

# Leaders FORUM

Spring 2013

## A *SHIFT* in Thinking

Lakeville Area Public Schools is one of the first metro districts to implement the Baldrige Education Criteria for Performance Excellence

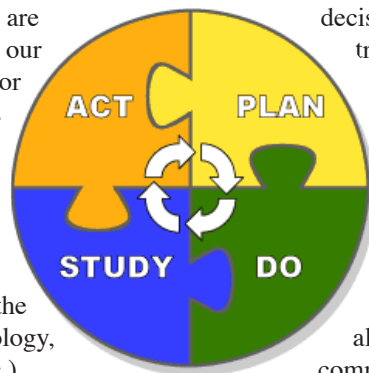
*Written by Lisa Synder, Superintendent; Barb Knudsen, Executive Director of Teaching and Learning; and Renae Ouillette, Director of Special Services, Lakeville Area Public Schools*

To achieve our vision, we are committed to evaluating our strengths and opportunities for growth through a continuous improvement process.

The work of W. Edward Deming indicated 95% of the performance of an organization is attributed to the system (its processes, technology, work design, regulations, etc.), while 5% is attributed to the individual. This fundamental change in our collective belief system is crucial to being a systems-thinking, data-driven organization.

Our implementation of the Baldrige Education Criteria for Performance Excellence (based on Deming's work) supports the four strategic goal areas as identified in our district's strategic plan: Student Achievement, Community Connectedness, Fiscal Responsibility and High Quality Workforce.

The Baldrige framework is popular in business and health care settings, but is not



currently widely used in education. We are striving to be one of the first metro districts to fully implement the framework as a guide to drive all aspects of the organization in their improvement efforts. This systems approach expands our data-informed

decision making beyond the traditional school practice of simply focusing on test scores and academic achievement, to setting goals and measuring results that support the four areas of our strategic plan. This shift in thinking has provided a means to improve not only academically, but also in terms of increasing community connectedness,

developing and maintaining a high-quality workforce, and continuing high levels of fiscal responsibility. Examples include the deployment of a community engagement plan and the implementation of community-based advisory councils in the areas of finance and technology. These partnerships provide us with enriched perspectives from businesses and community members.

The district is committed to developing and supporting the systems approach to

## *Collaborative Leadership*

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Shift...

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# Executive View...

## Building a Collaborative Culture

Collaborative cultures create an environment that stimulates and fosters innovation.



Gary Amoroso  
Executive Director  
Minnesota Association of  
School Administrators

***"The education of a child must be a collaborative effort among school, parent and community."***

collaborative culture develops when entities recognize that none can succeed without the others. Each has special expertise or unique capabilities that the others need. It is characterized by trust, norms of give-and-take, shared responsibilities, consensus-building and conflict resolution mechanisms, shared power and authority and shared information and decision-making systems.

German poet and philosopher, Johann Wolfgang von Goethe, stated "treat people as if they were what they ought to be, and you help them become what they are capable of being." Involving the staff and community in the work of the district will build ownership. A significant part of being a great leader is cultivating leadership in those with whom you work. You do not want staff to say that they "work for you," but rather that they "work with you." Regardless of your role

As a school leader, the significance of the work you do on a daily basis cannot be overstated. Being responsible for the education of the children within your district is a monumental responsibility. By growing a collaborative culture you can empower people and build support and assistance for district vision and goals.

According to the Ohio Community Collaboration Model for School Improvement, a

in the school district, it is vital to nurture relationships with those within the school system and the wider community.

As you reflect upon the school system in which you serve, can you cite examples of processes, activities or actions that adhere to the above referenced components of a collaborative culture? I believe that in these very challenging times, it is imperative for a leader to make conscious decisions about being collaborative. I know at times that this can be a difficult task. Yet, I also know that the education of a child must be a collaborative effort among school, parent, and community.

As Booker T. Washington stated "few things help an individual more than to place responsibility upon him, and to let him know you trust him".

Thank you for your daily efforts of working in a collaborative fashion with your entire school community! Because of your work, the children of Minnesota are well on their way to being able meet the challenges they will face as they grow and develop into responsible adults.

As always, please feel free to contact me if I can be of service!

### Leaders Forum

Spring 2013

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The Leaders Forum is your newsletter and we welcome your input. Please send your ideas or articles to Aimee Ranallo at [aranallo@mnaasa.org](mailto:aranallo@mnaasa.org).

# Spring Conference Highlights...

## 2013 MASA/MASE Spring Conference



March 14 - 15, 2013  
Minneapolis Marriot  
Northwest, Brooklyn Park

Special thanks to our Major  
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Johnson Controls, Inc.  
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Our theme this spring enhances the conversation we began in the fall... To succeed in our ever-changing global society, students must be equipped with the knowledge and skills that support experiences we may not be able to predict. As leaders of learning, we see the potential of emerging technologies, the impact of skilled assessment and instruction, and the need for flexible systems that can respond to rapid, pervasive change.

During the MASA Fall Conference, participants engaged in a process to explore *Design Thinking* through collaborative, project-based learning. We looked at the process of moving from conversation to action. This spring, we will expand that conversation through our continuing partnership with the Council of Educational Facilities Planners (CEFPI), and Twin Cities Public Television (TPT), and look at the practice of innovation. TPT is documenting this evolving conversation and they will be with us, providing videotaped conversation from the previous events for reflection and bridging the ongoing dialogue about making dreams reality for our students.

Our Friday keynote speaker **David Weinberger** is interested in the effect of technology on ideas. His status as one of our foremost interpreters of technology's impact on business and society continues to grow. David's new book, *Too Big to Know: Rethinking Knowledge Now That the Facts Aren't the Facts, Experts Are Everywhere, and the Smartest Person in the Room Is the Room*, gets to the heart of what we need to know, and too often don't, about how the network world's flood of information is transforming the world.

**John Moravec** is concerned about human capital development as society approaches an increasingly complex and ambiguous future. Technological change drives social change, and its impact is accelerating exponentially. Our schools, universities, and other institutions must leapfrog ahead of this curve for all people to compete in highly globalized, knowledge-and innovation-based societies. His work focuses on exploring this "New Paradigm" and the new approaches to leadership and human capital development required.

The **Exhibit Fair** is a convenient way to visit with representatives of companies offering the latest products and services. Sign up for the prize drawings – you won't want to miss your chance to win the door prize this year because it is a Samsung 40" Class 1080p 240Hz Smart LED HDTV! Visit our exhibit booths and receive tickets you can trade for refreshments at the Thursday afternoon reception.

Don't forget to shop the **Silent Auction**. Profits support the programs of the MASA Foundation. There will be many bid-inspiring items up for auction, so be sure to check them all out. And it's not too late to make your own donation to the auction, simply indicate your contribution on the registration form found on the MASA website.

Throughout the conference, we will celebrate the accomplishments of your colleagues with **Awards and Retiree Recognition**. Congratulations to all!

Don't forget about our breakout sessions offering rich content with many options for customizing your conference experience. We will also be offering our annual pre-conference workshops: At Ruth's Table, MASA's Great Start and the MASE New Leaders Cohort.

### THERE'S AN APP FOR THIS!

This year, the spring conference is going green. Instead of using our traditional conference packet, we are excited to introduce our conference app! The app will provide many great features, including program information that attendees can personalize, announcements, and streamlined audience feedback. **Our app will work with smartphones (Android, Blackberry, iPhone, etc.), tablets, and laptops so BYOD!** Internet service is open access, free, and has been tested to handle the traffic. We will also provide ample Juice Bars to keep your devices charged and ready to go!



