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BOARD OF EDUCATION

Working Meeting - November 22, 2021 - 4:05 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

AGENDA

1.	ROLL CALL/CALL TO ORDER	2
	A. Finance and Operations Reports	
	1. Update on Wayzata Cafès	3
	B. Superintendent's Reports	
	1. General School Updates and COVID-19 Update	4
	C. Teaching and Learning Reports	
	1. World's Best Workforce	37
	2. Equity in Action at WHS	72
	D. Human Resource Services Reports	
2.	ADJOURN	



Board of Education

Work Session Meeting – November 22, 2021

AGENDA SECTION: Call to Order

ITEM: Roll Call Attendance

COMMENTS BY: Andrea Cuene, Board Chair

	PRESENT	ABSENT
Linda Cohen	_____	_____
Jay Hesby	_____	_____
Sarah Johansen	_____	_____
Chris McCullough	_____	_____
Cheryl Polzin	_____	_____
Bonita Lucky	_____	_____
Andrea Cuene	_____	_____
Chace Anderson, ex-officio	_____	_____



BOARD OF EDUCATION
Work Session – November 22, 2021

AGENDA SECTION: Finance & Operations Reports

ITEM: Wayzata Café Update

COMMENTS BY: DeeDee Kahring, Executive Director, Finance and Operations

Michelle Sagedahl, director of Wayzata Cafés, will provide an update of the nutrition services program in Wayzata Schools.

Recommended Action: Report only – no action

Motion by: _____

ROLL CALL

Passed: _____

Second by: _____

Failed: _____

Abstentions: _____



Board of Education

Work Session Meeting – November 22, 2021

AGENDA SECTION: Superintendent's Reports

ITEM: General School Updates and COVID-19 Update

COMMENTS BY: Chace Anderson & Nathan Flansburg



School Board Work Session Presentation
2021-2022 School Year
COVID-19 Update
November 22, 2021

Two Primary Goals for this Year 2021-2022

1. Ensuring the health and well-being of students and staff.
2. Keeping students in school every day throughout the school year.

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Last Year Compared to this Year

Last School Year.....

2020-2021

“The Year of the Learning Models”

The Current School Year.....

2021-2022

“The Year of Mitigation Strategies”

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7



MN Department of Health/8-4-21

Slow or Stop Transmission

Mitigation strategies that are helpful in slowing/stopping spread when asymptomatic students or staff are in school.



21

MN Department of Health Situation Update 8-4-21

CDC: Guidance for COVID-19 Prevention in K-12 Schools Key Takeaways

- In-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic.
- Masks should be worn indoors by all individuals regardless of vaccination status.
- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.

MN Department of Health

Transmission Rates/Vaccination/Layered Prevention

- When community rates of COVID-19 are high, especially in areas of lower vaccination rates, there is an increased likelihood of transmission in schools.
- When prevention strategies are layered, transmission within schools and Early Childhood programs can be limited.
- Children and adolescents can transmit the virus even though they may be asymptomatic or have milder symptoms when compared to adults.

CDC Science Brief: COVID-19 in Children and Adolescents

Science Brief: Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs:
https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/transmission_k_12_schools.html

- **When community rates of COVID-19 are high, especially with lower vaccination rates for those eligible for vaccination/many who are unable to be vaccinated.** there is an increased likelihood that SARS-CoV-2 will be introduced to, and potentially transmitted within, a school or ECE setting.
- Evidence to date suggests that when **prevention strategies are layered and implemented with fidelity, transmission within schools and ECE programs can be limited.**
- Have an infection rate that is comparable and, in some settings, higher, than adults.
- **Can transmit the virus to others even when they do not have symptoms** and/or have mild non-specific symptoms.
- **Compared to adults are more commonly asymptomatic or have mild, non-specific symptoms** (e.g., headache, sore throat).

Last Year (2020-2021)

MDH Model Parameters

Number of Cases/10,000 over 14 Days, By County of Residence

Cases

Learning Model based on MDH Parameters

0-9

In-person learning for all students

10-19

**In-person learning for elementary students
Hybrid learning for secondary students**

20-29

Hybrid learning for all students







30-49

**Hybrid learning for elementary students
Distance learning for secondary students**

50+ (77.5)

Distance learning for all students

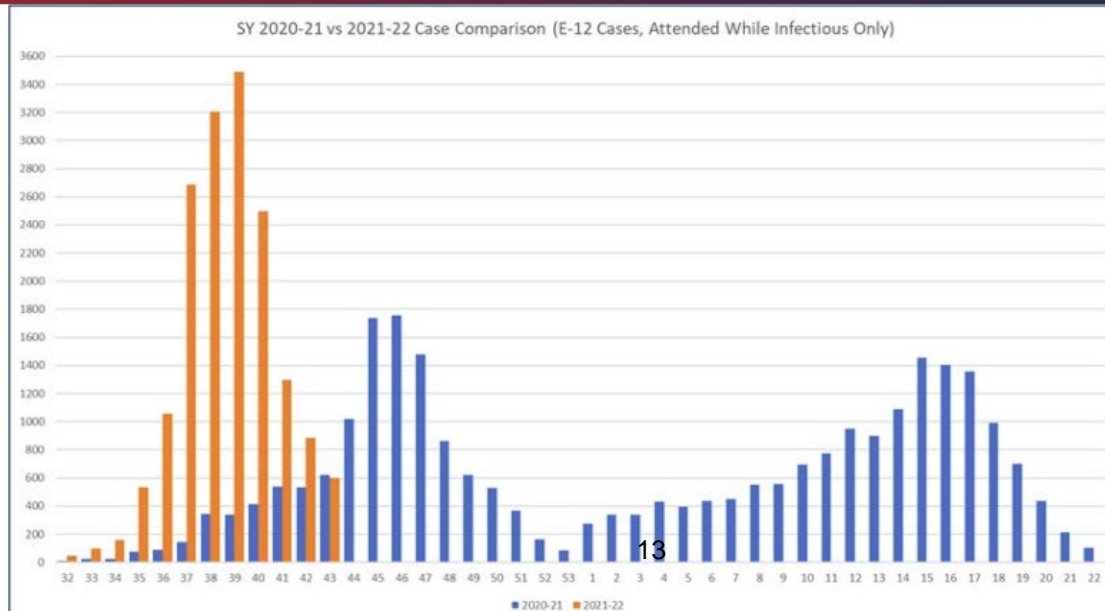
Hennepin County Selected Cities Within and/or Near Wayzata Public Schools 14 Day Running Total

Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	8/17/2021	8/24/2021	8/31/2021	9/7/2021	9/14/2021	9/21/2021	9/28/2021	10/5/2021	10/12/2021	10/19/2021	
Date Range:	8/30/2021	9/6/2021	9/13/2021	9/20/2021	9/27/2021	10/4/2021	10/11/2021	10/18/2021	10/25/2021	11/1/2021	Trend Line
Maple Grove	36.90	33.80	36.90	42.70	44.80	55.20	64.50	54.30	46.30	70.70	
Minnetonka	30.80	31.60	30.80	34.80	35.80	41.30	47.80	43.40	38.80	71.40	
Plymouth	36.80	32.90	36.80	35.50	34.20	42.60	48.20	40.80	39.10	70.20	
*Other NW Suburban in Hennepin County	28.80	24.60	28.80	36.90	36.90	45.70	51.80	41.50	44.70	69.70	
**Other W/S Suburban in Hennepin County	34.50	30.70	34.50	44.00	55.30	63.20	64.20	59.60	49.40	73.80	
Average #284 Cities and Local Vicinities	33.6	30.7	33.6	38.8	41.4	49.6	55.3	47.9	43.7	71.2	
Points	1.80	1.94	1.80	1.59	1.56	1.01	0.00	1.08	1.29	0.00	
*Other NW Suburban in Hennepin County	Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony										
**Other W/S Suburban in Hennepin County	Chanhassen, Deephaven, Excelsior, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, Minnetonka Beach, Minnetrista, Mound, Orono, St. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland										

MN Department of Health/11-10-21

Student/Staff Positive Cases Comparison: 2020-2021 and 2021-2022

Comparison of SY 2020-21 to 2021-22 – includes all E-12 cases (student and staff, attended while infectious)



MN Department of Health

Core Indicators—New Cases and Positivity Rate

MMWR TABLE. CDC core indicators of and thresholds for community transmission levels of SARS-CoV-2

Indicator	Transmission level			
	Low	Moderate	Substantial	High
New cases per 100,000 persons in the past 7 days*	0-9.99	10.00-49.99	50.00-99.99	≥100.00
Percentage of positive nucleic acid amplification tests in the past 7 days†	<5.00	5.00-7.99	8.00-9.99	≥10.00

WPS = 504
HenCty = 414



10-24-21

0-9 YRS 7.96

10-19 YRS 10.10



* Number of new cases in the county (or other administrative level) in the past 7 days divided by the population in the county (or other administrative level) multiplied by 100,000.

† Number of positive tests in the county (or other administrative level) during the past 7 days divided by the total number of tests performed in the county (or other administrative level) during the past 7 days.

Calculating SARS-CoV-2 Laboratory Test Percent Positivity: CDC Methods and Considerations for Comparisons and Interpretation: <https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/calculating-percent-positivity.html>

MN Department of Health

Positivity Rate Comparison: 8-13-21 and 9-24-21

September 12, 2021

October 24, 2021

MN Weekly Testing and Positivity by Age Band
9/24/2021

Age	Positivity Rates		Tests/10,000	
	9/5/2021	9/12/2021	9/5/2021	9/12/2021
Week of:				
0-9	7.77%	6.78%	251.7	412.5
10-19	8.50%	8.67%	287.3	468.2
20-29	7.10%	6.76%	448.7	500.3
30-39	6.87%	6.89%	438.7	513.8
40-49	7.22%	6.77%	366.0	439.7
50-59	5.95%	6.02%	327.2	360.0
60-69	5.12%	5.57%	364.6	386.7
70-79	4.49%	4.82%	426.7	449.1
80+	2.17%	2.40%	833.2	851.2

MN Weekly Testing and Positivity by Age Band 11/05/21

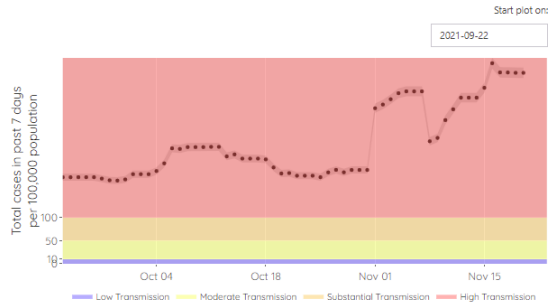
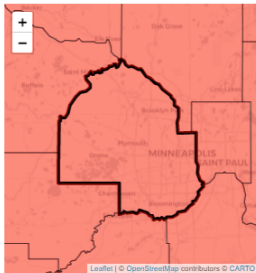
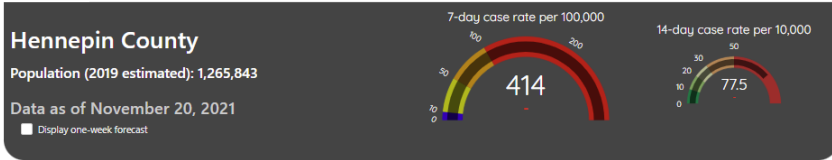
Age	Positivity Rates		Tests/10,000	
	10/17/2021	10/24/2021	10/17/2021	10/24/2021
Week of:				
0-9	7.60%	7.96%	376	391.6
10-19	8.72%	10.10%	338.7	352.6
20-29	6.35%	7.51%	442.3	456.3
30-39	7.53%	8.24%	495.5	508.3
40-49	7.27%	8.85%	431	437.4
50-59	6.97%	8.15%	357.7	360.9
60-69	6.81%	8.25%	372.9	375.6
70-79	6.35%	7.91%	388.7	396.3
80+	3.17%	4.31%	688.8	657.9

Hennepin County and WPS---U of MN Wolfson Model 7 Day Running Total of Cases per 100,000 Residents

https://jwolfson.shinyapps.io/school_openings/

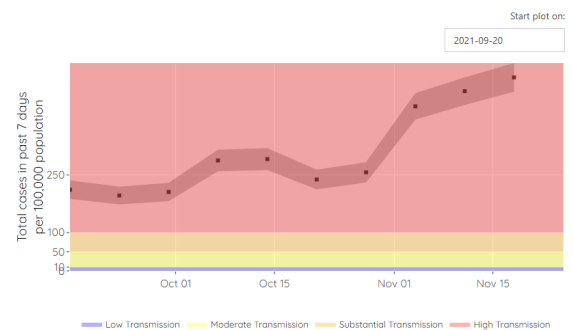
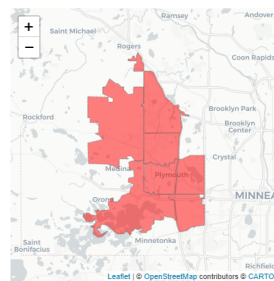
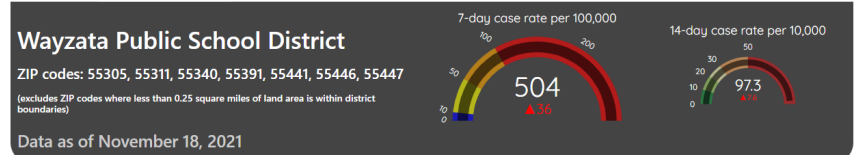
Hennepin County 11-20-21 (414)

By County By School District

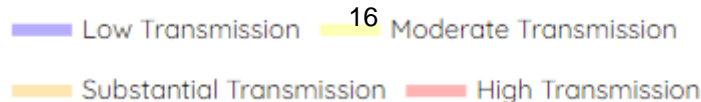


WPS School District 11-18-21 (504)

By County By School District



For districts containing ZIP codes with <= 5 cases, vertical bars give the range of 7-day per 100,000 case totals that are consistent with reported case data. Outer shaded region indicates 95% confidence intervals for the (range of) case rates.

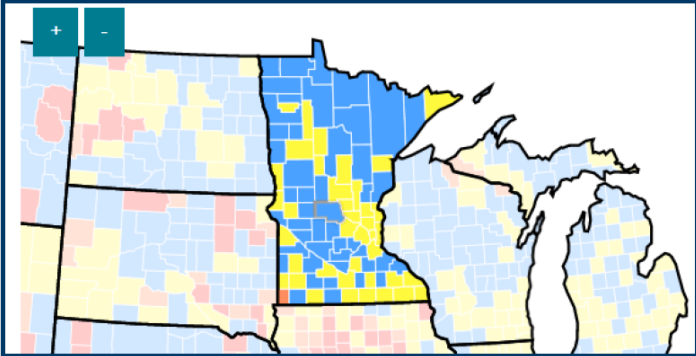


MN Department of Health Situation Update 8-4-21

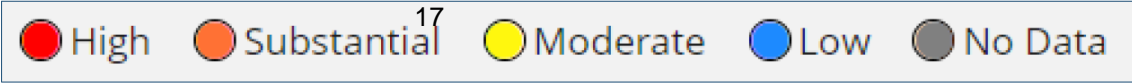
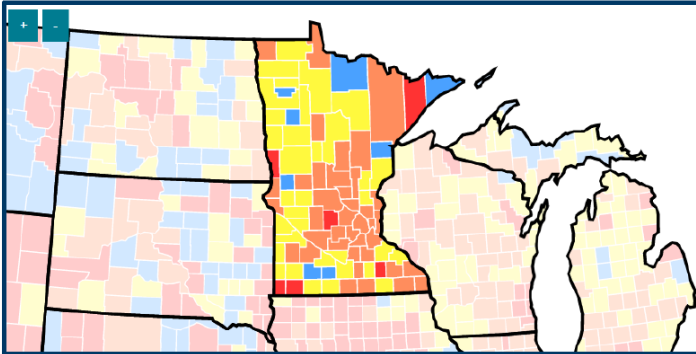
CDC COVID-19 Integrated County View Comparison

Minnesota County
change summary
for the weeks of:
7-10-21 to
8-1-21

7/4/21 – 7/10/21



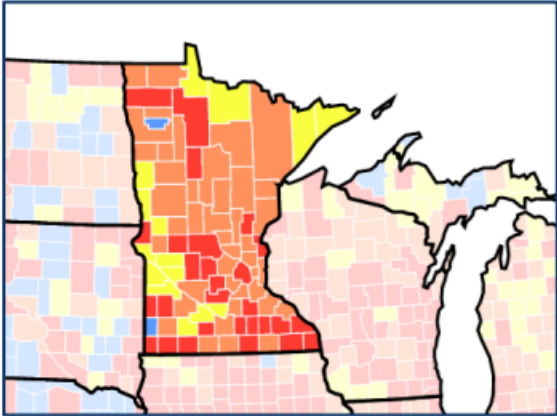
7/26/21 – 8/1/21



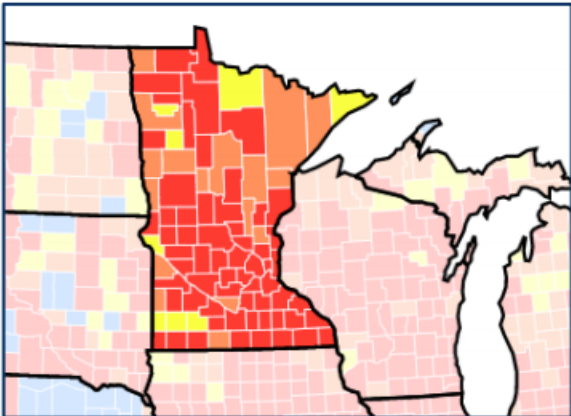
MN Department of Health Situation Update 8-12-21

CDC COVID-19 Integrated County View Comparison:
<https://covid.cdc.gov/covid-data-tracker/#county-view>

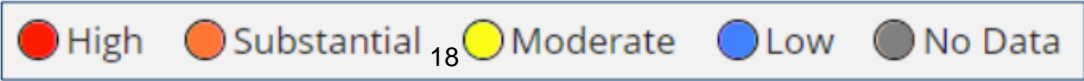
Minnesota County
change summary
for the weeks of:
8-7-21 to
8-14-21



8/1/21 – 8/7/21



8/8/21 – 8/14/21

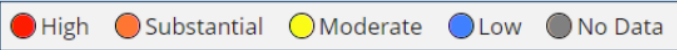
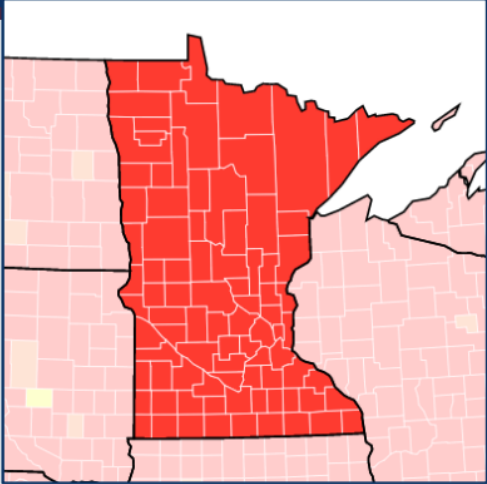


MN Department of Health Situation Update 11-10-21

CDC COVID-19 Integrated County View Comparison 10/31/2021 – 11/06/2021

Minnesota County
change summary
for the weeks of:
10-31-21 to
11-6-21

[CDC COVID Data Tracker:
https://covid.cdc.gov/covid-
data-tracker/#county-
view|Minnesota|Risk|commun-
ity transmission level](https://covid.cdc.gov/covid-data-tracker/#county-view|Minnesota|Risk|community%20transmission%20level)



8

Hennepin County and WPS

7 Day Running Totals---Wolfson Model—University of MN

https://jwolfson.shinyapps.io/school_openings/

7 Day Running Total of Cases per 100,000 Residents---Wolfson Model U of MN											
Date:	9/16/2021	9/23/2021	9/30/2021	10/7/2021	10/14/2021	10/21/2021	10/28/2021	11/4/2021	11/11/2021	11/18/2021	Trend Line
Hennepin County	182	180	176	251	237	197	199	370	345	415	
Wayzata Public Schools	212	196	206	288	291	238	257	429	468	504	

Wayzata Public Schools-District Dashboard

Cumulative Total Student/Staff Cases 9-1-21 thru 11-17-21

Student and Staff Cases Combined													
(Note: If a building had fewer than 5 cases in any given week, the case count is not itemized in the chart below for privacy reasons.)													
	17-Nov	10-Nov	3-Nov	27-Oct	20-Oct	13-Oct	6-Oct	29-Sep	22-Sep	15-Sep	8-Sep	1-Sep	Total
Early Learning School	0	0	0	0	0	0	0	0	0	0	0	0	0
Birchview Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0
Gleason Lake elementary	0	7	0	0	0	5	0	0	0	0	0	0	12
Greenwood Elementary	5	8	7	5	8	9	0	0	0	0	5	0	47
Kimberly Lane Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0
Meadow Ridge Elementary	6	0	0	0	0	0	0	5	0	0	0	0	11
North Woods Elementary	7	10	6	9	0	0	0	0	0	0	0	0	32
Oakwood Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0
Plymouth Creek Elementary	0	0	0	0	0	5	0	0	0	0	0	0	5
Sunset Hill Elementary	10	42	0	0	0	0	0	0	0	0	0	0	52
Central Middle School	17	9	0	0	0	0	0	0	0	0	0	0	26
East Middle School	6	5	0	0	0	0	0	0	0	0	0	0	11
West Middle School	0	0	0	0	0	0	0	0	0	0	0	0	0
Wayzata High School	10	7	7	0	0	8	8	8	7	0	0	0	55
Wayzata Transition	0	0	0	0	0	0	0	0	0	0	0	0	0
District Offices	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Cases < 5/Building	0	0	0	0	0	0	14	11	11	14	3	1	54
Wayzata Total	61	88	20	14	8	27	22	24	18	14	8	1	305

The Wayzata Public Schools COVID-19 Dashboard has been created to track positive COVID-19 cases present in our students and staff. This dashboard will be **updated each Wednesday** with new information from the previous week. Positive cases will be reported when there have been **5 or more cases of COVID-19** in students or staff. The numbers will indicate who has been identified as tested positive or as a close contact during the past **7-day period**. **Reporting when we have 5 or more cases is consistent with how the Minnesota Department of Health (MDH) is reporting school data and is being done to protect the health privacy of our staff and students.** Schools with fewer than 5 new cases will be indicated with a "-" in the chart."



Wayzata Public Schools-District Dashboard

Cumulative Total Quarantines 9-1-21 thru 11-17-21

Number Unavailable to Return to School Due to Quarantine or Exclusion													
	17-Nov	10-Nov	3-Nov	27-Oct	20-Oct	13-Oct	6-Oct	29-Sep	22-Sep	15-Sep	8-Sep	1-Sep	Total
Early Learning School	1	1	0	0	0	0	0	1	0	0	0	0	3
Birchview Elementary	4	5	2	0	2	11	1	0	10	2	0	0	37
Gleason Lake elementary	13	22	2	4	1	4	8	15	12	7	0	0	88
Greenwood Elementary	11	14	14	15	15	14	7	9	20	3	2	0	124
Kimberly Lane Elementary	3	8	3	0	8	9	2	2	2	2	0	0	39
Meadow Ridge Elementary	24	13	3	2	1	0	9	16	6	3	0	0	77
North Woods Elementary	19	19	10	33	0	11	14	2	18	5	1	0	132
Oakwood Elementary	9	2	0	5	0	15	7	0	11	0	0	0	49
Plymouth Creek Elementary	30	10	7	5	19	10	3	0	3	4	0	0	91
Sunset Hill Elementary	20	41	5	1	8	6	6	0	5	8	0	0	100
Central Middle School	66	58	16	10	8	6	3	4	12	3	0	0	186
East Middle School	4	3	2	1	4	1	1	0	21	1	0	0	38
West Middle School	2	3	2	1	1	0	5	10	12	1	0	0	37
Wayzata High School	0	0	1	2	2	0	1	2	9	0	0	0	17
Wayzata Transition	0	5	0	0	0	0	0	0	0	0	0	0	5
District Offices	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	206	204	67	79	69	87	67	61	141	39	3	0	1023

Mitigation Strategies

Masking Protocols and Steps for Consideration

The following timelines regarding moving from required masking to highly recommended would:

- 1) Be based on current conditions at that time of community spread, and
- 2) Align with our recommendations in August focusing on enough time to pass from when a vaccine would be made available to our students ages 5-11, and enough time would pass for them to be considered fully vaccinated."

Mitigation Strategies

Masking Protocols and Steps for Consideration

November 2, 2021

- CDC governing body meet and gave emergency approval for the Pfizer COVID-19 vaccination for children ages 5-11
- The head of the CDC gave final approval of both FDA and CDC's recommendations for vaccination

November 3, 2021

- First doses begin shipping and first vaccinations begin for children ages 5-11

November 12, 2021

- 1st shot vaccination clinic at Central Middle School/11:00 a.m. - 1:00 p.m./Shots for all ages
- 1241 vaccinations given

Mitigation Strategies

Masking Protocols and Steps for Consideration

November 22, 2021

- Board work session 4:00 p.m.
- Presentation on possible masking timelines and close contact quarantine procedures

December 3, 2021

- Planned 2nd shot vaccination clinic at Central Middle School
- 4:30 - 7:00 p.m. - 1st, 2nd, and booster vaccination shots for all ages 5 and older of Pfizer vaccine

Mitigation Strategies

Masking Protocols and Steps for Consideration

December 17, 2021

- Children aged 5-11 who received their second vaccination shot on December 3 are now considered fully protected as two weeks have passed since 2nd dose of vaccine

January 3, 2022

- Masking would move from required to highly recommended for staff working in non-student locations, and in small groups with distancing.

Mitigation Strategies

Masking Protocols and Steps for Consideration

January 18, 2022

- TSA masking requirement for flights, busses, and trains expires
- Masking requirement would move from required to highly recommended for students in 7th - 12th grade both in-school, and on busing.

January 31, 2022

- As enough time will have passed for students age 5-11 to receive both doses of the vaccination, masking requirement would move from required to highly recommended, both in-school and on busing
- Early Learning Students not yet eligible for vaccination would still be required to mask

Mitigation Strategies

Covid-19 Positive Test Reporting, Quarantine and Isolation Procedure 2021-Proposed start date of 11/29/21

When it is identified that an individual has tested positive, instruct the individual to complete the appropriate documentation:

Staff: Frontline Covid Questionnaire (Health Portal, found on district Apps) and report district absence as they normally would

Student: Report absence in Skyward Family access. Health para will document reason why in Frontline Covid Management (found in district Apps)

Mitigation Strategies

Covid-19 Positive Test Reporting, Quarantine and Isolation Procedure 2021-Proposed start date of 11/29/21

- **COVID POSITIVE - ISOLATION**
 1. Health Team will follow up with all positive COVID cases to provide information regarding isolation
 - When someone has tested positive, even if they are vaccinated, they must isolate for 10 full days from the time the symptoms began or from the time they tested positive (if they were asymptomatic)
 2. Complete Redcap Survey (required by statute)

Mitigation Strategies

Covid-19 Positive Test Reporting, Quarantine and Isolation Procedure 2021-Proposed start date of 11/29/21

- 3) The Health Team will enter positive cases into Frontline Management.

- 4) Household Members of positive individual
 - Per MDH, It is recommended that all unvaccinated persons who live in a household with someone who has tested positive must quarantine for 14 full days.
 - Household members may test on day 10 and may return with a negative PCR/molecular test.

Mitigation Strategies

Covid-19 Positive Test Reporting, Quarantine and Isolation Procedure 2021-Proposed start date of 11/29/21

NOTIFICATION (no longer quarantine)

- The Health Team will notify by email the classroom/color team by email of the possible exposure and recommendation for testing.
- The Health Team will notify by email the bus route(s) and drivers of possible exposure.

Mitigation Strategies

Covid-19 Positive Test Reporting, Quarantine and Isolation Procedure 2021-Proposed start date of 11/29/21

Hanna and/or Dawn will run the COVID Frontline report each Wednesday for the previous week to be entered into the district dashboard.

MITIGATION RECOMMENDATIONS

- Work towards 6 Foot distancing during unmasked activities (meals, snacks) whenever possible
- Cohort within classrooms, lunch and other activities. Maintain seating charts as to help identify transmission patterns and trends

Mitigation Strategies Vaccination Clinics

Vaccination clinics for staff, community and students (12 and older) held on the following dates:

Wayzata High School:	May 19 and June 9
Central Middle School	May 20 and June 10

Tentative and optional vaccination clinic dates for 5-11 year old students include:

Central Middle School	November 12 (Completed)
Central Middle School	December 3

General Thoughts

1. Staffing Challenges
 - Substitute teacher shortage
 - Wayzata Kids
 - Wayzata Cafés
 - Paraprofessionals
 - Bus drivers (have been or currently fully staffed but we have very few extras)

2. Supply chain for Wayzata Cafes paper products and food supplies, etc.

3. Staff workload
 - Contract tracing by Licensed School Nurses
 - Teachers providing schoolwork for quarantined students
 - Etc.

Closing Thoughts

1. We will continue focusing on our two primary goals and doing what we think will help us achieve them:
A) Keep students and staff safe, and B) Keep students at school for in-person learning every day.
2. We appreciate the feedback from parents, students, staff and others as we navigate the COVID-19 challenges.
3. Although conditions are much improved from a year ago, COVID-19 concerns remain with rising numbers.
4. We are recommending continuing with the current mitigation strategies for now given the current conditions and consider any future modifications.
5. Although a draft timeline for implementation of less restrictive mitigation strategies has been developed, local conditions will be considered at the time prior to any such change.
6. We have been fortunate with fall sports and activities that participants have not thus far had any contests or events cancelled due to COVID-19 outbreaks.
7. Regardless of the circumstances, our teachers, principals and support staff have been and will continue to work tirelessly to design and deliver the best possible educational experience for students.
8. Again, achieving the two goals outlined in #1 above will remain our primary focus.

Despite the challenges, we are enjoying a very positive school year. Students are in school, participating in activities, enjoying special events including homecoming, middle school field trips, elementary fun runs and regular routines for our early learners.

Thank you!



Board of Education

Work Session Meeting – November 22, 2021

AGENDA SECTION: Teaching and Learning Reports

ITEM: World's Best Workforce

COMMENTS BY: Dana Miller & Sam Fredricksen



World's Best Workforce Achievement & Integration District Scorecard Report 2 2020-2021

School Board Work Session
November 22, 2021

Dana Miller, Executive Director of Teaching and Learning
Sam Fredrickson, Principal on Special Assignment



World's Best Workforce Achievement & Integration Goals

Report 1 - October 25

- Student Engagement Survey
- State Accountability Tests (MCA/MTAS)
- College Readiness Test (ACT)

Report 2 - November 22

- Kindergarten Readiness
- Four-Year Graduation Rate
- College Enrollment

Data Not Available in 2020-2021

- Consistent Attendance
- Discipline: Out of School Suspensions



2020-2021 COVID-19 Impact

- Significant reduction of in-person/live instruction throughout the year
- Multiple learning model shifts for In-person students

September - November: Hybrid Learning

December: All students in Distance Learning

January - March: Gradual shift to In-person Learning K-12

April - May: In-person Learning

- Distance Learning all year for 30% of students (Distance Choice)
- Social-emotional impact of less interaction with teachers and peers
- School events limited or cancelled
- Community stressors



Overview of District Scorecard Report #2

- World's Best Workforce (WBWF)
- Achievement & Integration (A&I)
 - Reported to MDE together
 - Further opportunities for alignment
 - Shift to SMART Goals
- Expanded data from the District Scorecard presented on October 25



World's Best Workforce Achievement & Integration Goals

World's Best Workforce

- All children ready for school
- All third-graders can read at grade level
- All racial and economic achievement gaps between students are closed
- All students are ready for career and college
- All students graduate high school

Achievement & Integration

Achievement Goals

- Kindergarten Readiness
- Achievement Gap
- College and Career Readiness

Integration Goals

- Goals in development

Equal Access Goals

- Goals in development
- Work towards goal is in progress



District Strategic Directions/Scorecard

District Strategic Directions

- Achievement by Third Grade
- Each and Every
- Personalized Learning
- Health and Well-Being

District Scorecard Measures

- Kindergarten Readiness
- State Accountability Tests (MCA/MTAS) *
- College Readiness Test (ACT) *
- Four-Year Graduation Rate
- College Enrollment
- Student Engagement Survey *

* Reported in District Scorecard Report 1, on October 25, 2021



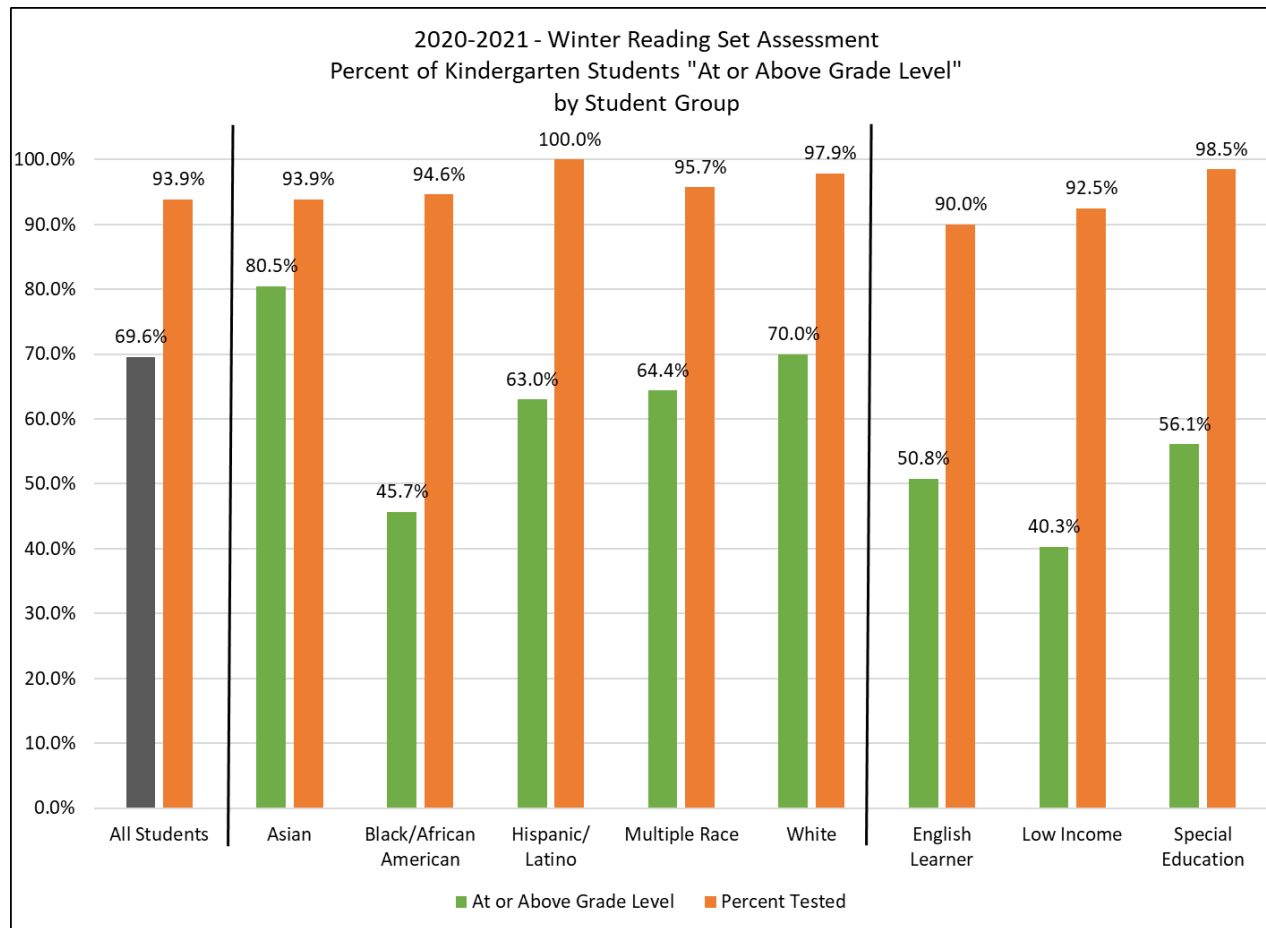
All Students Ready for School

World's Best Workforce Goal: All children are ready for school

Achievement & Integration Goal: The percent of students from economically and racially diverse backgrounds, who are identified as ready for kindergarten, will increase. (Note - Assessments and baseline data to be determined.)

District Scorecard: Reported by race/ethnicity and special population (English Learner, Special Education, Low-Income)

- The Wayzata Public Schools' measure of "Kindergarten Readiness" is collected in the area of reading. Kindergarten reading performance information is collected using the Set assessments within the Center for Collaborative Classroom (CCC) curriculum.
- Kindergarten readiness is typically reported based on fall assessments. Due to the COVID pandemic, the first Set administration was in the winter. If students score into Set Level 2 in the winter, they are considered "at grade level," or "Kindergarten Ready."



Results not typical due to winter testing vs. fall testing.



Close the Achievement Gaps Between Student Groups

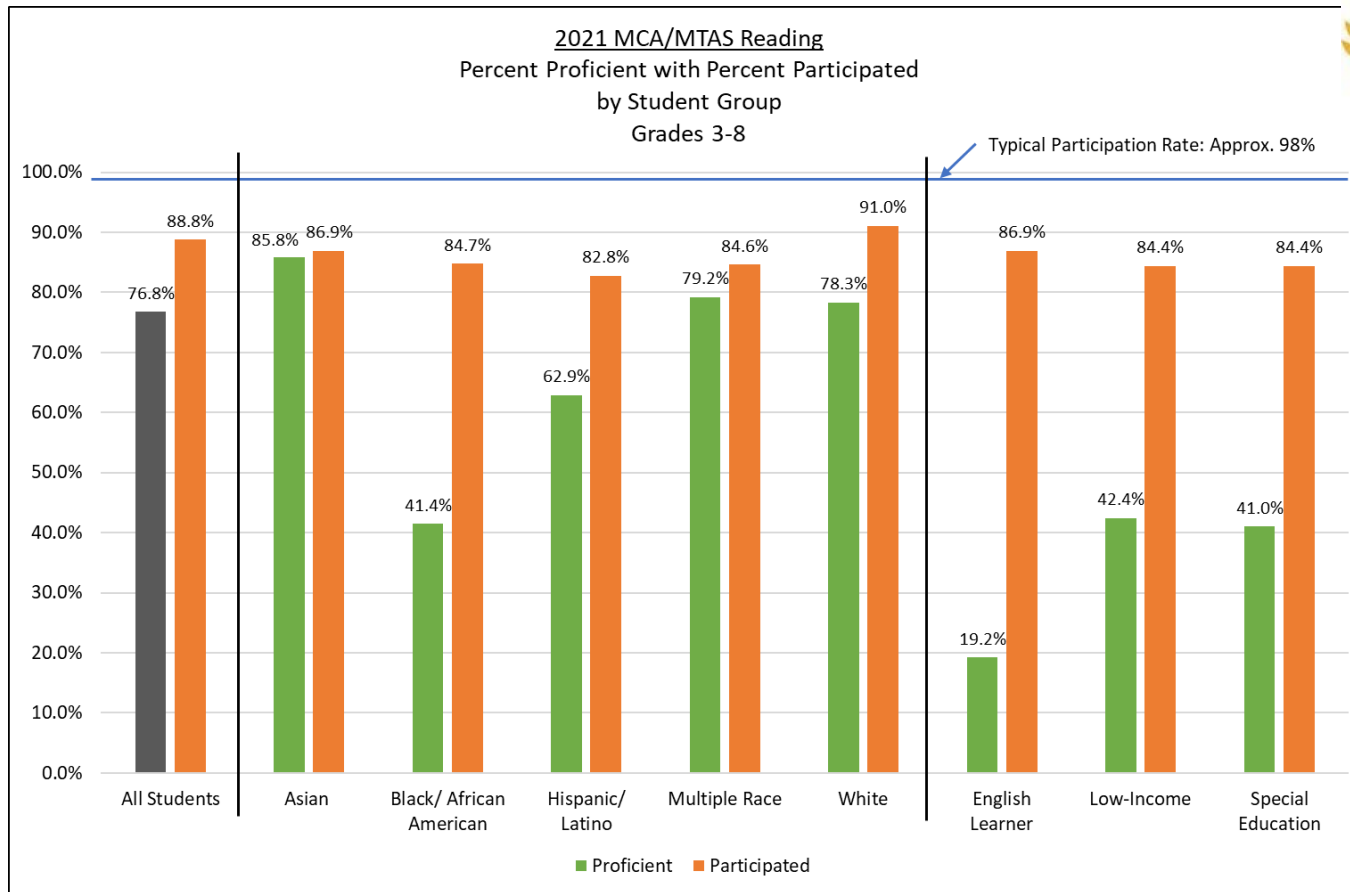
World's Best Workforce Goal: Student achievement will not be predictable by any demographic classification, i.e., race, socioeconomic status, gender, or disability.*

Achievement & Integration Goal: By 2023 the achievement gap between student groups will be 10 percent or less.

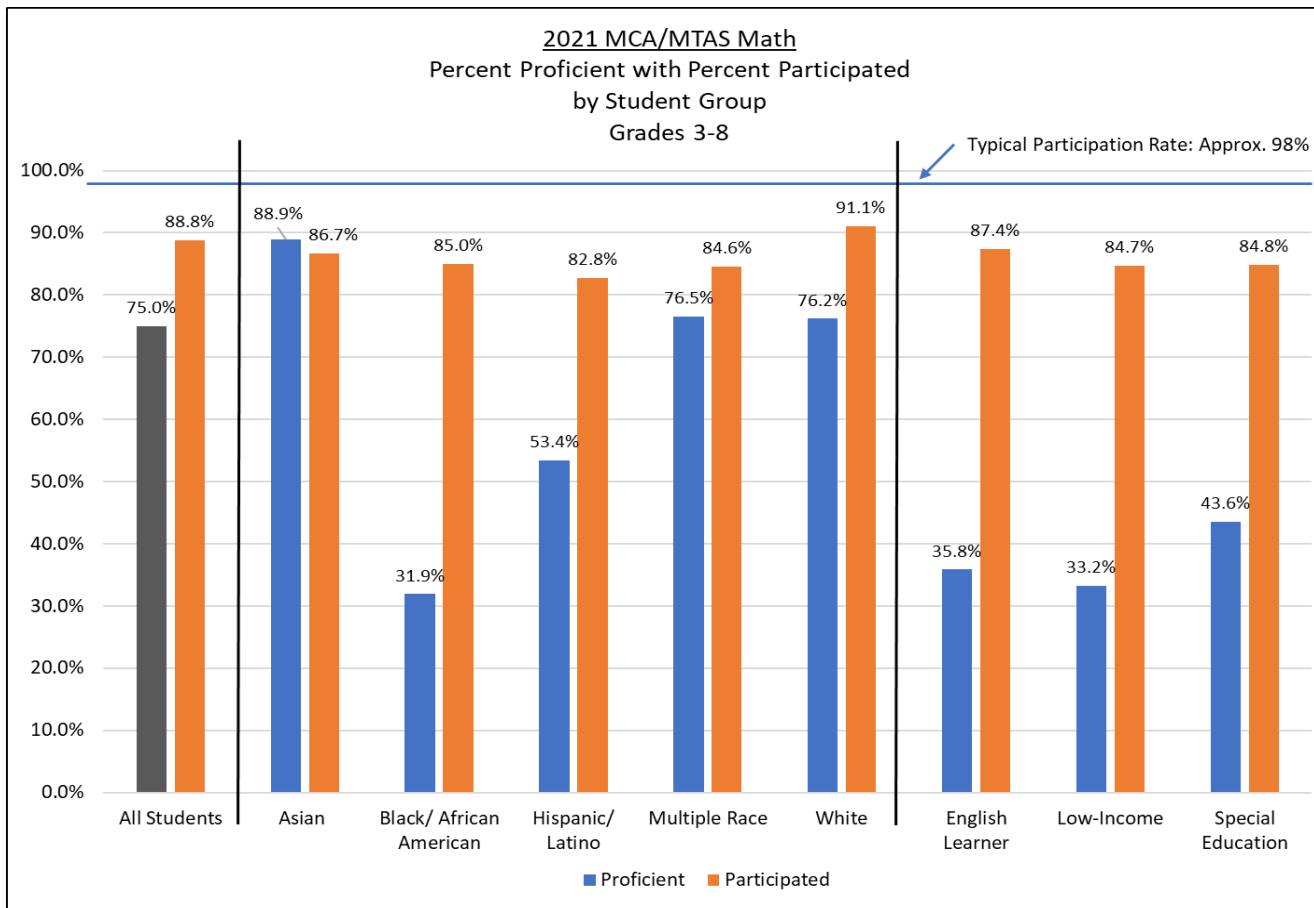
District Scorecard: Reported by race/ethnicity and special population (English Learner, Special Education, Low-Income)

- Student achievement gaps are reported using the results for the Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS). The MCA and MTAS are state accountability tests that measure student performance relative to the Minnesota Academic Standards. These tests are administered each year to students in grades 3-8, 10 and 11.
- The participation of students in the MCA/MTAS was down compared to typical years, due to the COVID-19 pandemic. Participation in Grades 3-8 in 2020-2021 was 82-91%, typical participation is \approx 98%. Participation at the high school level in 2020-2021 was less than 65%, typical participation is \approx 90%. Because the high school participation percentage was very low, only grade 3-8 results are reported.

* Gender data is not included in the graphs, as gender results are not part of the district scorecard developed by the school board.



Results not typical due to lower than average participation rates.



Results not typical due to lower than average participation rates.



All Students in Third Grade Achieving Grade-Level Literacy

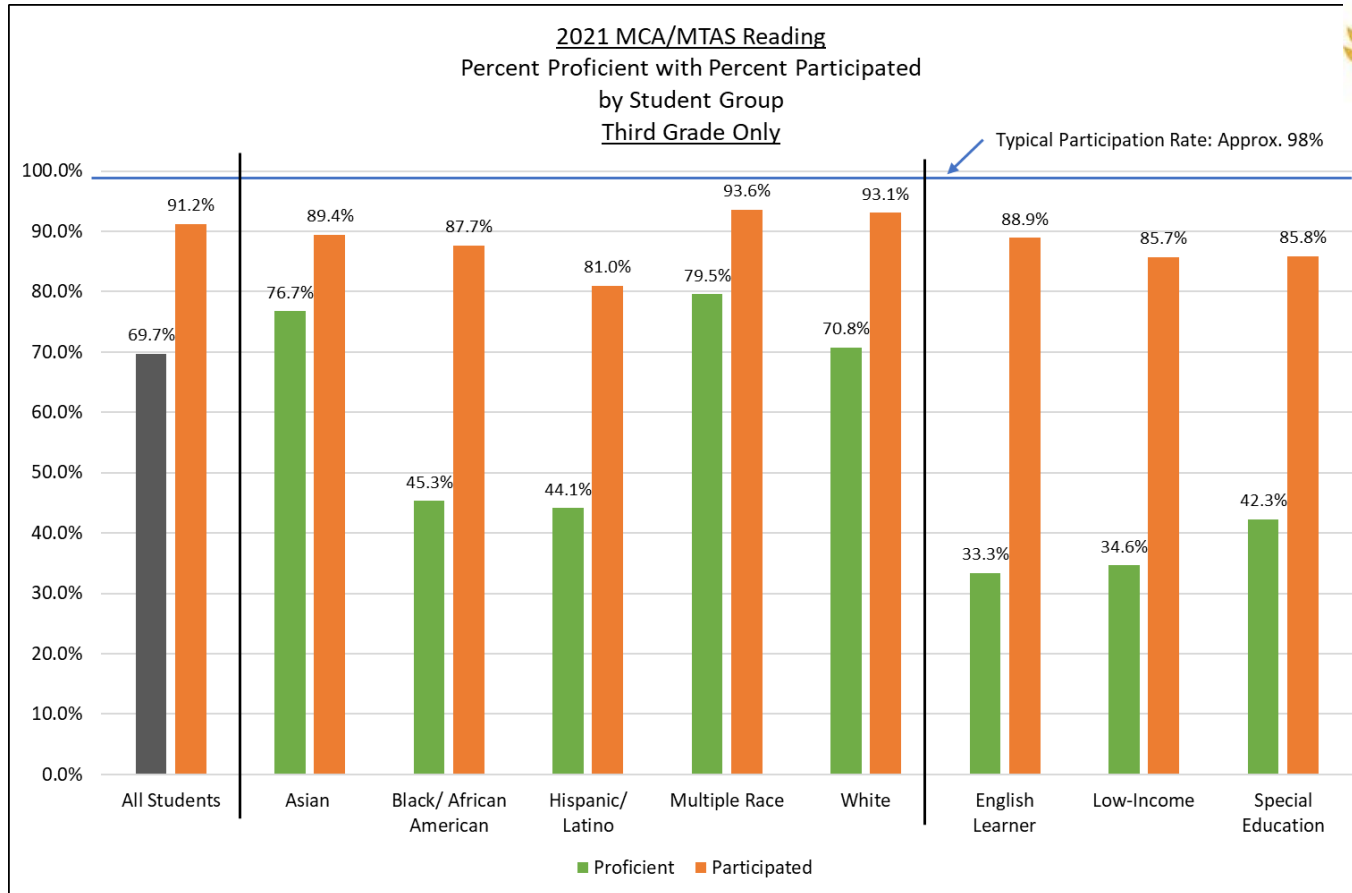
World's Best Workforce Goal: All third-graders will be at or above proficiency in reading, math, and writing.*

Achievement & Integration Goal: No goal in this area

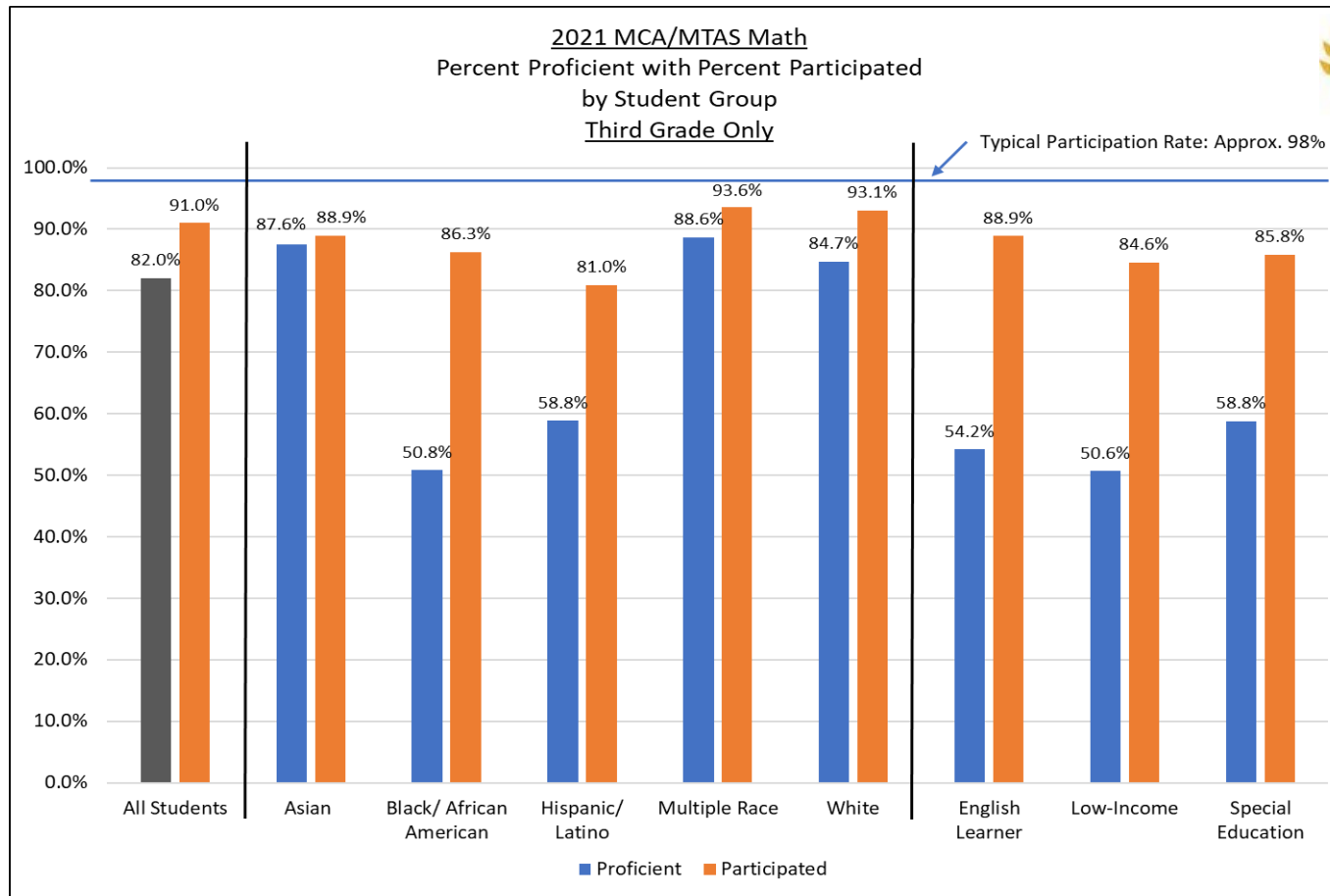
District Scorecard: Reported by race/ethnicity and special population (English Learner, Special Education, Low-Income)

- Third grade achievement in reading and math is reported using the results for the Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS). The MCA and MTAS are state accountability tests that measure student performance relative to the Minnesota Academic Standards.

* This report does not include writing data, as the district writing assessments administered in third grade are designed to be formative and provide information to teachers on what to teach students next. They are not designed to provide a summary of the percent of students performing "at or above proficiency."



Results not typical due to lower than average participation rates.



Results not typical due to lower than average participation rates.



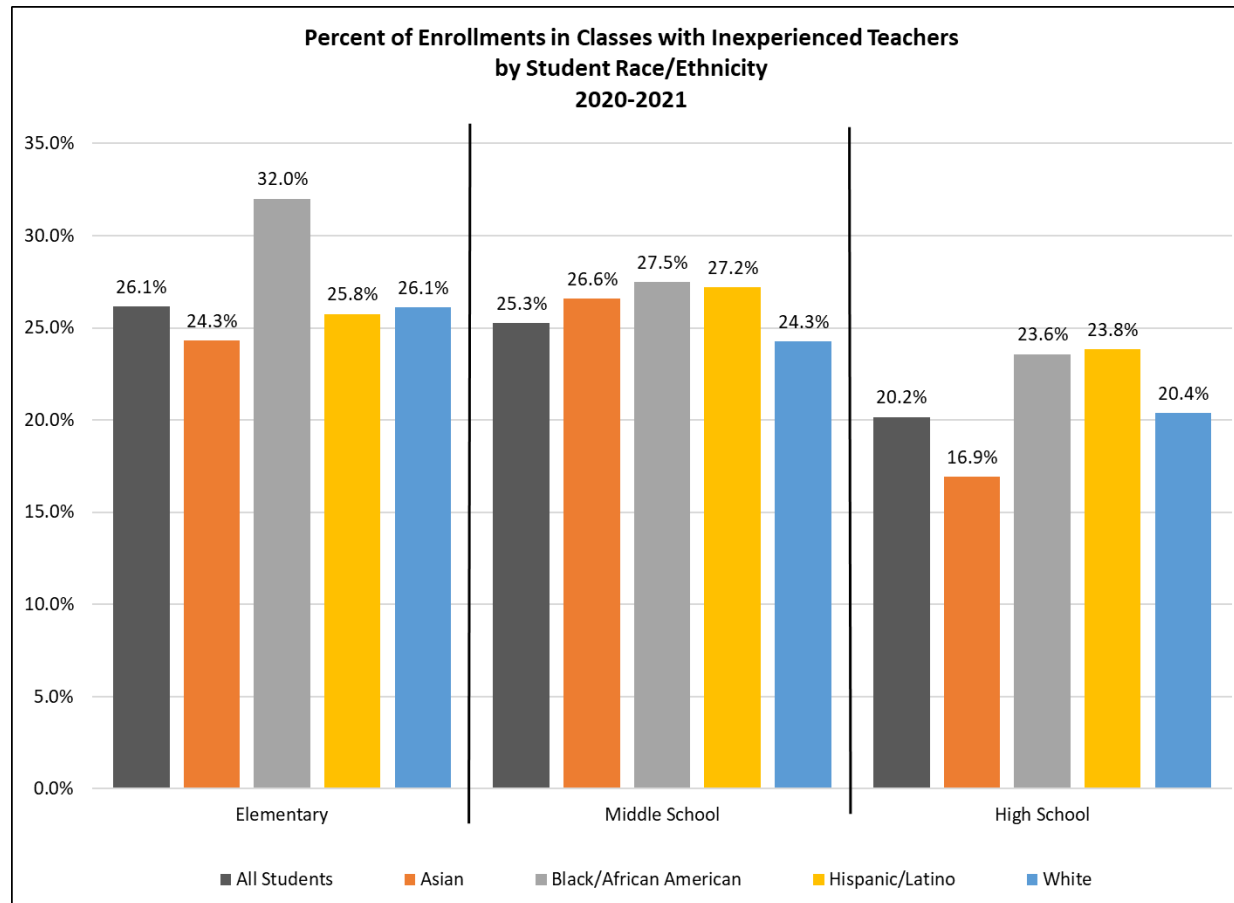
Wonderings – “Now what?”

- Aligning goals between WBWF, A&I and District Scorecard.
- Write SMART Goals.
- Extended measures of Kindergarten Readiness
- Beginning review of writing instruction and how we measure writing proficiency at the elementary level.
- Clearly Define and Develop our MTSS systems; focus on intervention systems at all levels
- We have great opportunity to expand our understanding of teaching and learning and how we support each and every student as a whole learner.
- Focus on Social Emotional Learning to address the skills “behind the skills”
- Address pedagogy and instruction and how we align strategies across content areas to build transferable learning skills; the learning muscle.
- We continue to see achievement discrepancies across demographics. Taking our Equity Commitment from aspirational to operational will be essential work.

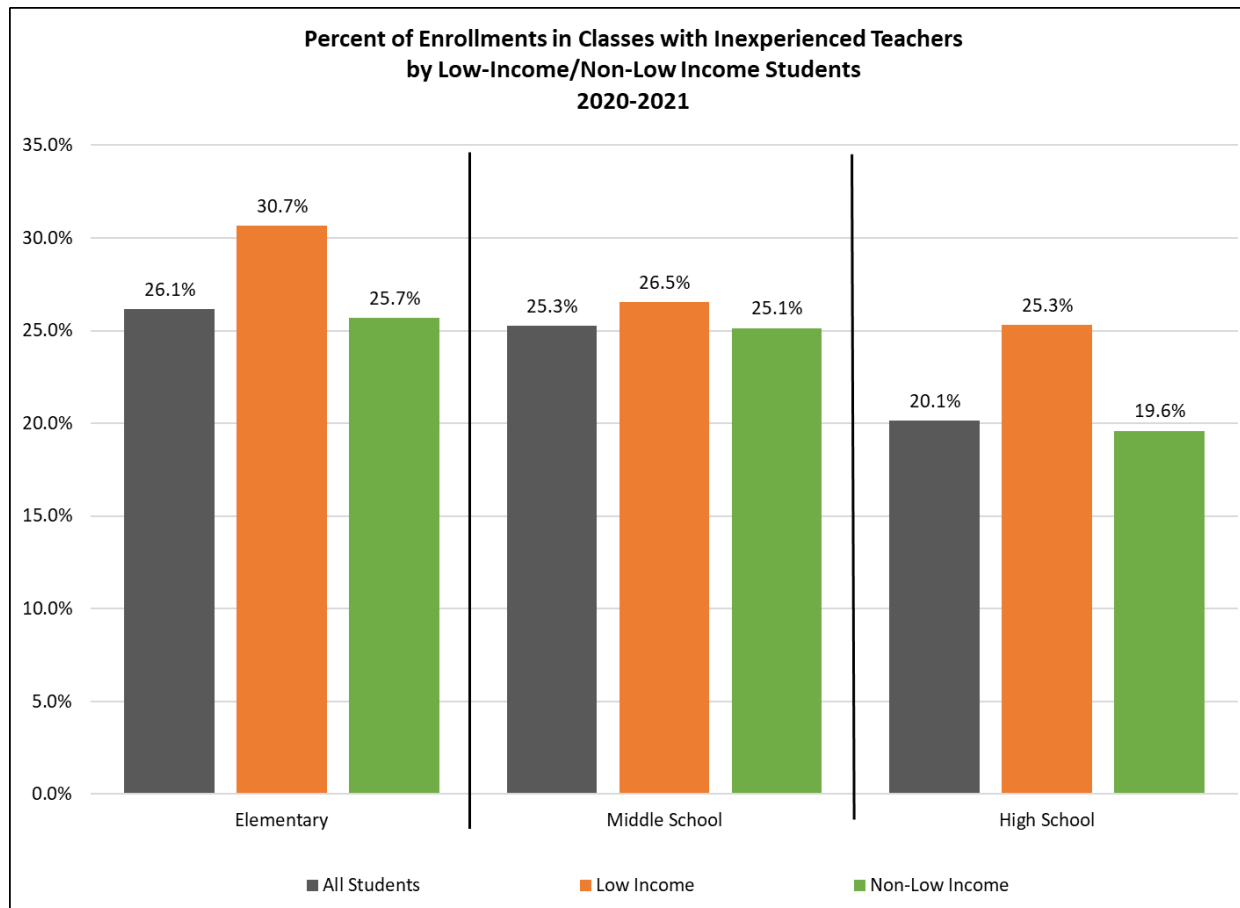
Equitable Access to Experienced Teachers

World's Best Workforce and Achievement & Integration require districts and charters to have a process in place to ensure students from low-income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers.

- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.
- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- **An inexperienced teacher is defined as a licensed teacher who has taught for three or fewer years.**
- According to the Human Resources department, WPS has seven teachers who are teaching “out-of-field.”
- According to the Human Resources department, WPS does not have any teachers who are not meeting the teaching standards defined in the district’s TDE system.



New data. Not reported before.



New data. Not reported before.



Equitable Access to Diverse Teachers

World's Best Workforce and Achievement & Integration also require that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

- A growing body of research has demonstrated that **all** students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

The following analysis of *Equitable Access to Diverse Teachers* was created based on:

- Student racial/ethnic diversity from the Skyward student data system
- A summary of teacher racial/ethnic diversity based on teacher self-reporting provided by the Human Resource department
- Minnesota statewide teacher racial/ethnic diversity information from the 2019 Biennial MN Teacher Supply and Demand Report.



Teacher and Student Racial/Ethnic Diversity

Race/Ethnicity	WPS K-12 Students 2020-2021	WPS Licensed Teachers 2020-2021	MN Statewide Teachers 2017-2018*
Native American	0.3%	0.0%	0.4%
Asian	23.9%	2.1%	1.5%
Black/African American	9.0%	1.0%	1.4%
Hispanic/Latino	4.1%	0.7%	1.0%
White	62.5%	94.6%	95.7%
Not Provided	0.2%	1.5%	--

*Source: MN Statewide Teachers data is from the Professional Educator Licensing and Standards Board (2019) Biennial MN Teacher Supply and Demand Report



Wonderings – “Now what?”

- Continue to work collaboratively with HR on attracting and retaining high-quality teachers.
- Continue to work collaboratively with HR to attract a diverse workforce.
- Be aware of and monitor our balance of teacher demographics across buildings.
- Write integration and equal access goals in collaboration with building leadership and Director of Equity and Inclusion.



All Students Career- and College-Ready by Graduation

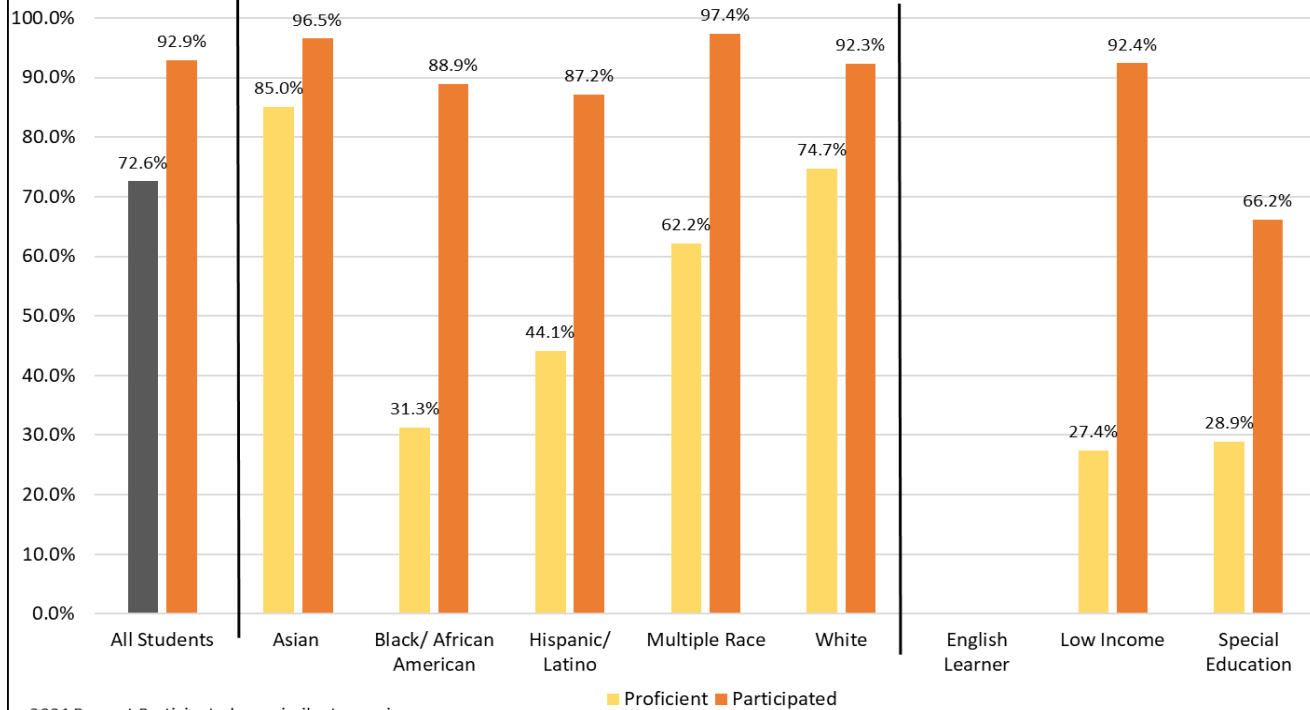
World's Best Workforce Goal: All students are ready for career and college.

Achievement & Integration Goal: By 2023, the percentage of students from diverse economic and racial backgrounds who graduate career and college ready as measure by a college ready ACT score will increase from 50% to 75%.

District Scorecard: Reported by race/ethnicity and special population (English Learner, Special Education, Low-Income)

- The Wayzata Public Schools uses the ACT test as a measure of student readiness for college. Each year, the ACT is administered to all Juniors. Students who receive a composite score at or above 21 are considered "college ready". A composite score of 21 is used by the MN College and Universities System for automatic admission (with satisfactory GPA).
- Participation of grade 11 students in the ACT in 2020-2021 was similar to previous years.

2021 ACT Composite
Percent Scoring >=21 with Percent Participated
by Student Group
Grade 11



2021 Percent Participated was similar to previous years.
 English Learner student group not shown, because less than 10 in the group.

Wonderings – “Now what?”

- Align, collaborate and support the work at WHS (and all buildings) towards the building goals of closing the opportunity, expectations and aspiration gaps for all learners.
- Eliminate gates and barriers to AP, CIS and Honors courses through curriculum and instructional reviews and targeted Professional Development.
- Lead highly effective PLCs across all schools to increase both teacher efficacy and student outcomes.
 - Create and refine learning targets, outcomes and standards across all curriculum.
 - Engage staff in creating high quality formative and summative assessments.
 - Use quality formative and summative assessments to drive instruction.
 - Support professional development on pedagogy that brings the student to the center of all learning.
- Clearly define and develop our MTSS systems; focus on high quality, flexible intervention systems at all levels.
- Redesigned student engagement survey; align PD to this information.



All Students Graduate

World's Best Workforce Goal: All students graduate from high school.

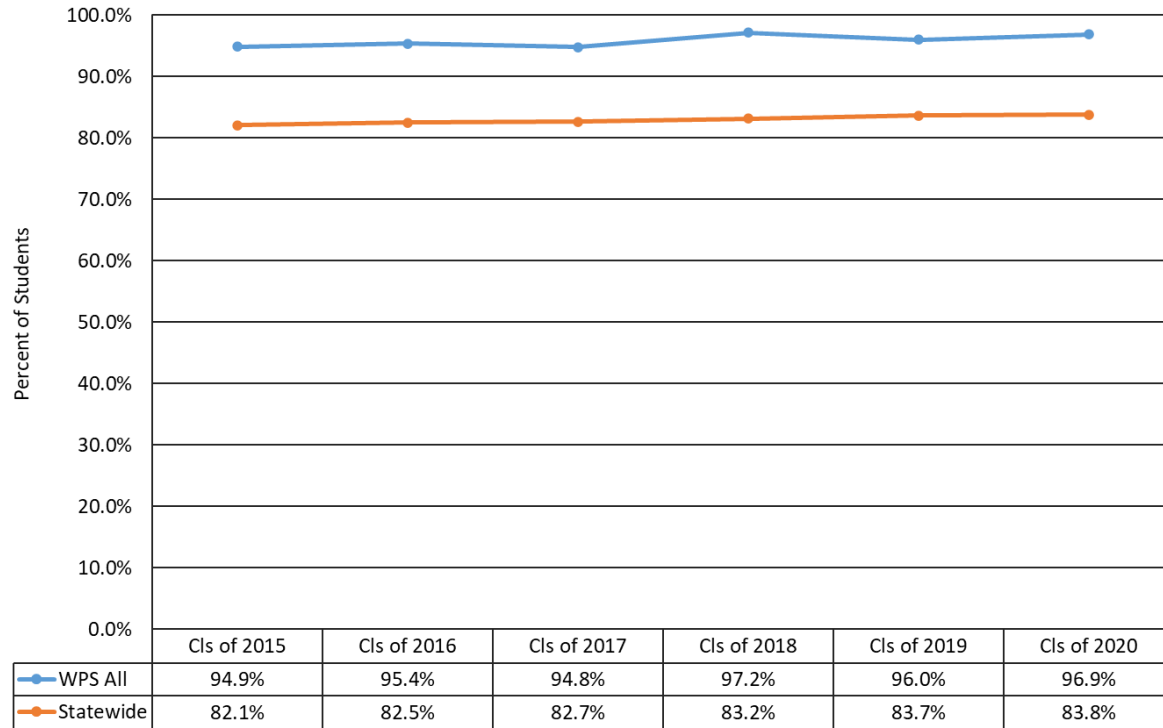
Achievement & Integration Goal: No goal in this area

District Scorecard: Reported by race/ethnicity and special population (English Learner, Special Education, Low-Income)

- The four-year graduation rate is calculated by the Minnesota Department of Education (MDE) as part of the North Star Accountability System and shows the number of students graduating from high school within four years after entering grade nine. The Minnesota state goal is to have at least 85% of students graduate within four years for all demographic groups.

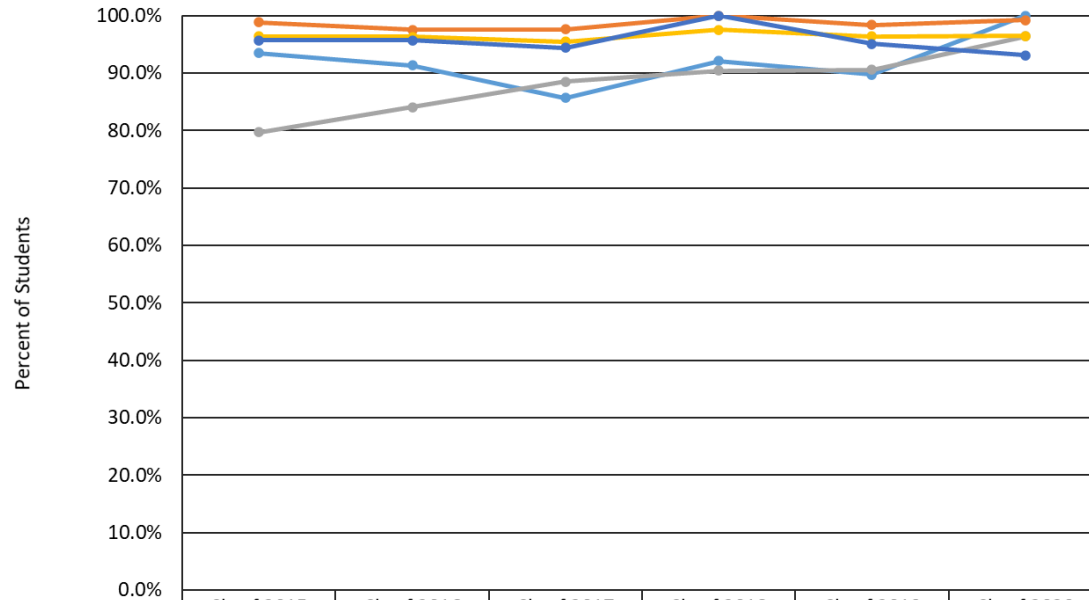


**Percent of Students Graduating High School within Four Years
Wayzata Public Schools and Statewide**





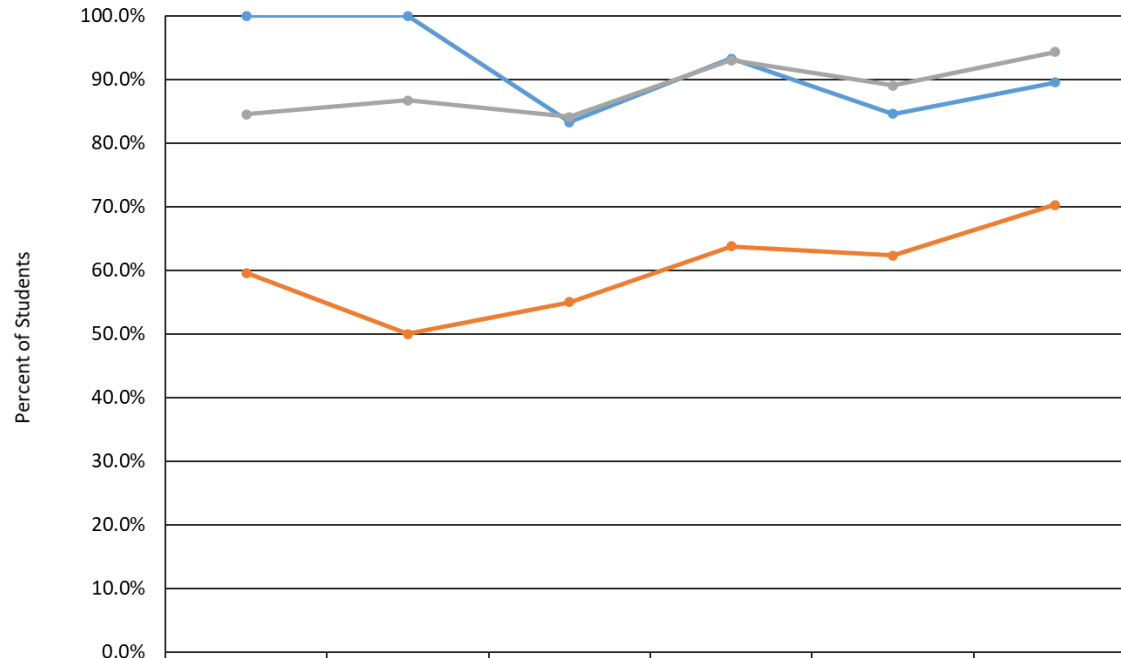
**Percent of Students Graduating High School within Four Years
Wayzata Public Schools: by Race/Ethnicity**



	Cls of 2015	Cls of 2016	Cls of 2017	Cls of 2018	Cls of 2019	Cls of 2020
Hispanic or Latino	93.5%	91.3%	85.7%	92.1%	89.7%	100.0%
Asian	98.8%	97.5%	97.6%	100.0%	98.4%	99.2%
Black or African American	79.7%	84.1%	88.5%	90.4%	90.6%	96.4%
White	96.4%	96.3%	95.5%	97.5%	96.4%	96.5%
Two or More Races	95.7%	95.7%	94.4%	100.0%	95.1%	93.1%



**Percent of Students Graduating High School within Four Years
Wayzata Public Schools: by Special Population**



	Cls of 2015	Cls of 2016	Cls of 2017	Cls of 2018	Cls of 2019	Cls of 2020
English Learner	100.0%	100.0%	83.3%	93.3%	84.6%	89.5%
Special Education	59.6%	50.0%	55.0%	63.8%	62.3%	70.3%
Low Income	84.5%	86.7%	84.1%	93.0%	89.0%	94.3%



College Enrollment

World's Best Workforce Goal: No goal in this area

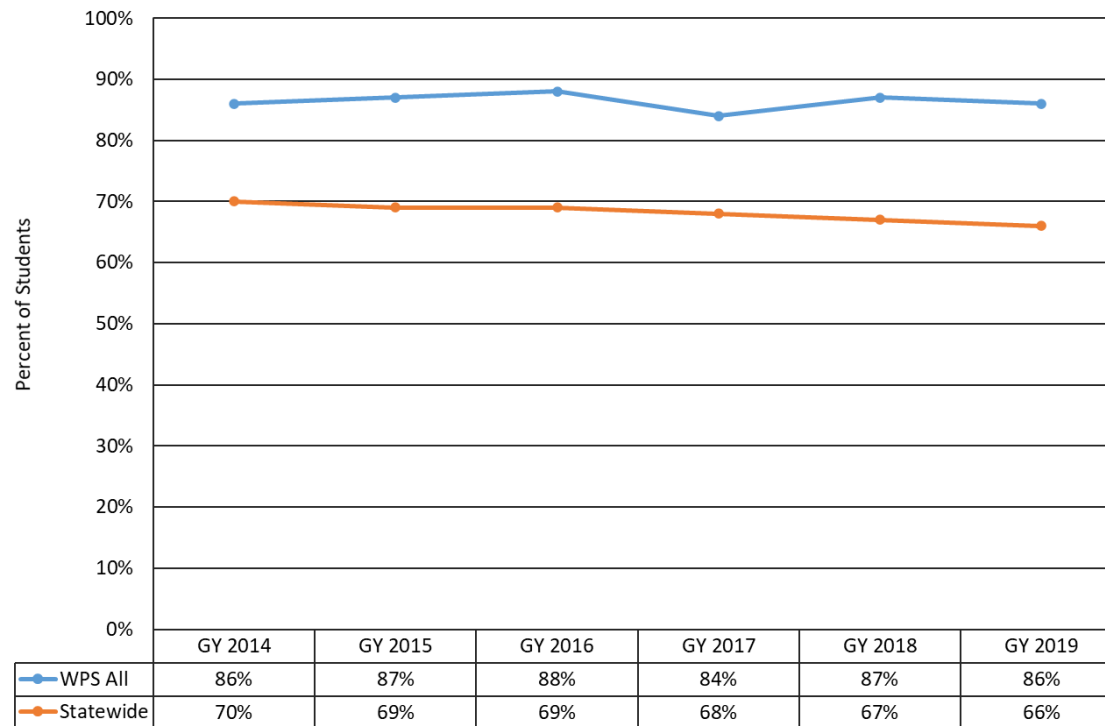
Achievement & Integration Goal: No goal in this area

District Scorecard: Reported by race/ethnicity and special population (English Learner, Special Education, Low-Income)

- College enrollment is calculated and reported by the Minnesota P-20 Partnership as part of the Statewide Longitudinal Education Data System (SLEDS). College enrollment shows the number of high school graduates who enroll in postsecondary education in the fall after graduation.

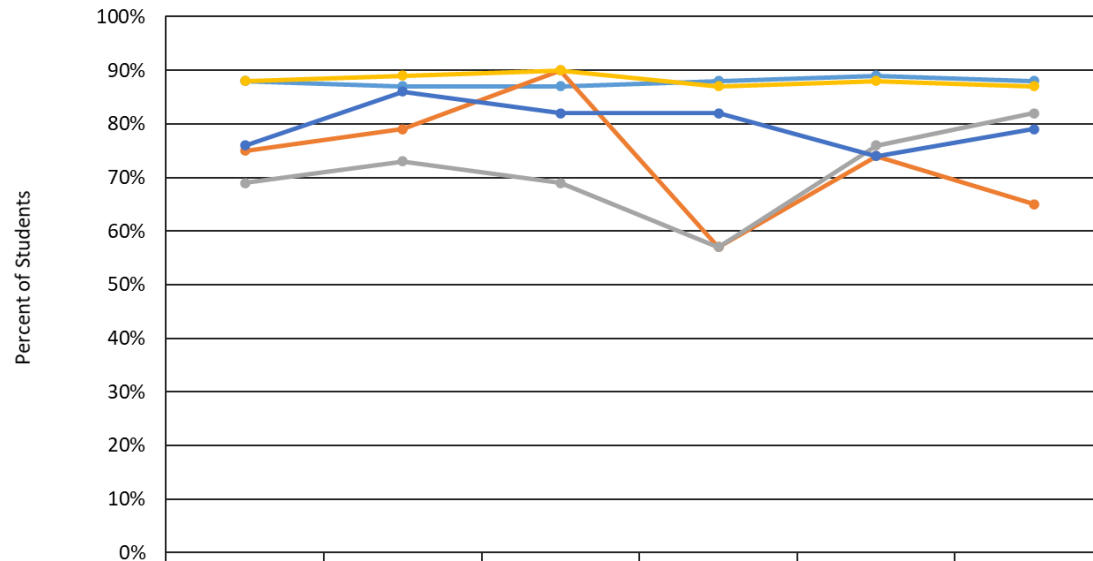


**Percent of High School Graduates Enrolling in College in the Fall after Graduation
Wayzata Public Schools and Statewide**



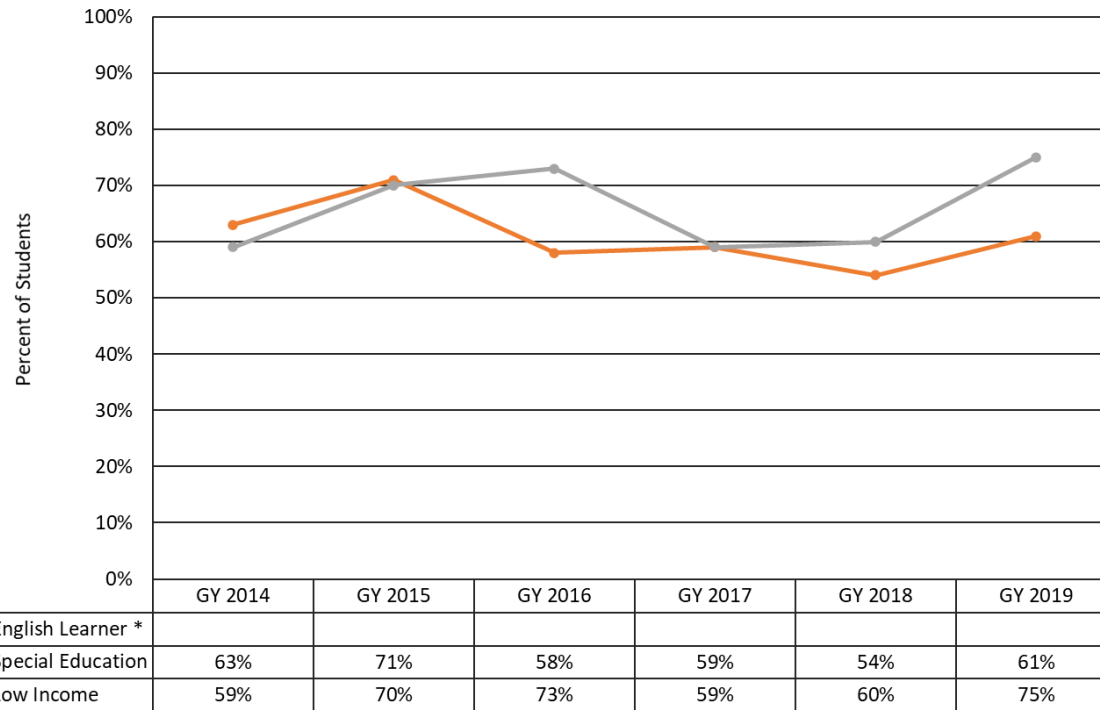


**Percent of High School Graduates Enrolling in College in the Fall after Graduation
Wayzata Public Schools: by Race/Ethnicity**



	GY 2014	GY 2015	GY 2016	GY 2017	GY 2018	GY 2019
Asian	88%	87%	87%	88%	89%	88%
Hispanic/Latino	75%	79%	90%	57%	74%	65%
Black/African American	69%	73%	69%	57%	76%	82%
White	88%	89%	90%	87%	88%	87%
Two or More Races	76%	86%	82%	82%	74%	79%

**Percent of High School Graduates Enrolling in College in the Fall after Graduation
Wayzata Public Schools and Statewide: by Special Population**



* Group size less than 10



Wonderings – “Now what?”

What do we want as the “Profile of a Wayzata Graduate”?

- What are employers telling us our student need?
- What skills do Each and Every one of our graduates need to be successful in an ever changing global society?
- How are we intentional in teaching and growing those skills?
- How do we measure those skills?

What is our post-secondary data telling us?

- How many remedial classes did our students need to take?
- What are our college graduation rates?
- How many years did it take to graduate?
- How many schools did students attend?
- Is there other longitudinal data around career and college readiness?

Thank you!



Board of Education

Work Session Meeting – November 22, 2021

AGENDA SECTION: Teaching and Learning Reports

ITEM: Equity in Action at WHS

COMMENTS BY: Scott Gengler & Nathan Flansburg

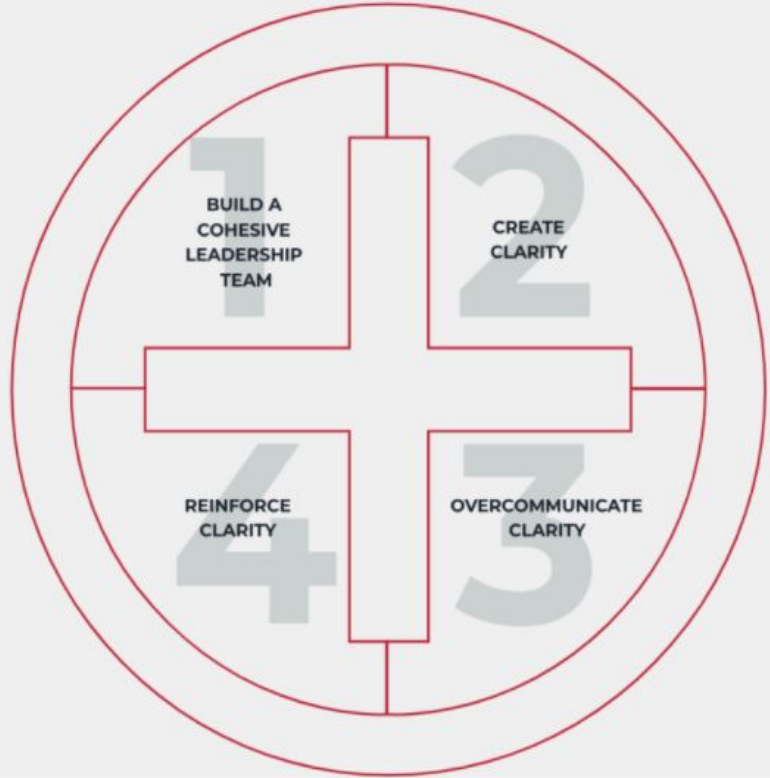
Wayzata High School 21-22 Strategic Plan



Six Essential Questions

The Advantage - Why Organizational Health Trumps Everything Else in Business
by Patrick Lencioni

1. Why do we exist?
2. How do we behave?
3. What do we do?
4. How will we succeed?
5. What is most important right now?
6. Who must do what?



BUILD A COHESIVE LEADERSHIP TEAM

Cohesive teams eliminate politics and increase effectiveness by...

- Being open and building trust
- Engaging in constructive ideological conflict
- Committing to clear decisions
- Holding one another accountable for behaviors and performance
- Focusing on collective results



CREATE CLARITY

Healthy organizations minimize the potential for confusion by clarifying...

- Why do we exist?
- How do we behave?
- What do we do?
- How will we succeed?
- What is most important, right now?
- Who must do what?



OVERCOMMUNICATE CLARITY

Healthy organizations align their employees around organizational clarity by communicating key messages through...

- Repetition
- Simplicity
- Multiple mediums
- Cascading message



REINFORCE CLARITY

Organizations sustain their health by ensuring consistency in...

- Hiring
- Managing performance
- Rewards and recognition
- Employee dismissal
- Meetings

The 4 Disciplines Model (Organizational Health)



WAYZATA
HIGH SCHOOL

We're here for you.

Why do we exist?

- Each and every student will graduate Wayzata High School prepared for post-secondary success regardless of race, class, gender or ability.

Another way of saying this...

At WHS, student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability

How do we behave? (With Efficacy)

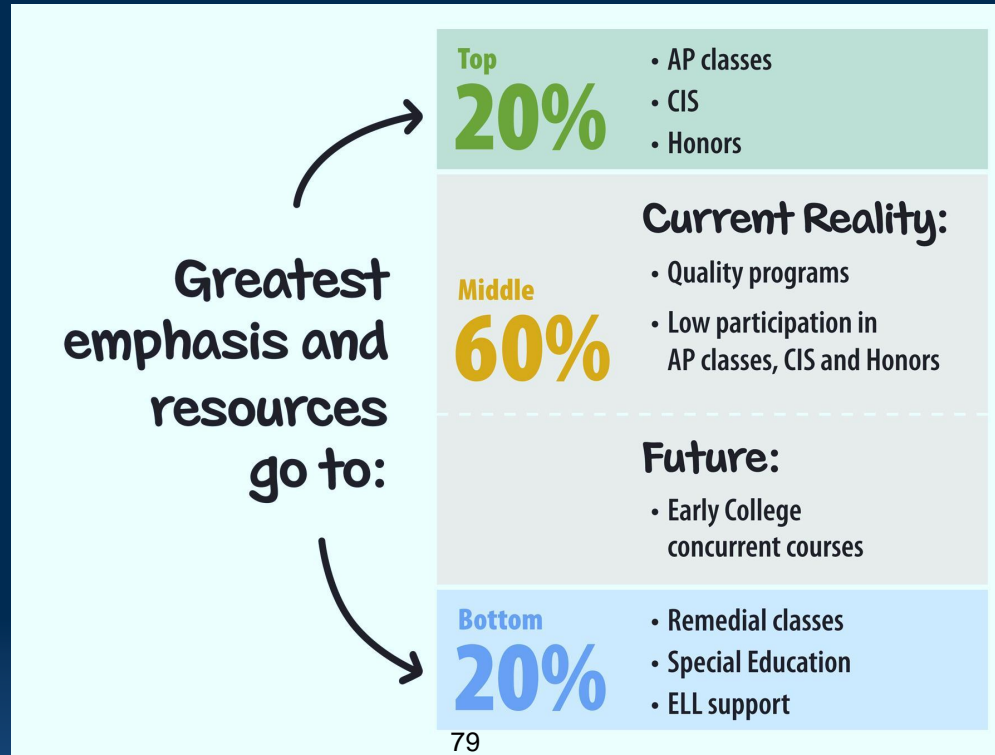
“With a bone-deep conviction that our personal and professional practices influence student results- only then do we have efficacy. By contrast, when we attribute the causes of achievement to factors we cannot control, we lack it”.

– Douglas Reeves



What we need to do

(Move the Middle)





How will we succeed?

Staff Development and Collaboration

Highly effective PLCs aligned and committed to:

Aligned Equitable Learning Targets, Outcomes and Standards

Common formative and summative assessments that provide feedback AND determine performance on standards

Instruction that develops the literacy practices of the discipline, integrates technology and is culturally responsive and relevant

- Most common reason people fail in the workplace: “Not able to get along with others”

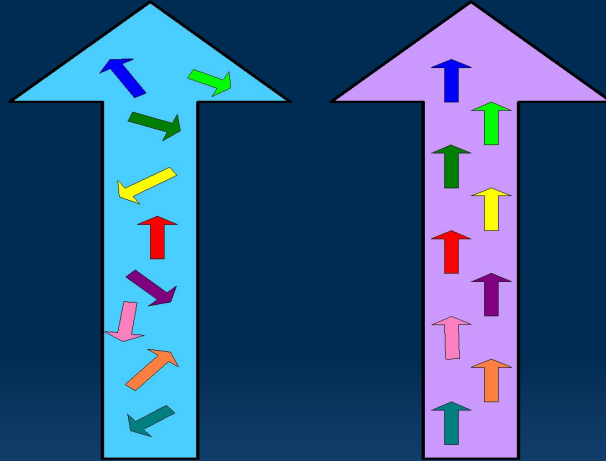
(Business Insider)

Personal Soft Skills

- Responsibility
- Perseverance
- Respect
- Honesty
- Cooperative
- Grit
- Contemplation
- Optimism
- Compassion
- Trustworthiness
- Collaborative
- Resilience
- Initiative
- Courage
- Likeable
- Loyalty
- Persistent
- Adaptability

What's most important right now (2014-2021)?

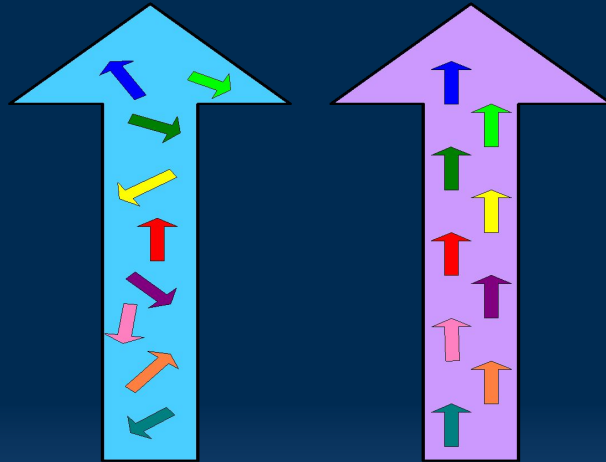
Alignment Alignment Alignment



84

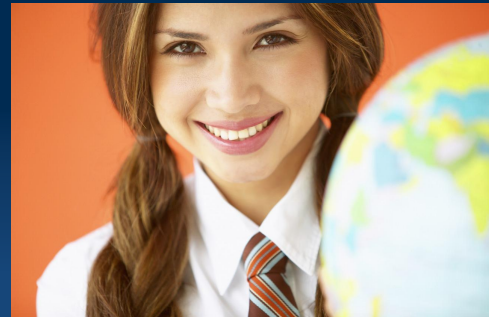
What's most important right now (2021 -)?

Student Experience!



Who must do what?

- We must find value in each of the students we serve
 - We must find value in each other/PLC team
 - We must find value in the organization
- We should be proud of what we've accomplished and be prepared to accomplish even more-
everyone contributes!



2021-2022 Strategic Goal is simple:
**To create positive, meaningful, healthy EXPERIENCES for ALL our
students at Wayzata High School**

The Equity Challenge

We Must Start by Closing the:

Opportunity Gap

Expectations Gap

Aspirations Gap

(Note: These are the gaps we own!)

The Equity Challenge

Valuing equity \neq Closing the achievement gap

The Equity Challenge

Hard Work + Caring \neq Results

History / Gallery Walk

In 2010

Number of WHS graduates: **735**

% of all students of color (including 2 or more races): **16% (120)**

% of students who took the ACT: **86%**

Mean ACT score: **25.67**

% of students who enrolled in college: **85%**

Note: % of WHS students completing 4th academic year: **83% (Statewide 69%)**

In 2020

Number of WHS graduates: **795**

% of all students of color (including 2 or more races): **31% (245)**

% of students who took the ACT: **94%**

Mean ACT score: **26.18**

% of students who enrolled in college: **87% (2019)**

So, has “equity work” yielded any results?

In 2010

WHS Graduates needing developmental/remedial classes during their first two years of college: **17% (106)**

Average ACT score for these students: **18.3**

Average ACT score for all other students: **25.7**

In 2019

WHS Graduates needing developmental/remedial classes during their first two years of college: **8% (55)**

Average ACT score for these students: **16.5**

Average ACT score for all other students: **26.8**

~~2010~~

2019

Why is this significant?

~~17%~~

~~25.7~~

8%

26.8

By Demographic

In 2010

WHS Graduates needing developmental/remedial classes during their first two years of college:

13% White

50% Black/African American

37% All Students of Color

In 2019

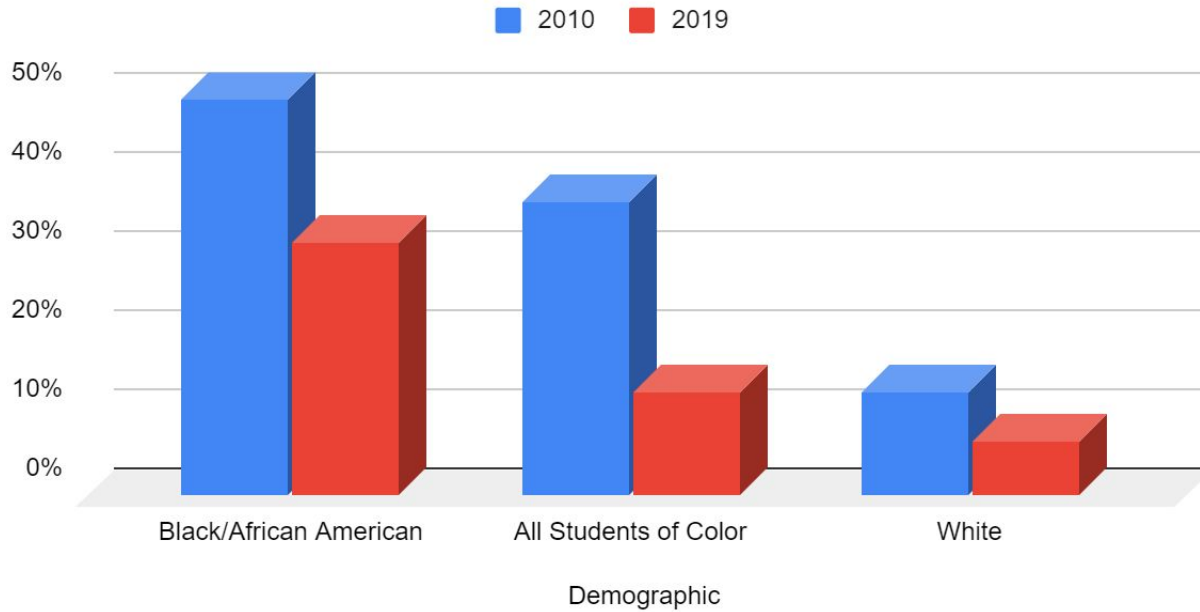
WHS Graduates needing developmental/remedial classes during their first two years of college:

7% White

32% Black/African American

13% All Students of Color

WHS graduates needing developmental/remedial classes during their first two years of college:



WHS graduates needing developmental/remedial classes during their first two years of college:

