

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - July 26, 2010 - 4:15 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1.	CALL TO ORDER/ROLL CALL	3
2.	FINANCIAL	
	A. District Demographics Update - H. Reinhardt, J. Westrum - 20 minutes	4
3.	CURRICULUM AND INSTRUCTION	
	A. Special Services Report - L. Fildes - 30 minutes	36
	B. Equity Plan Update - G. Lofton, T. Koch - 40 minutes	53
4.	ADMINISTRATIVE	
5.	HUMAN RESOURCES	
6.	BOARD REPORTS	
7.	SCHOOL BOARD	
	A. Tentative Board Agenda for August 9, 2010	69
8.	ADJOURN	71

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – July 26, 2010

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Peterson

Susan H. Droegemueller, Board Clerk, will call the roll:

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan H. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

WAYZATA PUBLIC SCHOOLS

RESIDENT K-5 ENROLLMENT PROJECTIONS

Hazel H. Reinhardt
June 2010

With the housing market beginning to stir from its doldrums, potential enrollment growth in some Wayzata School District elementary schools is again a reality. This report looks at the seven Wayzata elementary schools and their respective attendance areas with an eye to growth. Projecting resident K-5 enrollment by attendance area is fraught with the potential for errors because the enrollment at each school is relatively small and the opportunity for assumptions that are too high or too low to cancel each other are minimal.

To overcome some of these challenges, two methodologies will be used to project enrollment. Using these two different methodologies allows for a comparison of results and can provide greater confidence in the projections. The cohort survival method shows how the size of existing cohorts affect future enrollment. Further, the methodology provides projections by grade. Estimating future kindergarten classes is always a challenge; however, developing assumptions, especially survival rates, that reflect anticipated growth is a bigger challenge. The housing start method, which is designed to reflect new housing development and its student yield, has its own set of challenges, including the difficulty of quantifying the effect of the aging of the school age population in existing housing and the yield from turnover (sales) in existing units. Furthermore, the housing starts method does not yield projections for each grade.

Recent Experience

The dramatic increase in kindergarten class size in 2009-10 adds another challenge. The kindergarten increase year over year in single-family units was 111 students while the total increase was

96 students. This means that the number of kindergarten students coming from non single-family detached units actually declined year over year.

The increase in resident kindergarten students was not equally spread over Wayzata's elementary schools. The largest numerical increase (+40) and the second highest percentage increase (+39.7%) occurred at Kimberly Lane. The highest percentage increase was at Gleason Lake (+42.9%) while the second highest numerical increase occurred at Oakwood (+20). At Greenwood, kindergarten was actually smaller in 2009-10 than in 2008-09.

RESIDENT KINDERGARTEN CHANGE IN PAST YEAR				
School	2008-09	2009-10	Difference	
			#	%
Birchview	83	94	11	25.9%
Gleason Lake	83	100	17	42.9%
Greenwood	75	68	-7	1.4%
Kimberly Lane	80	120	40	39.7%
Oakwood	59	79	20	19.6%
Plymouth Creek	94	109	15	20.7%
Sunset Hill	73	72	-1	27.5%
District	546	642	96	25.8%

The sum of the differences for the attendance areas is 95 not 96 because in 2008-09, the enrollment by grade did not equal reported total enrollment

Kindergarten projections are based on data that serve as a proxy for future enrollment and none of the usual indicators predicted the large increase in kindergarten. The proxy can be births five and six years earlier, a census of 0-4 year-olds or kindergarten registration in the spring of the year. Proxy data that are closer to the start of the school year are likely to produce more accurate projections. Therefore, spring registration for kindergarten should be the most accurate, although, it can also miss the mark. Censuses of 0-4 year-olds have many idiosyncrasies that can result in faulty projections. Resident births five to six years earlier are accurate numbers, but many changes can occur in five years.

The number of resident births in the district has been declining (next table). Some “out-of-wedlock” births may be withheld because unmarried parents can choose whether to make this information by street address public; however, as long as this segment’s behavior does not change, a history of a district’s resident births should be reliable.

RESIDENT LIVE BIRTHS WAYZATA DISTRICT #284	
1999	658
2000	651
2001	587
2002	564
2003	535
2004	576
2005	516
2006	521
2007	509
2008	511

Source: Minnesota Department of Health

Births five years earlier are a good proxy for a kindergarten class. However, because kindergarten students must be 5 years-old by September 1, about one-third of the kindergarten class is born six years earlier not five years earlier. For example, one-third of the 2009-10 kindergarten class was born in 2003 and two-thirds were born in 2004. Adjusting birth years to fit the age requirements of kindergarten creates a kindergarten pool.

By dividing kindergarten by the kindergarten pool, a capture rate is created. The percentage in the next table is this capture rate. While residents births are a proxy for resident kindergarten they are no guarantee that children born in the district will remain in the district until they enroll in kindergarten. A ratio greater than 100 percent indicates that Wayzata's kindergarten classes have a large number of students who were born elsewhere. When adjustments are made for residents attending other education options, the net in migration at or before starting kindergarten is large in the Wayzata district.

The data show the kindergarten pool decreasing in size reflecting the aging in place of the district's adult population. While the Wayzata Public Schools' capture rate fluctuates annually, no capture rate in the previous four years approached the high capture rate of 2009-10. What caused this high capture rate in 2009-10?

KINDERGARTEN POOL AND WAYZATA'S RESIDENT KINDERGARTEN AS A PERCENTAGE OF THE POOL			
Birth Years	Wayzata Pool	Percentage	Kindergarten Year
1999; 2000	653	89.9%	2005-06
2000; 2001	608	99.2%	2006-07
2001; 2002	572	91.4%	2007-08
2002; 2003	544	100.6%	2008-09
2003; 2004	563	114.0%	2009-10
2004; 2005	536		2010-11
2005; 2006	519		2011-12
2006; 2007	513		2012-13
2007, 2008	510		2013-14

Only three "events" could produce this result. More preschoolers moved into the district prior to reaching kindergarten age. More families with kindergarten children moved into the district in the past year. Or in 2009-10, more families chose to send their kindergarten-age child to the Wayzata Public Schools rather than to private school or to other public options. The first two events are based on physical movement, the third points to more residents making a different education choice last year than in previous years. This is plausible, especially with regard to nonpublic school choices where the current recession may have affected education choice decisions.

If more families moved into the district with kindergarten-age children in the past year, it is reasonable to assume that other elementary grades would also show some evidence of net in migration. District wide, the difference in K-5 net migration was six students. Kimberly Lane, which had the largest year over year increase in kindergarten students, experienced a K-5 net in migration of four more students than the previous year. These numbers don't give strong support to the theory that more families with kindergarten students moved into the district in the past year. This leaves earlier movement of families with preschool children or a change in education choice being the more likely causes of the high 2009-10 capture rate. If the high capture rate results from choice, will the capture rate go down as the economy improves?

The difference in net migration by school is worthy of comment. The biggest difference in net migration occurred at Plymouth Creek, where net migration was only one-half as large as it was in the previous year. Yet Plymouth Creek's percentage increase in kindergarten was "average" for the district. Again, choice seems to be the likely reason for the increase in kindergarten at Plymouth Creek.

NET MIGRATION			
School	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
Birchview	26	24	30
Gleason Lake	-8	2	9
Greenwood*	44	19	17
Kimberly Lane*	-41	62	66
Oakwood	11	11	13
Plymouth Creek*	107	55	24
Sunset Hill	0	-6	9
District	141	165	171

*The large change in net migration between 2006-07 and 2007-08 may reflect changes in attendance boundaries
Sums may not equal the total because district enrollment by grade is slightly different from the sum of school enrollment by grade

Resident K-5 Projections

Cohort Survival Method

The most common and most robust model for projecting school enrollment is the cohort survival method. However, it is difficult to calibrate survival rates to anticipate housing development, especially in areas where it has not previously occurred. The strength of this method is that it begins with aging the student population. Therefore, any difference in grade size is reflected in the projections as these grades enter and/or leave the elementary grades. As the following table shows, Grade 3 and Grade 4 are exceptionally large compared to kindergarten and Grades 1-3. The two large grades will leave elementary schools in 2011-12 and 2012-13. Further, kindergarten through Grade 2 are smaller than Grades 3, 4 and 5. Therefore, there is no growth momentum in the current grade distribution of elementary students.

RESIDENT ENROLLMENT BY GRADE 2009-10	
Grade	Number
K	642
1	622
2	637
3	714
4	716
5	698
Total	4,029

When the cohort survival method is applied to school enrollment, the first step is to "age" a grade to the next higher grade. However, because mortality is so low in the school age population, the entire grade is assumed to "survive" to the next higher grade in the following year.

Once a grade or cohort has been "aged" to the next grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both "aging" and migration in a single step. Over time, the size of a cohort will increase or decrease as a result of migration as its progresses through the grades.

To project kindergarten, resident births will be used as a proxy for kindergarten five years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some of the "native born" who leave before enrolling in kindergarten will be replaced by children born elsewhere who move into the district before entering kindergarten. If the numbers are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births. In the Wayzata Public Schools, the capture rate is above 100 percent indicating that many resident kindergarten students are born elsewhere.