The College of  
**St. Scholastica**  
School of Education

Tuesday, June 18, 2013

The College of St. Scholastica, Duluth campus

Third Annual  
**21st CENTURY**  
Teaching and Learning Conference

Featuring Keynote Speaker Jonathan Kozol

**JONATHAN  
KOZOL**



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TWENTY-FIVE YEARS AMONG  
THE POOREST CHILDREN IN AMERICA



**Keynote Address: Children and Teachers  
Under Siege: Race, Poverty and the  
Public Schools**

Mr. Kozol is an award winning author who has devoted nearly his entire life to the challenge of providing equal opportunity within our public schools to every child, of whatever racial origin or economic level. His most recent book, *Fire in the Ashes*, is a culmination of the stories he has told over the last quarter-century about children of the poorest urban neighborhood in the United States.

**Register by April 26 and receive the early bird discount!**

For more information or to register, please visit [go.css.edu/MEdConf](http://go.css.edu/MEdConf).

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# Capitol Report...

## Budget Recommendations



Valerie Dosland  
EWALD  
MASA Lobbyist

The start of the 2013 legislative session has been fairly quiet, allowing legislators the time to learn about the issues and determine what their legislative priorities will be for 2013.

The priority for the 2013 legislative session, by both the Governor and the Legislature, will primarily be on passing a two year state budget for 2014-2015.

The first step in the process has already occurred with the release of Governor

Dayton's budget recommendations. After the updated budget forecast is released in early March, House and Senate legislative leaders will determine committee budget targets. Then, the real work of crafting the House and Senate budget priorities begin.

### Governor Dayton's Budget Recommendations

Governor Dayton's budget recommendations included a proposal to reduce the \$1 billion budget deficit, provide addition funding in key areas and structural tax reform. It's not certain which of the Governor's recommendations will be embraced by the Legislature.

Governor Dayton's budget recommendations provide \$15.524 billion for E-12 education, which includes \$344 million increase in new revenue. The Governor's tax proposals include increased income taxes on the state's top earners, extension of the sales tax to clothing on purchases of more than \$100 as well as taxing some services, including legal and accounting services. His proposals also include a homeowners' rebate for the first \$500 of property tax they pay this year. Businesses would see the corporate tax rate cut from 9.8 percent to 8.4 percent. The consumer sales tax rate would also drop under his proposal from 6.875 percent to 5.5 percent.

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***"The top priority, by both the Governor and Legislature, for this session will be passing a two year state budget for 2014-2015."***

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The Governor's education recommendations include:

- \$52 per pupil increase on the formula in FY2014
- \$124 million for special education cross subsidy
- \$40 million for voluntary all-day kindergarten
- \$10 million for teacher evaluation
- Extends ELL funding from 5 years to 7 years
- Simplification of pupil weighting
- Creates new Integration Revenue program in 2014
- Elimination of pension subtraction
- Shift payback in next biennium

### More legislation to come

Governor Dayton included many, but not all, of the funding work group recommendations and legislators will move forward with their own ideas. Legislation has been, or will be, introduced to:

- Fully restore the education aid payment percentage to 90%.
- Fully fund all-day every-day kindergarten.
- Allow referendum renewal by board vote.
- Provide annual inflationary increase on formula.
- Increase equalization aid.
- Establish a general education levy.
- Health and Safety/Alternative facilities proposal for education working group.
- School-based mental health and safe-schools support.
- MDE policy and technical bill.

We are very early in session so many of these proposals will change, evolve or may not even move forward. MASA will keep you up to date on the ever changing environment. However, it is important for you to continue to connect with your elected officials to remind them of your legislative priorities.

MASA and MDE present ...

**The 2013 Back-to-School Conference**  
Tuesday - Wednesday, August 6th - 7th, 2013  
Minneapolis Marriot Northwest, Brooklyn Park

Join us for the annual Back-to-School Conference for superintendents and their leadership teams on August 6th and 7th. This year's content features MDE updates, great speakers, EdTalks, and a chance to network with your colleagues are all a part of the agenda. The program will feature our keynote speaker, Dr. Yong Zhao, an internationally known scholar, author, and speaker.

**SAVE THE DATE!**

**SAVE THE DATE!!**

*From the creators of Ruth's Table...*



**Wednesday Evening - Friday Noon**  
**July 24 - 26, 2013**  
**Ruttger's Sugar Lake Lodge**  
**Grand Rapids, MN**

## Shift...

### Continued from front cover



*The vision of the Lakeville Area Public Schools is to provide world-class, personalized learning that ensures success for every student.*

improvement through its creation of a cabinet-level position dedicated to leading the efforts across the organization. This new position, the Director of Program Evaluation and Accountability, is engaging the community, school board, district leadership, and school level administration in professional development. The purpose is to deepen their understanding of the Plan-Do-Study-Act process and systems-thinking. By encouraging the immediate application of systems thinking while simultaneously learning ways to implement a continuous improvement process, the district has taken the first step in developing a long-term, sustainable approach to developing organizational excellence.

We have established baseline data and clear goals for improvement in the four focus areas of the district's strategic plan. Stakeholder surveying and the development of improvement action plans based on customer feedback are leading to the creation of dashboards to monitor the results of improvement efforts. For example, annual staff surveys measure satisfaction and job performance across all employee groups. This approach provides a global look at all employee groups and their impact on student achievement.

The continuous improvement framework is also applicable at the student and teacher level. The next steps for the district will be not only applying the principles at the district and school level, but also at the classroom and student level. This work engages students in collaboratively setting personal achievement and attainment goals based on their own data and opportunities for growth. Students track their data and celebrate their progress. Similarly, teachers apply quality principles by improving classroom systems through the Plan-Do-Study-Act approach and creating processes that personalize the learning for their students. To this end, continuous improvement and a focus on organizational and

personal excellence will steer Lakeville Area Public Schools toward becoming a world-class school district providing personalized learning that ensures success for every student.

## Congratulations!

**Mindy Greiling,**  
2013 MASA  
Distinguished  
Service Award  
Recipient

**Jean Lubke,**  
2013 MASA Kay E  
Jacobs Memorial  
Award Recipient

**Darren Kermes & Barb Muckenhirn,**  
2013 MASA Outstanding Central Office  
Leader Award Recipients

2013 Regional Administrators of  
Excellence Recipients:  
Region 1, **David Krenz**  
Region 2, **Sheri Allen**  
Region 3, **Keith Kottke**  
Region 4, **Phil Jensen**  
Region 5, **Gaynard Brown**  
Region 6, **Bruce Watkins**  
Region 7, **Matt Grose**  
Region 8, **Allen Ralston**  
Region 9, **Karen Orcutt**

All of these individuals represent the leadership excellence found in MASA members: the willingness to risk, strong communication skills, a progressive change agent with high expectations for self and others, and their strong advocacy for Minnesota's children.

All of the above recipients will be honored at the 2013 MASA/MASE Spring Conference.



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# COLLABORATIVE LEADERSHIP...

## Encouraging and Measuring Innovation at Intermediate District 287



Sandra Lewandowski  
Superintendent  
Intermediate District 287

Innovation is one of those words that evokes a love/hate response. Creative new solutions to old persistent problems are only possible through innovation. With recent emphasis on the need for innovation in the public sector, educators worry about innovating without purpose or accountability. We worry that we'll keep piling on the shiny new projects, calling everything an innovation whether or not it meets certain criteria. We worry that technology will become synonymous with innovation. We worry that the vision of being an innovative organization will be reduced to simply naming a few new projects or adding a line-item for iPads.



Jane Holmberg  
Executive Director of  
Teaching & Learning  
Intermediate District 287

When innovation became a centerpiece of the Intermediate District 287 strategic plan four years ago, we were excited as well as apprehensive. We knew we needed to design a system that would support innovative solutions in order to meet the unique needs of our 12 member school districts so that they, in turn, could meet the unique

needs of their students. We also knew that innovative organizations not only purposefully encourage but also measure innovation.

With this understanding in mind, we began putting in place a system to foster innovation so that by 2011-2012 we were ready to publish our first Innovation Report Card. Using metrics adapted from the private sector to measure corporate innovation,\* District 287 has created the Innovation Report Card to be an annual measure of district innovation using 18 different indicators among five categories: (1) commitment to innovation, (2) innovation output and collaboration, (3) culture of change, (4) market success, and (5) innovation diffusion.

