WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - March 26, 2012 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. CALL TO ORDER/ROLL CALL 3
2. ADMINISTRATIVE
   A. Communications and Community Engagement - A. Parnell - *15 minutes* 4
3. TEACHING AND LEARNING
   A. Student Data Report - S. Lackner, G. Lofton. - *30 minutes* 9
4. HUMAN RESOURCES
5. FINANCIAL
   A. Elementary Capacity Proposal - J. Westrum, S. McQueen, L. Schoen - *30 minutes* 45
   B. Alternative Facilities Update - J. Westrum - *15 minutes*
   C. General Facilities Update - J. Westrum - *15 minutes*
6. BOARD REPORTS
   A. Extended Day Kindergarten in Minnesota and WPS Capacity Analysis - S. Gaither, C. Polzin - *15 minutes* 64
   B. Legislative and LAC Check-In - J. Moroz, S. Droegemueller - *5 minutes*
7. SCHOOL BOARD
   A. Tentative Board Agenda for April 9, 2012 - *5 minutes* 88
8. ADJOURN 89

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.

Agenda Item 1

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – March 26, 2012

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Hesby

	PRESENT	ABSENT
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Ms. Cheryl Polzin	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

Wayzata Public Schools
External Communications Plan

Goal

- Enhance the connection to and partnership with families and other constituents in our community *(Strategic Direction D, Wayzata Public Schools Strategic Roadmap)* by:
    - Building community trust, confidence and partnership
    - Maintaining the highest levels of satisfaction and pride by staff, parents and community

Primary audiences

- Parents (current, prospective and former)
- District businesses
- District elected officials
- School board
- Alumni
- Staff *(NOTE: a separate internal communications plan will specifically target staff beginning in fall 2012)*

Strategies

1. Use a variety of communications vehicles to share information with multiple audiences
2. Ensure district staff are well-equipped to represent the district through their communications and customer service
3. Engage key stakeholders in two-way dialogue to broaden support for the district's mission to ensure a world class education for each and every student
4. Promote Wayzata Public Schools as an exceptional choice for families, prospective staff, community partners and potential community education participants

Core messages to reinforce whenever possible

- The district's educational values
    - Achievement
    - Collaboration
    - Community
    - Equity
    - Integrity

    - Respect
- Why Wayzata?
    - Academic excellence
    - Quality teachers
    - Meeting the needs of all learners
    - Solid financial condition
    - Tremendous community support

Measurable objectives

- The Strategic Road Map Vision Card contains the measurable objectives related to overall communications performance.

Strategy 1: Use a variety of communications vehicles to share information with multiple audiences

Tactic	**Audience**
1a. Create a district **communications advisory committee** composed of district staff, parents and community members that will meet bi-monthly or quarterly to help in identifying communications needs and opportunities	All
1b. Maintain a district **web site** that is user-friendly, up-to-date and complete with useful information for all primary audiences • Regularly assess traffic patterns via analytics • Conduct a comprehensive web site review measuring against industry standards and periodically review audience satisfaction via online surveys and informal discussions	All
1c. Strengthen relationships with all relevant local **media** (Star Tribune, Sun Sailor, Lakeshore Weekly News, Patch, Ed's TV, broadcast education reporters) and identify methods to support regular district coverage such as Superintendent's Column, regular press releases/story pitches, photo releases and video links	All
1d. Work with Liaison Committee to assess the use of various communications tools to enhance and improve **two-way communication with parents**	Parents
1e. Create an **electronic newsletter** to highlight weekly district news, events, awards and engagement opportunities • Assess viability of Constant Contact as a vehicle for e-delivery to all parents (goal: enroll them all, and then give them the option to opt out)	All

and other audiences • Promote e-newsletter via other district channels (website, *Communicator*, media, email signatures, etc)	
1f. Strategically review the **Communicator** to ensure it aligns with the overall communications goal and core messages • Annually assess content and frequency of the *Communicator*	All
1g. Utilize **Twitter** and **Facebook** to align with overall communications goal and core messages • Annually assess content, frequency and interest	Parents
1h. Conduct an annual refresher training for principals in use of the **district's parent notification system** to ensure it is being used effectively and appropriately to both alert parents to crises and share important good news, while building the district's brand	Parents
1i. Review viewership and content of **Ed's TV** to identify opportunities to reinforce district's core messages and engage viewers in district events that will build support for the district's mission	All
1j. Review district **annual report** and **calendar** to ensure they align with the overall communications goal and core messages while reinforcing the district brand	All

Strategy 2: Ensure district staff are well-equipped to represent the district through their communications and customer service

Tactic	**Audience**
2a. Provide training sessions on use of the **district style guides** for principals and front-line staff; incorporate information about the district's communications goal and overall core messages • Prior to training, review all online guides for simplicity, ease of use, consistency and alignment with communications goal and core messages	Staff
2b. Develop an annual **"secret shopper"** process for all sites to identify strengths and opportunities on their customer service through the phone, web and in-person	Staff, parents

• Use results to identify customer service training needs and develop training opportunities accordingly	
2c. Meet with each principal (and appropriate site staff) to assess their **school's communications methods**; discuss their communications needs/challenges; and review content of their Thursday folders for overall quality and alignment with district brand and core messages • Assess viability of Constant Contact as a vehicle for e-delivery of Thursday folders • Develop site-specific and districtwide training/supports based on school issues	Staff, parents
2d. Provide the School Board and Leadership Council with **key messages** on important topics as appropriate, to ensure they are prepared to share accurate and timely information with others	School Board, staff

Strategy 3: Engage key stakeholders in two-way dialogue to broaden support for the district's mission to ensure a world class education for each and every student

Tactic	**Audience**
3a. Create a **key communicator network** (KCN) composed of opinion leaders in the district, host a kick-off breakfast to explain their two-way role as both recipients and distributors of district information and then provide them with periodic email updates on important district news	Opinion leaders
3b. Meet with leaders of major district businesses and civic organizations to discuss mutually beneficial **partnerships**	Business leaders
3c. Work with the **Legislative Action Committee** to share their legislative platform with parents and elected officials in a way that supports the district's mission and core messages	Elected officials, parents
3d. Create an **Alumni Task Force** of local WPS alumni to develop an alumni outreach plan focused on maintaining WPS pride in alumni through recognition, networking and communication	Alumni
3e. Develop an "alumni parent" e-newsletter for **parents of recent graduates** that highlights tips for the issues they are facing (how to let go when your student goes to college, how to parent from afar, etc) as well as updates on recent graduates' successes	Parents, alumni

Strategy 4: Promote Wayzata Public Schools as an exceptional choice for families, prospective staff, community partners and potential community education participants

Tactic	**Audience**
4a. Expand existing recognition program to **recognize community partners, volunteers, businesses**	District businesses, residents
4b. Develop an annual **realtor workshop/tour** based on needs of area realtors	Realtors
4c. Design a set of print and web-based materials focused on the needs and questions of **preschool and prospective families** (new family packet, tour information, how to enroll)	Parents
4d. Review **enrollment history/trend data** to identify specific marketing needs	Parents
4e. Develop a phone, email or written **"exit interview"** process to determine reasons why families leave Wayzata Schools	Parents
4f. Discuss opportunities for **cross-promotion of district/community ed offerings** with community ed staff, with a special focus on preschool families	Residents, parents
4g. Work with Human Resources and Teaching and Learning to ensure **recruiting materials and induction process** align with the overall communications goal and core messages while reinforcing the district brand	Staff

Evaluation

- Use the Vision Card process to evaluate key components of the communications' plans effectiveness.
- When appropriate and possible, build a feedback/evaluation loop into implementation of specific tactics.
- Annually review the communications plan for needed updates based on anecdotal and other evidence.
- Measure progress against specifically stated goals within tactics as appropriate.
- Periodically survey (electronically, focus or discussion groups, phone survey, informal conversation) key audiences to determine effectiveness of strategies and tactics in reaching the overall communications goal with a particular focus on measuring changes in:
    - community trust, confidence and partnership
    - staff, parent and community satisfaction and pride

2011-2012 Student Achievement Update

Board of Education Work Session

March 26, 2012

Wayzata Public Schools

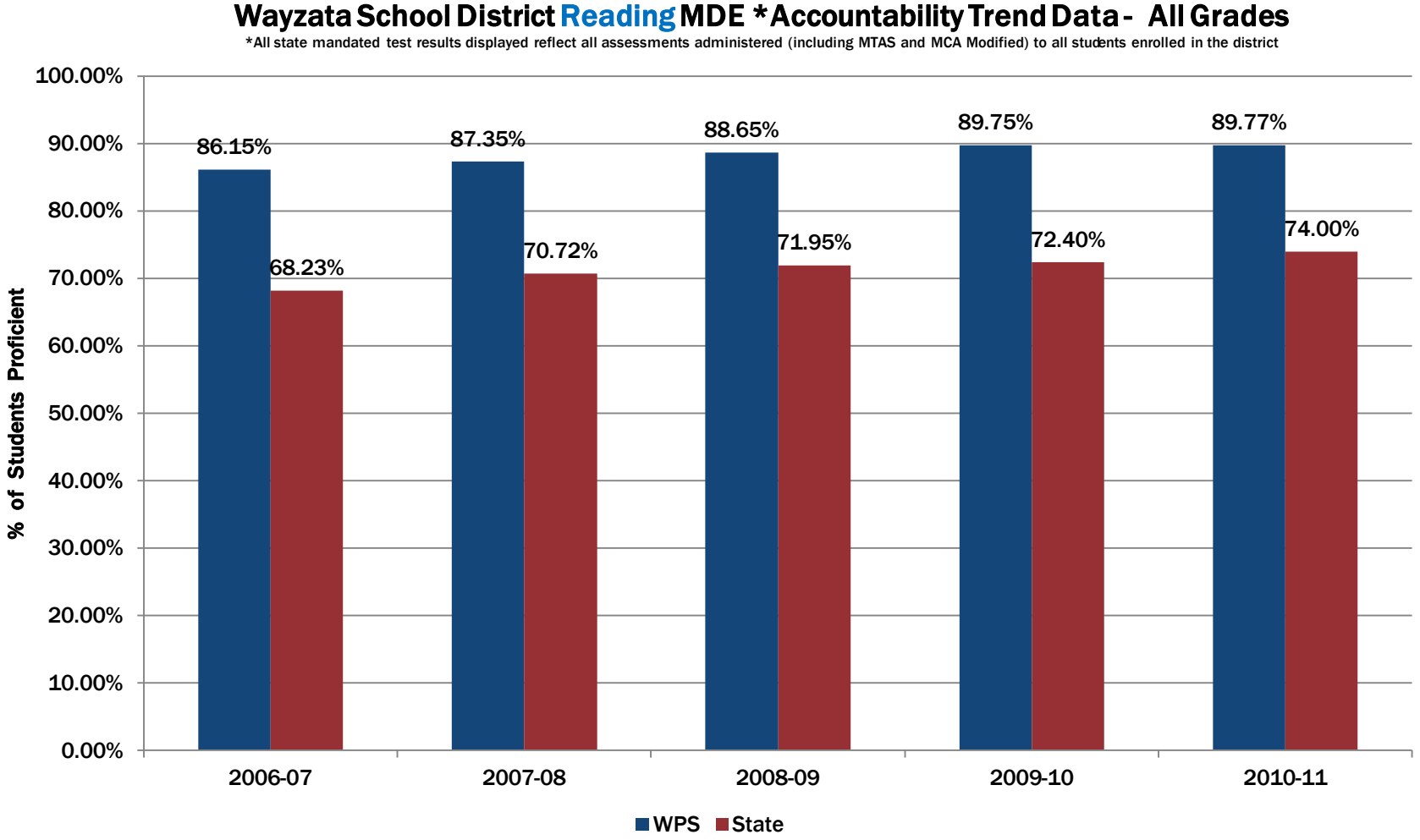
Office of Research and Evaluation

Reading Trend Data

- ★ Over the past five years, the percent of students proficient on the state accountability reading tests (MCA, MCA-Mod, and MTAS) has increased slightly at the district, elementary, middle and high school levels.

- ★ The west metro five-district comparison showed similar increases in percent proficient over the past several years.

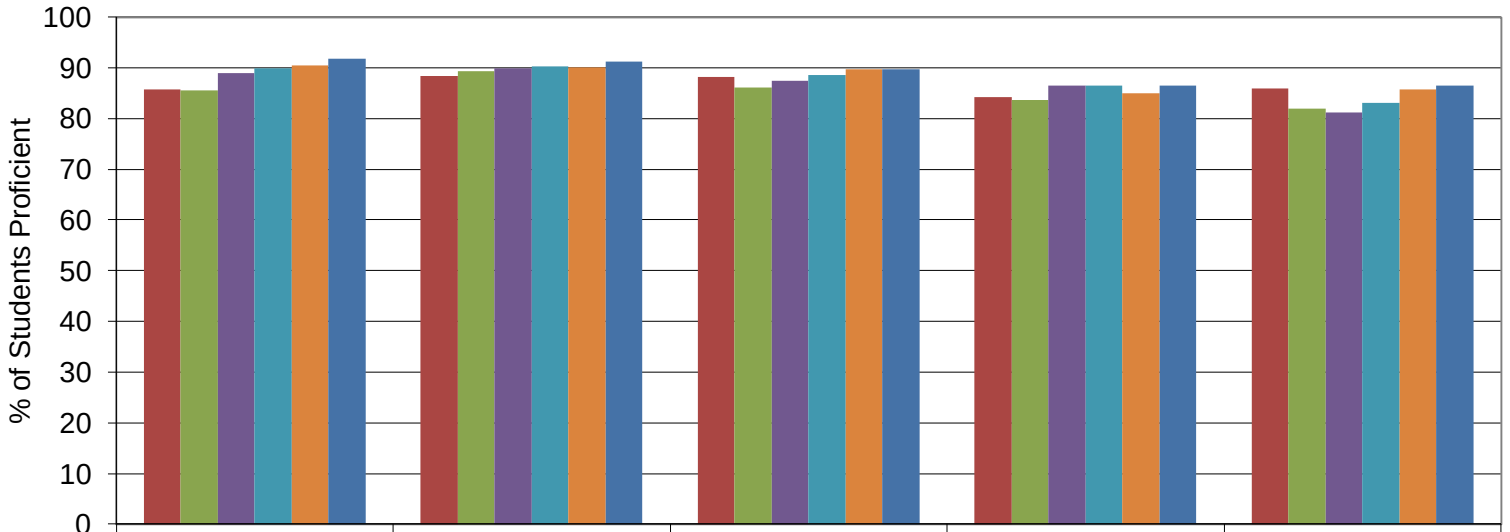
- ★ The average national percentile on the MAP reading in grades 3-8 increased over the past five years.



There has been a slight, but consistent increase in the percent of students proficient on the state accountability reading tests district-wide (5-year increase 3.81 percentage points).

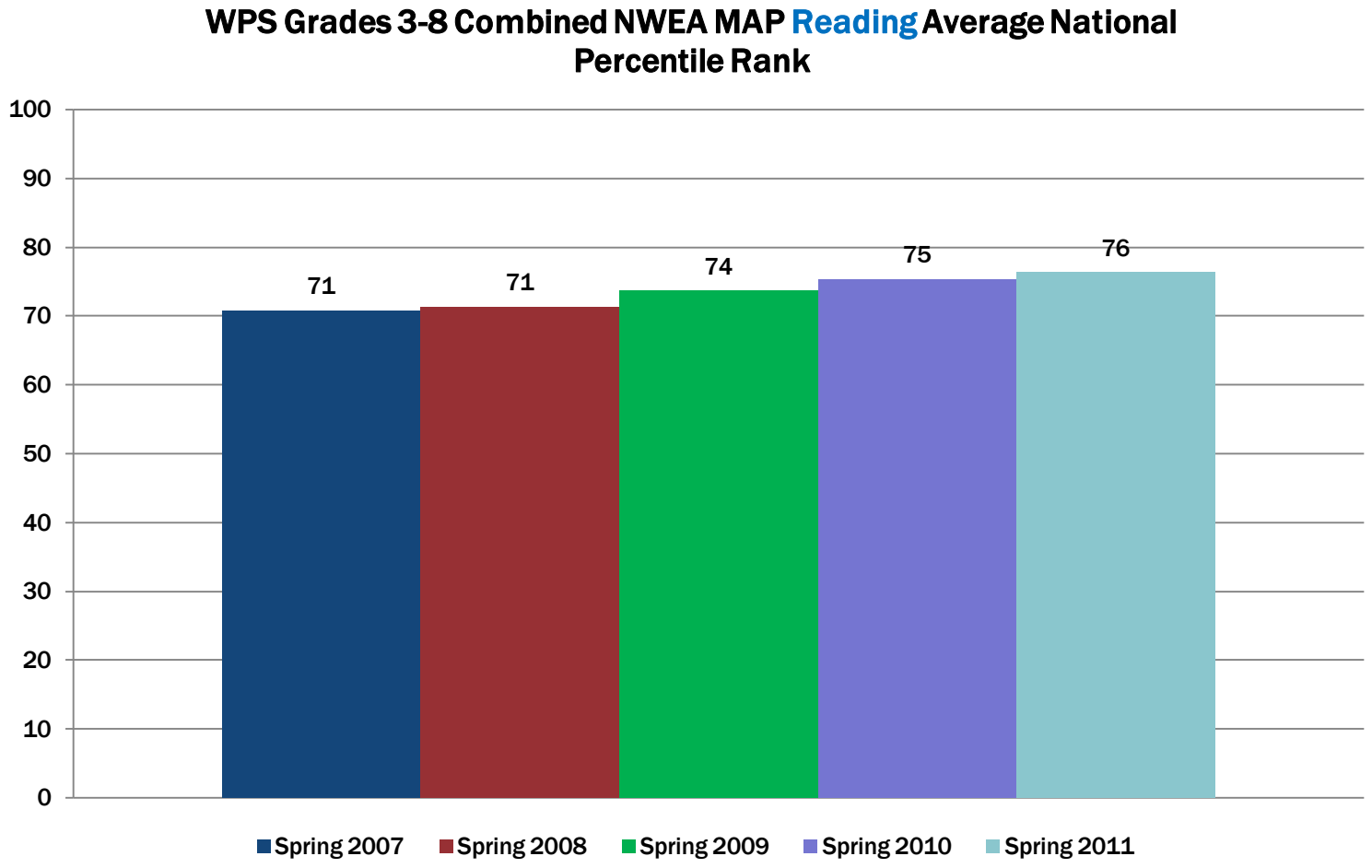
MDE Accountability Reading Trends: Percent of Students Proficient
West Metro Comparison: All Grades

Wayzata Rank, 2010: 3rd; 2011: 3rd



	Minnetonka	Edina	Wayzata	Orono	Eden Prairie
2006	85.78	88.46	88.22	84.25	86.01
2007	85.60	89.28	86.15	83.57	81.93
2008	88.99	89.97	87.35	86.42	81.24
2009	89.93	90.28	88.65	86.46	83.03
2010	90.44	90.14	89.75	84.94	85.70
2011	91.70	91.20	89.77	86.49	86.41

Slight increases were also observed in the west metro five-district comparison across the past several years.



The average national percentile on the spring MAP reading test has increased over the last five years in grades 3-8 from 71 to 76.

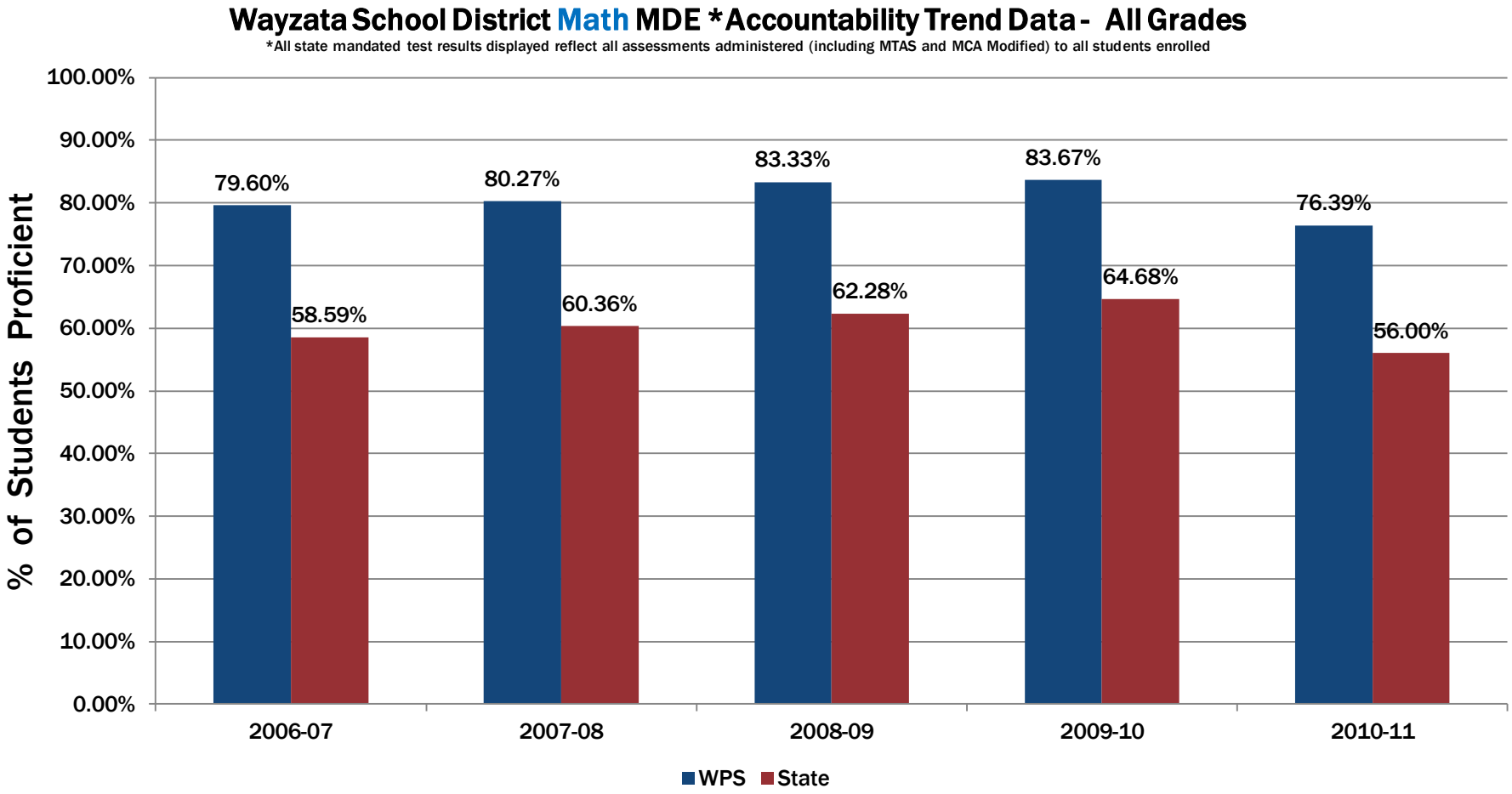
Math Trend Data

- ★ In 2011, MN students in grades 3-8 took the MCA-III math test. The MCA-III math test is a more rigorous math assessment than the MCA-II and is aligned to the 2007 MN grade level standards. 2011 math results for grades 3-8 should be considered baseline data.

