



Robbinsdale Area Schools School Board Meeting Agenda

Monday, December 2, 2013 at 7:45 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

The Work Session will begin immediately following the Business Meeting. The estimated start time is 7:45 p.m.

1. Stakeholder Satisfaction Survey Results 2
Presenter: Latisha Gray and Peter Leatherman
2. Discussion of Potential Levy Referendum 48
Presenter: Jeff Priess



MEMO

DATE: 11-26-13

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Latisha Gray, Marketing and Communications Program Director

RE: 2013 Stakeholder Survey Results

DISCUSSION:

The board will hear an overview of the results of the 2013 Stakeholder Survey. There were three groups surveyed: 400 randomly selected adult residents of the district; 250 parents within the district; and 300 randomly selected “outbound” parents (these parents chose to open-enroll their child to a charter school or another public school).

In addition to the Powerpoint summary, you will find the complete survey reports attached.

Dr. Bill Morris, president of The Morris Leatherman Company and Peter Leatherman, chief executive officer of The Morris Leatherman Company will present.

Outbound Parent Study

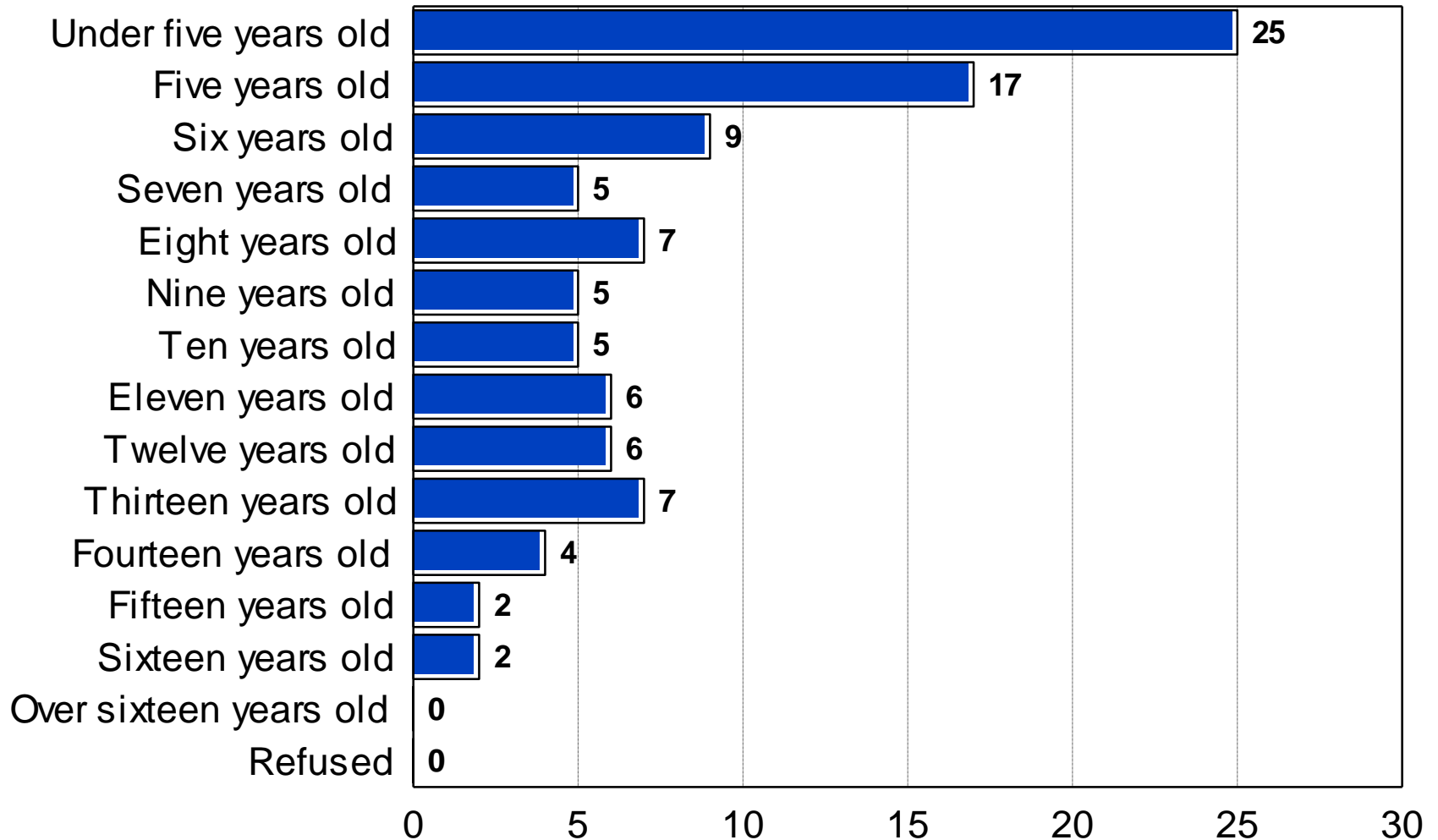
2013 Robbinsdale Area Public Schools

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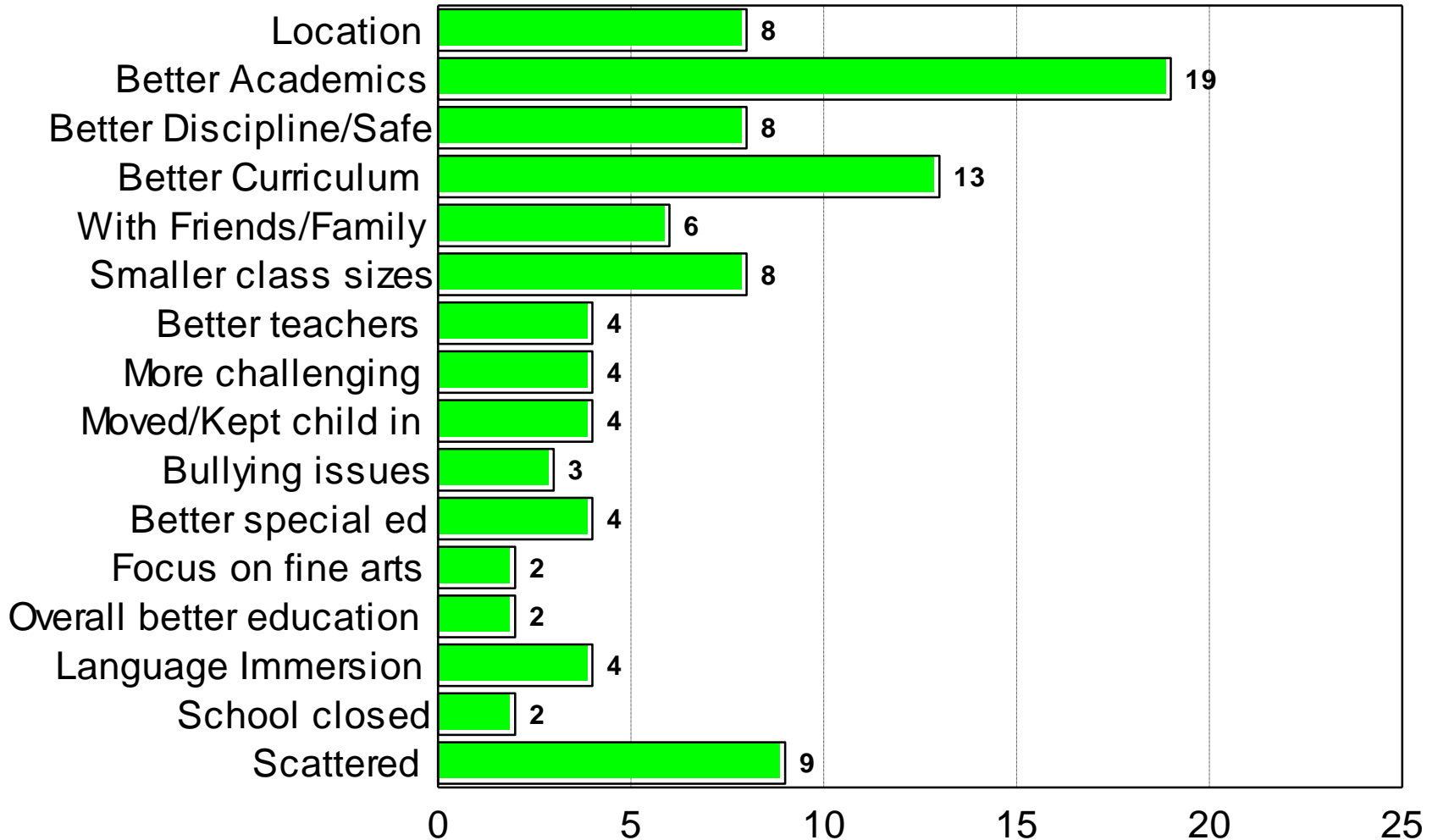
Child's Age at Decision

