

AN EXAMINATION OF ADMINISTRATIVE CAPACITY

BECKER PUBLIC SCHOOL

Summer 2015

Introduction

In the spring of 2015, the Board of Education for the Becker Public School commissioned a study to determine the extent to which the Becker Public School has both appropriate levels of administrative staff in place and is deploying those resources in an effective fashion. The study was intended to examine available comparative data and engage select members of the Becker administrative team in facilitated discussions intended to reveal pertinent information.

Embedded in the study were three central, interrelated questions:

- Compared to school districts of like-size and function and in accordance with the findings of the study, is the level of administrative staff for the Becker Public School appropriate to achieve the mission of the district?
- Considering the work assignments and other organizational expectations prescribed by the Board of Education, what changes in staffing numbers (up or down) should be considered?
- In an examination of the deployment of administrative staff relative to both numbers and job descriptions, how might assignments be restructured to achieve heightened effectiveness and efficiency?

In addition to these questions, Board members offered additional inquiries to the consultant through the Board Chair and Superintendent. The central questions will be explored throughout this report with specific answers provided in the Conclusions section. The Board questions will be examined in Appendix A.

This report is laid out in the following fashion:

As an initial step, interviews were conducted with thirteen key members of the licensed and non-licensed administrative team. The key findings from the interviews will be offered as one section.

A second main section will consider the statistical evidence gathered as comparisons were sought in like-sized school districts and school buildings. This work is an offshoot of an earlier, district-generated study completed by the Becker Public School. Efforts were made to “audit” that study to test its validity. One additional element has been added to the district study and will be reported. An analysis of the funding base of the comparison schools was completed to determine the extent to which resources might be a factor in administrative staffing.

A third section will focus more deeply on three comparison districts. This section will go beyond the numbers of the original quantitative study and discuss the findings that emerged from in-depth interviews as these relate to Becker.

Finally, the report will summarize the findings, list the conclusions, and offer recommendations. As noted above, Appendix A will specifically address the questions raised by individual Board members. Additional appendices will offer support materials.

Assumptions, Delimitations, and Cautionary Notes

Readers of this study in general and policymakers in particular who might wish to consider the forthcoming recommendations should keep the following things in mind:

- This report was commissioned to examine the efficient use of the administrative workforce for the district not the effectiveness of any particular person or the group as a whole. As such, an assumption was made at the start that, individually and collectively, the administrative team is at least effective. Anecdotally, based on prior experience and recent interactions with administrative team members, this appears to be a high-performing group of individuals who are all fully engaged in their work.
- The researcher was asked to exclude the Community Education and Activities Programs from this analysis. So too did the district recently complete a separate transportation study. As such, data were not gathered and observations were not offered about these administrative functions.
- The scope of the study was naturally limited by the constraints of time and the availability of information. Insofar as comparative data were available in the public domain in Minnesota, those data were obtained. No efforts were made to extend this study beyond Minnesota. School districts that were nonresponsive to recent information requests were excluded from the current analysis though their data remained in the original district-generated study. In addition, this study examined information at a fixed point in time – the summer of 2015. The study did not examine longitudinal data regarding Becker’s administrative capacity though, as reported in a later section, some perceptions were shared through the administrative interviews about the capacity over time.
- In any public or private organization, a case can be made to expand or contract a workforce, to increase or decrease expenditures in a given area... The simple answer to the question of “can cuts be made” must always be answered with “yes.” However, it is the impact of a given decision to expand or contract in which the worth of that action might be measured. Decisions have consequences and one must be knowledgeable about and willing to bear the logical consequences of actions that are undertaken. As such, readers should expect to see some “if, then” statements emerge in the recommendations offered later in the report.

Review of the Findings

Notions from the Field – Administrative Interviews

In early June of 2015, the researcher conducted in-district interviews with 13 persons representing both licensed administrators and support staff. These individuals were drawn from building-level and district-level operations alike. They were selected by the researcher in consultation with the Superintendent.

The interviews were conducted in one-hour blocks. All but one were scheduled back-to-back on two days during the first two weeks of June. School was in session on the first day of interviews; students and staff had been released for the summer by the second day. A list of interview subjects is offered as Appendix B.

A common template of (inter-related) questions was used for these interviews:

- What pressures do you see in the system? (Unique problems or challenges)
- What perceptions do you have about the prospect of excess capacity in the system? (Duplications, etc.)
- What adjustments would you suggest for your own work assignment?
- If you had the chance to do a complete reorganization, what changes would you make?
- Estimate of your own work hours...
- Other? (What would admin team say about administrative capacity? What would staff say? Citizens?)

Interview subjects were assured of their anonymity in the responses and asked to be forthright in their answers. The researcher was impressed by the positive spirit and the candor of the individuals with whom he had interaction.

While the aforementioned question “script” was used and notes were dutifully tracked regarding responses, there was the typical open nature in the responses. Often, the question asked prompted discussions about elements that were merely related rather than directly responsive to the question as it was originally framed. And, as noted previously, the inter-relationship between and among questions was such that there was significant overlap in the responses. An effort has been made to organize the information gathered into the original question categories.

The pressures seen in the system were many and varied. Some common themes emerged.

- Becker’s changing financial status was seen as a unique pressure on the system. In the last couple of decades, the district has moved from being supported almost exclusively with the local tax base (power plant) to the state formula. When funded almost exclusively with local property taxes, resources were relatively abundant. Several administrators noted that this may have created a kind of culture of “entitlement” around resources, an expectation that there remains available a “hidden pot of money” that

simply doesn't exist today. "When money is tight, people struggle," one administrator noted; long-time staff, especially, haven't experienced this before.

- Related to challenges associated with the changing financial foundation are those embedded in growth. Several respondents noted that the transition from being a small school in a small town to a district of at least moderate scope and scale have brought about challenges. One administrator suggested that Becker might be at an awkward size: "not small enough or big enough" to permit a solid focus nor to provide the scale of resources to accomplish all of what it seeks to do.
- The changing nature of both state education requirements and district expectations was discussed by many of the team members. Specifically, the new requirements associated with the implementation of the teacher evaluation system, the district focus on student achievement and high test scores, the implementation of one-to-one devices, the efforts at alignment of curricula and instructional approach have all placed pressures on administrators and their support staff. Principals and Assistant Principals alike are spending significant time as instructional leaders, time that in the past was otherwise consumed by task management of the buildings. Administrative support staff shared accounts of report functions associated with these initiatives that did not exist before. One support staff member suggested that "(our) jobs are growing all the time." The researcher noted that few members of the administrative team, licensed and support staff alike, have tightly focused job assignments. Most individuals wear many hats and are constantly pulled in many directions. One respondent wondered aloud about the "potential that things (might be) missed" as a result.
- Several district-level and building-level administrators specifically referenced the increasing social, emotional, and physical health challenges that exist in today's student population. One person noted that community perceptions exist that "we don't have the problems of other places," that the Becker district is somehow removed from the challenges experienced in other school districts. Nothing was revealed through this study that would suggest that Becker is particularly different from other places in this regard. Another respondent indicated that "mental health challenges are growing significantly." The person reported spending "a lot of time in the role of counselor." This was offered as an observation not as a complaint for the administrator noted the importance of relationship building and student wellness.
- Among the more specific pressures identified was the area of Human Resources and payroll. Site-level and district-level administrators, from both licensed and support ranks, suggested that the time devoted to these functions – at both administrative and support levels – is not sufficient to meet the needs of these important and complex parts of the operation.

Perceptions about excess capacity were shared. In most cases, these perceptions were related to a need for additional capacity rather than an identification of where too much capacity might exist. Indeed, not one of the 13 respondents indicated an area of excess. The themes included:

- Many respondents, from all levels of the administrative team, shared concerns about the lack of administrative capacity available at the elementary level. One administrator in particular, not from that level, indicated that “(we) are not overstaffed... the people I work with are overstretched.”
- These calls for increased elementary capacity were voiced in both licensed (Assistant Principal) time and in support (nursing, clerical, etc.) time. Issues of equity between and among the high school, the middle school, the intermediate school, and the primary school were expressed though, in most instances, site-level respondents acknowledged a more limited understanding of the operations at the other levels. Concerns were raised that perceptions about capacity inequities between and among levels have raised tensions within the administrative team.
- The closest that respondents came to identifying “excess” was in the following way: “I hear people ask if we need a Curriculum Director and an Instructional Technology Coordinator.” In answer, this individual and other interview subjects responded that alignment is better, student results are improved, devices are better used, data are more closely scrutinized, and, in general, the system is operating at the current level of strong achievement precisely because the positions are supported. When contemplating the prospect of cuts, some of the respondents expressed a desire that the district maintain its (limited) system of the use of licensed Assistant Principals rather than revert to the sole use of Deans. The former model, it was noted, provides needed support for instructional leadership efforts and teacher evaluation.