- ★ The percent of students proficient on the state accountability math tests decreased from 2010 to 2011 at the district, elementary, middle and high school levels.

- ★ District-wide decreases from 2010 to 2011 also occurred in the 5 west metro comparison districts.

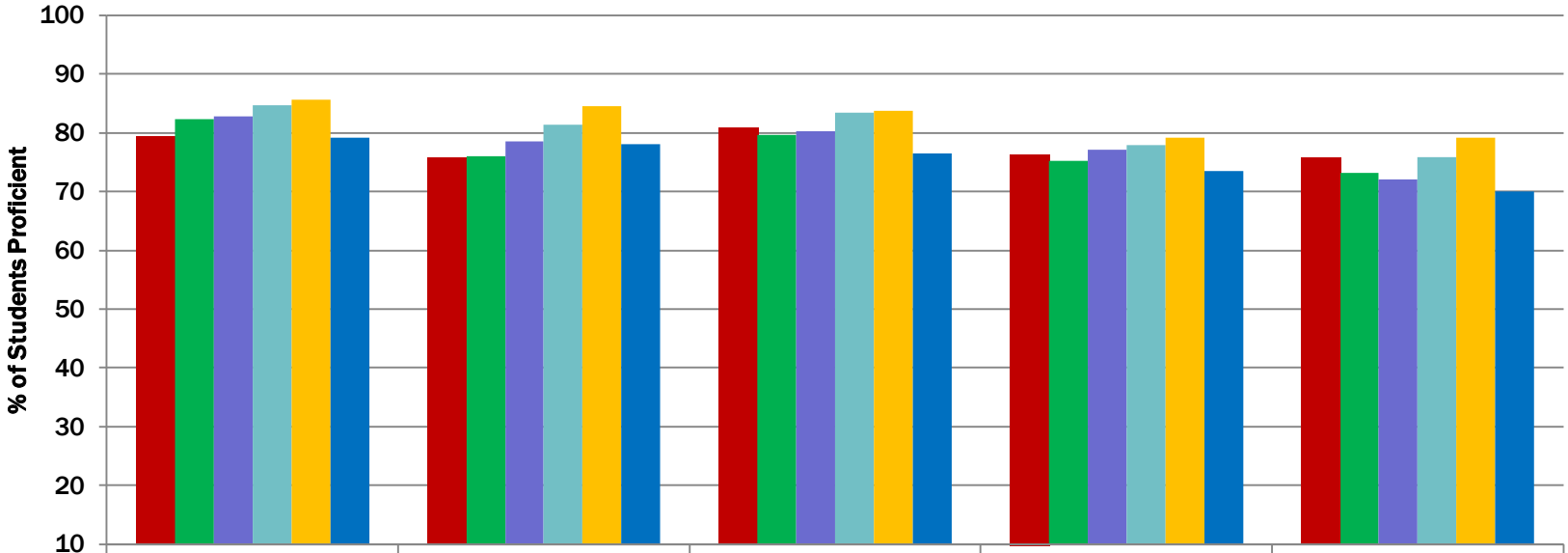
- ★ The average national percentile on the MAP math increased slightly from 2010 to 2011 in grades 3-8.



The percent of students proficient on the state accountability math tests district-wide decreased from 2010 to 2011 by 7.28 percentage points.

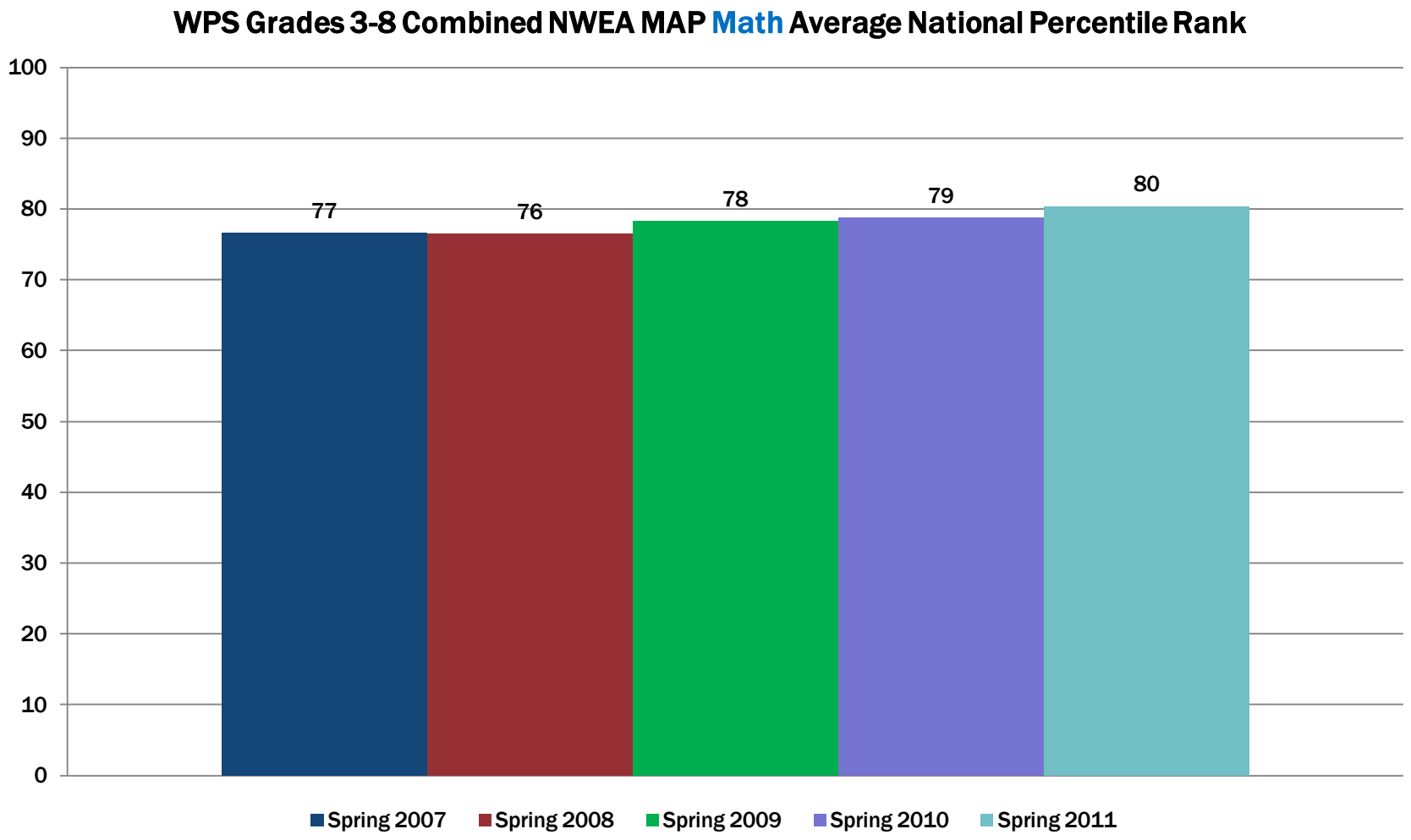
MDE Accountability Math Trends: Percent of Students Proficient
West Metro Comparison: All Grades

Wayzata Rank, 2011 3rd

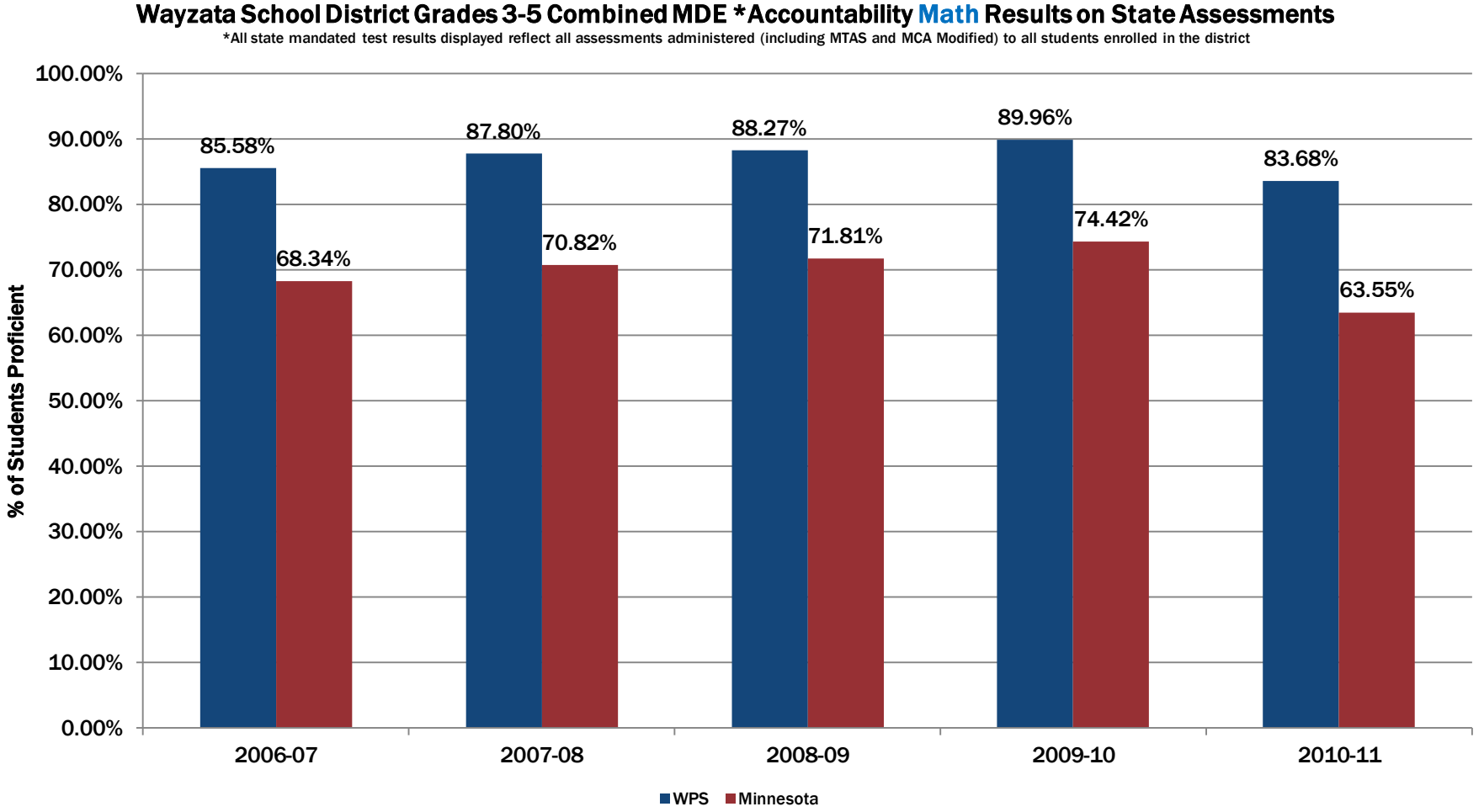


	Edina	Minnetonka	Wayzata	Orono	Eden Prairie
2006	79.36	75.75	80.89	76.25	75.73
2007	82.23	75.95	79.60	75.17	73.23
2008	82.70	78.50	80.27	77.12	72.06
2009	84.69	81.33	83.33	77.85	75.80
2010	85.61	84.54	83.67	79.10	79.11
2011	79.14	78.11	76.39	73.40	69.97

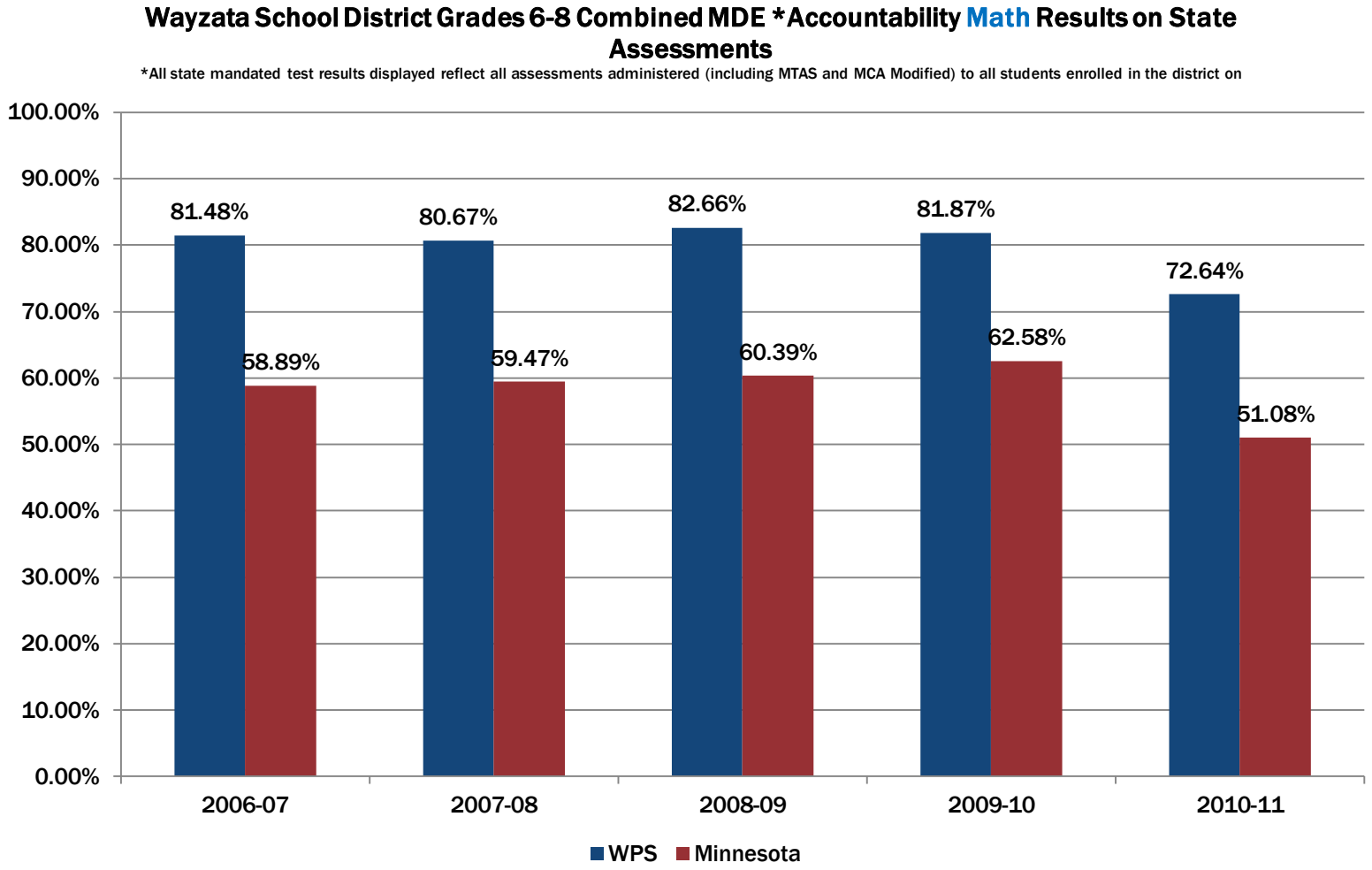
The district-wide decrease from 2010 to 2011 in percent of Wayzata students proficient in math (-7.28) was greater than Minnetonka (-6.43), Edina (-6.47) and Orono (-5.70), but less than and Eden Prairie (-9.14).



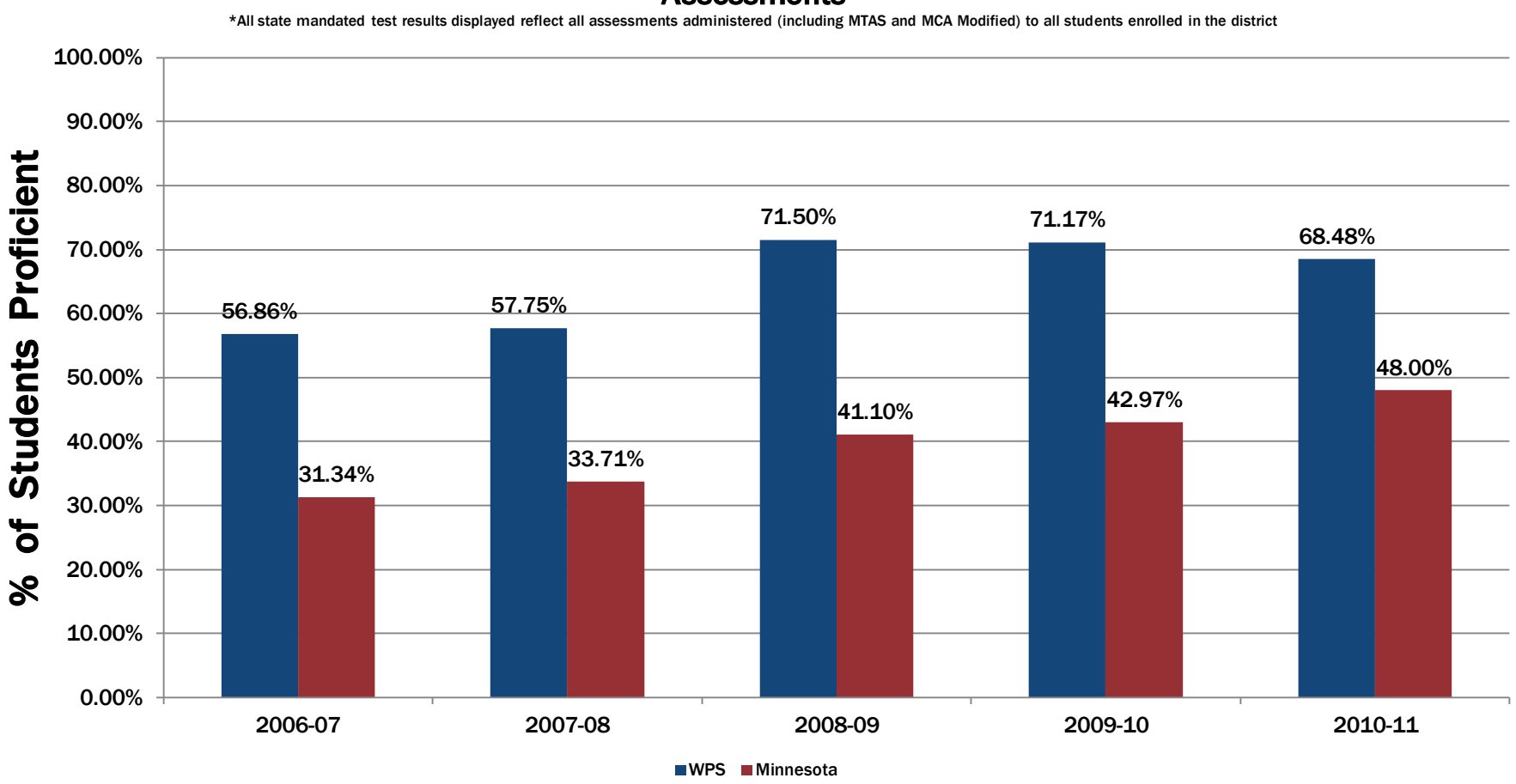
The average national percentile on the spring MAP math test for grades 3-8 increased from 79 in spring 2010 to 80 in spring 2011.



The percent of students proficient on the state accountability math tests in grades 3-5 decreased from 2010 (MCA-II) to 2011 (MCA-III) by 6.28 percentage points.



The percent of students proficient on the state accountability math tests in grades 6-8 decreased from 2010 (MCA-II) to 2011 (MCA-III) by 9.23 percentage points.



The percent of students proficient on the state accountability math tests in grade 11 decreased from 2010 to 2011 by 2.69 percentage points. Students in grade 11 took the MCA-II both years.