Much of the report card data relates to over 100 projects that were tracked during the 2011-2012 school year. These innovations that met the test of helping students learn better or staff work more efficiently were nurtured through our innovation coach system. An innovation coach is an individual at a site who, as part of his or her job, has the responsibility to help others evaluate and develop new

ideas and connect to district systems and resources.

Across the district there are 14 innovation coaches, adding up to a district-wide equivalent of 2.8 FTE. These coaches meet regularly with a lead innovation coach who provides ongoing training in the innovation process and in collaboration. Examples of the types of projects staff have completed include: two educational apps available through iTunes, a digital curriculum hub providing collaboratively-produced resources that can be used in place of purchased textbooks, and a back-pack program in conjunction with local community groups to provide food for families in need over the weekend.

In addition to staffing resources, one of the measures of commitment to innovation from the report card is the "Percent of senior management whose goals that emphasize innovation." At District 287, every administrator has an innovation goal as one of four areas of emphasis. As we have worked to achieve these goals, we have begun to codify a set of "innovation principles" that help guide decision-making. These principals, included on our report card, state that we will err on the side of action while also recognizing we do not innovate for its own sake.

The report card indicators make us more aware of our ultimate goals and focus our efforts toward areas in need of improvement. While we celebrate the development of a system that promotes innovation and has yielded over 100 projects during each of the last two years, we also are aware that most of the projects have not been widely diffused. That is the next chapter in this exciting work as we explore how to create the best conditions to provide responsive, innovative solutions for our members.

If you're interested in viewing Intermediate District's 287 2011 - 2012 Innovation Report Card, please visit: [www.district287.org/clientuploads/About\\_287/Innovation/287\\_InnovationReportCardBrochure.pdf](http://www.district287.org/clientuploads/About_287/Innovation/287_InnovationReportCardBrochure.pdf).

\*Indicators of innovation in all measurement areas are adapted from the Corporate Innovation Scorecard discussed in *Fostering and Measuring Innovation* (February 2009), Hanover Research Council, Washington, D.D., pp. 9-12.



# Point of View...

## MINNESOTA - The North Star State



Jeffrey Olson  
Superintendent  
St. Peter Public Schools

I have had the incredible honor and privilege of being selected as the Minnesota Superintendent of the Year for 2013. In February, due to this selection, I attended both the State of the Union Address in Washington, D.C., and the National Conference on Education, in Los Angeles, California. Both of these experiences confirmed for me that Minnesota is truly the leader in providing a top-level education for all of the students we serve on a daily basis.

First and foremost, we have quality women and men leading school districts all across the state. The people I have come to know and interact with through the MASA organization are, to use a Jim Collins analogy, “The right people in the key seats on the bus.” People who are dedicated, visionary, intelligent, and focused. People who are friendly, engaging, and a pleasure to “be around.” And, most importantly, people who have a laser-like focus on ensuring that Minnesota’s schools are providing a 21<sup>st</sup> century educational program for the students of the 21<sup>st</sup> century.



Jeff Olson is honored during the AASA Minnesota Breakfast. From left to right: Jim Hess, Judy Olson, Jeff Olson, Jackie McGrail, Gary Amoroso.

Second, I found that we are working on the right things. In visiting with educational leaders from around the country and in attending conferences featuring some of the best “thought leaders” in the nation, Minnesota schools are “on target” in areas such as: implementing the common core standards; using professional learning communities to help all students improve their learning; integrating technology into educational practice; focusing on 21<sup>st</sup> century skills such as critical thinking, problem solving, communicating, and collaborating; and in providing leadership development programs to ensure that we have a quality pool of leadership talent for years to come.

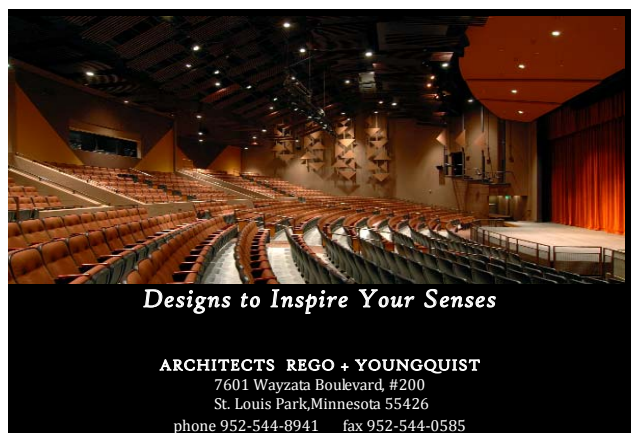
Finally, the educational leaders of Minnesota and the Minnesota Association of School Administrators organization are highly respected by politicians and lobbyists at both the state and federal levels. From our Executive Director, Gary Amoroso, to the officers of

our organization, to the superintendents who address state legislators and members of congress, I have been told that “our folks” have an impact and a real voice on decisions made regarding educational issues.

I am proud to be a part of the MASA organization and I am proud to be from Minnesota. Minnesota truly is the “Star of the North” and the guiding light for having a first-class, quality educational system for the students of our state.

### **MASA Foundation Grants Available!**

*The MASA Foundation will provide up to 10 grants to members this year for professional development experiences that you would not be able to access through your district or that are unique learning opportunities. Grants can range from \$500-\$750. To apply, simply submit a one page summary of your intended experience and either mail or fax it to the MASA offices or email Gary Amoroso, and the Foundation Grant Committee will consider it in a timely manner.*



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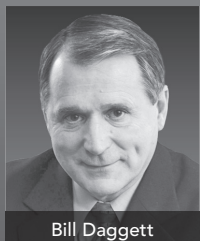
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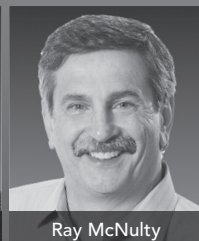
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# Legal Issues...

## Media Relations for Public Schools



Susan E. Torgerson  
Education Law Attorney  
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***"Media relations is a positive and efficient way to view communications that are based upon a school's legal obligations to share information with the public."***

public relations—a means of communicating with the public, with parents, students and taxpayers. The public has the right to much of the information contained in and generated by a school district. Media relations is a positive and efficient way to view communications that are based upon a school's legal obligations to share information with the public. Having a coordinated approach to sharing, anticipating the requests and developing the message of the school district will make responding to public data requests—from the media or others—more efficient. The district will be more likely to comply with data disclosure requirements of law by having a proactive plan for data sharing with the public and with the media.

In the digital age, information sharing really knows no bounds. Among the many challenges and tasks presented by the changes in technology is the need for appropriate communications with the public. The media are, of course, simply conduits for information to the public. Large school districts may have communications officers whose primary job is to conduct media relations for the district. However, many districts do not have a position dedicated to such matters. Whether your district is large or small, however, the same kinds of questions will arise.

*Q: What amount of importance should be placed on media relations by a school district? We have a lot to do without adding an additional task to our list.*

A: Media relations are important because they are

*Q: What are the legal issues involved in sharing school information with the media?*

A: Just as with any public data disclosure by the school, there are two basic legal principles which must be followed. First, no private student data or private personnel data may be shared outside the school without informed consent or a court order unless there is a provision of law requiring the disclosure. Second, the school is not required to create data that it does not otherwise collect or maintain unless specifically required to do so by law. That means that the school is not required to comment on data even when the public is entitled to the data. Of course, the school may, and often should, comment on its policies and goals and is not prohibited from doing so.