2013 Robbinsdale Area Public Schools



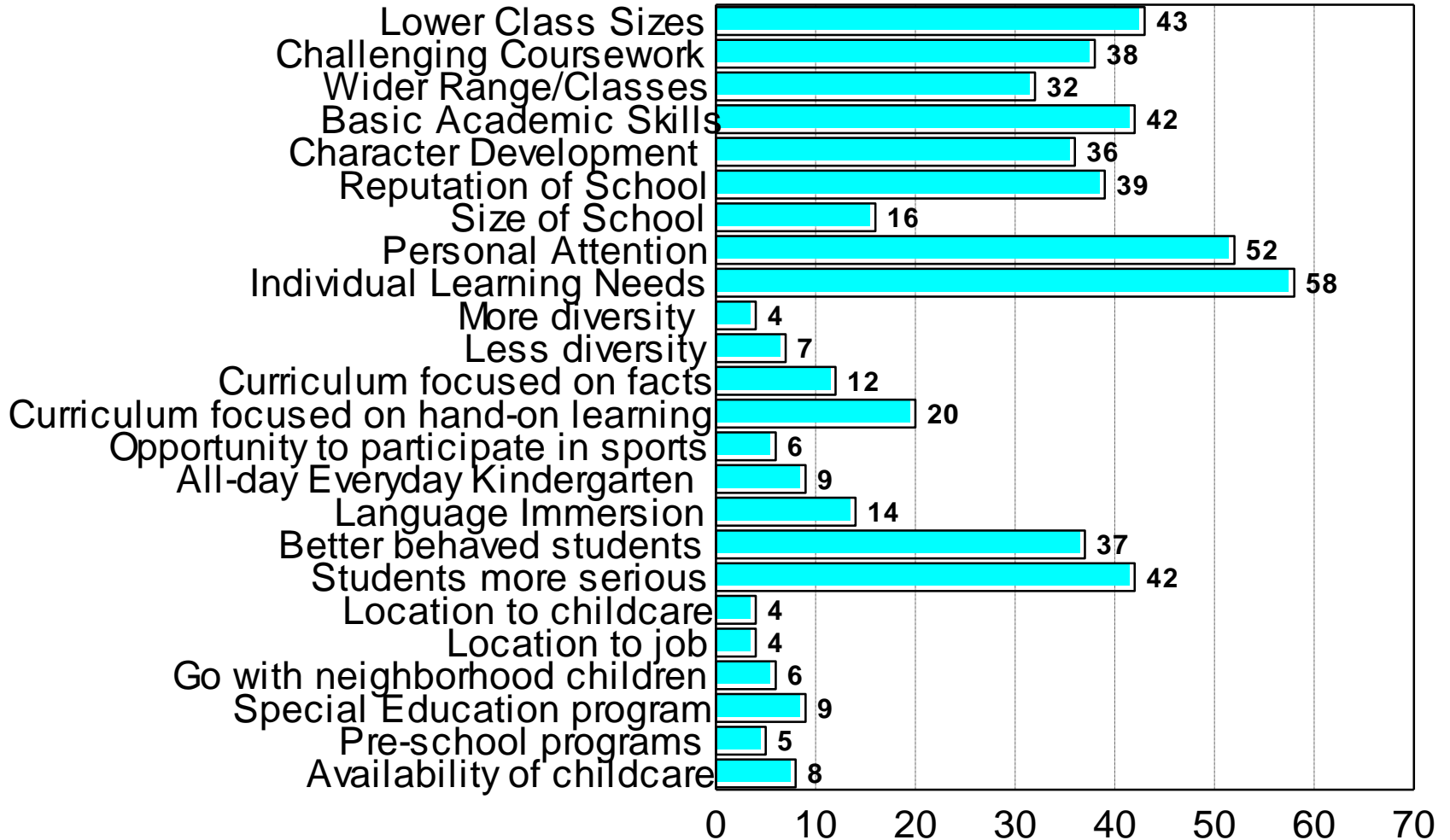
Reason for Decision

2013 Robbinsdale Area Public Schools



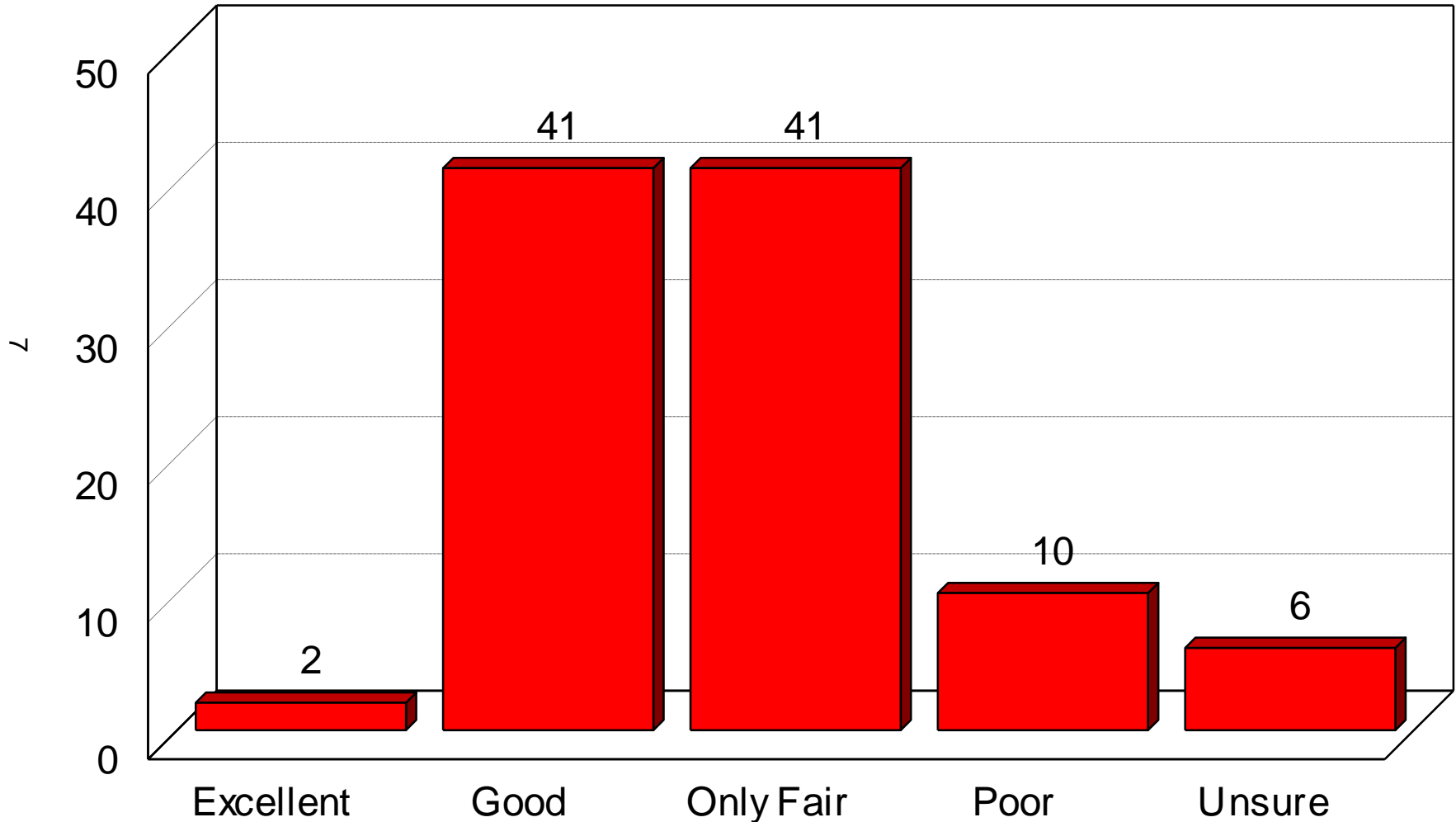
"Most Important" Reasons

2013 Robbinsdale Area Public Schools



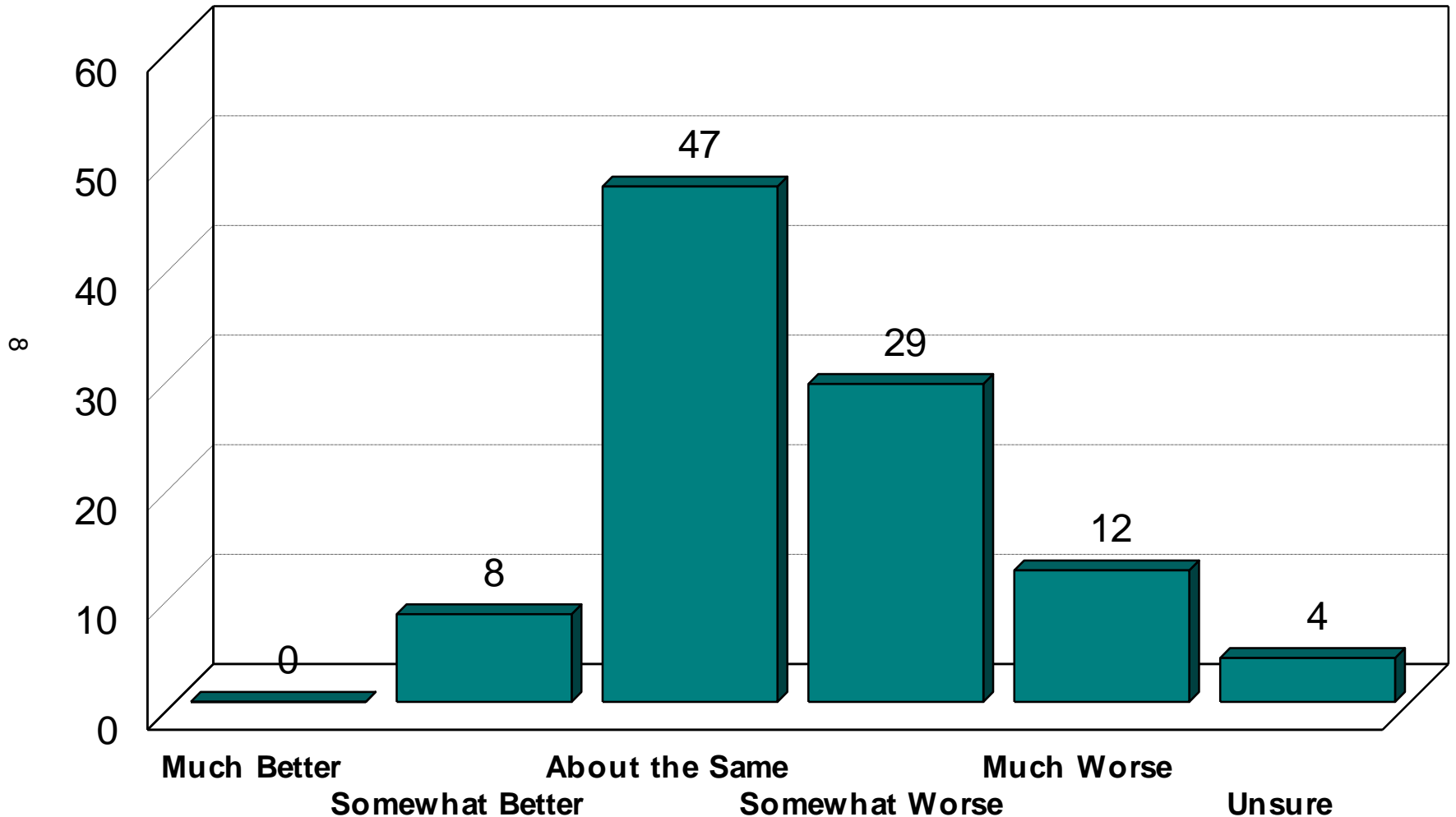
Quality of Education in Robbinsdale SD

2013 Robbinsdale Area Public Schools



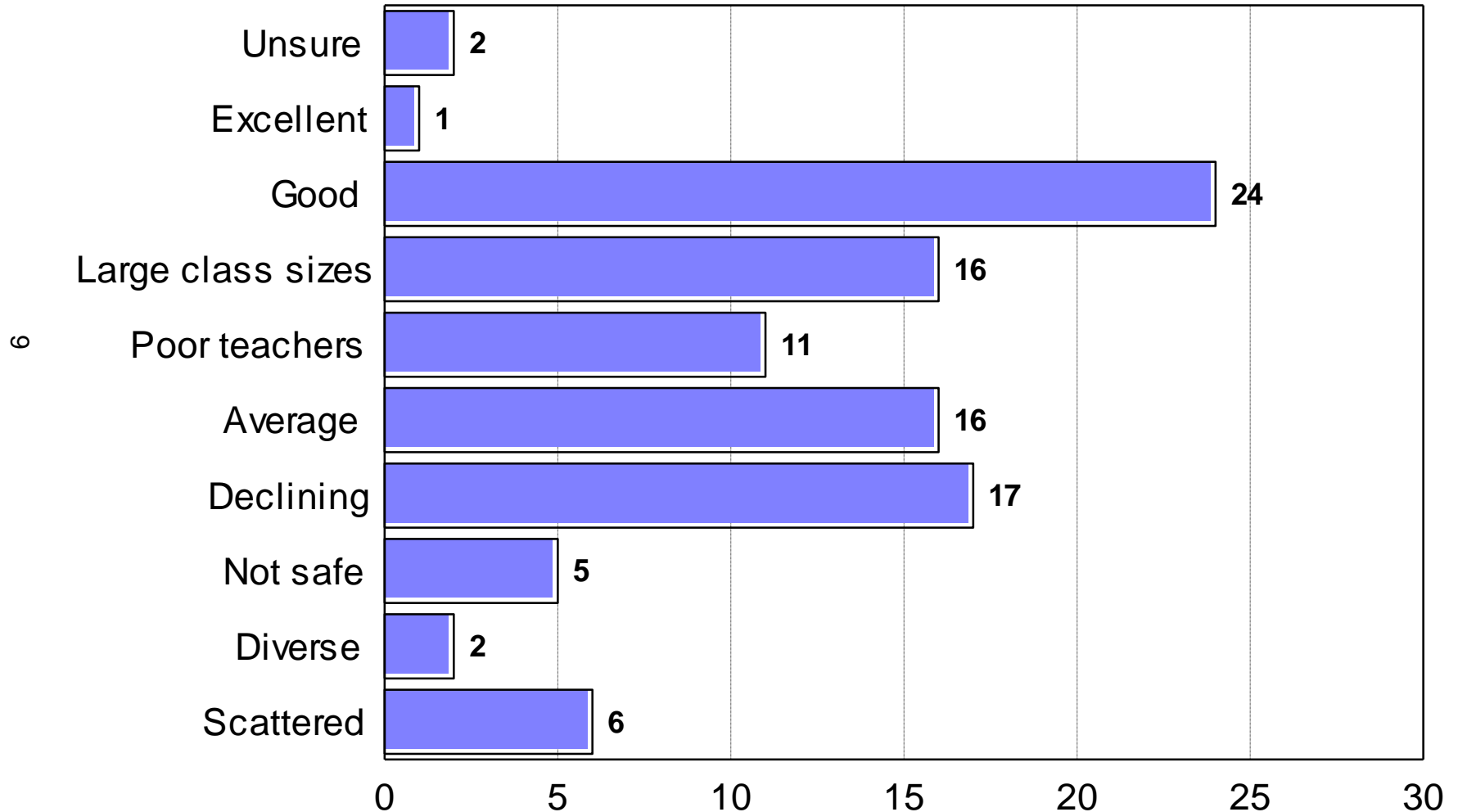
Education Quality in Comparison

2013 Robbinsdale Area Public Schools



Description of Robbinsdale SD

2013 Robbinsdale Area Public Schools



Robbinsdale Area Public Schools

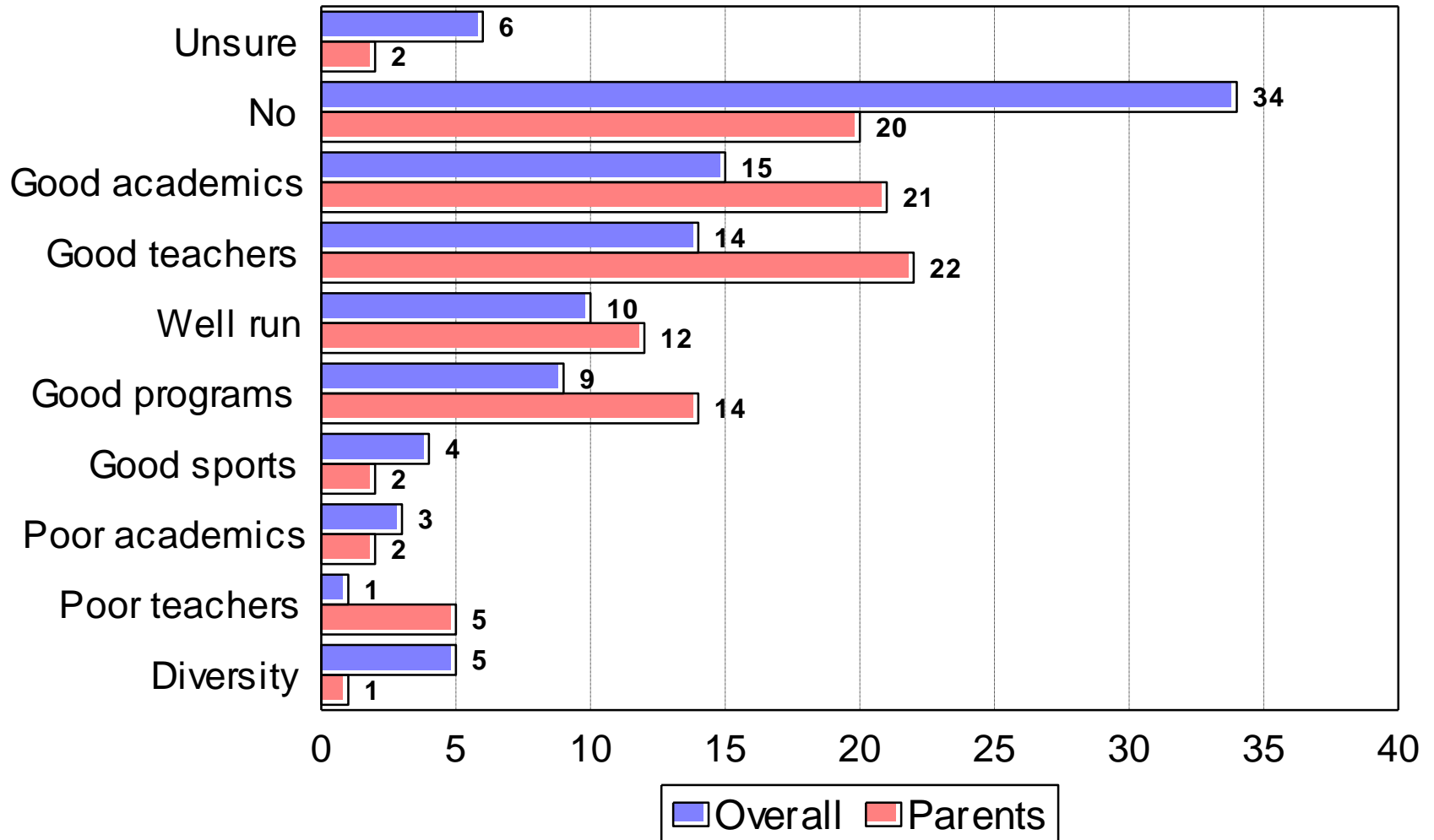
2013 Residential and Parent Survey

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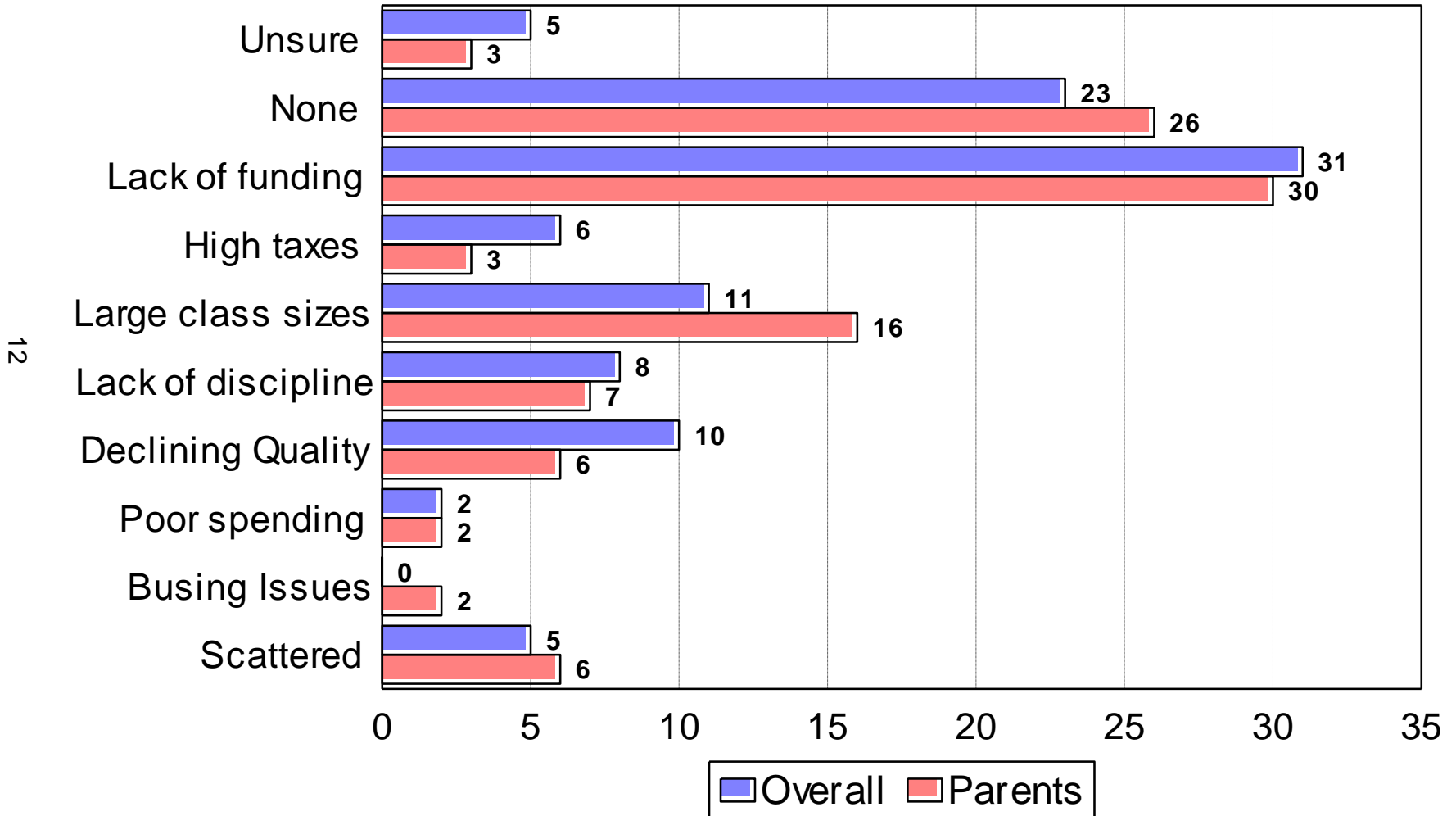
Sets the District Apart

