. Describe the grade 6 through grade 8 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

3. Describe the grade 9 through grade 12 educational program your team developed. Include a course schedule and assign enrollment or class sizes in sufficient detail to determine how teachers and other instructional employees (including administrators and pupil support) would be deployed.

4. Describe any preschool, extended-day programs, or other support programs necessary to produce the required outcomes. You must define the population who would receive such services, and you must justify such services by describing why they are necessary and how they will contribute to the specified outcomes. Refer to research results wherever possible.

5. List any additional assumptions or concerns that are necessary to understanding the educational program developed by your team.

6. Provide team answers to the following questions:

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the K-5 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to the all of the school's students? _____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 9-12 educational program you designed would be adequate to deliver the capacities specified in Exhibit 1 to all of the school's students? _____

Comments:

Task #7: Evaluation and Feedback

This task also is to be completed independently by individual participants.

Each participant is asked to answer the following questions. On a scale of 1 to 5, with 5 being *strongly agree* and 1 being *do not agree.*

a) The facilities and other meeting arrangements were adequate. _____

b) This was a rewarding professional experience. _____

c) The programs designed and the responses to the various questions represent the professional consensus of the team members. _____

d) I was given the opportunity to express my professional opinion on all of the products produced by my team. _____

e) The facilitators did not impose their values or opinions on me. _____

f) No one, other than team members, tried to influence the team's deliberations or its conclusions. _____

g) The programs developed by my team would be realistic in the context of the school district where I work. _____

If your answer to any of the above was less than 3, please explain.

Comments:

_____

Name Social Security Number
(Necessary for reimbursement processing)

APPENDIX C

MN RED TEAM: Instructional Program Descriptions

Your program description should be sufficiently detailed for someone who did not participate in the process to understand what you propose. Describe what teachers and students will be doing, any special scheduling considerations, etc. As you assign resources to your instructional program, use the corresponding Excel spreadsheet as a summary tool to document your resources. The FTE and dollar resources in each task worksheet should correspond directly to the written instructional program for that task and vice versa. Please be as specific as possible in your written descriptions.

TASK 2A: Instructional Program

1. Elementary School Program

A. Pre-School:

In the opinion of our team, pre-school is a very important facet of our educational program. We have set up a program which offers to 62 students (specified in this example) a four day per week attendance in which students meet two half-days per week (8 slots) so that the fifth day (or equivalent) is given over teacher meeting with parents, home visits, problem solution, etc. The program will focus on pre-literacy, socialization, learning readiness, developmental activities, and learning readiness. Staffing will require two (2) full-time (fte) pre-school certified teachers.

B. Kindergarten:

All day, everyday kindergarten, four sections with a 15.5 :1 teacher to student ratio is our expectation. Our kindergarten program will focus on appropriate developmental activities including literacy, numeracy, physical development, fine and gross motor skills, and social skills. Specialists will support the kindergarten program.

C. Grades 1-5:

In grades one through five there will be 15 homerooms, 3 homerooms at each grade level. One half of the school day (i.e., one block of uninterrupted time) will be dedicated to reading, language arts (e.g., spelling, writing and grammar) and math. Additional staff will be allocated to reduce the classroom ratio for this one-half session in the amount of 2.5 FTE The balance of the day the teacher/student ratio will be 21:1 for social studies, science, art, phy ed, and music. Therefore, 17.5 FTE classroom teachers will be needed. In addition 4 FTE specialists are needed as follows: 0.5 fte Music; 0.5 fte Art, 0.5 fte PE/health, 0.5 fte World Language, 0.5 Reading (works in the regular classroom), 0.5 Gifted and Talented, and 1.0 fte Media/Technology. In the second half of the school day, the students will go to the specialists (for example) an equivalent of an hour a week (or

twice a week for two one half-hour sessions as instructional needs are best met). World Language would only be offered to fourth and fifth grade students (equivalent to twice a week).

Administration and support personnel: 0.5 fte media aide, 0.5 fte paraprofessional for technology needs and assisting the media person/students, 1.0 fte person to function as principal's secretary, attendance clerk, MARSS/STAR data collection; one full-time clerical person who assists with telephone, reception, copying, pre-school, filing, etc., and one full-time para serving as a health aide under the direction of district nurse. "Cross-over" between health aide, principal's secretary, and receptionist-clerk will be expected to flexibly cover breaks, helping out with work load, etc. The school will require a full-time (1.0 fte) licensed building principal to meet state requirements of supervision, administration, coordination with the district, etc.

Fifty-dollars per pupil, or $18,600 (k-5), are to be budgeted for Elementary Equipment and Technology (based on this school's given size).

Professional development $1,000/ teacher = $2,000

Fifteen dollars per pupil, or $5,580 are budgeted for assessment purposes.

2. Middle School Program: 6-7-8

Our program for 426 students in grades six (6) through eight (8) will consist of the following core classes: Language Arts, Mathematics, Science, and Social Studies with curriculum formulation to meet MN State standards and National standards. Advance opportunities (e.g., Algebra in grade eight) will be offered.

Non-core curriculum will consist of FACS, Art, Physical Education/Health, Music (band and/or choir), Industrial (Technology) Education (includes computer instruction), and World Language. Tutor time/remedial instruction occurs in time periods of the schedule when students are not taking band or choir (and is formally scheduled for students.)
The school day will consist of four blocks (or eight periods); the core subjects will meet for the equivalent of half the day (two blocks) while the non-core subjects will meet for one or more periods depending on interest, choice, and State standards. Our intent is to provide a learning environment, which nurtures emotional, psychological, and physical growth in a supportive situation so that there will be "houses" or "families" to foster these goals. The goal will be to have about 71-75 in each house or family, with two houses or families per grade level.

Staffing consists of the minimum following Full-Time Equivalents (fte):

CORE Subjects: 13 FTE
- (1) 3.5 Language Arts
- (2) 3.5 Mathematics
- (3) 3.0 Science

(4) 3.0 Social Studies

NON-CORE Subjects: 11.5 FTE

(5) 1.0 FACS (Home Ec)
(6) 2.5 PhyEd and Health
(7) 1.0 Band
(8) 1.0 Choir
(9) 1.0 Technology
(10) 1.0 World Language
(11) 1.0 Industrial Technology
(12) 1.0 Media /Technology Support
(13) 0.5 Gifted & Talented and 0.5 Reading
(14) 1.0 Art

TOTAL FTE= 24.5

Administrative and support personnel: There is a programmatic need for two fte administrators, which includes a dean/counselor to meet the need for observation/supervision and student counseling. There is a need for two office clerical persons to serve as receptionist(s), answer phones and intercom, take in monies for fees and tickets, to do MARSS and STARS, Three equivalent (3) paras (aides) are needed to function as a health para (aide), a tech para (aide), and media/tech para (aide). These three aides are viewed as working flexibly to meet the total needs of the school/program.

Fifty-three thousand ($53,000) is to be budgeted for a school of this size for technology improvement/purchase and repairs annually. Annual capital purchases of major nature will come from the district budget.

Support for an extracurricular program (which meets Title IX requirements) requires personnel to organize, direct/administer, and coach these activities; personnel costs for these needs are negotiated in the district master agreement. Fees for participation are required to meet these costs. A reasonable estimate of $138 per pupil (including the cost of bus transportation to contest sites, etc.), or $58,788 for a school this size has been provided.

Professional development monies equivalent to one percent (1%) of operational expenditures for this school site are to be reserved for this purpose.

Assessment of learning achievement at the middle level or junior high school, as described within the parameters here, requires $25/student, or $10,650 per this site.

3. High School Program:

Our High School will offer the following curriculum areas; some of the curricular areas will consist of required courses (listed below) while the remainder will consist of elective courses that students must choose from to complete the Graduation requirement. A strong

advisor/advisee program/link crew program exists to connect students to school opportunities and the real world.

