

**INDEPENDENT SCHOOL
DISTRICT #624**



**WORK-STUDY
MEETING PACKET**

March 27, 2017

MISSION STATEMENT

The mission of the White Bear Lake Area School District, a leader in innovative education and community partnerships, is to ensure our students:

- **develop a love for learning,**
- **excel academically,**
- **are inspired to realize their dreams, and**
- **become engaged citizens with a global understanding**

by challenging each student with a dynamic, respectful and inclusive environment that nurtures the unique talents and abilities of every student.

Approved by White Bear Lake Area School Board on June 13, 2011.

To: Members of the School Board

From: Dr. Michael J. Lovett
Superintendent of Schools

Date: March 9, 2017

A work-study session of the White Bear Lake Area School Board will be held on **Monday, March 27, 2017**, at 5:30 p.m. in Community Room 112 at the District Center, 4855 Bloom Avenue, White Bear Lake, MN.

WORK-STUDY AGENDA

A. PROCEDURAL ITEMS

1. Call To Order
2. Roll Call

B. DISCUSSION ITEMS

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| 1. Primary Election Discussion | 5:30 p.m. |
| 2. Update on School Board/Superintendent Goals and Strategic Plan Priorities for 2016-17 | 6:00 p.m. |
| a) Demographic Report | 6:10 p.m. |
| b) Update on International Baccalaureate Program Review | 7:10 p.m. |
| 3. Review of Proposed Changes in EMID Joint Powers Agreement | 7:55 p.m. |

C. ADJOURNMENT	8:15 p.m.
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AGENDA ITEM: **Primary Election Discussion**

MEETING DATE: **March 27, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Tim Maurer, Director of Community Services
and Recreation**

BACKGROUND:

Mr. Joseph Mansky, Ramsey County Elections Manager, will be in attendance at the March 27th School Board work study meeting to discuss with the School Board the possibility of eliminating the primary election in future District elections. Attached please find a letter from Mr. Mansky dated September 8, 2015. This letter accurately describes White Bear Lake Area Schools' situation and provides important data to consider as a change is contemplated.



Ramsey County Elections

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P.O. Box 64098

St Paul, MN 55164-0098

Email: elections@co.ramsey.mn.us

September 8, 2015

Janet Newberg
Chair, Board of Education
White Bear Lake Area Schools
4855 Bloom Ave
White Bear Lake, MN 55110

Dear Ms. Newberg,

As you know, we conducted a school district primary last month on behalf of White Bear Lake Area Schools. The purpose of the primary was to reduce the number of candidates for the general election ballot to twice the number of persons to be elected in November. In this case, there were ten candidates for six nominations. This was the first school district primary that we have conducted on behalf of the school district and as best I can tell, is the only primary that the school district has had since 2001.

A total of 626 voters participated in the primary, which is somewhere between 1% and 2% of the total number of eligible voters in the school district. Our costs to conduct the primary were in the neighborhood of \$30,000.

At the present time, White Bear Lake is the only school district in the county that has a school district primary. The St Paul school district eliminated their primary in 2011.

Given the low level of public interest in the recent primary, I recommend that the school board consider eliminating the primary. The board can do so by a resolution passed no later than April 15, 2017.

Please let me know if you have any questions about this matter.

Sincerely,

Joseph Mansky
Ramsey County Elections Manager

cc: Michael Lovett, Superintendent

AGENDA ITEM: **Update on School Board/Superintendent Goals
and Strategic Plan Priorities for 2016-17**

MEETING DATE: **March 27, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**

BACKGROUND:

We have provided you with an updated copy of priorities for 2016-17 reflecting any changes or adjustments since our February work-study session. Changes are underlined and highlighted.

Red – Not begun
Yellow – In progress
Light Green – Partially operational
Green – Fully operational

School Board/Superintendent Goals for 2016-17 (For Work-Study Session of March 27, 2017)

Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation
Goal 1 - Strategy I: We will develop a comprehensive understanding of our students' needs and interests to ensure students are challenged and excelling academically.				
Action Step 1.1: All students will achieve grade level in reading, writing and math by grade 3 and maintain grade level proficiency throughout their tenure in White Bear Lake Area Public Schools.	<p>1.1. Proficiency and Growth This step will be aligned to the District's World's Best Workforce Plan.</p>	<p>During 2016-17 the District will continue a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board.</p> <p>As part of a comprehensive review of student progress, the District has designed new strategies for</p>	<p>August 22: School Board Work Study Session: Establishing the Foundation: Academic Measures of Success.</p> <p>September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation</p>	<p>Evaluation plan includes metrics consistent with the state profile of the following:</p> <ol style="list-style-type: none"> 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis; 4. College and career readiness, and 5. Student graduation rates.

		literacy for 2016-17, including at the elementary level comprehensive PLC teams at each school and literacy coaches. The literacy coaches and principals provided an update on this work at the January 23 Work Study Session.	January 23, 2017 Work Study Session included time for each school board member to meet with the principal or site leader for their assigned sites, to receive an update on focus areas and progress for 2016-17.	
		The District submitted our three year Achievement and Integration Plan to the State by March 15, as required by law.	February 27: Presentation on Proposed on Three year Achievement and Equity Plan. March 6: School Board approved three year Achievement and Integration Plan.	
		The 2016-17 school year is the fifth year of implementation of the grade 9-12 changes; counselors move with their students from North to South Campus. This is year 4	September 26 work-study session and October 10 School Board meeting: Updates on the Requirements under the State "World's Best Workforce" Legislation.	Evaluation plan will include metrics consistent with the state profile of the following: 1. Kindergarten readiness; 2. Third grade literacy; 3. Achievement gap analysis;
Action Step I. 2: All students will have an ongoing plan for post-secondary readiness that will be monitored from grades 6 through 12 and all students will have the	I.2 College and Career Readiness This step will be aligned to the District's World's Best Workforce Plan. Implementation of the WBWF Plan will include			

<p>academic skills to be successful in a post-secondary institution.</p>	<p>deepening our work to use post-secondary plans to increase our collective understanding of each learner's needs and interests and needs.</p>	<p>of the comparable guidance staffing for grades 6-8; Monitor progress based on a dashboard of metrics. During 2016-17 the District will continue to use a set of metrics consistent with the goals of WBWF plan and the District's Equity Plan and regularly report to the School Board. During 2016-17, the district will evaluate International Baccalaureate Programs, including the primary years program at Matoska, and the Middle Years Programs at Central and Sunrise Middle Schools; at the January 9, 2017 School Board Meeting the Board approved a contract and assessment plan to review the IB Programs.</p>	<p>February 27: Presentation on Proposed on Three year Achievement and Equity Plan March 6: School Board approved three year Achievement and Integration Plan.</p>	<p>4. College and career readiness, and 5. Student graduation rates.</p>
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<p>Action Step I.4: The District will build upon the International Baccalaureate (IB) offerings already in place at Matoska, Central and Sunrise Park Schools by increasing opportunities to access rigorous, comprehensive educational experiences.</p>	<p>I.4: IB and Other Rigorous Comprehensive Programs.</p>	<p>In addition to implementation of IB, programming, the District will consider other options including but not limited to: Implementation of Career Pathways; Expanding Implementation of AVID; increasing opportunities for and access to college level classes; STEM programming, and other options for review.</p>	<p>Administration reviewed proposed evaluation plans for International Baccalaureate programs at the work-study session of October 24, 2016.</p>	<p>Evaluation Plan will include: 1. Assurance that all schools have rigorous comprehensive opportunities consistent with the Strategic plan, WBWF Plan and Equity Plan.</p>
<p>Goal 1 - Strategy II: We will create and implement a plan for global experiences and relationships to further understand world connections.</p>				
<p>Action Step II. 1: All students will expand their global perspective through the study of world language and culture at the elementary schools.</p>	<p>II.1 World Language K-5</p>	<p>Chinese is now offered K-5 in two elementary schools and Spanish in six elementary sites.</p>	<p>Written evaluation scheduled to be completed by 12/31/16.</p>	<p>Evaluation plan includes: 1. Summary information measuring student participation and success in world language;</p>

					2. Assessment data measuring student global understanding.	
Action Step II. 2: Secondary students will develop global understanding and competitiveness through expanded world language opportunities at the secondary level.	II.2 World Language 6-12	Chinese is now offered 6-12. Students have access to CIS (College in the Schools) classes in American Sign Language, Chinese, French, German and Spanish.	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Summary information measuring student participation and success in world language; 2.Assessment data measuring student global understanding; 3.Participation trends in secondary world language coursework.		
Action Step II. 4: All students will expand their global perspective by participating in annual service learning opportunities at the classroom or building level.	II.4 Service Learning	A Comprehensive Summary of District Service Initiatives for 2015-16 was prepared by WE Act, a nonprofit organization that works with school district on local and international service initiatives, and furnished to school leaders in the fall of 2016.	Written evaluation scheduled to be completed by 12/31/16.	Evaluation plan includes: 1.Participation trends in global service learning projects, including comprehensive report from We Act; 2.Survey data on student understanding of global issues related to service learning opportunities.		

Goal 1 - Strategy III: We will ensure our facilities support our district's mission and objectives.						
Action Step III. 1: The District will ensure that inside and outside large group spaces are comparable to conference schools.	III.1 Facility – Large Group Spaces		<p>July 11: Update to the School Board on options for ice rental, and presentation on growth in Hugo.</p> <p>August 22: Update on facilities planning for 2016-17 to include internal assessment of facilities and demographic study.</p> <p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year with a targeted completion date of March 2017.</p>	<p>Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Completion of Phase I recommended improvements. 2. Incorporation of action step into comprehensive, long-term facilities planning process during 2016-17. 		
Action Step III. 2: At an additional three	III.2 Facility – Elementary	During 2016-17, other elementary site	September 12: School Board approval of	Matoska addition was completed in the fall of		

<p>elementary schools, the District will provide a gym with a performing arts area separate from the cafeteria.</p>		<p>improvements of significance will be considered, as part of a comprehensive long-term facilities planning process.</p> <p>DLR Group began site assessments in October and November and continue during through the first months of 2017.</p> <p>The demographic study is underway with a report planned to the School Board in March of 2017.</p>	<p>agreement with DLR Group to complete site assessments during the 2016-17 school year.</p> <p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p> <p><u>March 27: Presentation of Demographic Report</u></p>	<p>2013. Lakeaires and Willow Lane additions completed in the fall of 2014.</p>	
<p>Action Step III. 3: The District will ensure that storage spaces are equitable for all district facilities.</p>	<p>III.3 Facility – Storage</p>	<p>Some improvements made in 2015 and 2016; further needs addressed by the comprehensive facilities plan in 2016-17.</p>		<p>Comprehensive review of facilities during 2016-17</p>	

<p>Action Step III. 4: The District will ensure that square footage to accommodate student population and program activities are equitable for all buildings.</p>	<p>III.4 Facility – Student Population Distribution</p>	<p>This goal will be incorporated into a comprehensive, long-term facilities planning process.</p>	<p>August 22: School Board Work Study Session: Establishing the Foundation:Academic Measures of Success.</p> <p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p> <p><u>March 27: Presentation of Demographic Report</u></p>	<p>Included in the comprehensive review of facilities during 2016-17.</p>	
<p>Action Step III. 5: Each district facility will have a standardized operations and a maintenance procedures manual consistent with best practices.</p>	<p>III.5 Facility – Standardized Procedures</p>	<p>Completed.</p>	<p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p>	<p>Evidence that manuals are in place and that employees have been trained appropriately.</p>	

<p>Action Step III. 6: Each district facility will have an HVAC system that provides optimum air quality throughout the district.</p>	<p>III.6 Facility – Air Quality</p>	<p>As of 2016-17, all elementary buildings have air conditioning.</p> <p>Secondary buildings have certain areas that are air conditioned; however, the cost associated with having the remaining parts of the buildings air conditioned will require major funding; this is not part of our current budget.</p> <p>This goal will be incorporated into the comprehensive facilities plan.</p> <p>DLR Group began site assessments in October and November and continue during through the first months of 2017.</p> <p>The demographic study is underway with a report planned to the</p>	<p>September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year.</p> <p>September 26 work-study session and October 10 School Board Meeting: Review options for demographic study with School Board approval on October 10.</p> <p><u>March 27: Presentation of Demographic Report</u></p>	<p>Successful completion of HVAC projects scheduled for fiscal year 2017.</p>
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			School Board in March of 2017.			
Action Step III. 8: The District will ensure that all schools provide secure entrances.	III.8 Facility – Secure Entrances	<p>All secondary schools have either a secure entrance design or have attendants who monitor the main door throughout the student day.</p> <p>As of 2016-17, all elementary schools have facilities secured by entrances designed to lead all visitors into the office prior to entering the rest of the building.</p>			Secure entrances at each site and appropriate protocols in place.	
Action Step III. 9: District facilities will be designed to allow for informational technology to be	III.9 Facility – Technology Access		See Strategy IV.11 This goal will be incorporated into the		Part of the Comprehensive Facilities Plan	

accessible by all ISD 624 employees, learners and families.		Comprehensive Facilities Plan.			
Action Step III.10: The District will ensure that elementary class sizes are balanced across the district.	III.10 Facility – Balanced Elementary Class Sizes	Projected growth in the Northern portion of the District, along with housing turnover in the southern portion of the district requires careful study during 2016-17. Additionally, school start and end times will be considered for possible implementation in 2016-17 or 2017-18.	September 12: School Board approval of agreement with DLR Group to complete site assessments during the 2016-17 school year. September 26 work-study session and October 10 School Board meeting: review options for demographic study with School Board approval on October 10. <u>March 27: Presentation of Demographic Report</u>	Data on class size averages and ranges.	
Action Step III.11: Secondary facilities will be evaluated and recommendations will be made that improve programs and reduce transitions, including a	III.11 Facility – Secondary Phase I recommendations completed in 2015. This action step will be	DLR Group began site assessments in October and November and continue during through the first months of 2017.	January 25, 2016: Update on comprehensive facilities planning and community achievement center project proposal update.	Part of the Comprehensive Facilities Plan.	

cost benefit analysis of a single campus high school.	addressed via the Comprehensive Facilities Plan.	The demographic study is underway with a report planned to the School Board in March of 2017.	September 26 work-study session and October 10 School Board meeting: review options for demographic study with School Board approval on October 10. <u>March 27: Presentation of Demographic Report</u>	
Strategic Plan / Action Step	Details	Status	Report to the School Board	Evaluation
Goal 1 - Strategy IV: We will create a district-wide culture that inspires innovation, a passion for learning, and confidence to pursue dreams.				
Action Step IV.11: Every classroom will have equitable access to a core set of effective, innovative, and well supported technology.	Consistent with annual technology plan, funded with general education revenue and from revenue generated by capital projects levy.	3-year implementation plan: 2015-16 - 7th-10th Grade 1:1 2016-17 - 6th-12th Grade 1:1 2017-18 - 1:1 classroom sets Grades 3-5 & 1:2 classroom sets in Grades K-2	November 9, 2015: Update on 1:1 Initiative in the Schools January 25, 2016 Study Session – Strategic Applications of Technology (Technology overview 2010-present)	Evaluation plan during 2016-17 includes: 1. Monitor and evaluate the redesigned technology staffing model

			<p>February 22, 2016 Study Session – technology Support Model (background and data)</p> <p>March 28, 2016 Further updates on comprehensive facilities planning, showing key long range dates, and updates on community achievement center project proposal, including legislative testimony.</p> <p>November 28, 2016: Update to the School Board on Review of Technology Restructuring, including Digital Learning Specialists and Tier I and II support.</p> <p>Scheduled for April 25, 2017 School Board Work Study Session: Update on Technology Department work during the 2017-18 school year. including a single</p>		
	<p>Elementary buildings wishing to accelerate this roll-out prior to 2017-18 can do so, knowing that all devices will be maintained, and fully integrated into the District replacement cycle.</p> <p><u>Subsequent to the November 28, 2016 presentation to the School Board, the administration received follow-up questions; administration has worked to answer these questions, including offering meetings with board members. The administration now has additional data from the BrightBytes survey of teachers and staff completed in March 2017. These updates will be presented at the April 25 Work Study Session.</u></p>				

				sign-on solution for more easily accessing District Technology tools, and progress on evaluation of redesigned staffing model.	
Action Step IV.12: The District will enhance communication, interaction, and collaboration through the use of a web site.	<p>IV.12 District Website</p> <p>New website launched in June of 2012 and has been included in the Communications and Marketing Plan update presented to the board annually.</p> <p>During 2016-17, the current website will be evaluated consistent with appropriate standards, and options considered for keeping the website current and adaptable to changing needs for technology and communications.</p>	<p>In the fall of 2016, the photos and 624 Facts on the website will be updated and the home page Quick Links will be switched to include more parent-specific information. During the fall of 2016, web editor training is offered to all district and building web editors, and Site improve services are being used (to find misspellings and broken links throughout the site).</p>		<p>2016-17 Evaluation plan includes:</p> <ol style="list-style-type: none"> 1. Monitor internal and external user comments on website usability 2. Track decrease in website misspellings and broken links. 3. Report on extent to which current website meets standards and options for future improvements 	
Action Step IV.13: The District will establish a	IV.13 Schoology	Schoology, our LMS, serves as a digital	November 2016: Workstudy Update on	2016-17 Evaluation plan includes:	