Because the large 2009-10 kindergarten is embedded in the K-5 yields per dwelling unit used in the housing starts method, the high kindergarten capture rate of 114.0 percent will be used in the cohort survival method. With additional housing units, it is reasonable to assume that the capture rate will remain high because more families with preschool or kindergarten age children will move into the district but the kindergarten pool as calculated remains constant. Therefore, if the resident kindergarten class is 114.0 percent of the Wayzata kindergarten pool, resident kindergarten in 2010-11, 2011-12, 2012-13 and 2013-14 will be 611, 592, 585 and 581 respectively. Resident kindergarten in 2009-10 was 642. Note that projected kindergarten classes are smaller than the 2009-10 kindergarten.

To determine the effect of a lower capture rate, a rate of 107 percent was also used. This rate resulted in kindergarten classes of 574, 555, 549, 546 and 544 in 2010-11, 2011-12, 2012-13 and 2013-14 respectively.

The district wide projections appear in the next table. By 2013-14, the high and low kindergarten projections differ by 168 students. In 2014-15, the difference is 213 students.

TOTAL K-5 RESIDENT ENROLLMENT		
	Low K (107%)	High K (114%)
2009-10	4,029	4,029
2010-11	4,091	4,128
2011-12	4,091	4,170
2012-13	4,071	4,194
2013-14	4,106	4,274
2014-15	4,109	4,322

To make cohort survival projections for each elementary school, the district kindergarten projections were allocated to each school according to its 2009-10 share of kindergarten (next table). Some schools' shares increased significantly in a single year, for example, Kimberly Lane. The decline in Greenwood's kindergarten share will lower its enrollment projections.

PERCENT OF RESIDENT KINDERGARTEN CLASS AT EACH SCHOOL		
School	2008-09	2009-10
Birchview	15.2%	14.6%
Gleason Lake	15.2%	15.6%
Greenwood	13.7%	10.6%
Kimberly Lane	14.6%	18.7%
Oakwood	10.8%	12.3%
Plymouth Creek	17.2%	17.0%
Sunset Hill	13.3%	11.2%

The assumption about share results in the following kindergarten projections by school.

RESIDENT KINDERGARTEN PROJECTIONS						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Birchview	94	89	86	85	85	85
Gleason Lake	100	95	92	91	91	90
Greenwood	68	65	63	62	62	61
Kimberly Lane	120	115	111	110	108	108
Oakwood	79	75	73	72	71	71
Plymouth Creek	109	104	101	99	99	99
Sunset Hill	72	68	66	66	65	65
District	642	611	592	585	581	579

Year over year survival rates were analyzed and the "best" representative rate was selected for each school. An average of more than one year is desirable because averages create trend lines by removing the annual fluctuations. For four schools (Birchview, Greenwood, Oakwood and Sunset Hill), an average of the past three years' survival rates seemed most reasonable. For two schools (Gleason Lake and Kimberly Lane), the average of the past two years seemed most reasonable and for one school (Plymouth Creek) and district wide, the past year seemed most reasonable. The survival rates used in making the cohort projections are shown in the next table.

PROJECTED SURVIVAL RATES					
School	K to 1	1 to 2	2 to 3	3 to 4	4 to 5
Birchview*	1.101	1.067	1.026	1.018	1.119
Gleason Lake**	1.101	1.055	1.008	0.953	0.986
Greenwood*	1.136	1.089	1.028	1.047	1.007
Kimberly Lane**	1.267	1.111	1.107	1.083	1.061
Oakwood*	1.100	1.032	1.012	1.013	1.007
Plymouth Creek***	1.096	1.031	1.115	0.938	1.051
Sunset Hill*	1.090	0.979	0.999	0.954	1.005
District***	1.139	1.071	1.030	1.014	1.033

*Average of past 3 years' survival rates
 **Average of past 2 years' survival rates
 ***Past year

A summary of the cohort survival projections by school are shown in the following table and more detailed projections are in the next table and in the Appendix. These projections use the high kindergarten assumption of a 114 percent capture rate of the kindergarten pool. The district wide projection was made independently of the individual school projections. The sum of the individual school projections is only 19 students lower than the district wide projection (4,255 versus 4,274 in 2013-14).

The cohort survival projections show growth in all but two schools (Greenwood and Sunset Hill). The underlying reasons for the enrollment decline at these two schools are different, however. Greenwood is projected to decline because kindergarten through Grade 2 is much smaller than Grades 3, 4 and 5 (a cohort issue) and the kindergarten projection is low. However, the Greenwood attendance area is projected to have a large increase in single-family units. This increase is not captured by the survival rates for this school. But the substantial cohort decline raises the question of whether the housing start method can adequately reflect this phenomena. Sunset Hill is projected to decline

because some of its survival rates are below 1.000. Its grades are very similar in size, so it does not have a cohort issue.

Kimberly Lane's enrollment is projected to grow substantially. The enrollment increase at Birchview, where an increase of nearly 11 percent is projected, results largely from the high net in migration (survival rates) at Grade 1 and Grade 2.

COHORT SURVIVAL METHOD PROJECTIONS RESIDENT ENROLLMENT				
	2009-10	2013-14	Change	
			Number	Percentage
Birchview	556	616	60	10.8%
Gleason Lake	589	611	22	3.7%
Greenwood	562	484	-78	-13.9%
Kimberly Lane	753	937	184	24.4%
Oakwood	452	476	24	5.3%
Plymouth Creek	657	698	41	6.2%
Sunset Hill	460	433	-27	-5.9%
District	4,029	4,274	245	6.1%

The 2009-10 kindergarten will be in Grade 4 in 2013-14 and Grade 5 in 2014-15. Therefore, enrollment in the last two projection years is largely derived from the assumptions.

PROJECTED RESIDENT K-5 ENROLLMENT BY SCHOOL HIGH KINDERGARTEN						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Birchview	556	582	583	598	616	620
Gleason Lake	589	589	595	591	611	620
Greenwood	562	527	514	488	484	466
Kimberly Lane	753	814	858	901	937	982
Oakwood	452	473	463	480	476	495
Plymouth Creek	657	680	696	687	698	705
Sunset Hill	460	456	444	438	433	419
District	4,029	4,128	4,170	4,194	4,274	4,322

Because Kimberly Lane shows such a large increase, a projection using the low kindergarten assumption (107%) is also shown (next table). The two projections differ by 38 students in 2013-14 and by 48 students in 2014-15 or about 5 to 6 percent. This small difference suggests there is little risk in using the higher projection for Kimberly Lane.

PROJECTED RESIDENT K-5 ENROLLMENT LOW KINDERGARTEN						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Kimberly Lane	753	806	840	874	899	934

Housing Starts Method

The housing starts method is a variation on the housing unit method and is another way of projecting school enrollment. When a district has thousands of existing housing units, the addition of a couple hundred more units doesn't affect total enrollment in a significant way. However, new units are often concentrated in specific neighborhoods and that can have a significant effect on enrollment in individual attendance areas. Additional housing units become a major factor in this study because the focus is K-5 enrollment projections by elementary school. If enrollment grows beyond the capacity of a particular building, attendance boundaries need to be adjusted or building capacity increased.

The importance of housing emerges from a number of Housing Occupancy and Enrollment Studies in three states. The following principles emerged from these studies:

- Housing unit type affects the number of school age children per unit. Detached single-family housing units have the highest school age child per unit ratio. Attached single-family units, such as townhouses, have significantly fewer children per unit than single-family detached units and apartment units have even fewer school age children per unit. The only exception are units, specifically designated for low income families with children. For enrollment projection purposes, single-family detached units are the only units that warrant careful attention. This holds true for the Wayzata School District as well where 84.4 percent of resident public school enrollment comes from single-family detached units.

- New units yield more students than existing units. New single-family detached units yield more school age children per unit than existing single-family detached units. As existing units sell (turnover), the school age child per unit ratio falls in those units. The only exception is turnover in recently built units.
- As the population ages, more housing units are being built for mature adults (55+ years) and for seniors. These units will have zero school age children per household.

The strength of the housing starts method is in estimating the student yield from new units. The weakness is in quantifying the effect of school age children aging in place in existing units. This weakness is further compounded by not being able to quantify the effect of sales (turnover) of existing units on school age population. Stated simply, the yield of new units is taken at face value (gross effect) with no way to estimate the net effect of the new units. Hence, the housing starts method tends to over project enrollment.

The Housing Occupancy and Enrollment Study for the Wayzata School District provides data for refinement in the housing starts method. As a result of that study, K-5 yields are available for existing units, for recently sold existing units and for new units. Because these data are available, the housing starts method will be refined and calculated as follows.

Existing Single-Family Detached Units X Percent Selling Annually = Existing Units (no change) and Existing Single-Family Detached Units (with new residents)

A. Existing Single-Family Detached Units (with no change) X K-5 yield = Projected students

B. Existing Single-Family Detached Units (with new residents) X K-5 yield = Projected students

C. New Single-Family Detached Units X K-5 yield = Projected students

Add Projected Students from A, B, and C = Projected students from Single-Family Detached Units

Add Projected Students from Single-Family Detached Units to Projected Students from Non Single-Family Detached Units = Total Student Population

The importance of turnover versus new units is underscored in the projections. In four years, turnover accounts for 900 students while new single-family units accounts for 610 students.