2013 Robbinsdale Area Public Schools



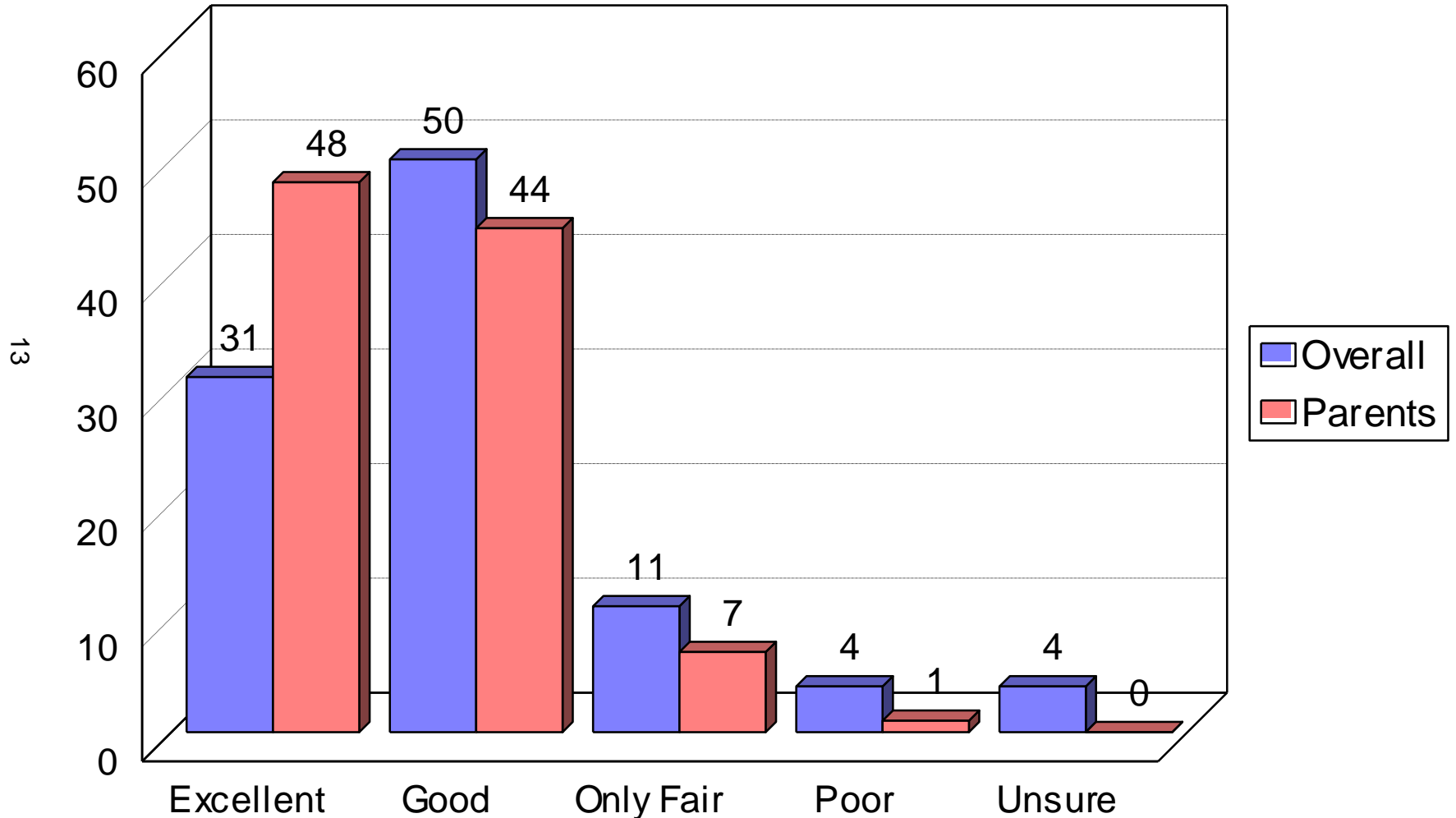
Most Serious Issue

2013 Robbinsdale Area Public Schools



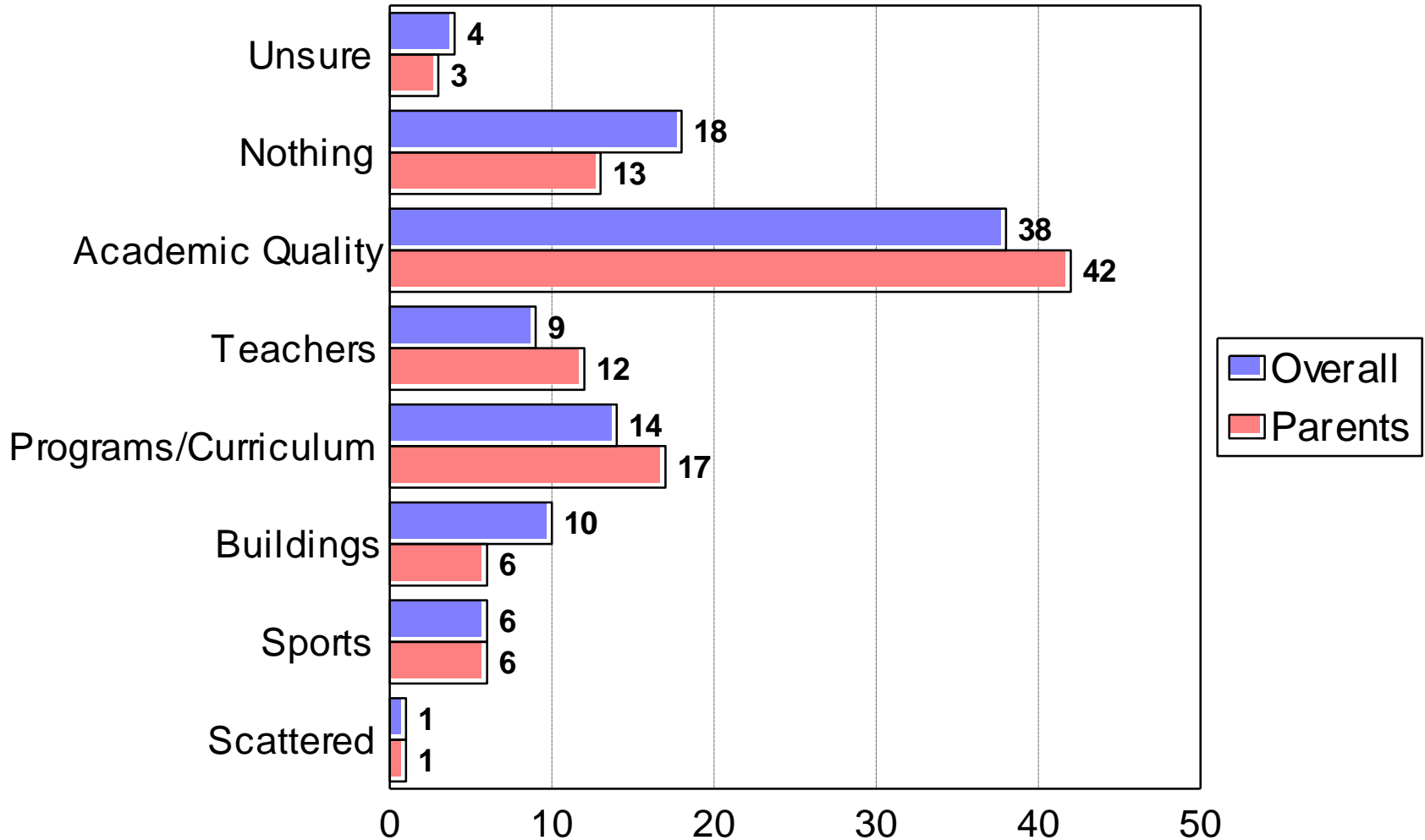
Quality of Education

2013 Robbinsdale Area Public Schools



Preserved for Future

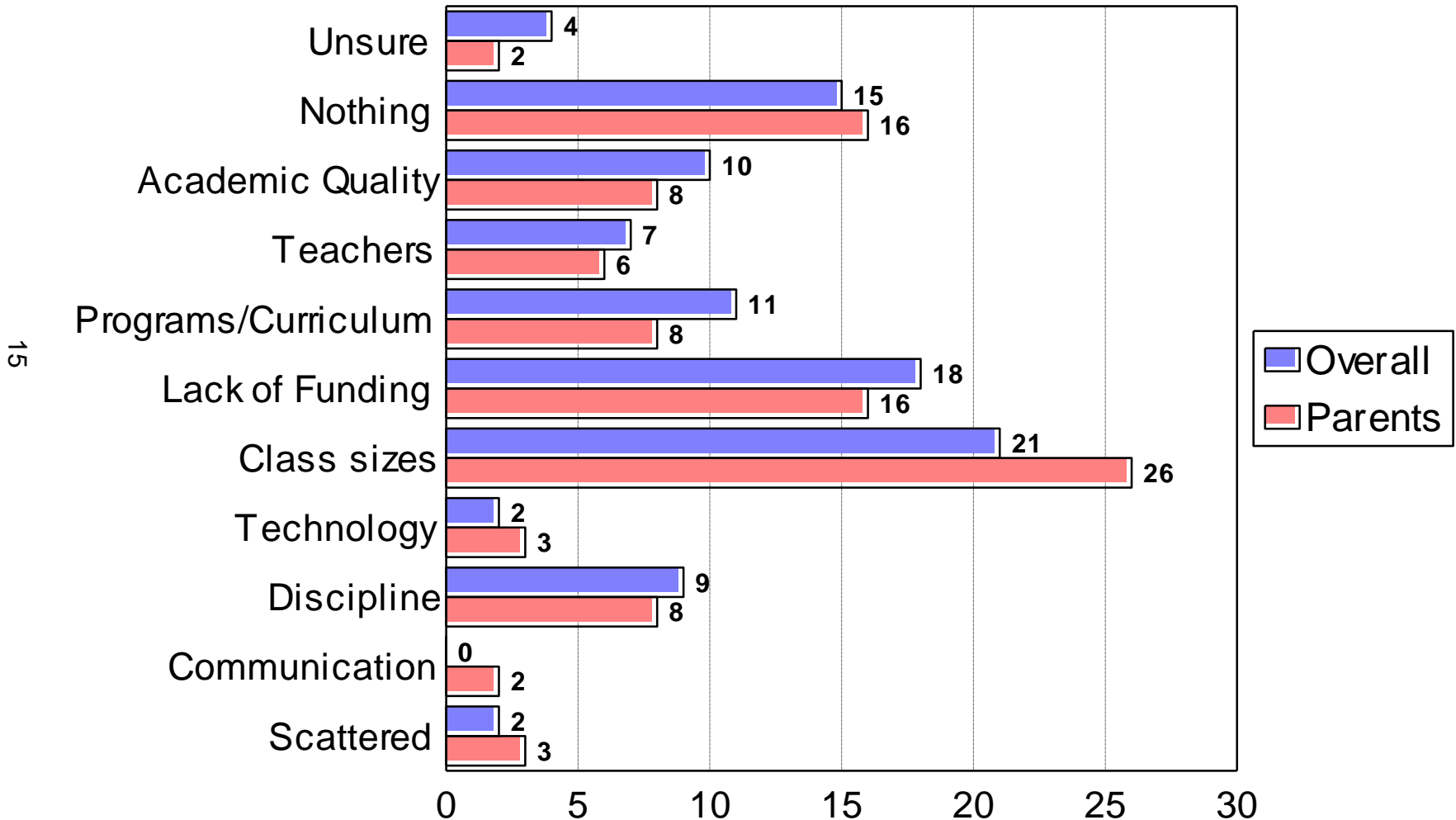
2013 Robbinsdale Area Public Schools



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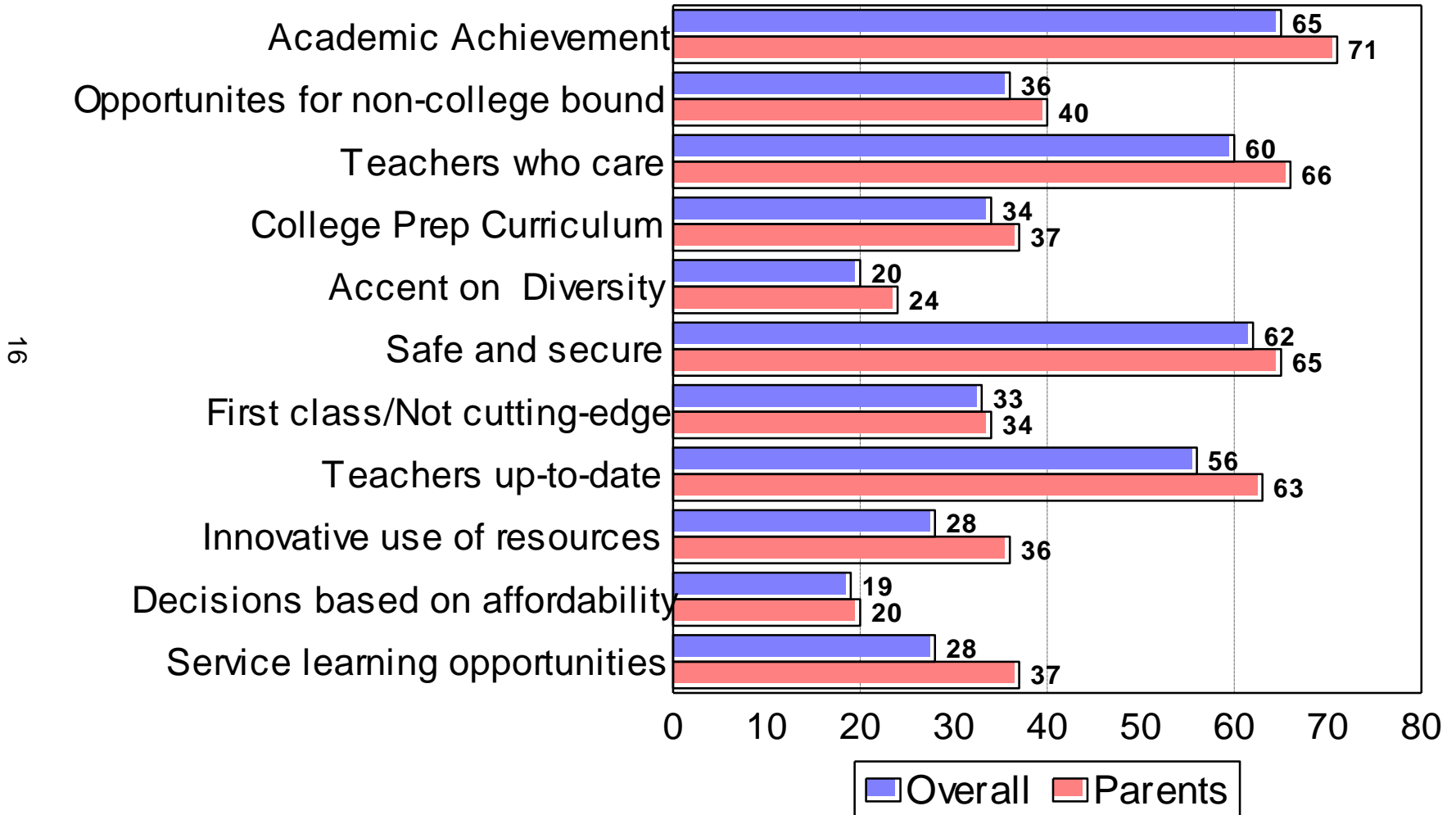
Fixed or Improved for Future

2013 Robbinsdale Area Public Schools



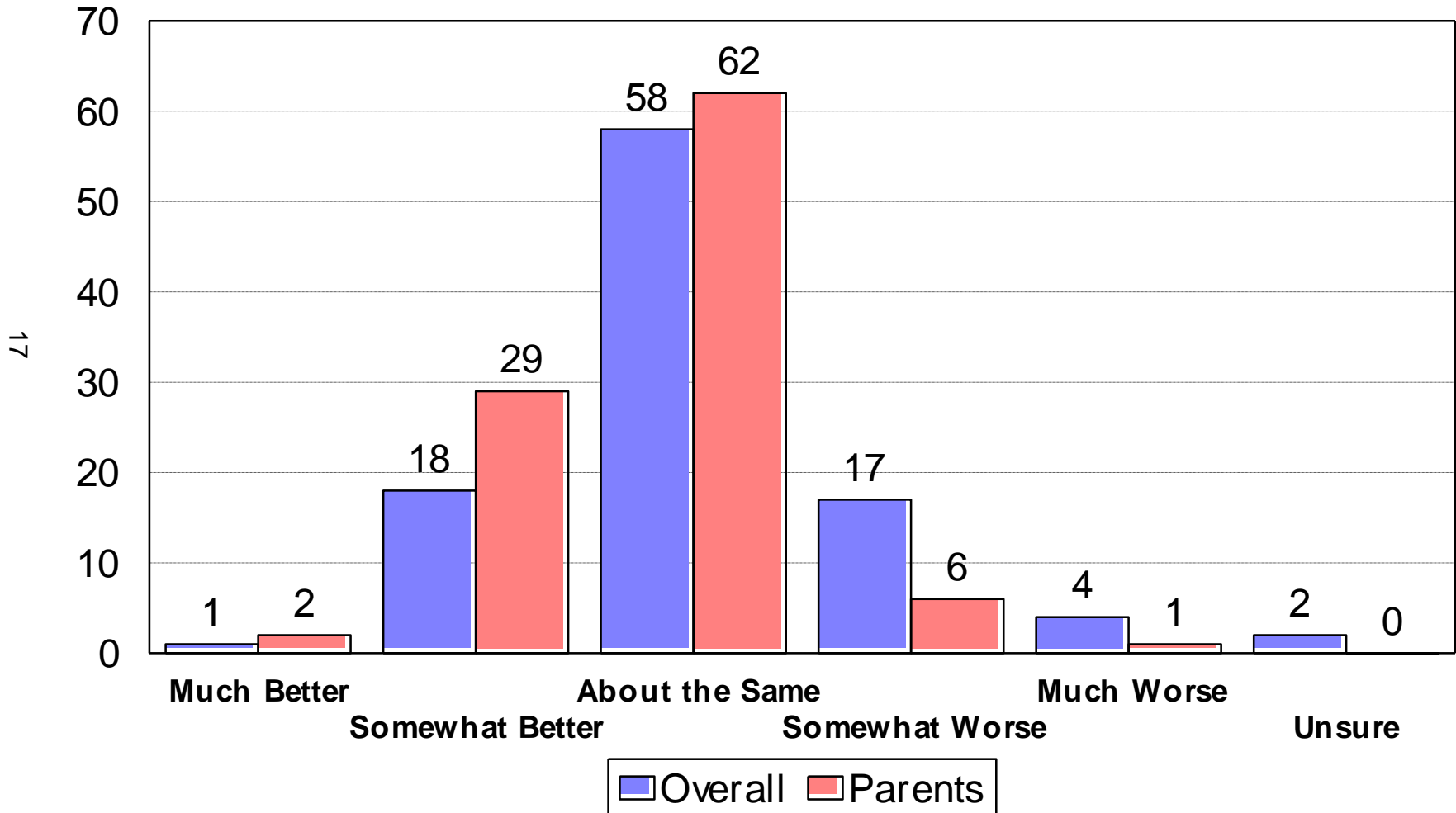
Strategic Planning “Top Priority”