<p>learning management system to support the development and management of online coursework to allow web-based learning for staff and students.</p>		<p>extension to the physical classroom as well as the hub of classroom communication, resources and materials. Skyward, our Student Information System (SIS), provides a record of attendance and completed grades as well as student data. Google Apps is playing an increasingly central role in the classroom communication model as well.</p> <p>During the 2016-17 School Year the Administration is actively evaluating options to reduce the number of accounts including a single sign-on for parents, students, and staff. <u>An update on a solution will be presented at the April 25 Work Study Session.</u></p>	<p>Digital Presence and Communication expectations as well as plans to streamline necessary account logins.</p>	<p>1. Digital communication tools including Schoology and Google Apps 2. Evaluate options for reduction of necessary accounts to allow for more efficient communication.</p>
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<p>Action Step IV.14: A policy will be developed and presented for board approval that leverages students' access to mobile technology and use of that technology in the classroom.</p>	<p>IV.14 Technology Policy</p>	<p>Mobile technologies use was included in the Electronic Technologies Acceptable Use policy.</p>	<p>The Electronic Technologies Acceptable Use policy revisions were approved by the Board on February 8, 2016.</p>	<p>2016-17 Evaluation plan includes: 1. Digital Learning Specialists will train teachers on the updated policy by December, 2016.</p>	
<p>Action Step IV.15: Instructional technology will be available for use by students beyond the traditional school day/year.</p>	<p>IV.15 Access to Instructional Technology</p>	<p>See Strategy IV.11</p> <p>We continue to partner with Brightbytes to measure our classroom technology use, access, skills and environment.</p> <p>By 2016-2017 all secondary students will have a 1:1 device.</p> <p>The partnership with Ramsey County is highlighted at a White House Conference on January 18, 2016, to which the Superintendent, County Library Director, and County Commissioner</p>	<p>February 8, 2016: As part of the Presidential Connect Ed Library Card Initiative with Ramsey County, jointly presented to the School Board on the access Middle School students have to resources to school and Ramsey County Library resources via student library cards.</p> <p>September 12, 2016: Update the School Board on new grant received to promote collaboration between the public library system and elementary media.</p>	<p>2016-17 Evaluation plan includes: 1. Monitor and evaluate 1:1 2. Monitor and evaluate Ramsey County Library partnership and expand library card partnership to cover grades 6-12.</p>	

		<p>were invited; and at a March 11 statewide school administration conference.</p> <p>On October 13, public libraries and elementary media specialists hosted an evening for district elementary students at the White Bear Library.</p> <p><u>Work continues with county library systems to increase family access through closer communication and collaboration between county library systems and media specialists.</u></p>	<p>November 2016 Workstudy Update: Student 1:1 now covers grades 6-12.</p>	
Goal 1 - Strategy V: We will build a network of partnerships to provide personal and educational growth and service opportunities for students.				
<p>Action Step V. 1: The District will implement a process that will provide a consistent method to initiate and</p>	<p>V.1 Partnership – Process</p>			<p>Evaluation: Successful implementation of Policy 900, Partnerships, including the following:</p>

maintain community partnerships.					<p>1. Assure compliance with policy and protocols for all partnerships for the 2016-17 school year;</p> <p>2. An evaluation of each partnership will be made by June 30, 2017 and annually thereafter consistent with policy.</p>	
Action Step V.2: A comprehensive needs assessment will be developed and administered at every WBLA school in order to provide direction to future partnerships.	V.2 Partnership – Needs Assessment	An update was provided to the School Board at the work-study session of April 27, 2015.			<p>Evaluation:</p> <p>Successful implementation the needs assessment section of Policy 900, Partnerships, including the assurance of compliance with policy and protocols for all partnerships for the 2016-17 school year;</p>	
Action Step V.3: The District will create a process which aligns a partner with a compelling need or promising vision.	V.3 Partnership – Vision	An update was provided to the School Board at the work-study session of April 27, 2015.			<p>Evaluation:</p> <p>Annual implementation of process consistent with Policy 900, Partnerships.</p>	
Action Step V.5: The District will	V.5 Partnership – Communication	Communication regarding current			<p>Evaluation:</p>	

communicate information related to partnerships using a variety of resources.		partnerships has been done via school board meetings, and through the communications office, including electronics, print, and other media. <u>The District webpage includes a Partnership section in the District Programs section of the About page.</u>		Communications plan implemented annually, including the following: 1. Policy 900 is listed on the web page in the policy section; 2. A section of the District's website features information about District partnerships, and questions and answers about the policy and procedures	
Goal 1 - Strategy VI: We will foster connections with and among students and staff members to ensure all feel valued, supported and understood; and we will establish an environment that cultivates understanding and respect for differences among people.					
Action Step VI. 1: The District will adopt a comprehensive bullying prevention, intervention, and support program for students and staff that promotes a safe, civil, and inclusive climate and is implemented in each building, program, and service.	VI.1 Bullying Policy and Program	New program implemented during 2012-13. During 2014-15 additional training was provided to all staff to comply with new State law and the District's policy 514, revised in October, 2014. During the 2014-15 school year, the administration	November 28, 2016 work-study session: Update on results of the 2016 Minnesota Student Survey.	The evaluation plan will include: 1. Reviewing data from the Minnesota Student Survey from spring, 2016; 2. An internal audit to assure that all schools are complying with expectations to provide the curriculum; 3. On-going review of other sources of data, including student discipline data.	

			<p>developed protocols to assure ongoing compliance with our Bullying Prevention Policy, policies, and implementation of the curriculum currently in place.</p> <p>For 2016-17, all staff will receive training on compliance with state law and district policy.</p> <p><u>As of March 2017, evaluation steps 1,3 As of March 2017, step one has been completed and steps 3 and 4 have annual processes in place. administration is in the process of completing the internal audit consistent with step 2 of the evaluation plan.</u></p>		<p>4. Assurance that all staff receive the required training annually.</p>	
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Action Step VI. 2: The District will increase the number of faculty and staff from culturally diverse communities to more closely reflect the diversity of the student population.	VI.2 Faculty	Beginning during 2015-16, the human resources office provides metrics on recruitment, selection, and retention consistent with this action step.	Administration reported employment metrics to the School Board in the fall of 2016.	Evaluation: Employment metrics will be reported annually to the School Board.
Action Step VI. 3: During curriculum review cycles in all areas, the District will identify best practices that promote and enhance multicultural understanding.	VI.3 Equity in Curriculum and Instruction	Consistent with the District's Equity Plan, during 2016-17 develop and implement strategies to assure equity in curriculum and instructional practices. For 2016-17, the District has reallocated existing staff to create a new position, Achievement and Integration Coordinator.	February 27: Presentation on Proposed on Three year Achievement and Equity Plan <u>March 6: School Board approved three year Achievement and Integration Plan.</u>	Evaluation: An evaluation plan will be developed consistent with the equity plan.
Action Step VI. 4: Programs will be adopted and	VI.4 School Transitions	Transition plans are in place at each level, including:		Evaluation plan will include: 1. Annual Board updates on transition programming;

<p>implemented and resources allocated for students and families to promote a positive transition between buildings and programs.</p>		<p>1. Kindergarten Jumpstart for four year olds; 2. WEB for the middle school; 3. LINK Crew for new ninth grade students at the high school.</p> <p>For 2016-17, the District will develop additional transition support for students who enter as new students during the year or at grades not served by the current transition plans.</p> <p>On February 8, 2017, district leaders and a high school student participated in testimony in the State Senate in support of a bill which would provide financial resources to our school district and 2 neighboring districts to strengthen support for students making the transition to high school.</p>		<p>2. Attendance data reflecting student participation in transition programming; 3. Student survey data on the effectiveness of transition programming.</p>	
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<p>Action Step VI. 5: The District will provide programming that will continue to create an environment of understanding similarities and differences among students, staff, administration, community members, and parents.</p>		<p>VI.5 Equity in all Programming</p>	<p>For 2016-17, the District participated in the following programming:</p> <ol style="list-style-type: none"> 1. Marnita's Table, designed as intentional social interaction across race, socio-economic groups, and age; a youth-led ISI event is scheduled for Matoska International World School on April 6, 2017 2. PIQE, designed to engage parents in learning more about school and partnering with the schools to support all children; 3. Training for District leaders in cooperation with EMID member school districts; 4. Other strategies consistent with Equity Plan. 		<p>February 27: Presentation on Proposed on Three year Achievement and Equity Plan</p> <p>March 6: School Board approved three year Achievement and Integration Plan. The evaluation plan was completed as part of the planning for the Achievement and Integration Plan.</p>		<p>An evaluation plan consistent with the Equity plan, will include:</p> <ol style="list-style-type: none"> 1. Minnesota Student survey data regarding students feeling connected and welcome at school; 2016 data released to District from State end of May, review and summarize to compare to 2013. 2. Staff survey data regarding school climate; 3. Parent feedback on school climate. 	
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Action Step VI. 6: The District will review and assess the current plan related to cultural competency.	VI.6 Cultural Competency	During the 2016-17 school year, this action step will be aligned with the District's WBWF and Equity plan. The Integration and Achievement plan is scheduled for review with the School Board at the February, 2017 Work Study Session.	February 27: Presentation on Proposed on Three year Achievement and Equity Plan <u>March 6: School Board approved three year Achievement and Integration Plan.</u>	Evaluation plan will include: 1. Annual review and approval of the Achievement and Integration Plan by the School Board; 2. State approval of the District's Plan; 3. Other measures consistent with the Plan.		
Goal 2 - Ongoing Financial Stewardship and Budget Management	Details	Status	Report to the School Board	Evaluation		
The District continues to identify greater efficiencies in operations that will help to maintain financial stability and allow for improvements in	Strong community support, which led to the passage of the November 2011 operating levy renewal by a margin of 73% to 27% and the capital	For 2014-15 and 2015-16, the District increased the frequency of financial reporting from semi-annually to quarterly. This practice	November 23: Quarterly Financial Update and Report on Workers Compensation. May 23: Presentation of preliminary budget for	Evaluation plan will include: 1. Ongoing financial stewardship on investments and budget management are reviewed annually as part of the financial audit;		

program quality and student success.	<p>projects levy in 2013, gives the School District a measure of financial stability.</p> <p>The District has established an excellent record of financial reporting by both ASBO and GFOA, and also achieving an AA Bond Rating initially in 2008, and confirmed in 2011, 2012, 2013 and 2015. Further, the District has restructured long-term debt to allow for more level tax levies over the next several years.</p>	<p>will continue for 2016-17.</p> <p>An annual operating plan, to include information related to all major District funds, was finalized during the 2015-2016 school year, with preliminary presentation on May 23 and budget action recommended on June 13, 2016.</p> <p>The adopted budget for 2016-17 is balanced, and the projected fund balances are within the range called for by policy.</p> <p>During 2016-17, the district will take what steps are necessary to prepare for a renewal of the referendum levy in the fall of 2017.</p>	<p>2016-17, and information on financial matters which require Board action.</p> <p>June 13: School Board Action on the budget for 2016-17.</p> <p>November 28, 2016: Overview of timelines for potential 2017 renewal referendum.</p> <p>January 23, 2017: Presentation on Overview or FY 2017 Revised Budget and Overview of Potential Operating Levy</p> <p>February 13: School Board approves Revised FY 17 budget.</p>	<p>2. The audit report for FY 2015-16 is presented to the School Board and public at a regular School Board meeting;</p> <p>3. The administration will continue the practice of quarterly reports to the School Board;</p> <p>4. Will continue increased communication with the public by posting additional financial information on the District's website.</p> <p>5. Review the role and membership of the finance advisory committee.</p> <p>6. Present an annual operating plan in June 2017.</p>	
Goal 3: Continue Implementation of the Communications and	Details	Status	Report to the School Board	Evaluation	

Marketing Plan for the District.					
a. Continue implementation of the Communications and Marketing Plan for the District	<p>The Communications and Marketing Plan was initially implemented during the 2012-13 school year and has been updated annually under the themes of: actively recruit school shoppers, get them young and keep them connected, accentuate the positives, influence the influencers, and use data to inform decision-making.</p>	<p>Administration annually reports to the School Board.</p> <p><u>Administration is working with consultant to conduct a Communications Audit this spring. An audit will allow us to prepare for a Local Operating Levy Renewal information campaign, inform the Communications Department's communications plan for 2017-18, and serve as a base of knowledge for our incoming superintendent.</u></p>	Annually	<p>1. Evidence of increased enrollment (early childhood and kindergarten).</p> <p>2. Evidence of increased senior citizen engagement.</p> <p>3. Evidence of community support for referendums.</p> <p>4. State, national awards for communications projects.</p>	
Goal 4: Operational Improvements	Details	Status	Report to the School Board	Evaluation	

a. School Board Community Engagement	The School Board will develop strategies to increase community engagement with the Board.	Discussed at School Board Work-Study meetings of July 11, August 22, and September 26, 2016. <u>The Board included community engagement as part of the school superintendent recruitment and selection process.</u>			
b. Complete implementation of the recommendations of the Gifted and Talented program review.	Goal 4b Gifted and Talented Program	School-Within-A-School offered in the 2015-16 school year at Lincoln Elementary School with two sections, and will continue at the same level in 2016-17. During 2016-17, the District will continue with metrics for all gifted and talented programming.	Update to School Board on August 8, including metrics on student growth and survey data from parents and staff.	Evaluation plan will include: 1. Metrics on student annual growth 2. Survey data from parents, staff, and students.	
c. Review of District programs and services supporting students	Goal 4c Student support	Based on feedback from school staff during listening sessions at	October 26: Plan presented to the School Board.	Completed Staff Professional Development Activity for ALL Special	

<p>with Mental Health and Chemical Dependency Needs</p>		<p>District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.</p> <p>In October, 2016, administration reviewed findings and recommendations with principals and other leadership team members in advance of final presentation to the School Board in November, 2016.</p> <p>Recommendations were presented to the</p>	<p>District schools during the 2014-15 school year, in the summer of 2015 the administration began to consider options to study our current level of services for students in the areas of mental health and chemical dependency, and the extent of training and support for staff. This objective is intended to provide a structure for a careful study of the status quo and determine areas for improvement.</p> <p>In October, 2016, administration reviewed findings and recommendations with principals and other leadership team members in advance of final presentation to the School Board in November, 2016.</p> <p>Recommendations were presented to the</p>	<p>Planning meeting with small group on January 5, January 21, and February 2, 2016.</p> <p>Large Group Launch (22 participants) on February 9, 2016 (2-4 pm). Included national, regional, and local data. Followed by survey of current practice per building, due March 10, 2016.</p> <p>Large Group meetings held on March 17, 2016, and May 5, 2016.</p> <p>May 23: Update to the School Board on the mental health and chemical dependency review.</p> <p>Final large group meeting was convened on June 16th to discuss preliminary findings.</p> <p>Small group met July 13 to summarize</p>	<p>Service Staff members 9/1/16 on Trauma Informed Classrooms in collaboration with Dr. Clayton Cook from U of MN.</p>
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			<p>School Board at the November Work Study Meeting; for those recommendations needing additional resources, adjustments were made in the revised budget approved by the board on February 13, 2017.</p> <p><u>As of March, 2017, social worker time added consistent with recommendations.</u></p> <p><u>Budget for FY 2018 will allocate additional resources consistent with recommendations.</u></p>	<p>School Board at the November Work Study Meeting; for those recommendations needing additional resources, adjustments were made in the revised budget approved by the board on February 13, 2017.</p> <p><u>As of March, 2017, social worker time added consistent with recommendations.</u></p> <p><u>Budget for FY 2018 will allocate additional resources consistent with recommendations.</u></p>	<p>discussion and data outcomes.</p> <p>November 28, 2016: Review of Mental Health/Chemical Health recommendations.</p> <p>February 13, 2017: Revised FY 17 budget allocates additional resources to fund recommendations.</p>	
<p>d. Continue to follow-up on Program Review of Preschool and Early Childhood Programs, including addressing space constraints due to program growth</p>	<p>Goal 4d Follow-up on Preschool and Early Childhood Programs.</p> <p>During 2014-15, the District made a thorough review of our current preschool and early childhood program; an assessment of the needs of our preschool</p>	<p>A report to the School Board was provided at the March 23, 2015 work-study session. The final report and recommendations were made to the School Board at the May work-study session.</p> <p>For 2015-16, developed follow-up</p>	<p>November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center</p> <p>March 22: Update the School Board on planning for the Achievement Center.</p>	<p>November 26: Update the School Board on the Preliminary Plan for Early Learning Achievement Center</p> <p>March 22: Update the School Board on planning for the Achievement Center.</p>	<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Comprehensive long range plans for preschool program design, including vertical alignment with kindergarten, and other strategies consistent with the 2014-15 Preschool Review. 2. Comprehensive facilities plan for all preschool 	

	<p>children and families; an assessment of steps for improving quality of programming and space for program growth; and recommendations for potential next steps.</p>	<p>plans for preschool improvement consistent with the recommendations of the 2014-15 Preschool program review.</p> <p>Preschool facilities planning incorporated into the district's facilities planning process as described in Goal 1, Strategy III.11.</p> <p>From November, 2015, through April, 2016, administration continued to work closely with the Legislature, Ramsey County, and other partners on obtaining funding and support.</p> <p>In October, 2016, the administration informed the YMCA that we will not be able to extend the lease of four classrooms at Birch Lake Elementary because these classrooms will be</p>		<p>programming, completed in conjunction with District comprehensive facility planning process.</p>
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		needed in 2017-18 for our own preschool programming. <u>District application for voluntary preschool funding has been accepted by the State and is contingent on final approval for 2017-18 and on funding from this Legislative session</u>			
e. Comprehensive Review of Senior Services.	Recognizing demographic changes in our community, including significant increases of size of the population sixty-five and older, the District through our Community Services and Recreation Department and Senior Program, will begin engagement with our ten member communities, elective officials, business community, including for profit and nonprofit organizations, our faith	In the summer of 2015, the school district invited more than 100 representatives of local government, state government, business community, faith communities, and for profit and nonprofit agencies serving seniors to participate in a community forum. In September of 2015, the community members are invited to a follow-up meeting to work on the			<p>Evaluation plan will include:</p> <ol style="list-style-type: none"> 1. Development of a comprehensive review of senior services in the school district, including an assessment of current programming and the identification of priorities for action in a one to five year window. 2. The development of a comprehensive plan completed in conjunction with our community partners and presented to the School Board on June 30, 2015.