I. CURRICULAR AREAS:

REQUIRED:

a)	Language Arts:	4.0 years
b)	Social Studies:	3.5 years 1 year of American History 1 year of Geography 0.5 World History 0.5 Economics 0.5 Citizenship/Government
c)	Science	3.0 years 1.0 year of Biology Students may elect two (2) more years from either earth science, chemistry, or physics
d)	Mathematics	3.0 years 1.0 year of Algebra 1.0 year of Geometry 1.0 year of Statistics
e)	Art	Visual arts Peforming arts Media Arts

ELECTIVES:

a)	World Languages	Spanish
b)	Physical Education & Health	
c)	Business	
d)	FACS	
e)	Technology	
f)	Industrial Technology	

II. High School Certified STAFFING (FTE):

Required Curriculum Areas:

A.	Language Arts:	4.0 FTE
B.	Science:	3.0 FTE
C.	Social Studies:	3.5 FTE
D.	Mathematics:	3.0 FTE
E.	Art (visual, performing, Media production)	3.5 FTE
	Sub-Total:	17.0 FTE

Elective Curriculum Areas:

F.	World Language	2.0 FTE
G.	PhyEd/Health	2.5 FTE
H.	Business	1.0 FTE
I.	FACS	1.5 FTE
J.	Technology	2.0 FTE
K.	Industrial Tech	1.0 FTE
	Sub-Total:	10.0 FTE

Flexible Electives:

L.	Advanced Placement	alignment determined
M.	Career Education	as site requires by
N.	ITV/ Online learning	student registration/
O.	Other	enrollments annually
	Sub-Total:	5.0 FTE

Certified classroom teachers: 32.0 FTE

III. Administrative and Support Personnel required:

A.	Para-professionals:	5.0
	Media: one Career/counselor support: one Truancy Intervention: one General duties as described: one Technology para support: one	
B.	Counselors:	1.5
C.	Nurse	1.0
D.	Media Center	**1.0**
E.	Principal	**1.0**
F.	Ass't Principal/Activities Dir.	**1.0**
G.	Clerical	3.0
	Principal's sec'y/attendance: two	

Health aide/general: one
(See descriptors for Middle Level)

H. Security person 0.5

IV. Equipment and Technology: we believe that it is essential to provide $150,000 in budget monies to maintain and support the educational program grades 9-12 Extracurricular support (e.g., athletics, drama, speech, VICA, clubs, newspaper, yearbook, National Honor Society, intramurals, etc.) requires $320 per pupil, or in this high school $200,960. Some of these costs may be offset by gate receipts or fees charged to students, but the costs are real and ongoing for advisors, coaches, contest fees, etc.
Professional Development support costs are $46 per pupil unit, or $28,888 for this high school.
Assessment & evaluation support costs are $50 per pupil, or $31,400 for this high school

4. List any additional assumptions that are essential to understanding the program(s) you have developed.

(a) We will partner with our ALC (Area Learning Center) or other to provide remedial and enrichment learning opportunities for our Elementary program both for after school and during the summer (i.e., extended day).
(b) We will partner with our ALC or other to provide remedial and enrichment learning opportunities for our Middle level program both for after school and during the summer (i.e., extended day).
(c) We will partner with our ALC or other to provide remedial and enrichment learning opportunities for our High School program both for after school and during the summer (i.e., extended day).
(d) A strong parental involvement program has been developed through the community education program.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	8 students to 1 teacher
First Grade	16 :1 half day; 21:1 for second half
Second Grade	16 :1 half day; 21:1 for second half
Third Grade	16 :1 half day; 21:1 for second half
Fourth Grade	16 :1 half day; 21:1 for second half

Fifth Grade	16 :1 half day; 21:1 for second half
Sixth Grade	19:1; less for some "skinny" block classes for remediation; larger for some classes (e.g., band, vocal music, physical education)
Seventh Grade	19:1; less for some "skinny" block classes for remediation; larger for some classes (e.g., band, vocal music, physical education)
Eighth Grade	19:1; less for some "skinny" block classes for remediation; larger for some classes (e.g., band, vocal music, physical education)
High School (Ninth grade – Twelfth Grade)	26:1 which varies depending on band (larger) and some electives (smaller sizes)
Preschool (if made available)	8 students to 1 teacher (8:1)
Early Childhood Development (if made available)	Not discussed here

5. Describe the elementary, middle and high school programs of students X, Y and Z.

STUDENT X

Pre-school: child plus the parents begin with a solid foundation for learning and school readiness.

K-5: the fourth "r" (basic skills), the focus on reading, writing and mathematics, with opportunities for enhancement and remedial instruction; student has an introduction to World Language and Technology.

6-8: the retention of a "small" setting via house/family practice within the school site allows focus on core classes; student has opportunity for exploration of elective areas; accelerated opportunities and remedial instruction as needed by the individual student. Extracurricular and co-curricular opportunities are provided to allow the adolescent to physically, emotionally, and psychologically interact with other students and adults in a team and individual basis.

9-12: this program for this student will allow the student to meet all State and National standards; there is career exploration and technology exploration in the electives of Art. Opportunities for skill building, Advance Placement, and CET tech, in

addition to options for attendance at ALC (i.e., Alternative Learning Center) are provided. A wide variety of extracurricular and co-curricular opportunities exist for this student to access.

STUDENT Y

Pre-school: child plus the parents begin with a solid foundation for learning and school readiness. *Opportunities for extended day and summer school are provided.*

K-5: the fourth "r" (basic skills), the focus on reading, writing and mathematics, with opportunities for enhancement and remedial instruction; student has an introduction to World Language and Technology. *Opportunities for extended day and* summer school are provided; this student will be working with specialists (i.e., in reading, math, writing, etc.) Inclusion, a "push-in" instead of pull-out from the *classroom; differentiation of instruction.*

6-8: the retention of a "small" setting via house/family practice within the school site allows <u>focus</u> on core classes; student has opportunity for exploration of elective areas; accelerated opportunities and remedial instruction as needed by the individual student. Extracurricular and co-curricular opportunities are provided to allow the adolescent to physically, emotionally, and psychologically interact with other students and adults in a team and individual basis. *Opportunities are provided to work with reading and math specialist for this student, as well recommendation for peer tutoring after school. Ongoing monitoring by the Student Assistance Team (SAT). Differentiation of instruction for this student.*

9-12: this program for this student will allow the student to meet all State and National standards; there is career exploration and technology exploration in the electives of Art. Opportunities for skill building, Advance Placement, and CET tech, in addition to options for attendance at ALC (i.e., Alternative Learning Center) are provided. A wide variety of extracurricular and co-curricular opportunities exist for this student to access. *A strong vocational programs for this student exists; a strong advisor-advisee program coupled with career education/exploration job shadowing.*

STUDENT Z

Pre-school: child plus the parents begin with a solid foundation for learning and school readiness.

K-5: the fourth "r" (basic skills), the focus on reading, writing and mathematics, with opportunities for enhancement and remedial instruction; student has an introduction to World Language and Technology. *The student has access to a gifted and talented program.*

6-8: the retention of a "small" setting via house/family practice within the school site

allows focus on core classes; student has opportunity for exploration of elective areas; accelerated opportunities and remedial instruction as needed by the individual student. Extracurricular and co-curricular opportunities are provided to allow the adolescent to physically, emotionally, and psychologically interact with other students and adults in a team and individual basis. *The student has access to a gifted and talented program, as well as to UMTYUMP (U of MN) math program at an accelerated pace. Accelerated classes (i.e., geometry in grade 8) are available.*

9-12: this program for this student will allow the student to meet all State and National standards; there is career exploration and technology exploration in the electives of Art. Opportunities for skill building, Advance Placement, and CET tech, in addition to options for attendance at ALC (i.e., Alternative Learning Center) are provided. A wide variety of extracurricular and co-curricular opportunities exist for this student to access. *Advanced Placement classes, Post Secondary options classes (PSEO), on-line education, and ITV courses are available.*

6. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? __ __5

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students?
   5

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ___5___

Comments: As a Team, we would all send our children to these schools as described above.