*Q: Sometimes a reporter calls and asks us to comment on news stories, for example noting a criminal case against a staff member or student. This information is already public. Can we comment on it? Can we confirm it?*

A: Each situation depends upon its own facts. However, the fact that information about a student or staff member has come to the attention of the public somehow does not change the data status in the hands of the school. So if the paper has printed that a student has been suspended for making a threat on a bus, the district will not confirm/deny that or comment on it without informed consent of the student/parent or a court order because this is private student data in the hands of the school. If the reporter asks about the student discipline policy, the policy is public and must be shared upon request.

If the paper has printed that a staff person has been arrested for alleged theft or mistreatment of students, the district must assess whether that information is public in the hands of the district when the request for comment/confirmation is made. If it is not public information in the hands of the district, no information may be shared. Only if final disciplinary action has occurred or there is consent or a court order for release of the information may the school comment on the personnel aspects of the matter.

Media Relations for Public Schools...  
Continued on Page 13



## Media Relations for Public Schools... Continued from Page 12

*Q: Who should respond to the media questions posed to the school district?*

A: If your district does not have an information officer designated to receive such requests, the district administration and board should decide how such matters should be handled in particular situations. For example, if the questions are about labor negotiations, the district might decide that a particular administrator or board member would receive the questions, confer with the appropriate individuals and give the district's response. If the questions are about anticipated or pending litigation, perhaps the district's counsel would receive the questions. In any case, the district should have a plan for how anticipated and unanticipated requests may be handled. Each district has a "responsible authority" responsible for handling district data, and that designation may be part of the responses to media requests for information. The district should be sure to keep a record of inquiries and log of responses as well in order to have a coordinated compliance record for its own purposes.

*Q: What are some pointers for districts to consider while formulating its approach to receiving and responding to media information requests?*

A:

- Be proactive. If you anticipate interest in a particular topic, be prepared for it. Consider giving information even before the request is made if the issue warrants it.

- Rather than waiting for a crises or negative topic to arise and generate media attention, consider involving the media in your educational goals and board matters in a positive fashion on positive events.
- Have a central point/individual for the receipt of requests so that answers are considered, reviewed for legality and disclosed in a coordinated fashion on important and sensitive topics. If there will be more than one responder on a topic, be sure that the responses nevertheless follow a coordinated theme or plan.
- Do respond with information, even if you can give very little or no information. Try not to say "no comment," but rather that the data practices act prevents comment, but that the district takes safety issues seriously (for example) and has a number of policies and procedures directed at student safety. Then offer to share the policies and procedures as illustrations of the district's concern.
- Don't rush your response. If the response requires consideration, indicate that you will review the request and get back to the requestor soon. Then do that so that you demonstrate the district wishes to disclose that which is appropriate and will do so promptly.
- Be very careful about live interviews unless the questions are shared in advance. Sometimes the content is edited and the full context is not given, so all conditions need to be understood to avoid an inadvertent disclosure of private data. Don't be afraid to ask for written questions in advance.

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# Election News...

## Meet Your President-Elect Candidates

*This year, MASA is once again fortunate to have a strong slate of candidates for the various leadership positions' elections. Many thanks to everyone running for a leadership position. We offer special thanks to our four President-Elect candidates; Bruce Klaehn, Lynne Kovash, Jamie Skjeveland and Scott Thielman. The position of MASA President is a challenging and time-consuming one, and we are very fortunate to have continued interest by such quality leaders. You can learn more about this year's president-elect candidates on the MASA website.*



Bruce Klaehn  
Superintendent  
Dover-Eyota Public Schools

As a candidate for the Office of President-Elect of MASA, I believe our organization plays three very critical roles in Minnesota Education:

1. Support for the Members of MASA – MASA must continue to effectively support our members, providing mentoring for the first year Superintendent, sponsoring training opportunities on current topics and issues, counseling the Special Ed Director under attack, and

addressing the post-employment needs of our devoted servants. For that to happen, an experienced MASA President is needed to understand the issues and address the needs.

2. Advocate for Education in State and Federal Governments – Legislative leaders look to the MASA and AASA organizations for information and direction. We are the link between the work of our staffs and the initiatives of our politicians. Our MASA President must be committed to, and experienced at, effectively working with legislators.
3. Be the Leading Face and Voice of Education, Locally and Statewide – While we must actively collaborate with the other educational organizations in our state, I believe we are the ones best positioned to provide the necessary messages to achieve the confidence of our public in our Minnesota education system. The MASA President must be experienced and effective in working with these organizations, and in communicating these messages.

These are the roles that I will promote as the leader of MASA, and the experiences I can provide to pursue the goals of our organization. I will be most appreciative of your support for my candidacy.

**Bruce**



Lynne Kovash  
Superintendent  
Moorhead Area Public Schools

I think often of Tony Wagner's presentation at our conference and his challenge for us to be change leaders. Wagner called upon us to look at innovation in education and be relentless in maintaining high expectations. Clearly, we need to have passion to create learning environments to help every student to reach their dreams. We can't do it alone, we need to work together. MASA is the organization that enables us to work together and supports us to be the change leaders needed in today's

educational environment.

As an organization for educational leaders, MASA has set out bold initiatives in the strategic plan to support leadership, promote professional growth and be a strong advocate for education. As president-elect, I would work hard to assure our strategic plan moves forward in order to support the high expectations needed.

Here are some of the things that we can do together to be those change leaders needed for today's schools:

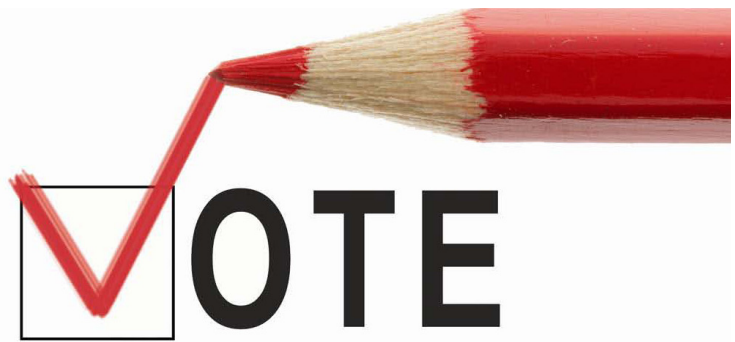
- Advocate for sustainable, adequate and equitable funding
- Advocate for educational policy
- Promote systems responsive to students and to communities
- Promote professional development to meet the needs of all members
- Work to cultivate a unified voice for Minnesota public education with all stakeholders

Through the collaborative spirit in my work, I know that we can be change leaders and can be relentless in helping every student achieve his or her dreams. Thank you for the work you do everyday for your schools. I would appreciate your support and vote.

**Lynne**

# Election News...

*Once again this year's elections will be conducted online. Electronic ballots will be emailed during the week of March 18th. Be sure to watch your email for your login information! Ballots need to be completed by Friday, April 12th.*



Jamie Skjeveland  
Superintendent  
Crosby-Ironton Schools

Much of my youth was spent in Lansing, Minnesota, located a few miles north of Austin. There were about a dozen of us, who often gathered a few blocks from the Chateau Speedway in Lansing. We would bring our go-carts and have races. Mind you, not the type of go-carts with a motor. I am referring to the type of go-carts that were built out of scrap lumber and recycled lawnmower wheels. Each was unique: some red, some blue, others were multiple colors.

These contraptions were built out of whatever scraps and leftover paint could be found in our parents' garage. No matter the color or design of the go-cart, one thing was certain; each of us was proud of our creation!

We did our best to make them look good and took steps to ensure our go-carts were at peak performance during race time. There is one very important fact that is ever-present when racing motor-less go-carts; you need to have someone who is willing to push you. It is a bonus if that someone happens to be a fast runner!

As superintendents, all of us have unique school districts of which we are very proud. Like those go-carts, no two school districts are the same. As superintendents, our responsibility is to prepare our facilities, our personnel and the plethora of other dimensions of our schools to maximize the success of our students (Their big race!).

Imagine what it would be like to have an amount of funding that is needed to afford all of the programs and opportunities we know are good for kids. It would be like having an Olympic runner pushing the go-cart! Our students deserve and require nothing less!