The next two tables show annual single-family detached unit sales and the K-5 public school yields by attendance area. These most recent data will be used to project K-5 enrollment by attendance area.

Annual single-family detached unit sales are significantly higher in the Kimberly Lane and Plymouth Creek attendance areas (7.5% and 7.2% respectively) than elsewhere in the district. Birchview has the lowest percentage of annual turnover (3.0%). Gleason Lake, Sunset Hill and Oakwood have similar percentages of sales annually (3.5%, 3.5% and 3.7% respectively). Annual sales of existing units is just slightly higher for Greenwood (4.0%).

PERCENT OF SINGLE-FAMILY DETACHED UNITS WITH TURNOVER ANNUALLY	
Attendance Area	%
Birchview	3.0%
Gleason Lake	3.5%
Greenwood	4.0%
Kimberly Lane	7.5%
Oakwood	3.7%
Plymouth Creek	7.2%
Sunset Hill	3.5%

K-5 YIELDS PER SINGLE-FAMILY DETACHED UNIT				
Attendance Area	Non Movers	Movers		Total
		Unit Built Pre 2007	Unit Built 2007 or Later	
Birchview	0.19	0.27	0.25	0.19
Gleason Lake	0.19	0.17	0.25	0.19
Greenwood	0.29	0.48	0.63	0.31
Kimberly Lane	0.39	0.64	0.72	0.43
Oakwood	0.18	0.20	0.60	0.18
Plymouth Creek	0.25	0.36	0.52	0.28
Sunset Hill	0.18	0.15	0.13	0.18
District	0.23	0.31	0.56	0.24

The difference in K-5 yields by moving status and year built varies among the attendance areas. For example, there is very little difference between movers by year unit built and non movers in the Sunset Hill attendance area. The differences in yields in the Gleason Lake and Oakwood areas are also small, except that units built in 2007 or later have a higher yield, especially in Oakwood. The biggest differences are in the Kimberly Lane attendance area. Differences in Greenwood and Plymouth Creek are also large. These data underscore the importance of estimating the moving status of families by each attendance area in order to achieve more accurate projections.

The K-5 student yields in townhomes is so low that parsing the data further is unnecessary. Furthermore, projecting the effect of the townhomes is not necessary. In four years, the 50 additional townhomes in the Kimberly Lane attendance area will produce six K-5 students while the 80 additional townhomes in the Plymouth Creek attendance area will produce seven K-5 students.

K-5 YIELD IN TOWNHOMES	
Attendance Area	K-5 Yield
Birchview	0.01
Gleason Lake	0.01
Greenwood	0.00
Kimberly Lane	0.12
Oakwood	0.03
Plymouth Creek	0.09
Sunset Hill	0.00
District	0.04

Based on conversations with developers, the following additional single-family detached units are projected to be built and occupied over the next four years. This length of time is about the maximum that developers are able to confidently estimate.

PROJECTED NEW SINGLE-FAMILY DETACHED HOUSING UNITS				
Attendance Area	2010-11	2011-12	2012-13	2013-14
Birchview	3	2	2	1
Gleason Lake	8	19	15	12
Greenwood	27	97	100	40
Kimberly Lane	102	174	134	51
Oakwood	0	0	0	0
Plymouth Creek	11	23	6	0
Sunset Hill	0	0	0	0
District	151	315	257	104

The projection for non single-family detached units appears in the next table.

PROJECTED NEW NON SINGLE-FAMILY DETACHED HOUSING UNITS				
Attendance Area	2010-11	2011-12	2012-13	2013-14
Birchview	0	0	0	0
Gleason Lake	0	0	0	0
Greenwood	0	15	20	7
Kimberly Lane*	20	50	35	12
Oakwood	0	0	0	0
Plymouth Creek	30	40	10	0
Sunset Hill	0	0	0	0
District	50	105	65	19

*67 of the units are apartments; 20 in 2011-12; 35 in 2012-13; 12 in 2013-14

A summary of the housing start method projections by school are shown in the next table. The complete projections by school are in the Appendix. The district total is the sum of the individual schools. Projected resident K-5 enrollment is flat at five of the schools--Birchview, Gleason Lake, Oakwood, Plymouth Creek and Sunset Hill. The projected increase in single-family detached units is also very low in these five attendance areas. The housing start method projects growth in Greenwood (100 students) and Kimberly Lane (164 students). Both these areas are projected to have large increases in single-family detached units.

HOUSING START METHOD PROJECTIONS RESIDENT ENROLLMENT				
	2009-10	2013-14	Change	
			Number	Percentage
Birchview	556	554	-2	-0.4%
Gleason Lake	589	598	9	1.5%
Greenwood	562	662	100	17.8%
Kimberly Lane	753	917	164	21.8%
Oakwood	452	450	-2	-0.4%
Plymouth Creek	657	636	-21	-3.2%
Sunset Hill	460	463	3	0.7%
District	4,029	4,280	251	6.2%

Comparison of Enrollment Projections

The advantage of using two different methodologies with different strengths and weaknesses is that by comparing the projections risk can be assessed and a degree of confidence can emerge. The two methods yield very similar projections for Gleason Lake and Kimberly Lane. For these two schools, the difference between the projections is about 2 percent. For both schools the housing start method projects slightly lower enrollment. About a 6 percent difference between the two methods occurs at Oakwood and Sunset Hill. At Oakwood the housing start projection is lower while at Sunset Hill the housing start projection is higher.

The difference between the two methods is about 11 percent at Birchview and Plymouth Creek with the housing start projections being the lower of the projections at both schools. An examination of the practical ramifications of the projections should be made before making a decision about which projection to use for these two schools.

COMPARISON OF PROJECTIONS 2013-14				
Attendance Area	Housing Start Method	Cohort Survival Method	Difference	
			#	%
Birchview	554	616	-62	-11.2%
Gleason Lake	598	611	-13	-2.2%
Greenwood	662	484	178	+26.9%
Kimberly Lane	917	937	-20	-2.2%
Oakwood	450	476	-26	-5.8%
Plymouth Creek	636	698	-62	-10.7%
Sunset Hill	463	433	30	+6.5%
District	4,280	4,274	6	--

- In the Housing Start Method, the district is the sum of the attendance areas. In the Cohort Survival Method, the district was projected independently of each attendance area.

-Cohort survival based on kindergarten at 114 percent of the kindergarten pool. Migration is based on past year for the district and Plymouth Creek; the average of the past two years for Gleason Lake, Greenwood, and Kimberly Lane; and the average of the past three years for Birchview, Oakwood and Sunset Hill.

At Greenwood the difference between the two projections is very large (178 students). As mentioned earlier, the cohort survival projection is obviously too low because it did not anticipate the large increase in single-family detached units projected for this attendance area. However, the housing start method doesn't account for the cohort decline which will occur because kindergarten and Grades 1

and 2 are so much smaller than Grades 3, 4, and 5. Projected resident enrollment at Greenwood is the most difficult to reconcile. In four years, 409 currently enrolled students will age out of Greenwood. The housing start method adds only 338 students.

GREENWOOD ENROLLMENT 2009-10	
Grade	Students
K	68
1	85
2	81
3	105
4	98
5	125
Total	562

To gain more insight, a blended method was constructed. The blended method uses both the cohort survival method and the housing starts method. Combining the two methods shows that enrollment will increase at Greenwood. However, how much enrollment increases depends on assumptions about the effect of turnover in existing units. If it is assumed that units that turnover have elementary students at the time of the sale, then projected students resulting from turnover should not be added to the survived enrollment because they are simply replacing existing students. Using this assumption, Greenwood's current enrollment was aged (survived) at 1.000 for each grade. Only the projected students from new single-family units were added to this survived population. Students from the new units were assumed to be in the lower elementary grades. For example, kindergarten was increased to 80 students and more new students were assumed to be in Grades 1, 2 and 3 than in Grades 4 and 5. With these assumptions, Greenwood's projected 2013-14 enrollment is 593 students. If it is assumed that existing units that sell have no elementary students at the time of sale, then the projected effect of turnover should be added along with students from new units to the survived student population. Using this assumption, 2013-14 enrollment is 696. If new students are distributed more evenly over the elementary grades or more students are in Grades 4 and 5, the results are similar to the housing starts projection of 662. Based on a blended method, Greenwood's 2013-14 enrollment will range between 593 and 696 students. The original cohort survival projection is too low and the housing starts projection of 662 looks reasonable.

In summary, the cohort survival and housing start projections are so similar for Gleason Lake, Kimberly Lane, Oakwood and Sunset Hill that either the high or low projection for each school can be used with confidence. The difference between the high and low projections are large enough at Birchview and Plymouth Creek that assumptions about growth beyond the next five years need to be applied before selecting the best projection. At Greenwood, the blended method supports using the housing starts method projection.

