

AMSD Calendar

February 13, 2009

Board of Directors Meeting, 7 a.m., TIES Building, St. Paul
Guest speakers: Rep. Nora Slawik and Sen. Taryl Clark

March 6, 2009

Executive/Legislative Committee Meeting, 7:30 a.m., TIES Building, St. Paul

March 13, 2009

Board of Directors Meeting, 7 a.m., TIES Building, St. Paul

April 3, 2009

Executive Committee Meeting, 7:30 a.m., TIES Building, St. Paul

April 17, 2009

Board of Directors Meeting, 7 a.m., TIES Building, St. Paul

AMSD's Mission

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



**Association of
Metropolitan School Districts**

Columbia Heights to develop arts curriculum

In 1963, John F. Kennedy said, "The life of the arts, far from being an interruption, a distraction, in the life of a nation, is very close to the center of a nation's purpose... and is a test of the quality of a nation's civilization." As we strive to reach new academic heights in Columbia Heights Public Schools (CHPS) with a renewed commitment to support students at all levels, we strongly believe that developing the "whole" child also requires a focus on the arts.

Through the Comprehensive Arts Planning Program (CAPP), the district is seeking to create, implement, and sustain a life-altering arts education program for the school district.

Our Hearts in the Arts

This year, a Perpich grant is enabling CHPS to develop a five-year comprehensive plan to integrate arts into all areas of the curriculum. Through the Comprehensive Arts Planning Program (CAPP), the district is seeking to create, implement, and sustain a life-altering arts education program for the school district. Among many arts-related initiatives, the district is proposing:

- To host arts residencies in all schools.
- To offer theater as a curricular component at each school.
- To provide arts field trips so that all students see live performances or current showings of theater, dance, music, and visual art.
- To increase dance opportunities at all schools.

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From the Chair

The U.S. House and Senate recently approved their respective versions of the American Recovery and Reinvestment Act – otherwise known as the economic stimulus plan. Both versions include critical investments in Title I and IDEA – two programs that have been severely underfunded for years. The House version also includes a major investment for school renovation and repair and also for school technology. In addition, the House proposal includes significantly more funding than the Senate proposal for a state stabilization fund aimed at preserving critical education programming.

The Senate bill includes waiver language that is critical for school districts. The waiver language would allow the Secretary of Education to waive current maintenance of effort and supplement/not supplant requirements. If the waiver language is not included the new special education funding will not provide much budgetary relief for financially strapped school districts as schools would be forced to create new pro-

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Governor's budget proposal will impact district funding

Governor Pawlenty released his budget recommendations to the legislature on January 27. His recommendations in K-12 Education include four major revenue components that could impact school district budgets in the next biennium.

Integration

Integration funding would be frozen at the FY 2009 level. This means that new districts would not be allowed into this program and districts currently in the program would see their funding frozen at current per pupil levels. This change saves the state \$3.491 million in FY 2010 and \$4.411 million in FY 2011.

Q-comp

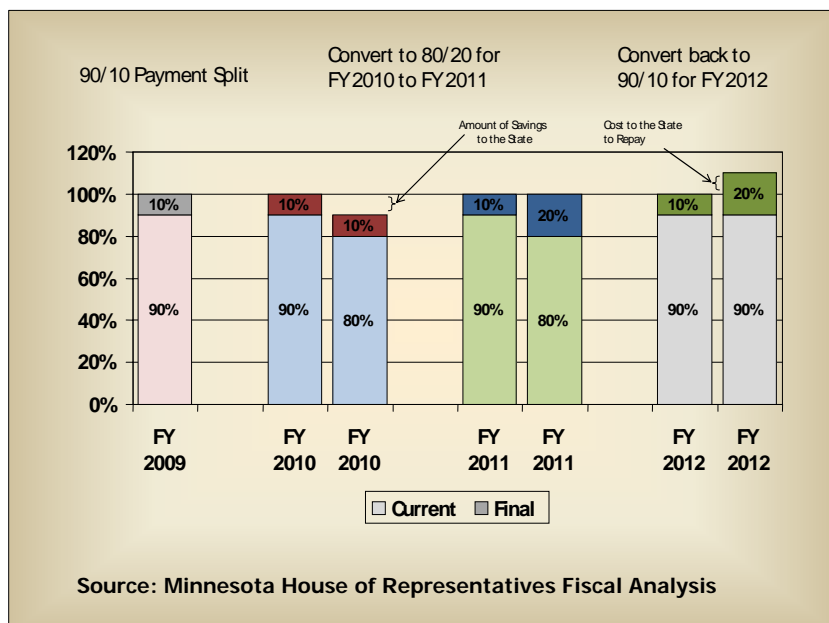
The Governor's budget proposal requires every school district to submit an application to participate in the Q Comp program. Applications would have to be approved by the Department of Education. Effective in FY 2011, school districts participating in Q Comp would receive \$300 per pupil.

Today, participating districts receive state aid of \$190 per pupil and are authorized to make an equalized levy up to \$70 per pupil. Under current law, participating districts will receive state aid of \$169 per pupil and are authorized to make an equalized levy of up to \$91 per pupil beginning in FY 2010. Under the Governor's proposal, beginning in FY 2011, the basic state aid will be \$195 per pupil and the local levy would be \$105 per pupil. This Governor's budget includes \$41.452 million in FY 2011 for expansion of the Q Comp Program.

Pay for Progress

The Governor's proposal states:

"School districts will receive additional general education revenue equal to the sum of 1 percent of the for-



mula allowance times the percent of tested students achieving medium growth plus 2 percent of the formula allowance times the percent of tested students achieving high growth."

Individual district estimates for FY 2010 and FY 2011 were calculated based on student performance in the 2007-08 school year. Growth is measured in both Math and Reading. (http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Forecasts_Governors_Budget/index.html)

Overall statewide results for the 2007-08 school year are shown on the chart below.

Using the statewide numbers above, Medium growth is calculated as follows: Math = 42 percent (28% + 14%), Reading = 42 percent (30% + 12%), therefore, total Medium growth = 42 percent ((42% + 42%) / 2). The number of High growth students = 31.5 percent. If these were the results from an individual district, the district would receive an additional 1 percent of the formula allowance for 42 percent of their students, and an additional 2 percent of the formula allowance for 31.5 percent of their students. The Governor's budget includes \$50.5 million in FY 2010 and \$50.7 million in FY 2011 to fund this proposal.

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Statewide #'s	Growth Over the 2007-08 School Year		
	Low	Medium	High
2007 Status			
Proficient	19% Math 19% Reading	28% Math 30% Reading	19% Math 22% Reading
Not Proficient	8% Math 7% Reading	14% Math 12% Reading	12% Math 10% Reading

Research: Hearings to address budget proposals

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Shifts

The Governor proposes changing from the current funding configuration of 90 percent/10 percent to 80 percent/20 percent. The chart at the top of page 2 shows the effect of the shift on the state's budget.

The effect on a given district varies depending on cash flow. If the district has enough budget reserve to cover the shift of revenue payments, the district will see a loss in interest accrued on the reserve used to pay current costs. For districts without large enough reserves, they will have to borrow money at interest to cover their cash flow needs. For an excellent explanation of shifts see the following link: <http://www.house.leg.state.mn.us/fiscal/files/08edshifts.pdf>

The accounting shifts save the state budget \$1.247 billion in FY 2010 and \$44.6 million in FY 2011.

What's Next?

Legislative committees have begun to hold hearings on the various components of the Governor's budget proposal. Nearly everyone expects the "February Forecast" will show an even larger deficit. This will require supplemental budget recommendations from the Governor. House and Senate leaders have indicated that they intend to hold hearings throughout the state on the Governor's budget proposals before bringing forward their own proposals.

In addition, the federal stimulus package is moving through Congress and will likely have an impact on our state budget. As this unfolds over the next few weeks there will continue to be considerable discussion at the legislature.

From the Chair...

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grams rather than being able to fill huge budget shortfalls caused by decades of inadequate federal and state support for special education programs.

I encourage AMSD board members and concerned citizens to contact their congressional representatives as soon as possible to urge them to support the education funding levels proposed in the House bill and the regulatory relief and waiver language from current IDEA requirements in the Senate proposal. Such a package would create and save thousands of education jobs across the country and would provide significant budgetary relief to our school districts.

Pat Gleason, school board member from Wayzata, is chair of the Association of Metropolitan School Districts.

AMSD hosts Winter Conference, Town Hall Forum



AMSD's Winter Conference focused on "Getting Unstuck: Creating Consensus and Moving Minnesota Forward." Above, a panel on measuring student growth and performance, included Mary Cecconi of Parents United, Chas Anderson of the MN Department of Education, Dr. Jim Angermeyr of Bloomington and Dr. Rob Meyer of the University of Wisconsin. The panel was moderated by Kent Pekel of the University of Minnesota.



More than 125 people attended an AMSD sponsored Town Hall Forum held on Feb. 9 where Congresswoman Betty McCollum discussed the House stimulus proposal and its potential for providing financial relief to Minnesota schools.

Arts focus rooted in desire to offer academic opportunities

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- To continue arts integration workshops in music, visual art, theater, movement and dance, media arts, and literary arts.
- To nurture relationships with state, regional, and local organizations and artists

During the school day, CHPS students are participating in innovative programming that is blending arts enrichment with the core curricular areas. Already, the district has added music teachers at Central Middle School and Columbia Heights High School and has plans for an all-star elementary choir with members from all three CHPS elementary schools. The district even fields a terrific drumline comprised of students in grades 7 through 12 who march in parades and perform at athletic events. At Valley View Elementary School, fifth grade students recently honored community elders from Columbia Heights during an Elder Wisdom/Children's Song event. In collaboration with guest artist Larry Long, the students interviewed three community elders and wrote songs in honor of the elders' lives. The event was made possible through a partnership with the West Metro Education Program.

CHPS also views after-school programming as a terrific venue to not only expose students to a wide variety of arts opportunities, but also to integrate art into core curricular areas. "After-school programming offers the 'best of both worlds' — academic support and enrichment opportunities," explains CHPS Superintendent Kathy Kelly.

Currently, at the elementary level, more than 50 percent of the district's elementary students are participating in at least one after-school program. This year alone, students have had the opportunity to participate in such classes as African Drumming and Dance, Mad Science, Lego Engineering, Community Art, Spanish, and French. The districts has actively forged partnerships with such esteemed local organizations as the MacPhail Music Center and Stages Theatre Company, which only fuels the energy behind and the expansion of arts-related offerings.

"This year alone, students have had the opportunity to participate in such classes as African Drumming and Dance, Mad Science, Lego Engineering, Community Art, Spanish, and French."

Our Heads in Academics

All efforts to generate additional arts-related opportunities for CHPS students are rooted in the desire to provide individualized academic opportunities for all of our students. Each school is prepared to meet each and every student at his or her academic level and provide support. For example, Columbia Heights High School's menu of Advanced Placement courses — which enable students to earn college credit while still in high school — continues to expand with the addition of Spanish, art history, and statistics.

The new Advancement Via Individual Determination (AVID) course is designed to offer academic training to students in the "middle" who have made a commitment to a college preparatory course of study. Central Middle School students, in turn, have the opportunity to earn high school credit in algebra, geometry, Earth science, and Spanish. At the elementary level, staff members are co-teaching ESL and special education to ensure all students are provided the support they need.

With a renewed focus on the arts and our emphasis on rigor, relevance, and relationships, together, Columbia Heights Public Schools truly are creating worlds of opportunity for every learner!

This month's member feature was submitted by Carrie Ardito, communications specialist, for Columbia Heights Public Schools.

AMSD Members: Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville, Columbia Heights, Eastern Carver County, East Metro Integration District 6067, Eden Prairie, Edina, Elk River, Fridley, Hopkins, Intermediate District 287, Intermediate District 917 (Associate Member), Inver Grove Heights, Mahtomedi, Minneapolis, MSU Mankato Center for Engaged Leadership (Associate Member), Minnetonka, Mounds View, Northeast Metro Intermediate School District 916 (Associate Member), North St. Paul/Maplewood/Oakdale, Orono, Richfield, Robbinsdale, Roseville, Rosemount-Apple Valley-Eagan, Shakopee, South St. Paul, Spring Lake Park, St. Anthony/New Brighton, St. Louis Park, St. Paul, TIES (Associate Member), Wayzata, West Metro Education Program, and West St. Paul