	<p>communities and other agencies working with the senior population.</p> <p>The goal of this comprehensive review will be to identify the challenges and opportunities that are arising from a growing senior population; gaps in our current services; and community priorities that can either be addressed through the School District or in partnership with other entities.</p>	<p>development of a survey in the fall of 2015 to our senior population.</p> <p>Work with the Community has continued through the fall of 2015.</p> <p>An update on the progress of the Community Forums was given to the School Board at the January 25, 2016 work-study session.</p> <p>A fourth Community Forum was held on February 10, 2016 with forty-four people in attendance. The community members formed action teams around five themes that came from the survey. They are: recreation, transportation, housing, healthcare, and services.</p> <p>Follow up meetings were held on April 6,</p>	<p>September 26 work-study session: administration provided an update to the School Board on Senior Transportation services, and the District's role past, present, and future.</p> <p>November 28, 2016: Update to the School Board on Senior Transportation.</p> <p>December 12, 2016: The School Board approved the Senior Transportation Transition Plan.</p> <p>March 6, 2017: Board updated on Community Forum for Seniors event of February 15, 2017.</p>	<p>3. Successfully partner on behalf of senior citizens with cities, municipalities, the township, and other entities working on behalf of seniors.</p>	
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			<p>May 25, August 3, and September 28, 2016.</p> <p>At City Managers/School District Meeting in October, the District and City Managers discussed options for providing long-term support to this initiative.</p> <p>The district presented to the City of White Bear Lake City Council in November, 2016</p>				
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AGENDA ITEM: **Demographic Report**
MEETING DATE: **March 27, 2017**
SUGGESTED DISPOSITION: **Discussion Item**
CONTACT PERSON(S): **Dr. Wayne A. Kazmierczak, Assistant Superintendent
for Finance & Operations**

BACKGROUND:

Hazel Reinhart from Hazel Reinhardt Consulting Services will be in attendance at the March 27, 2017 School Board work-study meeting to present the results of an enrollment and housing study that she completed on the District's behalf. Ms. Reinhart will bring the report with her to the meeting and will share it as part of her presentation.

WHITE BEAR LAKE AREA SCHOOLS

ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

March 27, 2017

KEY FINDINGS

- From 2007-08 to 2016-17
 - White Bear Lake Area Schools' enrollment (excluding Early Childhood and ALC) decreased by -87 students or -1.1 percent
 - There was no consistent net inflow of students at Grade 6 or Grade 9
 - Resident enrollment decreased by -400 students or -5.1 percent
 - Nonresident enrollment increased by 313 students or 85.3 percent
 - Nonresidents are 8.4 percent of enrollment in 2016-17

KEY FINDINGS

- The market share of the White Bear Lake Public Schools is 73.0 percent in 2015-16, a slightly lower than typical percentage among Twin Cities suburban school districts
 - Open enrollment out depresses enrollment in the White Bear Lake Area Schools

KEY FINDINGS

- In ten years, enrollment is projected to increase from 8,077 today to 8,762 to 9,306 with the largest increases in the middle school and high school grades
- In three years (2019-20), housing method projections and cohort projections based on the low migration assumption are similar

KEY FINDINGS

- In 2021-22
 - Elementary enrollment projected to increase but four elementary schools, Willow Lane, Birch Lake, Otter Lake and Lakeaires, have smaller enrollments than in 2016-17
 - More middle school growth at Central Middle School
 - White enrollment is projected to increase but the White share will decrease
 - Fewer students projected to be eligible for free/reduced meals

KEY FINDINGS

- What could occur to make these projections too high
 - More open enrollment out
 - Less net in migration (or less rapid growth in nonresidents)
- OR too low
 - More nonresident students
 - More kindergarten students
 - More rapid residential development

EDUCATION CHOICES

2015-16

	Minnesota	White Bear Lake Area Schools
Nonpublic settings	9.1%	10.9%
Traditional schools	7.1%	9.4%
Home schools	2.0%	1.6%
Public Options		
Open enrollment	8.1%	
In		7.9%
Out		14.5%
Charter schools	5.4%	---
Capture Rate	77.4%	73.0

MAKING ENROLLMENT PROJECTIONS

- Methodology
 - Cohort Survival Method
 - Housing Unit Method
- Objective
 - Long term, not annual
- Look for clues that provide evidence of future enrollment
- Realities
 - Randomness and fluctuations

ENROLLMENT

Year	Total	Resident	Nonresident
2007-08	8,164	7,797	367
2008-09	8,058	7,769	289
2009-10	7,933	7,593	340
2010-11	7,914	7,529	385
2011-12	7,871	7,643	408
2012-13	7,855	7,448	407
2013-14	7,889	7,367	522
2014-15	7,913	7,323	590
2015-16	7,977	7,344	433
2016-17	8,077	7,397	680

Excludes Early Childhood and ALC

COMPONENTS OF ENROLLMENT CHANGE

October 1 to October 1	Total		Natural Increase/Decrease	Net Migration
	#	%		
2007 to 2008	-106	-1.3%	-32	-74
2008 to 2009	-125	-1.6%	-102	-23
2009 to 2010	-19	-0.2%	-30	11
2010 to 2011	-43	-0.5%	6	-49
2011 to 2012	-16	-0.2%	27	-43
2012 to 2013	34	0.4%	87	-53
2013 to 2014	24	0.3%	111	-87
2014 to 2015	64	0.8%	73	-9
2015 to 2016	100	1.3%	91	9
Total	-87	---	231	-318

ENROLLMENT

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	594	651	551	577	634	631	691	663	649	639
1	594	609	663	594	597	628	660	662	681	655
2	583	601	617	670	542	595	611	667	665	692
3	601	594	598	627	666	551	608	615	679	696
4	626	579	598	586	623	670	554	605	618	675
5	615	617	567	598	592	612	667	548	600	638
6	575	591	598	562	592	604	600	643	562	616
7	670	588	609	592	559	607	609	604	651	575
8	628	645	593	615	599	555	595	605	596	664
9	679	648	660	606	627	614	561	585	596	600
10	639	665	624	651	597	604	596	578	567	565
11	677	617	648	608	639	580	585	562	565	548
12	683	653	607	628	604	604	552	576	548	514
Total	8,164	8,058	7,933	7,914	7,871	7,855	7,889	7,913	7,977	8,077
Excludes Early Childhood and ALC										

AVERAGE GRADE SIZE

- “Average” grade size
 - 666 K-5
 - 618 6-8
 - 557 9-12
- There are no large or consistent inflows of students into the middle school or high school grades; therefore, if Kindergarten remains near today’s level, enrollment will increase. Built in growth momentum

WHITE BEAR LAKE'S KINDERGARTEN AS A PERCENTAGE OF THE DISTRICT KINDERGARTEN POOL

Birth Years	District Kindergarten Pool	Percentage	Kindergarten Year
2001; 2002	638	93.1%	2007-08
2002; 2003	605	107.6%	2008-09
2003; 2004	562	98.0%	2009-10
2004; 2005	522	110.5%	2010-11
2005; 2006	599	105.8%	2011-12
2006; 2007	599	105.3%	2012-13
2007; 2008	552	125.2%	2013-14
2008; 2009	596	111.2%	2014-15
2009; 2010	583	111.3%	2015-16
2010; 2011	545	117.2%	2016-17
2011; 2012	583		2017-18
2012; 2013	579		2018-19
2013; 2014	584		2019-20
2014; 2015	587		2020-21
2015; 2016	529		

RATIO OF KINDERGARTEN TO DISTRICT KINDERGARTEN POOL

- Ratio of Kindergarten students to the District kindergarten pool
 - Average of the past four years is 116.2 percent
 - Average of the past three years is 113.2 percent

Last year of the pool adjusted upward by 10 percent

KINDERGARTEN/BIRTH RATIOS

- Cohort survival method
 - Kindergarten assumptions
 - Low is 113.2% (average of the past three years)
 - High is 116.2% (average of the past four years)
 - Longer-term
 - Minnesota's annual rate of change was applied to the District Pool

PROJECTED MINNESOTA 0-YEAR OLDS

Year	Number
2015 Actual*	69,835
2015	69,821
2016	70,149
2017	70,312
2018	70,395
2019	70,373
2020	70,325
2021	70,274
2025	70,164
*Actual births	

KINDERGARTEN PROJECTIONS

Year	@113.2%	@116.2%
2016-17	639	639
2017-18	660	677
2018-19	655	673
2019-20	661	679
2020-21	664	682
2021-22	659	676
2022-23	660	677
2023-24	661	679
2024-25	661	679
2025-26	661	679
2026-27	661	679
Total	6,603	6,780
Past ten years 6,280 Kindergarten students		

NET MIGRATION OCTOBER 1 TO OCTOBER 1

	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16
K-1	15	12	43	20	-6	29	-29	18	6
1-2	7	8	7	-52	-2	-17	7	3	11
2-3	11	-3	10	-4	9	13	4	12	31
3-4	-22	4	-12	-4	4	3	-3	3	-4
4-5	-9	-12	0	6	-11	-3	-6	-5	20
5-6	-24	-19	-5	-6	12	-12	-24	14	16
6-7	13	18	-6	-3	15	5	4	8	13
7-8	-25	5	6	7	-4	-12	-4	-8	13
8-9	20	15	13	12	15	6	-10	-9	4
9-10	-14	-24	-9	-9	-23	-18	17	-18	-31
10-11	-22	-17	-16	-12	-17	-19	-34	-13	-19
11-12	-24	-10	-20	-4	-35	-28	-9	-14	-51
Total	-74	-23	11	-49	-43	-53	-87	-9	9

NET MIGRATION

OCTOBER 1 TO OCTOBER 1

	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16
K-5	2	9	48	-34	-6	25	-27	31	64
6-8	-36	4	-5	-2	23	-19	-24	14	42
9-12	-40	-36	-32	-13	-60	-59	-36	-54	-97
Total	-74	-23	11	-49	-43	-53	-87	-9	9

PROJECTED

SURVIVAL RATES

Grade	Low (past 3 years)	High (past 2 years)
K to 1	0.998	1.018
1 to 2	1.011	1.011
2 to 3	1.024	1.033
3 to 4	0.998	1.000
4 to 5	1.004	1.012
5 to 6	1.006	1.027
6 to 7	1.014	1.018
7 to 8	1.000	1.004
8 to 9	0.992	0.996
9 to 10	0.982	0.959
10 to 11	0.962	0.972
11 to 12	0.957	0.943

ENROLLMENT PROJECTIONS

- The migration assumptions (survival rates) have a larger influence on the differences among the projections than the kindergarten assumptions
 - Migration assumptions account for a 354-361-student difference in ten years
 - Kindergarten assumptions account for a 183-190-student difference in ten years

ENROLLMENT PROJECTIONS

Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2016-17	8,077	8,077	8,077	8,077
2017-18	8,198	8,215	8,229	8,246
2018-19	8,302	8,337	8,372	8,408
2019-20	8,416	8,469	8,523	8,577
2020-21	8,510	8,582	8,666	8,739
2021-22	8,547	8,637	8,751	8,842
2022-23	8,661	8,768	8,907	9,016
2023-24	8,729	8,854	9,014	9,143
2024-25	8,770	8,915	9,082	9,231
2025-26	8,775	8,938	9,109	9,278
2026-27	8,762	8,945	9,116	9,306

ENROLLMENT PROJECTIONS

Year	K-5	6-8	9-12	Total
2016-17	3,995	1,855	2,227	8,077
2021-22				
Low K/Low Mig	4,007	2,119	2,421	8,547
High K/Low Mig	4,097	2,119	2,421	8,637
Low K/High Mig	4,101	2,207	2,444	8,751
High K/High Mig	4,192	2,207	2,444	8,842
2026-27				
Low K/Low Mig	4,033	2,081	2,648	8,762
High K/Low Mig	4,141	2,138	2,666	8,945
Low K/High Mig	4,128	2,217	2,771	9,116
High K/High Mig	4,238	2,277	2,790	9,306

HOUSING TYPE

White Bear Lake School District By Housing Type by Student Yield			
Housing Type	Units	Resident K-12 Students	Resident K-12 Yield
Single-Family Detached	15,927	5,668	0.36
Single-Family Attached*	3,086	388	0.13
Apartments	n.a.	1,004	n.a.
Condos	2,140	119	0.06
Duplex/Triplex	256	97	0.38
Mobile Homes	n.a.	59	n.a.
Total	n.a.	7,335	n.a.
*Townhomes			
Note: Resident K-12 enrollment by address is lower than the fall headcount (7,393)			

AGE OF SINGLE-FAMILY DETACHED UNITS

Single-Family Detached Resident Student Yield by Units by Year Built			
Year Built	Units	Resident K-12	
		#	Yield
2000 or later	2,163	1,374	0.64
1980-99	4,677	1,791	0.38
1960-79	4,286	1,322	0.31
Pre 1960	4,801	1,181	0.25
Total	15,927	5,668	0.36

VALUE OF SINGLE-FAMILY DETACHED UNITS

Single-Family Detached Units Resident Student Yield by Market Value			
Estimated Market Value	Units	Resident K-12	
		#	Yield
\$300,000 or more	3,316	1,367	0.41
\$200,000-\$299,999	6,382	2,509	0.39
\$199,999 or less	6,229	1,792	0.29
Total	15,927	5,668	0.36

BY SALES STATUS

Sold January 1, 2014-September 30, 2016

Status	Units	Resident K-12 Yield
New*	207	0.38
Existing (pre 2014)		
Not Sold	13,911	0.35
Sold	1,809	0.41
Total	15,927	0.36

*Built January 1, 2014-September 30, 2016

WHITE BEAR LAKE SCHOOL DISTRICT

- Single-family detached homes:
 - 46% have a registered voter 55+
 - 21% have a K-12 White Bear Lake Area Schools student
 - 83% of resident White students live in single-family detached units
 - 57% of students of color live in single-family detached units

WHITE BEAR LAKE AREA SCHOOLS YIELD BY MINOR CIVIL DIVISION

Minor Civil Division	Single-Family Detached Units	Median Value Single-Family Detached Units	Resident K-12 Students	Resident K-12 Student Yield
Birchwood	331	\$279,700	29	0.09
Gem Lake	171	\$233,700	48	0.28
Hugo	2,464	\$267,300	1,393	0.57
Lino Lakes	531	\$323,100	334	0.63
Little Canada	74	\$265,950	15	0.20
Maplewood	6	\$285,400	5	0.83
North Oaks	223	\$435,100	33	0.15
Vadnais Heights	2,372	\$232,500	735	0.31
White Bear Lake	6,372	\$185,100	2,019	0.32
White Bear Twp.	3,383	\$228,500	1,057	0.31
Total	15,927	---	5,668	0.36

NEXT THREE YEARS

Minor Civil Division	Single-Family Detached	Townhomes	Affordable Apartments
Birchwood	0	0	0
Gem Lake	0	0	0
Hugo	444**	0	0
Lino Lakes	***	0	0
Little Canada	0	****	0
Maplewood	0	0	0
North Oaks	0	0	0
Vadnais Heights	0	0	0
White Bear Lake	9	0	0
White Bear Twp.	20	0	0
Total	473	0	0

Includes 100 units on Leroux Property in District #831. *Watermark project, approx. 500 lots in district; no definite timetable.

**** 14 duplex units in concept stage

COMPARISON OF RESIDENT PROJECTIONS

2019-20	
Projection	Students
Housing Unit Method	7,743 residents
Housing Unit Method	8,393 total*
Low K/Low M	8,416
High K/Low M	8,469
Low K/High M	8,523
High K/High M	8,577
*Assumes 8.4 percent of all students will be nonresident students	

PROJECTIONS BY SCHOOL

GRADES K-5 HIGH/HIGH						
School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Birch Lake	264	261	262	253	252	241
Hugo	335	244	353	354	357	356
Oneka	640	669	679	710	716	726
Lakeaires	354	349	333	327	329	344
Lincoln	446	464	449	450	449	461
Matoska	577	620	660	682	697	713
Otter Lake	588	592	585	570	567	567
Vadnais Heights	401	416	448	480	485	501
Willow Lane	390	380	361	238	314	286
Sum	3,995	3,995	4,130	4,064	4,166	4,195
District-wide	3,995	4,084	4,123	4,148	4,157	4,192
Difference	0	-89	+7	-84	+9	+3

PROJECTIONS BY SCHOOL GRADES K-5

School	2016-17	2021-22	Change	
			#	%
Birch Lake	264	241	-23	-8.7%
Hugo	335	356	21	6.3%
Oneka	640	726	86	13.4%
Lakeaires	354	344	-10	-2.8%
Lincoln	446	461	15	3.4%
Matoska	577	713	136	23.6%
Otter Lake	588	567	-21	-3.6%
Vadnais Heights	401	501	100	24.9%
Willow Lane	390	286	-104	-26.7%
Sum	3,995	4,195	200	5.0%
District-wide	3,995	4,192	197	4.9%

PROJECTIONS BY ATTENDANCE AREA (HOUSING UNIT METHOD)

Attendance Area	2016-17		2019-20	
	Single-Family	Total	Single-Family	Total
Birch Lake	230	298	246	314
Hugo/Oneka*	735	1,029	886	1180
Lakeaires	514	608	570	664
Lincoln	289	299	314	324
Otter Lake	353	454	388	489
Vadnais Heights	259	361	279	381
Willow Lake	282	520	297	535
Total	2,662	3,569**	2,980	3,887

*Reflects adjusted yield for new single-family detached units. **Lower than headcount (3,590)

K-5 PROJECTION COMPARISON

- In 2019-20:
 - 3,887 residents and 3,910 total K-5 students (housing unit method)
 - 4,028 to 4,148 K-5 students (cohort survival method)
 - In Hugo/Oneka attendance area, housing method projects 1,180 resident students; cohort method projects only 1,082 total students
 - Some difference stems from adjusting the yield for new units in the housing unit method

PROJECTIONS BY MIDDLE SCHOOL

School	2016-17	2021-22	Change	
			#	%
Central	1,023	1,249	226	22.1%
Sunrise Park	832	964	132	15.9%
Sum	1,855	2,213	358	19.3%
District-wide	1,855	2,207	352	19.0%
Difference	0	+6	---	

PROJECTIONS BY HIGH SCHOOL

School	2016-17	2021-22	Change	
			#	%
North Campus	1,165	1,354	189	16.2%
South Campus	1,062	1,090	28	2.6%
District-wide	2,227	2,444	217	9.7%

RACE/ETHNICITY

	White	Color
2016-17	6,225	1,852
2021-22	6,409	2,421
Change		
2012-13 to 2016-17	-1.6%	21.1%
2016-17 to 2021-22	3.0%	30.7%
Percent Distribution		
2016-17	77.1%	22.9%
2012-22	72.5%	27.5%

FREE/REDUCED MEALS

2016-17	2,048
2021-22	1,921
Change	
2012-13 to 2016-17	22.6%
2016-17 to 2021-22	-6.2%
Percent Distribution	
2016-17	25.4%
2012-22	21.7%

AGENDA ITEM: **International Baccalaureate Program**

MEETING DATE: **March 27, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Sara Paul, Assistant Superintendent for Teaching and Learning, Brian Morris, Assessment Coordinator, Jill Pearson, Secondary Teaching and Learning Coordinator**

Background:

Representatives from the Center for Applied Research and Educational Improvement (CAREI) will share phase one findings of the International Baccalaureate Program which will include a Literature Review and data summary of district and IB program enrollment retention.