TASK 3: Instructional Program

Do these changes in assumptions affect your confidence levels as stated in Task 2?

NO, not for Task 3.

1. Elementary

2. Middle

3. High

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Seventh Grade	
Eighth Grade	
High School (Ninth grade – Twelfth Grade)	
Preschool (if made available)	
Early Childhood Development (if made available)	

5. Describe the elementary, middle and high school programs of students X, Y and Z.
STUDENT X

STUDENT Y

STUDENT Z

6. Provide team answers to the following questions.

a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? _____

b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

Comments:

TASK 4: NEW SCHOOL Assumption Instructional Program

1. Elementary: same, but with the additional items noted in #4a-b below.

2. Middle: same, and as noted below (#4-c)

3. High: same, and as noted below in #4-d

4. List any **additional assumptions** that are essential to understanding the program you developed.
   a) We believe it is essential to have a **0.5 fte school liaison (additional) person to** work with families as a case coordinator to help families obtain resources, meet nutritional needs, obtain transportation, and prevent truancy problems, etc. for these elementary students.
      Pre-school: we would provide **an additional 1.0 FTE** position for a four-day a week program for those identified as LEP requirements and/or would qualify for a free/reduced lunch.
   K-5: we would add program costing $18,000 per school year teaching teachers 'strategies of learning' which work with the targeted population (for this elementary school site).
      we will implement the "push-in" model, which means we will **ADD** in grades K-3 (12 homerooms) 4 **half persons (2.0 fte).** One of these additions will be in kindergarten (0.5), and the others will be in grades 1-3 (1.5).
      we would **add $3,720 for** a family activity night (once a week for 30 weeks) to pay for three (3) staff members to work two hours a night. This learner activity would focus on literacy, numeracy, and technology.
   b) Parental involvement is a **key element** in student success for all kids.
   c) We believe that a **0.5 fte basic skills specialist** is needed for this population of students in this k-5 elementary school. This would result in a slight class size ratio reduction for this elementary, but is not noted in the chart below.
   d) In the 6-8 school, for this population of students (27.3% f/r lunch), we would **add an in-school home-school social worker 0.5 fte, also an additional 0.5 fte basic skills specialist, and increase our staff development budget by 10% (a la Ruby Payne work with 'student's in poverty'/urban worker framework).** This would result in a slight class size ratio reduction, but is not noted in the chart below.
   e) For students in grades 9-12, we would **add to our staff development budget** by **ten (10%)** percent; we would **add 0.5 social worker, 0.5 additional school counselor,** and **an additional 0.5 basic skills specialist.** This would result in a slight class size ratio reduction, but is not noted in the chart below.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	AVERAGE CLASS SIZE
Kindergarten	
First Grade	See 4a-b above
Second Grade	See 4a-b above
Third Grade	See 4a-b above
Fourth Grade	See 4a-b above
Fifth Grade	See 4a-b above
Sixth Grade	See 4c above
Seventh Grade	See 4c above
Eighth Grade	See 4c above
High School (Ninth grade – Twelfth Grade)	See 4d above
Preschool (if made available)	
Early Childhood Development (if made available)	

5. Describe the elementary, middle and high school programs of students X, Y and Z.
STUDENT X
omitted
STUDENT Y
omitted
STUDENT Z
Omitted5

6. Provide team answers to the following questions.

a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? __**5**___

b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __**5**____

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __**5**____

Comments:

We, as a TEAM, believe that the budget considerations (i.e., **added personnel** as described above) outlined above **are <u>essential</u>** <u>if our confidence level is to be a "5".</u> Without such additions, our confidence level would not be held as a "five".

A critical element is that teachers are trained to be **familiar with and to have the understanding of the culture of poverty;** this is the **rationale** behind the additional **staff development** funding.

TASK 5: Instructional Program 43.2% F/R lunch

1. Elementary:

Pre-school: we would provide **an additional 1.0 FTE** position for a four-day a week program for those identified as LEP requirements and/or would qualify for a free/reduced lunch.

K-5: we would add program costing $18,000 per school year teaching teachers 'strategies of learning' which work with the targeted population (for this elementary school site).

we will implement the "push-in" model which means we will **ADD** in grades K-3 (12 homerooms) 4 **half persons (2.0 fte).** One of these additions will be in kindergarten (0.5), and the others will be in grades 1-3 (1.5).

we would **add $3,720** for a family activity night (once a week for 30 weeks) to pay for three (3) staff members to work two hours a night. This learner activity would focus on literacy, numeracy, and technology.

Parental involvement is a **key element** in student success for all kids.

2. Middle, 6-8: we would **add $5,000 for** a family activity night (once a week for 30 weeks), to pay for three (4) staff members to work two hours a night. This learner activity would focus on literacy, numeracy, and technology.

We would add program (national urban alliance) costing $18,000 per school year teaching teachers 'strategies of learning' which work with the targeted population (for this elementary school site). Parental involvement is a **key element** in student success for all kids.

We would **ADD a 0.5 FTE** basic skills specialist to the previous task (#4) for basic skills and **ADD 0.5 FTE** social worker.

We would **add an afternoon school program** (i.e., extended school day) for two days per week with two (2) fte paras under the direction of the basic skills/reading teacher for 30 weeks.

3.High School, 9-12:

We would add program (national urban alliance) costing $18,000 per school year teaching teachers 'strategies of learning' which work with the targeted population (for this elementary school site). Parental involvement is a **key element** in student success for all kids.

ADD a 0.5 FTE (to the previous school) **Social worker** to meet the needs of this school's population, along with an additional **0.5 fte basic skills specialist,** and an **additional 0.5 counselor.**

Given the percentage increase of the LEP program, we would add an additional ELL teacher to meet the increase of the student population to 15.7%. (continued)

We would also add an **A.V.I.D. program** (estimated cost of $5,000**)** or similar program to provide study-skills support, cohort support, and high expectations. Cost is included in professional development category.

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Seventh Grade	
Eighth Grade	
High School (Ninth grade – Twelfth Grade)	
Preschool (if made available)	
Early Childhood Development (if made available)	

5. Describe the elementary, middle and high school programs of students X, Y and Z.
STUDENT X
STUDENT Y
STUDENT Z

6. Provide <u>team</u> answers to the following questions.

a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? 5_____

b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 5_____

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 5_____

Comments: **IF** program as proposed is used, we are very confident of this program
For this set of students.

TASK 6: Instructional Program

1. Elementary

Pre-school: we would provide **an additional 1.0 FTE** position for a four-day a week program for those identified as LEP requirements and/or would qualify for a free/reduced lunch (as contrasted to task#5); with a total of 4 teachers.
Staff development program/professional development, $65 per 62 students for the four (4) teachers.
District service—translators for pre-school teachers to meet with non-English speaking parent/guardians.
Pre-school instructional materials/supplies: $92 per student
ADD 0.3 fte liaison home-to-school person.
Additional assessment funding: $5 per student additional.

K-5: we would add program costing $18,000 per school year teaching teachers 'strategies of learning' which work with the targeted population (for this elementary school site).
we will implement the "push-in" model, which means we will **ADD** in grades K-3 (12 homerooms) 4 **half persons (2.0 fte).** One of these additions will be in kindergarten (0.5), and the others will be in grades 1-3 (1.5).
we would **add $3,720 for** a family activity night (once a week for 30 weeks) to pay for three (3) staff members to work two hours a night. This learner activity would focus on literacy, numeracy, and technology.
Parental involvement is a **key element** in student success for all kids.
ADD 1.0 fte basic skills person to previous site.
ADD 2.0 fte ELL teachers to previous site.
ADD 1.0 fte paraprofessional person to assist basic skills person.
ADD 0.5 fte behavior management specialist.
ADD 0.5 fte school social worker.
ADD Assessment monies, $2,000 ($5/student).
ADD supplies and materials for additional personnel:

2. Middle (64 students)

we would **add $5,000 for** a family activity night (once a week for 30 weeks), to pay for three (4) staff members to work two hours a night. This learner activity would focus on literacy, numeracy, and technology.