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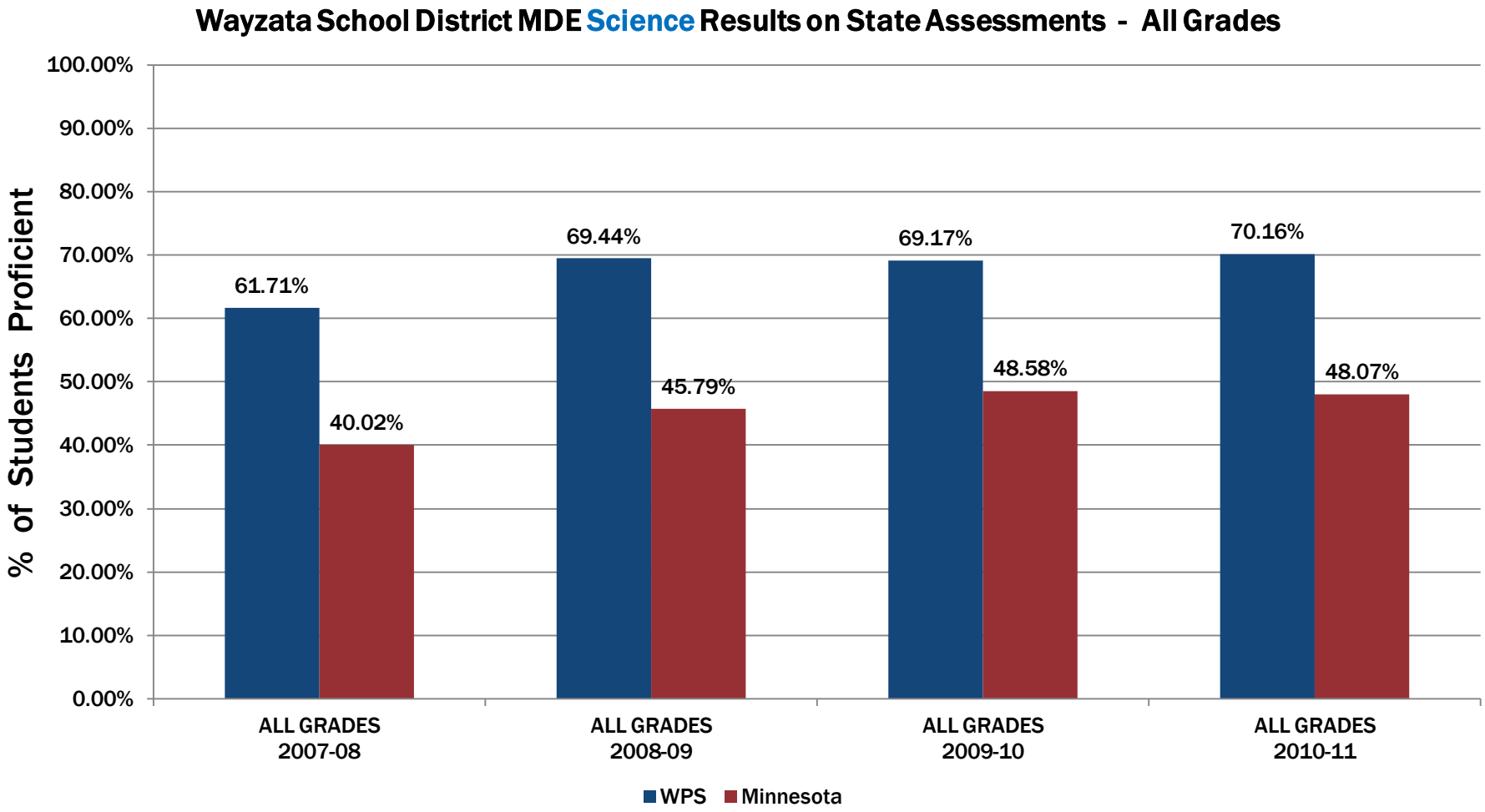
Science Trend Data

- ★ Over the past four years, the percent of students proficient on the state accountability science tests (MCA and MTAS) has increased at the district, elementary, middle and high school levels.

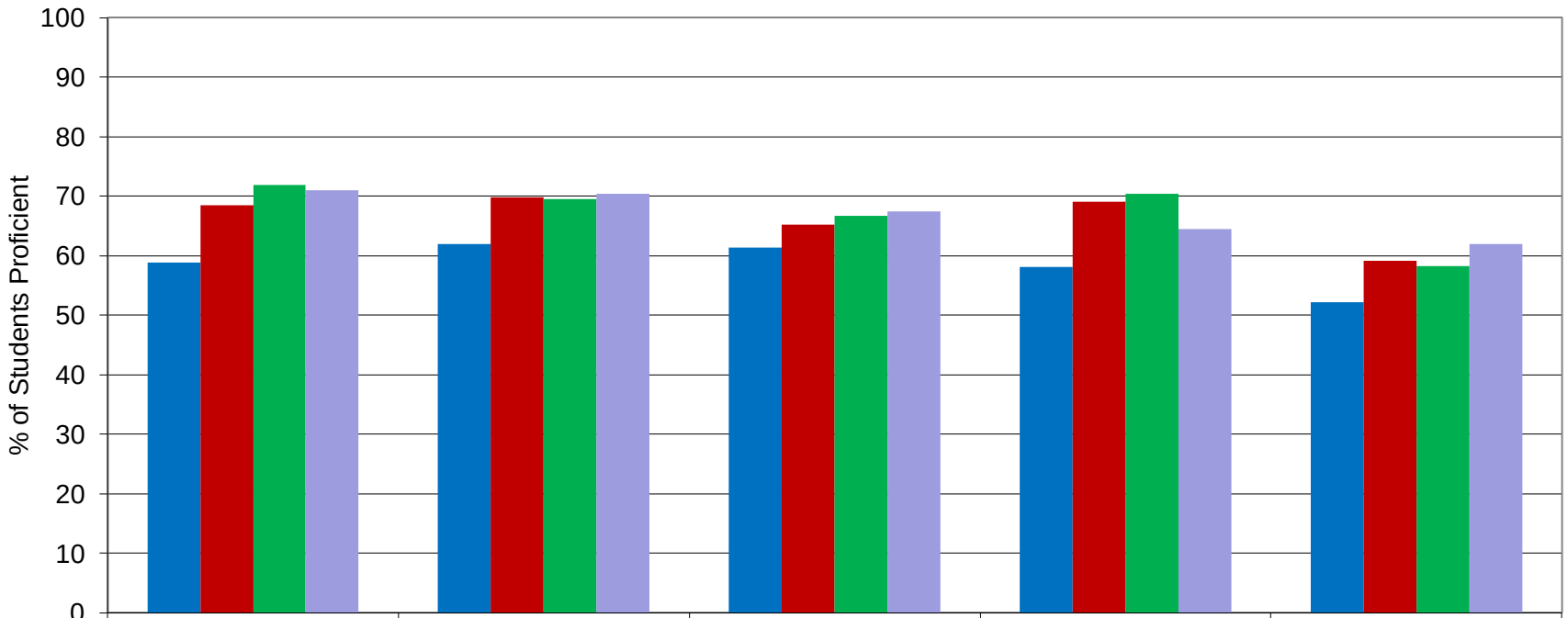
- ★ There were also increases in the percent proficient over the past four years in the 5 west metro comparison districts.



The percent of students proficient on the state accountability science tests district-wide has increased 8.45 percentage points over the past four years.

Accountability Tests: All Grades Science Trends: Percent of Students Proficient
West Metro Comparison

Wayzata Rank, 2010: 3rd; 2011: 2nd



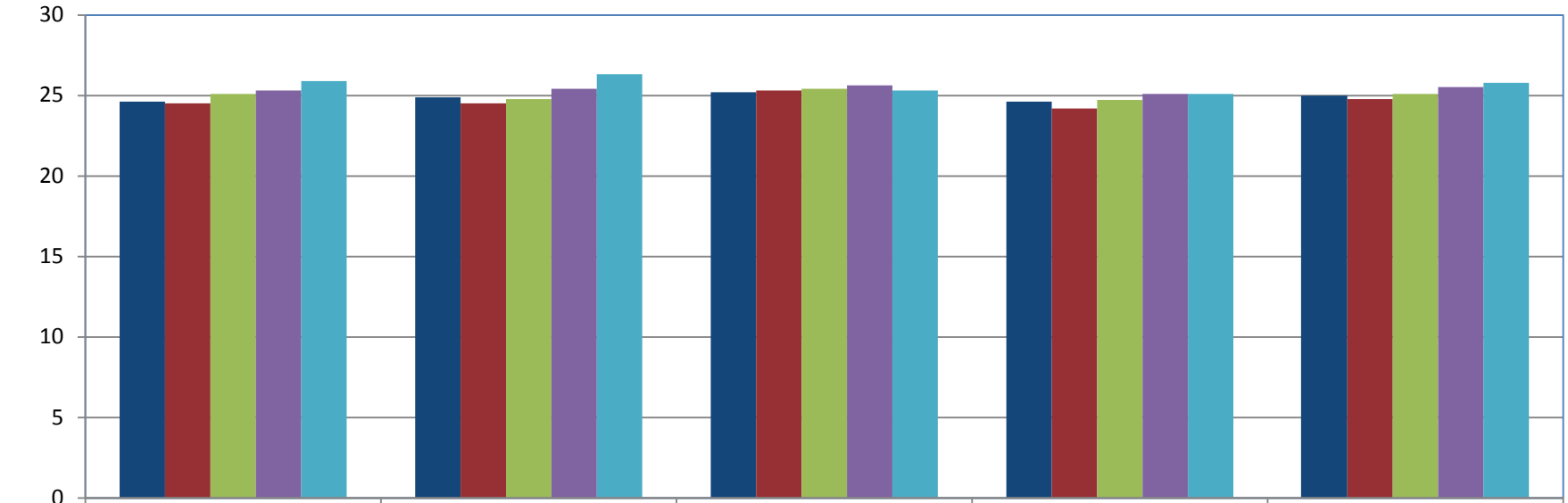
	MINNETONKA	WAYZATA	EDINA	ORONO	EDEN PRAIRIE
2008	58.88	61.91	61.28	58.06	52.09
2009	68.52	69.73	65.13	69.07	59.15
2010	71.82	69.48	66.66	70.42	58.22
2011	71.00	70.33	67.36	64.42	61.96

Increases were also observed in the west metro five-district comparison in the past four years.

Other Assessment Trend Data

- ★ **EXPLORE Grade 8: Increases in the average score over the past three years were within one point in all subjects .**
- ★ **PLAN Grade 10: All increases and decreases in the average score over the past three years were within one point in all subjects .**
- ★ **ACT: The average score increased by at least one point over the past five years in English and math.**

ACT Trend Data for Wayzata High School



	WPS English	WPS Math	WPS Reading	WPS Science	WPS Composite
2007	24.6	24.9	25.2	24.6	25.0
2008	24.5	24.5	25.3	24.2	24.8
2009	25.1	24.8	25.4	24.7	25.1
2010	25.3	25.4	25.6	25.1	25.5
2011	25.9	26.3	25.3	25.1	25.8

Over the past five years, the average score on the ACT increased by 1.3 points in English and 1.4 points in math. All other increases were within one point.

NCLB Waiver Update

- New accountability system
- All schools will get a Multiple Measurements Rating (MMR) based on:
  - Proficiency
  - Student Growth
  - Achievement Gap Closure
  - Graduation Rate
- MMR used to assign Title I schools to five categories
  - Reward Schools
  - Celebration Schools
  - Focus Schools
  - Continuous Improvement Schools
  - Priority Schools

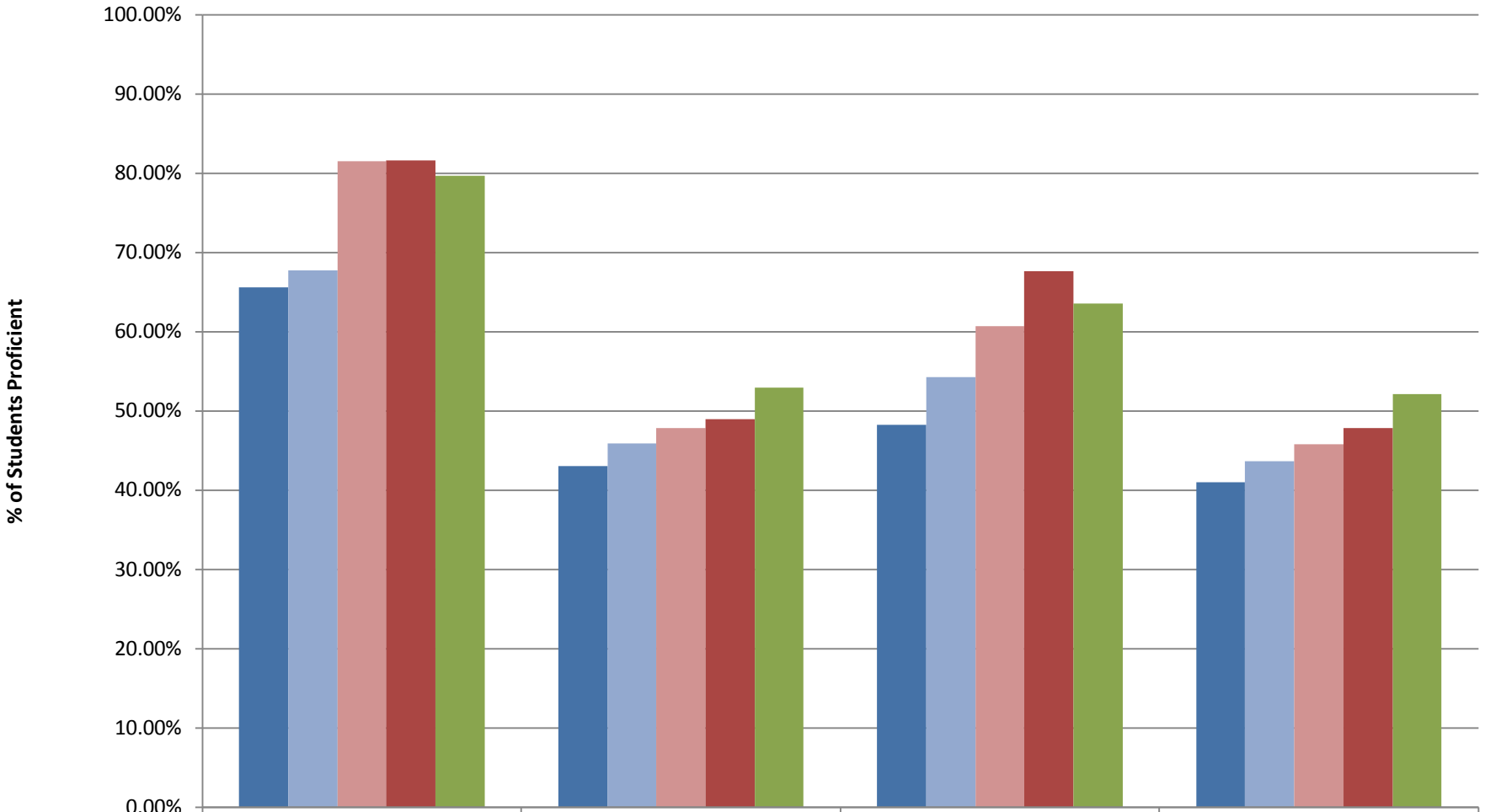
District Level Reading Trend Data

Analysis of Reading Data

- All student subgroups continue to outperform the state
- Hispanic subgroup had an approximate 2 point decrease in reading compared to the state's approximate 4 point increase from 2010 to 2011
  - the 5 year trend from 2007 to 2011 shows WPS had an approximate 14 point increase compared to the state's 9 point increase
- Black subgroup had an approximate 4 point decrease in reading compared to the state's approximate 5 point increase from 2010 to 2011
  - the 5 year trend from 2007 to 2011 shows WPS had an approximate 15 point increase compared to the state's 12 point increase
- Low Income subgroup had an approximate 3 point decrease in reading compared to the state's approximate 3 point increase from 2010 to 2011
  - the 5 year trend from 2007 to 2011 shows WPS had an approximate 18 point increase compared to the state's 10 point increase
  - In comparison to the 5 West Metro district, WPS dropped from 2010 to 2011 while the other West Metro district increased; but WPS 5 year gains are far greater than any of the West Metro districts

Wayzata School District Reading MDE *Accountability Trend Data - All Grades Black and Hispanic

*All state mandated test results displayed reflect all assessments administered (including MTAS and MCA Modified) to all students enrolled in the district



	HISPANIC WPS	HISPANIC STATE (MN)	BLACK WPS	BLACK STATE (MN)
2007 % Proficient	65.57%	43.07%	48.18%	40.94%
2008 % Proficient	67.69%	45.92%	54.25%	43.62%
2009 % Proficient	81.48%	47.83%	60.72%	45.79%
2010 % Proficient	81.56%	48.96%	67.57%	47.79%
2011 % Proficient	79.64%	52.92%	63.50%	52.07%

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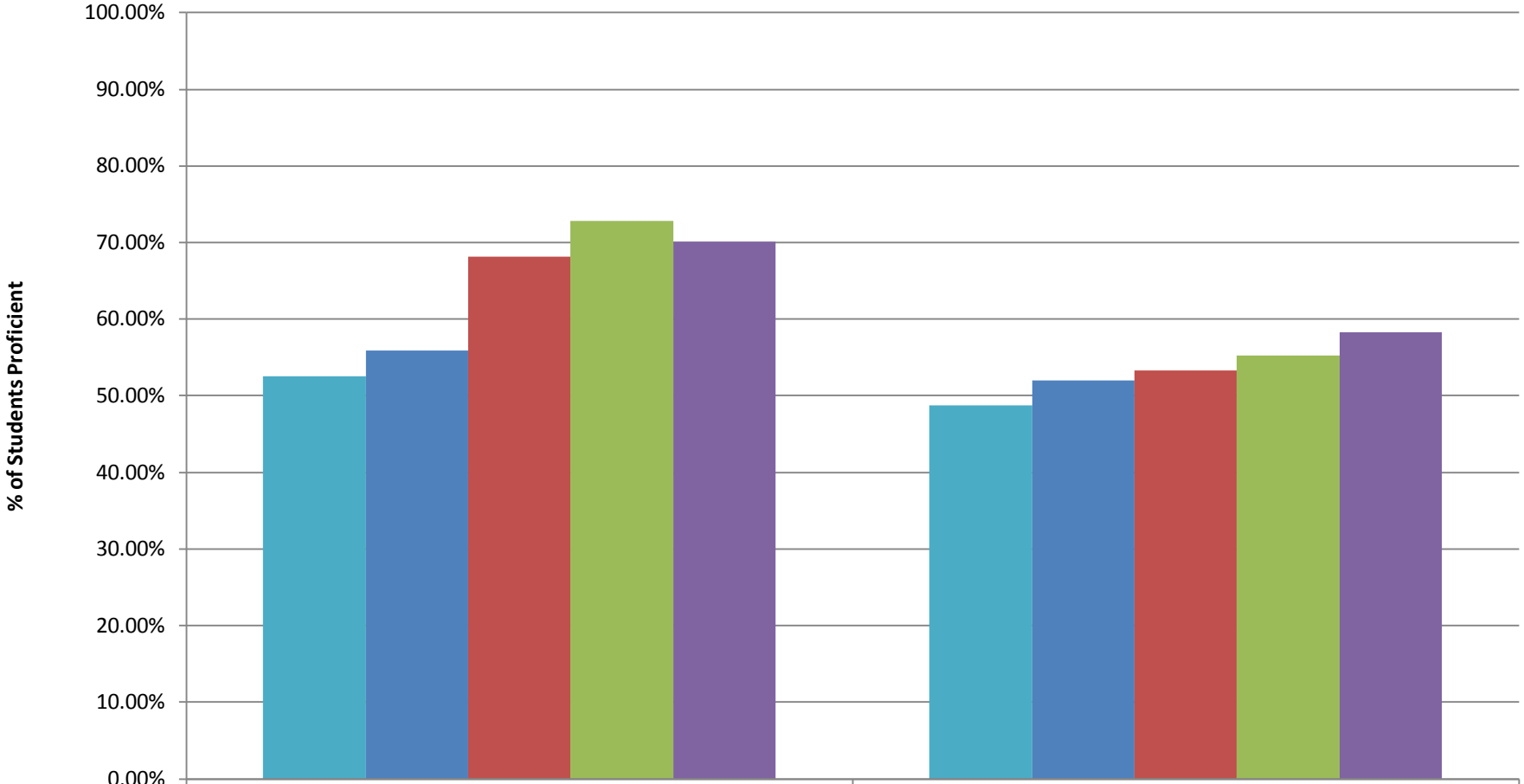
Wayzata School District Reading MDE *Accountability Trend Data
All Grades Students Receiving Free or Reduced Price Lunch



	WAYZATA PUBLIC SCHOOL DISTRICT	STATE (MN)
2007 Proficient	52.52%	48.74%
2008 Proficient	55.87%	52.01%
2009 Proficient	68.16%	53.31%
2010 Proficient	72.78%	55.29%
2011 Proficient	70.14%	58.29%

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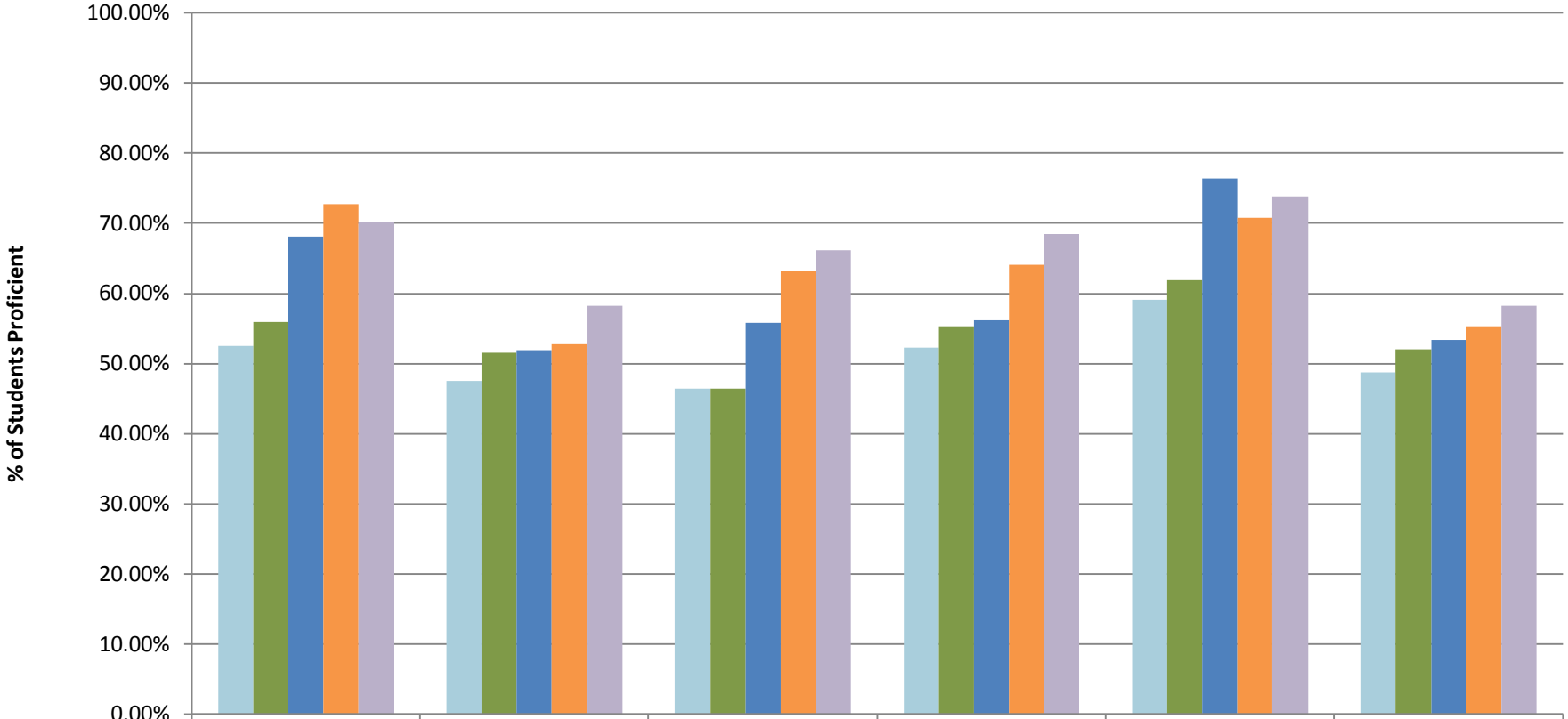
West Metro Districts Reading MDE *Accountability Trend Data
All Grades Students Receiving Free or Reduced Price Lunch