Sara Paul, Assistant Superintendent for Teaching and Learning, Brian Morris, Assessment Coordinator, and Jill Pearson will be present to answer questions and share a timeline for the next phase of the review. Consistent with previous discussion with the School Board, we will be proceeding with the next phases.



CENTER FOR APPLIED RESEARCH
AND EDUCATIONAL IMPROVEMENT
UNIVERSITY OF MINNESOTA

PRELIMINARY REPORT ON AN EVALUATION OF THE WHITE BEAR LAKE AREA
SCHOOLS' INTERNATIONAL BACCALAUREATE PROGRAM

Prepared by:
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Research, Development and Engagement to Improve Education

How to Cite this Report

Desjardins, C.D., Ingram, D., & Madrid, R. (2017). *Preliminary Report on an Evaluation of the White Bear Lake Area Schools' International Baccalaureate Program*. Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

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Executive Summary

This reports summarizes the preliminary results of an external evaluation of the White Bear Lake Area School's International Baccalaureate programs offered in three schools: Matoska International School (K-5), Central Middle School (6-8), and Sunrise Park Middle School (6-8). The district contracted with the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI) to conduct the evaluation. The purpose of the evaluation was to provide the School Board with information about the three IB schools regarding program implementation, stakeholder satisfaction, and preliminary student outcome data. Internally, district staff members were also interested in receiving formative feedback that they can use for program improvement.

This preliminary report focuses on 4 of the 11 evaluation questions included in Stage 1 of the evaluation design that CAREI developed in consultation with district staff:

1. What can be learned from the published research, evaluations, and literature on PYP and MYP IB programs?
2. What is the current applications, enrollment, and retention within PYP and MYP IB programs in the local education agency?
3. What are the characteristics of the students who enroll in these three White Bear Lake Area IB schools?
4. To what extent have student outcomes changed as a result of implementing PYP and MYP?

Overall, the results from Stage 1 of the evaluation present some promising findings about how the PYP and MYP may be a factor in rising enrollment and improved transition rates. Although the review of published literature on the two programs does not offer definitive conclusions about the implementation and impact of these programs, the information gleaned from these studies will be useful to district administrators and educators in their continuing efforts to improve the implementation of these programs and assess the value of these programs for the district's students.

CAREI's search of the published literature on the PYP and MYP revealed that literature in this area is relatively new, and limited in both scope and depth. Three challenges emerged from our review of the existing literature on the PYP and MYP. First, and quite important in the United States with its commitment to accountability, evidence for improved student achievement is limited to a few studies. What is available is often not in peer-reviewed journals and has been commissioned by the IBP. This is not necessarily bad; it is, in fact, noteworthy that the IB takes seriously the importance of

research on student achievement. Nevertheless, it makes it difficult to persuade districts and schools that want to adopt an IB program that student achievement, as measured by state and national tests, will improve. This may explain the finding that schools often adopt the MYP to give middle class students a boost in the global economy or because parents want a more international curriculum, while districts want a curriculum that aligns with their vision for education (Resnik, 2012; Sperandio, 2010).

Findings about performance at IB schools on standardized tests is mixed, and it is often not better than performance at non-IB schools. Another hope for IB programming is that high-poverty, low-performing students will benefit from high expectations and a rigorous curriculum. Unfortunately, there is a lack of research about whether participation or nonparticipation in the IB program improves outcomes for students of color (Willis-Darpoh, 2015).

The second challenge is the difficulty of developing curriculum for the PYP and the MYP that aligns to state standards that will be tested. The study by Stillisano et al. (2011) at 8 Texas middle schools, which conducted interviews and collected observational evidence, found that this was a concern for school administrators and teachers. These researchers did, however, find that educators believed that the effort to adapt curriculum improved active learning for students.

Finally, and also related to the above two concerns is the transition from the MYP to a high school program, whether it is a traditional high school departmentalized program, an AP program or the IB Diploma Program. Studies about the transition from the MYP to AP courses were not found for this review, but Hallinger, Lee, and Walker (2011) studied transition along what is referred to as the “IB continuum.” They noted that “the three IB programs were neither designed at the same time nor designed with inter-program linkages in mind. Instead they evolved organically in response to emerging needs and opportunities in the global education marketplace” (p. 124). Accordingly, these authors noted that IB and school practitioners acknowledge problems among students moving from one program to the next in schools that offer more than one IB program. To better understand the issue of transition, the IB in 2008 conducted a global survey of targeted schools that offered both MYP and DP, including full continuum schools (PYP-MYP-DP). Several key challenges were identified that impact transition. These included:

- Dealing with the detailed and prescribed content in the DP
- Decreased emphasis on skill development in the DP
- Difficulty in identifying through-lines
- Discontinuing holistic development of students
- Program design issues in the MYP

- Changes required in student attitudes towards learning in the DP (p. 132).

The authors noted that the open-ended responses suggested that the most significant issue was the fundamental nature of the MYP and DP. The Diploma Program is a detailed, prescribed curriculum with external assessments, similar to our Advanced Placement program, and the MYP has no specified curriculum content or external assessments. It is a broad, interdisciplinary, inquiry-based framework that addresses the skills and attitudes associated with middle level learners. The authors argued that transition challenges could be “detracting from the desired impact on students” (p. 134), and inhibit the development of a “school effect” on learning, defined as productive school-wide norms and structures that enhance the impact of component curricula and programs (Hallinger and Murphy, 1986). Thus they conclude that transition must be addressed at both the school level and through “policy responses” from the IB.

In sum, three challenges emerge from a review of the PYP and the MYP programs as part of the IB. First, the lack of solid findings about student achievement calls for more and better studies documenting student learning. Second, is the challenge of developing curriculum for both the PYP and the MYP that aligns with state national testing, so students are not disadvantaged when they are tested and schools can show that they are preparing well-educated students. Third, transitions from each of the three programs is problematic due to the fact that they were developed at different times with different emphases. All three issues are curricular, assessment, and pedagogical challenges that schools and districts face as they implement the PYP and the MYP frameworks.

To address the remaining evaluation questions in the first stage of the evaluation, CAREI provided technical assistance to district staff to perform a descriptive analysis of existing district data on student enrollment and retention. Results show that the percent of open-enrolled students increased at Matsoka and the MYP schools during the time period investigated; however, the district experienced a similar increase in the percent of open-enrolled students during this time period. For Matsoka, the percent of open-enrolled students increased at a faster rate than the district average, which could be function of the border location of Matsoka, as other boundary primary schools showed an increase as well. Matsoka also experienced an increase in year-to-year retention from 2008 to 2017. The rate of retention did not appear to increase after IB was fully implemented in 2010, but, instead, it continued to improve steadily. Finally, the percent of students transitioning from Matsoka to the middle schools increased from 2008 and 2017 and appears to have increased from approximately 77% prior to full implementation to 90% after IB was fully implemented. However, caution should be used when interpreting these findings as there were few years of data available before IB was fully implemented.

Introduction

In October 2017, the White Bear Lake Area Schools asked the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI) to submit a proposal to evaluate the International Baccalaureate programs offered in three schools: Matoska International School (K-5), Central Middle School (6-8), and Sunrise Park Middle School (6-8). The purpose of the evaluation was to provide the School Board of the White Bear Lake Area Schools with information about the three IB schools regarding program implementation, stakeholder satisfaction, and preliminary student outcome data. Internally, district staff members were also interested in receiving formative feedback that they could use for program improvement.

In January 2017, the School Board authorized a contract with CAREI to conduct Stage 1 of the evaluation, which includes a review of the literature on the IB PYP and MYP, as well as analysis of existing district data on enrollment, retention, and student demographics. This report summarizes these data.

The Stage 1 evaluation results have several limitations that are important to keep in mind when reviewing this report. First, the limited availability of data from the period before the IB program was fully implemented at Matoska and the period before the two middle schools became IB Candidate schools makes it challenging to draw conclusions about the relationship between the IB programs and student enrollment and retention. Second, the scarcity of information about the School Board's rationale and intended effects of the IB program when the decisions were made to begin implementing the PYP at Matoska and the MYP at the two middle schools, and the corresponding administrative turnover in the district since those decisions were made, means that this evaluation may not have examined the outcomes that the initial authorizers on the board had hoped IB would effect. A related limitation is the lack of alignment between the outcomes of IB programs that were identified in the literature review and the types of data readily available in public school districts. The literature review suggested mixed results for IB programs' effects on measures of academic achievement, which are readily available in schools, and identified other outcomes that are much more closely related to the aims of the IB programs, yet seldom measured in schools, such global citizenry and social emotional learning. Finally, it is important to remember that this study was not designed to test a causal relationship between implementation of the IB programs and student enrollment and retention in district schools.

Focus of the Evaluation

This section provides a description of the IB programs that are the focus of the study and presents a list of the study's guiding evaluation questions, which CAREI developed in collaboration with district staff.

Program Description

CAREI's evaluation focuses on the International Baccalaureate Primary Years Program (PYP), which has been fully implemented at Matoska International School since it was officially authorized as a IB PYP in 2010, and the International Baccalaureate Middle Years Program (MYP), which has been fully implemented at both of the district's middle schools since 2015 when both schools were awarded authorization as IB World Schools. During the three years prior to authorization by the International Baccalaureate organization, the schools were IB Candidate schools and staff at each school began learning about IB and implementing changes in the system and curriculum.

The PYP and the MYP are two of the four programs developed by the International Baccalaureate, a non-profit educational foundation, to "develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world¹." Schools must be authorized by the organization to provide any of its programs and the organization offers online and face-to-face professional development for educators.

As described by the IB organization², the PYP, which has been offered since 1997, "prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child." The MYP, which was first offered in 1994, is "A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation"

District's Rationale for Implementing IB

To provide a context for this evaluation, CAREI asked district staff to identify any district documents that could provide information about the School Boards' earlier decisions to adopt the PYP IB at Matoska and the MYP at the two middle schools. Staff shared four documents¹ related to Board meetings and other official district communications. We examined these documents to determine

¹¹ Retrieved 3/10/2017 from ibo.org.

²Retrieved on 3/10/2017 from ibo.org/en/programmes.

whether it was possible to understand 1) the Board's rationale for approving the PYP and then the MYP, and 2) the Board's expectations of what IB would bring to the district. The findings are presented first for the MYP schools and then for the PYP at Matoska.

MYP schools. According to a 2012 document provided to Board members for an operational agenda item on the MYP at Central and Sunrise Park Middle Schools, the decision to apply for IB Candidacy status for these schools was a response to long-term interest (8 years) from the schools' teachers and parent organizations. In 2011, two WBL strategic planning teams had separately recommended that IB be expanded to the two middle schools in the district. These teams were comprised of parents, community members, and staff members. After a review of available programs related to academic rigor and achievement, the MYP IB program was chosen because its goals aligned strongly with the mission of the district.

The purpose of the MYB IB program, as stated in the document, is "to provide a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers." The document further states that the purpose of the MYP IB program "fits well with the mission of the White Bear Lake Area school district to ensure our students: develop a love for learning, excel academically, are inspired to realize their dreams, and become engaged citizens with a global understanding."

The teams declared that the rationale behind recommending the expansion of IB in WBL to the two middle schools was "a way to increase academic rigor and achievement for all students and plan for global experiences and relationships to understand world connections."

PYP school. In 2010, Matoska emerged as a school from the union of Parkview School and the Centerpoint program, a separate K-5 elementary program, located in the Parkview School. In the 2009-2010 school year, the Centerpoint Program was in its third year as an International Baccalaureate candidate school. To go from candidacy status to approved school status, the IB Organization requires that all students at the IB school site participate in the International Baccalaureate program. After reviewing data from parents, teachers, and achievement tests, the Board decided to that the Parkview School site would become the home of a White Bear Lake International Baccalaureate program K-5 elementary school beginning in 2010-11. In addition, the district would implement a transition plan beginning in spring 2009 to ensure a smooth transition from two separate programs operating in the same building.

The guiding evaluation questions for Stage 1 of the evaluation study are:

5. What can be learned from the published research, evaluations, and literature on PYP and MYP IB programs?
6. What is the current applications, enrollment, and retention within PYP and MYP IB programs in the local education agency?
7. What are the characteristics of the students who enroll in these three White Bear Lake Area IB schools?
8. To what extent have student outcomes changed as a result of implementing PYP and MYP?

Methods

This preliminary report is based on data from a review of published research and evaluation studies of the PYP and MYP programs, and existing data maintained by the district.

For Evaluation Question #1, CAREI staff conducted a thorough search via online education indexes available at the University of Minnesota Libraries and the website of the IB organization to identify published research and evaluation studies about the implementation of the PYP and MYP program and their effect on students. We also searched for published studies on the costs, and the cost-benefit of these IB programs, or of IB programs generally. Since the PYP started in 1997 and the MYP started in 1994, our search went back to that date; however, most available literature dates from 2000. Articles obtained from the IB website were available either as summaries or reports, and when possible, we also obtained and reviewed the original articles used in the summaries.

To address Evaluation Question #2, institutional enrollment and retention data of primary and middle school students from the White Bear Lake Area Schools district were examined. The years 2007 through 2017 for all primary and middle schools in the district were included in the analysis. The enrollment and retention analyses involved decomposing the number of students enrolled into those enrolling from within the school district (in-district students) and those enrolling from outside of the district (open-enrolled students). Descriptive table and time-series graphs were examined to explore the extent to which enrollment and retention changed over this time period (i.e., during the implementation of IB at Matsoka, Sunrise Park, and Central). For Matsoka, we compared Matsoka to the other non-IB district primary schools during this time period. No formal statistical analyses were conducted given the exploratory nature of Stage 1 of the evaluation and the lack of data available from the time period prior to when Matoska became an IB candidate school and began to partially implement IB.

Evaluation Question #3 was examined through the creation of demographic tables by student subgraphs. Specifically, we examined the change in the proportion of free and reduced lunch student, student ethnicity, and gender from 2007 through 2017.

Evaluation Question #4 was not fully considered as part of this study. It was decided during a meeting with district staff on March 2, 2017, that investigating school and district-level outcomes (i.e., MCA, attendance, and discipline data) would not be considered for Stage 1. The reasons for this decision were two-fold:

1. There was no clear relationship between implementing IB and these academic outcomes (see the literature review below).
2. It was not clear that when the school board decided to implement the PYP and MYP programs they expected these programs to affect academic outcomes. The only presumed goal of implementation was an increase in open-enrollment and student retention, which is explored in Evaluation Question #2.

Results

This section is organized by the four evaluation questions that guided the first stage of the study.

Evaluation Question #1: What can be learned from the published research, evaluations, and literature on PYP and MYP IB programs?

Our review of the published research and evaluation studies on the PYP and MYP IB programs indicated that the literature in this area is relatively new, and limited in both scope and depth. Some of the literature is small case studies of schools outside of the United States that implemented one or both programs and published the results primarily as reports to local educators. CAREI judged these as not useful for the context of schools in the United States, and particularly not schools in Minnesota. We were unable to locate any studies of the cost-benefit of any IB program and information about the program costs are only available from the IB website. Empirical studies published in peer reviewed journals were few. Of the studies in peer-reviewed journals, most employed qualitative methods. Thus, there are limitations on what can be gleaned from the published research, such as making claims for improved student learning and preparation for next levels of schooling.

Since its inception in 1968 as a non-profit educational foundation, the International Baccalaureate (IB) has grown into a worldwide, curricular phenomenon, with over 5000 schools worldwide participating in one or more IB programs. These schools employ some 70,000 educators and serve more than 1.3 million students (<http://www.ibo.org/globalassets/publications/annual-review-2014.pdf>). The IB organization includes “four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.” These include: 1) the Primary Years Programme (PYP), started in 1997, for ages 3-12; 2) the Middle Years Programme (MYP), started in 1994, for ages 11-16; 3) The Diploma Programme (DP), starting in 1968, for ages 16-19; and 4) the Career-related Programme, started in 2012, for ages 16-19 (<http://www.ibo.org/about-the-ib/>).

Initially, IB grew slowly, with only 47 schools in 1978. Interest increased after the year 2000, and by 2010, 3035 schools participated. The 2014 Annual Report notes that 5000 schools now participate. Schools in the state of Minnesota have been part of this growth. The Minnesota Department of Education website lists 21 high schools offering the IB Diploma Programme, 21 schools implementing the Middle Years Programme, and 24 schools implementing the Primary Years Programme. These programs serve over 20,000 students, and Minnesota ranks 10th nationally in number of IB programs (<https://www.ohs.state.mn.us/mPg.cfm?pageID=1069>). This review includes the following topics:

- Background of the programs;
- The rationale for choosing PYP and MYP;
- Requirements of PYP and MYP at the school level and implications of a choice to implement;
- Findings from implementation studies; and
- Challenges.

For background and rationale, both the PYP and MYP are discussed together. Following that discussion, each program is described individually in terms of requirements and findings from implementation. Finally, challenges are reviewed for both programs together.

Background of the PYP and MYP Programs

Both the PYP and the MYP are part of a “continuum of international education” (Bunnell, 2011, p. 262) that makes up the International Baccalaureate (IB). The IB originated at the International School of Geneva in 1962 for three reasons, which Hill (2012) calls pedagogical, idealistic and pragmatic. The pedagogical reason was to provide an education that emphasized critical thinking; the idealistic goal was to promote intercultural understanding and an international perspective; and the

pragmatic goal was to provide a diploma that would be recognized by higher education around the world. Although the program was initially believed to be for “a small, elite group of university-bound global nomads in expensive, private international schools” (Hill, 2012, p.344), it has become a public school phenomenon. As of 2012, 57% of IB schools were state schools where students paid no tuition. Thus what began as a program for a unique group of students has now spread across the world and is delivered in both public and private settings (See Hill, 2012, for more history).

The MYP followed the IB in development. It was first discussed at an International School Association meeting in 1980, which focused on “The Needs of the Child in the Middle Years of Schooling.” Development of the whole child was its philosophical orientation, and six “needs” were identified: global, intellectual, personal, physical, creative, and social (Bunnell, 2011). It was initially piloted at 113 IB schools worldwide, and a draft of the MYP was written in 1987. The IB website gives its adoption date as 1994 (<http://www.ibo.org/about-the-ib/>). In 2011, according to Bunnell, 920 schools worldwide were using the MYP. As of 2017, 631 schools in the United States have adopted the MYP (<http://www.ibo.org/country/US/>).

The PYP followed shortly after the MYP. It was first discussed at a European Council of International Schools conference in Rome in 1990 and became the International Schools Curriculum Project grades 3-12 in 1992. It was formally adopted by the IB in 1997.

Rationale for Choosing MYP and PYP

Three themes predominate as reasons why schools adopt the PYP and the MYP. These can be categorized as philosophical, practical, and political (as defined by Lasswell in 1936—*Who Gets What, When, and How.*) To understand the philosophical reasons, one has to consider the underpinnings of curriculum and the beliefs about children and how they learn. The central question guiding curriculum decisions is “what kind of student or person do we want?” (Lash et al, 2016), which is answered in the mission statement: “The **International Baccalaureate**® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (<http://www.ibo.org/about-the-ib/mission/>). To develop this type of learner, the PYP predominant curricular underpinning is constructivist, grounded in guided inquiry with a transdisciplinary approach. The child as a learner is described in the learner profile: inquirers, thinkers, caring, communicators, risk-takers, knowledgeable, principled, open minded, well-balanced, reflective, and able to learn independently. The PYP describes its curriculum as “engaging, relevant, challenging and significant for learners in the 3–12 age range;” and the MYP states that “Students learn best when their learning experiences have context and are connected to their lives and their

experience of the world that they have experienced.” Both statements evidence what Lüddecke (2016) claims is the authenticity of the PYP approach, arguing that PYP “operates within a set of horizons of significance and creates an “authentic global learning community’ (IBO 2013, p. 6) in which knowledge is dialogically constructed” (p. 520). This author also notes personal responsibility is taught through active learning.

Another important reason that schools select the PYP and MYP is the emphasis on providing an education for a globalized world. Just the word “international” conveys the notion of an education that crosses country lines. When a school adopts a program it becomes a “world” school. The IB website (www.ibo.org) describes the MYP as: “a programme of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world.” Given that numbers of transnational, immigrant, and refugee students in public schools is at an all-time high, increasing numbers of US schools position themselves as having an international or global focus (Quaynor, 2015).

Clearly the IB offers a firm philosophical footing, but the decision to adopt the MYP evidences practical implications as well. Sperandio (2010) analyzed the reasons given by 336 public and private schools worldwide for selecting the MYP under optimal conditions with schools not under pressure to improve academic achievement but engaged in long-term improvement. She concluded that, overall, schools adopted the MYP because they wanted a program aligned with their philosophy and vision and that emphasized philosophy and process over prescriptive approaches. Reasons given included:

1. Schools cited innovative program features—interdisciplinary/holistic approach, personal project, community service requirements, emphasis on creativity, areas of interaction—as attracting them to the program (54.4%).
2. Schools expressed a desire for a “seamless” curriculum using the MYP in tandem with the PYP and DP to provide this (42.9%).
3. Schools noted that the program is a good fit with their existing mission statements/philosophy (38.5%).
4. Schools believed the program would increase multicultural/international/ global awareness of the school community (36.9%).
5. The program was described as challenging students and requiring high academic standards (32.0%).
6. Schools believed the program would give them a distinct international image/focus and prestige (23.4%).
7. Schools stated that the MYP provides clear teacher guidelines and required professional

development for teachers linked directly to the program (16.9%).

8. Schools wanted the links to other schools and an international organization that offering the program would produce (11.2%).

9. Schools wanted the external validation of internally assessed student work and teacher developed units that the IB organization would provide (10.7%).

10. Schools considered the program had the flexibility to allow for school choice of content knowledge and assessment methods (10.1%).

11. Schools wanted their students to obtain the MYP's certificates of achievement with its international recognition (10.1%).

12. Schools wanted to adopt the program as it was distinct/different from local/national curriculum or systems of education (7.4%) (pp. 143-144).

Although most reasons attest to the choice being guided by a belief in the MYP as a philosophically grounded, innovative curriculum, some reasons evidence political reasons as driving the decision to become a "world school." Lasswell, in his 1936 classic, *Who Gets What, When, and How*, characterized the driving force behind political motives as the competition for scarce resources. Some scholars believe that schools adopt IB curricula because of the perception that it is more rigorous than local curriculums and will advantage middle and upper middle class students in a global economy. Its origins were in schools that once catered to children of diplomats or higher-class parents. International schools have been characterized as a "free market response to a global need" (Pearce, 1994, as cited in Resnick, 2012, p. 249). Wagner (1997) argued that the demand for an international education is a strategy of upper class parents to keep their economic advantage in a globalized society. Resnik (2012) maintains that in the United States, designation as an IB school creates a private school aura, which is believed to attract and keep middle and upper middle class families in public schools. She also believes that such neoliberal parents perceive the IB curriculum as having high academic standards.

The perception that an IB education provides high expectations and a quality education has led many urban districts in the United States (e.g., Chicago, Denver, Los Angeles, Minneapolis, etc.) to adopt one or more of the IB programs. These are districts struggling with students who arrive at school poorly prepared to benefit from schooling, who have been traumatized and who exhibit social and behavioral problems (Willis-Darpoh, 2015). These districts also struggle with keeping academically strong students in their schools. For these schools, IB is seen as a way to provide a curriculum that is innovative and perceived as providing a step up by the middle class, equalizing the answer to the questions of who gets what.

Tarc (2009) notes that an international education is increasingly perceived as more useful and desirable because it offers students increased opportunities for intercultural cooperation and learning. But, he also believes that the “liberal-humanist vision of international understanding seems to have lost potency” (p. 258), arguing that as the IB has spread, rather than accommodating and adapting to other learning traditions, it had become solidly Westernized, “instrumentalizing learning” so that understanding others at a deep level is instead intercultural competence intended to advance individual or corporate interests. “Thus even as the curricular aim of ‘international understanding’ becomes ‘mainstreamed’, the tension endures because the original liberal-humanist vision has become thinned out” (p.258).

Another tension is that an international curriculum “entails the denationalization of education in that it erases what has been historically constructed as national education” (Resnik, 2012, p. 251). Indeed, Singh describes how teachers in Colorado struggled to meet the demands of the PYP and still teach Colorado history as required in state standards. Although the example may seem trivial, it goes to asking whose and what values are being taught, a perennial question of schooling. And, given the cost of adopting an IB curriculum, the question is one that must be considered.

Finally, the choice of implementing any or all of the IB curriculums is not an easy one. It encompasses philosophical beliefs about the nature of the child, knowledge, and learning. It has practical implications such as alignment with local vision and the needs of the families being served. It also requires examining how the program will benefit various student groups, and whether these benefits reflect local norms.

School Level Requirements for Implementing the PYP and the MYP

PYP. According to the website, to be eligible to implement the PYP a school needs to have the following in place:

- Have at least two consecutive grades/years;
- Appoint a PYP coordinator to lead the program and communicate with the IB;
- Commit to the mandatory professional development of PYP teachers;
- Ensure that the student experience is continuous, with students moving from one program to the next without any gap, in cases where a school chooses to offer other IB programs consecutively with the PYP.

Although these requirements seem straightforward on first reading, the exact requirements comprise a 21-page handbook for application, which takes three years to complete, and costs \$4000 to apply, \$9500 annual fee for candidacy, and \$3700 for evaluation of the application. Once authorized,

regional workshops cost \$759 per participant, and local workshops cost \$550. Once a school has been approved for the PYP, there is one annual cost of \$8310, although there can be other costs for evaluation services.

MYP. According to the website, to be eligible to implement the MYP a school must show that it has both the infrastructure and the skills in place to deliver the MYP, and that they share the IB's values and beliefs. Schools must also:

- Appoint an MYP coordinator to lead the program and communicate with the IB;
- Show that they can deliver the MYP flexibly to the IB's high standards in cases where the school or education authority cannot support the full 5-year program;
- Commit to the mandatory professional development of MYP educators;
- Give reasons why the MYP is not offered to all students, if the IB considers this to be appropriate in a particular case; and
- Ensure that the student experience is continuous, in cases where a school chooses to offer other IB programs consecutively with the MYP.

Once again, exact requirements are detailed in a 42-page booklet. Costs are the same as PYP costs. If a school has both the PYP and the MYP, the annual cost is \$16,580, which is an \$810 savings.

Findings from Implementation Studies

PYP. Writing in 2014, Steven Hemelt notes that there is “sparse evidence on the achievement impacts of IB's PYP in the United States” (p. 6). Two years later that continues to be the case. In this section, findings are divided into empirical studies about achievement and related studies about curriculum implementation and self-efficacy.

Academic Achievement Findings

Sillisano et al. (2010) conducted an external evaluation of IB PYP and MYP's impact on classroom learning and teaching, including comparing the performance of IB schools to non IB like (sic) schools on Texas state achievement exams in mathematics and reading. The sample included 22 PYP and 21 MYP schools, with control schools for each PYP and MYP school. These were selected by matching demographic variables such as percent of economically disadvantaged students, ethnicity, percent of limited English proficient students, and 2007/2008 reading and mathematics scale scores from the 2007-2008 Comparable Improvement Report of the Academic Excellence Indicator System (AEIS) from the Texas Education Agency website. In an unpublished report, evaluators concluded that IB schools score as well as their non-IB counterparts on standardized assessments of cognitive knowledge and skills. In other words, there were no significant differences between IB schools and

non IB schools.

Jordan (2009) investigated the impact of the PYP on English Language Arts in grades three through five in upper South Carolina. One hundred eight third graders, 97 fourth graders, and 96 fifth graders at a PYP school of 610 students in grades K-5 were compared to students at sixteen other schools that did not use the PYP on the South Carolina state test, the Palmetto Achievement Challenge Test (PACT). PACT scores of students from district elementary schools with and without the PYP were analyzed using ANOVA and t tests. The impact of gender, race, and free and reduced status were controlled for in the study. The study analyzed 28,948 third, fourth, and fifth grade students' English Language Arts PACT scores over eight years (2000-2008). Analysis found significant statistical differences favoring the PYP students as compared to non-PYP students. There was no statistically significant impact for gender, race, or lunch status on scores for third graders.

Hemelt (2014), in an unpublished study funded by the IB Global Research Office, used longitudinal data from the Michigan Consortium for Educational Research (MCER) and the Education Policy Initiative at Carolina (EPIC) to create state-specific cohorts of first-time third- and fifth-graders in public elementary school from 2005-2006 to 2011-2012. He compared these students to students in schools that adopted the IB's PYP during the time period (2006-2012).

In Michigan, the data suggested that PYP minimally boosts third-grade math achievement, i.e., exposure to PYP was associated with a 0.07 standard deviation increase in third-grade math performance. There was no impact for reading achievement in third grade. For fifth graders, PYP had little impact on math, reading, or science achievement, either for better or worse.

In North Carolina, exposure to the PYP appeared to negatively affect mathematics performance, for students in both third and fifth grades. On average, the PYP decreased third- and fifth-grade math performance by about 0.10 standard deviations. There were no detectable differences on reading for PYP as compared to non-PYP schools.

In both Michigan and North Carolina, exposure to the PYP increased reading performance for economically disadvantaged third-grade students (students eligible for free or reduced lunch). The increase was about 0.13 standard deviations in Michigan and 0.10 in North Carolina.

Curriculum-Related Studies and Self Efficacy

Transdisciplinarity is one framework that undergirds curriculum development and delivery in PYP schools. Although in the PYP disciplines are recognized as important, students also learn concepts and skills that cut across disciplines, thus transdisciplinarity. In an unpublished study funded by the IBO, Drake et al (2015) interviewed 24 participants from three geographic regions, which were not identified, about transdisciplinarity. Three themes were identified. The first was the PYP is a

framework to promote transdisciplinarity. This framework provides freedom to customize curriculum to meet individual school needs, although some respondents mentioned that more detailed guidance is often needed.

A second theme was the PYP as a collaborative engagement. Respondents noted that in order to have transdisciplinarity, everyone has to “get on board.” Educators need a common philosophy and attitude, administration needs to support it, teachers need adequate time to develop such work, and collaborative planning is necessary. Also noted was that lack of experience can be an issue, and parents sometimes support but often need explanations and demonstration so they understand what is happening.

The third theme, was that the PYP is a “learning journey” for students. This is reflected in performance assessment tasks, student directed learning, and program alignment with the MYP, where it is available.

La Porte (2016) examined the efficacy of the arts in promoting a transdisciplinary learning experience for culturally diverse fourth graders in northwest Arkansas. Over a five-month period she collected data from both arts and regular classroom instruction using both observations and interviews with students, teachers, and school principals. She also examined photos and artistic exhibitions. She noted a positive school environment that was collaborative and supportive, self-confident students who were motivated to learn, and an environment where risk-taking in learning was encouraged. Formative assessments were positive experiences that used questions as suggestions to improve student work. Student art products evidenced universal global connections to such topics as climate change and migration.

Another curricular emphasis is global citizenship education (GCE). In a qualitative study of a fifth grade cohort and teachers at the International School of Azerbaijan, Palmer (2016) examined the depth and scope of global citizenship education through the IB PYP exhibition (or performance assessment). Sixty-one students and 16 teachers were involved in the PYP exhibition. Palmer used observations and interviews to collect data about the implementation. He noted that the GCE framework allows for exhibitions that are authentic, allow the co-creation of knowledge and meaning for students, and substantiate learning.

Noncognitive skills are currently receiving much attention in both the research literature and schools. International Baccalaureate programs emphasize the development of such skills as self-efficacy and self-regulation. Kitsantas and Miller (2015) in a three phase study examined development in these areas in PYP students in the Washington DC area. Phase 1 involved one classroom each of 3rd, 4th and 5th grade in three elementary schools implementing the PYP. Using observational and

interview methods, the researchers developed the Teacher Self-Regulated Learning Instructional Practices Instrument (T-SRL), an observational tool for identifying classroom practices for enhancing students' self-regulatory practices. In phase 2, the researchers attempted to collect large scale data from teachers and students across many PYP classrooms. Unfortunately, they were not able to obtain a large sample, but they did find one effect, a relationship between social persuasion and math self-efficacy, which they attributed to the strong collaborative element in the PYP curriculum. In phase 3, they were able to find many common themes across teacher interviews which aligned closely with the social cognitive perspective. This study was funded by the IB and described in an unpublished report.

All but one of the studies reviewed here were conducted in the United States. Only two are available in peer-reviewed journals, the qualitative studies in Arkansas and Azerbaijan. There is certainly much to be hopeful about in the PYP, with some suggestion that the exhibition and transdisciplinarity support a rich level of learning for students. On the other hand, the findings on student achievement are preliminary and inconclusive, especially as they pertain to a diverse student population such as we have in the United States.

MYP. Because the MYP has been in existence longer than the PYP, there is a slightly larger and more varied literature to review; nevertheless, it suffers from some of the same limitations as the PYP literature, lack of studies in peer-reviewed journals, with much of them sponsored by the IB, some with more of an evaluation than research focus, many conducted outside of the United States giving them limited applicability, and largely driven by the needs of a particular site rather than an explicit research agenda. Again, empirical studies about academic achievement are discussed first, followed by studies about non-academic or noncognitive outcomes. Other areas that have received attention in the MYP literature are implementation issues and transition to high school from the MYP curriculum. These are discussed last.

Academic Empirical Studies

Wade (2011) examined student performance and engagement in middle schools in a large, socioeconomically diverse school district in the United States. The district included rural, urban, and suburban communities. Middle schools in this district used a whole-school model, which did not allow students to self-select to participate in the MYP. Additionally, all students and teachers in an MYP school in this district participated in the program. The research included five middle schools using the MYP between 2003 and 2008. These schools were matched with five non-MYP schools (the matching criteria was not presented). More than 4000 students in grades 6 - 8 were enrolled in the MYP at the time of the study.

State assessments were used as the benchmark for the study, and results indicated that a

higher percentage of MYP students achieved proficient or advanced performance on mathematics or science assessments than students in the matched comparison group achieved. There were no differences in reading scores (See Table 1).

Table 1. *Percentage of students scoring proficient or advanced on mathematics, reading and science in MYP schools and non-MYP school, 2009-2010* (Wade, 2011)

	Grade	MYP schools		Comparison schools	
		N	Per cent	N	Per cent
Mathematics Proficient or advanced	6	1,058	85.7***	1,090	82.6
	7	1,300	82.8**	1,115	78.9
	8	1,243	78.7***	1,228	73.1
Reading Proficient or advanced	6	1,034	90.9	1,071	90.8
	7	1,254	88.8	1,091	90.0
	8	1,208	88.7	1,182	88.2
Science Proficient or advanced	8	1,343	77.5***	1,293	72.0

* $p < .05$; ** $p < .01$; *** $p < .001$.

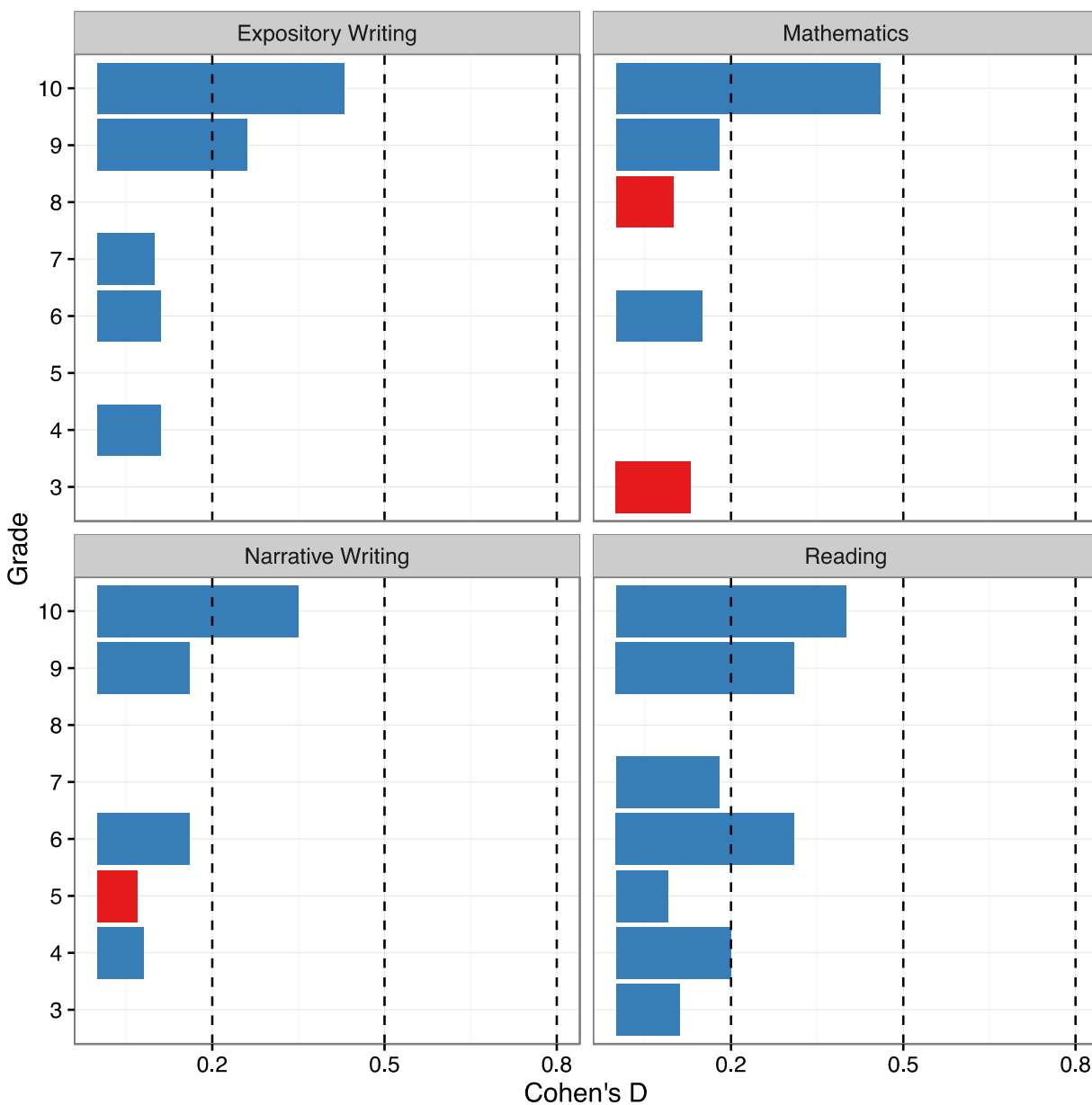
In a study commissioned by the IB, the Australian Council for Educational Research conducted a study of international schools that compared PYP and MYP students to non-MYP and PYP students worldwide using the International Schools Assessment (ISA). The ISA assesses math, literacy, reading, narrative writing and expository writing in grades 3 to 10 using both multiple-choice and open-ended questions, and normative information about student performance is available. To quote the report:

On the whole, despite some regional differences, the results indicated that IB PYP and MYP students outperformed their non-IB peers on the ISA across all four domains in a majority of grade levels, with the strongest effects noted in grade 10 (Tan & Bibby, 2011, p. 1).

Figure 1 shows the effect sizes (Cohen's D) by the four domains and grade levels reported in Tan & Bibby (2011). Only the effect sizes for grades where significant differences between IB and non-IB students were found are plotted in Figure 1. In Figure 1, if the bar is blue, this indicates that the IB students outperformed the non-IB students (i.e., a positive effect of IB), while a red bar indicates that the non-IB students outperformed the IB students (i.e., a negative effect of IB). The dashed vertical lines correspond to Cohen's criteria for a small effect (dashed line at 0.2), a medium effect (dashed line at 0.5), and a large effect (dashed line at 0.8). As is evident in Figure 1 and as the authors noted,

the largest positive effect sizes in all assessment domains were at grade 10, the final year of the MYP. Minimal effects (less than 0.2) that were statistically significant are unlikely to be meaningful or may not be reproducible because they are likely a result of the large sample size (which ranged from approximately 3,000 to 10,000 students per grade) and the corresponding high statistical power.

Figure 1. Effect Sizes by Grade and Assessment Domain Reported in Tan & Bibby, 2011.



In a quasi-experimental dissertation study, which compared 50 PYP and MYP students with 50 non-IB students in Colorado, Healer (2013) found that IB students outperformed the comparison group on the Colorado Student Assessment Program across all three grade levels, 5th, 8th, and 10th.

Curriculum-Related and Implementation Studies

Because of the breadth of claims that the IB makes about its curriculum, there are other interesting and researchable questions about, for example, non-cognitive outcomes, social-emotional wellbeing, critical thinking, school climate and other claims made for IB programs. In the aforementioned study by Wade (2011), students were also compared on engagement, which was measured from school records on attendance and suspensions and responses to the Middle Grades Survey of School Engagement (MGSSE). Wade found that grade 6 students in MYP schools had a significantly higher mean attendance rate than students in comparison schools, while a significantly smaller percentage of grade 8 MYP students, as compared to non-MYP students, had one or more suspensions during the year. Wade also examined school climate as measured by the MGSSE. There was one statistically significant finding, which was that more MYP students than non-IB students in grade 6 and grade 8 agreed with the item “Overall, I feel good about being in this school.” Other measures in Wade’s study included student and parent ratings of school environment, relationship of student engagement to academic performance, and principal experiences as determined through interviews. There were no significant differences between MYP school and non-IB schools in ratings of environment and engagement related to academic performance. Although principals did not differ about their experiences, all five principals in MYP schools noted that interdisciplinary learning was a positive influence of the MYP curriculum in their school. Additionally, four of the five MYP principals identified teacher professional development and the support of the MYP coordinator as important benefits of the program.

Global-mindedness is touted as one of the benefits of IB programs. In a subsequent study in the same district as above, Wade and Wolanin (2013), using a global-mindedness survey, found that previous enrollment in the MYP appeared to have a positive impact on students’ global-mindedness as compared to students in non-IB schools.

In the study by the Australian Council for Education Research (Tan & Bibby, 2011), also mentioned above, which compared PYP and MYP students with non-IB students at international schools worldwide, a *Student Learning and Wellbeing Questionnaire* was administered. The survey focused on four dimensions: Student and Teacher Interaction; Social Connectedness; Personal Development Outcome; and Student Engagement. In the primary years’ questionnaire, IB students had a moderately higher proportion of agreement across all four dimensions. For the secondary years’ questionnaire, IB students had a slightly higher proportion of agreement in Social Connectedness and Deep Learning in both grades, and in Personal Development Outcome and Academic Outcome Orientation in grade 8. Non-IB students had a slightly higher proportion of agreement in Student and Teacher Interaction and Learning Goals at both grades and in Personal Development Outcome and

Academic Outcome Orientation at grade 9.

Wade, Wolanin, and McGaughy (2015) conducted a study of critical thinking in a district in the United States. They surveyed 6th and 8th grade students in MYP and non-MYP middle schools using a researcher-developed survey. The survey asked about approaches to tasks and problems and the use of critical thinking in classrooms. Teachers were also surveyed about practices and strategies used to promote critical thinking, and they were observed to determine how teachers translated their MYP training into classroom instruction.

Four middle schools in which teachers had completed MYP training in the Approaches to Learning Skills (ATL) framework participated and two non-MYP schools participated (These non-MYP schools were also candidate schools). The survey was given to 1279 6th and 8th graders in the MYP schools and 618 6th and 8th graders in the non-MYP schools. For the teacher survey, 114 MYP teachers responded and 109 non-MYP teachers responded. The authors summarized:

Comparisons of MYP students' survey responses with those of non-MYP students (using dimension scale scores) did not show greater use of critical thinking or goal setting behaviors by MYP students. Analysis of survey findings indicated that for some critical thinking dimensions, middle school students in non-MYP schools reported more frequent use of the behaviors than students in MYP (p. 38).

Teacher findings were similar, with no significant effect for MYP among teachers in all subjects. Teachers' responses were further analyzed by subject area. For a subsample of mathematics teachers, MYP was significantly and positively related to overall responses within the Making Connections, Analyzing, and Sharing and Collaborating dimensions. Observations supported the survey findings.

Finally, looking at implementation, or what the authors (Stillisano et al, 2011) called "efficacy of International Baccalaureate Primary Years and Middle Years Programs," affords some insight into becoming a PYP/MYP school. Stillisano, Hostrup, Waxman, and Rollins utilized a multiple case design to examine four PYP and four MYP schools as to efficacy of these programs and the extent to which they contributed to positive student outcomes and the social and academic culture of the schools. Methods included 49 interviews and 90 classroom observations. The researchers identified several themes which they characterized as either concerns or challenges or beneficial for students. Among these were:

- Finding experienced IB teachers was extremely difficult and if non experienced teachers were hired, the learning curve was steep;

- Balancing the IB philosophy with state and district requirements “appeared to heavily weigh on respondents” (p. 176) although some found that the IB program could be a tool to help them meet state accountability requirements; and
- Gaining the support of district administrators was difficult. “When central office administrators look at a program through the cost-per-student lens, IB often does not fare as well as pre-AP programs.” (p. 177);

On the other hand, these researchers also found that:

- IB training had improved professional practices at schools, and made them lifelong learners and the school a learning community;
- Collaboration and cross-disciplinary planning had increased among teachers;
- The focus on higher-level, critical thinking and learning was an important aspect of the program;
- Students had become more active learners;
- Students had gained an understanding and respect for both their own cultures and the cultures of others; and
- Content was more relevant to the everyday lives of students.

Although the researchers reported observing active instruction, they also did not “often observe students demonstrating metacognitive strategies, utilizing different ways to answer, participating in problem solving, using technology to learn 21st century skills, and using technology to learn basic skills” (p. 181).

In summary, although there is greater variety in the research on the MYP than there is for the PYP, and there are some larger scale studies in the United States, the available studies suffer from the same deficiencies, notably, lack of peer-reviewed and experimental studies. At the same time, one study found support for better achievement in mathematics and science on state tests, while the Australian study found improved achievement in all areas test by the ISA for students in international schools worldwide. There is evidence that the MYP contributes to global-mindedness and other desirable learning traits associated with an inquiry-based approach; however, there were no differences found for critical thinking between MYP and non-IB students. Results were similar for engagement and school climate. Without more studies, it is difficult to draw conclusions about the MYP in terms of student achievement and other desired goals of schooling. Nevertheless, qualitative findings suggest that implementing the MYP improves teaching and active learning by students, who also gain respect for their own and other cultures.

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Evaluation Question # 2: What is the current applications, enrollment, and retention within PYP and MYP IB programs in the local education agency?

To address Evaluation Question #2, descriptive tables and graphs were created. Summary data for the descriptive tables and time-series plots were created by district staff based on conversations with CAREI staff and the tables and graphs presented were created by CAREI staff. The results for this Evaluation Question are presented by outcome measure.

Open Enrollment. Enrollment data from 2007 through 2017 were examined. Because current district staff believe that IB may have been chosen by the Board as a recruitment tool, data for open enrollment were examined.

Figure 2 shows the change in the percent of open-enrolled students in grades K-5 from 2007 through 2017 for Matsoka and for all K – 5 schools in the district. Two salient observations can be made from Figure 2. First, the percent of open-enrolled students at Matoska steadily increased during this time period. The school district also had an increase in the percent of students who were open-enrolled during this time period. Second, Matoska was consistently, with the exception of 2015, enrolling more students from outside of the district than the district average.

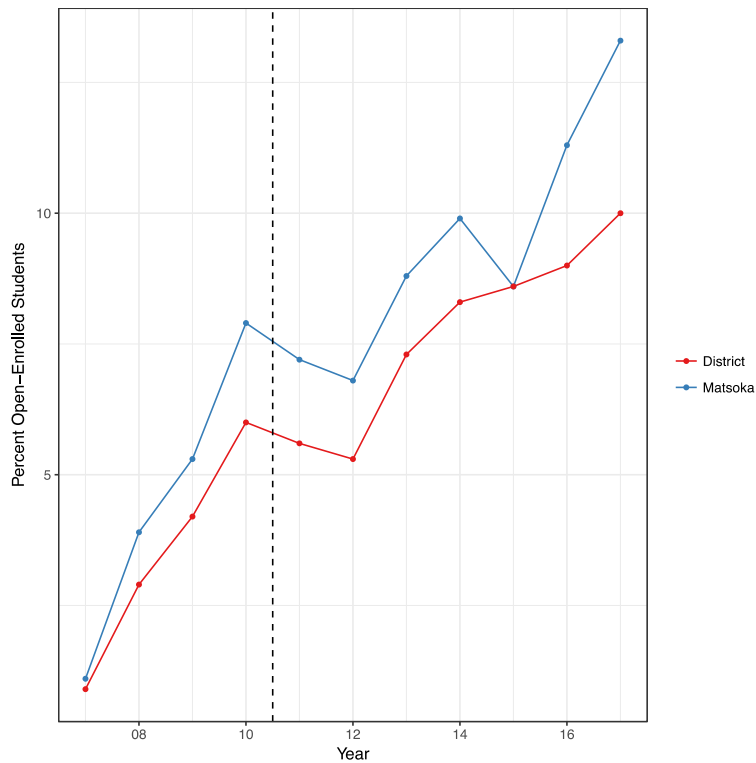


Figure 2. Percent of student that are open-enrolled in grades K through 5 from 2007 through 2017. The horizontal, dashed line represents the time IB was fully implemented.

Figure 3 shows the difference between Matsoka and the district-wide average over time. The general pattern was an increase in the percent of open-enrolled students at Matsoka relative to the district, with some year-to-year stability shortly after IB was fully implemented (e.g. school years 2011 – 2014). The anomalous year of 2015 is clearly visible in Figure 3.

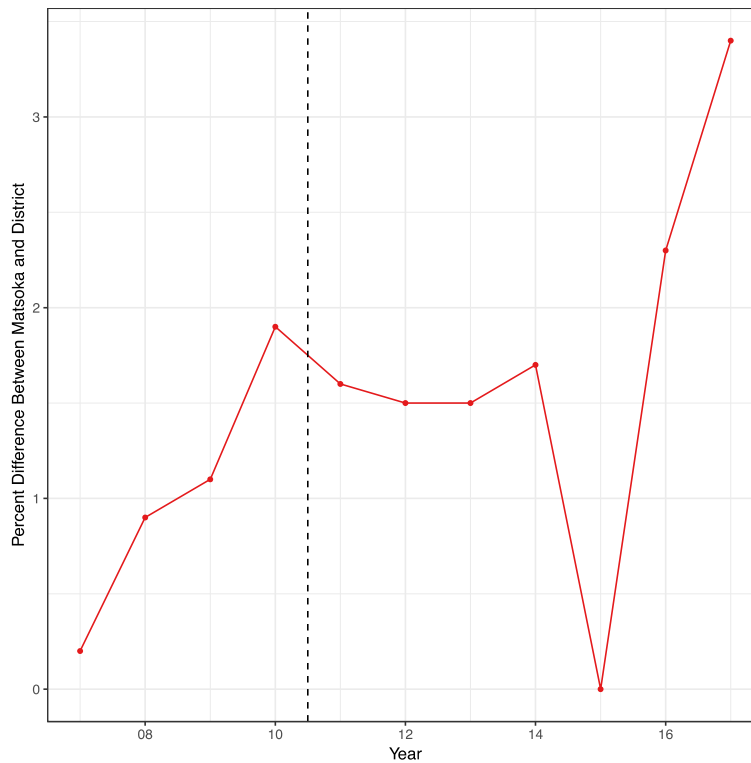


Figure 3. Difference in percent of open-enrolled students between Matsoka and the district. A positive percent means that Matsoka had more open-enrolled students than the district. The horizontal, dashed line represents the time IB was fully implemented.

This increase in the *percent* of open-enrolled students at Matsoka was not a function of a decrease of in-district students enrolling, as the number of in-district students remained constant over this time period. Instead, it was a function of an increase in the *number* of open-enrolled students. Given Matsoka's location on the district boundary, it is possible that this increase was a function of the school's geographic location and not necessarily the IB implementation. During this time period, other border schools, such as Vadnais and Willow, experienced similar increases in the percent of open-enrolled students (see Table 1).

Table 1. Percent of Open-Enrolled K-5 Students

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Birch	1%	4%	5%	5%	4%	3%	4%	7%	10%	10%	10%
Hugo					5%	5%	6%	7%	4%	4%	6%
Lakeaires	1%	3%	5%	6%	5%	5%	8%	9%	10%	10%	10%
Lincoln	1%	3%	4%	5%	3%	3%	5%	3%	4%	5%	7%
Matoska	1%	4%	5%	8%	7%	7%	9%	10%	9%	11%	13%
Oneka	1%	2%	3%	4%	4%	2%	4%	4%	4%	4%	4%
Otter	1%	0%	2%	5%	6%	4%	5%	7%	7%	6%	7%

Vadnais	0%	6%	6%	7%	7%	9%	12%	11%	13%	14%	14%
Willow	2%	2%	6%	8%	10%	10%	15%	18%	18%	20%	22%
Districtwide	1%	3%	4%	6%	6%	5%	7%	8%	9%	9%	10%

Figure 4 shows the percent change in open-enrollment for students at the MYP schools. Similar to Matsoka, we see a general increase in the percent of the open-enrolled students in the MYP schools from 2007 to 2017. There does not, however appear to be a change in the trajectory after IB was fully implemented in 2015. This implies that the rate of students enrolling from other districts, while increasing, has remained constant.

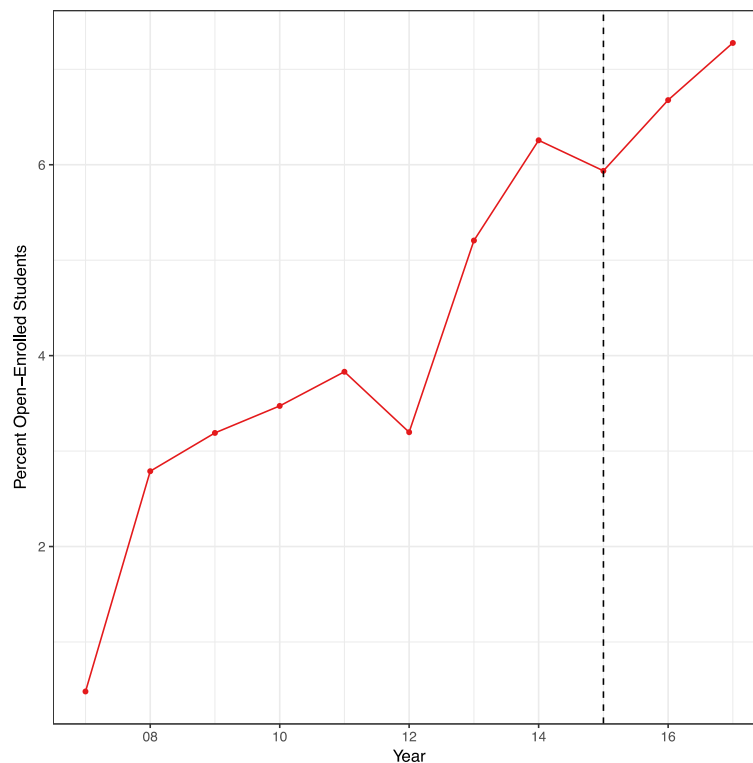


Figure 4. Percent of open-enrolled students at the MYP schools from 2007 through 2017. The horizontal, dashed line represents the time IB was fully implemented.

Retention. Retention was examined in two ways. First, year-to-year retention within Matsoka across all grade levels was examined. This is presented in Figure 5. From 2008 through 2017, year-to-year retention generally increased; beginning just under 82% and ending just under 92%. Like open-enrollment, while retention has steadily increased during this time, it has not necessarily increased at a greater rate after IB was fully implemented in 2010.

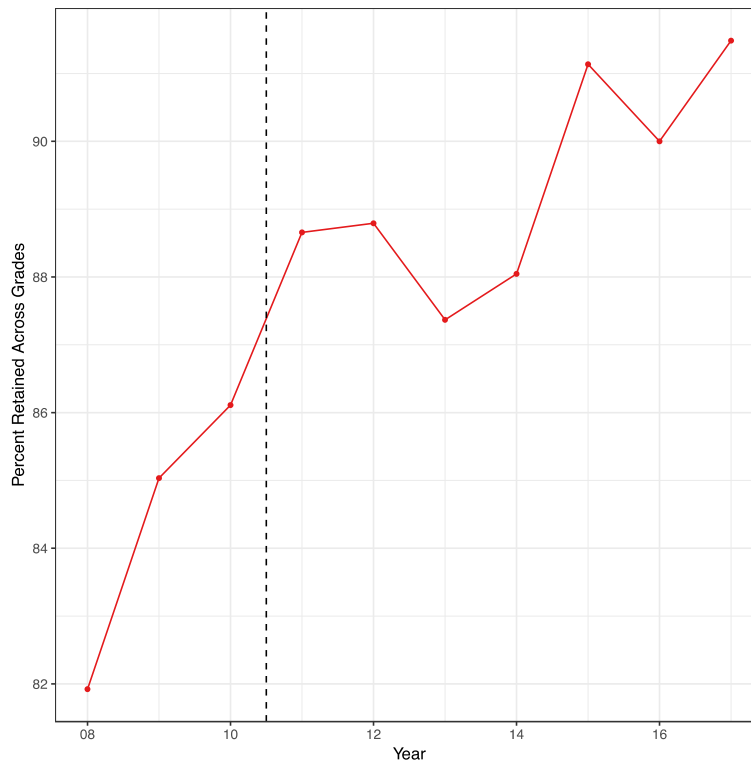


Figure 5. Year to year retention at Matsoka across the grades. The horizontal, dashed line represents the time IB was fully implemented.

Second, retention was examined by looking at the percent of students that transitioned from Matsoka to one of the MYP schools. This is shown in Figure 6 below. Matsoka and the school district generally had high levels of transitioning during this time period, and while the school district’s transition rate was constant during this period (i.e. there was no change), Matsoka’s transition rate increased from 74% in 2008 to 96% in 2017. The average transition rate when Matsoka was an IB candidate school was 77%, while the average transition rate after IB was fully implemented in Matsoka was 90%. This is likely a meaningful and statistically significant difference. However, given that data were available for only three years before IB was fully implemented, it is unclear if these years were anomalous or representative of the transitioning rate prior to IB being fully implemented. Similar boundary schools, Vadnais and Willow, displayed patterns similar to the district, remaining high and constant during this time, and they did not show a steady increase in the percent of their students transitioning to one of the MYP schools like Matsoka.

Because of the small number of open-enrolled students at Matsoka in grade 5, transitioning was not examined for just these students as the transition rates fluctuated substantially from year-to-year.

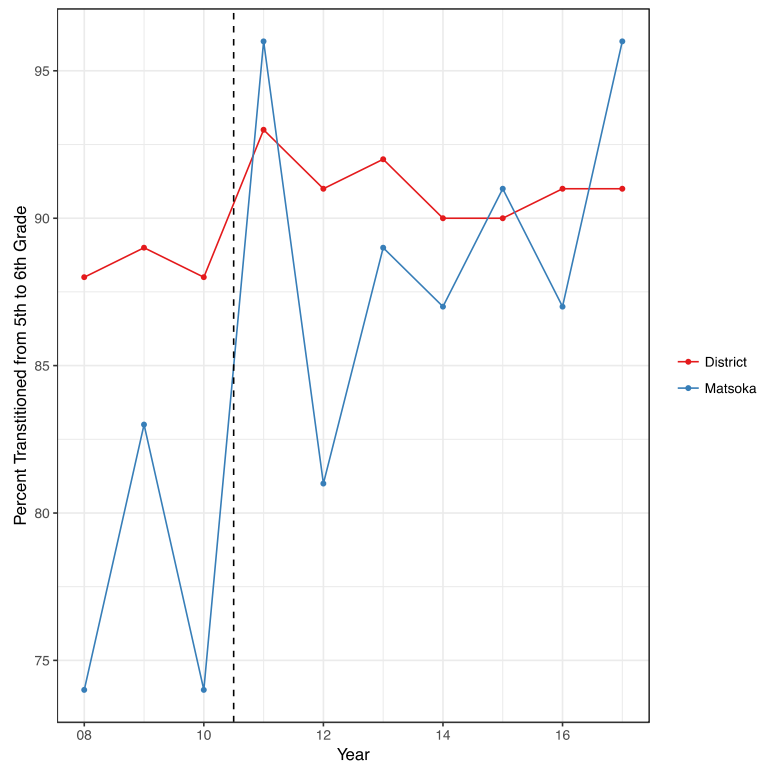


Figure 6. Percent of students transitioning from 5th grade to the MYP schools for Matsoka and for the White Bear Lake district. The horizontal, dashed line represents the time IB was fully implemented.

Evaluation Question #3: What are the characteristics of the students who enroll in these three White Bear Lake Area IB schools?

Tables 2 and 3 show student demographic data for Matsoka and the MYP schools. Table 2 indicates that the demographics of the Matoska students were in general similar to the district. One consistent pattern across all years was that Matoska had more Black students and less Asian/Pacific Islander students than the district as a whole. The biggest disparity in percentages occurred in 2011, when Matoska had more Black students and students eligible for free/reduced lunch than the district. However, demographically the students remained similar before and after IB was fully implemented.

Table 2. Demographics of Matoska students compared to WBL District, K-5

	Matoska				WBL District			
	2008	2011	2014	2017	2008	2011	2014	2017
American Indian	2%	2%	2%	1%	1%	1%	1%	1%
Asian / Pacific Islander	3%	5%	4%	5%	7%	7%	8%	8%
Hispanic	5%	6%	6%	6%	4%	4%	5%	6%
Black	6%	10%	8%	8%	4%	5%	6%	7%
White	84%	78%	80%	80%	84%	82%	80%	77%
FRL	29%	35%	26%	22%	24%	28%	28%	25%
Male	52%	52%	53%	49%	52%	52%	51%	51%
Female	48%	48%	47%	51%	48%	48%	49%	49%
Total	518	529	533	577	3606	3652	3791	4007

Similarly, at the MYP schools, student demographics remained relatively constant both before and after IB was fully implemented.

Table 3. Demographics of Students in WBL District, 6-8

	2008	2011	2014	2017
American Indian	1%	1%	1%	1%
Asian / Pacific Islander	8%	8%	8%	8%
Hispanic	3%	4%	5%	7%
Black	4%	5%	6%	8%
White	84%	83%	81%	76%
Male	51%	51%	53%	52%
Female	49%	49%	47%	48%
FRL	24%	30%	30%	28%
Total	1890	1753	1792	1871

As this table indicates, the largest percentage of students were White males not eligible for free/reduced lunch.

Evaluation Question #4: To what extent have student outcomes changed as a result of implementing PYP and MYP?

As indicated in the Methods section, this Evaluation Question was not thoroughly considered. This decision was corroborated by the mixed findings of the literature review. However, an informal analysis of the MAP growth rate target data from Matoska from 2008 to 2016 was conducted. The growth rate target is defined as the percent of students who met/exceeded their Fall-to-Spring MAP growth goals. This analysis involved comparing growth rates when Matsoka was an IB Candidate school to growth rates after IB was fully implemented at Matoska, and comparing these growth rates to the district-wide average over this same time period. While Matoska showed a positive increase in both math and reading during this time, this trend was also observed district-wide. This suggests an overall positive, district-wide increase in meeting MAP growth rate targets and that the increase seen at Matsoka is unlikely to be a function of PYP implementation as the rate of increase did not appear to change once IB was fully implemented.

Summary and Discussion

This report summarizes data from Stage 1 of an evaluation of the IB programs in three district schools. The data included a review of the research and evaluation literature on the PYP and MYP, as well as analysis of existing district data on enrollment, retention, and student demographics.

CAREI's search of the published literature on the PYP and MYP revealed that literature in this area is relatively new, and limited in both scope and depth. Three challenges emerged from our review of the existing literature on the PYP and MYP. First, and quite important in the United States with its commitment to accountability, evidence for improved student achievement is limited to a few studies. What is available is often not in peer-reviewed journals and has been commissioned by the IBP. This is not necessarily bad; it is, in fact, noteworthy that the IB takes seriously the importance of research on student achievement. Nevertheless, it makes it difficult to persuade districts and schools that want to adopt an IB program that student achievement, as measured by state and national tests, will improve. This may explain the finding that schools often adopt the MYP to give middle class students a boost in the global economy or because parents want a more international curriculum, while districts want a curriculum that aligns with their vision for education (Resnik, 2012; Sperandio, 2010).

As noted in our earlier review, findings about performance at IB schools on standardized tests is mixed, and it is often not better than performance at non-IB schools. Another hope for IB programming is that high-poverty, low-performing students will benefit from high expectations and a

rigorous curriculum. Unfortunately, there is a lack of research about whether participation or nonparticipation in the IB program improves outcomes for students of color (Willis-Darpoh, 2015). For the purposes here, the one existing study using data from Chicago Public Schools (Saavedra, 2014) examined the Diploma Program, not the PYP or MYP. (That study found IB program enrollment did increase student achievement and probability of high school graduation and college enrollment, especially for boys.). So, the leap to improved student performance in schools with either the PYP or the MYP has not yet been well-documented.

Which leads to the second challenge, which is the difficulty of developing curriculum for the PYP and the MYP that aligns to state standards that will be tested. The study by Stillisano et al. (2011) at 8 Texas middle schools, which conducted interviews and collected observational evidence, found that this was a concern for school administrators and teachers. These researchers did, however, find that educators believed that the effort to adapt curriculum improved active learning for students.

Finally, and also related to the above two concerns is the transition from the MYP to a high school program, whether it is a traditional high school departmentalized program, an AP program or the IB Diploma Program. Studies about the transition from the MYP to AP courses were not found for this review, but Hallinger, Lee, and Walker (2011) studied transition along what is referred to as the “IB continuum.” They noted that “the three IB programs were neither designed at the same time nor designed with inter-program linkages in mind. Instead they evolved organically in response to emerging needs and opportunities in the global education marketplace” (p. 124). Accordingly, these authors noted that IB and school practitioners acknowledge problems among students moving from one program to the next in schools that offer more than one IB program. To better understand the issue of transition, the IB in 2008 conducted a global survey of targeted schools that offered both MYP and DP, including full continuum schools (PYP-MYP-DP). Of 177 schools worldwide, 175 returned the questionnaire. Schools were divided about evenly between full and partial continuum schools. Surveys were completed by 235 IB coordinators, 125 at full continuum schools and 110 at schools offering the PYP and MYP. Questions contained both structured and open-ended responses.

Several key challenges were identified that impact transition. These included:

- Dealing with the detailed and prescribed content in the DP
- Decreased emphasis on skill development in the DP
- Difficulty in identifying through-lines
- Discontinuing holistic development of students
- Program design issues in the MYP
- Changes required in student attitudes towards learning in the DP (p. 132).

The authors noted that the open-ended responses suggested that the most significant issue was the fundamental nature of the MYP and DP. The Diploma Program is a detailed, prescribed curriculum with external assessments, similar to our Advanced Placement program, and the MYP has no specified curriculum content or external assessments. It is a broad, interdisciplinary, inquiry-based framework that addresses the skills and attitudes associated with middle level learners. The authors argued that transition challenges could be “detracting from the desired impact on students” (p. 134), and inhibit the development of a “school effect” on learning, defined as productive school-wide norms and structures that enhance the impact of component curricula and programs (Hallinger and Murphy, 1986). Thus they conclude that transition must be addressed at both the school level and through “policy responses” from the IB.

In conclusion, three challenges emerge from a review of the PYP and the MYP programs as part of the IB. First, the lack of solid findings about student achievement calls for more and better studies documenting student learning. Second, is the challenge of developing curriculum for both the PYP and the MYP that aligns with state national testing, so students are not disadvantaged when they are tested and schools can show that they are preparing well-educated students. Third, transitions from each of the three programs is problematic due to the fact that they were developed at different times with different emphases. All three issues are curricular, assessment, and pedagogical challenges that schools and districts face as they implement the PYP and the MYP frameworks.

Findings from the analysis of existing district data on open-enrollment and retention suggest the following:

1. The percent of open-enrolled students increased from 2007 to 2017 at Matsoka, the MYP schools, and in the district.
2. Although open-enrollment steadily increased, it did not appear to be related to IB implementation as the enrollment patterns observed at Matsoka were also seen at other boundary schools and in the district, in general.
3. Year-to-year retention within Matsoka increased from 2008 to 2017. Similar to the open-enrollment finding, this increase does not appear to be related to IB implementation because it also occurred at other boundary schools.
4. The percent of students transitioning from Matsoka to the MYP schools has increased from 2008 to 2017 and has increased from an average transitioning rate of 77% while Matoska was an IB

Candidate school to 90% after IB was fully implemented. This suggests a statistically meaningful increase, but because no statistical analysis was performed, we cannot be certain. Further, caution is warranted when trying to infer a relationship between the IB program and the transition rate of Matoska students because there was little data available for the period before IB was fully implemented.

Conclusions

Overall, the results from Stage 1 of the evaluation present some promising findings about how the PYP and MYP may be a factor in rising enrollment and improved transition rates. Although the review of published literature on the two programs does not offer definitive conclusions about the implementation and impact of these programs, the information gleaned from these studies will be useful to district administrators and educators in their continuing efforts to improve the implementation of these programs and assess the value of these programs for the district's students.

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ⁱⁱ The district documents CAREI reviewed were as follows: May 20, 2009 letter from Superintendent Michael J. Lovett, Ph.D. to members of the Parkview/Centerpoint Transition Committee; a handout about Parkview/Centerpoint IB Candidate School; materials associated with Agenda Item E-1 for the March 12, 2012, School Board meeting; and an announcement from January 8, 2015, that said Central Middle Schools has achieved the designation of an International Baccalaureate school and can now call itself an International

AGENDA ITEM: **Review of Proposed Changes in EMID Joint Powers Agreement**

MEETING DATE: **March 27, 2017**

SUGGESTED DISPOSITION: **Discussion Item**

CONTACT PERSON(S): **Dr. Michael Lovett, Superintendent**
Ellen Fahey, School Board Representative to EMID

BACKGROUND:

The White Bear Lake Area School Board has been provided with a copy of the seventh Amended Joint Powers Agreement revised July 2017 for review. Document attached.

Changes are due to the conveyance of the schools and a new business model with the registration of doing business as Equity Alliance MN.

Ellen Fahey will provide information and discussion at the March 27, 2017 work-study meeting regarding this joint powers agreement..



**SIXTH-SEVENTH AMENDED
JOINT POWERS AGREEMENT
REVISED ~~1/4/2~~JULY 2017**

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Pursuant to Minnesota Statute 471.59 and other applicable statutes, Special School District 006 (also known as South Saint Paul School District), Independent School District 197 (also known as West Saint Paul School District), Independent School District 199 (also known as Inver Grove Heights School District), Independent School District 623 (also known as Roseville Area School District), Independent School District 624 (also known as White Bear Lake Area School District), ~~Independent School District 625 (also known as Saint Paul School District), Independent School District 833 (also known as South Washington County School District),~~ Independent School District 834 (also known as Stillwater School District), ~~Independent School District 16 (also known as Spring Lake Park School District), and~~ Independent School District 831 (also known as Forest Lake School District) and Perpich Center for Arts Education / Crosswinds School hereinafter collectively referred to as “the Members” or “Member Districts” and individually referred to as “Member” or “Member District,” enter into this ~~Sixth-Seventh~~ Amended Joint Powers Agreement in ~~December, 2011~~July, 2017. This Agreement constitutes the ~~Sixth-Seventh~~ Amendment of the Joint Powers Agreement dated May 18, 1995, by and between the North Saint Paul-Maplewood-Oakdale School District, the Roseville Area School District, and the Saint Paul School District. The May 18, 1995, Joint Powers Agreement was first amended in January, 1998, again in January, 1999, again in March, 2003, again in February, 2004, again in ~~in~~ December, 2007, ~~and~~ again in December 2011, and again in July 2017.

ARTICLE ONE: PURPOSE

The purpose of this ~~Sixth-Seventh~~ Amended Joint Powers Agreement is to provide for a Joint Powers ~~School~~ District which shall govern and manage the ~~construction and/or operation of joint use educational facilities, programs, and services to benefit learners of the Member Districts and foster voluntary, interdistrict integration among East Metro urban and suburban school districts by providing opportunities for students, families and staff from diverse backgrounds to learn from and with each other~~ support the movement toward systemic E-21 educational equity and integration through collaborative learning and advocacy.

ARTICLE TWO: NAME

The name of the Joint Powers ~~School~~ District shall be East Metro Integration District #6067 and also known by such names as “doing business as Equity Alliance MN” or others as shall be determined by the Joint Powers Board, hereinafter referred to as EMID.

ARTICLE THREE: COMPOSITION OF EMID BOARD

- A. The organization shall be governed by a Joint Powers Board, called the EMID Board.
- B. The EMID Board shall have one representative from each of the Members ~~Districts~~.
- C. The Board of each Member ~~District~~ shall appoint a seated School Board member or former Board member to serve as the representative on the EMID Board. They shall appoint a seated board member or former board member as an alternate to serve on the EMID Board in the absence of the Member ~~District~~ representative. The EMID ~~Superintendent Executive Director~~ shall serve as the ex-officio member of the EMID Board.
- E.D. The EMID Board may include high school students as non-voting members.

- ~~D.E.~~ _____ EMID Board representatives or alternates shall serve at the pleasure of their Members ~~s-Districts~~ and shall serve until their successors are duly appointed.
- ~~E.F.~~ _____ EMID Board representative may serve an unlimited number of terms, if reappointed by their Member ~~'s District School~~ Board.

ARTICLE FOUR: OFFICERS

- ~~F.G.~~ _____ The officers of the EMID Board shall consist of a chairperson, a vice chairperson, a clerk, and a treasurer; each of whom shall be elected by the EMID Board.
- ~~G.H.~~ _____ The officers shall be elected at the annual organizational meeting.
- ~~H.I.~~ Officers shall hold office for a one-year term.
- ~~I.J.~~ Any officer may be removed from the office on the EMID Board by a minimum of a two-thirds vote of the representatives of the EMID Board.
- ~~J.K.~~ _____ EMID Board officers shall be empowered with all parliamentary duties typically ascribed to their offices.
- ~~K.L.~~ _____ The chairperson shall preside over all meetings of the EMID Board. The vice chairperson shall preside over EMID Board meetings in the absence of the chairperson.

ARTICLE FIVE: QUORUM

A quorum of the EMID Board shall consist of a simple majority of the Member representatives of the EMID Board.

ARTICLE SIX: VOTING

- A. Each Member ~~'s District~~ representative to the EMID Board shall be entitled to cast one vote.
- B. A majority of votes cast shall be required to affirm any matter acted upon by the EMID Board, except as otherwise provided in this Agreement or by state law.

ARTICLE SEVEN: MEETINGS AND NOTICES

- A. Public notice of regular and special meetings of the EMID Board shall be prepared and posted in a conspicuous location. Meetings shall be open to the public as required by Minnesota statute.
- B. Special meetings of the EMID Board may be called by the EMID Board chairperson or any three EMID Board representatives.
- C. The EMID Board shall convene an annual meeting of the EMID Board in January to elect officers, establish a schedule of meetings for the ensuing year, and take other actions as deemed necessary.
- D. The EMID Board may invite the Members' ~~School~~ Boards and Superintendents or Executive Directors to a meeting to discuss issues of common interest. _

ARTICLE EIGHT: POWERS

The EMID Board shall be vested with all those powers granted to independent schools districts by Minnesota statute. Powers of the Board shall include, but not be limited to, the following:

- A. To acquire, maintain, and dispose of real and personal property.
- B. To enter into contracts for goods and services, including lease purchase agreements, deemed to be in the best interests of EMID.
- C. To employ and discharge employees and to contract for other services.
- D. To prosecute and defend actions by or against the EMID Board.
- E. To apply for and accept grants, gifts, bequests, and donations and to provide assistance in the formation of a foundation or other non-profit to accomplish these purposes.
- F. To acquire and maintain insurance as deemed necessary by the EMID Board.
- G. To adopt policies governing the use of facilities and the operation of programs governed by the EMID Board

- H. To work cooperatively with any non-profit or governmental organization ~~to provide for community recreational and open space needs~~
- I. To adopt by-laws.
- J. To establish and maintain financial accounts.
- K. To contract with and define the duties of an executive director/superintendent ~~or Superintendent~~ to administer the affairs of the organization on behalf of the EMID Board.
- ~~L. To utilize short term borrowing powers granted to independent school districts under Minnesota law as is deemed necessary.~~
- ~~L.M.~~ To sell programs and services to members, associate members, and non-members.

The EMID Board shall not have the power to issue bonds or obligations except as specifically provided by this Agreement unless permitted by Minnesota statute.

ARTICLE NINE: ADMINISTRATIVE EXECUTIVE LEADERSHIP

- A. The EMID Board shall select and contract the services of a licensed ~~superintendent or an~~ executive director/superintendent to provide executive leadership for the organization, implement EMID Board policies, and enact administrative procedures to ensure the effective and efficient operation of the organization.
- B. The ~~superintendent or~~ executive director/superintendent shall serve as a non-voting, ex-officio member of the EMID Board.
- C. The ~~superintendent or~~ executive director/superintendent shall recommend an administrative organization to assist in planning for the effective and efficient operation of the organization, subject to approval by the EMID Board.

~~**ARTICLE TEN: ADVISORY SITE COUNCILS**~~

- ~~A. The EMID Board recommends the formation of advisory (site) councils to provide advisory recommendations to school and program leadership.~~
- ~~B. Each advisory (site) council shall be comprised of representatives from among parents whose children attend the schools and staff members who are employed at the schools.~~
- ~~C. C. The EMID Board shall strive, insofar as is possible, to achieve advisory (site) council membership that is representative of the racial, socioeconomic, and general, composition of each school's or program's student population.~~

ARTICLE TEN: MEMBERSHIP

- A. Definition of Membership – Membership is an official status within EMID which provides member certain privileges, access, and responsibilities, depending on the membership level
- B. Independent, intermediate, and special school districts, and the Perpich Center for Arts Education are eligible to join EMID as either members or associate members. Charter schools, private schools, and non-profit organizations are only eligible to join EMID as associate members
- C. Levels of Membership
 - 1. Members pay an annual membership fee, have access to members-only services, have voting rights on the EMID Board, and receive member rates for supplemental programs and services.
 - 2. Associate Members pay an annual associate member fee, have access to associate members-only services, have no voting rights on the EMID Board, and receive associate member rates for supplemental programs and services. Associate members are not eligible to participate in the distribution of EMID assets if EMID was to terminate.
- D. Addition of Members
 - 1. Any ~~independent~~ school district under the laws of Minnesota may petition the EMID Board for membership. The petition shall be in the form of a resolution of the school board of the school district desiring membership. The addition of a new member shall require an affirmative vote by a two-thirds majority of the membership of the EMID Board.

2. Addition of school districts shall be on terms determined by the existing EMID Board.
3. Upon the EMID Board's approval of a petition for membership, the newly approved Member must sign a document stating that the Member agrees to be bound by the terms of this Agreement.
4. Upon the EMID Board's approval of a petition for membership and execution of the document indicating that the new Member agrees to be bound by this Agreement, the composition of the EMID Board shall be increased to include one representative from the joining ~~School District~~Member who shall have the power to cast one vote.

E. Withdrawal of Members

1. A Member may elect to withdraw from the Joint Powers Agreement by a majority vote of its school board. Notice of withdrawal shall be in the form of a resolution sent to the Members. ~~Withdrawal notice shall be given~~A withdrawing Member shall give its notice of withdrawal to the other Members on or before February 1, ~~and The withdrawal~~ shall be effective on June 30 of the calendar year following the ~~February 1 deadline, hereinafter referred to as the "Withdrawal Date"~~Notice of Withdrawal. Members who have submitted a notice of withdrawal must, by the January 31st immediately preceding the Withdrawal Date, either 1) rescind their notice of withdrawal and thereby remain a Member, 2) extend their Withdrawal Date by one year to the following June 30, or 3) confirm their withdrawal plans (e.g. for those with notice of withdrawal submitted by February 1, 2017, a final decision confirming their withdrawal must be communicated to the EMID Board by January 31, 2018 to withdraw June 30, 2018).
- ~~1.2.~~ A withdrawing Member shall not be eligible to participate in any distribution of ~~property or~~ assets of EMID.

ARTICLE ELEVEN: STAFFING

- A. The EMID Board shall employ ~~licensed~~-educational staff, including ~~building and~~ program administration, as it deems necessary. The ~~licensed~~-educational staff so employed shall be deemed to be employees of the EMID Board for all purposes including, but not limited to: salaries, fringe benefits, workers' compensation, unemployment compensation, ~~teachers~~-retirement, social security, ~~collective bargaining~~, and continuing contract rights, as may be applicable.
- B. The EMID Board may employ persons directly to provide all services needed to operate the EMID ~~schools or~~ programs and not covered by Section A (Staffing) above. Alternatively, the EMID Board may contract for services on terms deemed to be in the best interests of the organization.

~~ARTICLE TWELVE: RECEIPTS/STATE AID~~

- ~~A. Financial support for students attending the EMID School District shall be comparable to that from which they would have benefited if they had attended Member District schools.~~
- ~~B. Resident pupils of each Member District that are educated in the EMID School District shall be counted as resident pupils of their resident district in the calculation of pupil units for all state aid and levy purposes. The district of residence of the pupils attending the EMID School District shall not be deemed to have changed by reason of their attendance at a Joint Powers school.~~
- ~~C. Except for transportation revenue not specifically designated by the State for EMID School District use, each Member District shall transmit to the EMID School District all pupil-based state aid and local tax levies received by the Member District. Pupil-based aid and local levies include, but are not limited to, general education revenue, integration revenue, and capital building and capital equipment revenue.~~
- ~~D. Each Member District shall also transmit to the EMID School District a pro-rata share of all non-pupil-based revenues received by the Member Districts, which revenues relate to or arise directly out of services provided by, for, or at the EMID School District and its schools. The pro-rata share shall be determined based on the ratio of the number of weighted average pupil units (WADM) attending the EMID School District from the Member District in a given year to the total number of weighted average pupil units (WADM) in attendance in that Member District in that year.~~
- ~~E. Member Districts shall transmit to the EMID School District the total amount of compensatory aid they receive~~

~~on behalf of their students attending the EMID School District. Total compensatory revenue received is based on the number of free and reduced school lunch applicants attending the EMID schools.~~

ARTICLE ~~THIRTEEN~~TWELVE: BUDGET

- A. The fiscal year for the EMID Board shall be from July 1 through June 30.
- B. By June 30 of each year a budget shall be prepared by the EMID Board.
- C. The proposed budget shall be submitted to the ~~School Boards~~Superintendent and leadership of each Member for review purposes only.

ARTICLE ~~FOURTEEN~~THIRTEEN: GOVERNANCE

- A. The EMID Board shall have the authority to create and conduct programs and services ~~for the benefit of EMID students, staff and families and for the benefit of Member Districts students and families as may be necessary to promote the vision of the organization.~~
- B. The EMID Board shall adopt policies and procedures deemed necessary to comply with state and federal laws and regulations and to effectively and efficiently operate the EMID.

~~ARTICLE FIFTEEN: TRANSPORTATION~~

- ~~A. Each Member District shall be responsible for providing transportation to resident students attending the EMID schools.~~
- B. ~~The Member Districts may agree among themselves to a cooperative transportation system and to a method of cost sharing for such a system. Such agreements shall be signed by all participating parties.~~

~~ARTICLE SIXTEEN: ADDITION OF MEMBERS~~

- ~~A. Any independent school district under the laws of Minnesota may petition the EMID Board for membership. The petition shall be in the form of a resolution of the school board of the school district desiring membership. The addition of a new member shall require an affirmative vote by a two-thirds majority of the membership of the EMID Board.~~
- ~~B. Addition of school districts shall be on terms determined by the existing EMID Board.~~
- ~~C. Upon approval of a petition for membership, the composition of the EMID Board shall be increased to include one representative from the joining School District who shall have the power to cast one vote.~~

~~ARTICLE SEVENTEEN: WITHDRAWAL OF MEMBERS~~

- ~~A. A Member may elect to withdraw from the Joint Powers Agreement by a majority vote of its school board. Notice of withdrawal shall be in the form of a resolution sent to the Members. Withdrawal notice shall be given on or before February 1, and shall be effective on June 30 of the calendar year following the Notice of Withdrawal.~~
- ~~B. A withdrawing Member shall not be eligible to participate in any distribution of property or assets of EMID.~~

~~ARTICLE EIGHTEEN~~FOURTEEN: TERMINATION OF EMID

- A. This Joint Powers Agreement may be terminated if the School Boards of all Member ~~Districts~~ so vote. Any termination shall be effective at the end of the next fiscal year following the fiscal year in which the termination vote takes place (i.e., termination vote must occur before July 1, 201~~7~~2 to be effective June 30, 201~~38~~3).
- B. Upon termination, all personal property ~~assets~~ of EMID shall be distributed to Member Districts in an amount which the EMID Board determines is proportionate to their respective contributions. ~~Real estate and fixtures owned by EMID shall first be offered for sale to Member Districts subject to any outstanding interests of third parties, including the State of Minnesota. Any real estate and fixtures not sold in this manner shall be offered for sale on the open market on whatever terms are deemed desirable by EMID.~~

- C. After termination, dissolution, and sale-distribution of assets, any remaining liabilities shall be divided equally between current Members-Districts and those Members-Districts that withdrew within two calendar years prior to the date of termination of this Agreement as approved by Members-District School-Boards.

ARTICLE ~~NINETEEN~~FIFTEEN: DISPUTE RESOLUTION

- A. Disputes between Members-Districts arising out of the asset and debt distribution provisions contained in Article ~~Eighteen-Fourteen~~ of this Agreement shall be resolved utilizing the procedures set forth in Article ~~Nineteen-Fifteen~~. All other disputes shall be subject to resolution in the district courts.
- B. The parties to a dispute within the terms of Article ~~Eighteen-Fourteen~~ will first attempt to resolve outstanding issues at a face-to-face meeting. Each Member-~~District~~ will be represented by its Superintendent or Executive Director and one School Board member.
- C. If the subject dispute cannot be resolved under the procedures established in Article ~~Nineteen-Fifteen~~ the parties will engage in non-binding mediation through a mutually acceptable mediator. In the event the Members-Districts are unable to agree on a mediator, a mediator will be selected, through alternative striking, from a list of names of mediators provided by the Bureau of Mediation Services.
- D. If the subject dispute cannot be resolved through mediation, the parties shall submit the matter to binding arbitration as follows:
- The arbitration panel shall consist of three members. One shall be a retired superintendent. One shall be a retired judge. The third member shall be knowledgeable in school district finance.
 - If the Member Districts cannot agree on the composition of the arbitration panel, then they shall each prepare lists of three panel candidates and alternate striking names until a panel is selected.
- E. No mediator or arbitrator shall be a resident of the Members-Districts involved in the dispute. A mediator shall not be a current or former employee or officer of a Member-~~District~~.

ARTICLE ~~TWENTY-SIXTEEN~~: MISCELLANEOUS

- A. All notices required to be sent under this Agreement shall be in writing and sent by first class U.S. mail addressed to the Chairperson of the Member ~~District~~ Board at its administrative offices. All notices shall be deemed given when delivery is accepted or when delivery is refused.
- B. If one Member ~~District~~ commits a breach of this Agreement, as determined by resolution of the EMID Board, and if that breach is not remedied within 30 days after notice of the resolution, then that District's Member's participation in this Agreement may be terminated by the EMID Board, but such termination shall not relieve the breaching party from any obligations under this Agreement.
- C. This Agreement shall not be amended except ~~by approval or~~ by resolution, of the School Boards of all Members-Districts.
- D. The captions used in this Agreement are for reference purposes, and shall not be considered part of the Agreement
- E. Should any provision of this Agreement be found to be in violation of state or federal law, the other provisions shall remain in force to the extent the purpose of the Agreement remains intact. As soon as reasonably possible after a provision is found to be unlawful, representatives of all Members-Districts shall meet for the purpose of adoption of replacement provisions.
- F. Additional management requirements not defined in this Joint Powers Agreement shall be included in EMID Board policies and / or administrative procedures.

Special School District 006 South St. Paul

Signature Board Chair_____ **Dated**_____

Signature Board Clerk_____ **Dated**_____

ISD 197 West St. Paul / Mendota Heights / Eagan

Signature Board Chair_____ **Dated**_____

Signature Board Clerk_____ **Dated**_____

ISD 199 Inver Grove Heights Schools

Signature Board Chair_____ **Dated**_____

Signature Board Clerk_____ **Dated**_____

ISD 623 Roseville Area Schools

Signature Board Chair_____ **Dated**_____

Signature Board Clerk_____ **Dated**_____

ISD 624 White Bear Lake Area Schools

Signature Board Chair_____ **Dated**_____

Signature Board Clerk_____ **Dated**_____

ISD 831 Forest Lake Are a Schools

Signature Board Chair_____ **Dated**_____

Signature Board Clerk:_____ **Dated**_____

ISD 834 Stillwater Area Schools

Signature Board Chair_____ **Dated**_____

Signature Board Clerk_____ **Dated**_____

Perpich Center for Arts Education / Crosswinds School

Signature Board Chair_____ **Dated**_____

Signature Board Clerk_____ **Dated**_____