We would add program (national urban alliance) costing $18,000 per school year teaching teachers 'strategies of learning' which work with the targeted population (for this middle school site). Parental involvement is a **key element** in student success for all kids.
We would **ADD a 0.5 FTE** basic skills specialist to the previous task (#5) for basic skills and **ADD 0.5 FTE** social worker (#5)
1.5 fte ELL added to #5
1.0 dean/counselor added to #5
0.5 security person added to #5
We would **add an afternoon school program** (i.e., extended school day)
for two days per week with four (4) fte paraprofessionals under the direction of the basic skills/reading teacher for 30 weeks. (20%)
Extended school year (for 20% or 85 kids): 6 teachers (.33 fte), 16 days,
6 paraprofessionals (=0.33 fte), 16 days for an enriched remedial program.
Assessment funds for ELL

3. **High School (**15% of 628 students= 94 students**)**
   We would add program (national urban alliance) costing $18,000 per school year teaching teachers 'strategies of learning' which work with the targeted population (for this elementary school site). Parental involvement is a **key element** in student success for all kids.
   ADD a 0.5 FTE (to the previous school) **Social worker** to meet the needs of this school's population, along with an additional **0.5 fte basic skills specialist,** and an **additional 0.5 counselor.**
   Given the percentage increase of the LEP program, we would add an additional ELL teacher to meet the increase of the student population to 15.7%. (continued)
   We would also add an **A.V.I.D. program** (estimated cost of $5,000**)** or similar program to provide study-skills support, cohort support, and high expectations. Cost is included in professional development category.
   ADD 0.5 fte assistant principal
   ADD 0.5 security
   ADD 0.5 basic skills
   ADD 05. social worker
   ADD 0.5 counselor
   ADD 3.0 ELL teachers
   ADD 1 Clerical
   ADD 2 Paraprofessionals

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	AVERAGE CLASS SIZE
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Seventh Grade	
Eighth Grade	
High School (Ninth grade – Twelfth Grade)	
Preschool (if made available)	
Early Childhood Development (if made available)	

5. Describe the elementary, middle and high school programs of students X, Y and Z.

STUDENT X

STUDENT Y

STUDENT Z

6. Provide team answers to the following questions.

a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? _____

b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

Comments:

MN YELLOW TEAM: Instructional Program Descriptions

Your program description should be sufficiently detailed for someone who did not participate in the process to understand what you propose. Describe what teachers and students will be doing, any special scheduling considerations, etc. As you assign resources to your instructional program, use the corresponding Excel spreadsheet as a summary tool to document your resources. The FTE and dollar resources in each task worksheet should correspond directly to the written instructional program for that task and vice versa. Please be as specific as possible in your written descriptions.

TASK 2A: Instructional Program

Elementary

Pre-K: 4 year olds

Student-Teacher Ratio: 15:1 FTE: 1

The long term economic impact of preschool is extremely positive. Best practices research supports the impact of pre-school programs. Early intervention for students with reading / math problems. These students will be identified in the pre-school screening process. The screening will consist of analysis of readiness skills for reading, letter recognition, primary language, and level of socialization. Approximately 20% of 4 year olds will participate. Studies have shown increased kids that participate in these programs have:

- Increased achievement on test scores
- Fewer kids held back a grade
- Decreased special education
- Decreased crime and delinquency
- Increased high school graduation

Kindergarten – ALL DAY for all students

Ratio: 15:1 FTE: 4

Full day kindergarten is necessary to achieve standards and NCLB (reading at grade level by Grade 3). Research indicates reduced class size will ensure this is met. Teachers can more readily meet differing needs of a reduced number of students. The level of readiness varies greatly with the younger students. The ALL DAY ensures longer time on task for reading and math. All teachers will have a reading endorsement.

Incoming Kindergarten – Identify needs of incoming population – differing levels of preparedness. Are there deficits? What are they? Build curriculum to meet those needs. Early childhood screenings/assessments. Progress monitoring (curriculum monitor, etc…) to monitor growth of child. Enhanced reading program and reading specialists.

Primary Grades: 1-2

Ratio: 18:1 FTE: 7

- Transitioning increase in class size as student independence increases.

- Overcrowding inhibits learning, so small classes are important.

Intermediate Grades: 3-5
Ratio: 21:1 FTE: 9

5. Transition to slightly larger classes.
6. Continued small classes important because it fosters the student-teacher relationship– teachers are aware of needs and meet those needs. Enhances accountability and academic achievement and rigor. Struggling students needs are met by the best qualified staff – teachers.

Other Staffing:

- Principal 1.0
- Social Worker 0.5
- Nurse 0.2
- Clerical 1.5
- Paraprofessionals (1.3 total)
  - Lunchroom Staff 0.5
  - Health Assistant 0.8
- Classroom Teachers 20.0
- Other teachers: (5.75 total)
  - Specialists Teachers: These positions may also provide supplemental services such as ELL, reading, and math instruction.
    - PE 1.00
    - Music 1.00
    - Art 1.00
    - Foreign Language 1.00
    - Literacy/Reading Specialist 1.0
    - Enrichment Teacher 0.5

- Technology Support (Other Professional Staff) 1.0

Enrichment Program: 0.5 G&T teacher, Odyssey of the Mind, workshops

Core Curriculum to meet standards.

Extended Day & Year:

- 90 minutes/day & 4 days per week. The first 30 minutes is for socializing and a snack. The remaining 60 minutes are instructional.
- Transportation must be provided.
- This time will be comprised primarily of tutoring with a curriculum that is aligned with the core program. The program is for students working below grade level in reading and math. This is anticipated to be approximately 20% of the students. It will also allow time for social workers to work with students.
- = 1.0 FTE of staff time (class size of 10)

Scheduling:

The basic schedules are listed below. However, the schedule must be flexible to meet the needs of all students. A core block of uninterrupted time for all kids for core subjects and another flexible block for electives or additional reading/math time. The flexible block may be ELL, Reading Specialist, Gifted, whatever they need.

K-2 Day:

Reading / Language Arts – 90 minutes
Math - 90 minutes
Lunch – 30 minutes
Prep (P.E., Music, Media, Art, Foreign Lang.) - 60 minutes
Science/Social Studies/Health – 90 minutes

3-5 Day:

Basic Skills Block – 120 minutes
-reading, math, writing
Lunch – 30 minutes
Prep (P.E., Music, Media, Art, Foreign Lang.) - 30 minutes
Science/Social Studies/Health – 150 minutes

Technology Assumptions: 1.0 FTE (Other Professional Staff, tech support)

- Currently 1-2 Computers Per Classroom (phase out).
- Media Center with 21 computers.
- Mobile Computer Labs – 64 computers on 6 carts (3 carts?) Space and time saver. Eliminate need for duplicate spaces (classroom & lab). Eliminate non-teaching travel time. NWEA testing model.
- Workstations for staff (24 computers, 1 per teacher).
- Software – Instructional, MIS
- Other: Phones – every room, cell phones, TV, digital equipment
- Assume 5 year replacement cycle
- Assume that administrative computers are covered at the district level

	COSTS:
Personal Digital Equipment	$11,160
Mobile Labs (3 @$25,00 each)	$75,000
45 Other Computers ($1500 each)	$67,500
TOTAL	$153,660

Annual Cost Base on 5 years	$30,732
Copier Costs, etc	$45 / pupil
Cost Per Pupil	$152.00/per pupil

Instructional Materials & Supplies:

- Consumables, textbooks, workbooks, copiers, copy paper, instructional software, markers, what teachers spend out-of-pocket. Cost = $200 per pupil

Activities / Extra-Curricular:

- Field trips, science olympiad, transportation, special events, fairs
- Aligned with classroom instruction; enrichment
- Opportunity to apply and reinforce learning beyond the classroom.
- Total Cost = $150 per pupil

Professional Development:

- Assume that 3 of the non-student contract days will be professional development. These days will be used as follow-up training during the school year.
- Add 5 days of professional development in August before the school year. $60 pupil in staff time (24 teachers, at daily pay rate), plus $60 per pupil for training, materials, consultants (based on costs for packages such as Literacy First)
- Total cost = $120 per pupil

Assessment:

- Used to monitor progress and inform instruction
- NWEA in the Fall and Spring as well as individual placement assessments – reading, language & math ($15 per pupil)
- Writing Assessment Grades 3 & 5 ($9 per pupil, for scoring time)
- Total Cost = $24

MIDDLE SCHOOL PROGAM

Small Learning Communities – physically clustered in school

Exploratory – Academic Rigor Opportunities

- Accelerated opportunities in science, English, & math at each grade level.