When asked about “adjustments” for their own work assignments, some general and some specific suggestions were made:

- Several respondents referenced the “adjustments” that have been made in work expectations over the recent years. “We have the same administrative capacity and office support now as when we had (smaller number listed) kids.” The perception was shared that growth in the student population hasn’t generally resulted in the growth of administrators or support staff. This was expressed on both a district level as well as at a site level. One site administrator commented that “the staff level at the District Office is very similar to what it was 20 years ago.”
- One “adjustment” was referenced with a cautionary note in mind. Apparently, some changes in teacher preparation time are forthcoming. And, it was noted, the use of preparation time by staff has changed from attending to daily lesson tasks to focusing on district initiatives involving technology, student achievement, curriculum alignment, and the like. So too have new requirements for “intervention and enrichment” impacted both system expectations and time availability. The administrative team is integrally linked to these initiatives and their time is also captured by these changes.
- Specific references were made to the need for “adjustments” in elementary capacity. As

noted in earlier categories, a call was made for more Assistant Principal time and more support (nursing and clerical) time at that level. Additionally, a specific call was made for changes in how the HR function is deployed at the district level. “Everybody and nobody does the HR function here.” Related to this condition, it was expressed that “taking vacation time in the Business Office requires extra time (and coordination) with others.”

Interview subjects were invited to offer notions on the “complete reorganization” of the administrative roles and functions in the district. This permitted some to reinforce ideas expressed earlier and it gave others a bit of free rein to make suggestions that were varied in nature:

- Several district-level administrators noted that support is needed at the elementary schools. One suggested that a shared Assistant Principal might be added in addition to the behavior specialist. It was noted that “secretaries are taking work home” that can’t be completed during the day. The work was identified to be data entry. Another administrator acknowledged the “huge responsibility” held by the Curriculum Director. “It feels like an Assistant Superintendent (role).” It was unclear whether this was merely an observation or a call for an official designation.
- One suggestion was made that consideration should be given to the “counseling and social work configuration.” More time in those areas would permit site-level administrators the opportunity for additional instructional leadership and support. On a related note, several administrators called for continued efforts to grow “teacher leaders” who could assume responsibility for some of the tasks now undertaken by the administrative team.

Administrative team members were asked about the estimated hours worked:

- Not surprisingly, licensed and support staff responses varied. The latter category is contracted for fixed time schedules and a fixed number of days. Generally, this translated to 40 hour weeks for some contracted amount of weeks; the length of these contracts across support staff varies in accordance with previously determined needs and budget constraints.
- Licensed administrative staff offered both qualitative (“way too many”) and quantitative (“easily 13 hour days and then about 10 hours per weekend”) information. Generally, the range of responses for licensed administrators was within 50 to 60 hours of in-school time and additional time on evenings and weekends at home writing evaluations, answering email, and otherwise attending to the paperwork that is an inevitable part of the job. No administrator reported working fewer than 50 hours a week and distinctions were made between summer hours, usually lighter, and school year hours, considerably heavier.

In the “other” category of questions, an attempt was made to get interview subjects to step beyond themselves and into the perceptions of others regarding administrative capacity. The

responses showed the following:

- It was speculated that, if left to the perception of the group, the administrative team would suggest that it is variously “overwhelmed,” “stretched as far as can be,” and – with the exception of the elementary school – “appropriately-sized and “running as efficiently as we can.”
- Respondents noted that there would likely be a split in the perceptions of staff regarding administrative capacity. It was observed that in most school districts some staff might say the organization is “heavy” on administrators but that it would be “less likely to (be heard) in Becker.” Other staff, it was suggested, might point to the Buildings and Grounds position, open at the time these interviews were being conducted, as a place where some changes could be made. It was also noted that the timing of the question to staff would factor into the response. The negotiations timeframe was cited as a challenging time.
- There was less resolve in answering on behalf of the citizen stakeholders of the district. Several respondents noted that their interactions were more limited to parents and to student issues. In general, the administrative team suggested that district residents seem “very happy” with the school district.

Finally, and as a result of the vacancy in the Buildings and Grounds position, each interview subject was asked for specific input into that position:

- Almost universally, respondents advocated for filling the position with a high quality candidate. Many members of the administrative team noted that, absent such an assignment, the financial and other real efficiencies to be realized through centralized purchasing, coordinated maintenance, and effective deployment of personnel would not be possible.
- Suggestions were made to “streamline” parts of the existing system by having a greater role for building heads. Some suggestions were made that the current system is predicated on the contractual agreement in the custodial unit that, purportedly, has stipulations regarding supervision. A question was raised about whether building heads might report more directly to Principals rather than the Director. These many suggestions were merely variations on the theme that the department needs strong leadership and that the position should be retained. A more detailed treatment of this issue is offered in the form of the recommendation found in Appendix C of this report. It was developed and submitted at the request of the Board Chair prior to the completion of the report.

An Analysis of the Comparative Data

As one part of this current effort, the district asked that an older, internal analysis of administrative staffing be examined. While a call was not made to replicate the district’s original

quantitative study, the district wished to review and authenticate that study in order to determine the extent to which the findings remain valid.

The district study, entitled “Administrative Staffing Survey: District and Schools” was originally prepared by Superintendent Stephen Malone in 2011. It was updated in 2013. In 2015, the transportation sections of the report were updated again in accordance with a separate study being completed on that element of the operation.

The data shown in the report, attached as Appendix D, were gathered through a survey of school districts and school buildings that, according to MDE enrollment data, were in a population range comparable to the Becker Public School and its buildings. Email messages were sent to verify survey data and telephone conversations were held to further clarify especially the elements related to transportation.

In this 2015 study, an “audit” was made of between 30 and 40 percent of the original respondent districts and school buildings in an effort to validate the data in the earlier study. Email inquiries were sent to those districts and school buildings seeking the same types of data as were reported in the original study; a comparison was made of current results with those reported in 2013. Telephone conversations were placed to clarify data elements. The “audited” districts and school buildings are identified in Appendix E.

Based on the results of this “audit,” it is apparent that, with minor variations mostly attributable to changes in student populations, the data remain valid. No significant changes in enrollment data would exclude the districts or buildings under study. Neither would there be significant reason to include additional districts or buildings in the study to further validate the findings. While some districts made some slight adjustments in staffing levels over the past two years, these were not determined to be material in nature.

As a second phase of this “audit,” the data were examined to determine how Becker Public School compares with the districts and buildings identified. The following observations, reported by school building and by the district as a whole, are offered:

- The data showed that the primary schools in the study are all supported by a full time Principal. There were various approaches to the use of Assistant Principals and Deans. The majority of the districts in the study did not report having either of these positions; as such, some caution should be exercised in that the data referenced here were generated by only three of the many primary schools in the original study. Still, they showed Becker’s level in this category to be two-tenths of a Full Time Equivalent (FTE) above that average. An examination of the support staff surrounding the lead Principal and his/her Assistant showed a different result. An analysis showed that the primary school in Becker was supported by 1.4 FTEs fewer than the average primary school in the study. The differences were most apparent in reception and attendance support. The FTEs assigned to Becker’s Guidance/Social Work system were similar to that found in the average building in the study though lower by two tenths of an FTE in combined counselor and counselor’s secretary time. (The support category of Lunch Supervision was removed

from the analysis in this entire section because of the variance in approaches from building to building and district to district.)

- A look at the intermediate schools in the study showed similar FTE counts as in the primary schools but the averages were generated by more respondent schools. While all of the schools reported having a full time Principal, half of the study buildings supported either an Assistant Principal, the most common model, or a Dean. In all cases but Becker, those positions were full time. On average, Becker, at the intermediate level, appeared to be on track with the average deployment of these assignments but those averages were made by places that either had a position (half of the respondents) or had no reported support at all (the other half). Once again, an examination of the support staff showed a much wider variance from the norm. In total, the average intermediate school in the original study reported 1.3 more support staff members than did Becker. Again, the most significant differences emerged in the areas of reception and attendance. A similar variance of .3 FTEs existed in the area of Guidance support from Becker to the average with Becker's count being lower.
- The middle school data painted a different picture at the senior building leadership level. All but one of the buildings was served by a full time Principal. That one, a site that apparently was nonresponsive to the original data request and to the current request as well, was included in the original analysis and thus impacted the averages listed. In an examination of the data on Assistant Principal and Dean assignments, and removing the nonresponding school from the mix, all of the comparison districts supported either a full time Assistant Principal (the model used in most places) or a full time Dean. Some places had both positions in place. The averages showed, though, that about an additional half FTE of assistance to the Principal was available in the average school building that did not exist at Becker. A similar analysis of support staff showed a wider variance. The data showed 1.1 FTEs fewer support persons in Becker than in the average respondent building. The differences were again most noted in the areas of attendance and reception. The Guidance/Social work category also showed that Becker is 1.1 FTEs lower than the average district though most of this was accounted for by the average school having a full time secretary supporting the licensed staff in this area. Becker had no reported support staff specifically assigned in this area.
- A look at the high school data revealed that Becker was nearly identical in both Principal and Assistant Principal configuration to the comparison high schools. The preferred model among comparison schools, by a wide margin, was to employ an Assistant Principal. Two high schools reported having both an AP and a Dean. One, in a district with historical financial distress, reported having neither. An analysis of support staff categories available in the high schools in the original study showed that, while different sites deploy persons in different ways, the total FTE count of these support positions in the comparison districts was very similar to Becker. Becker was lower than the average by about .5 FTE in reception and .2 FTE in Counseling/Social Work support staff but its ratio of licensed personnel in that latter area were slightly higher (.3 FTE) than the average district in the study. While, in total, the high school was still lower than average,

as compared to the like-size counterparts, it was closer to the averages than the other buildings in the district.

- A final element of the original report included a look at like-sized districts. Becker was identical to all of the comparison districts in the Superintendent and Assistant to the Superintendent assignments where one of each is shown. The same was true with the Business Manager position. Variances began to show themselves in some of the more discrete areas of the business function. The average comparison district was supported by a half time HR Director and about a quarter time HR secretary. Becker had neither. An analysis of raw counts showed that five of the 14 like-sized districts had a full time HR Director. Five more had a half time Director and only four, Becker included, did not have a Director in position. The averages found in the HR secretary spot showed that only four districts utilized this model of HR management. As such, the average FTE was low (.2). The other Business Office data showed that Becker's deployment of support staff was .9 FTE lighter than that found in comparison districts. The one other category reported that was relevant to the current study was in the area of Curriculum and Instruction. Of the 14 districts in the original study, 12 had Directors, most of whom were full time. One of the two that did not have a Director had a full time Assessment Coordinator, an assignment that many organizations, like Becker, pair with the Curriculum and Instruction office. With that factor in mind, Becker's time investment in a Director of Curriculum and Instruction was essentially the same as the comparison districts. Five of the 14 districts also supported a part time secretary to provide assistance to that Director; Becker was midrange in FTE allocation to those who did have such a position but above the overall average by .3 FTE. Finally, several districts had lead administrative staff devoted to Staff Development and to Federal Program Administration. Averages showed .6 FTEs devoted to the former and .4 FTEs devoted to the latter. Becker did not support individuals with these sole assignments; the job duties were variously distributed among members of the existing administrative team.

An additional element of analysis was made available with the original administrative study when it was completed by Superintendent Malone in 2013. He provided a North Central Association (NCA) matrix that showed what were reported to be "minimum staffing levels" for Principals. A similar chart was reported to be from the Minnesota Department of Education. The original data showed, from a Principal perspective, that Becker is at least close to those recommendations. The original chart is included as Appendix F. Efforts to produce similar information through the NCA, MDE, the MSBA, and via web-based resources did not produce any results. No recent comparable charts appear to be available.

As one added feature of the current study, and in response to an inquiry made by the Board, an analysis was done of the financial resources available to each comparison district to see the extent to which funding might be associated with administrative staffing. The author of the current report completed a dissertation in the late 1990s that focused on a district-by-district comparison of funding factors as these related to the concept of school funding equity. While the results of that study are clearly not relevant to this current effort, the author learned that many factors are at play in the differences that do exist from district to district. Poverty levels, English

Language Learning programs, Special Education population percentages, and the like all impact the resources available to a school district. If a district has more money in one state or federally funded area than another, it is most often an indication that the district also has more expenses associated with that particular area; often the “benefit” of the additional resource does not cover the actual “obligation” associated with delivery of the program area.

Still, it was illustrative to examine financial data to see what these revealed. A chart of all of the Fund 1 revenue available to the comparison districts has been included as Appendix G. These data were drawn from an analysis of fiscal year data submitted to and available through the Minnesota Department of Education. Data were drawn from Fiscal Year 2014, the most recent year for which such information existed. All of the school districts that were examined in the original Becker study were included in the analysis. The chart shown in Appendix G has the district-level comparison group identified with an astericks (*). The following observations can be made:

As compared to either the entire list of comparison districts or the district-level subgroup of 14 organizations from the original study, Becker had a Fund 1 total revenue available by Average Daily Membership that was lower than the average. Becker’s ADM amount was reported by MDE to be \$9,222. The range in the comparison districts was from \$8,826 to \$13,934 with that latter number being generated by the Minneapolis district which had a building in the original study. Minneapolis is often considered an outlier in such a study because of its unique challenges (largely) associated with poverty. The range in the district-level comparison group was tighter. The lowest reported number was produced by Delano at \$9,204 and the highest from Hibbing with \$12,551. Becker was second lowest in this list of 14 districts from the original study.

The data, as reported by the MDE, did not permit a detailed analysis of the buildings associated with the original Becker study. The data at a district-level revealed that, with lower funding than Becker, Delano reported the same level of district office/business office support staff as the average district in the original study. Delano had a higher FTE count in the HR function and significantly less staff time available in the category of Curriculum and Instruction/District Assessment than other districts in that study. Hibbing, at the top end of the reported funding range of comparison districts, was right at the average in DO/BO support staffing. The district was above average in staffing levels in HR and at average levels with licensed staff in the curriculum/assessment area. Becker, by comparison, was lower in these first two categories by nearly one FTE in each and at the averages in the last category of curriculum and assessment.

Two additional districts received a more detailed revenue examination because they were subject to an in-depth treatment in the section that follows. Hutchinson was reported to have \$9740 per ADM available. Their DO/BO staff level was reported to be .5 less than the average comparison district. Their investment in HR, as expressed in FTEs, was more than the average district in the study; the curriculum/assessment category was less. Worthington, with an ADM funding base of \$11,181, had one FTE more of DO/BO support help than the average district in the study, .7 FTE less of HR support, and .5 more curriculum and instruction support than the average comparison school.

A Review of Select School District Structures

In an effort to gain greater insights into the organizational structure of some of the comparison districts, three organizations were contacted by phone for in-depth reviews of the administrative structures that exist at those places. The three included the Worthington Public School, the Hutchinson Public School, and the Monticello Public School. In two cases, these districts were included both as comparison districts and had buildings included in the original study. In one case, the district was larger than the comparison district range but was included here because of both its proximity and its relative cultural similarity to Becker.

Interviews were conducted with the Superintendents of Worthington and Hutchinson. The Assistant Superintendent was interviewed in Monticello. All three individuals reviewed their general operations and were asked specific questions about the areas of Curriculum and Instruction, Human Resources, school building administration, and technology.

Different titles existed in the different organizations for those responsible for curriculum and instruction. However, all three of the districts examined here reported having a full time lead administrator in place to manage the various aspects of this assignment. In the case of two of the districts, the Technology Integrationist reported to this district-level administrator. These administrators were supported by full time administrative assistants. One district moved from a model in which an Assistant Superintendent, a position that no longer exists, was replaced by a Director of Teaching and Learning who spends about 75 percent of the time on curriculum and instruction and the remaining time on HR and other district management responsibilities. Another of these districts supported both an Assistant Superintendent and a Curriculum Director. The third also reported having a Director of Teaching and Learning who is more exclusively assigned to those curriculum and instruction responsibilities.

The interview subjects reported various ways HR is managed in their districts. One Superintendent noted that, by design and in accordance with budget constraints, four different persons in the central office – adding up to approximately one FTE total – perform various elements of the HR function. He confided that “if I had my way, I’d have an HR Director.” One respondent noted that the HR function is “poorly” executed in the district because the system doesn’t have an HR person. The routine work has been processed at the support staff level by persons throughout the business office. The more legal elements come to the Superintendent and a Director of Special Programs, a contracted position with a local service cooperative. The third organization also reported a distributed approach to HR but the respondent suggested that a “true” HR Director would be the preferred approach. “Mistakes in this area can get you into legal difficulty real fast...”

Each of the three school districts reported that full time Principals lead all buildings. All of the high school and middle school Principals are supported by Assistant Principals. Many but not all of the elementary schools also were reported to have Assistant Principals in place. No one reported the use of a Dean in place of or addition to an Assistant Principal. “I don’t know how we could do it with only one licensed administrator in each building ... one licensed administrator can’t do all of the evaluations.” Indeed, the teacher evaluation factor was specifically identified

by each of the interview subjects as the primary reason that APs rather than Deans were in place. One went so far as to say “I could add another administrator to each building just to support teacher evaluation” if it could be afforded. That same person discussed the importance of having administrators perform functions more associated with instructional leadership than student management. He described efforts to keep Principals, especially, in such a role and not “managing minor disputes like pulling hair” between kids. While he acknowledged the importance of responding to such things, “I can hire someone for \$15 an hour to do that for us and keep my Principals where they should be.”

Of the three comparison districts, Worthington supported a technology program most akin to that which is available in the Becker School District. The Superintendent reported that tablet devices are available on a one-to-one basis across the district and that laptops are similarly deployed. “We have technology everywhere.” Just as the number of devices Worthington utilized is similar to Becker, so too was the system Worthington used to both embed the devices into instruction and support the technology itself similar to Becker.

Worthington maintains a full time Technology Integrationist on a 200 day contract to “help teachers learn how to put this (technology) into the system.” In addition, four full time year-round tech specialists, working under a Technology Coordinator, keep the devices and the network alive. While there are interactions between individuals in these divisions, the primary focus of the former administrator is on curriculum and instruction while the latter administrator and that team are solely involved in the technology itself. Worthington has found, to paraphrase the Superintendent, that ‘people who can keep computers running can’t necessarily teach the use of technology to others or integrate technology into instruction.’

While Hutchinson did not report having the same level (one-to-one) of devices as Becker or Worthington, it too has full time individuals responsible for the “divisions” noted above: integration and support. The former assignment will, beginning this year, report to the Director of Teaching and Learning. The latter assignment will continue to report to the Director of Finance. Both of these technology administrators sit on a technology team and are at essentially a lateral position on the organizational chart. Centralized technology support persons, in numbers akin to Becker, manage day-to-day device problems and keep the network alive.

While the Monticello technology system is not reported to be at Becker’s one-to-one ratio, the district supports a Technology Director who is a former teacher and a Network Administrator who focuses on devices and network systems. The district reported being in developmental stages as it moves toward an Integration Specialist model. The scale of both of these “divisions” is, not surprisingly, different from that in Becker or the other two comparison districts noted here because fewer devices are supported.

In most other respects, these districts had site-level operations that were similar in nature to that found in Becker. Differences did appear to exist from place to place in numbers of nurses, counselors, social workers, and the like, but these were, in the opinion of the researcher, largely offset by other factors. Where one organization might support a social worker, another might have a team of behavior management specialists or a TOSA (Teacher on Special Assignment)

providing administrative support. While there were common threads regarding job functions for there is surely similarity in the type of work that must be performed, there were unique approaches to how that work has been organized into job categories. One interesting factor appeared to be at play. In each instance, work has often been designed not only around the needs of the system but also the unique skills and talents of the individuals who find themselves in these positions.

Summary

The perceptions of the administrative team, as revealed through targeted interviews, showed that the team believes both historical patterns and the challenges of growth impact (perceived) cultural and actual expectations around resources. At a time when resources have been relatively diminishing and the district has grown, state and local standards for student achievement and program opportunity have increased. This has put pressure on an administrative staff that, relative to student growth, remains largely the same size as it was before the new programs were put into place. In addition, a changing student population – one that has greater social, emotional, and physical health challenges than in the past – has required that additional organizational (and administrative) time be spent addressing these concerns.

In particular, the interviews revealed a perception that, in the specific areas of HR, payroll, and elementary-level administrative capacity, the organization does not support a level of staffing that is appropriate. Additionally, concerns were expressed that, individually and collectively, the administrative group is working at or above capacity. Respondents pointed proudly to high student achievement and they discussed their own work in relationship to that achievement.

In an examination of the original Becker study of administrative staffing levels, an “audit” of approximately a third of the original survey respondents revealed that the data are sound. No material differences existed in the more recent results than were reported in 2013. The data themselves revealed that, generally speaking, at both the district-level and the site-level, Becker has a similar level of licensed administrative staff in place as the comparison schools. There were some data to suggest that additional Assistant and/or Dean time, relative to the comparison schools, could be made available at the middle school and elementary levels to make these sites comparable to their study counterparts. In the specific areas of Human Resources management at the central office and in non-licensed support staff at the middle school and elementary levels, Becker supports fewer FTEs than do comparison schools. Becker’s model of a lead Principal and an Assistant Principal at the high school and middle school are consistent with the pattern found in all other places. The same is true with district-level lead administrators: Superintendent, Business Manager, and, considering that the position is often combined with assessment responsibilities, Curriculum Director.

When the original analysis was extended to include a look at available revenues, Becker was shown to be among the lowest-funded schools as measured in resources available on an Average Daily Membership basis. However, no direct relationship between administrative staffing levels

and ADM funding was revealed from this analysis. Districts appear to support staffing levels in accordance with their perceived needs as these relate to the overall mission of the district.

A deeper look at three school districts reinforced this perception about unique needs and mission. The organizations that were examined reported different ways to deploy personnel and to label job assignments, but they all supported comparable levels of administrative staff in the general areas under study. Differences were revealed in how technology is both integrated in instruction and supported in this use. Technology was not an element of study in the original Becker report on administrative staffing. Here, it was found that the two districts that have levels of technology comparable to Becker essentially have the same levels of administrative staff, organized in a very similar way, to that of Becker. The district that had a lower level of staffing in this area had a significantly smaller technology infrastructure to support but the deployment of personnel is similar to Becker. Additionally, in the case of all three organizations, leaders reported the need for additional support in the increasingly challenging area of Human Resources. The leaders who were interviewed also expressed distinct opinions that Principals need to be supported by licensed Assistant Principals because of heightened expectations that these site administrators embrace the role of instructional leadership. The time demands associated with teacher evaluation, in particular, were noted as a reason why licensed support must be available.

Conclusions

This study was originally framed around three central questions. While answers to these questions might generally be found in the report itself, a specific set of conclusions, framed around the questions themselves, has been made available:

Question One – Compared to school districts of like-size and function and in accordance with the findings of the study, is the level of administrative staff for the Becker Public School appropriate to achieve the mission of the district?

The findings revealed that the level of licensed staff for the Becker Public School is appropriate at the lead levels. So too is the use of Assistant Principals at the high school and the middle school an appropriate deployment of personnel. Some question exists about the appropriateness of the level of time devoted to the HR function, to building-level support staff, and, perhaps, to licensed support for Principals at the middle, intermediate, and primary school levels where, in comparison to like-sized organizations that presumably have like missions, the Becker Public School does not support the same levels of administrative staffing as was revealed in both quantitative and qualitative analysis.

Considering the work assignments and other organizational expectations prescribed by the Board of Education, what changes in staffing numbers (up or down) should be considered?

The results of the study suggest that the district appears to be running a relatively lean

administrative team, especially regarding the HR function and in the support areas specifically associated with reception, attendance, and even, as these functions relate to administrative function, counseling support services. While licensed staff solutions might be considered to address some of these perceived challenges, non-licensed solutions might be more financially viable and these would likely have the very real effect of keeping the licensed personnel better engaged in the higher functions associated with instructional leadership.

In an examination of the deployment of administrative staff relative to both numbers and job descriptions, how might assignments be restructured to achieve heightened effectiveness and efficiency?

This researcher did not find that the Becker deployment of administrative staff relative to numbers or to job descriptions was either atypical or inefficient. While each district generally studied in the original report and the three districts that were subject to more in-depth examinations had different job titles for different job functions and a different deployment of numbers and assignments of individuals associated with those functions, in all cases, the work that was performed simply needed to be completed. The one specific area this researcher believes that some restructuring needs to take place involves the important area of Human Resources management. Whatever the approach – through the addition of management level or support level personnel, by the specific reassignment of job duties within an existing staff – this function begs additional attention for it is an area of significant vulnerability (liability?) for the district insofar as mistakes made in this area can be both difficult to reconcile and expensive to remedy. A preferred approach, in the opinion of the researcher and as expressed in the recommendations that follow, would be to add capacity (staff time) to this function.

A few additional conclusions are offered here as well. The Becker Public School is producing high student achievement results and it is offering an impressive technology program. Evidence exists, in both the quantitative performance data and in the qualitative commentary from members of the administrative team, that the district is meeting a set of very high standards. While individuals from throughout the system have significant involvement in meeting this high mark, the administrative team is also integrally involved in this accomplishment. Significant changes down (reductions) from already stressed levels in the administrative team and in other areas of the operation must necessarily be examined within the context of the impact on achievement and/or organizational expectations.

Recommendations

If the district wishes to maintain its current level of progress on curriculum alignment, technology integration, and student achievement, then it will necessarily need to maintain at least the current level of administrative staffing in order to have some chance that these things might continue.

If the current level of administrative staffing remains in place, then the district should consider the adjustment of both licensed and support staff FTEs across all of the sites so as to better equalize what is essentially a relative shortage of staff at all levels. While job functions and role assignments differ from site to site, the data showed that, relative to their comparison counterparts, Becker High School is closer to the average licensed administrator and support staff levels than are the other three sites in the district. The prospect that shifts in support personnel from the high school to other levels might be required would clearly be difficult and involve the prospect of intense conversations about organizational equities. Such a move would necessarily need to be undertaken with the greatest sensitivity. Additionally, a shift of part time personnel from site to site might simply be logistically impossible.

If the district wishes to both reduce its liability in the Human Resources area and to improve its effectiveness in the deployment of that job function, then it should increase its investment in personnel in Human Resources. At a minimum, additional support staff time should be added into the central office mix; job tasks should be aligned with this new position and/or further integrated with other existing positions/job functions. Ideally, some management-level capacity in addition to or instead of the support staff time should be secured.

If the district wishes to keep key building personnel functioning more solely in the roles of instructional leaders, then it should consider the addition of support staff in key areas of site operations. These areas include reception, attendance, nursing, and/or counseling functions.

If the district wishes to take its focus on student achievement to the “next level” by increasing capacity in its instructional leaders, then, at the primary and intermediate schools, the addition of licensed administrative support should be considered. As a replacement for or in addition to existing “Dean-level” support, this move would permit the Principals to more fully attend to instructional leadership duties as lower-level but necessary tasks of student and site management would be performed by other personnel. In addition, the responsibilities of teacher evaluation would be shared.

If the district simply must make reductions in administrative staffing, then it should consider whether it can continue to support licensed administrators as second administrators (Assistant Principals) at the site level, the dual roles of technology integration and support, and/or the office of Curriculum and Instruction. Changes in any of these assignments will inevitably result in at least a temporary suspension of the current level of efforts at curriculum alignment, technology integration, and student achievement. Remaining administrators will be relegated more to management functions rather than to instructional leadership. The district would face the prospect that economic efficiency might otherwise trump overall effectiveness.

A facilitator’s note:

This researcher wishes to thank everyone associated with the project for the open and gracious manner in which each person interacted with and provided information to the report’s author. I found competent, hard-working people at every turn. The district appears, from this outsider’s

perspective, to be well-led from the Board of Education through the District Office and into the four levels of the student operation. And, the levels of student achievement that have been posted are certainly a testimony to the excellent work of the administrative group – licensed and non-licensed personnel alike – but also to the entire staff of the Becker Public School. Best wishes are expressed for continued success.

APPENDIX A – BOARD GENERATED QUESTIONS

1. Are we staffed at a level that is the most efficient?

While “efficient” can be “in the eye of the beholder,” it appears to this researcher that Becker has efficiently deployed its workforce. Generally, Becker appears to have built a high level of student achievement and operated a complex and growing operation with relatively fewer administrative personnel, especially in the support ranks, than other districts. The question remains as to whether these “efficiencies” can either be sustained over time or will inevitably lead to problems for the district. If something slips through the obvious cracks in the HR system, for example, difficult and expensive legal consequences can result.

2. Are there ways to improve the efficiency of individual positions?

Based on an analysis of the comparative data and discussions with members of the lead and support administrative team alike, it would appear that the efficiency and effectiveness of the lead administrative team could be further leveraged if additional support staff were made available. Everyone is busy, but consideration should be given to what comprises this level of activity. Insofar as lead administrators are spending significant time supervising students, pushing paper, monitoring attendance, processing health matters, and the like – important tasks that could otherwise be performed by individuals at different (lower) pay grades – capacity and efficiency can be added to these positions.

3. Are there opportunities to consolidate responsibilities of various positions when there is overlap?

The most obvious area of overlap is in the HR function which, as described above, is performed by “(e)verybody and nobody.” In fact, this might more accurately be described to be a gap. This could be eliminated by assigning sole responsibility to an individual or to a group of individuals. However, absent the addition of capacity to the central office, the work currently being performed by those assigned persons would need to be accounted for in some fashion. It would seem to be difficult to intentionally eliminate this condition without having more staff time available.

4. Are there any positions that you feel are over or understaffed in our district?

The researcher found no obvious places where the district is “over” staffed nor were there clues that such a condition might somehow be a hidden factor. Indeed, the data show that, especially at the site level with administrative support staff and at the district level in the HR function, the district might be short on staff. These data were supported by the perceptions of licensed and support staff as shared in the interviews.

5. How does our staffing compare with other districts our size (ADU's)?

The second main section of this report speaks more specifically to the comparison between Becker and other like-sized districts and school programs. In a nutshell, the Becker lead administration configuration is very similar to the comparison districts in the following categories: Superintendent, Principal, Business Manager, and Curriculum Director. The high school administrative and support staffing is very near the averages of the comparison schools. The middle school assistant administrative and support staffing levels are below comparison schools. The intermediate staffing level is short in the support staff ranks as compared to like-sized schools. The same is the case for the primary building. At the district office level, Becker does not provide either the lead administrator staffing levels or the support staff levels for HR as the comparison schools.

6. How does our staffing compare with districts with a similar budget?

As a general rule, the comparison districts in this study that reported a higher funding base, as measured through state data examined relative to their Average Daily Membership counts, are able to sustain a greater level of staffing at administrative levels than lower funded districts. However, a specific examination of select schools within this study would reveal that lower funded schools support higher administrative levels in some administrative categories than higher funded schools; the opposite is also true. As one moves beyond the data, it might be observed that districts choose to spend whatever money they have available in whatever ways they believe are most important to the achievement of the district mission. It would be dangerous to draw a direct link from any of the financial data examined in this report to any particular course of action regarding administrative deployment.

7. If we were going to add one position, what would be recommended?

As measured by vulnerability, the area that appears to need the greatest attention is in the area of Human Resources. The district does not appear to have an adequate number of personnel to manage the complex and important tasks associated with that function and it faces the heightened chance of liability as a result. At a minimum, the district should secure additional support staff and assign direct responsibility for this person/position to either an individual administrator or a pair of administrators. The Superintendent and/or Business Manager would be logical candidates to supervise such a position.

8. If we had to reduce one or more positions, what would be recommended?

This researcher hesitates to make recommendations on reductions for many factors necessarily need to come into play when such a course of action is contemplated. The scope of the study was such that only the administrative function of the district was examined. A deeper analysis of all of the elements of the operation might reveal other choices and an entirely different course of action than described below. As such, what follows is not a set of recommendations but rather a set of difficult alternatives that

would inevitably need to be considered in the case where reductions might be necessary. Individually and collectively, they would come with negative consequences for the district. These alternatives are not offered in an order of priority for they inevitably all could impact student achievement.

If the district were faced with a reduction in administrative ranks, the choices would necessarily involve the reduction of what might otherwise be considered essential services. Organizations like Becker that have faced budget crises have exchanged Assistant Principals for Deans and this could be done in Becker. The cost would be in the instructional leadership of the Principals for those newly reconfigured assignments would inevitably be almost exclusively devoted to performing the legally required tasks associated with teacher evaluation. Little time would remain for anything else and the total program would surely be impacted.

Another alternative that could be considered involves the Curriculum and Instruction department. Surely, not all of the districts in the comparison group maintain this position (though most do). However, Becker has demonstrated a significant commitment to achieving and maintaining outstanding test scores. These scores can certainly be attributed to many factors including strong work in the instructional and support staff ranks. However, ongoing efforts at curriculum alignment, technology integration, staff development, and the like are also important considerations. A reduction in this area would surely impact student achievement in the long run though a short-term sacrifice might need to be considered in the event of significant financial distress.

The same might be said about the technology program. Surely, not every district in the comparison group supports the level of technology that is in place in Becker nor the approach to integration of that technology. The district is faced with difficult choices in this area, though. The organization can choose to advance a system of “one-to-one” devices but this must both be integrated and technologically supported in order to return that investment. Alternatively, it can either abandon the direction or be content to leave the investment mostly under-utilized. Neither approach seems particularly viable considering the advancements recently made.

APPENDIX B – ADMINISTRATIVE TEAM INTERVIEW SUBJECTS

<u>Name</u>	<u>Assignment</u>
Chantell Boyer	Middle School Assistant Principal
Dale Christensen	Primary School Principal
Ryan Cox	Director of Instructional Technology
Jean Duffy	Director of Curriculum and Instruction
Christine Glomski	Intermediate School Principal
Dawn Gluczinski	MARSS Coordinator/CI Secretary
Roberta Harren	Middle School Administrative Assistant
Nancy Helmer	Middle School Principal
Mark Kolbinger	High School Assistant Principal
Diane Koubsky	Payroll Coordinator
Sandy Logrono	High School Principal
Stephen Malone	School Superintendent
Joe Prom	Director of Business Services

APPENDIX C – BUILDINGS AND GROUNDS RECOMMENDATION

(On Vox Liberi Letterhead)

June 16, 2015

To: Aaron Jurek, Board Chair for the Becker Public Schools

From: Greg Vandal, Vox Liberi

RE: Recommendation on Buildings and Grounds

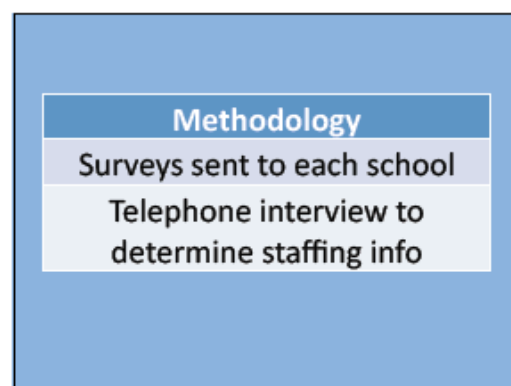
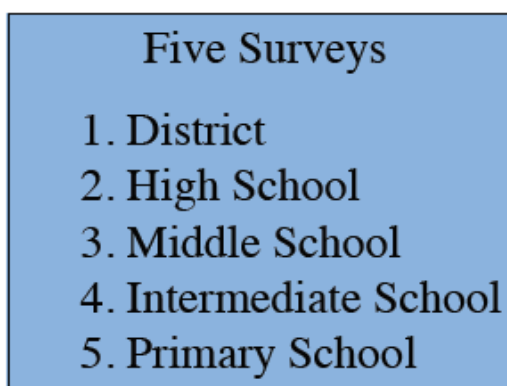
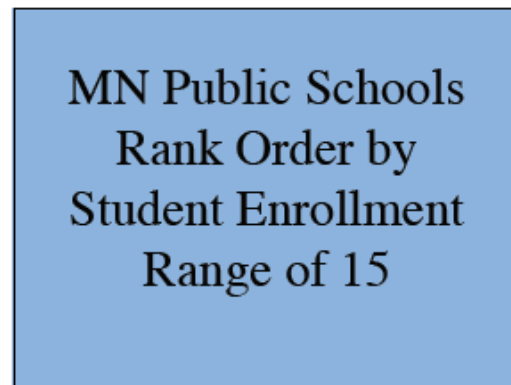
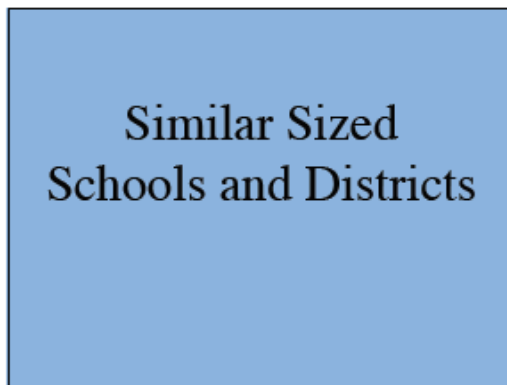
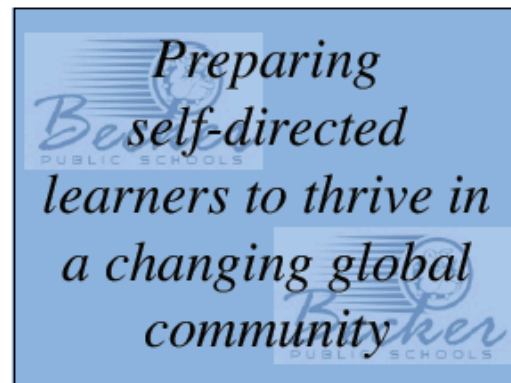
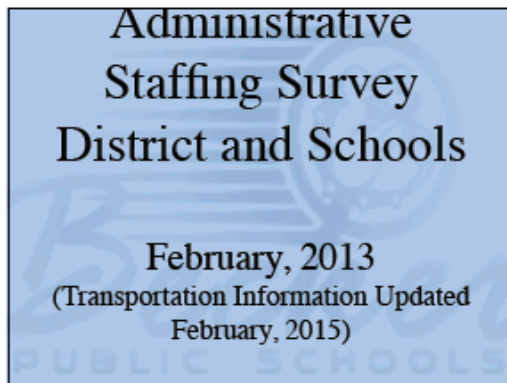
Aaron, I have been asked to provide a recommendation regarding the Buildings and Grounds position you have open in the school district. This recommendation is a part of a broader study of the deployment of administrative personnel in the district to be completed later in the summer. This study is in progress at this time but I have, as requested, moved this recommendation forward so that it can impact the vacancy.

It is my recommendation that the district proceed with hiring a Director of Buildings and Grounds in accordance with the posting and the job description developed by the district. This recommendation is based on several factors:

- In the last two weeks, I have interviewed over a dozen members of the district's administrative team to gather information for the study. During those interviews, I asked each participant to comment on the position and to share perceptions on the need for that assignment. It was the overwhelming sentiment that an effective Director of Buildings and Grounds is one essential element of a high functioning district. Many members of the administrative team noted that, absent such an assignment, the financial and other real efficiencies to be realized through centralized purchasing, coordinated maintenance, and effective deployment of personnel would not be possible. There was concern expressed that contract restrictions and other real concerns would prevent the use of a management system for Buildings and Grounds that would rely solely on existing personnel and/or some contracted (outsourced) entity.
- I am in the process of examining the data in the district's own administrative study. In a focus on the Director of Buildings and Grounds position, I find that there is near universal utilization of such a position in the comparison districts. Indeed, in an examination of organizations even half the size of the Becker Public Schools, the use of a full time Director of Buildings and Grounds is the norm. Superintendent colleagues express strong thoughts that an effective Director can more than earn his/her "keep" in supply and maintenance cost containment, fixed asset preservation, and personnel management.

No doubt, the primary mission of a school district is to deliver high quality educational services to the students served. Not to be forgotten is that one important element of the "overhead" for a high quality program is the efficient and effective system of facilities infrastructure to support that program. In the public and private sector alike, an organization with the scale and complexity of your own must surely rely on the services of a highly skilled professional who has the sole responsibility for the Buildings and Grounds of the organization. As such, I would recommend that you hire, and that you hire well. There will be a long-term return on that investment.

APPENDIX D – ORIGINAL STUDY



SOUTH ST. PAUL	3,225	District
COLUMBIA HEIGHTS	2,991	
HUTCHINSON	2,974	
FRIDLEY PUB	2,902	
DETROIT LAKES	2,855	
RED WING	2,853	
ORONO	2,772	
BECKER	2,751	
WORTHINGTON	2,542	
LITTLE FALLS	2,447	
HIBBING	2,426	
CLOQUET	2,415	
BROOKLYN CENTER	2,311	
DELANO	2,294	

School Districts	Super	Asst. Supr	Dir. Sch	Dir. Sch	Director Assn Dir Sch	Asst. Dir	Asst. Dir	Other Dir Staff	C & A Dir	Director Assistant (DAC)	Staff Development Coord	Therapist	Page Admin
Columbia Heights	1.0	1.0	0.5	1.0	0.0	1.0	0.0	0.5	0.0	1.0	0.5		0.5
Hutchinson	1.0	0.5	1.0	1.0	0.0	1.0	1.0	0.0	0.0	0.5	0.0	1.0	1.0
Friderley	1.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	0.5	1.0	0.0	0.0	0.0
Detroit Lakes	1.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0
Red Wing	1.0	1.0	0.0	1.0	0.0	0.5	1.0	1.0	0.0	0.5	1.0	0.0	0.0
Orono	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0
Becker	1.0	0.0	0.0	1.0	0.0	0.0	1.0	0.5	0.5	1.0	0.0	0.0	0.0
Payson Hills	1.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0	0.5	0.7	1.0	0.0	1.0
Washington	1.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0
Lake Falls	1.0	0.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0
Hibbing	1.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0
Chapen	1.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	0.5	0.0	1.0	0.0	1.0
Brooklyn Center	1.0	0.0	0.0						0.0	0.0	1.0	0.0	0.0
Delano	1.0	0.0	0.0	1.0	0.0	1.0	1.0	0.5	0.0	0.0	0.0	0.0	0.0
Avg	1.0	0.5	0.2	1.0	0.4	0.4	1.0	1.0	0.4	0.2	0.7	0.2	0.4
District 10-15	1.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	0.5	0.3	1.0	0.0	0.0

School Districts	Minist. Coord	IT&R Coord	R & G Dir	Public Mgr	Lead Com or Mgr Support	R & G Public Dir	Transp. Dir	Methods	Transp. Dir	Architectural Dir	Director Dir	Other
Columbia Heights	1.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	
Hutchinson	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	
Friderley	0.5	0.0	0.5	0.5	0.0	0.5	0.0	0.0	0.0	1.0	1.0	3 30 months
Detroit Lakes	1.0	0.5	0.0	0.5	0.5	0.5	0.0	0.0	0.5	1.0	1.0	
Red Wing	0.0	0.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	
Orono	0.5	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.5	1.0	1.0	
Becker	0.5	0.0	1.0	0.0	0.0	0.0	1.0	1.0	0.5	1.0	1.0	
Payson Hills	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	
Washington	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	
Lake Falls	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	1.0	
Hibbing	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	
Chapen	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	20 100 Public Admin
Brooklyn Center	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Delano	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	3 30 months
Avg	0.5	0.0	0.7	0.2	0.4	0.4	0.4	0.4	0.4	0.4	0.4	
District 10-15	0.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	0.0

FOREST LAKE	LAKES INT'L	598	Elementary
CLOQUET	WASHINGTON	597	
BURNSVILLE	HIDDEN VALLEY	597	
ROBBINSDALE	ZACHARY LANE	597	
MINNEAPOLIS	WHITTIER	596	
LAKEVILLE	LAKE MARION	596	
BRAINERD	RIVERSIDE	595	
BECKER	PRIMARY	594	
LITTLE FALLS	LINDBERGH	592	
PRIOR LK-SAVAGE	GLENDAL	592	
ELK RIVER	WESTWOOD	591	
BURNSVILLE	WILLIAM BYRNE	590	
FARIBAULT	ROOSEVELT	590	
WHITE BEAR LAKE	OTTER LAKE	589	
ANOKA-HENNEPIN	WILSON	588	

Primary Schools	Principal	Asst	Student Data	Lead Staff	Recruitment	Principal Secretary	Assistant Secretary	Transp. Intervention	Guidance Counselor	Guidance Secretary	Social Worker
Lake Park, Forest Lake	1	1	1	4	0	1	0	0	0	0	0
William Valley, Burnsville	1	0.5	0	4	0	1	1	0	0	0	1
Deerway Lane, Burnsville	1	0	0	2.5	0	1	0	0	0	0	1
Lake Martin, Lakeville	1	0	0	0	0	1	0	0	1	0	0.2
Brussels, Brainerd	1	0	0	2	0	1	0	0	0	0	1
Becker	1	0	0	2	0	1	0	0	0	0	0.2
Grand, Prior Lake-Savage	1	0	0	5	0	1	1	0	0	1	1
Wendell, Elk River	1	0	0	2	1	1	1	0	0	0	1.5
William Byrnes, Burnsville	1	0	0	3	0	1	0	0	0	0	0.5
Brussels, Becker	1	0	0	1.5	0	1	1	0	0	0	1
Avg	0.6	0.2	0.1	2.4	0.1	0.8	0.4	0.0	0.1	0.1	0.8
District 10-15	1.0	0.0	0.0	2.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0

ROSMNT-APPLE VLY	HIGHLAND	651	Elementary
ROBBINSDALE	FOREST	651	
WACONIA	SOUTHVIEW	650	
ROBBINSDALE	MEADOW LAKE	649	
ELK RIVER	ROGERS	648	
ROSEVILLE	BRIMHALL	647	
BECKER	INTERMEDIATE	646	
ELK RIVER	MEADOWVALE	643	
MINNEAPOLIS	LAKE HARRIET	642	
MINNEAPOLIS	HALE	641	
	PHALEN HMONG		
ST. PAUL	CORE KNOWLEDGE	641	
ST. FRANCIS	EAST BETHEL	640	
MANKATO	FRANKLIN	640	
HOPKINS	MEADOWBROOK	638	


Intermediate Schools	Principal	AP	Student Data	Length Days Staff	Reception	Principal Secretary	Attendance Secretary	Truancy Intervention	Guidance Counselor	Guidance Secretary	Social Worker
Highland, Minnesota (Ap) Vly	1	0	0	2	0	1	1	0	0	1	0
Forest, Northfield	1	1	0	2	1	1	1	1	0	0	1
Goodwin, Winona	1	0	0	1	1	1	0	0	0.5	0	1
Madison Lake, Northfield	1	1	0	3	0	1	1	0	1	0	1
Maple, Elk River	1	0	0	2	0	1	1	0	0	0	1
Woodhill, Roseville	1	0	0	5	1	1	0.5	1	0	1	1
Becker	1	0	3	2	0	1	0	0	0	0	1
Madisonville, Elk River	1	0	0	0	1	1	1	0	0	0	1
Lake Shore, MPLD	1	1	0	3	0	1	1	0	0	0	1
State MPLD	1	1	0	5	0	1	0	0	0	0	1
Woodville, Minnetonka	1	0	1	5	1	1	1	0	1	0	0.5
Madisonville, Maple	1	0	0	5	0	1	1	0	1	0	0.5
Avg	1.0	0.3	0.1	3.6	0.4	1.0	0.7	0.2	0.3	0.2	0.8
Becker 12-13	1.0	0.0	0.3	2.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0

WAYZATA	WAYZATA	748	Middle
EASTERN CARVER CTY	CHASKA	736	
PRIOR LAKE-SAVAGE	TWIN OAKS	735	
SOUTH WASHGTON CTY	OLTMAN	728	
DASSEL-COKATO	DASSEL-COKATO	719	
WAYZATA	WAYZATA WEST	717	
EASTERN CARVER CTY	PIONEER RIDGE	716	
BECKER	BECKER	716	
ELK RIVER	SALK	716	
FARMINGTON	ROBERT BOECKMAN	704	
DELANO	DELANO	696	
WORTHINGTON	WORTHINGTON	695	
ST. PAUL	BATTLE CREEK	694	
BLOOMINGTON	VALLEY VIEW	690	
EASTERN CARVER CTY	CHASKA EAST	685	


High Schools	Principal	AP	Student Data	Length Days Staff	Reception	Principal Secretary	Attendance Secretary	Truancy Intervention	Guidance Counselor	Guidance Secretary	Social Worker
Wayzata East	1	1	0	30	1	1	0.5	0	1	1	1
Charles West	1	1	1	Total Days	0	1	1	0.2	2	0	0.2
Twin Falls, Prior Lake, Minnetonka	1	1	0	2	0	1	0.0	0	1.3	1	1
Woodville, Coon Rapids	1	0	1	2	0.2	1	0.3	0	0	0	1
Wayzata West	1	1	0	6	0.5	1	0.5	0.4	1	1	0.6
Wayzata Ridge, Prior Center City	1	1	1	Total Days	0	1	1	0.2	2	2	0.2
Becker	1	3	0	2	0	1	0	0.4	1	0	0.4
Ind. Elk River											
Delano	1	1	0	2	0	1	1	0	0	0	1
Worthington	1	1	0	2	0	1	1	0.15	1	1	0.8
Valley View, Worthington	1	1	1	2	1	2	1	1	2	1	0.7
Charles West, Prior Center City	1	1	1	Total Days	1	1	1		2	0	1
Avg	1.0	0.9	0.3		0.3	1.1	0.7	0.4	0.9	0.9	0.9
Becker 12-13	1.0	0.2	0.0	0.1 AP	0.0	1.0	0.0	0.4 AP	1.0	0.0	0.4

HUTCHINSON	HUTCHINSON	830	High
DETROIT LAKES	DETROIT LAKES	825	
MILACA	MILACA	812	
ROCORI	ROCORI	801	
MORA	MORA SEC.	798	
MARSHALL	MARSHALL	790	
DELANO	DELANO	779	
BECKER	BECKER	774	
VIRGINIA	VIRGINIA SEC.	756	
LITTLE FALLS	LITTLE FALLS	748	
BROOKLYN CENTER	BRKLYN CENTER SEC.	731	
PINE CITY	PINE CITY SEC.	727	
WORTHINGTON	WORTHINGTON	717	
CLOQUET PUBLIC	CLOQUET SENIOR	698	
CANNON FALLS	CANNON FALLS SEC.	684	

High Schools	Principal	AP	Student Data	Length Days Staff	Reception	Principal Secretary	Attendance Secretary	Truancy Intervention	Guidance Counselor	Guidance Secretary	Social Worker
Woodville	1	1	0	4	0.5	1	0.5	0.0	1	1	1
Woodville Lake	1	1	0	AP 4	0	1	1	0.5	1	1	0.5
Minnetonka	1	1	0	Principal Secretary	0	1	1	0	2	1	1.4
ROCORI	1	1	0	Principal Secretary	0	1	1	0	2	1	1
Minnetonka	1	1	1	AP, Data, 4	0	1	1	0	1	1	1
Woodville	1	1	0	Students	0	1	1	0	2	1	1
Delano	1	1	0	4 years	0	1	1	0	1	0	0.15
Becker	1	0	0	2 AP	0	1	1	1 AP	2	1	0.6
Woodville	1	0	1	Days	1	1	1	0	1	1	0
Lake Park	1	1	0	Principal, AP	0	1	1	0	1	1	1
Woodville City	1	0	0	4 years	1	1	1	1	1.5	1	1
Delano City	1	1	1	4 years	1	2	0	1	2	1	0.6
Woodville	1	1	0	Principal, AP	1	1	1	1	2	1	0.5
Chapman	1	1	0	AP	1	1	0	0.17	2	1	0.2
Avg	1.0	0.9	0.2		0.4	1.1	0.8	0.3	1.3	0.9	0.7
Becker 12-13	1	0.5 AP	0	AP	0	1	1	AP	1	1	0.6



Preparing
self-directed
learners to thrive in
a changing global
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APPENDIX E – AUDITED SCHOOL DISTRICTS

District	School	Type	Enrollment	Name	Position
Columbia Heights		District	2,991	Dawn Hoiium	Exec Asst
Hutchinson		District	2,974	Kayleen Jensen	Admin Asst
Detroit Lakes		District	2,855	Colleen Schmit	Sec to Sup
Red Wing		District	2,853	Kristen Jergensen	Secretary
Orono		District	2,772	Linda Von Buskirk	Admin Asst
Little Falls		District	2,447	Stephen Jones	Sup
Hibbing		District	2,403	Trina Baumgardner	Sec
Robbinsdale	Zachary Lane Elementary	Primary Elem.	561	Randy Moberg	Principal
Brainerd	Riverside Elementary	Primary Elem.	620	Jodi Kennedy	Principal
Little Falls	Lindbergh Elementary	Primary Elem.	644	Jill Griffith-McRaith	Principal
Elk River	Westwood Elementary	Primary Elem.	622	Kari Sampson	Principal
Faribault	Roosevelt Elementary	Primary Elem.	510	Terry Ronayne	Principal
White Bear Lake	Otter Lake Elementary	Primary Elem.	574	Timothy Schochenmaier	Principal
Waconia	Southview Elementary	Intermediate Elem.	651	Khuzana DeVaan	Principal
Robbinsdale	Meadow Lake Elementary	Intermediate Elem.	585	Amy O'Hern	Principal
Elk River	Rogers Elementary	Intermediate Elem.	720	Philip Schreifels	Principal
Elk River	Meadowvale Elementary	Intermediate Elem.	599	Karen Maschler	Principal
St. Francis	East Bethel Community Sch	Intermediate Elem.	557	Angela Scardigli	Principal
Mankato	Franklin Elementary	Intermediate Elem.	694	Travis Olson	Principal
S Washington Cty	Oltman Middle	Middle School	692	Becky Schroeder	Principal
Dassel-Cokato	Dassel-Cokato Middle	Middle School	676	Alisa Johnson	Principal
Elk River	Salk Middle	Middle School	851	Julie Athmann	Principal
Farmington	Robert Boeckman Middle	Middle School	840	Dan Miller	Principal
Delano	Delano Middle	Middle School	762	Barry Voight	Principal
Worthington	Worthington Middle	Middle School	831	Jeff Luke	Principal
Detroit Lakes	Detroit Lakes Senior High	High School	838	Darren Wolf	Principal
Milaca	Milaca Secondary School	High School	851	Damian Patnode	Principal
Rocori	Rocori Senior High	High School	750	Mark Jenson	Principal
Mora	Mora Secondary School	High School	715	Brent Nelson	Principal
Little Falls	Little Falls Senior High	High School	805	Tim Bjorge	Principal
Cloquet	Cloquet Senior High	High School	682	Warren Peterson	Principal

APPENDIX F – CHART OF STATE AND NATIONAL STAFFING STANDARDS

The North Central Association (NCA) is one of the six regional accrediting associations in the United States and is recognized by the U.S. Department of Education as an accrediting organization. Founded in 1895, NCA is considered the premiere accreditation for schools in the central part of the United States. The NCA accredits elementary, middle level, secondary, college preparatory, adult vocational, and K-12 schools.

NCA requirement for minimum staffing of principals

	Enrollment	Principals Required	14-15 Becker Enrollment		Becker Principals
Elementary	less than 251	0.5			
	251-599	1	593	PS	1
	600-800	1.5	620	IS	1
	800-999	2			
Middle Sch	less than 251	0.5			
	251-500	1			
	501-1000	1.5	681	MS	1.5
High Sch	less than 251	0.5			
	251-500	1			
	501-1000	1.5	889	HS	1.5

Becker Middle School Assistant Principal Position
 50% Assistant Principal
 40% Truancy Intervention LSS Contract
 10% (1 hour per day) lunchroom supv

Becker High School Assistant Principal Position
 70% Assistant Principal
 10% student mentorship
 Alternative School Director
 10% (1.5 hours per day) lunchroom supv
 10% Truancy Intervention

Minnesota Department Of Education Recommendation

	Enrollment	Principals	14-15 Becker Enrollment		Becker Principals	Becker Assistant Principals
	less than 600	1 principal	593	PS	1	
	600-800	add 1 AP	620, 681	IS, MS	1, 1	.5 MS
	800-1500	add 2 AP	889	HS	1	.7 HS
	1500 +	add 3 AP				

APPENDIX G – ANALYSIS OF AVAILABLE RESOURCES

School District	Total Local Sources	Total State Sources	Federal Sources	Fund 01 Total Revenue
Milaca	\$395	\$8,134	\$297	\$8,826
Mora	\$532	\$8,078	\$334	\$8,944
Waconia	\$1,034	\$7,833	\$183	\$9,051
Dassel-Cokato	\$591	\$8,254	\$238	\$9,083
Delano*	\$1,100	\$7,952	\$152	\$9,204
Becker*	\$1,333	\$7,760	\$128	\$9,222
ROCORI	\$1,151	\$7,948	\$222	\$9,321
Fergus Falls	\$1,493	\$7,807	\$175	\$9,476
Prior Lake-Savage	\$1,180	\$8,129	\$202	\$9,512
Lakeville	\$1,256	\$8,065	\$212	\$9,533
Cloquet*	\$756	\$8,424	\$501	\$9,682
Hutchinson*	\$903	\$8,506	\$331	\$9,740
Forest Lake	\$1,049	\$8,621	\$289	\$9,959
Elk River	\$1,256	\$8,453	\$270	\$9,978
Detroit Lakes*	\$964	\$8,606	\$458	\$10,028
Mankato	\$1,101	\$8,574	\$384	\$10,059
Eastern Carver County	\$1,545	\$8,365	\$264	\$10,174
Pine City	\$1,003	\$9,068	\$243	\$10,314
Little Falls*	\$839	\$9,015	\$484	\$10,338
Marshall	\$1,371	\$8,816	\$307	\$10,494
Red Wing*	\$1,695	\$8,530	\$271	\$10,497
Brainerd	\$1,161	\$9,045	\$682	\$10,888
Orono*	\$2,314	\$8,312	\$262	\$10,888
Rosemount-Apple Valley-Egan	\$1,593	\$9,115	\$287	\$10,995
Worthington*	\$791	\$9,953	\$438	\$11,181
Faribault	\$1,206	\$9,581	\$535	\$11,322
Wayzata	\$2,369	\$8,762	\$293	\$11,423
Virginia	\$2,326	\$8,749	\$416	\$11,492
Robbinsdale	\$1,840	\$9,271	\$502	\$11,614
Burnsville	\$1,986	\$9,354	\$445	\$11,785
Roseville	\$2,344	\$9,125	\$368	\$11,837
Hopkins	\$2,195	\$9,287	\$369	\$11,851
Bloomington	\$1,932	\$97,090	\$424	\$12,146
Columbia Heights*	\$1,449	\$10,178	\$532	\$12,159
Brooklyn Center*	\$1,419	\$10,398	\$520	\$12,337
Fridley*	\$1,312	\$10,529	\$522	\$12,363
Hibbing*	\$3,365	\$8,710	\$476	\$12,551
Minneapolis	\$2,501	\$10,269	\$1,164	\$13,934
Avg 2014 Revenues Per ADM	\$1,438	\$11,123	\$373	\$10,637
Statewide	\$1,400	\$9,136	\$463	\$11,000
*district-level comparison group				