APPENDIX

HOUSING START PROJECTION BIRCHVIEW					
	2009-10	2010-11	2011-12	2012-13	2013-14
Housing Units					
Carry Forward		2,003	2,006	2,008	2,010
Non Movers		1,943	1,946	1,948	1,950
Movers		60	60	60	60
New		3	2	2	1
Projections					
Non Movers		369	370	370	371
Movers		16	16	16	16
New		1	1	1	1
Total	390	386	387	387	388
Non S-F Units	166	166	166	166	166
Total	566	552	553	553	554

HOUSING START PROJECTION GLEASON LAKE					
	2009-10	2010-11	2011-12	2012-13	2013-14
Housing Units					
Carry Forward		3,050	3,058	3,077	3,092
Non Movers		2,943	2,951	2,969	2,984
Movers		107	107	108	108
New		8	19	15	12
Projections					
Non Movers		559	561	564	567
Movers		18	18	18	18
New		2	5	4	3
Total	579	579	584	586	588
Non S-F Units	10	10	10	10	10
Total	589	589	594	596	598

HOUSING START PROJECTION GREENWOOD					
	2009-10	2010-11	2011-12	2012-13	2013-14
Housing Units					
Carry Forward		1,798	1,825	1,922	2,022
Non Movers		1,726	1,752	1,845	1,941
Movers		72	73	77	81
New		27	97	100	40
Projections					
Non Movers		501	508	535	563
Movers		35	35	37	39
New		17	61	63	51
Total	553	553	604	635	653
Non S-F Units	9	9	9	9	9
Total	562	562	613	644	662

HOUSING START PROJECTION KIMBERLY LANE					
	2009-10	2010-11	2011-12	2012-13	2013-14
Housing Units		1,622	1,724	1,898	2,032
Carry Forward		1,500	1,595	1,756	1,880
Non Movers		122	129	142	152
Movers		102	174	134	51
New					
Projections					
Non Movers		585	622	685	733
Movers		78	83	91	97
New		73	93	96	37
Total	703	736	798	872	867
Non S-F Units	50	50	50	50	50
Total	753	786	848	922	917

HOUSING START PROJECTION OAKWOOD					
	2009-10	2010-11	2011-12	2012-13	2013-14
Housing Units		1,883	1,883	1,883	1,883
Carry Forward		1,813	1,813	1,813	1,813
Non Movers		70	70	70	70
Movers		0	0	0	0
New					
Projections					
Non Movers		326	326	326	326
Movers		14	14	14	14
New		0	0	0	0
Total	342	340	340	340	340
Non S-F Units	110	110	110	110	110
Total	452	450	450	450	450

HOUSING START PROJECTION PLYMOUTH CREEK					
	2009-10	2010-11	2011-12	2012-13	2013-14
Housing Units					
Carry Forward		1,566	1,577	1,600	1,606
Non Movers		1,453	1,463	1,485	1,490
Movers		113	114	115	116
New		11	23	6	0
Projections					
Non Movers		363	366	371	373
Movers		41	41	41	42
New		6	12	3	0
Total	436	410	419	415	415
Non S-F Units	221	221	221	221	221
Total	657	631	640	636	636

HOUSING START PROJECTION SUNSET HILL					
	2009-10	2010-11	2011-12	2012-13	2013-14
Housing Units					
Carry Forward		2,228	2,228	2,228	2,228
Non Movers		2,150	2,150	2,150	2,150
Movers		78	78	78	78
New		0	0	0	0
Projections					
Non Movers		387	387	387	387
Movers		12	12	12	12
New		0	0	0	0
Total	396	399	399	399	399
Non S-F Units	64	64	64	64	64
Total	460	463	463	463	463

**WAYZATA RESIDENT
BIRCHVIEW**

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	79	74	83	94
1	80	89	80	91
2	85	91	89	85
3	73	88	96	88
4	80	75	84	103
5	68	80	92	95
Total	465	497	523	556

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	10	6	8
1 to 2	11	0	5
2 to 3	3	5	-1
3 to 4	2	-4	7
4 to 5	0	17	11
Total	26	24	30

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	1.127	1.081	1.096
1 to 2	1.138	1.000	1.063
2 to 3	1.035	1.055	0.989
3 to 4	1.027	0.955	1.073
4 to 5	1.000	1.227	1.131

**WAYZATA RESIDENT
GLEASON LAKE**

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	113	68	83	100
1	100	116	76	90
2	111	98	115	85
3	109	110	102	112
4	106	105	104	98
5	120	102	102	104
Total	658	599	582	589

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	3	8	7
1 to 2	-2	-1	9
2 to 3	-1	4	-3
3 to 4	-4	-6	-4
4 to 5	-4	-3	0
Total	-8	2	9

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	1.027	1.118	1.084
1 to 2	0.980	0.991	1.118
2 to 3	0.991	1.041	0.974
3 to 4	0.963	0.945	0.961
4 to 5	0.962	0.971	1.000

**WAYZATA RESIDENT
GREENWOOD**

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	80	70	75	68
1	85	94	77	85
2	116	97	101	81
3	98	120	98	105
4	105	107	126	98
5	114	110	105	125
Total	597	597	582	562

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	14	7	10
1 to 2	12	7	4
2 to 3	4	1	4
3 to 4	9	6	0
4 to 5	5	-2	-1
Total	44	19	17

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	1.175	1.100	1.133
1 to 2	1.141	1.074	1.052
2 to 3	1.034	1.010	1.040
3 to 4	1.092	1.050	1.000
4 to 5	1.048	0.981	0.992

**WAYZATA RESIDENT
KIMBERLY LANE**

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	125	92	80	120
1	122	116	110	107
2	112	109	126	125
3	118	114	128	131
4	117	105	123	139
5	132	109	111	131
Total	727	644	677	753

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	-9	18	27
1 to 2	-13	10	15
2 to 3	2	19	5
3 to 4	-13	9	11
4 to 5	-8	6	8
Total	-41	62	66

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	0.928	1.196	1.338
1 to 2	0.893	1.086	1.136
2 to 3	1.018	1.174	1.040
3 to 4	0.890	1.079	1.086
4 to 5	0.932	1.057	1.065

**WAYZATA RESIDENT
OAKWOOD ELEMENTARY**

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	59	69	59	79
1	85	67	78	61
2	68	83	69	85
3	80	71	86	66
4	80	78	68	95
5	61	84	78	66
Total	434	453	437	452

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	8	9	2
1 to 2	-2	2	7
2 to 3	3	3	-3
3 to 4	-2	-3	9
4 to 5	4	0	-2
Total	11	11	13

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	1.136	1.130	1.034
1 to 2	0.976	1.030	1.090
2 to 3	1.044	1.036	0.957
3 to 4	0.975	0.958	1.105
4 to 5	1.050	1.000	0.971

**WAYZATA RESIDENT
PLYMOUTH CREEK ELEMENTARY**

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	81	73	94	109
1	78	114	98	103
2	63	102	122	101
3	85	89	112	136
4	73	94	98	105
5	78	88	97	103
Total	458	560	620	657

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	33	25	9
1 to 2	24	8	3
2 to 3	26	10	14
3 to 4	9	9	-7
4 to 5	15	3	5
Total	107	55	24

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	1.407	1.342	1.096
1 to 2	1.308	1.070	1.031
2 to 3	1.413	1.098	1.115
3 to 4	1.106	1.101	0.938
4 to 5	1.205	1.032	1.051

**WAYZATA RESIDENT
SUNSET HILL ELEMENTARY**

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	66	77	73	72
1	89	73	77	85
2	77	87	72	75
3	73	75	84	76
4	78	70	73	78
5	85	78	70	74
Total	467	460	449	460

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	7	0	12
1 to 2	-2	-1	-2
2 to 3	-2	-3	4
3 to 4	-3	-2	-6
4 to 5	0	0	1
Total	0	-6	9

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	1.106	1.000	1.164
1 to 2	0.978	0.986	0.974
2 to 3	0.974	0.966	1.056
3 to 4	0.959	0.973	0.929
4 to 5	1.000	1.000	1.014

WAYZATA RESIDENT ELEMENTARY TOTAL

ENROLLMENT HISTORY				
Grade	2006-07	2007-08	2008-09	2009-10
K	603	523	546	642
1	639	669	595	622
2	633	666	693	637
3	634	666	706	714
4	638	635	676	716
5	657	652	654	698
Total	3,805	3,811	3,870	4,029

NET MIGRATION			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	66	72	76
1 to 2	27	24	42
2 to 3	33	40	21
3 to 4	1	10	10
4 to 5	14	19	22
Total	141	165	171

SURVIVAL RATES			
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10
K to 1	1.109	1.138	1.139
1 to 2	1.042	1.036	1.071
2 to 3	1.052	1.060	1.030
3 to 4	1.002	1.015	1.014
4 to 5	1.022	1.030	1.033

Wayzata

Alternative Cohort Survival Projections

Please read these tables in conjunction with those in the original report.

The next table shows the percentage of resident kindergarten students enrolled in each school. The three years were averaged and this average was used to project resident kindergarten by school.

School	2008-09	2009-10	2010-11*	3-yr. avg.**
Birchview	15.2%	14.6%	17.7%	15.8%
Gleason Lake	15.2%	15.6%	13.0%	14.6%
Greenwood	13.7%	10.6%	11.6%	12.0%
Kimberly Lane	14.6%	18.7%	15.7%	16.3%
Oakwood	10.8%	12.3%	12.6%	11.9%
Plymouth Creek	17.2%	17.0%	19.6%	17.9%
Sunset Hill	13.3%	11.2%	9.8%	11.5%

*Anticipated kindergarten enrollment as of July 1, 2010

**Percentage used to make kindergarten projections

The next table shows the projected resident kindergarten at each school. The district total is based on 120 percent of the resident kindergarten pool. Resident kindergarten never falls below 600 students using this assumption. The 2010-11 projection is based on students "enrolled" as of July 1, 2010. Some of these students may not actually attend when school starts in September.

KINDERGARTEN PROJECTIONS					
School	2010-11*	2011-12	2012-13	2013-14	2014-15
Birchview	114	98	97	97	96
Gleason Lake	84	91	90	89	89
Greenwood	75	75	75	73	74
Kimberly Lane	101	102	100	100	99
Oakwood	81	74	73	73	73
Plymouth Creek	126	111	110	110	109
Sunset Hill	63	72	71	70	70
District	644	623	616	612	610

*Anticipated kindergarten enrollment as of July 1, 2010

The next table shows an alternative cohort survival projection based on kindergarten being 120 percent of the Wayzata kindergarten pool, i.e., resident births five and six years earlier. The migration (survival rate) assumptions are the same in the two cohort projections. The housing starts projection is the same as in the original report.

In four years, the cohort projection based on 120 percent of the kindergarten pool is 145 students higher than the cohort projection based on 114 percent of the kindergarten pool. The higher cohort projection is 139 students higher than the housing starts projection.

The difference between the two cohort projections is small for Gleason Lake, Oakwood and Sunset Hill. Greenwood is still too low because the survival rates do not anticipate the projected housing growth. Therefore, the housing starts projection is the best projection for Greenwood.

The higher cohort projection (120 percent) produces a higher projection for Birchview and Plymouth Creek and a lower projection for Kimberly Lane.

COMPARISON OF PROJECTIONS (RESIDENTS ONLY) 2013-14			
School	Cohort Survival (114% K)	Cohort Survival (120% K)	Housing Starts
Birchview	616	685	554
Gleason Lake	611	607	598
Greenwood	484	537	662
Kimberly Lane	937	881	917
Oakwood	476	487	450
Plymouth Creek	698	778	636
Sunset Hill	433	444	463
District	4,274	4,419	4,280

- In the Housing Start Method, the district is the sum of the attendance areas. In the Cohort Survival Method, the district was projected independently of each attendance area.

-Cohort survival based on kindergarten at 114 percent of the kindergarten pool. Migration is based on past year for the district and Plymouth Creek; the average of the past two years for Gleason Lake, Greenwood, and Kimberly Lane; and the average of the past three years for Birchview, Oakwood and Sunset Hill.

Wayzata Public Schools Special Services

**Report to the Board of
Education**

July 26, 2010

**A Model of Excellence Among
Learning Communities**

Special Services

Programs and Partnerships:

- ★ **Special Education**
- ★ **Title I**
- ★ **English Language Learner Program**
Title III
- ★ **District Health Services**
- ★ **Section 504**
- ★ **Home Bound Instruction**

Special Services

Special Education

Student Demographics

- ★ **14 Disability categories**
- ★ **2009 Child Count = 939 resident students**
- ★ **Actual number of students served = 1105 (as of December 1, 2009)**

Special Services

Special Education

Student Demographics

★ Primary Disabilities:

Autism Spectrum

Specific Learning Disabilities

Other Health Disabilities

Special Services

Special Education

Department and program initiatives

- ★ Partner with general education in Learning Teams and data driven decision making
- ★ Partner in building leadership capacity
- ★ Program improvement: Disability area of DCD, tech integration, and math instruction
- ★ MDE monitoring: 100% compliance

Special Services

Special Education

Department and program initiatives

- ★ Partner in facilities study
- ★ Collaboration with targeted services: providing co-funding for after school and summer learning opportunities
- ★ Partner with Community Education: Early Childhood Education, Home Base, Bright Start, EDK, and more

Special Services

Title I

Five buildings identified: Birchview, Gleason Lake, Oakwood, Sunset Hill, East Middle School

Focus: Reading and Math (EMS)

Referral based on: MAP/MCA/Teacher referral (priority on 40th percentile or below...higher needs served first)

Special Services

Title I

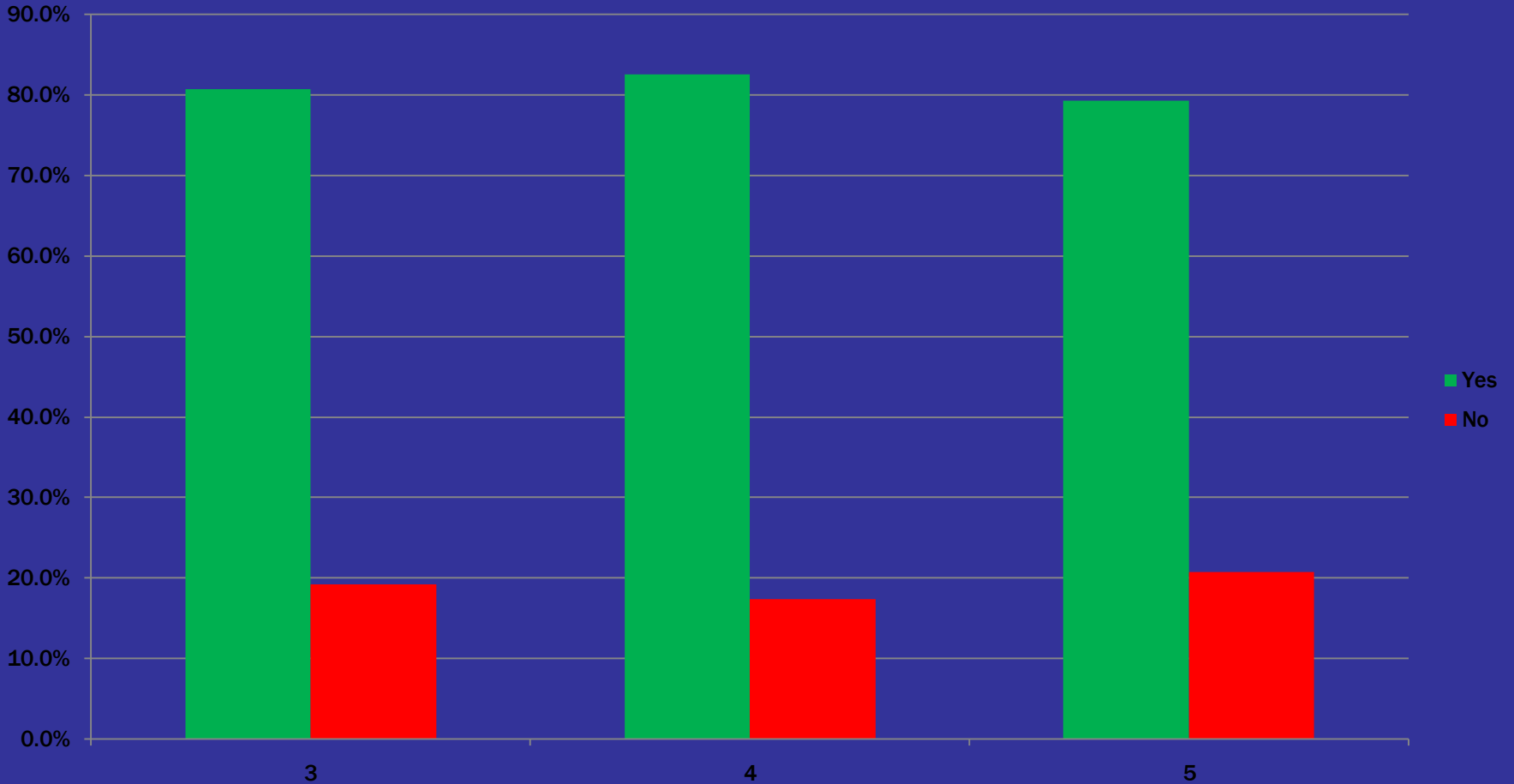
Benefits of Title I

- ★ Intervention dollars to support needs

Implications of Title I

- ★ Sanctions if AYP is not met

Proportion of Students Receiving Title 1 services that met their Growth Target -MAP Reading



A Model of Excellence Among Learning Communities

44

Wayzata Public Schools

Special Services

Title I

Program initiatives:

- ★ Intervention (PLT's and data driven decisions)
- ★ Integrating Title I into continuing Curriculum and Instruction work
- ★ Partnering with implementation of the Equity Plan and Integration of technology into instruction and learning

Special Services

Title I

Program initiatives:

- ★ Professional development
- ★ Parent Involvement
- ★ Instructional approaches critical in intervention and sped referral prevention

Special Services

English Language Learners Program

Students served = 228 LEP

Primary languages = Russian, Spanish,
Chinese, Hindi, Somali, Hmong

Licensed staff = 6.0 FTE

Paraprofessional support = 48 hours

Special Services

Section 504

Required reasonable accommodations as per
the Rehabilitation Act of 1973

Students Served = approximately 263

Special Services

District Health Services

Department and program initiatives

- ★ No Shots No School
- ★ Fall 2009 H1N1 outbreak
- ★ School Health Initiative Program (SHIP) Grant

Special Services

Homebound Instruction

- ★ **Students Served = students determined unable to attend school**
- ★ **Doctor's recommendation or IEP team decision**
- ★ **Instruction = One hour for each school day missed**

Special Services

Special Thanks to the Special Services Team

- ★ **Bonnie Johnson, Special Education Supervisor**
- ★ **Donna Marget, ECSE Coordinator**
- ★ **Jeri Johnson, Special Education Supervisor**
- ★ **Jennifer Welk, Special Services Office Manager**
- ★ **Katy Boutang, Special Services Office Para**
- ★ **Lauren Ingwaldson, Special Services Secretary**
- ★ **Caroline Gossen, Special Services Secretary**
- ★ **Terry Anderson, Title I Coordinator**
- ★ **All Licensed and Paraprofessional Staff for their talents and commitment to the students and families we serve**
- ★ **Wayzata Special Education Advisory Council (WSEAC)**

Special Services

**Thank you to the Wayzata Public Schools
Board of Education**

**Your support of the students and
families we serve is greatly
appreciated and valued.**

**STRATEGIC EQUITY AND
ACHIEVEMENT PLAN**

DRAFT

Table of Contents

Executive Summary 3

District Equity and Achievement Goals..... 6

The Role of the District Equity Leadership Committee (DELIC)..... 13

DELIC Strategies..... 14

 Strategy 1: Meetings with DELIC..... 14

 Strategy 2: Individual and Group Meetings..... 14

 Strategy 3: District-Wide Equity Initiatives and Program Review Assessment..... 14

Equity and Achievement Service Delivery Model for Student Success Team..... 15

Appendix A: Equity Support Job Descriptions..... 16

 Achievement Specialist 16

 Home School Liaison 16

DRAFT

Executive Summary

Introduction

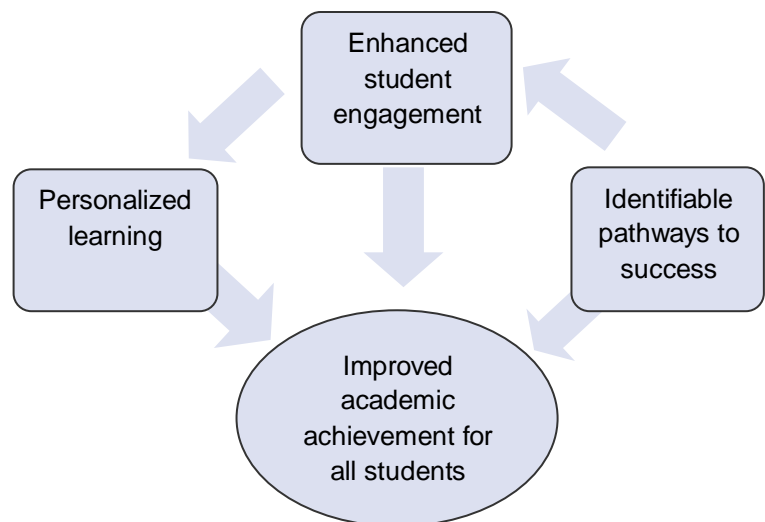
The strategic theme of the Wayzata Public School's equity initiative is "*Inspiring Hope, Delivering Results.*" This plan is a component part of a larger student achievement and intervention plan that will continue to be developed into the coming school year. While we will inevitably become involved with several discussions during the year about best practices relating to intervention systems, one focus will be to convene conversations with students, staff, administrators, and community members. These conversations will help the leadership teams of the school district to map greater specifics for our education equity initiative, defining educational priorities, and seeking new ways to collaborate across the district, with existing and new community partners, and possibly with organizations across the metropolitan region.

It is important that we gain a clear understanding about why some of our students are currently not achieving to their level of capability. Regardless of a student's background, we need to ask ourselves "How do we respond when children do not learn?" And, specifically, we need to bring greater intentional focus toward understanding and responding to the fact that achievement deficiencies exist in our school district and how do we ensure that equity and access to educational programs is achieved across the school district. We can begin the process by setting high goals and standards for all students and by helping students, faculty, and staff to expand their levels of cultural competence and proficiency. Building a strategic educational framework of student learning supports and interventions is critically important to the larger objective of closing achievement gaps and ensuring that all of our students are experiencing success, both academically and socially, in our schools. Success will be evidenced by classrooms across the school district with proportionate representation of students regardless of their ethnicity or socio-economic status.

The District Equity Leadership Committee (DELIC) was redesigned during the 2009-2010 School Year. Discussions during the school year resulted in a number of ideas and some goals for the future. Further, the determination was made that there was a need and the desire for greater coordination, collaboration, and articulation/interaction across school buildings and between the schools and the central office departmental functions. It was also determined that there is a need for improved definition of the data analysis mechanisms, assessment processes, and the specific programs and interventions that are intended to ensure that all of our students are being successful in their academic achievement.

As noted earlier, the District Equity Plan is a component part of a larger intervention system of the school district. A primary goal of this Equity Plan is to improve the academic achievement for targeted populations (i.e. closing achievement gaps). Researchers have identified a number of ways to mitigate perceived achievement barriers. For example:

1. Setting high goals, high standards, high expectations and accountability for adults and students ("Better Balance", 2001); and
2. Developing culturally competent teachers (Darling-Hammond, Berry, & Thoreson, 2001); and
3. Redesigning curriculum content and increasing rigor (Adelman, 1999); and
4. Implementing continuous improvement and monitoring through the use of data (Johnson, 1996a; Olsen, 1996; Sandham, 2001a).



Executive Summary (continued)

Strategic Educational Framework for Student Supports and Interventions

The strategic framework (see diagram on previous page) will bring greater clarity and definition to the three processes that will result in improved academic achievement for targeted populations. Further, it will lead to a greater understanding of shared norms, challenges, and priorities. This will help our team develop ways to amplify and support each other's work by personalizing student learning, enhancing student engagement, and identifying multiple pathways to success through clearly defined delivery systems, greater intentional focus on key outcomes, and strategic collaboration among key constituent groups.

Each of the three strategies will be comprised of action steps grounded in data. This collection of data, which will inform a well-developed district-wide equity plan, will be revised formatively as information and data become available. The plan will have great agility and will be instrumental in our decision making about resource allocation and program assessment and evaluation. It will help us gauge our progress towards achieving the desired goals to close achievement gaps.

During the 2009 – 2010 school year the District Equity Leadership Committee has closely examined existing policies and practices. The results of our initial observations resulted in the identification of key areas of importance that need intentional focus. They are:

1. Academic Intervention Systems
2. Student Failure Prevention Mechanisms
3. Student Engagement Practices
4. Partnering with Families and Community
5. Ownership and Participation by Students, Parents, and Staff Members

These five areas are central to effecting change in the lives of our students and ultimately closing achievement gaps. To help further clarify our students' goals and needs the committee has developed a three year comprehensive strategic equity proposal that focuses on several key initiatives. They are as follows:

- Developing and implementing mentoring/tutoring programs.
- Providing direct support for more inclusive classrooms.
- Creating and/or expanding out-of-school-time programs (i.e. summer school).
- Creating an orientation and transition program for "The Choice is Yours" (TCIY) students and their families.
- Envision, design, and create the foundation for delivering a comprehensive system of academic supports and interventions.
- Improving communication and outreach to parents.
- Developing and implementing district-wide equity and achievement audits.

In order to address the issues listed above and make a strong commitment to closing achievement gaps we will engage in the following activities to ensure that we keep moving in the right direction. Specifically:

- **The continuation of the District Equity Leadership Committee (DELIC):**
The DELIC serves as a proactive group that embraces diversity, imparts knowledge, and works to raise the achievement of all students while working to close the racial, economic, and ethnic gaps that persist in our educational system. We do this by examining data, encouraging culturally responsive practices in the classroom, and proposing best practices as it relates to teaching and learning.

Executive Summary (continued)

Strategic Educational Framework for Student Supports and Interventions

- **The creation of a revised and aligned Equity and Achievement Service Delivery Model:**
The core concept in the revised service delivery model (see information on Page 15) focuses on repurposing existing resources in a manner that will position the school district to more efficiently and effectively deliver results on the three strategies highlighted in the framework. Further, the repurposing of the existing resources is critical to achieving the equity and achievement goals outlined in the following pages. By aligning our existing state integration financial and personnel resources with our stated goals and objectives, the vital elements of our plan will coalesce into a coherent and focused equity, integration, and achievement effort with the intention of improving learning for all students.

DRAFT

District Equity and Achievement Goals

During the 2009 – 2010 school year DELC members reviewed data to identify achievement and student participation anomalies. Based on these data reviews, the committee developed six goals that it felt would help close achievement gaps. The reader is reminded that these goals and action steps will remain responsive to new learning and will evolve as necessary. Specifically, the District Equity Leadership Committee will implement the following actions:

District Equity and Achievement Goal #1

<p>Goal 1:</p> <p>MCA Proficiency</p>	<p>Analyze and interpret MCA Proficiency Data. Determine factors and causes for the significant disparities that exist in MCA proficiency levels between subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this review, seek ways to improve the scores of all students while placing intentional focus on closing identified disparities.</p> <p><u>Action Step #1:</u> Provide district-wide and school-based professional development in specific instructional strategies that increase student learning (e.g. NUA strategies, reciprocal teaching, inquiry, GLAD strategies, cultural cues).</p> <p><u>Action Step #2:</u> Provide high quality cultural competency training and effective, meaningful, and relevant learning experiences that support the district’s Diversity Goal: <i>Prepare learners to participate in a diverse world by defining, measuring, and enhancing learners’ cultural understanding and competencies.</i> Specifically, provide training for staff, students, and community members through the Teacher Academy classes, teacher book studies, student co-curricular and extra-curricular programs/activities, and community education classes that enhance a broader cultural understanding and foster positive race relationships.</p> <p><u>Action Step #3:</u> Develop and implement a district-wide or school-based summer learning program (fifth quarter) targeted for identified subgroups of students as defined by NCLB who are not at their grade level proficiency level and where significant MCA score disparities exist.</p> <p><u>Action Step #4:</u> Teachers will have opportunities to share, model, coach and discuss effective and inclusive classroom practices through the use of PLT’s that meet regularly to discuss common benchmarks and common formative assessments. These assessments will inform instruction for the purpose of improving student achievement.</p> <p><u>Action Step #5:</u> Staff will have a chance to participate in professional development opportunities through WMEP’s cultural collaborative that will enhance their knowledge, understanding, and respect for inclusion and to develop culturally relevant pedagogy and a variety of instructional strategies that meet the needs of diverse learners.</p>
---	--

District Equity and Achievement Goals (continued)

District Equity and Achievement Goal #2

<p>Goal 2:</p> <p>Gifted & Talented Program Admission Criteria</p>	<p>Review entrance and admission criteria for the District’s Gifted & Talented program (Vision 21) to ensure that the assessments and methods used to identify students are comprehensive, culturally responsive, and reflective of the school district’s demographics. Determine factors and causes for the disparities that exist in the identification of and participation in the Gifted & Talented program between identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this study, review admission criteria and/or create new or implement additional measures that have the potential to identify a broader range of giftedness in students. Specifically, the District Equity Leadership Committee will:</p> <p><u>Action Step #1:</u> Work in cooperation with the appropriate GT personnel to review existing criteria used to determine placement in the GT program. Intentional focus will be placed on determining if the established criteria adequately and appropriately give due consideration to the various types of intelligences and if they are reflective of school district demographics. Further, determine appropriate modifications to the GT program admission criteria in an effort to ensure a comprehensive and culturally responsive framework by which students are identified for GT programs.</p> <p><u>Action Step #2:</u> Review the specifics of and consider the implementation of the Young Scholars Program (K-5) at a minimum of one pilot elementary site.</p> <p><u>Action Step #3:</u> Review the specifics of and consider the implementation of the Young Scholars Program (6-8) at one pilot middle school site.</p>
--	---

District Equity and Achievement Goals (continued)

District Equity and Achievement Goal #3

<p>Goal 3:</p> <p>Advanced Placement Course and AP Exam Participation</p> <p>And Honors Course Participation</p> <p>Accelerated Learning & College Readiness</p>	<p>Review participation and registration patterns for Advanced Placement courses and Advanced Placement exams. Determine factors and causes that limit or discourage Advanced Placement course and test registration for students and place intentional focus on the disparities that exist in AP course and test registration numbers between subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this review, study and determine root causes for the registration disparities and develop and implement strategies intended to close such disparities. Specifically, the District Equity Leadership Committee will implement the following actions:</p> <p><u>Action Step #1:</u> Proactively reach out to current high school students from underrepresented NCLB subgroups considered to be capable of success in rigorous academic coursework, and encourage their enrollment in AP/Honors courses and registration for AP exams. Design, deliver, and implement ideal support mechanisms intended to maximize the levels of success for the students who accept the challenge of enrolling in these rigorous courses.</p> <p><u>Action Step #2:</u> Explore and consider the implementation of a vertically aligned “Pre-Advanced Placement Program” at the middle school level. Simultaneously, engage counselors and other appropriate school personnel from the middle schools and the high school to identify student candidates from underrepresented NCLB subgroups to inform these students and their parents about the “Pre-AP Program.” Further, help prepare these students for future enrollment in AP/Honors courses and eventual registration for AP exams. Develop and implement a structure of support (tutorials/counseling) designed to expand the students’ confidence levels and prepare them for success.</p> <p><u>Action Step #3:</u> Evaluate and modify the AVID program at the high school to ensure program fidelity and access for intended student populations.</p> <p><u>Action Step #4:</u> Encourage broader participation of students that participate in the PSAT administered in the fall.</p>
--	---

District Equity and Achievement Goals (continued)

District Equity and Achievement Goal #4

<p>Goal 4: Alternative Learning Center</p>	<p>Review entrance and admission criteria for the District’s Alternative Learning Center (ALC) program to ensure that the assessments and methods used to identify students are comprehensive, culturally responsive, and reflective of the school district’s demographics. Determine factors and causes and “attractors” like personal relationships for the significant overrepresentation of students in the ALC program from identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this study, revise entrance and admission criteria and/or create new or implement additional measures that ensure that only students in need of the services of the ALC are enrolled in the ALC. Specifically, the District Equity Leadership Committee will:</p> <p><u>Action Step #1:</u> Work in cooperation with the appropriate ALC personnel to review existing criteria used to determine placement in the ALC program. Intentional focus will be placed on determining if the established criteria adequately and appropriately give due consideration to students’ personal academic and social situation. Further, determine appropriate modifications to the ALC program entrance and admission criteria in an effort to ensure a comprehensive and culturally responsive framework by which students are identified for the ALC program.</p> <p><u>Action Step #2:</u> Assign a “Dream Manager” (Teacher mentor/advisor as described in a book titled <i>‘The Dream Manager’</i>, by Matthew Kelly, Beacon Publishing 2007) to each student enrolled in the ALC program. Engage appropriate Student Support Services personnel in quarterly meetings with each student enrolled in the ALC to review their “Dream Plan” (personalized learning goals, developed and written by individual students in cooperation with their Dream Manager, ALC teachers, and other significant adults in their lives). Train students in the process of setting and monitoring academic and social goals that position them better to achieve their goals and dreams.</p>
--	--

District Equity and Achievement Goals (continued)

District Equity and Achievement Goal #5

<p>Goal 5: Parent Engagement</p>	<p>Proactively reach out to build community with underrepresented groups of parents of identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Specifically, the District Equity Leadership Committee will:</p> <p><u>Action Step #1:</u> Work in cooperation with others to create and deliver multiple communication formats to parents to ensure they have knowledge about the events and happenings of the school district. Consider language translation of paper and electronic communications that are sent to parents. Where appropriate, assign and engage volunteer personnel to make phone calls to families, make home visits, meet with them personally at schools, etc.</p> <p><u>Action Step #2:</u> Work in cooperation with Community Education staff to design and implement classes that inform families about the best ways to help students learn. (Consider the adoption of the best-practice model by PIQUE).</p>
--	--

DRAFT

District Equity and Achievement Goals (continued)

District Equity and Achievement Goal #6

<p>Goal 6:</p> <p>Early Intervention</p>	<p>Review the demographics of students being served through the special education program. Determine factors and causes for the significant overrepresentation of students in the special education program from identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this study, determine the most effective pre-referral intervention programs and/or strategies that can be implemented that can minimize placement in the special education program. Specifically, the District Equity Leadership Committee will:</p> <p><u>Action Step #1:</u> Study and determine effective and efficient standardized pre-referral intervention program or processes. Work toward the implementation of the model(s) considered most appropriate for students.</p> <p><u>Action Step #2:</u> Provide district-wide and school-based professional development in specific instructional strategies that increase student learning (e.g. NUA strategies, reciprocal teaching, inquiry, GLAD strategies, cultural cues, etc.).</p> <p><u>Action Step #3:</u> Develop and implement a district-wide or school-based summer learning program (fifth quarter) for all students with intentional focus on identified subgroups of students as defined by NCLB who are not at their grade level proficiency level.</p>
--	--

DRAFT

District Equity and Achievement Goals (continued)

When successfully implemented, these strategies will show results that are reflective of the school district's demographics. Specifically:

Goal 1: Improved student learning as determined by MCA proficiency scores and therefore, an increase in the number of students meeting state and local standards, a notable decrease in achievement gaps, and an increase four-year graduation rate.

Goal 2: A revised set of Gifted and Talented Program entrance and admission criteria that are comprehensive and culturally responsive.

Goal 3: Greater representation in Advanced Placement course enrollment, Advanced Placement test taking, and Honors Course enrollment.

Goal 4: A revised set of entrance and admission criteria for the Alternative Learning Center that are comprehensive and culturally responsive.

Goal 5: Greater representation of parent engagement across the school district.

Goal 6: A revised pre-referral intervention program that is a prerequisite consideration prior to placement in a special education program enrollment.

It is important to note that while DELC will serve as the centralized coordinating arm for the school district, no single office, person, or unit can tackle the challenge of achieving our district's equity and achievement goals. The challenge is too great, the opportunities too exponential, and the concepts of equity, inclusion, and student achievement are ever-expanding. Building and celebrating equity and access in education in Wayzata cannot be the work of one person. It is a shared responsibility, and one we all must accept and carry forward.



The Role of the District Equity Leadership Committee (DELIC)

A major priority of DELIC is to ensure that educational equity is defined in ways that substantively connect with the academic mission of Wayzata Public Schools in terms of personalized learning, student engagement, and pathways to success. An inclusive and diverse environment creates the type of educational context that allows all of our students to develop into the engaged and educated citizens required to live in a world that is diverse, global, and interconnected. Additionally, it ensures that we have the types of programs, support services, and personnel that ensure the possibility that all students can achieve success.

Fundamental to this goal, and a major priority of DELIC, is to ensure that conversations about closing achievement gaps are closely aligned and infused into the next generation of strategic plans, frameworks, discussions of equity, and accountability efforts that will guide Wayzata Public Schools over the next three to five years and beyond.

Going forward, DELIC will continue to work toward the alignment of the District's goals and equity initiatives in an effort to close achievement gaps and, most importantly, become a part of the continuing conversation about activating new possibilities and partnerships throughout the district. DELIC will work closely with school district administrators, principals, teachers, paraprofessionals; and families/community partners. To be most effective, our work will require close relationships with constituent and community groups as well as other parties that could be involved in our equity and achievement efforts.

Over time, it is hoped that DELIC will be recognized as a leader in encouraging the implementation of equity initiatives, inclusive instructional practices, and strategic thinking in an effort to help all of our students be successful. Our charge is to foster the creation of new and more powerful external relationships; incubate new projects and ideas; assess equity and achievement initiatives and progress; and convene institutes, training, and symposia focused on strategic leadership in closing achievement gaps in the Wayzata Public Schools.

DELIC Strategies

DELIC will engage in three primary strategies to accomplish the aforementioned equity and achievement goals. These strategies include the following: (1) monthly DELIC meetings, (2) meetings with individuals and identified school groups, and (3) district-wide equity and achievement initiatives and program review assessment.

Strategy 1 – Meetings with DELIC:

The monthly DELIC meetings will be general in nature and discussions will be organized around student achievement with intentional focus on identified student subgroups as defined by NCLB. Themes of discussion regarding these subgroups will include key issues related to equity, achievement, and social identities.

Strategy 2 – Individual & Group Meetings:

Throughout the year, DELIC representatives will continue to schedule meetings with key stakeholders across the Wayzata Public School District. These groups may include, but are not limited to, individual leaders, personnel, offices/units, and community partners.

Strategy 3 – District-Wide Equity Initiatives and Program Review Assessment:

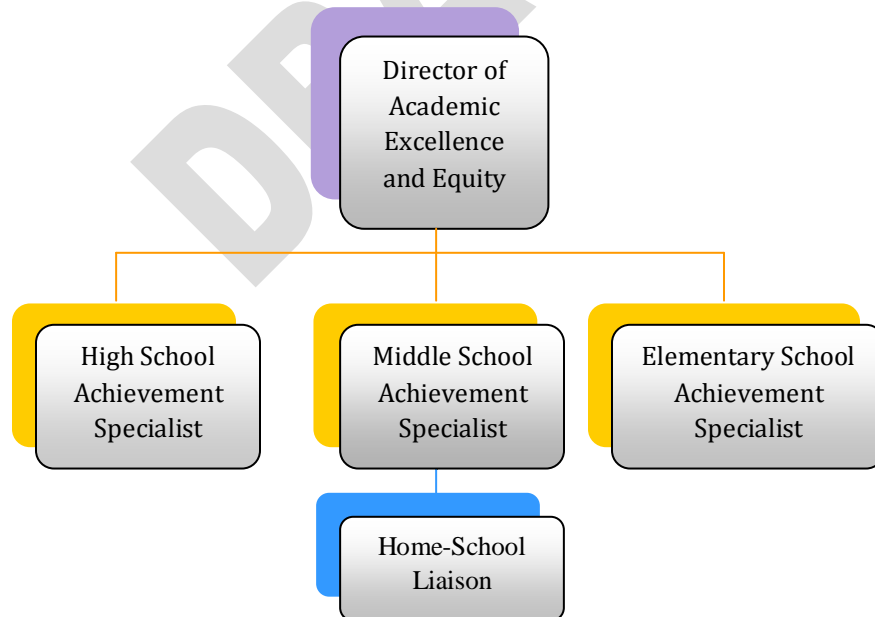
It is the intent to engage principals, teachers, and paraprofessionals in the creation of a report on what is currently taking place within their respective buildings. The Equity Initiatives and Program Review Assessment will focus on achievement data and the demographic characteristics and trends within each respective school. This assessment will examine equity and achievement programs and initiatives, successes for the last five years, challenges to implementation, and major opportunities for the future. We will ask each school to communicate about their building/program equity and achievement work, to provide rationale that supports their methods and approaches, and to engage in an in-depth self-study analysis.

Additionally, several centrally funded equity programs and initiatives will engage in a multi-tiered program review that may include, but is not limited to the following: (1) self-studies (2) external program reviews, (3) environmental benchmarking, (4) internal committee reviews, and/or (5) formal summative evaluations.

Equity and Achievement Service Delivery Model for Student Success Team

The Equity Service Team’s number one goal is to assist school divisions in the development of a coherent and uniform model of support and intervention. Research, thus far, supports the restructuring of job duties for those involved in helping to close achievement gaps. To help students reach their full potential this team will engage in data gathering and analysis to help guide the decision-making process. The team will also be responsible for assisting schools with differentiated instructional strategies and work to help make schools more culturally competent and responsive to students and parents. By restructuring the support positions listed below we will seek to achieve the following:

- Focus 80% of Student Success Team (SST) time on targeted buildings with the greatest disparities in achievement between subgroups as identified by NCLB.
- Provide 5th quarter for all students with intentional focus on targeted students and/or schools by expanding the school year by approximately four weeks.
- Seek ways to expand access to Wayzata Plus (extended day kindergarten) that will include the traditional kindergarten academics along with a half-day Community Education sponsored enrichment component.
- Assist schools in developing Learning Plans for targeted students:
 - Set goals for each student’s improvement
 - Monitor, assess and record progress



**See Appendix A for Achievement Specialist and Home School Liaison job descriptions.*

Appendix A: Equity Support Job Descriptions

Achievement Specialist:

This position is responsible for the following:

- Model best teaching methods and strategies based on the latest research and data.
- Act as a resource for strategies and demonstrations for all teachers – in all disciplines.
- Assist with implementing writing, math, and reading strategies to and across curriculum areas in classrooms.
- Provide on-going professional development based on the needs of the school through analysis and teacher's identified area of need.
- Work with staff to identify students who need additional academic assistance.
- Identify effective assessment tools and training for teachers on how to use them.
- Conduct model lessons, coaching, and displaying best practices in instruction.
- Establish a systematic transition program for targeted students.
- Assist schools in using data analysis to guide evidence-based decisions.
- Assist schools in developing a coherent and uniform model of support and intervention.
- Perform other duties as assigned or apparent.

Home School Liaison:

This position is responsible for the following:

- Support homework help and parent nights in the community where students reside.
- Train volunteers working with the identified students and their families.
- Function as a liaison between families and the school personnel.
- Participate in school related meetings as necessary.
- Collect pre and post data to determine effectiveness of the service.
- Coordinate with CONECT and IOCP to access community supports and services for families.
- Participate on the grant planning committee.
- Partner with families from a variety of cultural backgrounds.
- Adjust the workday to meet the unique requirements of the position.
- Keep administration fully informed of program progress.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - August 9, 2010 - 7:00 PM
Wayzata City Hall, 600 Rice St., Wayzata, MN

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 1. Regular Meeting - May 10, 2010
 2. Regular Meeting - June 14, 2010
 3. Special Meeting - June 28, 2010
 4. Special Meeting - July 26, 2010
 - B. District/Professional Memberships for 2010-2011
 - C. Finance and Business Recommendations
 - D. Designation of Official Cash Depositories
 - E. Designation of Official Investment Brokers
 - F. BID AWARD: Wayzata Ice Arena Water Heaters and Snow Melt Pit
 - G. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
 - A. Wayzata Public Schools 2010-2011 Retirees
 - B. July Employee of the Month - Kim Hilt
 - C. August Employee of the Month -
 - D. WHS Boys Golf Team - State Championship
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Teaching and Learning
 1. Special Services Report
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. OTHER BOARD ACTION
 - A. Official Designations for 2010-2011 School Year
 1. Bulletin Board
 2. Radio Station for Emergency Announcements
 3. Newspaper
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS

10. NEW BUSINESS

11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – July 26, 2010

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Peterson

If there is no additional business before the School Board, the Chair will adjourn the meeting.