Community Based

Academic time on task

1. Period Day with 0 study halls – each student has 8 classes per day.
2. Class Size = 25 Ratio: 19:1 (includes teacher prep time)

3. 4 core subjects:
   - English/Reading 3.5 FTE
   - Math 3.5 FTE
   - Science 3.0 FTE
   - Social Studies 3.0 FTE
4. Required Electives:
   - Band / General Music / Orchestra / Choir 2.0 FTE
   - PE / Health 2.5 FTE
   - Foreign Languages 1.0 FTE
5. Electives:
   - Industrial Technology 1.0 FTE
   - Family & Consumer Sciences (FACS) 1.0 FTE
   - Art 1.0 FTE
6. Other Staff
   - Principal 1.0 FTE
   - Counselor 1.0 FTE

- Secretary 2.0 FTE
- Social Worker – share with K-5 bldg 0.5 FTE
- Nurse 0.2 FTE
- Chem Dep 0.25 FTE
- Librarian 1.0 FTE
- Team teaching, manage media center
- Other Professional Staff
- Tech Support 1.0 FTE
- Paras
- Health Asst. 1.0
- Library Asst 1.0

Sample Schedule

English		
Reading / English		
Math		
Science		
Social Studies		
Industrial Technology	Art	FACS
Option A	**Option B**	
PE	Language	
Heath	Music	

- **Instructional Materials / Supplies**
  - $400 / pupil

- **Equipment & Technology – Total Cost = $150 / pupil**
  - 3 mobile labs = $35 / pupil
  - Media Center Lab = 30 computers
  - 1 computer per teacher = 28 computers
    - 58 computers @ $1,500
    - 5 year replacement cycle
    - =$40 / pupil
  - Other, copiers, TV, etc… $75 / pupil

Student Activities

- $150 / pupil
- athletics, field trips, after school activities (speech, music, etc…)

Assessment

- $24 / pupil
- continue elementary school program

Professional Development

- $120 / pupil
- see elementary for supporting calculations

Extended Day & Year

- = 1.0 FTE, see elementary for detail.

Summer School – Elementary & Middle Schools

- 9 weeks extended year
- focus is math, reading, and writing
- 20% of students, based on state average of students failing BSTs
    - 75 elem students
    - 85 MS students
- class size = 10
- FTE = 1.36 half MS and half Elem

16 staff X 3.5hrs/day X 36 days

HIGH SCHOOL PROGRAM

- Class Size = 25 Teacher Ratio 19:1 (includes prep time)
- 33 teachers including specialists
- 6 sections
    - English 4.0 FTE
    - Social Studies 4.0 FTE
    - Math 4.0 FTE
    - Science 4.0 FTE
    - Specialists – see below 17.0 FTE

Staffing:

- Guidance 2.0
- Social Worker 0.5
- Nurses 0.6
- Librarians 1.0
- Principal 1.0
- Ass't Principal & Athletic Director 2.0
- Core classroom teachers 16.0
- Other Teachers
    - Specialists (electives) 17.0
    - Chemical dependency 0.75
- Clerical: Principal, Ass't Princ, AD, Guidance, Gen Office 5.0
- Other Prof
    - Tech Support 1.0
- Paraprofessionals
    - Health Asst 1.0
    - Police liaison 1.0

Multiple Paths – **expand the marketplace**

1. Traditional / College Prep – the "box"
2. College after 10th grade if standards met – the "box"
3. Interdisciplinary Learning Schedule / Delivery Option – the "amoeba"
    a. Not every student is going to college
    b. One size does not fit all
    c. Specific applied skills, OJT, integrate academics and standards

Enrichment Programs: **accelerated learning, AP classes, IB program, concurrent college in the schools program.**

Core Classes

- English
- Math
- Science
- Social Studies

Electives: **17 teachers for flexible programming**

- Art
- Music / Band / Choir / Orchestra
- Foreign Languages
- Etc

Instructional Materials / Supplies

- 1.5 x $400 (MS) = $600 / pupil

Equipment & Technology

- $150 / pupil

Student Activities

- Full cost = $600 / pupil
- Total = 628 * $600 = $377,000

Assessment

- Career assessments
- NWEA $7.5 / pupil
- AP, IB

Professional Development

- $120 / pupil

4. List any additional assumptions that are essential to understanding the program you developed.

The costs for instructional supplies, equipment, and student activities represent the district paying the "true" cost of these items. It includes the costs parents & staff currently pay in the way of activity fees, field trip fees, teacher out-of-pocket for classroom supplies, and students providing supplies.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	AVERAGE CLASS SIZE
Kindergarten	15
First Grade	18
Second Grade	18
Third Grade	21
Fourth Grade	21
Fifth Grade	21
Sixth Grade	25
Seventh Grade	25
Eighth Grade	25
High School (Ninth grade – Twelfth Grade)	25
Preschool (if made available)	15
Early Childhood Development (if made available)	N/A

5. Describe the elementary, middle and high school programs of students X, Y and Z.

STUDENT X

- 40^{Th} – 70^{th} percentile
- **Elementary**
  - not bound for a 4 year college; however, post-secondary is a reality
  - participate in preschool and full day kindergarten with additional literacy support
  - small class size
  - participates in extended day programs
  - additional help with reading at grade level by 3^{rd} grade preventing later problems,
- **Middle School**
  - Spends additional time on math and reading – safety net.
  - Small learning communities.
  - Frequent assessment to adjust instruction
  - Teachers not spread thin – time for individualized instruction and attention
- **High School**
  - Has options among the "paths" at the high school

- Programs available for participation
- Work / Job / Vocational / OJT / Internship programs
- Career assessments
- Guidance counseling
    - Jr college
    - Community College
    - Armed Forces
    - 4 year college

STUDENT Y

- 10^{th} – 30^{th} percentile
- supplemental models for computerized instruction
    - aligned in tests
- small group instruction/ supplemental
- additional time on math / reading
- preschool, full day K
- all resources available to **Student X**
- opportunity to make up failed courses at ALC
    - assume separate funding stream
    - i.e. ALC funding stream continues

STUDENT Z

- **Elementary**
    - 80^{th} percentile
    - supplemental enrichment
    - Odyssey of the Mind, workshops
    - Enrichment Program – 0.5 FTE in elementary
- **Middle School**
    - Extended learning thru activity programs
    - Electives, music, and world languages
    - Accelerated math & English in 7^{th} & 8^{th} grade
- **High School**
    - AP/IB, college in the school, concurrent college classes in house
    - PSEO

6. Provide <u>team</u> answers to the following questions.

a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? _**5**____

b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __<u>4</u>____

Family situation, mental health, ect… prevent arriving at 100%. You can't legislate perfection.