	WAYZATA PUBLIC SCHOOL DISTRICT	0270-01 HOPKINS PUBLIC SCHOOL DISTRICT	0272-01 EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	0273-01 EDINA PUBLIC SCHOOL DISTRICT	0276-01 MINNETONKA PUBLIC SCHOOL DISTRICT	STATE (MN)
2007 Proficient	52.52%	47.51%	46.38%	52.29%	59.14%	48.74%
2008 Proficient	55.87%	51.50%	46.41%	55.31%	61.94%	52.01%
2009 Proficient	68.16%	51.95%	55.81%	56.13%	76.44%	53.31%
2010 Proficient	72.78%	52.77%	63.22%	64.10%	70.78%	55.29%
2011 Proficient	70.14%	58.24%	66.14%	68.42%	73.86%	58.29%

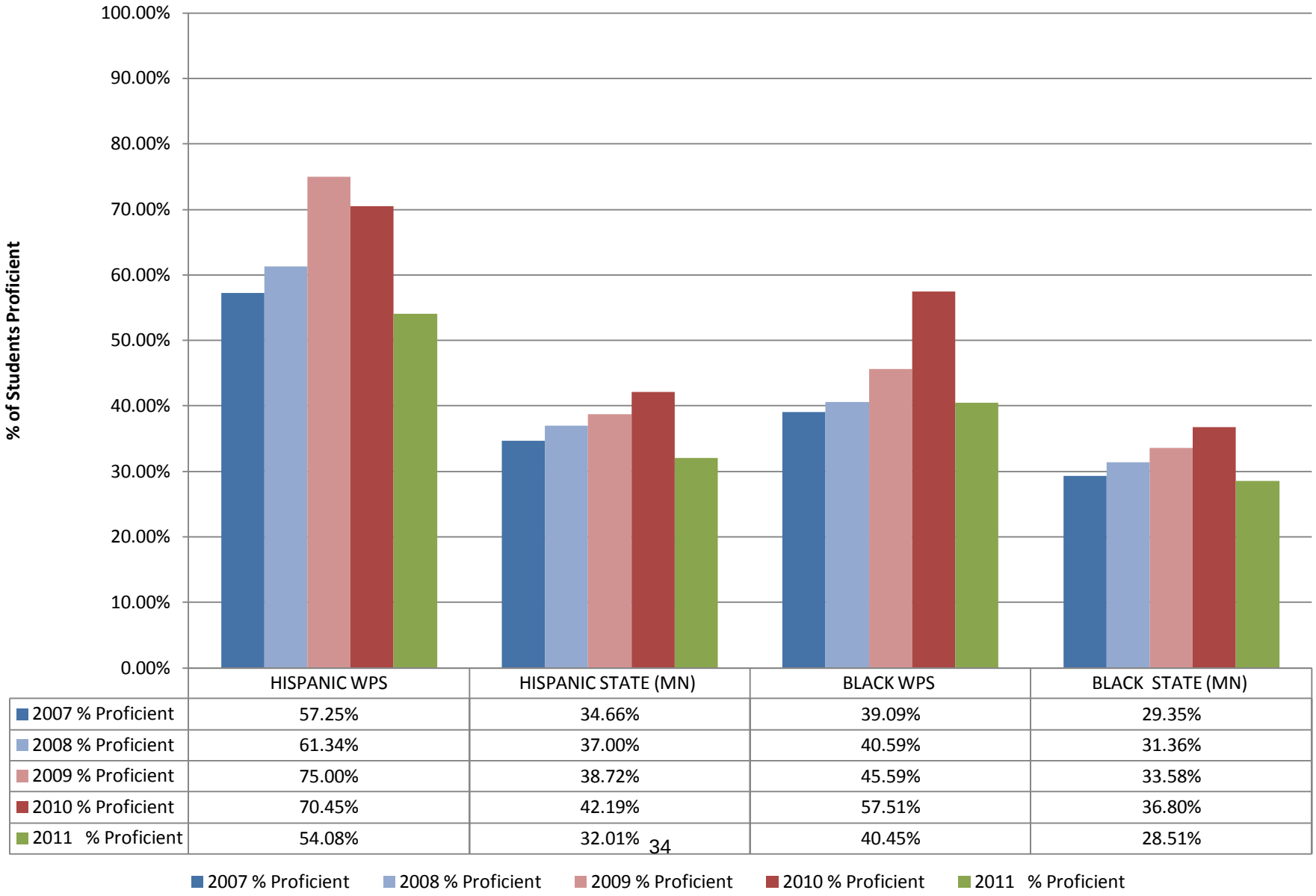
District Level Math Trend Data

Analysis of All Grades Math Data

- All student subgroups continue to outperform the state
- Hispanic subgroup had an approximate 16 point decrease in math compared to the state's approximate 10 point decrease from 2010 to 2011
  - the 5 year trend from 2007 to 2011 shows WPS had an approximate 3 point decrease compared to the state's 2 point decrease
- Black subgroup had an approximate 17 point decrease in math compared to the state's approximate 8 point decrease from 2010 to 2011
  - the 5 year trend from 2007 to 2011 shows WPS had an approximate 1 point increase compared to the state's 1 point decrease
- Low Income subgroup had an approximate 18 point decrease in math compared to the state's approximate 10 point decrease from 2010 to 2011
  - the 5 year trend from 2007 to 2011 shows WPS had an approximate 5 point increase compared to the state's 1 point decrease
  - All of the 5 West Metro districts compared had decreases from 2010 to 2011

Wayzata School District Math MDE *Accountability Trend Data - All Grades Black and Hispanic

*All state mandated test results displayed reflect all assessments administered (including MTAS and MCA Modified) to all students enrolled in the district



	HISPANIC WPS	HISPANIC STATE (MN)	BLACK WPS	BLACK STATE (MN)
2007 % Proficient	57.25%	34.66%	39.09%	29.35%
2008 % Proficient	61.34%	37.00%	40.59%	31.36%
2009 % Proficient	75.00%	38.72%	45.59%	33.58%
2010 % Proficient	70.45%	42.19%	57.51%	36.80%
2011 % Proficient	54.08%	32.01%	40.45%	28.51%

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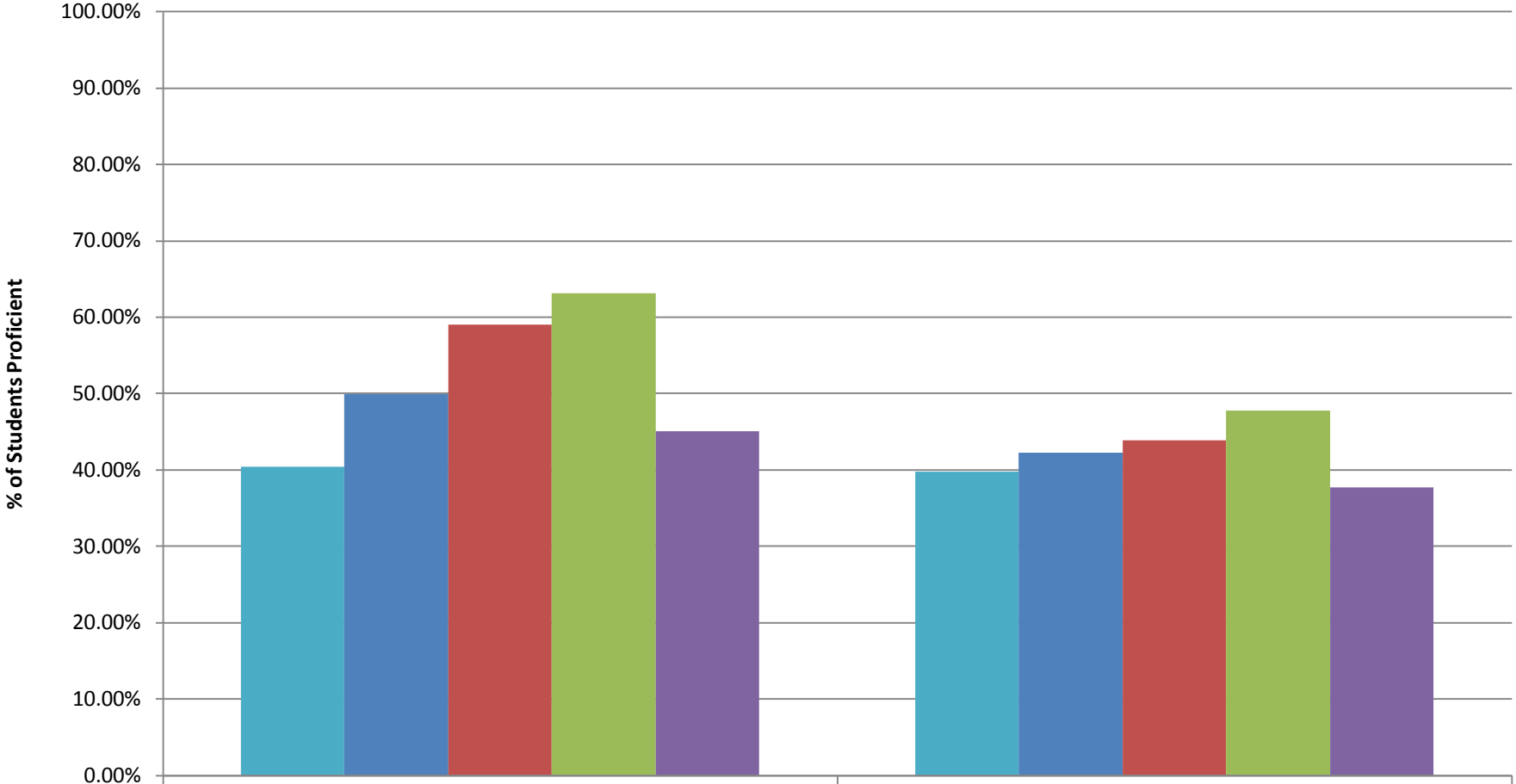
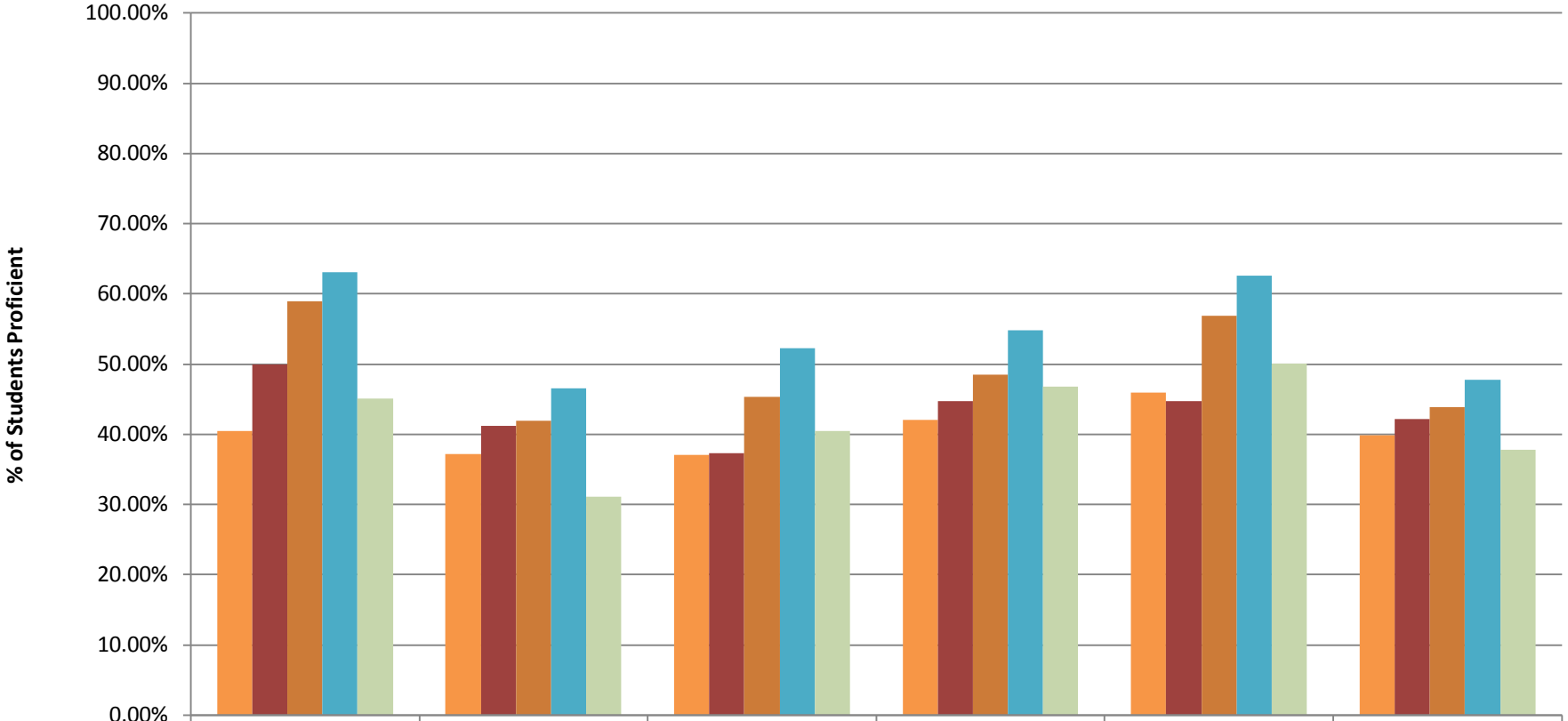
Wayzata Public School District Math MDE *Accountability Trend Data
All Grades Students Receiving Free or Reduced Price Lunch



	WAYZATA PUBLIC SCHOOL DISTRICT	STATE (MN)
2007 Proficient	40.46%	39.81%
2008 Proficient	49.92%	42.23%
2009 Proficient	59.00%	43.90%
2010 Proficient	63.13%	47.81%
2011 Proficient	45.08%	37.77%

35

West Metro Districts Math MDE *Accountability Trend Data
All Grades Students Receiving Free or Reduced Price Lunch



	WAYZATA PUBLIC SCHOOL DISTRICT	0270-01 HOPKINS PUBLIC SCHOOL DISTRICT	0272-01 EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	0273-01 EDINA PUBLIC SCHOOL DISTRICT	0276-01 MINNETONKA PUBLIC SCHOOL DISTRICT	STATE (MN)
2007 Proficient	40.46%	37.19%	37.10%	42.10%	45.93%	39.81%
2008 Proficient	49.92%	41.25%	37.34%	44.76%	44.71%	42.23%
2009 Proficient	59.00%	41.92%	45.36%	48.47%	56.89%	43.90%
2010 Proficient	63.13%	46.50%	52.24%	54.85%	62.56%	47.81%
2011 Proficient	45.08%	31.13%	40.42%	46.75%	50.12%	37.77%

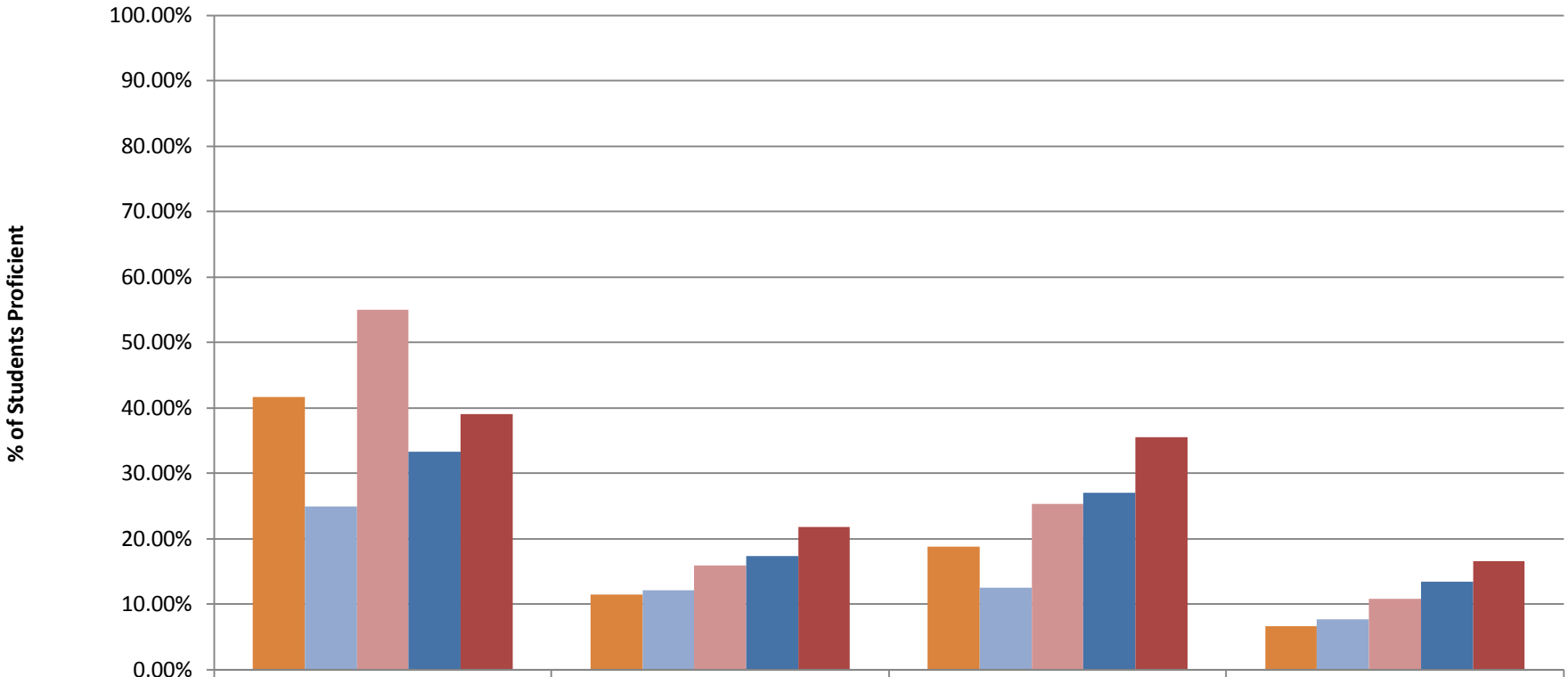
Analysis of 11th Grade Math Data

Please Note: There were no changes to the 11th grade math assessment at the state level.

- ★ **All student subgroups continue to outperform the state**
- ★ **Hispanic subgroup had an approximate 6 point increase in math compared to the state's approximate 4 point increase from 2010 to 2011**
  - ★ the 5 year trend from 2007 to 2011 shows WPS had an approximate 2 point decrease compared to the state's 10 point increase
- ★ **Black subgroup had an approximate 8 point increase in math compared to the state's approximate 3 point increase from 2010 to 2011**
  - ★ the 5 year trend from 2007 to 2011 shows WPS had an approximate 17 point increase compared to the state's 10 point increase

Wayzata School District Math MDE *Accountability
2006-11 (Grade 11) Trend Data Black and Hispanic

*All state mandated test results displayed reflect all assessments administered (including MTAS and MCA Modified) to all students enrolled in the district



	HISPANIC WPS	HISPANIC STATE (MN)	BLACK WPS	BLACK STATE (MN)
2007 % Proficient	41.66%	11.47%	18.86%	6.66%
2008 % Proficient	25.00%	12.14%	12.50%	7.68%
2009 % Proficient	55.00%	15.96%	25.39%	10.91%
2010 % Proficient	33.33%	17.44%	27.08%	13.41%
2011 % Proficient	39.13%	21.78%	35.48%	16.53%

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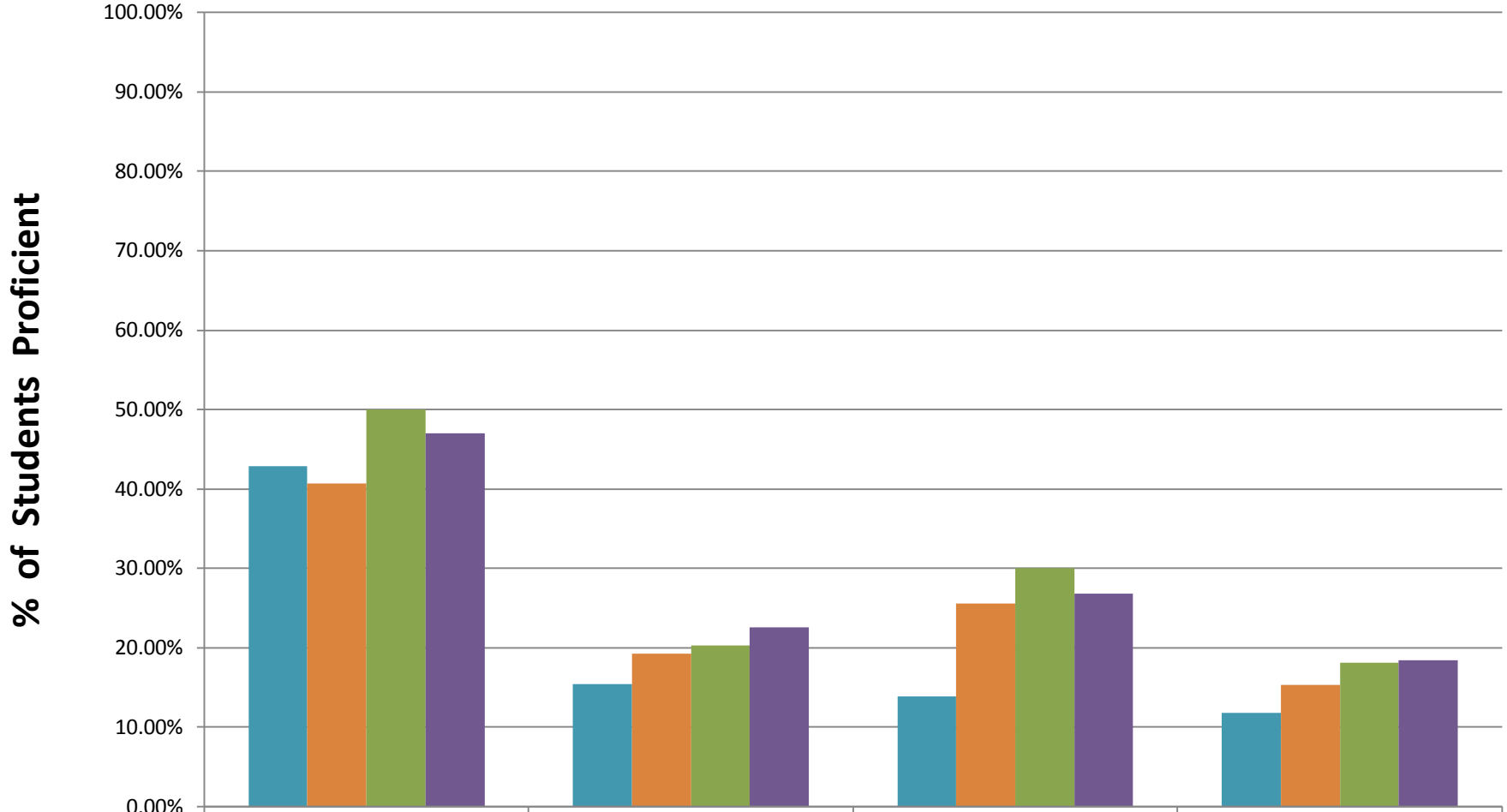
District Level Science Trend Data