2013 Robbinsdale Area Public Schools



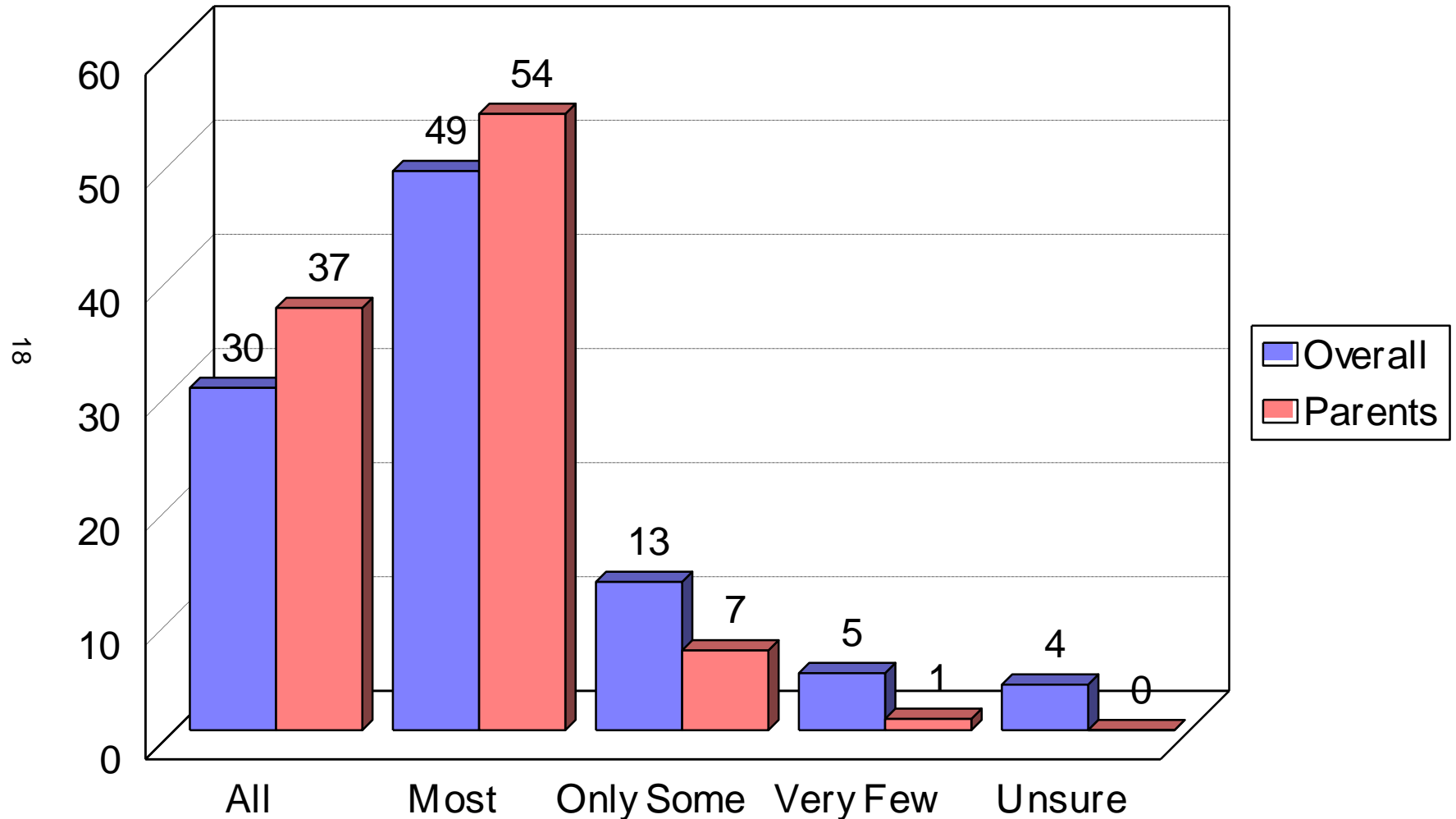
Rate Robbinsdale SD in Comparison

2013 Robbinsdale Area Public Schools



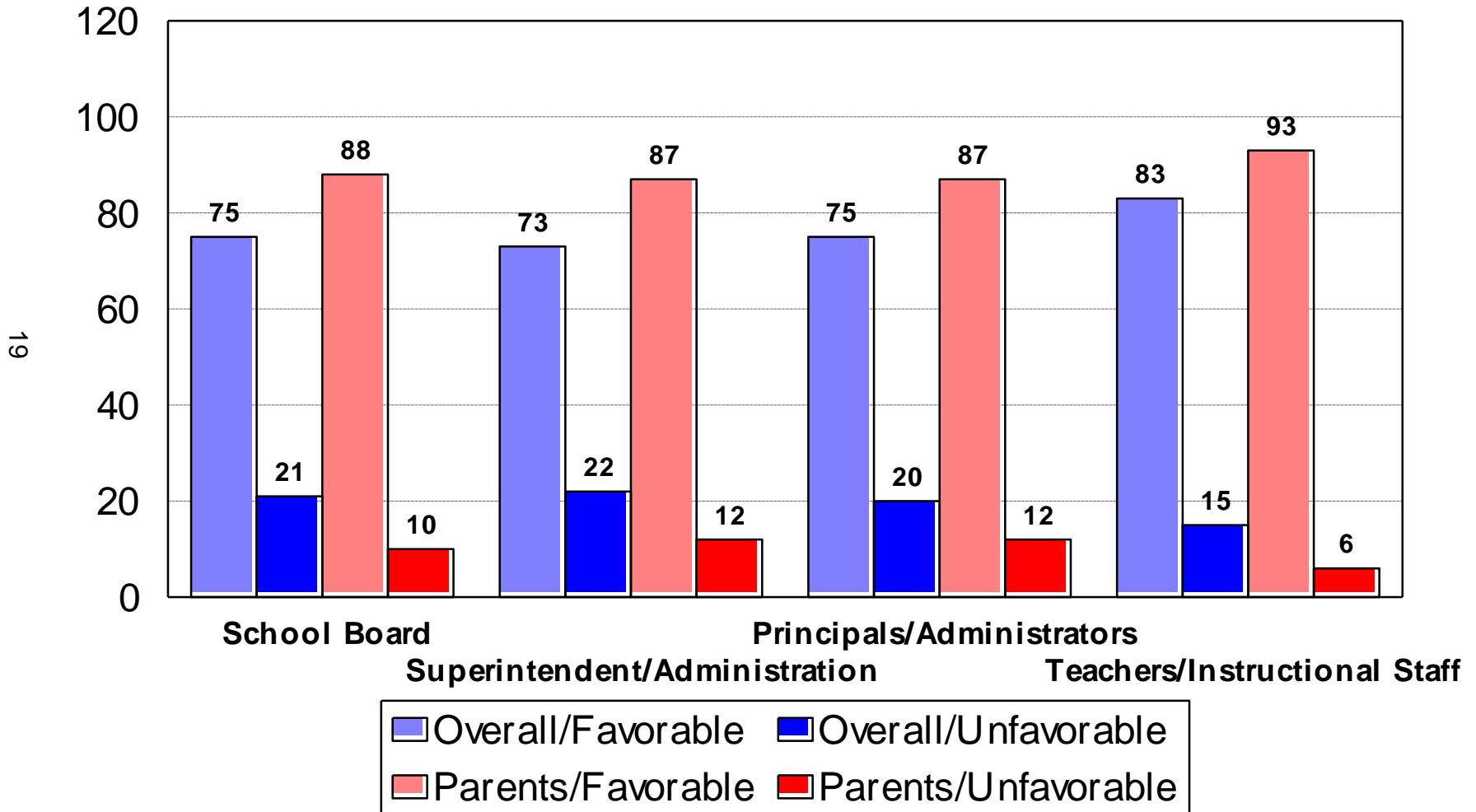
Meeting Learning Needs

2013 Robbinsdale Area Public Schools



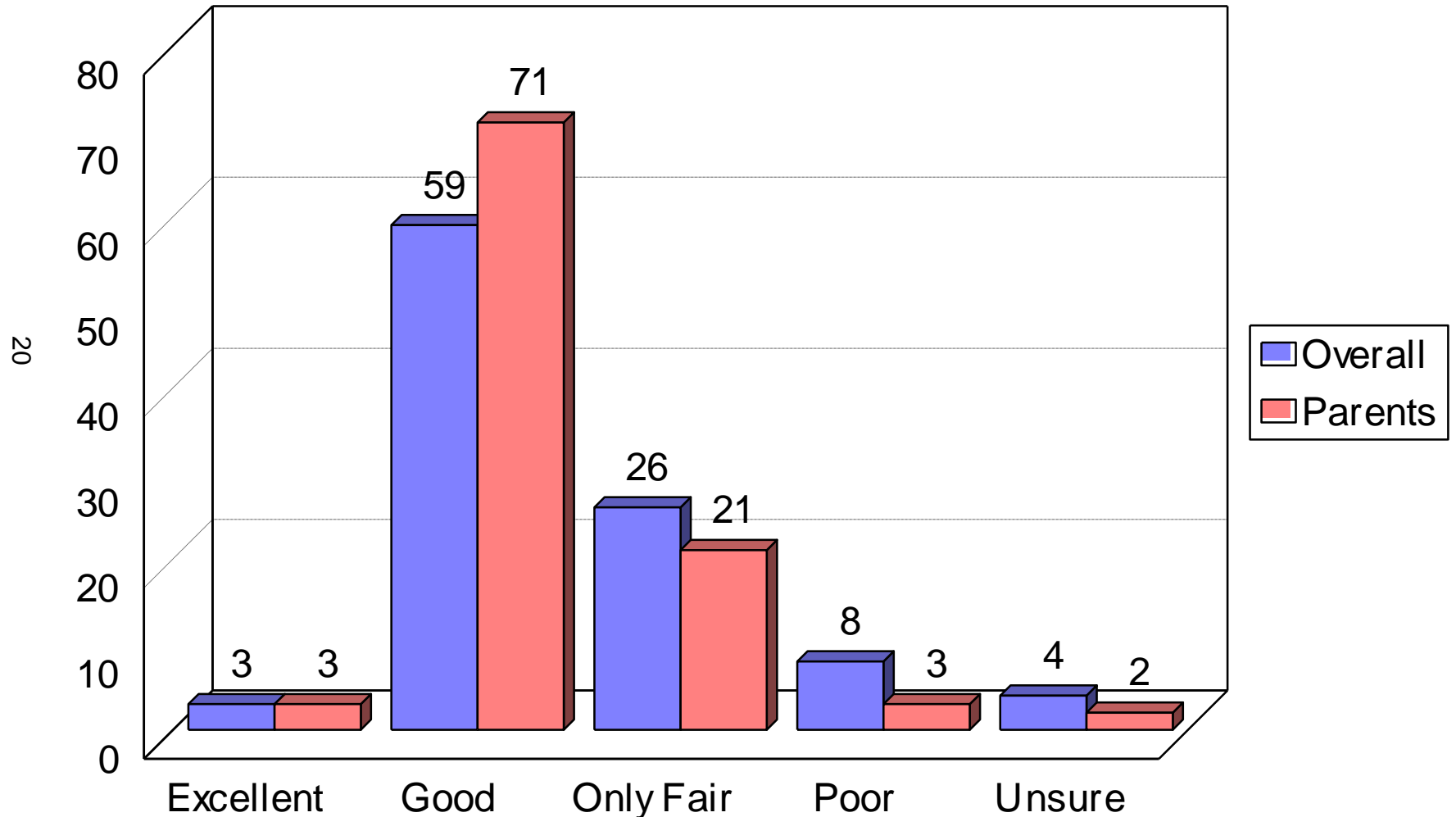
Job Performance Ratings

2013 Robbinsdale Area Public Schools



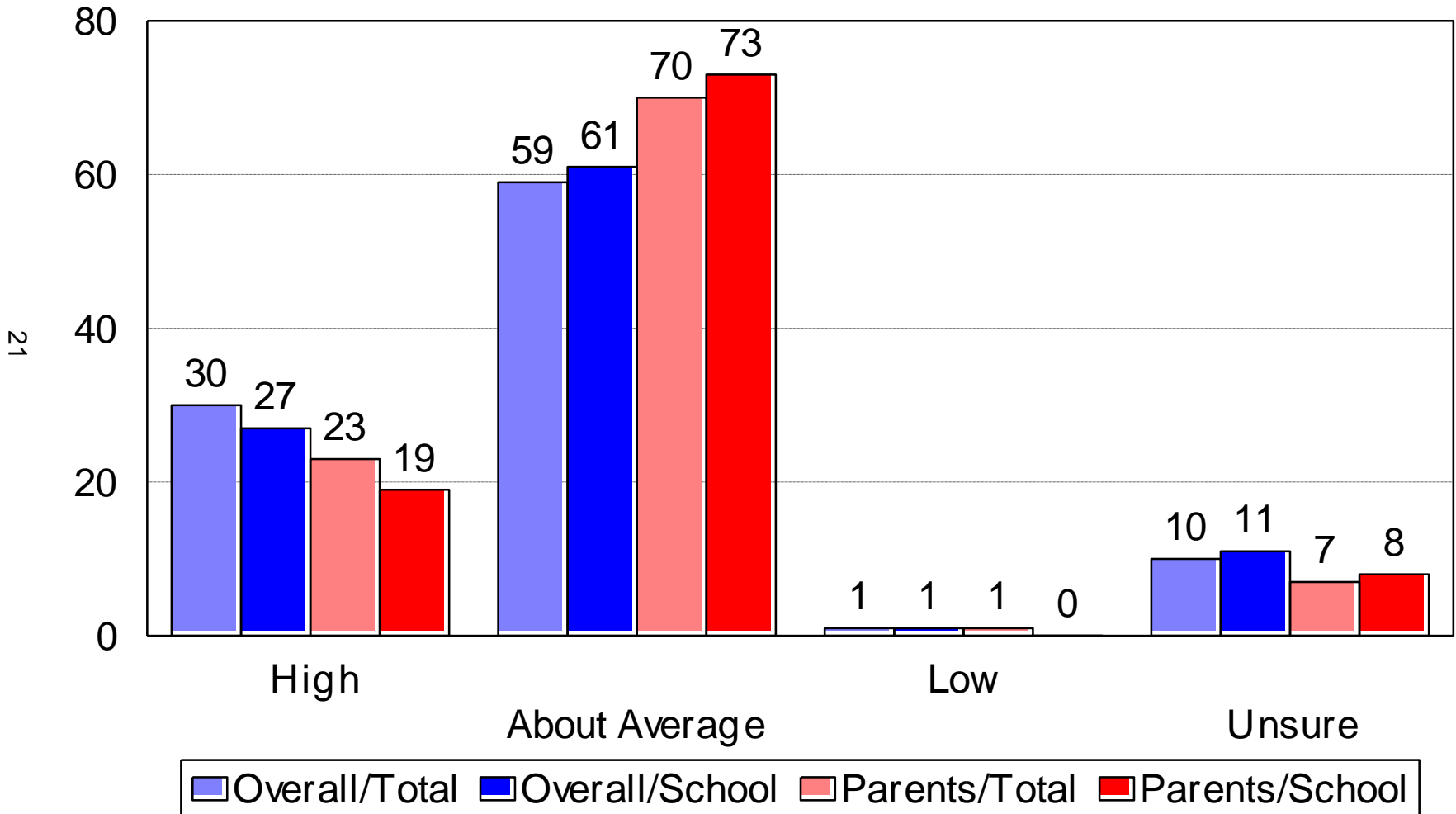
Financial Management

2013 Robbinsdale Area Public Schools



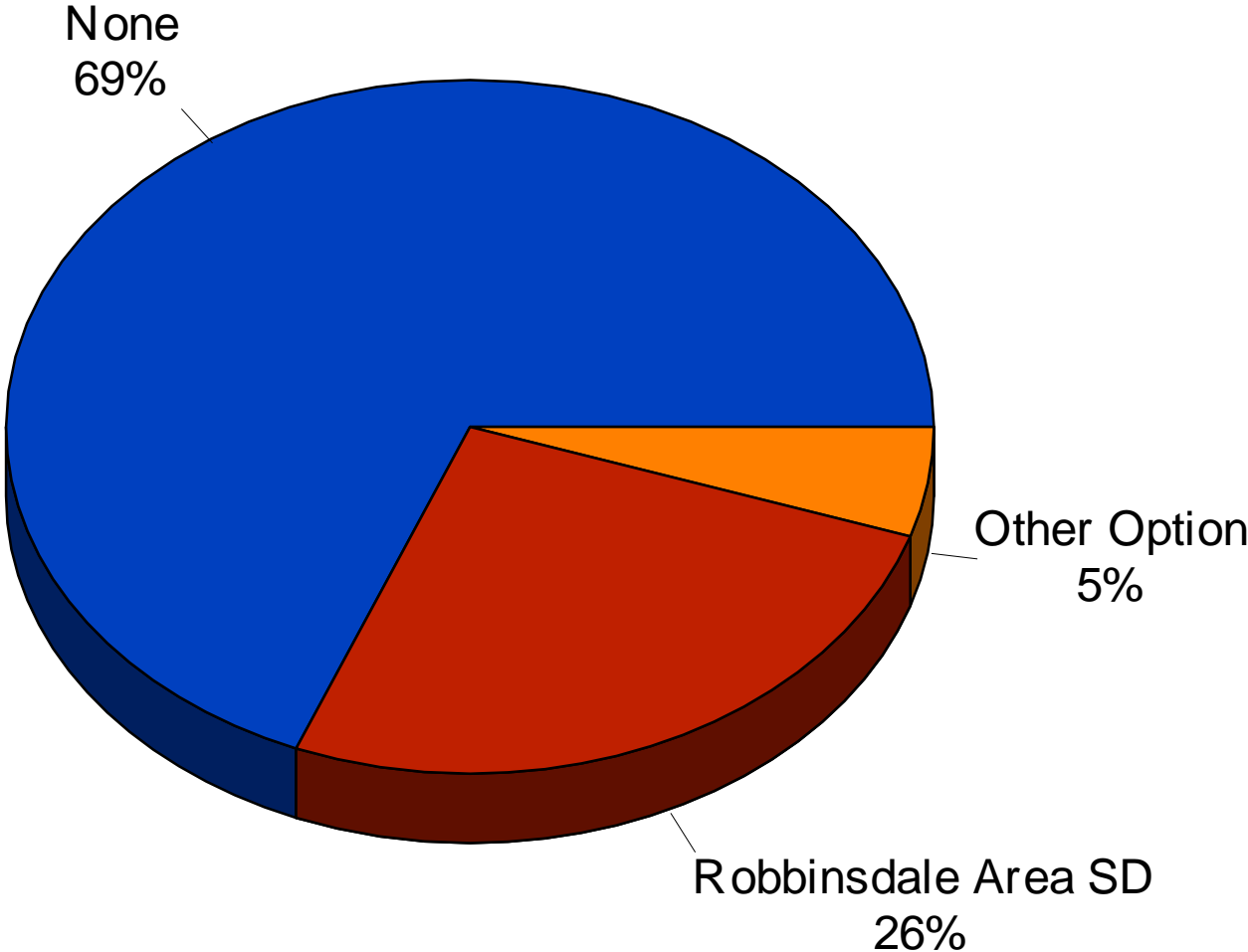
Property Tax Climate

2013 Robbinsdale Area Public Schools



School-Aged Children

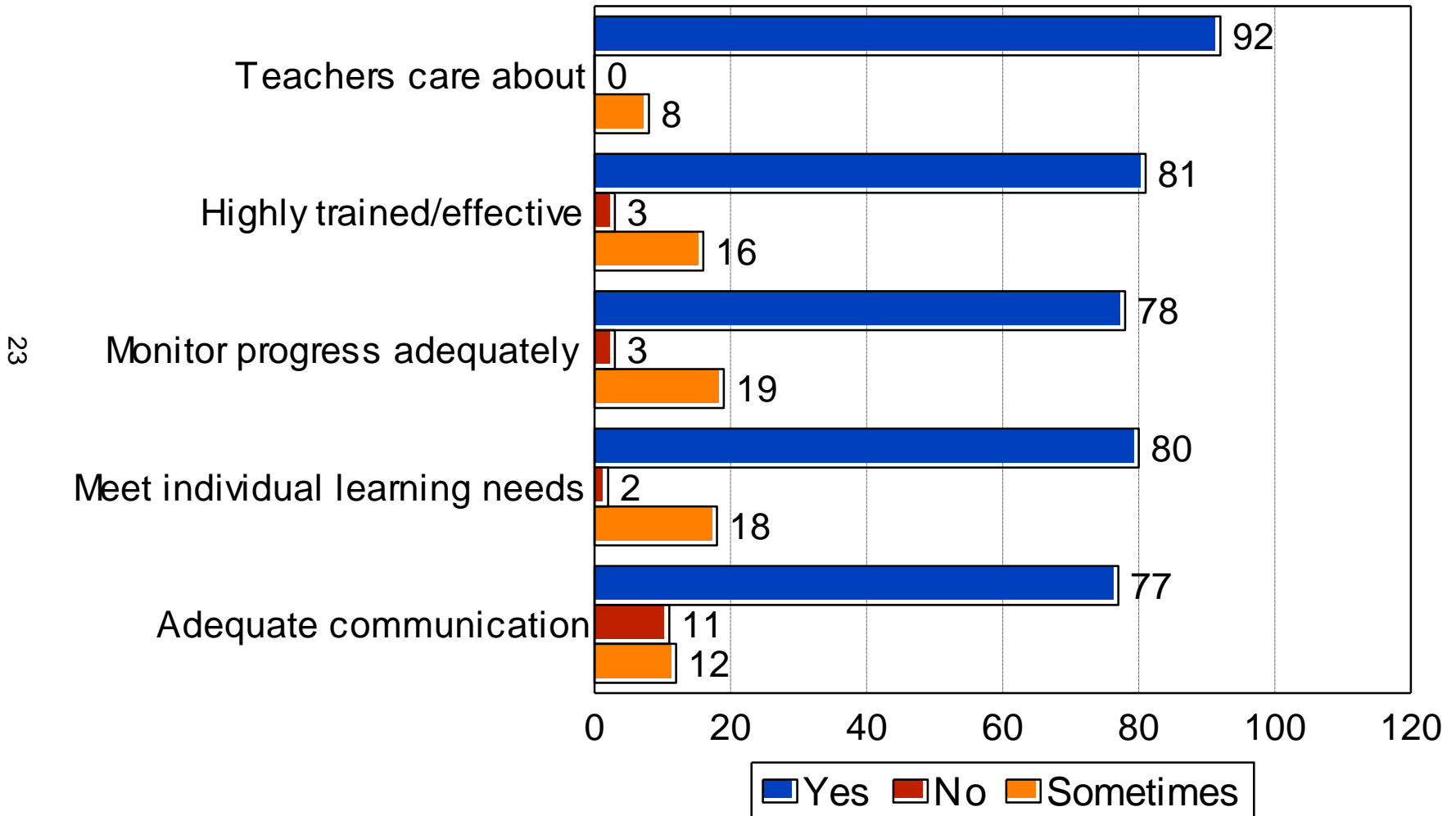
2013 Robbinsdale Area Public Schools



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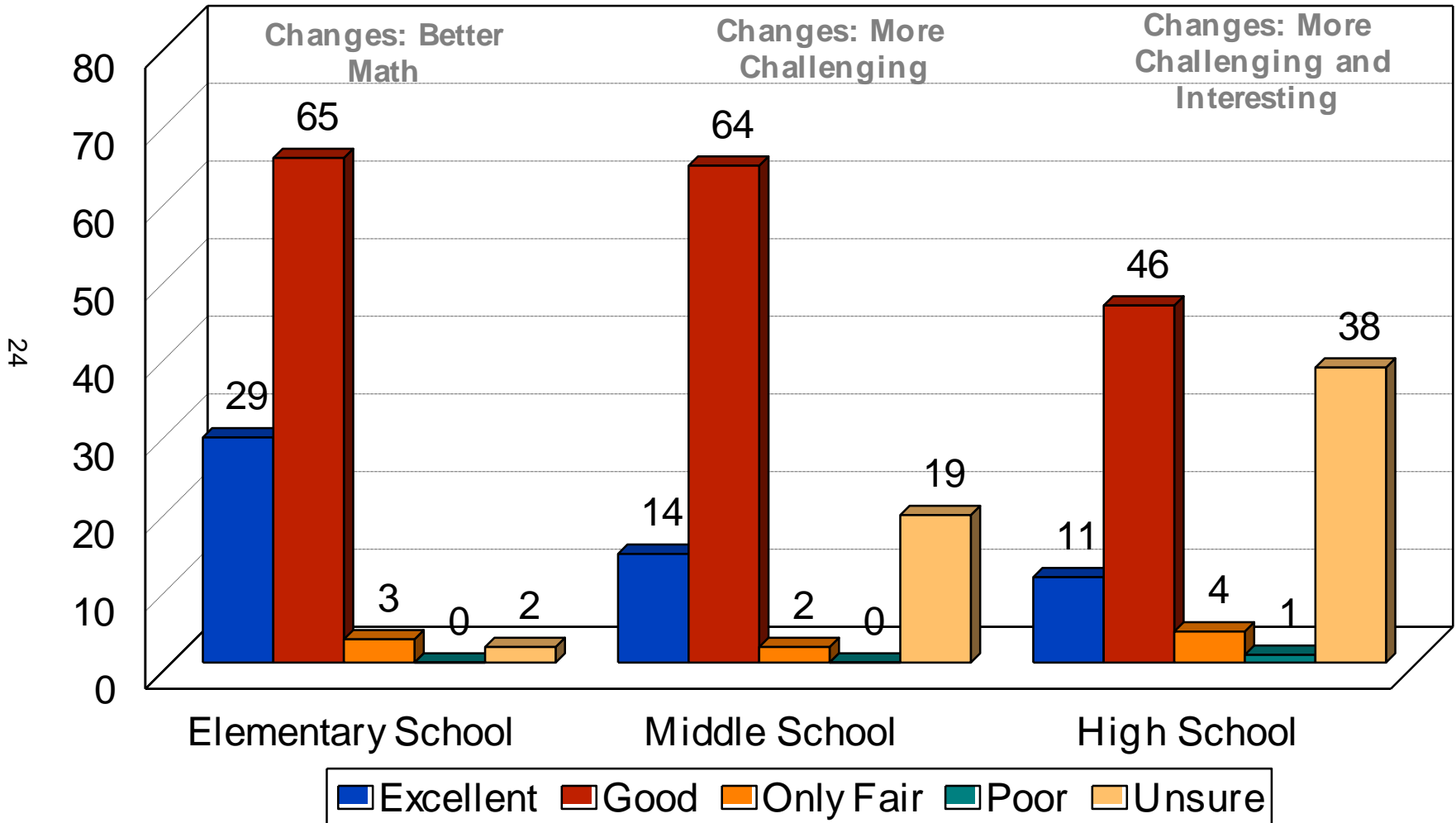
School Perceptions

2013 Robbinsdale Area Public Schools (Parents)



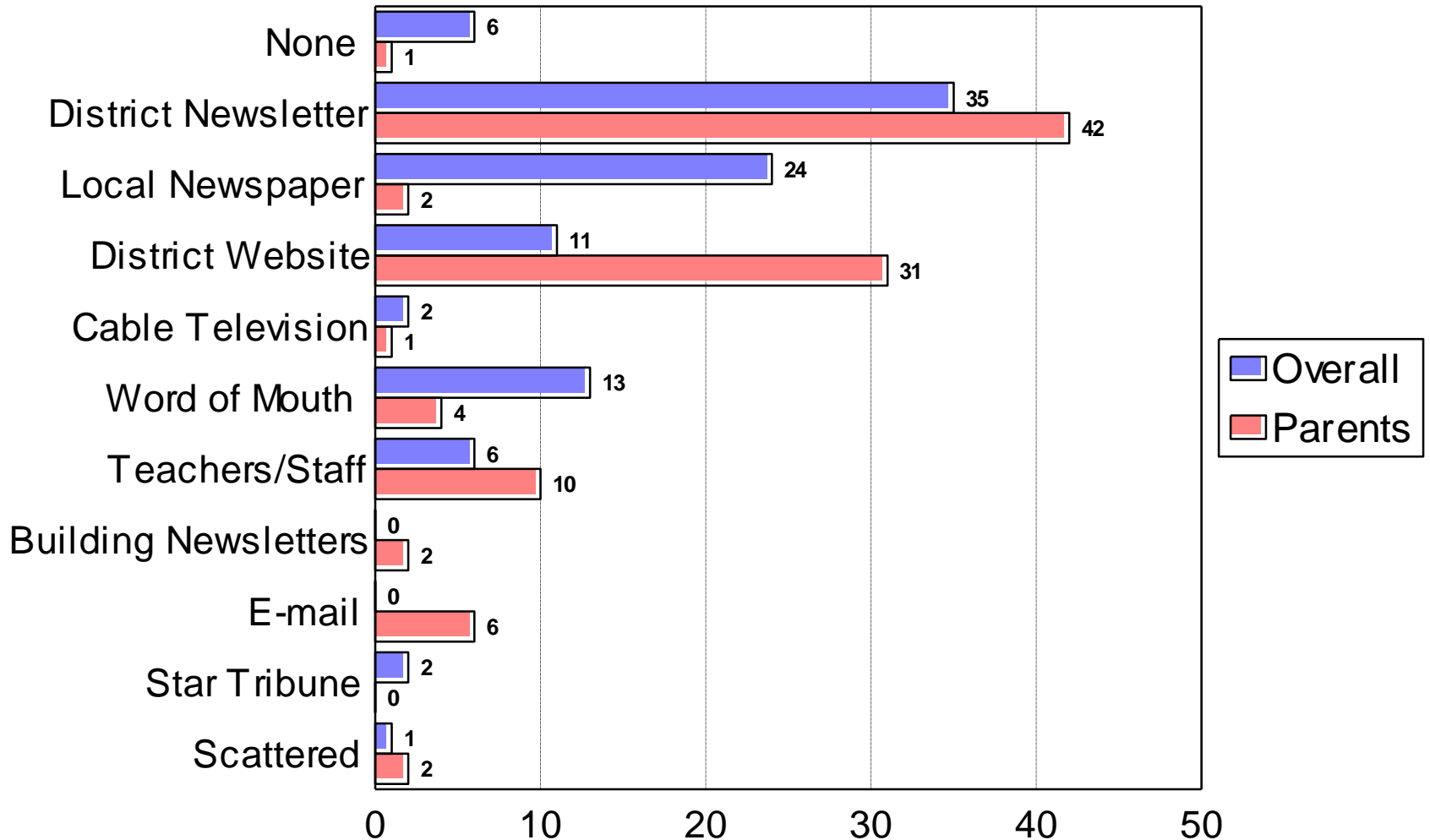
Rating of Curriculum

2013 Robbinsdale Area Public Schools (Parents)



Principal Source of Information

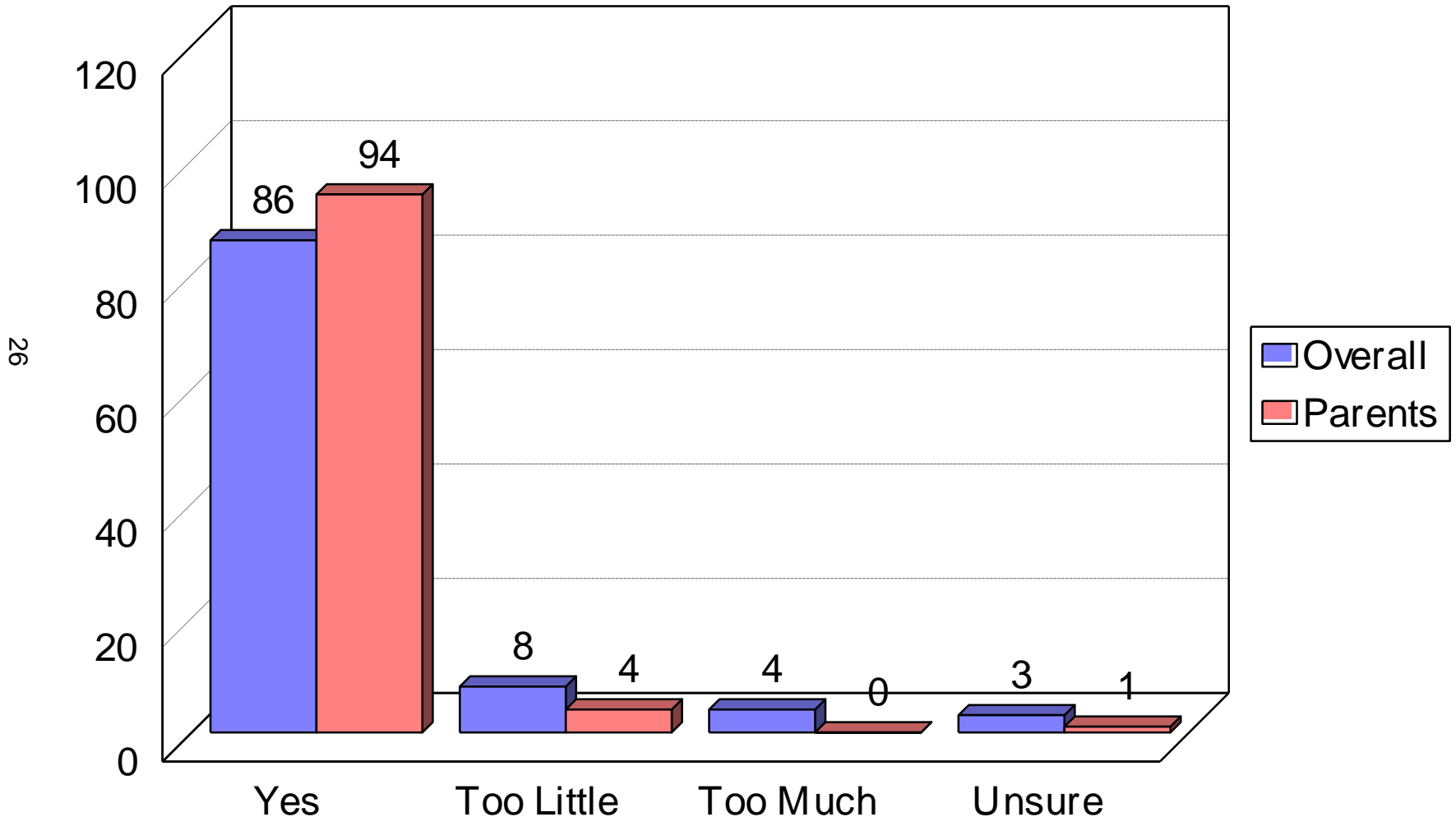
2013 Robbinsdale Area Public Schools



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Satisfaction with Information

2013 Robbinsdale Area Public Schools



The Morris Leatherman Company

RESIDENTS AND PARENTS SURVEY REPORT *2013 Robbinsdale Area School District*

Factors Setting Apart the School District:

Initially, residents were asked about positive characteristics of the School District:

Is there one thing that sets the Robbinsdale Area Public Schools apart from other school districts? What would that be?

	Residents	Parents
GOOD ACADEMICS	15%	21%
GOOD TEACHERS	14%	22%
WELL-RUN	10%	12%
GOOD PROGRAMS	9%	14%
GOOD SPORTS	4%	2%
POOR ACADEMICS	3%	2%
POOR TEACHERS	1%	0%
DIVERSITY	0%	5%
NOTHING	34%	20%
SCATTERED	0%	1%
UNSURE/REFUSED	6%	2%

“Good teachers” and “good academics” are the most distinctive features of the School. “Well-run” and “good programs” follow. Residents, as a whole, were more apt to see “nothing” distinctive, at 34%; parents of Robbinsdale Area Public School students post “nothing” at 20%.

Most Serious Issue facing the School District:

Then, residents were asked about pressing issues:

And, what, if anything, do you think is the most serious issue facing the Robbinsdale Area Public Schools?

	Residents	Parents
LACK OF FUNDING	31%	30%
LARGE CLASS SIZES	11%	16%
DECLINING QUALITY	10%	6%

	Residents	Parents
LACK OF DISCIPLINE	8%	7%
HIGH TAXES	6%	3%
POOR SPENDING	2%	2%
BUSING ISSUE	0%	0%
NOTHING	23%	26%
SCATTERED	5%	6%
UNSURE	5%	3%

Both groups agree the key issue is “lack of funding.” Then, a set of three issues form a secondary tier: “declining quality,” “large class sizes,” and “lack of discipline.” “High taxes” is not as intense an issue as in other suburban school districts. “Boosters” – respondents who see “no serious issues” in the School District – are four times higher than the norm.

Fiscal Credibility:

Three results are used to establish a rating of the School District’s fiscal credibility: perceptions of spending effectiveness and efficiency, calling for referendums, and past spending of referendum funds.

During the last couple of years, the Robbinsdale Area School District Administration and Board have spent tax money effectively and efficiently.

	Residents	Parents
AGREE	71%	83%
DISAGREE	19%	12%
UNSURE	10%	5%

Our community receives a good value from its investment in local public schools.

	Residents	Parents
AGREE	86%	94%
DISAGREE	13%	5%
UNSURE	1%	0%

The Robbinsdale Area School District has been honest with residents about the ways in which they spend tax money.

	Residents	Parents
AGREE	73%	85%
DISAGREE	18%	10%
UNSURE	10%	4%

Since all three of the levels of agreement are well above 50%, the fiscal credibility of the School District is outstanding. The 12%-18% disagreement levels do not represent a significantly sized minority unimpressed with School District fiscal efforts to date.

Financial Management of the School District:

Respondents were asked about the financial management of the School District:

How would you rate the financial management of the Robbinsdale Area School District – excellent, good, only fair, or poor?

	Residents	Parents
EXCELLENT	3%	3%
GOOD	59%	71%
ONLY FAIR	26%	21%
POOR	8%	3%
UNSURE	4%	2%

The 62% positive rating among all residents is above the suburban norm and ranks within the top quartile of Metropolitan Area suburbs. While “poor past spending” will be a reason for not supporting a bond referendum, it will not be a major concern. The rating offered by parents is also among the strongest across the Metropolitan Area.

Related Perceptions:

The next series of questions explores potential issues for the School District which could impact overall perceptions:

The high quality of the Robbinsdale Public Schools increases home values for residents in this district.

	Residents	Parents
AGREE	77%	83%
DISAGREE	20%	16%
UNSURE	3%	1%

Seventy-seven percent is at the high end of the range for agreement with this assertion.

The Robbinsdale Area Public Schools are held accountable enough for the quality of education provided to their students.

	Residents	Parents
AGREE	82%	93%
DISAGREE	16 %	6%
UNSURE	3%	1%

Lack of accountability is not an issue in the School District.

The Robbinsdale Area Public School Board and Administration do a good job of involving community leaders, parents, and interested citizens in decisions about the schools.

	Residents	Parents
AGREE	80%	96%
DISAGREE	18%	3%
UNSURE	3%	0%

The School District is widely felt to be inclusive in the way it decides policies.

The high quality of the Robbinsdale Public Schools increases home values for residents in this district.

	Residents	Parents
AGREE	77%	83%
DISAGREE	20%	16%
UNSURE	3%	1%

The relationship between the quality of public schools and home values in the school district is generally established.

The high quality of the Robbinsdale Public School teachers contributes to the overall excellence of the district.

	Residents	Parents
AGREE	84%	95%
DISAGREE	14%	5%
UNSURE	3%	0%

Teachers are seen by both groups as being an integral part of the quality of education.

I am proud of our public schools and would recommend them to friends and colleagues.

	Residents	Parents
AGREE	80%	92%
DISAGREE	16%	8%
UNSURE	4%	0%

Both groups, but especially parents of current students, post high ratings of pride in the School District.

Trust in the School District:

Levels of trust in the Robbinsdale Area School District were determined.

I trust the Robbinsdale Area School District Board and Administration to do what is right for the children in this district.

	Residents	Parents
AGREE	87%	96%
DISAGREE	12%	3%
UNSURE	2%	0%

A significant majority trust the School Board and Administration to further their children's education.

Quality of Education:

District residents give a high rating to the quality of local schools.

How would you rate the quality of education provided by the Robbinsdale Area Public Schools – excellent, good, only fair, or poor?

	Residents	Parents
EXCELLENT	31%	48%
GOOD	50%	44%
ONLY FAIR	11%	7%
POOR	4%	1%
DON'T KNOW/REFUSED	4%	0%

Eighty-one percent of all residents rate the public schools as either “excellent” or “good.” With 31% rating them as “excellent,” the quality of education rating is at the top quartile of suburban school districts. Parents are even more positive, providing an aggregate favorable rating of 92%, and a specific “excellent” rating of 48%.

To significantly improve the quality of education in the Robbinsdale Area Public Schools, large pluralities of both groups suggest “smaller class sizes.” More moderate percentages of both groups also recommend “better discipline” and “better curriculum.”

Next, respondents were asked to compare the current quality of education with three years ago.

Compared with three years ago, would you say the overall quality of education provided by the Robbinsdale Area Public Schools is much better, somewhat better, about the same, somewhat worse, or much worse?

	Residents	Parents
MUCH BETTER	1%	4%
SOMEWHAT BETTER	18%	30%
ABOUT THE SAME	56%	56%
SOMEWHAT WORSE	12%	6%
MUCH WORSE	3%	1%
UNSURE	11%	3%

Majorities in both groups think the quality of education is “about the same.” Current parents, however, are more apt to think the quality is “better” – 34% versus 19%.

Next, residents were asked about the factors which go into their perception of a high quality school district.

Which one of the following indicators is MOST important in shaping your perception of a high quality school district?

	<i>All Residents</i>	<i>RASD Parents</i>
Student scores on standardized tests	21%	17%
Percentage of high school graduates going on for further education	31%	33%
Broad curriculum serving all students, whether they are college-bound, vocational training-bound, or employment-bound	36%	39%
Reasonable class sizes	10%	10%
State of the art technology	2%	1%
Combination	0%	0%
Don't Know/Refused	0%	0%

All residents and current parents share the same three most important factors: “broad curriculum,” “percentage of graduates going on for further education,” and “student scores on standardized tests.”

Once the most important factor was identified, respondents were asked how the School District rated on it.

How would you rate the Robbinsdale Area Public Schools on that indicator – excellent, good, average, not good, or poor?

	Residents	Parents
EXCELLENT	8%	11%
GOOD	47%	60%
AVERAGE	30%	22%
NOT GOOD	10%	6%
POOR	3%	0%
UNSURE	3%	1%

Both the typical resident and the typical current parent rate the School District as “good” on the indicator most important to them.

Moving from an over-time quality comparison to a geographic comparison, respondents were asked:

When most residents rate their school district, they may compare it with other schools or districts they have knowledge of. Not everyone uses the same comparisons – they may feel that some comparisons make sense, while others are not appropriate. I would like to read you a short list of other schools and districts. From this list, which ONE type of school or school district do you think it is most important for the Robbinsdale Area Public Schools to be favorably compared with to show it is providing a high quality education?

	All Residents	RASD Parents
Private schools, such as Breck, Blake and Providence Academy	8%	6%
Neighboring and nearby school districts, such as Minnetonka, Orono, Wayzata and Edina	39%	46%
Parochial schools, such as Catholic or Lutheran schools	6%	6%
Large suburban school district, like Anoka-Hennepin, Osseo, Mounds View, and Bloomington	45%	42%
Combination (volunteered)	0%	0%
None of the above (volunteered)	1%	0%
Unsure	2%	1%

The top two standards of comparison for both groups are “neighboring and nearby school districts” and “large suburban school districts.” For residents, “large suburban school district” ranks a little higher; for current Robbinsdale Area School District parents, “neighboring and nearby school districts” heads the list.

Fifty-eight percent of all residents feel the quality of the School District is “about the same” as their chosen standard; sixty-two percent of current parents feel the same way. Nineteen percent of all residents and 31% of current parents think the quality of the Robbinsdale Area School District is “better” than their chosen standard; twenty-one percent of all residents and seven percent of School District parents see is “worse.”

Future of Robbinsdale Area Public Schools:

Respondents were invited to discuss the future of the School District through their answers to three questions. First, aspects of the School District to preserve were considered.

When you think about the Robbinsdale Area Public Schools both today and yesterday, what, if anything should be preserved for the future?

	Residents	Parents
ACADEMIC QUALITY	38%	42%
PROGRAMS/CURRICULUM	14%	17%
BUILDINGS	10%	6%
TEACHERS	9%	12%
SPORTS	6%	6%
SCATTERED	1%	1%
NOTHING	18%	13%
UNSURE	4%	3%

“Academic quality” is by far the most important aspect to be preserved. “Programs/ Curriculum” and “teachers” rank next. Residents, though, place a somewhat higher importance on the preservation of “buildings” than parents of current students.

What aspects, if any, of the School District should be fixed or improved in the future?

	Residents	Parents
CLASS SIZES	21%	26%
LACK OF FUNDING	18%	16%
PROGRAMS/CURRICULUM	11%	8%
ACADEMIC QUALITY	10%	8%
DISCIPLINE	9%	8%
TEACHERS	7%	6%
TECHNOLOGY	2%	3%
SCATTERED	2%	5%
NOTHING	15%	16%
UNSURE	4%	2%

Both groups prioritize “class sizes” and “lack of funding” for fixing or improving.

What, if anything, is currently missing from the Robbinsdale Area Public Schools which, if present, would greatly improve the quality of education for students?

	Residents	Parents
MORE FUNDING	28%	32%
SMALLER CLASS SIZES	15%	19%
BETTER DISCIPLINE	9%	10%
BETTER ACADEMICS	11%	8%
BETTER TEACHERS	7%	3%
BETTER TECHNOLOGY	4%	2%
SCATTERED	1%	2%
NOTHING	22%	17%
UNSURE	7%	3%

Both groups see “more funding” as having the greatest impact on improving the quality of education. Next in rank order is “smaller class sizes.” Rounding out the consensus are “better discipline” and “better academics.”

Characteristics Valued in Public Schools:

Residents were told:

As part of its strategic planning process, the Robbinsdale Area Public Schools is interested in learning more about what community members value its public schools. I would like to read you a series of statements other residents have told us. Please rate each statement on a scale of “one” to “five,” where “five” signifies “a top priority” and “one” means “no priority at all.” If you have no opinion, just say so.

	All Residents	RASD Parents
A strong emphasis on academic achievement	4.53	4.62
Extensive opportunities for students who are not planning on going to college	3.76	3.90
Teachers who care about their students’ academic progress and success	4.44	4.51
A curriculum as broad and in-depth as the best college preparatory private schools	4.06	4.10
A strong accent on diversity	3.43	3.67
A safe and secure learning environment	4.45	4.54
A first class educational program, but not cutting edge	4.07	4.18
Teachers who are up-to-date in their subject matter and latest teaching methods in their fields	4.29	4.43
Innovative use of community and web-based resources to take education outside of the four walls of the classroom	3.78	4.03
Curriculum decisions based primarily on their affordability for District taxpayers	3.12	3.30
Service learning opportunities, where students learn about and participate in giving back to the community	3.77	4.05

Three highly rated core values were selected by both groups: “a strong emphasis on academic achievement,” “teachers who care about their students’ academic progress and success,” and “a safe and secure learning environment.”

Rating Characteristics of the Robbinsdale Area School District:

Respondents were asked to rate the Robbinsdale Area School District on a series of attributes. The table below shows the favorable and unfavorable rating for each of the two groups.

Characteristic	All Residents		RASD Parents	
	Favor	Unfav	Favor	Unfav
Class sizes	37%	59%	40%	61%
Music, theater and visual arts programs	74%	20%	81%	14%
Instruction in regular academics including reading, writing, mathematics, science and social sciences	77%	21%	88%	11%
Access to up-to-date computers and technology	63%	30%	79%	19%

<i>Characteristic</i>	<i>All Residents</i>		<i>RASD Parents</i>	
	<i>Favor</i>	<i>Unfav</i>	<i>Favor</i>	<i>Unfav</i>
Special education programs and services for students with disabilities	60%	29%	71%	16%
Guidance services for students	67%	21%	76%	17%
Educational opportunities for academically advanced students	76%	18%	85%	12%
Vocational and technical programs and services for students planning to attend technical college or enter the workforce immediately	67%	23%	78%	14%
Extra-curricular athletic and academic activities	82%	14%	90%	8%
Instructional support for students who may struggle academically	62%	28%	74%	22%

The School District receives relatively high ratings on four aspects of its operation: “music, theater and visual arts programs,” “instruction in regular academics including reading, writing, mathematics, science and social science,” “educational opportunities for academically advanced students” and “extra-curricular athletic and academic activities.” The sole negatively rated attribute by both groups is “class sizes.”

Next, respondents were queried about the School District generally meeting the learning needs of its students:

Overall, do you think Robbinsdale Area Public Schools meet the learning needs of all students, most students, only some students, or very few students?

	Residents	Parents
ALL	30%	37%
MOST	49%	54%
ONLY SOME	13%	7%
VERY FEW	5%	1%
UNSURE	4%	0%

Seventy-one percent of all adults and 91% of current parents think the School District meets the needs of “most” students. There is no consensus about the type of student whose learning needs are not being met, but the two most often selected student groups are “average” and “struggling.”

Job Performance Ratings:

Robbinsdale Area School District residents were asked to talk about the management of the local schools. They were asked to evaluate the job performances of the School Board, District Administration, and instructional staff.

How would you rate the job performance of the Robbinsdale Area School Board – excellent, good, only fair, or poor?

	Residents	Parents
EXCELLENT	6%	10%
GOOD	69%	78%
ONLY FAIR	17%	10%
POOR	4%	0%
UNSURE	4%	2%

The School Board has a solid rating in comparison with other suburban districts. The job approval rating of the School Board is 17% higher than the norm.

How would you rate the job performance of the Superintendent and District Office Administration – excellent, good, only fair, or poor?

	Residents	Parents
EXCELLENT	7%	11%
GOOD	66%	76%
ONLY FAIR	17%	12%
POOR	5%	0%
UNSURE	6%	1%

The job performance of the District’s Administration, including the Superintendent, is also much higher than the suburban norm. The evaluation of the Administration and the School Board are virtually even, in line with the traditional pattern across the state. The job approval rating of the Superintendent and Administration is 15% higher than the norm.

How about the job of School Building Principals and Administrators – excellent, good, only fair, or poor?

	Residents	Parents
EXCELLENT	10%	16%
GOOD	65%	71%
ONLY FAIR	16%	12%
POOR	4%	0%
UNSURE	5%	1%

The school principals’ rating is at the middle of the Metropolitan Area range.

And, how would you rate the job performance of the teachers and instructional staff – excellent, good, only fair, or poor?

	Residents	Parents
EXCELLENT	25%	42%
GOOD	58%	51%
ONLY FAIR	10%	5%
POOR	5%	1%
UNSURE	3%	0%

Teachers and instructional staff are very well-regarded and should participate visibly in any District information campaign and any grassroots advocacy group persuasion campaign. The job rating of the instructional staff is eight percent above the suburban norm.

Tax Climate:

Residents were asked two questions about their current taxation level. Both total property taxes, in general, and school taxes, in particular were considered.

In comparison with neighboring areas, do you consider total property taxes in your community to be very high, somewhat high, about average, somewhat low, or very low?

	Residents	Parents
VERY HIGH	6%	2%
SOMEWHAT HIGH	24%	21%
ABOUT AVERAGE	59%	70%
SOMEWHAT LOW	1%	1%
VERY LOW	0%	0%
UNSURE	10%	7%

Since less than 40% of each group rate their total property taxes as “high” and over 50% see it as “about average,” the general property tax climate is “benign.”

In comparison with other neighboring school districts, do you think that school taxes in the Robbinsdale Area Public Schools are very high, somewhat high, about average, somewhat low, or very low?

	Residents	Parents
VERY HIGH	4%	1%
SOMEWHAT HIGH	23%	18%
ABOUT AVERAGE	61%	73%
SOMEWHAT LOW	1%	0%
VERY LOW	0%	0%
UNSURE	11%	8%

With well less than 50% of both groups seeing their school taxes as “high” and over 60% calling it “about average,” the school tax climate in the School District is “benign.” So, while residents are generally concerned about current property tax level, they do not focus that discontent on the School District.

Parent Perceptions:

Eleven percent of the households in the School District contain pre-schoolers or infants; nine percent of the households contain pre-schoolers under four years old. Fifty-seven percent of the parents with under four year olds report they will enroll them in free all-day everyday Kindergarten. Eight percent report they will not, and 35% are unsure.

Twenty-six percent of the households in the sample contain current Robbinsdale Area School District students. Forty percent report they have children in elementary schools, while 51% report middle school students and 40% have children in high school.

Ninety-two percent feel their children are taught by teachers who care about them; in fact, 20% feel strongly that way. Eighty-one percent believe their children’s teachers are highly trained and effective, 16% feel they are sometimes, and three percent think they are not. Seventy-eight percent believe their children’s teachers monitor their progress adequately, 19% feel they are sometimes, and three percent think they are not. Eighty percent believe their children’s teachers meet the individual learning needs, 18% think they are sometimes, and two percent feel they are not. Seventy-seven believe there is adequate communication about their children’s academic progress between them and their children’s teachers, 12% think they are sometimes, and 11% believe they are not. Parents who think there is not adequate communication suggested three ways it could be helpful: “be more proactive,” “make more telephone calls,” and “more e-mail.”

In rating the overall elementary school curriculum, 94% rate it favorably while three percent post unfavorable ratings. In fact, 29% think the elementary school curriculum is “excellent.” The only significant suggestion to improve the curriculum focuses on “a better mathematics program.” In an overall rating of the middle school curriculum, 78% of the parents post favorable ratings, while two percent post unfavorable ratings and 19% are uncertain. Critics see the need for a more challenging curriculum. Fifty-seven percent of the parents rate the high school curriculum favorably, while five percent post unfavorable ratings and 38% is unsure. Critics would like to see a curriculum which is “more challenging,” “more interesting,” and “more hand-on learning.”

Sources of Information:

Respondents were asked about their primary source of information about the School District:

What is your principal source of information about the Robbinsdale Area Public Schools?

	Residents	Parents
DISTRICT NEWSLETTER	35%	42%
LOCAL NEWSPAPER	24%	2%
WORD OF MOUTH	13%	4%
DISTRICT WEBSITE	11%	31%
DISTRICT STAFF/TEACHERS	6%	10%
E-MAIL	0%	6%
STAR TRIBUNE	2%	0%
CABLE TELEVISION	2%	1%
SCATTERED	1%	2%
NOTHING	6%	1%
UNSURE/REFUSED	1%	0%

The School District Newsletter leads the list, at 35%. The local newspaper and the grapevine follow, at 24% and 13%, respectively. The District website forms the fourth leg of the chair, at a lower 11%. In any information campaign, the School District will need to use a mix of these four communication channels.

Next, the sufficiency of School District information was considered:

Are you satisfied with amount of information you receive from the Robbinsdale Area Public Schools? Is that because you receive too little information about the issues you are most concerned about OR too much information about issues you are not concerned about?

	Residents	Parents
YES	86%	94%
NO/TOO LITTLE	8%	4%
NO/TOO MUCH	4%	0%
NO/UNSURE	3%	1%
DON'T KNOW/REFUSED	0%	0%

The vast majority of respondents in both groups are satisfied with the amount of information they receive from the School District.

The panoply of media sources used by members of both groups was assessed:

I would like to read you a number of sources of information about the Robbinsdale Area Public Schools. For each one, please tell me if you receive a lot of your information about the school district from that source, some information, a little information, or none at all?

The table below breaks out the two groups – all residents and current parents. Within these categories are shown two measures: “impact,” the percentage of the group dependent upon that source of information; and, “reach,” the percentage of residents who consider the source of information to be one of the major ones they use.

<i>Source of Information</i>	<i>All Residents</i>		<i>RASD Parents</i>	
	<i>Impact</i>	<i>Reach</i>	<i>Impact</i>	<i>Reach</i>
The “Sun Post” or “Sun Sailor” newspaper	17%	43%	4%	22%
Patch.com online newspaper	1%	5%	1%	9%
The “Star Tribune”	4%	15%	2%	11%
“School Performances,” the School District’s quarterly publication	18%	40%	28%	58%
School Board meetings broadcast on cable television	1%	11%	2%	13%
Newsletters from principals	2%	13%	12%	32%
Newsletters from teachers	5%	17%	18%	56%
School District employees	4%	13%	14%	38%
The School District Calendar of Information	2%	19%	10%	52%
The School District website	12%	22%	39%	71%
“Discover,” the District’s weekly e-newsletter	3%	13%	17%	44%
Individual school websites	6%	15%	21%	51%
The School District social media sources, such as Facebook and Twitter	1%	8%	1%	22%
The Community Education Catalog	3%	21%	3%	30%
Informal discussions with neighbors or acquaintances	10%	32%	5%	32%

The sole effective media source that both groups use is “School Performances.” Residents also rely upon the “Sun Post” or “Sun Sailor” newspapers and the “grapevine.” Current parents tend to use the “School District website” and “individual school websites.” The “grapevine” in the School District is highly localized, occurring in “over-the-fence” discussions and neighborhood destination stops.

Eighty-one percent of all residents and 89% of current parents presently receive the information they want and need about the Robbinsdale Area Public Schools. The only small gap in information for all residents is the need for more budget information.

Eighty-three percent of all residents and 91% of current parents have access to the Internet at home or work. Forty-four percent of all residents with Internet access have visited the School District website; among current parents with Internet access, 88% have visited it.

Conclusions:

Robbinsdale Area Public Schools rank in the top quartile of Metropolitan Area School Districts. The quality of education rating is solid, with a comparatively large 31% rating the quality as “excellent.” The only critique which appears throughout this study is the concern about large class sizes. Even so, an 81% majority rates the quality positively.

Respondents score three goals as “top priorities:” a strong emphasis on academic achievement, a safe and secure learning environment, and teachers who care about their students’ academic progress and success. They also want to be compared favorably with both neighboring school districts and large suburban school districts.

The School District is viewed very positively on a number of dimensions. It is awarded one of the highest Metropolitan Area ratings for spending tax money effectively and efficiently. Trust in the operation as a whole is at one of the highest levels in the suburbs. The District is viewed as inclusive in its decision-making and honest in its communications with residents.

Residents feel the School District excels in four areas: “music, theater and visual arts programs,” “instruction in regular academics,” “educational opportunities for academically advanced students,” and “extra-curricular athletic and academic activities.” Additionally, a large majority thinks the schools meet the learning needs of all or most students.

The job performance ratings of the School Board, Superintendent and District Office Administration, School Building Principals and Administrators, and teachers and instruction staff score among the top 10% in the Metropolitan Area. Positive ratings for the first three groups are in the mid 70% range, while positive ratings for teachers and instruction staff are in the low-to-mid 80% range. And, the financial management of the School District, at 62% positive, exceeds the Metropolitan Area norm by 10%, and contributes to a uniquely benign tax climate.

The School District communications system with residents is outstandingly effective. Parents rely upon the School District newsletter, the School District website, and discussions with teachers and staff. Other residents draw upon the District newsletter, the local newspaper, the School District website, and the “grapevine.” An impressive 86% of all residents and 94% of current parents are satisfied with the amount of information they receive from the School District.

The School District has an unusually large percentage of “boosters” at 23%. This group, which is about four times larger than the suburban norm, presents the District with a large reservoir of goodwill. These residents will provide the School District with a “stabilizer” – a group who will support the schools and policies of the future because they have been very content with the past. And, the group is sufficiently numerous to have a positive impact on the residential population as a whole.

School District Resident Demographics:

The typical adult School District resident lived there for 16.5 years. Thirty-five percent resided in the School District for less than ten years, 26% lived there for 11-to-20 years, and 39%, for over 20 years. The typical adult resident is 48.3 years old. Forty-four percent posted ages under 45 years old, 34% were 45-64 years old, and 22%, over 65 years old.

Twenty-six percent of the households report the presence of current Robbinsdale Area Public School students. Four percent enroll their students in other public schools or in parochial and private schools, while one percent home-school. The remainder, 69%, does not have school-aged children in residence. Eleven percent of the households in the District contain pre-schoolers or infants.

The typical resident has some college experience, albeit short of graduation. Thirty-one percent rent their present residences. The typical home owner reports a property value of \$243,000.00. Twenty-two percent post property values of less than \$200,000.00. Thirty percent post property values of between \$200,000 and \$300,000, and 17% choose property values over \$300,000.00.

Women outnumber men by two percent in the sample. Seven percent each live in Brooklyn Center or Brooklyn Park. Fourteen percent each reside in Golden Valley or Plymouth, while 15% live in Robbinsdale. Twenty-one percent live in New Hope and 23%, in Crystal.

METHODOLOGY

This report is based upon the results of two surveys administered to (1) 400 randomly selected adult residents of the Robbinsdale Area School District, and (2) 250 randomly selected parents of current Robbinsdale Area Public School students. Professional interviewers conducted the survey by telephone between July 24th and August 15th, 2013. The typical respondent took 27 minutes to complete the questionnaire. The results of the study are projectable to (1) all adult Robbinsdale Area School District residents within $\pm 5.0\%$ in 95 out of 100 cases, and (2) all parents of current Robbinsdale Area School District students within $\pm 6.3\%$ in 95 out of 100 cases.

The Morris Leatherman Company

Robbinsdale Area Public Schools Outbound Enrollment Study Report of Findings

Prologue:

This survey project spoke with parents of children who enrolled out of the Robbinsdale Area Public Schools. In other words, the respondents decided, for whatever reasons, to transfer their students to another public school district or a charter school. Past studies of this type have shown, not unexpectedly, this group of parents tends to be more critical and pointed in their opinions about their former school district than parents whose children remain there. As a result, the survey results cannot be interpreted as a reflection of the opinions of current Robbinsdale Area Public School parents.

Twenty-one percent of the sample sent their children to a charter school. Seventy-nine percent open-enrolled their children in other school districts.

Major Findings:

- By the time a student reaches Kindergarten age, 42% have made the decision to open enroll out of the Robbinsdale Area Public Schools. By first grade, an additional nine percent will leave the School District. During the remainder of elementary school, an additional 22% will use outbound open enrollment. If outbound open enrollment rates are to decline, the Robbinsdale Area Public Schools will need to initiate persuasive communications during the pre-school years of potential students. Obtaining higher enrollments in Early Childhood Family Education is one way to impact this early decider group. A second opportunity may be specialized direct mail to parents of newly-born infants and periodic mailings each following year.
- In listing the one or two reasons for sending their child to her current school instead of the Robbinsdale Area Public Schools, four clusters can be found. The first cluster, 44%, is motivated by general academic reputation and curriculum offerings. The second cluster, at 20%, is motivated by non-District reasons, such as a recent move or the school location. For the third cluster, at 27%, the major concerns focus on non-academic school district characteristics, such as better discipline, safety, or smaller class sizes.

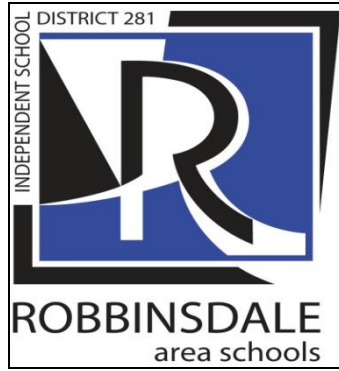
- Four interrelated factors are the top ranked reasons to enroll their children elsewhere. “Personal attention by teachers” and “meeting the learning needs of individual students” have average importance ratings of 3.29 and 3.38, respectively, on a 1-to-5 ascending scale. “Lower class sizes” ranks next at 3.01. “More attention to the development of basic academic skills” posted a 2.99 mean score, while “greater focus on character development and instilling values” has an average score of 2.90. “Reputation of the school” is critically important to parents who open enroll their children in other public school districts. Additionally, parents sending their children to charter schools place a greater value on “curriculum that focuses on delivery and hands-on learning.”
- Parents of outbound students post moderately high ratings of the quality of education provided by the Robbinsdale Area Public Schools. Usually, negative ratings are twice as high as positive ratings among this group of parents. Parents sending their children to charter schools awarded the Robbinsdale Area Public Schools a 48% favorable rating and a 48% unfavorable rating; parents open enrolling their children gave the Robbinsdale Area Public Schools a 42% favorable rating and a 52% unfavorable rating. Robbinsdale Area Public Schools face a far less hostile audience among current outbound parents.
- In comparing their student’s current school district with their former school district, Robbinsdale Area Public Schools are felt to be significantly lacking in five areas: “personalizing education for each student,” “student behavior,” “academic achievement” and “responsiveness to student needs.” Future communications should highlight and speak to the School District’s efforts and accomplishments in each of these categories.
- Twenty-four percent report the first thing that comes to mind in describing the Robbinsdale Area Public Schools is “good schools.” Four other words or phrases are offered by a total of 60%: “declining,” “average,” “large class sizes,” or “poor teachers.” The School District will need to hit these issues head-on through several responses. Student-to-adult ratios rather than class sizes can provide an alternative measure. The use of technology based on individual devices in the classroom can also mitigate class sizes. Also, culling out class sizes in basic academic courses for comparison provides an additional perspective. And, finally, using any reasonable standard which shows yearly improvement can refute the issue of decline.
- Three program offerings are likely to reduce, if not reverse, outbound enrollments. Increasing and expanding the STEM Program – Science, Technology, Engineering, and Mathematics – should be prioritized as the first change to slow the outbound enrollment tide. Advanced Placement opportunities should be expanded in the curriculum. A character development component should be instituted and highly publicized. Changes in the treatment of disruptive behavior should be considered. A dual language immersion program could prove to be a popular offering among some parents considering open enrollment.

- The major sources of information used in a decision to open enroll out of the Robbinsdale Area Public Schools are both “soft communications channels” and “hard media channels.” Friends and neighbors are key sources of information. To impact these two groups – bound for other public school districts or charter schools -- requires both formal communications – newsletters and other e-mail – and informal or “guerrilla” marketing, such as flyers, posters, and placards in areas where young parents congregate.

Any efforts aimed at outbound enrollment should be two-pronged: first, to reduce the number of adverse outbound enrollment decision in the future; and, second, to recover students who have already enrolled elsewhere. The general base which the Robbinsdale Area Public Schools presently occupies is already somewhat stronger than other large school districts. The key will be in more focused communications tied to new and expanded curriculum offerings. If these changes are well-executed and monitored, the Robbinsdale Area Public Schools should become a “net gainer” in open enrollment in the near future.

Methodology:

This study contains the results of a survey administered to 300 randomly selected parents of students enrolling out of the Robbinsdale Area Public School District. Professional interviewers conducted the survey by telephone between July 24th and August 15th, 2013. The typical respondent took 24 minutes to complete the questionnaire. The results of the study are projectable to all Robbinsdale Area School District parents of outbound students within $\pm 5.8\%$ in 95 out of 100 cases.



TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Jeff Priess, Executive Director of Business Services

DATE: December 2, 2013

RE: Levy Referendum update

DISCUSSION:

I have attached a power point presentation showing general fund budget projections to the 2016-17 fiscal year. The presentation also includes information regarding our current operating referendum. The current operating referendum is phased out at the end of the 2015-16 school year. The presentation concludes with referendum renewal options and estimated tax impacts which are based on the current year (payable 2014) levy.

QUESTIONS:

For questions please contact Jeff Priess at 763-504-8037 or jeff_priess.rdale.org

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

Referendum Update

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December 2, 2013

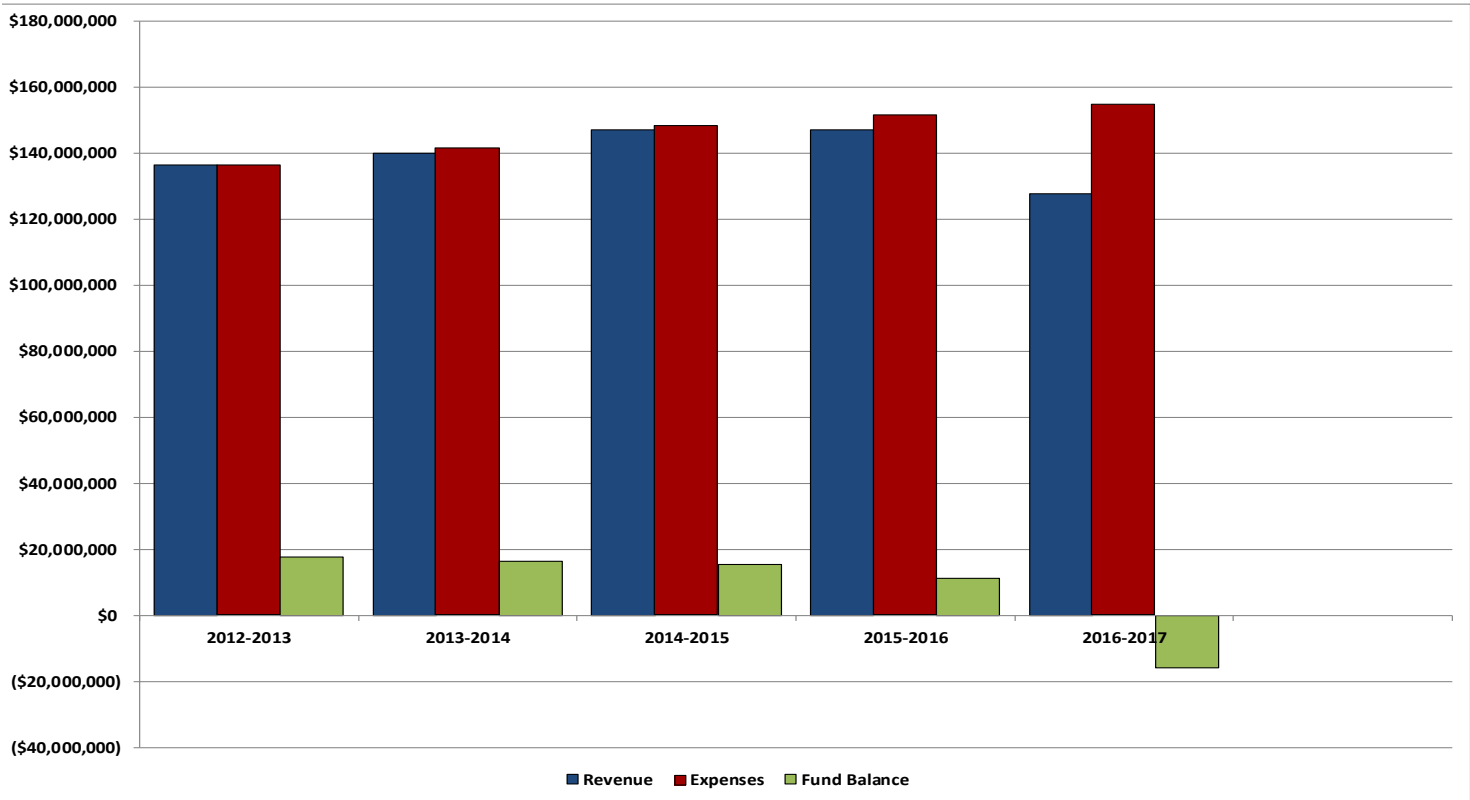
Jeff Priess

Executive Director of Business
Services

Robbinsale Area Schools - General Fund Projections

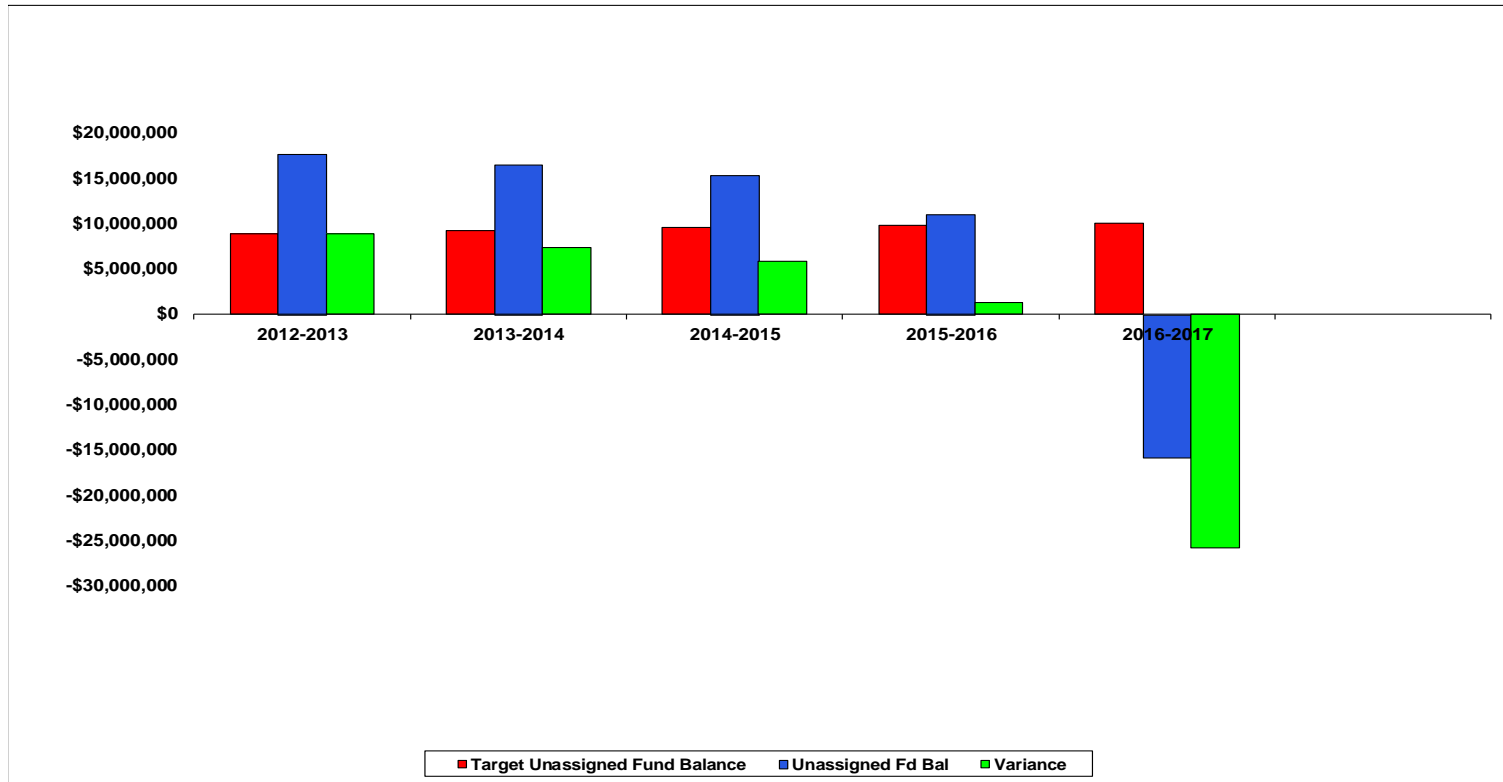
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**General Fund Budget
Excludes Operating Capital**



Robbinsale Area Schools - General Fund Projections

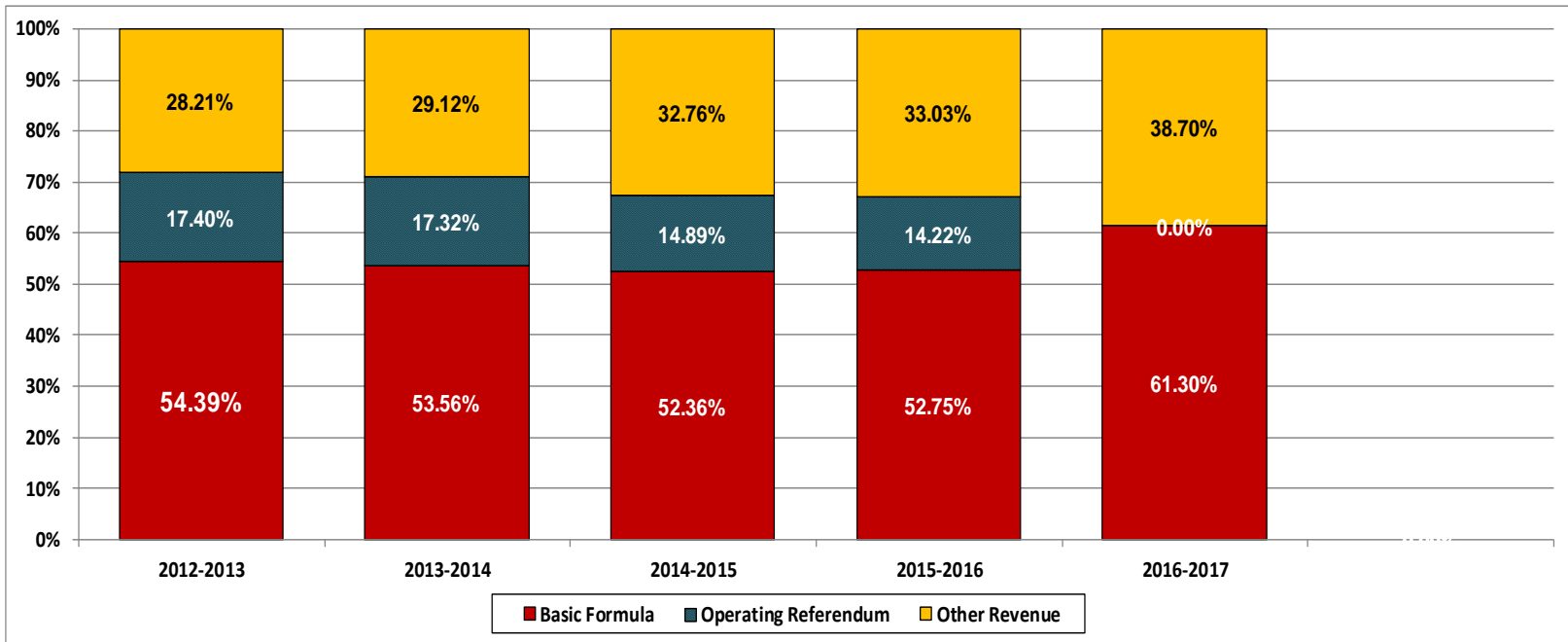
Operating Budget: Target Fund Balance, Unassigned Fund Balance, Variance
Excludes Operating Capital



Target Fund Balance represents 6.5% of current year expenditures

Robbinsale Area Schools - General Fund Projections

Operating Budget: Sources of Revenue

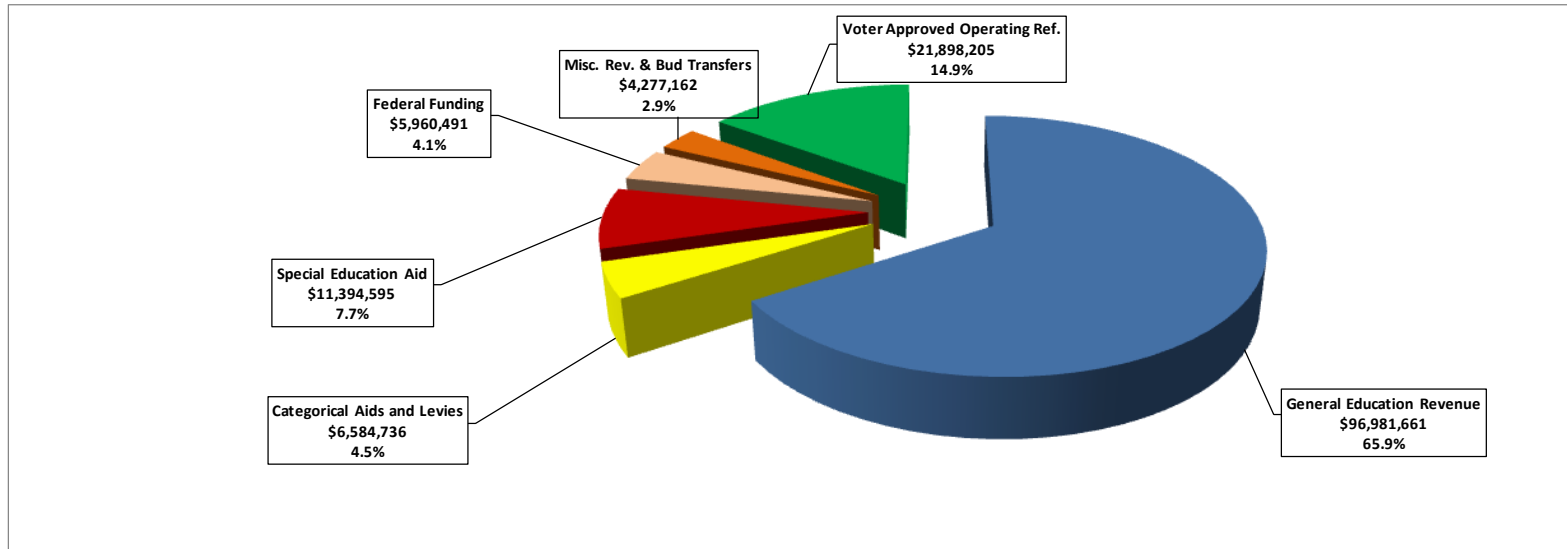


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Funding Assumptions:	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
Basic Formula	current law	1%	1%
Other/Categorical	0-3%	0-3%	0-3%

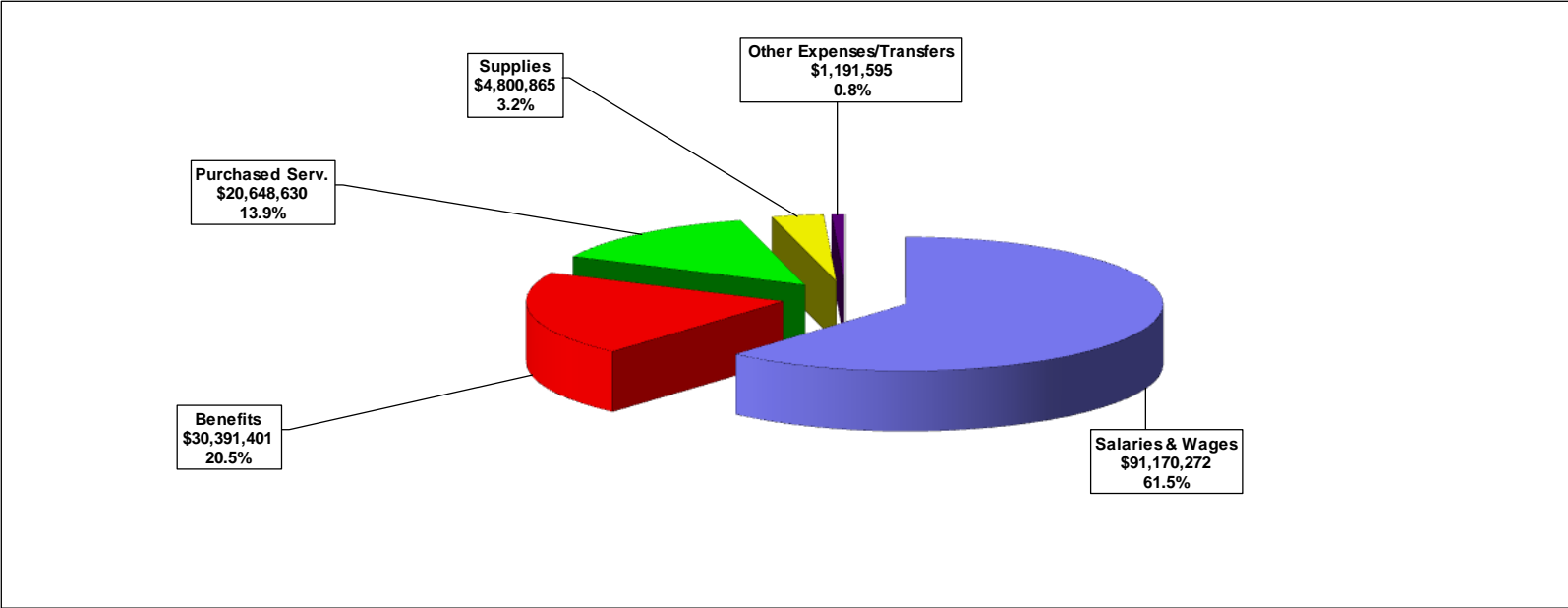
Robbinsdale Area Schools - General Fund Projections

Robbinsdale Independent School District No 281
Fiscal Year 2014-2015 General Fund Operating Revenue (Includes Operating Capital)



Robbinsale Area Schools - General Fund Projections

Fiscal 2014-2015 General Fund Operating Expenditures (Excludes Operating Capital)



Current Operating Levy Phase Out

Fiscal Year.....	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
CALCULATION OF AUTHORIZED REFERENDUM AMOUNT					
OPERATING REFERENDUM REVENUE:					
Voter and Board Approved Authority			\$ 1,436.50	\$ 1,464.59	\$ 0.00
Board Approved Authority			\$ 0.00	\$ 0.00	\$ 0.00
Total Referendum Authority			\$ 1,436.50	\$ 1,464.59	\$ -
X Adjusted Pupil Units			<u>13,265.1</u>	<u>13,221.4</u>	<u>13,206.2</u>
= Authorized Levy - School Board and Voter Approved			\$ 19,055,287	\$ 19,364,038	\$ -
Prior Year Adjustment			\$ 2,842,918	\$ 1,540,868	\$ -
Memo Adjustment			<u>-</u>	<u>-</u>	<u>-</u>
Calculated Levy			<u>\$ 21,898,205</u>	<u>\$ 20,904,906</u>	<u>\$ -</u>
Location Equity Revenue			<u>\$ 5,624,385</u>	<u>\$ 5,605,891</u>	<u>\$ 5,599,408</u>
Total	\$ 23,750,302	\$ 24,263,578	<u>\$ 27,522,591</u>	<u>\$ 26,510,796</u>	<u>\$ 5,599,408</u>

Levy Adjustments

Prior Year Operating Referendum Adjustment

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	<u>Estimates</u>	<u>Updates</u>
✓ (1) Pay 11 Estimated Resident Pupil Units:	14,255.58	15,284.45
✓ (2) Pay 11 Estimated Levy Authority	1,542.94	1,548.24
✓ (3) Pay 11 Referendum Revenue (1)*(2)	21,995,496.05	23,663,996.87
✓ (4) Pay 11 Adjustment Total		1,668,500.82

Submitted Dec 2010

Finalized -Dec 2012

Referendum considerations :

Renew current w/ inflation

Fiscal Year.....	-	-	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
CALCULATION OF AUTHORIZED REFERENDUM AMOUNT					
OPERATING REFERENDUM REVENUE:					
Voter and Board Approved Authority			\$1,436.50	\$1,464.59	\$1,489.03
Board Approved Authority			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Total Referendum Authority			\$ 1,436.50	\$ 1,464.59	\$ 1,489.03
X Adjusted Pupil Units			<u>13,265.1</u>	<u>13,221.4</u>	<u>13,206.2</u>
= Authorized Levy - School Board and Voter Approved			\$ 19,055,287	\$ 19,364,038	\$ 19,664,381
Prior Year Adjustment			\$ 2,842,918	\$ 1,540,868	\$ -
Memo Adjustment			<u>-</u>	<u>-</u>	<u>-</u>
Calculated Levy			<u>\$ 21,898,205</u>	<u>\$ 20,904,906</u>	<u>\$ 19,664,381</u>
Revenue Increase			\$0	\$0	\$ 19,664,381

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Referendum considerations :

Renew current (add \$100)

Fiscal Year.....		<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
CALCULATION OF AUTHORIZED REFERENDUM AMOUNT				
OPERATING REFERENDUM REVENUE:				
Voter and Board Approved Authority		\$1,436.50	\$1,564.59	\$1,590.33
Board Approved Authority		<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Total Referendum Authority		\$ 1,436.50	\$ 1,564.59	\$ 1,590.33
X Adjusted Pupil Units		<u>13,265.1</u>	<u>13,221.4</u>	<u>13,206.2</u>
= Authorized Levy - School Board and Voter Approved		\$ 19,055,287	\$ 20,686,182	\$ 21,002,085
Prior Year Adjustment		\$ 2,842,918	\$ 1,540,868	\$ -
Memo Adjustment		<u>-</u>	<u>-</u>	<u>-</u>
Calculated Levy		<u>\$ 21,898,205</u>	<u>\$ 22,227,050</u>	<u>\$ 21,002,085</u>
Revenue Increase		\$0	\$1,322,144	\$ 21,002,085

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Referendum considerations :

Renew current (increase to cap)

Fiscal Year.....			<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
CALCULATION OF AUTHORIZED REFERENDUM AMOUNT					
OPERATING REFERENDUM REVENUE:					
Voter and Board Approved Authority			\$1,436.50	\$1,845.00	\$1,874.36
Board Approved Authority			\$0.00	\$0.00	\$0.00
Total Referendum Authority			\$ 1,436.50	\$ 1,845.00	\$ 1,874.36
X Adjusted Pupil Units			<u>13,265.1</u>	<u>13,221.4</u>	<u>13,206.2</u>
= Authorized Levy - School Board and Voter Approved			\$ 19,055,287	\$ 24,393,606	\$ 24,753,140
Prior Year Adjustment			\$ 2,842,918	\$ 1,540,868	\$ -
Memo Adjustment			<u>-</u>	<u>-</u>	<u>-</u>
Calculated Levy			<u>\$ 21,898,205</u>	<u>\$ 25,934,474</u>	<u>\$ 24,753,140</u>
Revenue Increase			\$0	\$5,029,568	\$ 24,753,140

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Referendum considerations :

Budget implications

Referendum Considerations	2015-16 Referendum Revenue	2015-16 Projected Deficit
No Change	\$20,904,906	\$(4,330,958)
Renew (w/inflation)	\$20,904,906	\$(4,330,958)
Renew (add 100)	\$22,227,050	\$(3,008,114)
Renew (to cap)	\$25,934,474	\$ 698,610

Tax Impacts- Assumptions

- **Tax impacts derived from current year (Pay 14) Levy information:**
 - School District Market Value**
 - School District Tax Rates**
- **Tax impacts consider referendum levy only**
- **Tax impacts are based on a home with a market value of 250,000**

Est. Tax impact (250k)

Referendum Only				
2014-15	2015-16	Tax \$ (Incr/Decr)	Tax % (Incr/Decr)	
No change	691.46	659.89	-31.57	-4.57%
Renew w/inflation	691.46	659.89	-31.57	-4.57%
Renew and add \$100	691.46	702.95	11.49	1.66%
Renew and add \$200	691.46	749.11	57.65	8.34%
Renew to CY cap	691.46	843.89	152.43	22.04%

2014 Election Timelines

- **August 22, 2014 (74 days prior to election)**

Last day to adopt resolution calling the referendum election.

Last day to notify county auditors and the Commissioner of the date of the election and the questions to be voted on.

- **November 4, 2014**

Election Day