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __4____

Same variables apply to HS as MS.
Comments:

TASK 3: Instructional Program

1. Elementary
   - Professional Development
     - Increase the number of days of summer professional development from 5 to 6 for all teachers (cost = $24 per pupil: $12 staff time per day + $12 for consultants, trainers, supplies, programs, etc…
     - Staff needs additional training & resources to modify and change instructional model to meet the ever diversifying student population needs.
     - This model allows for teacher training in multiple assessment models and summer staff development training to handle this population of kids.
   - After School, Summer School, and Preschool Programs: Increase number of students served from 10% to 15%

2. Middle
   - Professional Development: Add an additional day of summer training @ $24 per pupil
   - After School and Summer School Programs: Increase number of students served from 10% to 15%

3. High
   - Professional Development: Add an additional day of summer training @ $24 per pupil

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	15
First Grade	18
Second Grade	18
Third Grade	21
Fourth Grade	21
Fifth Grade	21
Sixth Grade	25
Seventh Grade	25
Eighth Grade	25
High School (Ninth grade – Twelfth Grade)	25
Preschool (if made available)	15
Early Childhood Development (if made available)	N/a

6. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? __5___

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ___4___

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __4____

Comments:

TASK 4: Instructional Program

1. **Elementary**

- Professional Development: Add 4 staff development days (total of 10) before start of school, including consultants, materials, etc…$24/pupil per day ($96)
- Staffing:
  - Add 4 teachers to offer Reading Recovery or another tutoring program
  - Increase social worker from 0.5 to 1.0 FTE
- After School, Summer School, and Preschool Programs: Increase number of students served from 15% to 20%

2. **Middle**

- Professional Development: Add 4 days of summer training @ $96 per pupil
- After School and Summer School Programs: Increase number of students served from 15% to 20%
- Increase social worker from 0.5 to 1.0 FTE
- Add 0.5 FTE parent liaison (paraprofessional)
- Add 0.25 FTE chemical dependency staff (total of 0.5 FTE)

3. **High**
   - Professional Development: Add 4 days of summer training @ $96 per pupil
   - Increase social worker from 0.5 to 1.0 FTE

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Seventh Grade	
Eighth Grade	
High School (Ninth grade – Twelfth Grade)	
Preschool (if made available)	
Early Childhood Development (if made available)	

6. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? _____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _____

Comments:

TASK 5: Instructional Program

1. Elementary

- Staffing:
  - Add 2 more teachers to offer Reading Recovery or another tutoring program
  - Add 0.5 LEP teachers
  - Increase nurse from 0.2 to 0.3 FTE
  - Add 1.0 parent liaison (as paraprofessional)
- After School, Summer School, and Preschool Programs: Increase number of students served from 20% to 35%

2. Middle

- After School and Summer School Programs: Increase number of students served from 20% to 35%
- Add $35 per pupil for equipment, to create a laptop lending library (50 computers @ $1,000 per computer with a 5-yr replacement cycle)
- Add 0.5 LEP teacher
- Increase nurse from 0.2 to 0.3 FTE
- Increase parent liaison from 0.5 to 1.0 FTE (paraprofessional)
- Increase chemical dependency staff from 0.5 to 1.0 FTE

3. High

- Add $35 per pupil for equipment, to create a laptop lending library (50 computers @ $1,000 per computer with a 5-yr replacement cycle)

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Seventh Grade	
Eighth Grade	
High School (Ninth grade – Twelfth Grade)	
Preschool (if made available)	
Early Childhood Development (if made available)	

6. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? __5___

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ___4___

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ___4___

Comments:

TASK 6: Instructional Program

1. **Elementary**

- Staffing:
  - Add 2 more teachers to offer Reading Recovery or another tutoring program
  - Add 0.5 LEP teachers (total of 1 FTE)
  - Increase nurse from 0.3 to 0.5 FTE
- After School, Summer School, and Preschool Programs: Increase number of students served from 35% to 50%

2. **Middle**

- After School and Summer School Programs: Increase number of students served from 35% to 50%
- Add $35 per pupil for equipment, to add 50 more laptops to the computer lending library (50 computers @ $1,000 per computer with a 5-yr replacement cycle)
- Add 0.5 LEP teacher (for a total of 1.0 FTE)
- Increase nurse from 0.3 to 0.5 FTE

3. **High**

- Add $35 per pupil for equipment, to add 50 more laptops to the computer lending library (50 computers @ $1,000 per computer with a 5-yr replacement cycle)
- Provide access to year-round school or longer year
- Night school
- Flexible schedule
- Different school day
- ALC summer school
- ALC extended day program
- Variety of academic programs
  - Strong reading
  - Strong IB
  - Frequent Assessment
  - Reading Development Expert
  - Health Clinic / Services in general
    - Program changes
  - Home – School communications important
  - Smaller Class Size = 20 Ratio = 15:1 (includes prep)
  - Staffing Adjustments:
    - 42 total teachers (addition of 9)
      - Core Programs 4.0 FTE
      - Specialists 5.0 FTE
    - Add ELL/LEP teacher 2.0 FTE
    - Reading Development 2.0 FTE
    - Curr Coor / Instruction Coach 2.0 FTE

- Nurse 0.4 FTE
- Paras
  - Bilingual Ed Assts 2.0 FTE
  - Parent Liason 0.5 FTE

- Teen Mothers
- Early Childhood Family Ed
- Virtual High Schools / Online Education
- Increase counseling / guidance staff
- Student Mobility Issues

Assessment

- AP exams for 25% of students, 2 exams each at a cost of $55 each
- Cost = $17,270 Cost Per Pupil = $27.50

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Seventh Grade	
Eighth Grade	
High School (Ninth grade – Twelfth Grade)	
Preschool (if made available)	
Early Childhood Development (if made available)	

6. Provide <u>team</u> answers to the following questions.

a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? __<u>5</u>___

b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How

confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ___4___

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __4____

Comments:

MN PURPLE TEAM: Instructional Program Descriptions

Your program description should be sufficiently detailed for someone who did not participate in the process to understand what you propose. Describe what teachers and students will be doing, any special scheduling considerations, etc. As you assign resources to your instructional program, use the corresponding Excel spreadsheet as a summary tool to document your resources. The FTE and dollar resources in each task worksheet should correspond directly to the written instructional program for that task and vice versa. Please be as specific as possible in your written descriptions.

TASK 2A: Instructional Program

ASSUMPTION THROUGHOUT ALL THIS TEAM'S BUDGETS ALL TASK AND ALL GRADE LEVELS: WE WILL BE ABLE TO ACCESS ALC UMBREALLA PROGRAMMING BUT WE DO NOT REFLECT ANY OF THE COSTS FOR PULL OUT PROGRAMS IN MIDDLE OR HS OR ANY OF THE ALC PROGRAMS

Vision: well rounded student; can connect concepts; critical thinkers; contributors to the community; adapt to various situations; problem solvers; life long learners; effective communication; appreciation for diversity; meet or exceeds standards in all content areas; prepared for world of work or continued, higher education

Assumptions: Meet all state and federal requirements including NCLB

Elementary

Assumption: technology is integrated into the classroom; the .6 other prof staff is tech support from the district; security is .1 resource officer shared with MS and HS:
Schedule: 60 minutes reading, 60 minutes writing, 30 minutes K-3 skills block, 60-90 Math workshop, 50 minute specials including Art, PE, Music, Tech, library, and remaining minutes for science and social studies usually 30 minutes/day

- Preschool for at-risk; identified by screening based on F&R and or educational need; sliding fee scale for others that want to participate. This is supported by research to implement early detection for those students that may 'fall through the cracks', but are not identified as special education.

- Parent Family focus at 3 year old; the teacher will focus her time and resources based on the individual needs of the family/child; equipment and technology fee is for teacher travel to home visits.1 visit per week X 5 miles X.34 /mile; Professional development will include travel to networking meetings, 1-2 conferences and professional time is included in the contract days; assessments are for a limited number of surveys at intermittent times during the year. The model is geared to developing early support and success for students and working with families to help them read to their children and determine needs.

- Kindergarten readiness/classroom based at 4 year old: This is open to the same group as the 3 year old group---Free and Reduced priced lunch children and those assessed as 'at risk' in need, but not identified as special education. For other children attending they may pay themselves, any additional staffing costs will be offset by tuition charged to the families who self pay, who are not eligible for the district's program; equipment would be for software and occasional repairs; PD would be for substitute, for one conference, and costs associated with that conference and the rest of the PD will be for training with the elementary teachers when PD is brought in to the school as a school-based, school-wide effort.