Thank you for considering me for your next MASA President-Elect!

**Jamie**



Scott Thielman  
Superintendent  
Buffalo-Hanover-Montrose  
Schools

It is an honor and a privilege to have been nominated for the position of MASA President-Elect. I welcome the opportunity to serve our organization, you the members and the MASA staff as we continue to provide the preeminent voice for public education and advocate on behalf of all children. This is where I am going to impose upon you.

As the economy begins to emerge from one of the worst economic downturns in history, it is critically important that MASA emphasize and amplify the need for investment in and support for education. I believe that MASA is prepared and very well positioned to provide the leadership needed for Minnesota and I would like to be part of that leadership team as President-Elect.

If elected to this leadership position, I have identified the following priorities for MASA and the MASA membership:

1. Continue to advocate for adequate, equitable and sustainable funding for our students and schools from the state and federal government;
2. Continue to advocate for resources and support for MASA regions and the organization for quality professional development opportunities for all administrators;
3. Support the goals and objectives of the strategic plan initiatives and advocate for resources in order to adequately fulfill commitments and member needs;
4. Advocate for support and focus on 21st century skills and authentic assessments for students rather than accepting the status quo for more assessments that evaluate rote learning; and
5. Continue to be the preeminent voice for public education advocating for all students.

Thank you for all that you do on a daily basis to advocate on behalf of children and education. I would greatly appreciate your support of my candidacy for President-Elect.

**Scott**

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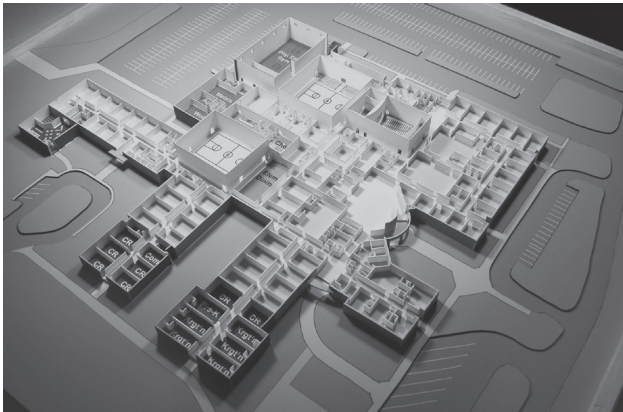
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# MASA Snapshot



Feb. 25, 2013 - The three most influential groups in E-12 education presented their shared priorities at a joint news conference, arguing that investing in education this year would pay off with a stronger economy in the future.

Leaders from Education Minnesota, the Minnesota School Boards Association and the Minnesota Association of School Administrators called for additional investments in all-day kindergarten, per-pupil funding and teacher development and evaluation.



## Stay Connected to MASA!

Follow MASA your way! Whether you like traditional websites, blogging or social media, you can stay connected to the Minnesota Association of School Administrators!



MASA website: [www.mnasa.org](http://www.mnasa.org)



Facebook: In search box, type MASA-Minnesota Association of School Administrators



Twitter: @MNAssocSchAdm



YouTube: MnASA Forum



Gary's Typepad Blog: Voice of MN Education



## Supporting Your Association and Your District...

In 2012, nearly 180 Minnesota school districts used MASA's Jobsite to find candidates for their open positions.

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# Virtual Learning...

# STOP the SUMMER SLIDE



Ellen Delaney  
Director of Secondary  
Curriculum, Assessment  
and Instruction  
Anoka-Hennepin Schools

## Overview

Anoka-Hennepin Middle Schools introduced Summer Virtual Learning to sixth graders last year. This program used Compass Odyssey – an online learning tool – to help our students retain and expand on skills in mathematics and reading over the summer break. While Anoka-Hennepin schools offered traditional summer school courses for middle school students with gaps in their learning, this new program was completely separate.

The main goal of the Summer Virtual Learning program is to eliminate the “summer slide” – a regression in skill that is a common nationwide problem for students of all ages and abilities. Rather than spending the first few weeks of the new school year reviewing skills and catching up to where they once were, students involved in Summer Virtual Learning will be better prepared to move forward with new learning. For other students, this will be an enrichment opportunity to expand on their skills. Additionally, this program provided the opportunity for students to experience targeted learning, outside of the traditional classroom, within an online environment.

## Details

To make Summer Virtual Learning as successful as possible for our students, we established the following expectations and shared them with parents and students:

- Participation in Summer Virtual Learning is voluntary
- Students commit to work on math, reading, or both
- 45 minutes of online work per subject per day, 5 days per week, for 6 weeks
- Parent or guardian act as learning coach to support the student’s online work
- The teacher is available by email to answer student questions
- The teacher is available at the school site one half-day each week for optional face-to-face support and access to the school computer lab

Each school hired a teacher to provide online support with the following responsibilities:

- Attend mandatory staff development (June 12) in use of Skype and Compass Odyssey

---

*The “summer slide” is a regression in skill that is a common nationwide problem for students of all ages and abilities. The Anoka-Hennepin Schools introduced the Summer Virtual Learning program with a goal to eliminate the summer slide and prepare students to move forward with new learning in the fall.*

---

- Send a welcoming email to enrolled students before June 18
- Enter student information into the Compass Odyssey system
- Send a weekly report to every student and parent by email
- Send an email to parent of students who have not been online in the past week
- Phone contact with students who have not been online in the past two weeks (recommended time per student is 45 minutes per day, per subject, for 6 weeks)
- Recognize and email parents when students have met the time goal ( 2.5 hours a week for each discipline) and achieve a success rate of 70% on the content for the week

## Findings

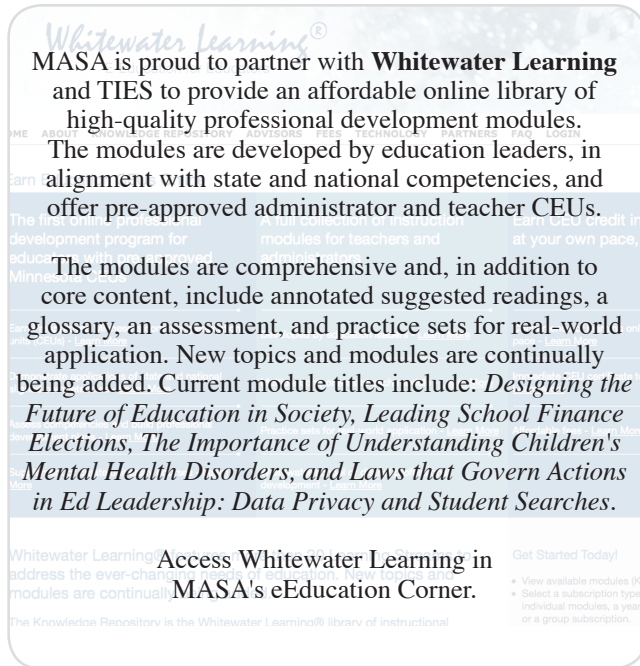
For all Anoka-Hennepin students who participated in the program during summer 2012, an increase in the number of hours spent using Odyssey resulted in statistically significantly higher posttest (fall 2012) scores on MAP mathematics and reading assessments, after controlling for students’ prior (spring 2012) levels of achievement. Students who participated in Anoka-Hennepin’s Summer Virtual Learning program scored significantly higher than comparison students on fall 2012 mathematics achievement, after controlling for prior mathematics achievement. Students who participated in Anoka-Hennepin’s Summer Virtual Learning program showed small increases in mathematics achievement compared to NWEA’s national MAP norm group across the summer vacation and did not significantly change in reading achievement; in contrast, students in the comparison group lost ground over the summer – possibly indicating summer learning loss.

Summer Virtual Learning students’ academic successes followed moderate fidelity of implementation. Over one third of the students exceeded the targeted goal of using Odyssey 45 minutes a day/5 days a week over the 6 week summer intervention, and the entire group’s median time using Odyssey per week was approximately 2 hours and 40 minutes (159.8 minutes/week). If all students had met or exceeded the targeted goal, it is likely that their gains would have been even larger.

eEducation...

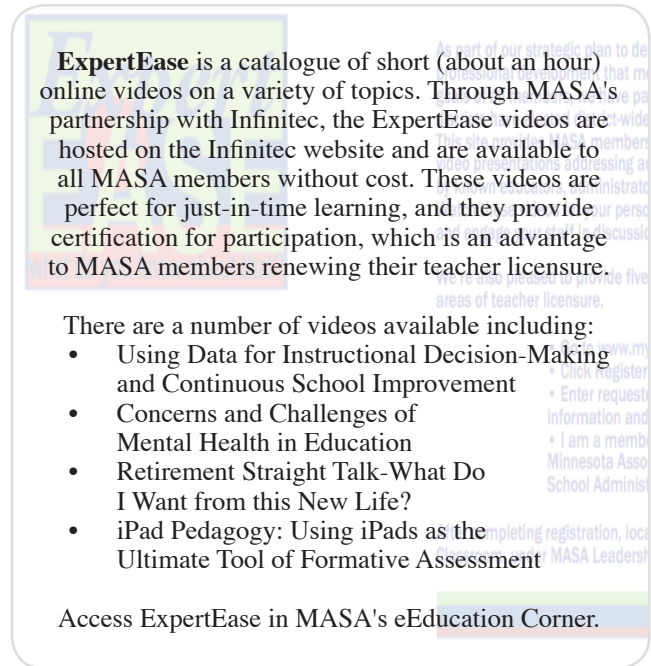
# Take Advantage of MASA's eEducation Opportunities

One of MASA's most valued member services is the variety of professional development opportunities we offer, ranging from traditional conferences to specialized workshops. As we continue to work towards the completion of our professional development strategic plan objective, we are excited to introduce our eEducation collection of online just-in-time learning and encourage our members to take advantage of our growing professional development options.



MASA is proud to partner with **Whitewater Learning** and TIES to provide an affordable online library of high-quality professional development modules. The modules are developed by education leaders, in alignment with state and national competencies, and offer pre-approved administrator and teacher CEUs. The modules are comprehensive and, in addition to core content, include annotated suggested readings, a glossary, an assessment, and practice sets for real-world application. New topics and modules are continually being added. Current module titles include: *Designing the Future of Education in Society*, *Leading School Finance Elections*, *The Importance of Understanding Children's Mental Health Disorders*, and *Laws that Govern Actions in Ed Leadership: Data Privacy and Student Searches*.

Access Whitewater Learning in MASA's eEducation Corner.



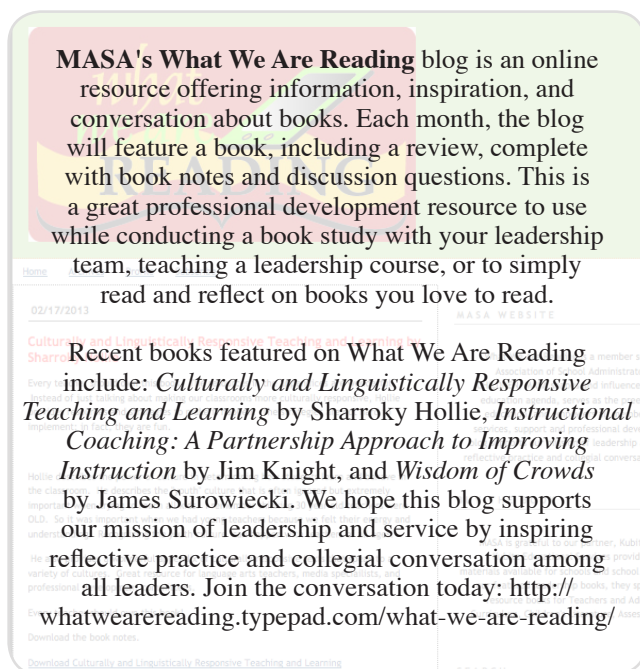
**ExpertEase** is a catalogue of short (about an hour) online videos on a variety of topics. Through MASA's partnership with Infinitic, the ExpertEase videos are hosted on the Infinitic website and are available to all MASA members without cost. These videos are perfect for just-in-time learning, and they provide certification for participation, which is an advantage to MASA members renewing their teacher licensure.

There are a number of videos available including:

- Using Data for Instructional Decision-Making and Continuous School Improvement
- Concerns and Challenges of Mental Health in Education
- Retirement Straight Talk-What Do I Want from this New Life?
- iPad Pedagogy: Using iPads as the Ultimate Tool of Formative Assessment

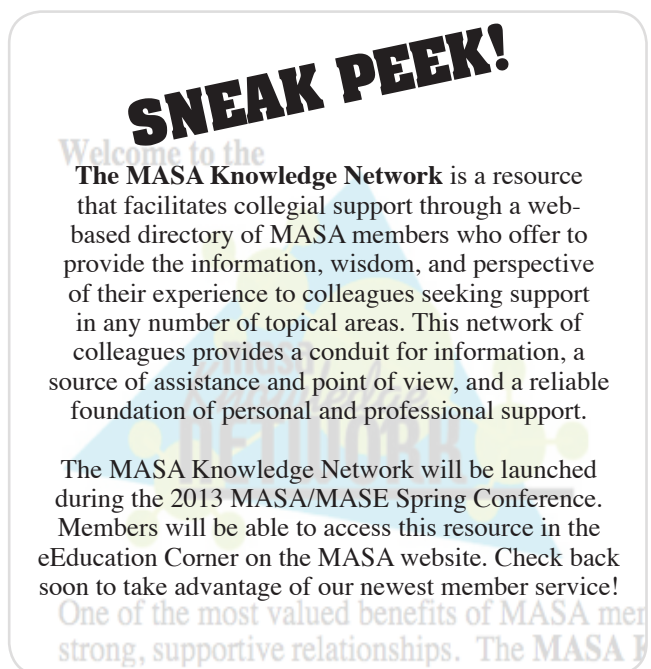
Access ExpertEase in MASA's eEducation Corner.

**"MASA's strategic plan objective states, 'By 2014, MASA will deliver a multi-tiered system of professional development that meets the individualized learning goals of all members.'"**



MASA's **What We Are Reading** blog is an online resource offering information, inspiration, and conversation about books. Each month, the blog will feature a book, including a review, complete with book notes and discussion questions. This is a great professional development resource to use while conducting a book study with your leadership team, teaching a leadership course, or to simply read and reflect on books you love to read.

Recent books featured on What We Are Reading include: *Culturally and Linguistically Responsive Teaching and Learning* by Sharroky Hollie, *Instructional Coaching: A Partnership Approach to Improving Instruction* by Jim Knight, and *Wisdom of Crowds* by James Surowiecki. We hope this blog supports our mission of leadership and service by inspiring reflective practice and collegial conversation among all leaders. Join the conversation today: <http://whatwearereading.typepad.com/what-we-are-reading/>



**SNEAK PEEK!**

Welcome to the **MASA Knowledge Network** is a resource that facilitates collegial support through a web-based directory of MASA members who offer to provide the information, wisdom, and perspective of their experience to colleagues seeking support in any number of topical areas. This network of colleagues provides a conduit for information, a source of assistance and point of view, and a reliable foundation of personal and professional support.

The MASA Knowledge Network will be launched during the 2013 MASA/MASE Spring Conference. Members will be able to access this resource in the eEducation Corner on the MASA website. Check back soon to take advantage of our newest member service!

One of the most valued benefits of MASA membership is strong, supportive relationships. The MASA...

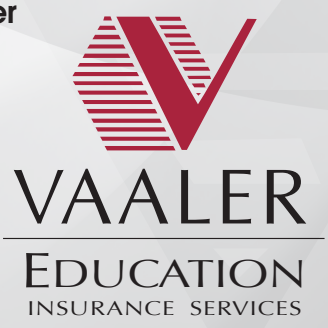


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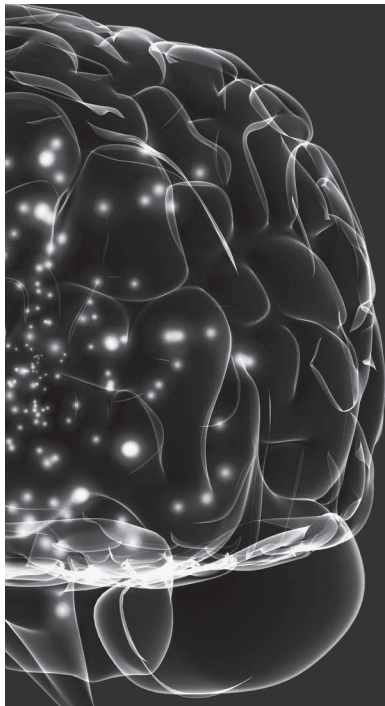
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# Invest MN...

## Minnesota Markers

### Minnesota's success is exceeded only by its potential



Shari Prest  
Ark Associates

Minnesota has done very well this year—for most of us. In fact, in 2012 business creation rose 18 percent, more than almost any year in our state's history. Minnesota also has a pretty good business record on which it can stand. It is the birthplace of everything from Elmer's Glue and Post-it notes to Target, the second largest retailer in the USA. Best Buy, Medtronic, General Mills, and United Health Group all originated in and are headquartered in Minnesota.

The largest private company on the Forbes list, Cargill, is Minnesota-grown. In fact, Minnesota has more Fortune 500 companies per capita than all but one state. Tourism is a \$7 billion business each year in Minnesota.

Minnesota has consistently been ranked at the top or near the top as the most livable, most caring, and healthiest state by Morgan Quitno Press and United Way of America. Minnesota is ranked "outstanding" in safety, education, economic and financial well-being, volunteerism, charity, civic engagement, natural environment and other factors.

What has made us so successful? Well, if you look into the many surveys that have been done, good schools, a prepared work force, and a generally high quality of life are most often mentioned.

Those factors are all closely connected to Minnesota's public schools and the leaders of the 471 public school districts, 2,492 schools, nearly 824,000 public school students, and over 52,500 public school teachers. Together, they have made public education in Minnesota among the best in the world according to a compelling variety of test data.

Most recently, Minnesota participated in the Trends in International Mathematics and Science Study (TIMSS)<sup>1</sup> as an independent entity in which it was compared to other independent entities (countries). Minnesota student scores ranked significantly higher than the United States and all but five participating countries, even though Minnesota includes more of its students in the study. Additionally:

- Average MN ACT<sup>2</sup> score: 22.7 compared to national ACT score, 21.
- MN grade 4 average NAEP<sup>3</sup> score in math: 249 (National average: 239)
- MN grade 4 average NAEP<sup>3</sup> score in reading: 223 (National average: 220)
- MN grade 8 average NAEP<sup>3</sup> score in reading: 270 (National average: 262)
- MN grade 8 average NAEP<sup>3</sup> score in math: 294 (National average: 282)

Although Minnesota students score well when compared to other states and nations, the National Assessment of Educational Progress confirms that:

- Large and persistent gaps exist in test scores between Minnesota's white students and the state's students of color.
- A gap exists between low-income white students and low-income students of color, suggesting that perhaps the gap for students of color may not be solely explained by household income levels.
- If Minnesota's demographic mix matched that of the nation as a whole, the state's scores for 4th grade reading would be comparable to those of Alabama, Arkansas and South Carolina.

"Although white Minnesotans exceed their counterparts nationwide, the same does not hold true for Minnesotans of color. Because most of Minnesota's students are white, their high scores drive Minnesota's success with scores overall because white students do better on the standardized tests. Indeed, were Minnesota's demographics to resemble the demographics of the nation, Minnesota would have a greater share of students of color and would no longer maintain its notable comparative advantage when it comes to test scores for educational achievement."<sup>4</sup>

Fortunately, there are a variety of ways we can continue to grow and improve. History has shown us the importance of public education to our past and our potential. We know that high quality early childhood programs, engaged parents, creative teachers, innovative school leaders and strong transitions to post-secondary education are keys to our continued success and potential.

Yes, Minnesota has done very well—for most of us. Most of us enjoy a high quality of life in a caring environment and look forward to participating in the prosperity educational achievement promotes. Let's imagine and create together a Minnesota that does very well for all of us

<sup>1</sup>The Trends in International Mathematics and Science Study (TIMSS) provides reliable and timely data on the mathematics and science achievement of U.S. 4th- and 8th-grade students compared to that of students in other countries. TIMSS data have been collected in 1995, 1999, 2003, 2007, and 2011.

<sup>2</sup>The ACT is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science.

<sup>3</sup>The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.

<sup>4</sup>Jose Pacas and Matt Kane, February 2011, Growth and Justice.



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**Arif Quraishi**

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# Perceptions...

## The State of the Superintendency in Minnesota - Instructional Leadership



John Eller  
Educational Administration & Leadership Program Director  
St. Cloud State University

### Study Background

In the winter, 2012 MASA Newsletter, information was presented on a state-wide study conducted by Dr. John Eller of St. Cloud State University. The study was conducted to gain knowledge related to selected demographic patterns of Minnesota superintendents, the type of work that superintendents perform, the level of job satisfaction of Minnesota superintendents, and the reported professional development needs of these superintendents.

In this report, we will discuss information related to instructional leadership aspects of Minnesota superintendents.

### Number of School Districts Served as Superintendents

An area that may be related to instructional leadership is the number of school districts superintendents lead. In the Minnesota study, superintendents reported the following:

Please select the number of independent school districts in which you currently serve as superintendent		
Answer Options	Response Percent	Response Count
1	93.0%	211
2	5.3%	12
3 or more	1.8%	4

In the study, about 7% of the superintendents reported that they lead more than 1 school district. Only 1 superintendent reported leading 3 or more districts. It appears that most of the districts still are led by one superintendent.

### Superintendent Perceptions of Instructional Leadership

Minnesota superintendents were asked to rate their perceptions related to their role in curriculum, instruction, and assessment. These are aspects commonly attributed to instructional leadership behaviors. What superintendents reported on the survey is listed below:

How much of a role should the superintendent have in providing leadership in curriculum, instruction, and assessment for the schools in the district?		
Answer Options	Response Percent	Response Count
No role	0.0%	0
A small role	10.3%	23
A medium role	48.0%	107
A major role	41.7%	93

A majority of the superintendents responding to the survey (about 89%) reported that their role in curriculum, instruction, and assessment should be medium or higher. Only about 10% reported that they should have a small role in these areas typically associated with instructional leadership.

### Frequency of Use of Instructional Strategies by Superintendents

Minnesota superintendents were asked to rate the frequency of use of instructional leadership strategies. The leadership strategies that were presented on the survey were based, in part, on the work of Robert Marzano (2009) that appeared in his book entitled, *District Leadership That Works: Striking the Right Balance*.

Please rate the frequency you employ the following in your instructional leadership of your district				
Answer Options	I never use this strategy	I use this strategy on a limited basis	I use this strategy on a regular basis	I use this strategy very frequently
Include all relevant stakeholders in establishing goals for the district	2	70	114	36
Establish non-negotiable goals in the areas of student achievement and classroom instruction	29	99	69	26
Set budget priorities in alignment with the learning goals established for the district	2	35	129	57
Work closely with building level principals and other administrators to ensure that their building and professional development goals are aligned with the district goals	5	20	102	95
Work with the school board in establishing non-negotiable goals, then following up to ensure that they are informed about the progress related to these goals	10	60	103	50
Directly and regularly monitor the progress on district and building level goals	4	50	126	43
Ensure the necessary resources and materials are allocated to accomplish the district's goals	2	19	132	69

Superintendents rated the following 3 strategies as the highest in their use: ensuring the necessary resources and materials are allocated to accomplish the district's goals, working closely with building level principals and other administrators to ensure that their building and professional

State of the Superintendency...  
Continued on Page 25



## Insurance Insights...

# Workers Compensation - New Rating Changes and What This Means for Your Experience Mod



Casey Holland  
School Division Manager  
Vaaler Insurance

***"The new split point rating change creates an opportunity for school districts to take greater control over their compensation costs more than ever before."***

Beginning in 2013, the way a school districts workers compensation Experience Modification Factor (EMod) is calculated will be changed forever. The MWCIA, or Minnesota Workers Compensation Insurers Association, is changing the "primary" and "excess" split point that is used in their promulgation of EMods. The split point between "primary" and "excess" claims has been \$5,000 since 1991, and in 2013 will be \$10,000.

### **Understanding the Primary-Excess Split**

In the experience modification factor rating process, each loss is divided into a primary and excess portion. Think of this as two buckets that all claims fall into, one bucket for primary claims and one bucket for excess claims. Primary claims are those claims that are to be considered "frequency" type claims, and excess claims are those that are to be considered "severity" type claims.

Currently, the first \$5,000 of every loss goes into the primary bucket. Anything over \$5,000 goes into the excess bucket. For example, say a \$10,000 loss occurs and is divided into two buckets. The first \$5,000 of the loss is put into the primary bucket and the next \$5,000 of the loss is put into the excess bucket. As previously mentioned, primary losses are used as indicators of frequency and are counted in FULL as part of a school districts E-Mod calculation. Conversely, excess losses receive only PARTIAL weight in the school district's E-Mod calculation.

### **Changes On The Way**

As previously mentioned the split point has been \$5,000 dating back to 1991. Starting in 2013 the split point limit for primary losses will be:

2013 - \$10,000  
2014-\$13,500  
2015-\$15,000

### **What Does This Change Mean For Your School District**

Using the previous example of the \$10,000 claim, the first \$5,000 of the claim was distributed into the primary/frequency loss bucket. With the new split point change to \$10,000 in 2013, on the same claim example above, the entire \$10,000 of the claim will be counted as primary loss and thus increasing the EMod.

This split point change could have a dramatic impact on a district's E-Mod, as additional smaller claims will be considered to be primary losses. How much of an impact is completely dependent on the history of the district's employee work-related injuries. The simplest way to think about this is two \$5,000 employee injury claims affects your E-Mod more than one \$10,000 employee injury claim.

### **Summary**

The new split point rating change creates an opportunity for school districts to take greater control over their workers compensation costs more than ever before. Meaning, if the district has the right processes in place, they have an opportunity to drive their E-Mod down further and faster than ever before, which in the end lowers insurance premiums.

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## **State of the Superintendency... Continued from Page 24**

development goals are aligned with the district goals, and setting budget priorities in alignment with the learning goals established for the district. All of these strategies relate to the budgeting process and supporting building level administrators.

### **Summary**

In this article, only response frequency information about several questions was reported. Data related to the potential relationships between some of the responses reported on the survey will be analyzed in the future. As this data becomes available, aspects that are significant will be shared in future editions of this newsletter. Dr. Eller is working in collaboration with us here at MASA to prepare a series of reports that summarize the results of this study. We will use the findings of this study to assist us in providing effective professional development for superintendents in Minnesota.



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**Questions? Contact Mary Bettlach at [mbettlach@ucpnet.org](mailto:mbettlach@ucpnet.org)**



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# Enrollment Outlook...

## Demographic Trends Signal Challenges Ahead for Districts

*Research shows housing is the DNA of district enrollment*

Written by Hazel Reinhardt, Demographer,  
Reinhardt and Associates  
and  
Dick Carlstrom, Consultant, TIES

Current demographic trends present serious challenges for Minnesota school districts, and housing data is critical to understanding these trends.

Minnesota's population is aging, and that means fewer households with children. As a result, many districts may need to reduce capacity and adjust attendance area boundaries. And this will continue for the next decade.

Clues to just how much and when lie in the characteristics of housing units. Our research has shown that housing characteristics—type, age, value—are the DNA of a district's enrollment.

### Single-family homes with no students increase as population ages

As the number of Minnesotans aged 65 and over grows to over a million in 2020, many districts will have more single-family homes without enrolled K-12 public school students.

This trend holds true for districts in built-up and developing suburbs as well as across the state. Our analysis of housing patterns in built-up Twin Cities suburban districts found that more than 80 percent of single-family detached homes have no enrolled K-12 public school students. Even in some developing suburban districts, 69 percent of single-family detached homes have none of these students. Districts in greater Minnesota are similar to those in built-up suburbs. At the same time, the average number of students per home has declined.

### Housing characteristics play key role

It is a hope in many districts that when the older residents sell their homes, families with school-age children will move into those homes. But research shows this is usually not the case. The age and related characteristics of housing units such as size and amenities are critical genes in a district's DNA for determining enrollment.

Generally, the average number of students is higher from single-family detached homes built since 1980 and particularly since 1990. These homes are larger and have more desirable floor plans and amenities—characteristics that attract families.

The average number of K-12 students from single-family homes is also related to home values. Uniformly, we find

that more modestly priced single-family detached homes generate lower numbers of students than do higher-value homes.

GROWING FAMILIES MOVE INTO NEWER, LARGER HOMES		
Location	Ave. No. Students/ House	Housing Characteristics
<b>Build-up suburb</b> <i>Bloomington</i> <i>Mounds View</i>	.33 .38	Higher proportion of smaller, older, moderately priced
<b>Developing Suburb</b> <i>Eastern Carver County</i> <i>S. Washington County</i>	.59 .57	Higher proportion of larger, newer, more amenities, higher value

### Birth rate will fluctuate

As the population is aging, the birth rate is falling. Resident births in the relatively mature Eden Prairie School District, for example, peaked during the 2007-08 school year with 760 before declining. The still developing Eastern Carver County District shows a similar pattern with 715 births in 2006-07 followed by decline.

While birth data for specific greater Minnesota districts has not been analyzed, the populations of many greater Minnesota counties have decreased.

The downturn in births from 2008-2011 will be reflected in smaller kindergarten classes for the next several years. That will change by the mid-2020s, however, as children born to Generation Y, the second-largest generation after the Baby Boomers, reach school age.

### Responding to these changes

Minnesota superintendents who are aware of the demographic and housing trends in their district will be better equipped to respond strategically to these challenges. Enrollment projections coupled with housing trend studies are indispensable tools in meeting this need.

In partnership with TIES, former Minnesota State Demographer Dr. Hazel Reinhardt, Reinhardt and Associates, provides demographic analyses and enrollment projections with demographic mapping services and housing analyses produced by TIES Consultant Dick Carlstrom.

# Calendar of Events...

## 2013...

### March

**13**  
MASA Board of Directors Meeting  
Marriott, Brooklyn Park

**13**  
MASA Great Start Workshop IV  
Marriott, Brooklyn Park

**13**  
At Ruth's Table  
Marriott, Brooklyn Park

**14-15**  
MASA/MASE Spring Conference  
Marriott, Brooklyn Park

**29**  
MASA Offices Closed

### May

**27**  
MASA Offices Closed

### June

**20-21**  
MASA Board of Directors Retreat  
The Depot, Minneapolis

### July

**24-26**  
Legends Womens Retreat  
Sugar Lake Lodge, Grand Rapids

### August

**6-7**  
MDE/MASA Back-to-School Conference  
Marriott, Brooklyn Park

### October

**6-8**  
MASA Fall Conference  
DECC, Duluth

### November

**13-15**  
CLM Fall Conference  
Cragun's, Brainerd