Analysis of Science Data

- All student subgroups continue to outperform the state
- Hispanic subgroup had an approximate 3 point decrease in science compared to the state's approximate 2 point increase from 2010 to 2011
  - the 4 year trend from 2008 to 2011 shows WPS had an approximate 5 point increase compared to the state's 7 point increase
- Black subgroup had an approximate 4 point decrease in science compared to the state's approximate ½ point increase from 2010 to 2011
  - the 4 year trend from 2008 to 2011 shows WPS had an approximate 13 point increase compared to the state's 7 point increase
- Low Income subgroup had an approximate 5 point decrease in science compared to the state's approximate 1/3 point increase from 2010 to 2011
  - the 4 year trend from 2008 to 2011 shows WPS had an approximate 12 point increase compared to the state's 7 point increase
  - In comparison to the 5 West Metro district, WPS and all but Eden Prairie dropped from 2010 to 2011; but WPS 5 year gains are far greater than any of the West Metro districts

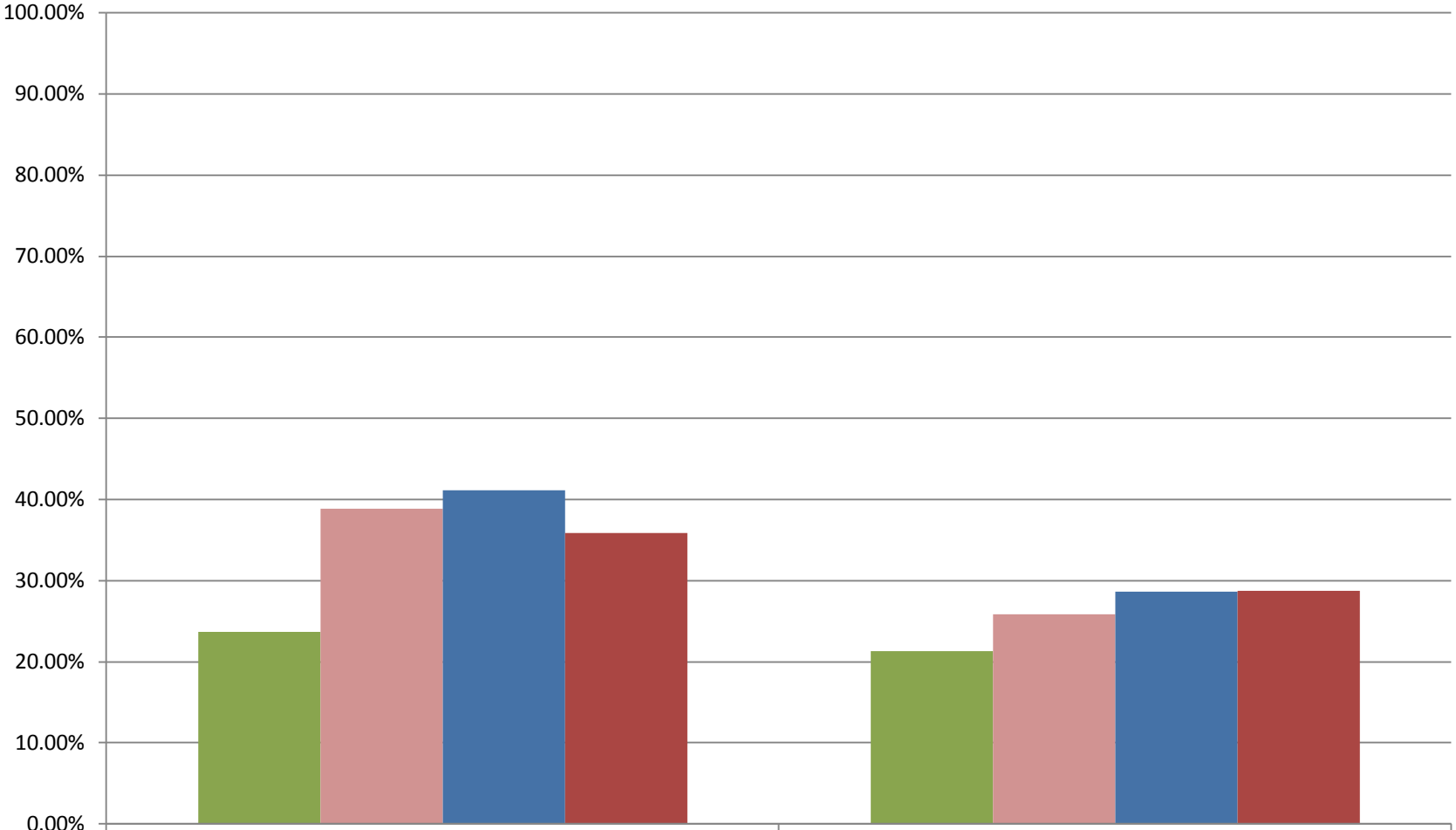
Wayzata School District Science
MCA II for 2008-11 (all grades) Trend Data - by Ethnicity



	HISPANIC WPS	HISPANIC STATE (MN)	BLACK WPS	BLACK STATE (MN)
2008 % Proficient	42.85%	15.39%	13.82%	11.84%
2009 % Proficient	40.74%	19.29%	25.58%	15.29%
2010 % Proficient	50.00%	20.28%	30.00%	18.09%
2011 % Proficient	47.05%	22.52%	26.86%	18.45%

41

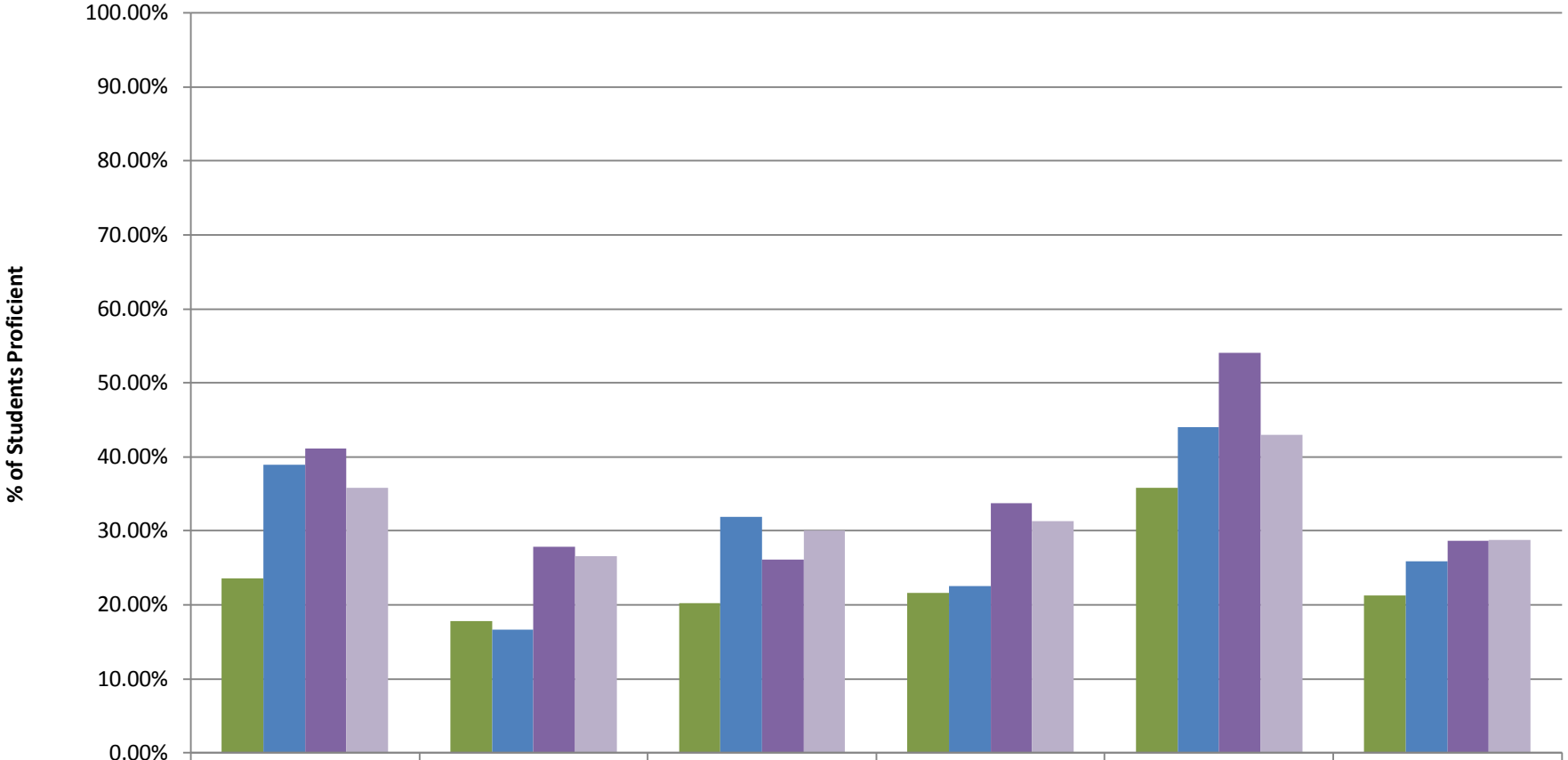
Wayzata Public School District Science MDE *Accountability Trend Data
All Grades Students Receiving Free or Reduced Price Lunch



	WAYZATA PUBLIC SCHOOL DISTRICT	STATE (MN)
2008 Proficient	23.63%	21.28%
2009 Proficient	38.90%	25.86%
2010 Proficient	41.10%	28.65%
2011 Proficient	35.85%	28.78%

42

West Metro Districts Science MDE *Accountability Trend Data
All Grades Students Receiving Free or Reduced Price Lunch



	WAYZATA PUBLIC SCHOOL DISTRICT	0270-01 HOPKINS PUBLIC SCHOOL DISTRICT	0272-01 EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	0273-01 EDINA PUBLIC SCHOOL DISTRICT	0276-01 MINNETONKA PUBLIC SCHOOL DISTRICT	STATE (MN)
2008 Proficient	23.63%	17.86%	20.26%	21.66%	35.78%	21.28%
2009 Proficient	38.90%	16.70%	31.92%	22.54%	44.08%	25.86%
2010 Proficient	41.10%	27.88%	26.13%	33.80%	54.03%	28.65%
2011 Proficient	35.85%	26.62%	30.08%	31.36%	42.94%	28.78%

General Summary

- Overall, WPS is closing achievement gaps for Hispanic and Black populations at a faster rate than the state and the West Metro Comparison districts in reading and math
  - This can be attributed to……..
- In Science, the achievement gap is closing at a faster rate for Black students than the state and West Metro districts. The appearance of Hispanic students not closing at the same rate could be due to the fluctuations in the size of the tested population
  - This can be attributed to……..

WOLD
architects
engineers
www.woldae.com

305 Saint Peter Street
Saint Paul, MN 55102

tel 651 227 7773
fax 651 223 5646
mail@woldae.com

Elementary "Right-Sizing" Recommendations

Efficient Additions to Elementary Schools

- Oakwood Elementary
- Greenwood Elementary
- Sunset Hill Elementary
- Potential Phase II

Wayzata Public Schools

Independent School District #284

Wayzata, Minnesota
March 26, 2012

Minnesota
Illinois
Michigan
Colorado

Comm No: 102131

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"Right-Sizing" Concept

1. Elementary Buildings are most efficient if they are approximately 24-26 classrooms for capacity. At 24-26 rooms, they efficiently use:
   (1) Art Room
   (1) Music Room
   (1) Gymnasium
   (1) Computer Lab

2. Three of your Elementary Buildings meet this 24-26 classroom criteria (Plymouth Creek, Kimberly Lane, and Gleason Lake).

3. Four of your Elementary Buildings are smaller than the 24-26 classroom size (Oakwood, Greenwood, Sunset Hill, and Birchview).

4. If the District would consider adding Elementary classroom space, operationally it is most efficient at facilities which already have the support space availability and administrative structure.

5. What follows are possibilities to right-size the District's smaller Elementaries to efficiently add space.

6. In addition, the Oakwood Elementary site, due to its size, visibility, and geographic location, offers additional possibilities beyond right-sizing.

The Efficiency of a 25 Section Elementary

Gary Kipling, principal at Kimberly Lane Elementary, provided the following information about why 25 sections of grades 1-5 is a good number for our elementary schools.

The suggestion that the ideal number of sections (1-5) in an elementary building be 25 is based on several factors including:

1. Length of school day
2. Number of specialized teaching areas (art room, music room, gymnasium, computer lab)
3. The number of sections a full time teacher teaches
4. Teacher certification

A full time elementary teaching specialist (art, music, physical education, technology) is contracted to teach 300 minutes per day which means they are in their specialized teaching area five hours per day, 25 hours per week. That computes to them serving 25 sections of grades 1-5 per week. That happens to also be the ideal capacity of our largest buildings, 25 classrooms for grades 1-5.

If a building grows to 26 sections of grades 1-5 additional specialists must be hired. For example, when an elementary school reaches 26 sections an additional specialist must be hired for art, music, technology, etc., and only for one hour each day. It can be done but often times involves getting variances from the state department for personnel. That is necessary because few people are licensed to teach multiple specialized areas which is a necessity when hiring. You only need an additional art teacher to teach one hour, one day per week. You need a technology teacher to teach one hour, one day per week.

A couple of schools, Plymouth Creek and Kimberly Lane, have run over 25 sections per building and have made it work. It does mean that we hire part time specialists that, in my experience, have sometimes not been certified to teach certain areas and have required variances. Of course it should also be noted that with current capacity conditions, over 25 sections in a building also means using spaces for classrooms for which they were not originally intended. It is possible to make specialized areas work for 6 sections per day but it does require additional personnel as previously mentioned.

The current six and one half hour school day creates of maximum of six hours of usage for our music, art and technology classrooms. Therefore, a maximum capacity with current specialized rooms is 30 sections. If you add onto a building to create more that 30 sections of grades 1-5 you typically have to add second specialized rooms for music and art.

Strategy to Re-Balance Elementary Capacity

Last 2-3 years: Out-of-balance capacity and attendance areas

Enrollment pressure at Plymouth Creek, Birchview, Kimberly Lane

Fall 2013/14: Re-balance capacity and attendance areas

1. Efficiency-based additions at (3) buildings ready for Fall 2013/14
- Oakwood
- Greenwood
- Sunset Hill

2. Concurrent attendance area changes to relieve current and future projected populations.

Attendance boundary modification concepts:
- to relieve pressure at schools with current and future resident enrollment pressure
- to add students where additions will occur
- to better balance enrollment with available capacity

3. Continue to monitor B-5 (birth to 5) census information.

Phase I:

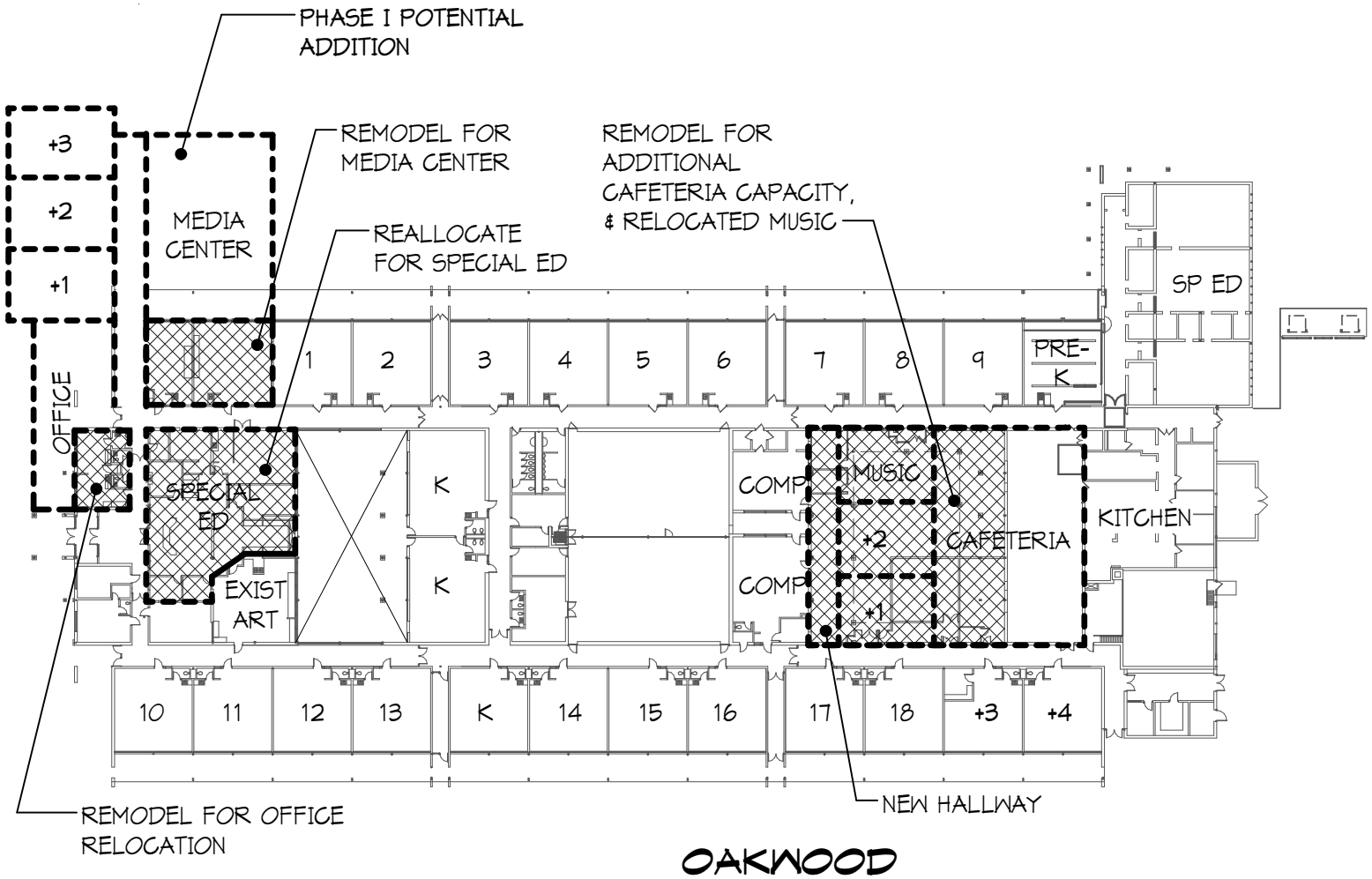
- Oakwood Elementary
- Greenwood Elementary
- Sunset Hill Elementary

Scope:

- Three (3) Classroom Addition
- Expand Kitchen/Cafeteria into current Media Center
- Media Center Addition
- Relocate Music, Office, Special Ed
- Reclaim four (4) Classrooms

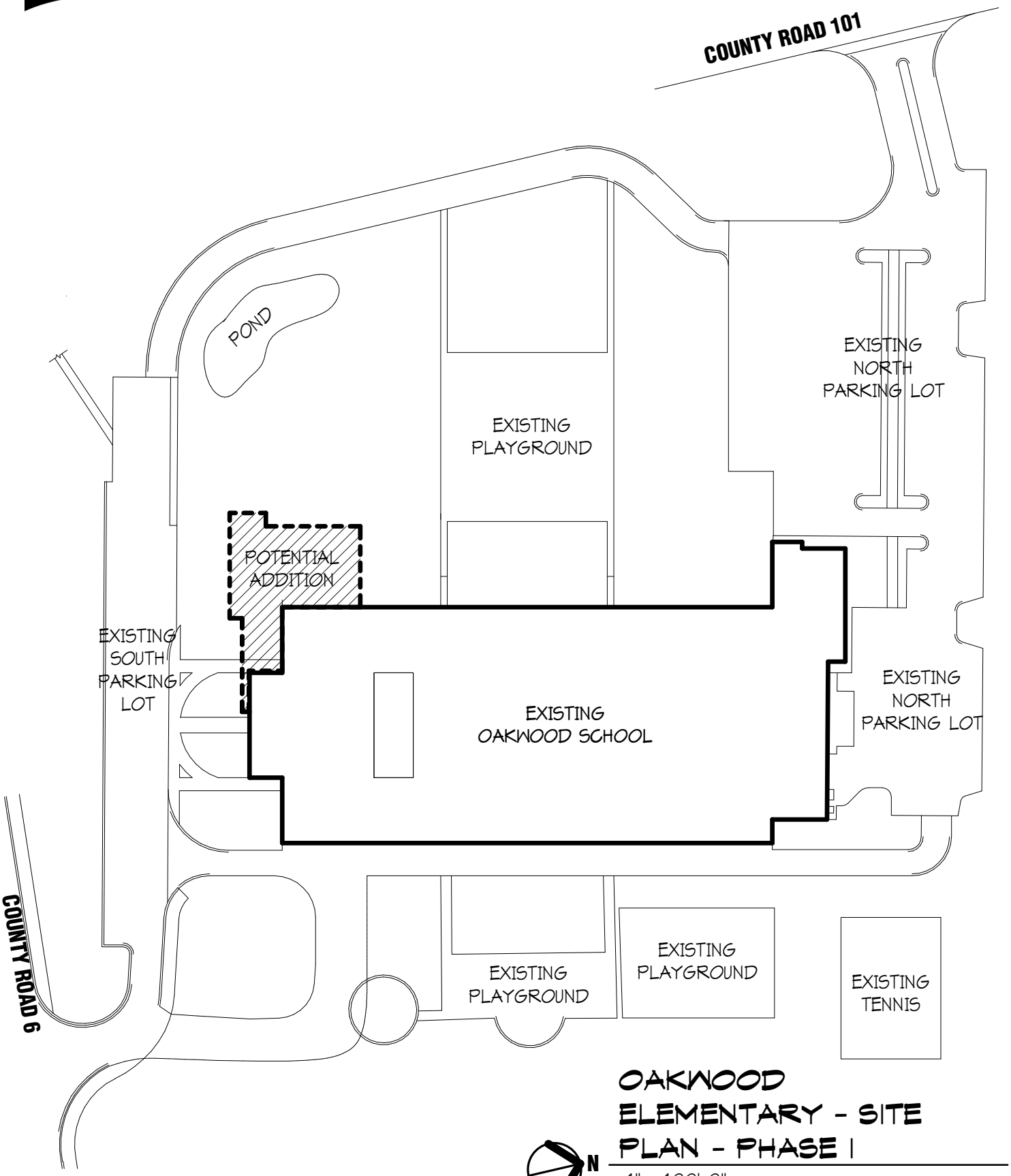
Oakwood Elementary:

Original Building (incl UL mech):	71,161 SF
Remodel for Cafeteria Expansion, Music, Flex Rooms:	6,100 SF
Special Education Remodel Area:	3,140 SF
Media Center/Office/Kindergarten /Art Addition:	9,400 SF
Media Center Remodel Area:	1,520 SF
Office Remodel Area:	620 SF



OAKWOOD ELEMENTARY - PHASE I

1/64" = 1'-0"



OAKWOOD ELEMENTARY - SITE PLAN - PHASE I

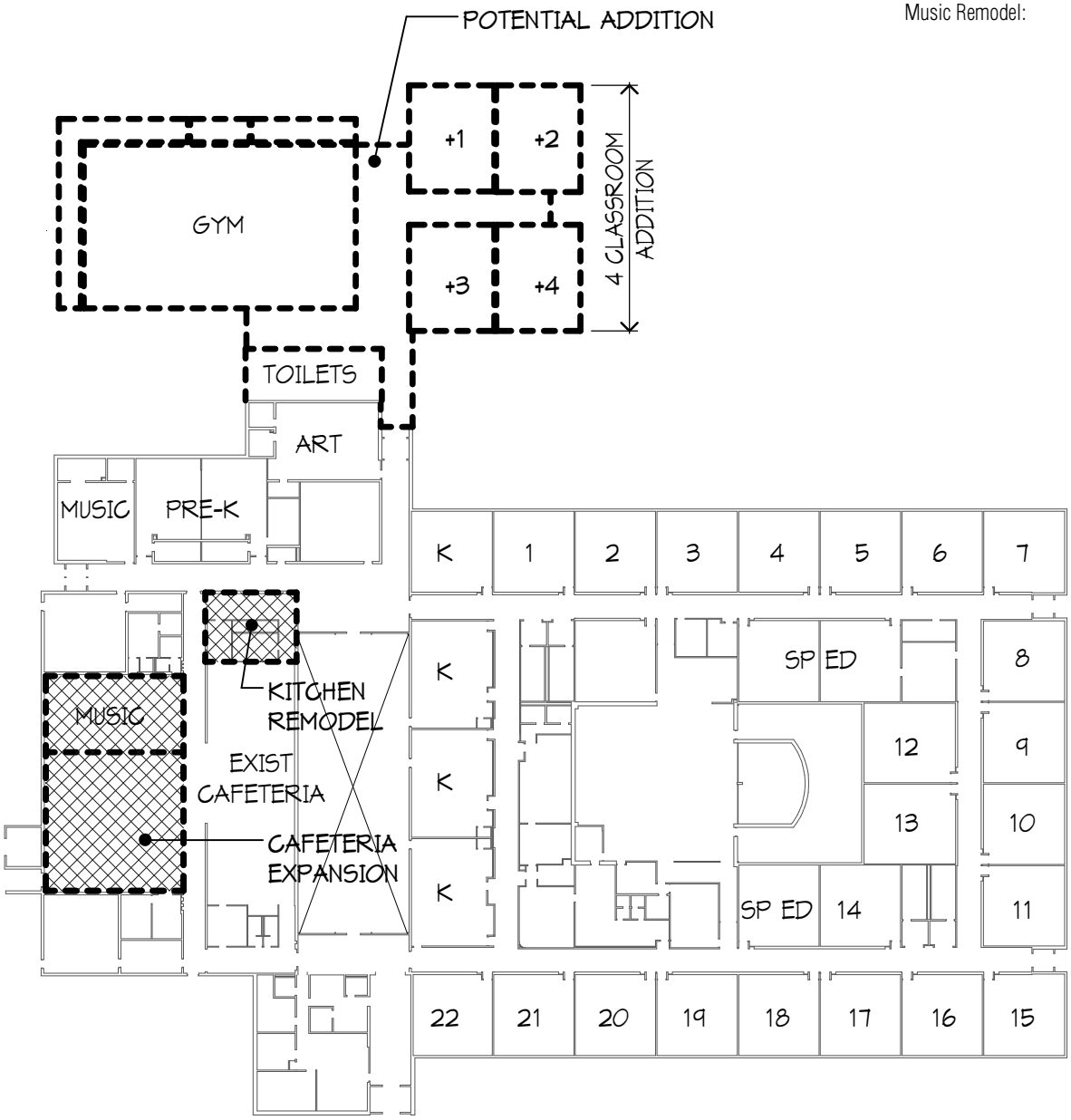
1" = 100'-0"

Scope:

- Four (4) Classroom Addition
- Expand Kitchen/Cafeteria into old Gym
- Gym Addition
- Relocate Music

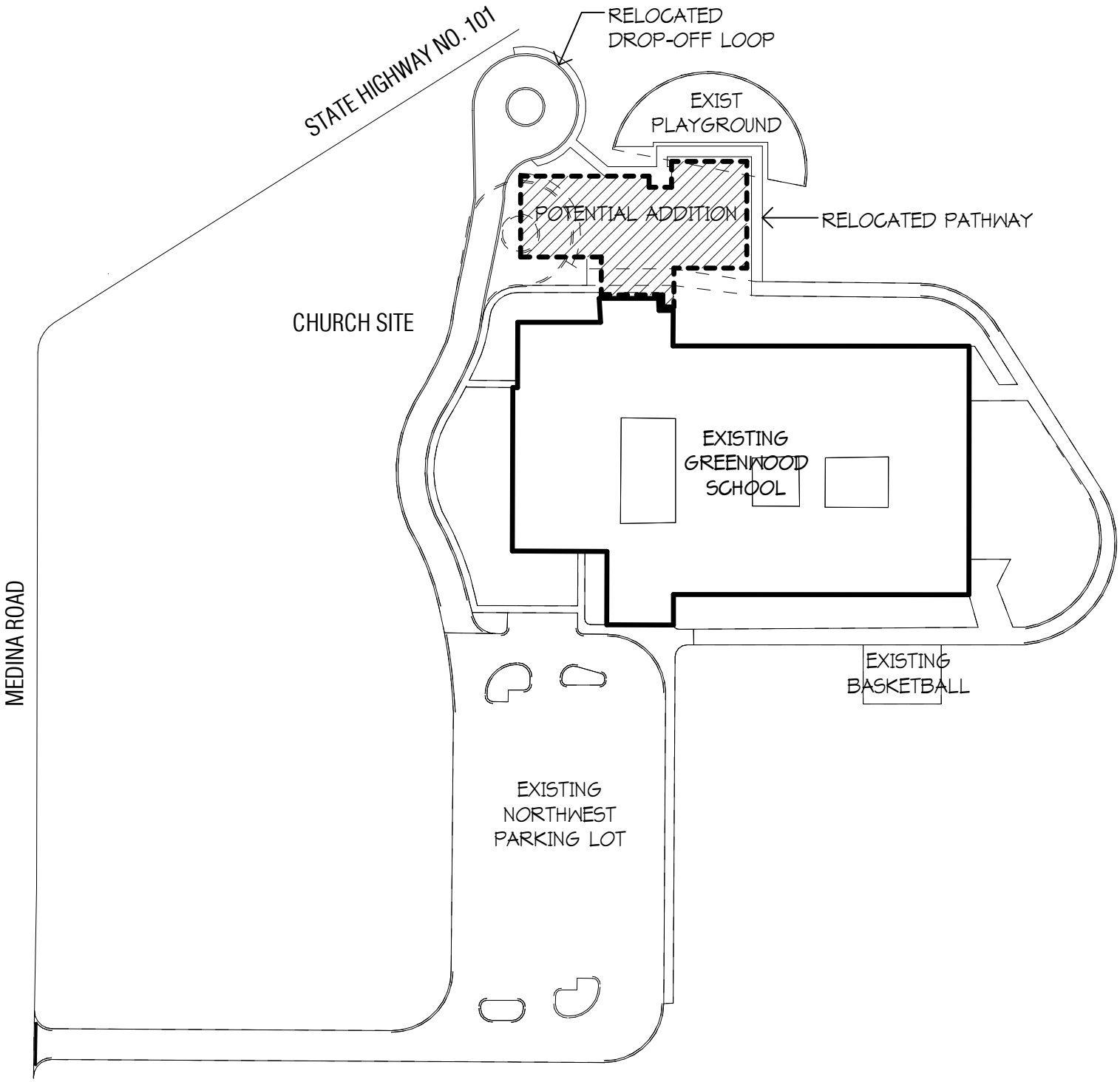
Greenwood Elementary:

Original Building:	72,175 SF
4 Classroom Addition (incl Gym):	16,500 SF
Cafeteria Expansion:	2,580 SF
Kitchen Remodel:	850 SF
Music Remodel:	1,420 SF



GREENWOOD ELEMENTARY

1/64" = 1'-0"



GREENWOOD ELEMENTARY - SITE PLAN

1" = 120'-0"

3/22/2012 9:58:57 AM
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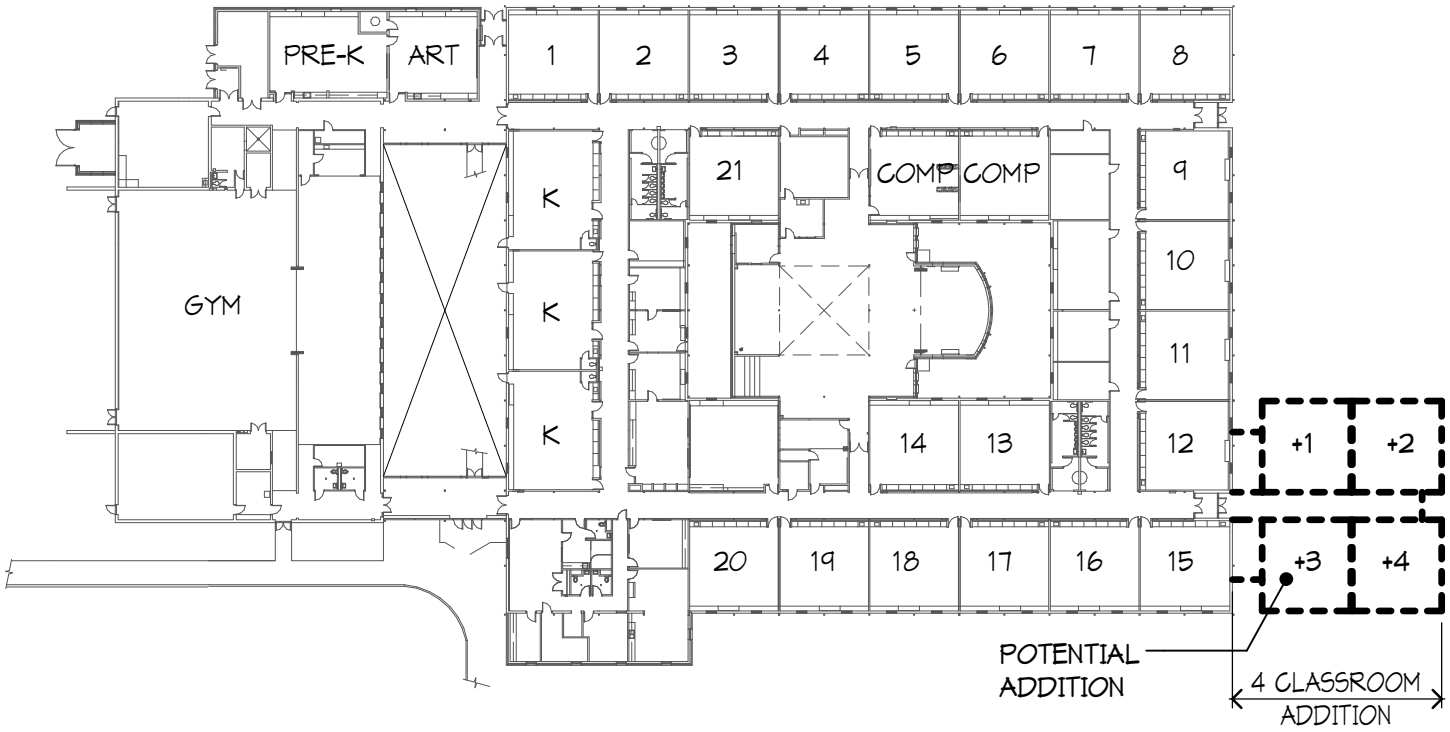
Scope:
- Four (4) Classroom Addition

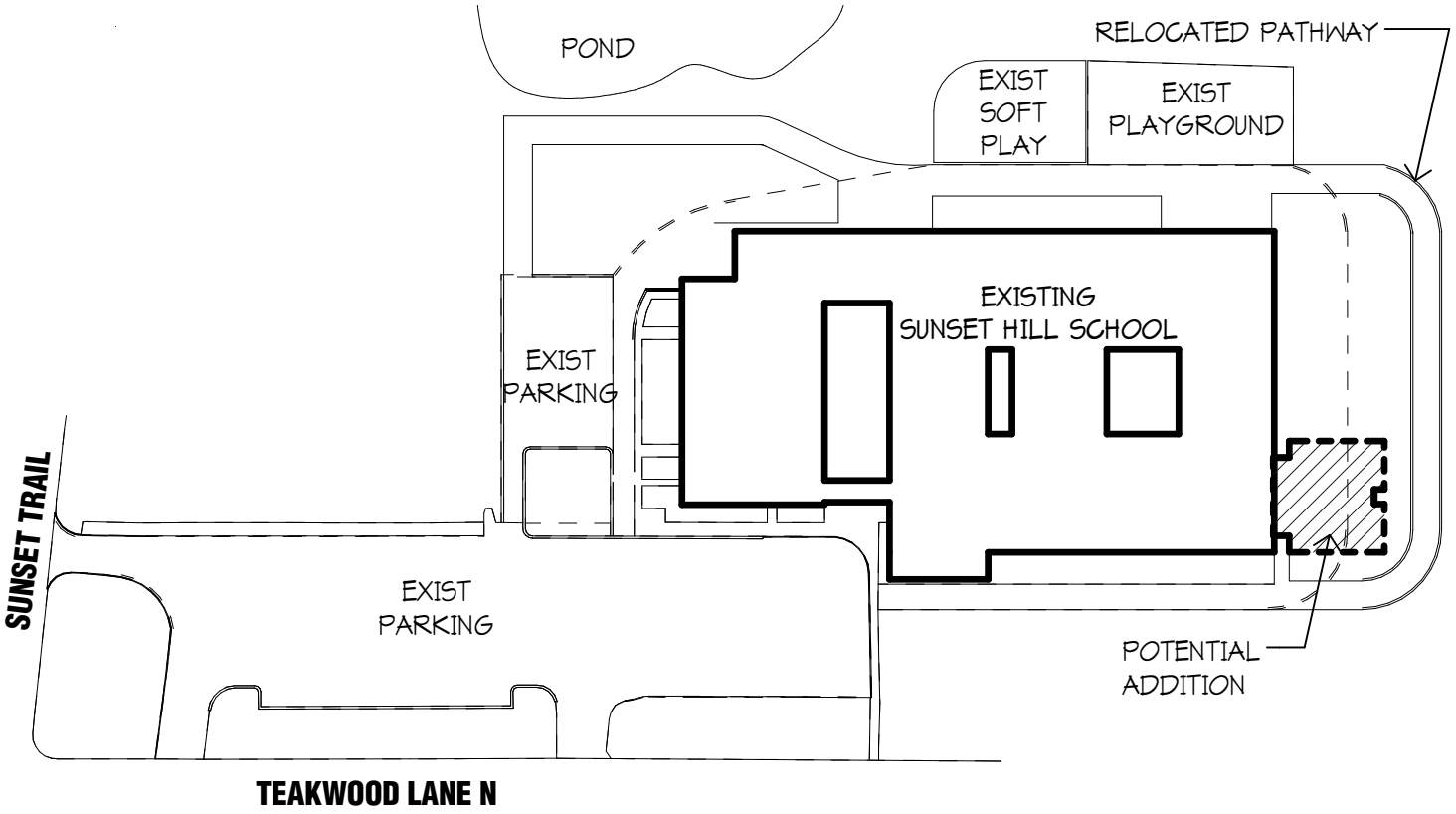
Sunset Hills Elementary:

Original Building:	64,059 SF
4 Classroom Addition:	4,730 SF



SUNSET HILL ELEMENTARY SCHOOL

1/64" = 1'-0"



SUNSET HILL ELEMENTARY - SITE PLAN

N

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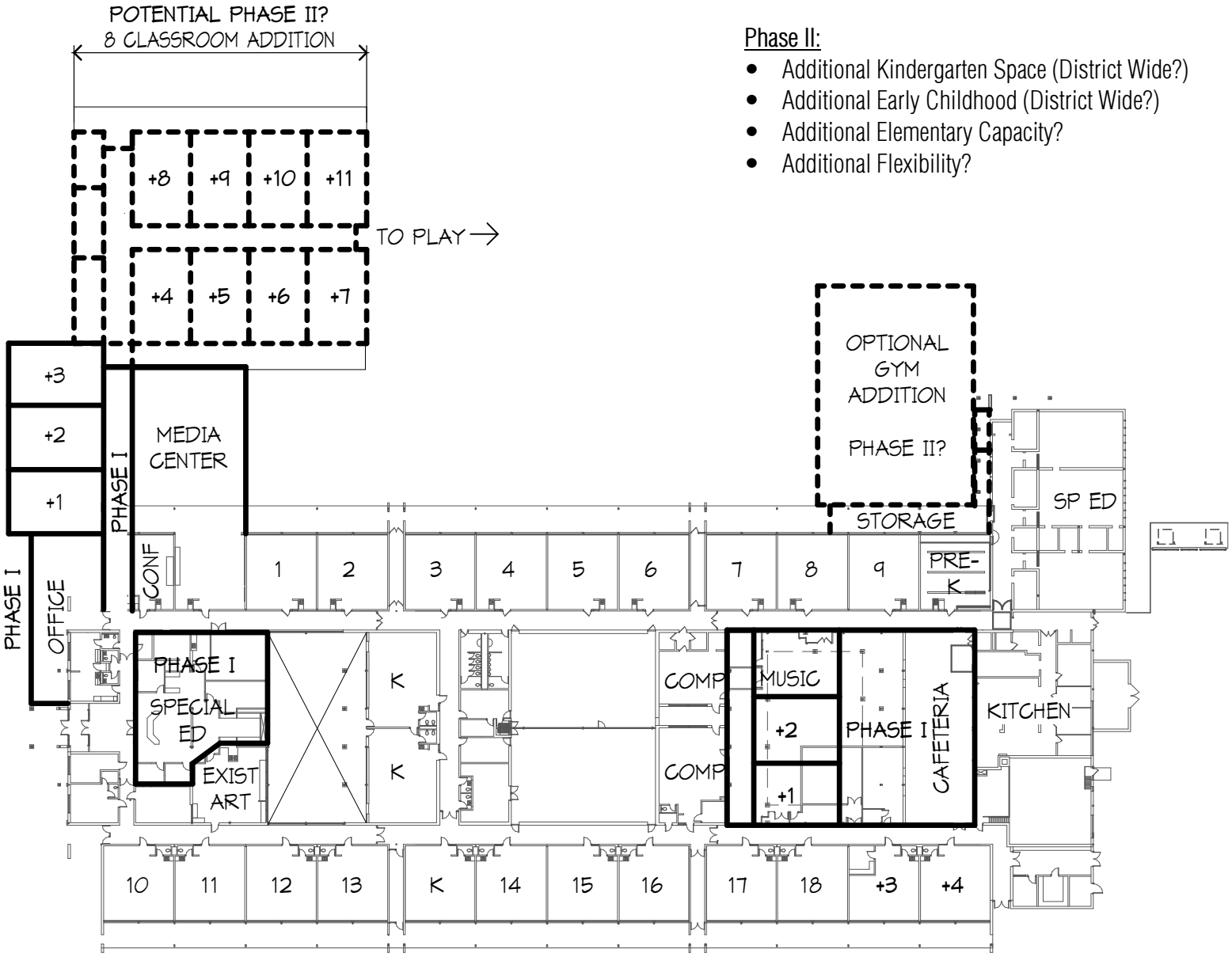
Potential Phase II:

- Additional Kindergarten Space (District-Wide?)
- Additional Early Childhood (District-Wide?)
- Additional Elementary Capacity?
- Additional Flexibility?

Oakwood Elementary:

Original Building (incl UL Mech):	71,161 SF
8 Classroom Addition:	10,875 SF
Optional Gym:	7,100 SF

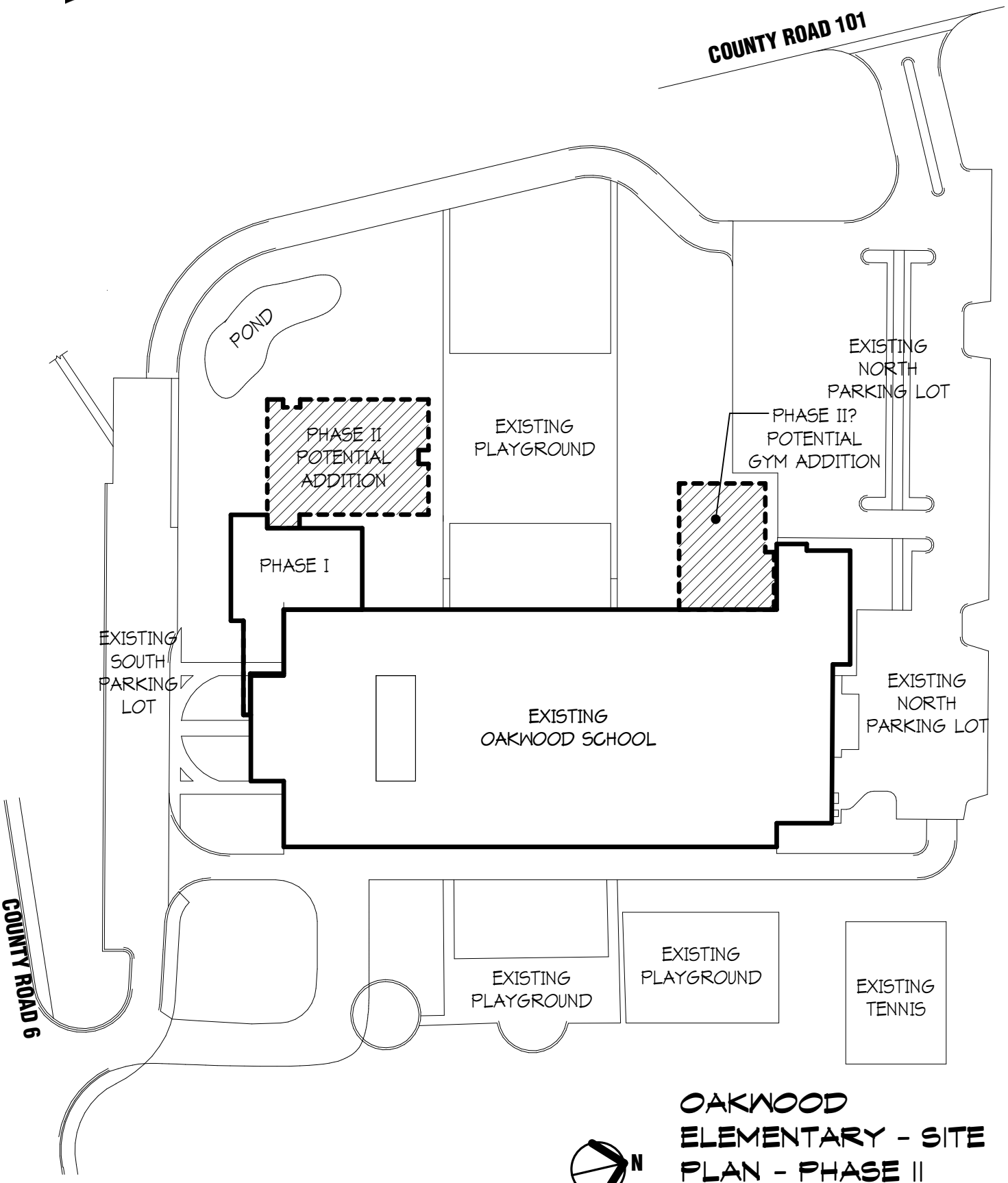


Phase II:

- Additional Kindergarten Space (District Wide?)
- Additional Early Childhood (District Wide?)
- Additional Elementary Capacity?
- Additional Flexibility?

OAKWOOD ELEMENTARY - PHASE II

1/64" = 1'-0"



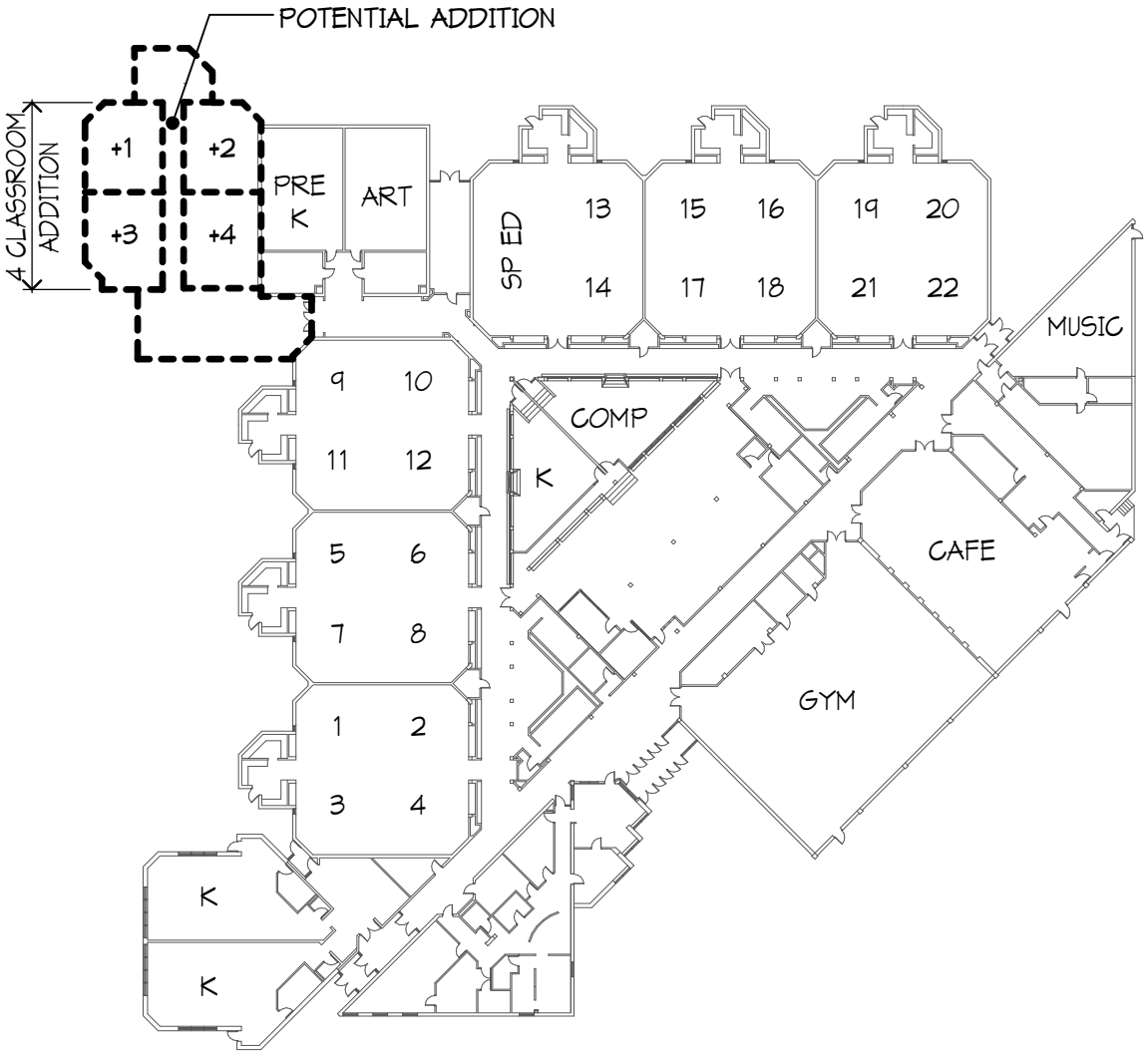
OAKWOOD ELEMENTARY - SITE PLAN - PHASE II

Scope:

- Four (4) Classroom Addition

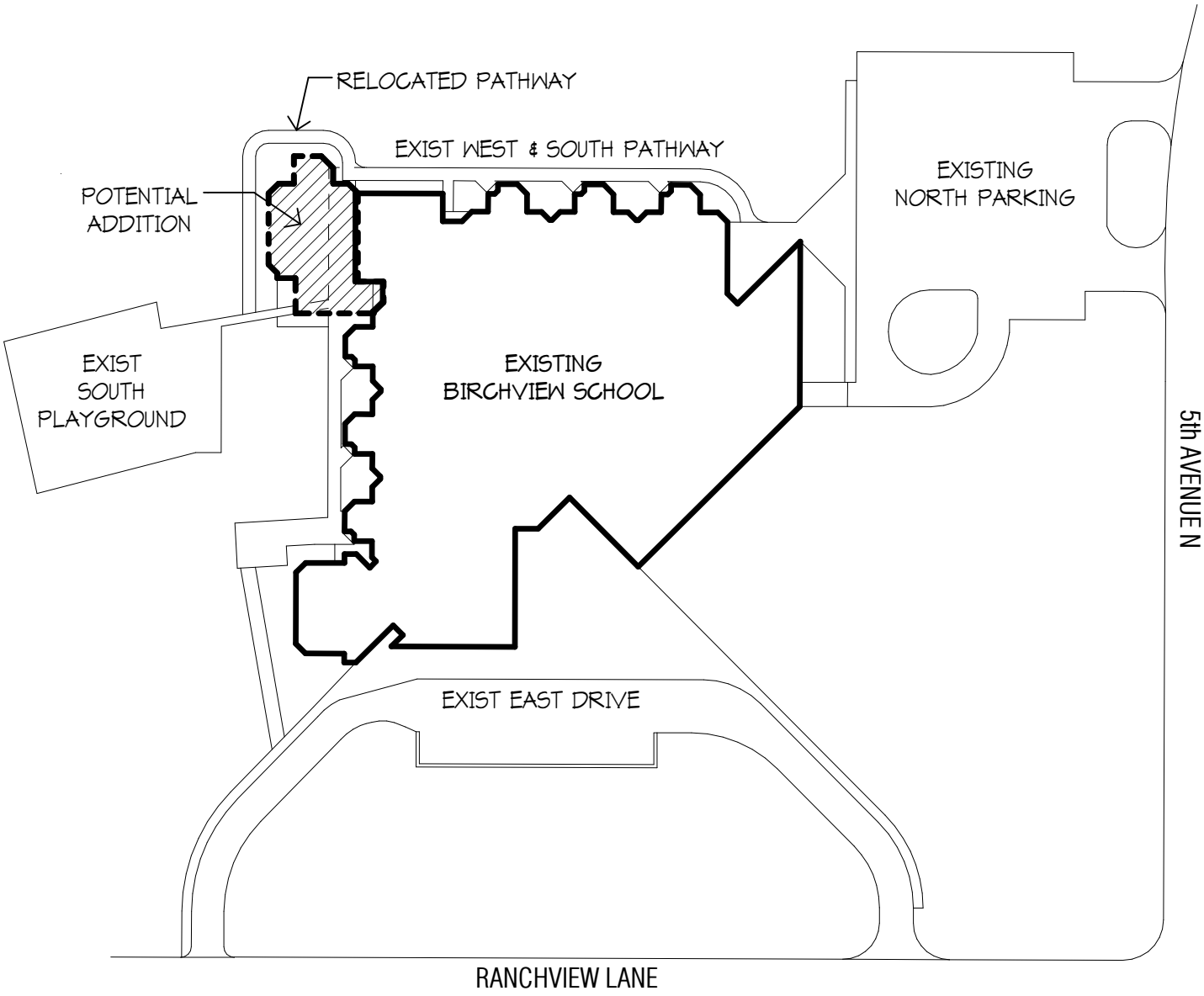
Birchview Elementary:

Original Building:	59,482 SF
4 Classroom Addition:	4,610 SF



BIRCHVIEW ELEMENTARY - PHASE II

1" = 60'-0"



BIRCHVIEW ELEMENTARY - SITE PLAN - PHASE II

N

1" = 100'-0"

Project Budgets

Phase I Projects:

School:		Project Cost:
Oakwood Elementary		$3.493 million
Greenwood Elementary		$4.572 million
Sunset Hill Elementary		$1.713 million
	PHASE I TOTAL	**$9.778 million**

Phase II Projects:

School:		Project Cost:
Oakwood Elementary		$3.988 million
Birchview Elementary		$1.613 million
	PHASE II TOTAL	**$5.601 million**

Conceptual Time Schedule

Start Projects	April 2012
Design/User Input	Spring 2012
Contract Documents	Summer 2012
Bid	September 2012
Construction	October 2012 - May 2013
Move-In	June 2013 - August 2013
Start School	September 2013

Wayzata Public Schools

EDK In Minnesota

Board Discussion Document

Questions Raised

- What conversations are being had in St. Paul regarding All Day Kindergarten (ADK)?
- Will districts be required to provide it?
- What are other schools doing with respect to ADK?
- What alternatives exist for parents?

Governor's 2011 Budget Proposal

- Beginning in FY 2013, provide all-day K funding for students eligible for free or reduced-price lunches who participate in a free all-day K program open to all kindergarteners at their school.
- School districts and charter schools could **choose** to provide this option at one or more school sites.
- Aid would equal the difference between a 1.0 pupil unit weight and the current 0.612 pupil unit for kindergarten students (First grade is funded at 1.115)
- State aid cost is $32 million in FY 2013, $49 million in FY 2014 and $52 million in FY 2015.

Other Proposals

- 2012 Integration Advisory Task Force recommended free ADK for students qualified for free or reduced lunch
- 2007 HF 637:
  - Commissioner creates a sliding scale fee schedule for ADK
  - Allow General Funds to charge based on that fee schedule
  - Sliding scale state aid for children from low income families.
- 2001: Three bills introduced to fund full-day kindergarten for all school districts in the state. Estimated cost > $123 million

Mandatory ADK is Highly Unlikely

- There is no evidence to suggest that mandatory ADK has any traction as an idea or even a sponsor
- It's very expensive
- When asked, legislators responded as if the question was "out of left field"
- In 2010 44% of state children attended ADK without a fee

FY 2010 Kindergarten in Minnesota

	7 County Metro		Non-Metro		State Totals	
Half Day Daily	11,695	39%	5,658	21%	17,353	31%
Full Day Alternate Day	790	3%	4,288	16%	5,078	9%
Full Day 3 days/wk	257	1%	420	2%	677	1%
Subtotal Part Time	12,742	43%	10,366	39%	23,108	41%
Full Day Daily	10,747	36%	12,384	46%	23,131	41%
Full Day Title 1	707	2%	1,030	4%	1,737	3%
Subtotal Free All Day Daily	11,454	38%	13,414	50%	24,868	44%
Full Day Daily Parent Fee	5,653	19%	3,136	12%	8,789	15%
Total	29,849	100%	26,916	100%	56,765	100%

Source: MDE

Possible Sources of "Free" ADK Funding

- First Grade Preparedness Aid
  - Offered to certain schools many years ago
- School Aged Care Funds
  - Offered to low income families by Hennepin County
- Compensatory Aid
- Integration Aid
- General Fund
- Wayzata's 2012 Kindergarten class is 14% FRL. Minneapolis' is 64%
- Free ADK is not offered by districts similar to ours

Public School Offerings

School District	Options	Class Size	Tuition
Orono	EDK English (6 EDK/2HDK)	19 to 20	$3,755
Edina	EDK English & French (17 EDK/10 HDK)	Up to 24	$3,240
	French 1/2		
Minnetonka	EDK English Spanish & Chinese		$3,900
	Ready Start K		
Eden Prairie	EDK English & Spanish		$3,920
	Spanish 1/2		
Robbinsdale	EDK		$3,492
	IB & Spanish 1/2. EDK?		
Wayzata	EDK English	Up to 21	$3,590
Osseo	EDK Tuition Based		$3,843
	Full Day Free (limited)		

Private Offerings

School	Options	Ratio	9 Mo Fee
Primrose	EDK built into Care Day	1:15	$10,725
Kinderberry Hill	Full Day Only built into Care Day	1:15	$13,338
Montessori	Full Day K Only	1:10	$8,226
	1/2 day		$6,426
	3 Day Full		$5,913
Providence	Full Day K Only	1:10	$13,730
St. Barts	Full Day K Only (parishioners)	1:10	$4,336
	(non-parishioners)		$6,793
Holy Name	Full Day (parishioners)	1:18	$4,150
	(non-parishioners)		$4,650
	1/2 day (parishioners)	1:18	$3,550
	(non-parishioners)		$4,150

Daily Cost of 12 Hour Care w/EDK

	Wayzata	Minnetonka	Montessori	Primrose
EDK	$20.87	$22.67	$43.70	$55.00
Home Base AM	$12.00	$11.00	$9.61	
Home Base PM	$12.00	$12.00		
Total	$44.87	$45.67	$53.31	$55.00

Our EDK Alternative is Home Base

	2012 Actual		2013 Requested	
K Class Total	638		718	
EDK	223	35%	454	63%
Home Base	208	33%		
Total Served		68%		63%
EDK Cost *		$3,590		
Home Base Cost		$3,354		

While Wayzata is not meeting EDK demand, we are meeting some demand for enrichment through Home Base

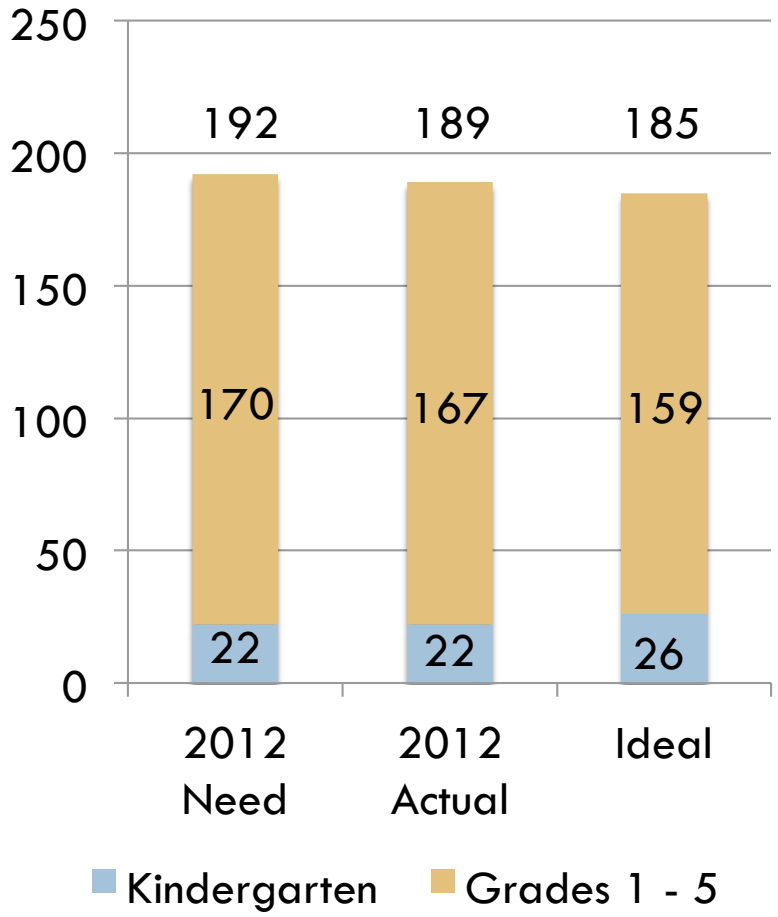
* A 3% discount is offered for up-front payment

Wayzata Public Schools

Extended Day Kindergarten Capacity Analysis

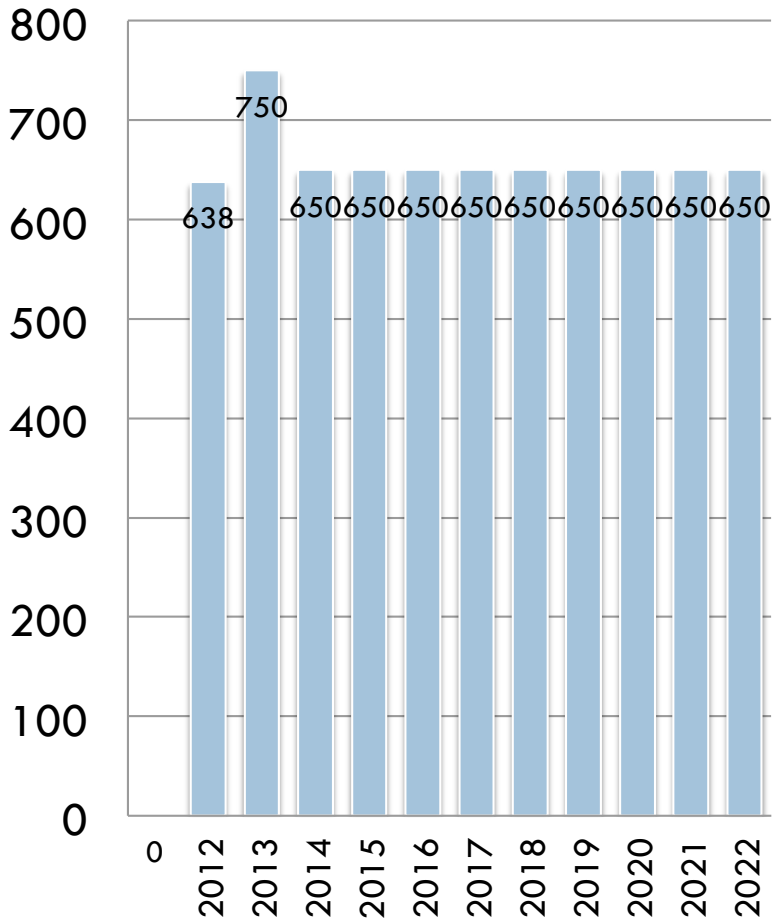
Board Discussion Document

How Much Space Do We Have Today?



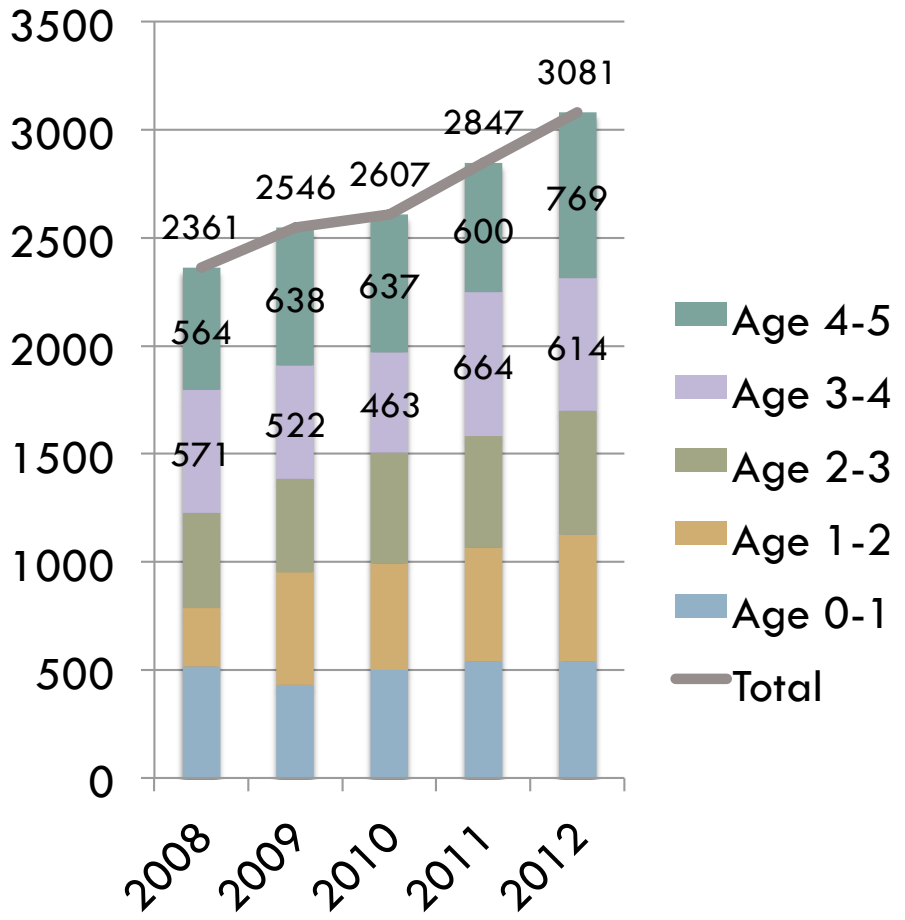
- In order to meet class size targets and enrolled EDK, we currently need 192 classrooms
- We're using 189
- The Wold Ideal Efficiency model suggests capacity of 185
- We've cannibalized suboptimal space to meet classroom demand.
- We need more space even if we don't increase EDK

Kindergarten Enrollment Forecast



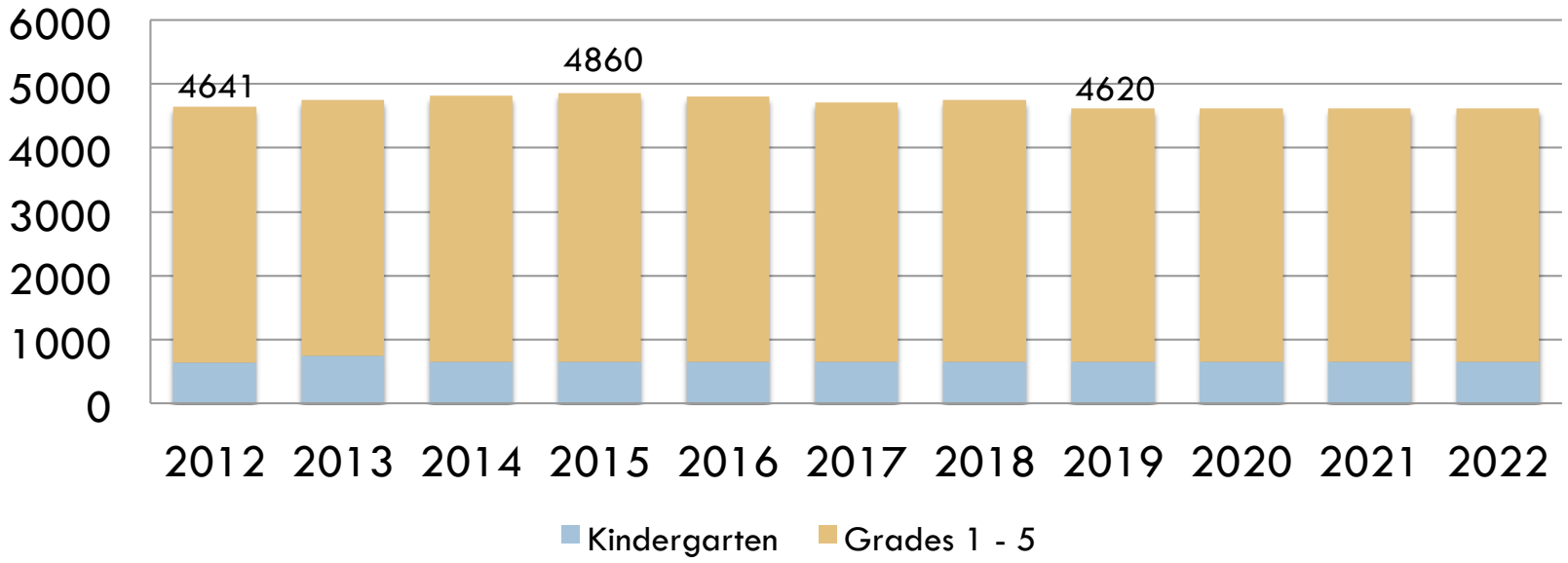
- Capacity analysis relies on the Kindergarten forecast
- 650 is the optimal size for growth into middle school and high school facilities
- A shortfall can be augmented with open enrollment. Under forecasting is problematic
- Hazel forecasted resident enrollment of 666 in 2013, 683 in 2016 and an average of 671 thereafter.
- This forecast could be light

Census Data Ages 0 to 5



- Census data shows the total zero to 5 increasing by 150 to 250 every year
- Increase may be partially due to better accounting
- Actual 2012 resident enrollment was 95% of the 2011 census
- The 2013 projected enrollment of 750 is 97% of the census
- Maybe private school parents don't return the census?
- Note fewer 3-4 year olds in 2012 than 2011
- Forecast may be light

Total K-5 Forecast

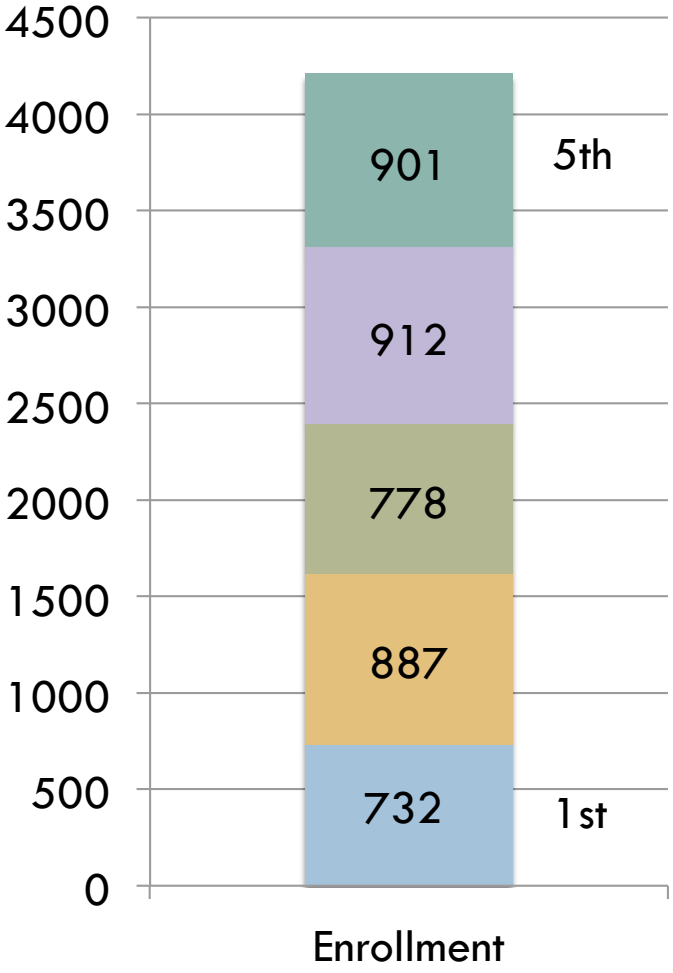


- Note the 220 student increase by the peak enrollment year of 2015, and the 240 student decrease by 2019
- Per the demographic study, numbers assume a 12.6% increase from K to 1, a 5% increase from 1 to 2 and 2 to 3, and 2% growth thereafter

Enrollment is highly variable with many moving parts

- Kindergarten forecast could be short based on the demographic study and census
- Yet it may be unrealistic to expect a 12.6% increase from K to1 if 2012 enrollment is at 97% of the census
- On average, every 23 kids require one additional classroom
- We are already over 100% of capacity
- There is considerable uncertainty in the forecast
- We need to plan for peak enrollment

Grades 1 – 5
Space Needs at Peak Enrollment 2015

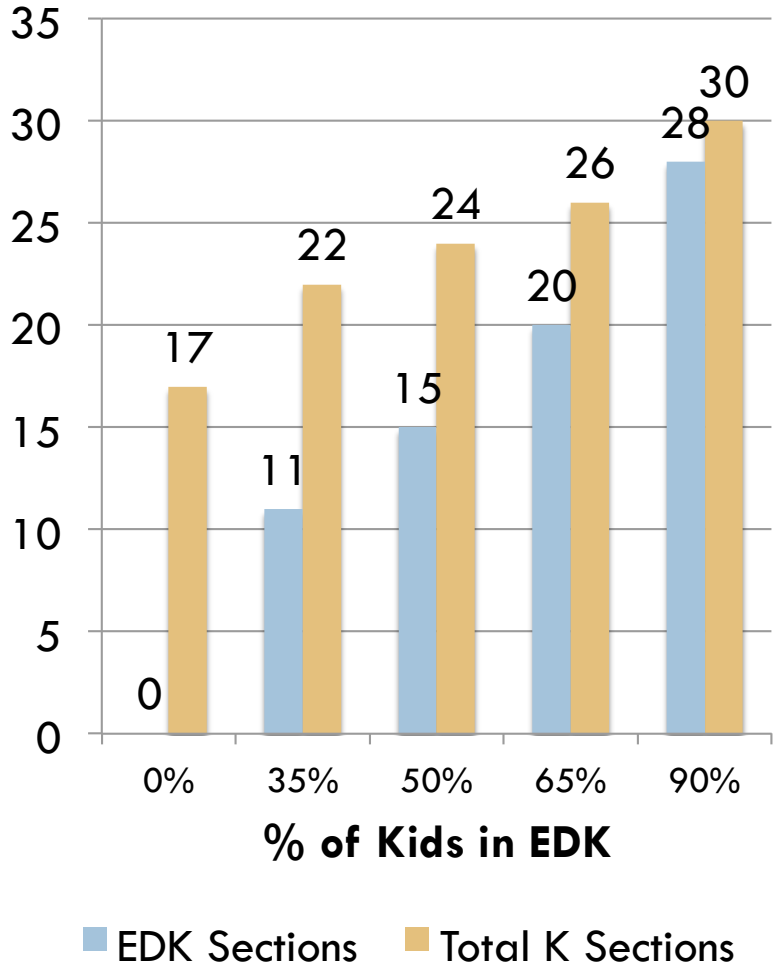


- 5th Grade – 35 Rooms
- 4th Grade – 35 Rooms
- 3rd Grade – 32 Rooms
- 2nd Grade – 40 Rooms
- 1st Grade – 35 Rooms

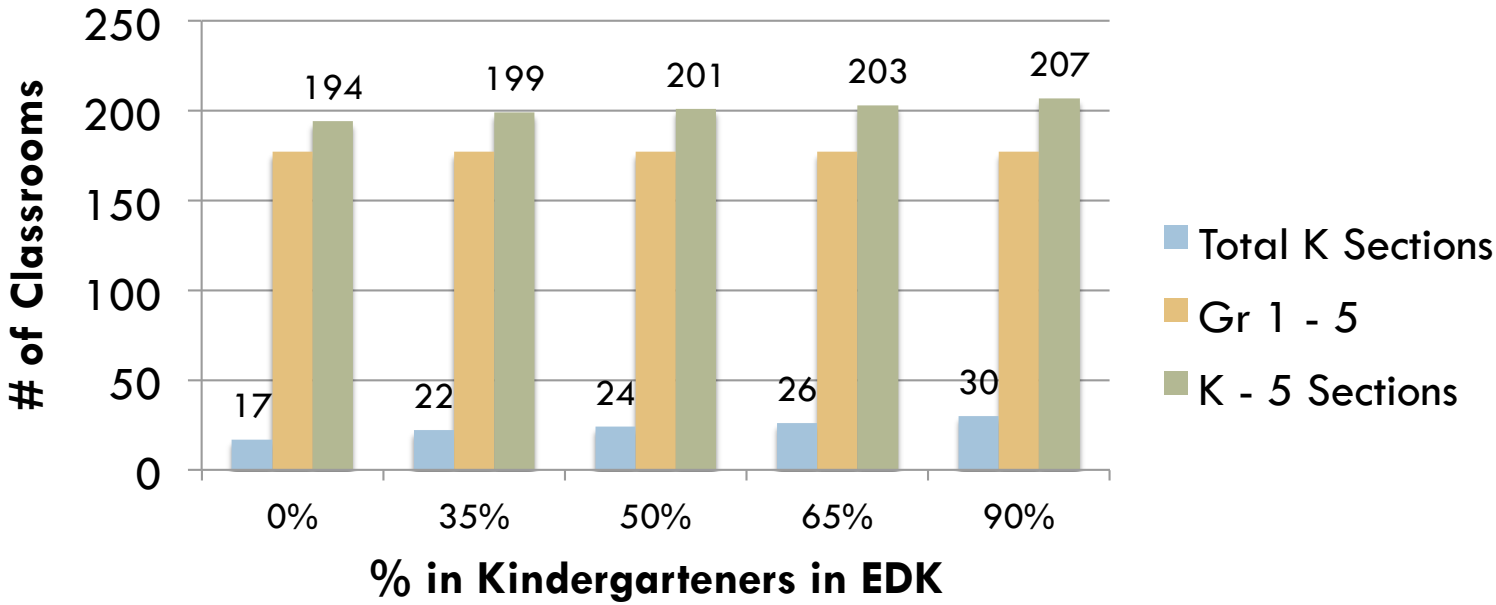
- 177 Classrooms Needed for Grades 1 through 5
- We have 167 available in 2012

Kindergarten Space Needs at Peak Enrollment, Varying by EDK Offering

- In 2015 Kindergarten enrollment is expected to be 650
- If we offer NO EDK we'll need17 Kindergarten classrooms
- Offering EDK to 65% of Kindergarteners would require 26, or nine additional classrooms

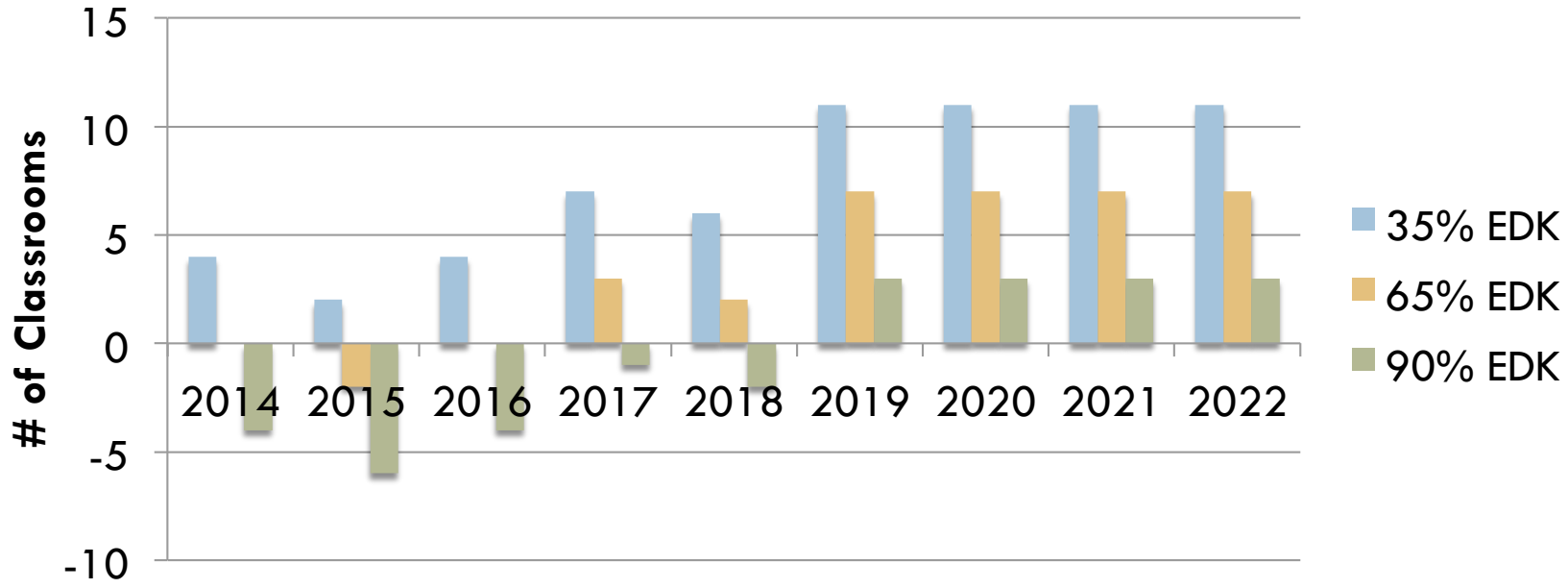


Total Classroom Needs in 2015 Varying by EDK Availability



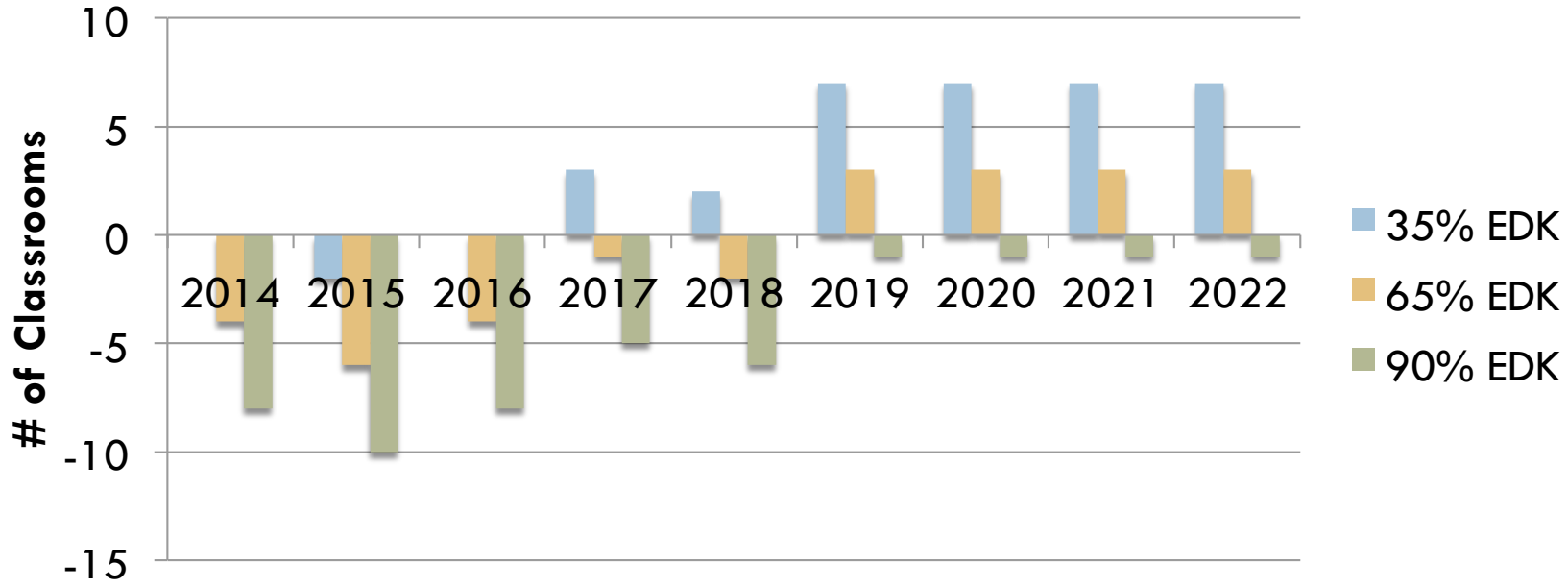
- Today we have 185 classrooms under the Wold Ideal Efficiency model
- To meet 1-5 demand with no EDK we need to build 9 rooms.
- The difference between offering 0% EDK and 35% EDK is 5 additional classrooms
- To provide 65% EDK we would need to build a total of 18 classrooms

Excess Capacity with 16 New Rooms



- Classrooms come in multiples of four. 18 is not an option.
- 16 rooms almost accommodate full 65% EDK demand in 2015, yet result in excess capacity thereafter even at 90% EDK participation

Excess Capacity with 12 New Rooms



- 12 rooms accommodates 35% EDK in 2014 and 2016, and approaches 65% thereafter.
- There is significantly less excess capacity in subsequent years

Key Points

- The numbers assume no tolerance for crowding
  - 100% of classrooms at target class size
  - Rooms allocated for Ideal Efficiency
- Four additional classrooms at CMS have temporarily been made available for EDK
- If forecasts prove to be short there is opportunity for 12 additional classrooms

Marginal Building Cost of a Classroom

- The least expensive space opportunity is at Sunset Hill at $1.713 million
- Financed with lease levy at 2.66% over 15 years, the cost is about $140,000 for the four classrooms or about $35,000 per classroom per year

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - April 9, 2012 - 7:00 PM
Wayzata City Hall, 600 Rice Street, Wayzata

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 - March 12, 2011
   B. Finance and Business Recommendations
   C. Human Resource Recommendations
   D. Addition to School Board Meeting Schedule
      1. Schedule a Special Board Meeting
3. **STUDENT CURRICULUM PRESENTATION**
4. **RECOGNITIONS**
   A. April Employee of the Month - Michele Burniece - Plymouth Creek Elementary
   B. WPS 2011-2012 Retirees
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.
   A. Student Council
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
   A. Superintendent
   B. Curriculum and Instruction
   C. Finance and Business Services
      1. Monthly Financial Reports
   D. Human Resource Services
      1. Authorization of Health and Hospitalization Insurance Rates for 2012 - 2013
      2. Authorization of Dental Insurance Rates for 2012 - 2013
7. **OTHER BOARD ACTION**
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. **ADJOURN**

Agenda Item 8

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – March 26, 2012

AGENDA SECTION: 8. ADJOURN

ITEM:

COMMENTS BY: Board Chair Hesby

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