- Kindergarten: 1/2 day for all; need to budget for a full day with the at risk with a special teacher who does enrichment with these kids (not included in the current budget); fee based for other families that want full day. Focus on school readiness and support of standards.

- Elementary staffing: 3 teachers at grades 1-3 and 2.5 at 5 & 6; Other teachers include reading specialist, reading, Gifted & Talented teacher who also serves as a curriculum and assessment coordinator, PE, Music, Art; duty free lunch for the staff; 4.5 FTE paras for lunch, recess and copying, and nurse aid (could be part-time people to stretch the budget), one for tech support, .5 for parent volunteer coordinator all paras work with kids as well; the part time guidance counselor will focus on social emotional issues brought forward by staff and some minimal liaison work with other agencies; Librarian works with the classroom teachers with media so she is not just in the library; inst supplies and materials includes workbooks, copying, software; equip if for upgrading computers, software and the media center has a lab of computers and 1-2 per classroom; activities will be one academic field trip per year plus includes fees for student life/supervision such as patrol supervisor, student council, student newspaper

- PD = assumes professional development for all staff in the building, consistent ongoing work for all staff, it includes in school with speaker for 3 days, 20% of staff go out for conferences with subs, mileage, meals, registration; the assessment includes a formative testing program like MAP with NWEA; Extended day and care are for the same at risk kids. 6 other support is tech support

Middle

Assumptions: 25 average class size, heterog. Grouping for math; limited tracking, more specialist interaction, blocks loop between 7 and 8; duty free lunch – no supervision for teachers; 4 paras – one per grade for monitor, clerical and instructional and one for nurse asst. and one for tech support, Guidance counselor will do peer issues, academic counseling, parent interaction, conflict resolution, anti-bullying, group work; Social worker will work with other agencies; library, media specialist will work with the teachers and the kids integrating technology into the classroom;

The specialists = 1 band, 1 chorus, 1.25 World language 6-8, 1 PE for 6th and 1 for 7 and 8, the rest of 8 total is divided into keyboarding, art, indust tech, consumer family science; and then a 1 person who does curriculum and GT; clerical is 1.5 reception, phones, support certified office staff, attendance; Resource office is security

6th grade

20 Homeroom
90 LA Block
45 minute Social Studies
45 minute Extended learning (band, choir, remediation)
Lunch
90 minute math science block
45 minute allied arts includes 6 week rotations including study skills (first 6 weeks), Art, World Language, Indust Tech, Family and consumer Science, Keyboarding
45 PE

7th grade has reading and writing taught as a block with a specialist, within class flexible grouping, specialist for the rest of the curriculum

20 Minute Homeroom
90 LA Block
45 Social Studies
45 Extended learning
Lunch
45 Math
45 Science
45 Rotations 18 weeks is World Language and the rest similar rotation to 6th grade, 18 weeks of PE

8th grade is the same as 7th grade

20 Minute Homeroom
90 LA Block
45 Social Studies
45 Extended learning
Lunch
45 Math
45 Science
45 Rotations 18 weeks is World Language and the rest similar rotation to 6th grade, 18 weeks of PE

Other pupil support-1 FTE to cover remedial/support learning lab during the day for tutoring and small group support across the school.

. 6 other professional is for a tech support person

Instructional supplies and materials: includes replacement of texts once per 6 years, art supplies, science, manipulative for math, music, instrument repair, lesson books, supplementary classroom sets, cycle of instrument replacement

Equipment assumptions: 3 labs with 25-28 computers $14,700; each teacher with one computer in class $6,125; 4 portable laptops with wireless on carts (25-28) with standard software $30,000 = Replacement 4 yrs, repair, software

Professional Development- Spring of following school year, all administrators in the district met to set goals for PD for the next year-then all requests and topics fit into the area of focus. 12 extra days would be used for work days as follows: 4 days before school for classroom and building readiness for the new year (3 days) and 1 day professional development at the school. Costs for this day include materials, lunch, speaker, mileage. This day would emphasize the kick off for the specific strand or goal for the year; 3 pd days throughout the year for curriculum planning, speakers materials for 2 days, while other day is no cost using in school/in district expertise and resources; 2 days for parent-teacher conferences, and 3 additional work days. Occasional sub for teacher who goes to a conference or workshop as part of 12 days.

Student Activities: Goal every student in a least one activity after school; not all have costs, such as AV clubs (afternoon activities), jazz band, chess club, photography, speech, debate, and athletics. .3 activities director to run and coordinate the program at teacher contract rate, teacher rate is $22/hour to run a club four days a week. $350.00 per student estimated where the district pays 67% and the student fee pays $115, booster fundraising is for extra trips, uniforms.
Assessments: interests inventories, career interests (guidance); authentic assessments, MAP ($8.00 per student), Measures of Academic Progress (Northwest Evaluation Association sponsors it) job shadowing –8th grade,

After school- homework help, getting caught up, teacher invite student to attend—assume about 15% come, same as elementary "at risk" group, not special ed, but need help. Supplies are for snacks, and extra supplies for students (paper, pencils).
Fee based early care/after care—for those who need it –child care.

High School:

157 per grade; Assumptions—established core of classes that everyone will take based on state standards; credit based system; 4 periods blocks in 4 quarters will be the schedule because of research that suggests increased attendance, fewer disciplines, GPA increased for one of the members, kids can focus on four classes at a time, more satisfaction for students and teachers, lower stress levels, less chaotic as teachers see less kids per day and chance to build better relationships with kids, chance to teach differently, teach more in-depth, good teachers are better and poor teachers are more exposed, teachers can spend more time with students who need help in the block,
Offer opportunities for all the kids-college bound and work bound, committed to offering academic rigor to both career and college program with capstone classes in each area, committed to school-wide advisory/mentoring to develop individual goals of students. There will be AP classes, college in the school as well as opportunity to go to local colleges. Offer on-line classes for low number courses with few kids, like Russian

History, articulated courses-child takes courses at HS receives dual credit—where they also receive credit at technical college.
There are some small classes because of choice, such as AP and other electives.
Core required classes;
4 years of English
4 years of Social Studies
3 years math
3 years science
1.5 PE
.5 Health
.5 Speech
.5 career class
1 Art
.5 Safety Ed

Electives:
World Languages—Spanish, French, Japanese, American Sign Language
Accounting
AP biology
AP Calc
AP European History
AP Art

Ninth Grade Schedule on the Block, for example:

Block 1: 8-9:30 English
9:30-9:45 Advisory/mentoring
9:45-11; 15 Math
11:15-1:15 Class/Lunch Science and 30 minutes lunch
1:15-2:45 Elective Class (i.e. music)

	1 quarter	2 quarter	3 quarter	4 quarter
1 Block	English 9	Neighs 9	Social 9	Social 9
2 Block	Math	Math	Phy Sci	Phy Sci
3 Block	Pe	Pe	Career	Career
4 Block	Electives (Band, Chorus, F Language)			

26-27 average class size, need 22.5 teachers, each teacher teaches 3 of 4 blocks per day, so need 33 teachers full time, there is no study halls-kids have teachers all day. 90 blocks of teaching offered each day. This includes all teachers.

Other pupil support- 1.5 for learning lab, remedial support/credit make-up program, and help for non-special ed students, after school help and drop out prevention.

Other professional staff--.8 for tech support

Paras: General aid for office support/copying, media center support, and guidance help, and one nurses aid, tech support, and 5 parent-volunteer coordinator, one for tech support

Guidance Counselor: college aps, career testing, job shadowing, teaching work-study class, student issues, parent issues, conflict resolution and like the middle school

Social worker agency work, drug, family issues, probation issues

Other teacher: curriculum coach, data analysis and curriculum coordinator at 1 FTE

Clerical- attendance/receptionist, receptionist, principal, guidance secretary

Security- resource officer

Student supplies and materials: science materials, votech supplies, textbook replacement, instrument repair/replacement, art supplies, six year cycle of replacement, assumes at least 30% more than MS.

Tech/equipment-same assumptions as MS plus 25 increase of increased tech needs of HS students in voc/ tech ed, i.e. drafting software and replacement costs to keep current

Student Activities: 67% of costs is for the district—other costs covered by fees / boosters (150 paid by kids) same rationale as MS, athletic costs are higher than MS, includes costs of athletic director, secretary for AD, transportation costs and office equipment and all other after school clubs.
Include capital –helmets, and expensive equipment replacement.

PD-same program and costs as in MS

Assessments; PLAN test of sophomores, post graduate tracking, MAP (same program as MS), cover some AP test costs for students

After school- credit make up—if kid failed English 9 and needs help to make up credit, learning lab support, after school support, extra instruction support based on teacher providing the work to the tutor…one hour a day after school, subject matter teacher can rotate throughout the week.

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	AVERAGE CLASS SIZE

Kindergarten	20
First Grade	22
Second Grade	22
Third Grade	22
Fourth Grade	22
Fifth Grade	22
Sixth Grade	25
Seventh Grade	25
Eighth Grade	25
High School (Ninth grade – Twelfth Grade)	26-27
Preschool (if made available)	10
Early Childhood Development (if made available)	10

5. Describe the elementary, middle and high school programs of students X, Y and Z.

STUDENT X

Did not attend 3 or 4 year program in the district; started the district in K, as a low reader, middle of the road into first grade, met standards in K; in elementary received some assistance when he/she was performing at the 40th percentile—some para help in the classroom, counselor touching base with family, and student, attending after school program for extra help occasionally for areas that he/she was in at risk to prevent sliding to 30 percentile, with supports met standards at around the 50th percentile. In MS, picking up some support as needed, from para, going to after school help with suggestion of counselor, attends and likes after school activities, struggle to stay eligible at time for sports (GPA C- or better), so he's motivated to keep up to stay in sports, advisors are notified so they know how to make sure he meets standards—he is not taking a negative behavior path and not making negative choices on a regular basis, and meets standards.
IN HS, surfaces with some difficulties in core subjects, begin to access learning lab for help, 9th grade take elective programs such as tech classes, takes core required, passes them, with remedial help and credit make up if fails an occasional class; senior year takes off site vocational program, taking articulating courses with dual credit as well.

STUDENT Y

Identified and assessed as at risk and attends both the 3, family based program spends time in home on reading, and 4 year programs. In K, attends full day K, with second half day enrichment. Struggling in reading, does not meet standards. In elementary, behavioral issues surface as school becomes frustrating, attends extended day program, social worker is involved, works with reading specialist in small group work, small group pull out with reading specialist, ends up in finishing elementary school below standards,

MS-enters with red flags, paper support, extended day trying to keep him/her caught up, becoming more disenfranchised about after school club, access only high interest clubs as available, not eligible for sports most likely-homework and academic struggle is pervasive, counselor groups regarding peer issues, drug prevention, school resource officer in the picture. Reading issues and difficulties. HS-enters but takes remedial track classes, fails a few along the way, access learning lab to the fullest extent, he would attend extended year program, and course make up during the summer-He graduates.

STUDENT Z

Does not attend 3, 4 year program, goes to 1/2 day K, access G and T in elementary, meet all standards, in MS student council elected officer, active in after school activities, takes F. Language HS-accelerated program, AP classes, college prep, graduates top of the class.

6. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? 5_____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _5_____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __5____

Comments:

TASK 3: Instructional Program

FOR ALL PROGRMAS
Assumed the same program, but increased the number of students eligible for the 3, 4 year old program by 4 students, based on more students on FRPL. Added SW and assumed a few more would participated in extended year and extended day programs. No other changes for any of the program.

Middle

High

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	20
First Grade	22
Second Grade	22
Third Grade	22
Fourth Grade	22
Fifth Grade	22
Sixth Grade	25
Seventh Grade	25
Eighth Grade	25
High School (Ninth grade – Twelfth Grade)	26-27
Preschool (if made available)	10
Early Childhood Development (if made available)	10

6. Provide <u>team</u> answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? ___5__

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ___5___

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ____5__

Comments: There was not significant enough demographic change to significantly impact staffing and program so we left Task 3 like Task 2 with few changes.

TASK 4: Instructional Program

Main change is to lower class size to 20 in elementary school.

Elementary

Middle

High

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	20
First Grade	20
Second Grade	20
Third Grade	20
Fourth Grade	20
Fifth Grade	20
Sixth Grade	25
Seventh Grade	25
Eighth Grade	25
High School (Ninth grade – Twelfth Grade)	26-27
Preschool (if made available)	10
Early Childhood Development (if made available)	10

5. Describe the elementary, middle and high school programs of students X, Y and Z.

STUDENT X

STUDENT Y

STUDENT Z

6. Provide <u>team</u> answers to the following questions.

a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? __5___

b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _5_____

c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? 5_____

Comments:

TASK 5: Instructional Program

Increased SW/ guidance support and lower class size, .5 ELL for elem
Assumed mobility of kids increased and that will be supported by Social worker and guidance. There will be a group of volunteer tutors to help students who are below standards, they will receive one-on one help. Parent volunteer coordinator will set this up and supervise.

Elementary

Increased PD costs: substitutes so that teachers can peer observe each other after in school coaching; professional resources such as books for study group activities, summer days beyond contract days, up to 5 additional days, professional visits to other successful programs (travel, release time). Work on assessing student work to assess student learning

Middle

Lower class size in MS to keep kids in classes and not have chaotic pull out programs.

High

Lower class size in core classes; keep others the same

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	**AVERAGE CLASS SIZE**
Kindergarten	15
First Grade	20
Second Grade	20
Third Grade	20
Fourth Grade	20
Fifth Grade	20
Sixth Grade	23
Seventh Grade	23
Eighth Grade	23
High School (Ninth grade – Twelfth Grade)	24
Preschool (if made available)	10
Early Childhood Development (if made available)	10

5. Describe the elementary, middle and high school programs of students X, Y and Z.

STUDENT X

STUDENT Y

STUDENT Z

6. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? ____5_

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? ___5___

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __5____

Comments:

TASK 6: Instructional Program

Increased SW/ guidance support and lower class size, .5 ELL for elem
Assumed mobility of kids increased and that will be supported by Social worker and guidance. There will be a group of volunteer tutors to help students who are below standards, they will receive one-on one help. Parent volunteer coordinator will set this up and supervise.

1. Elementary

Increased PD costs: substitutes so that teachers can peer observe each other after in school coaching; professional resources such as books for study group activities, summer days beyond contract days, up to 5 additional days, professional visits to other successful programs (travel, release time). Work on assessing student work to assess student learning

2. Elementary

3. Middle

Lower class size to 20

4. High

Lower class size in core 22.7

4. List any additional assumptions that are essential to understanding the program you developed.

4A. As a summary of your instructional program assumptions, please provide the average class size for each grade or grade band in the core academic classes of reading/language arts, mathematics, science, and social studies:

GRADE	AVERAGE CLASS SIZE
Kindergarten	15
First Grade	17
Second Grade	17
Third Grade	17
Fourth Grade	17
Fifth Grade	17
Sixth Grade	20
Seventh Grade	20
Eighth Grade	20
High School (Ninth grade – Twelfth Grade)	22-23
Preschool (if made available)	10
Early Childhood Development (if made available)	10

5. Describe the elementary, middle and high school programs of students X, Y and Z.

STUDENT X

STUDENT Y

STUDENT Z

6. Provide team answers to the following questions.

   a) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the PreK-5 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to the all of the school's students? 5_____

   b) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 14 above, that the grade 6-8 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? _5_____

   c) On a scale of 1 to 5, with 5 being *very confident* and 1 being *not at all confident:* How confident are you (team), given the assumptions listed in 1 through 16 above, that the grade 9-12 educational program you designed would be adequate to deliver the learning opportunities specified in Exhibit 1 to all of the school's students? __5____

Comments: