

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Meeting - September 26, 2011 - 5:30 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN

AGENDA

- | | |
|---|----|
| 1. CALL TO ORDER AND ROLL CALL - Board Chair Gleason | 3 |
| 2. APPROVAL OF THE PRELIMINARY PAY 2012 LEVY | 4 |
| 3. APPROVAL OF CURRICULUM AND INSTRUCTION ANNUAL REPORT | 5 |
| 4. HR RECOMMENDATIONS | 27 |
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WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

District Directions for 2008-2010

To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*

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Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Meeting – September 26, 2011

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Gleason

Linda Cohen, Board Clerk, will call the roll:

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

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Meeting – September 26, 2011

ITEM: 2. Preliminary Levy Limitation and Certification
– 2011 Payable 2012

COMMENTS BY: Mr. Westrum

Minnesota Law requires school districts to certify their proposed property tax levy payable in 2012 to the county auditor on or before September 30, 2011. We have recently received the levy data from the Minnesota Department of Education and are analyzing the details. A summary spreadsheet and a written analysis of the proposed levy will be provided at the Board Meeting once we receive accurate information from the Minnesota Department of Education. The Minnesota Department of Education is still in the process of making computer program changes and will be providing school districts with updated reports through October 7th, 2011.

While most components of the levy are materially accurate and complete, the Administration will be recommending that the Board levy a preliminary amount in all funds. If the Board approves the maximum allowed, the county auditor will automatically include any positive adjustments in the levy. Otherwise, the final levy amount cannot exceed the preliminary levy amount, except for some very limited exceptions.

The School Board will set the final levy certification amounts at its Regular Board meeting in December.

RECOMMENDED ACTION: Approve the Preliminary Levy Limitation and Certification for 2011 Payable 2012 at the maximum allowed by state statute.

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Board Meeting – September 26, 2011

AGENDA ITEM: 3. Authorization of Health and Hospitalization Insurance Rates 2011-2012

COMMENTS BY: Dr. Jill Johnson

Per State Statute, the School Board must approve the Curriculum and Instruction Annual Report before October 1st each year. Attached is the 2011-2012 report for your approval.

RECOMMENDED ACTION: Approve the 2011-12 Curriculum and Instruction Annual Report as presented.

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____



Wauzata Public Schools

2011-12 Annual Report

Curriculum, Instruction and Student Achievement



Contents

Superintendent's Welcome

Student Achievement

Elementary

Middle School

High School

Professional Development

Wayzata Public Schools 2011-12 Annual Report on Curriculum, Instruction and Student Achievement to the school board will need to be amended once the Minnesota Department of Education has released final AYP results to the district. The amended copy will include building site goals.

All state mandated test results displayed reflect all assessments administered (including MTAS and MCA Modified) to all students enrolled in the district on October 1 of the corresponding school year.

Student Achievement

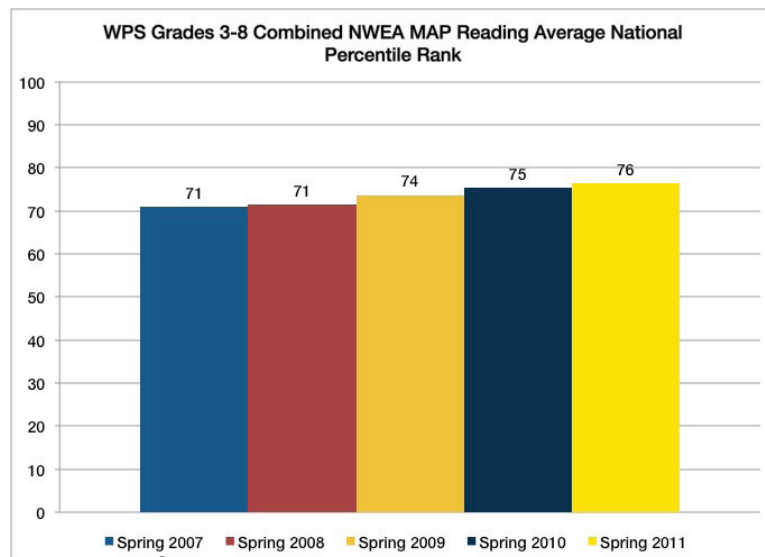
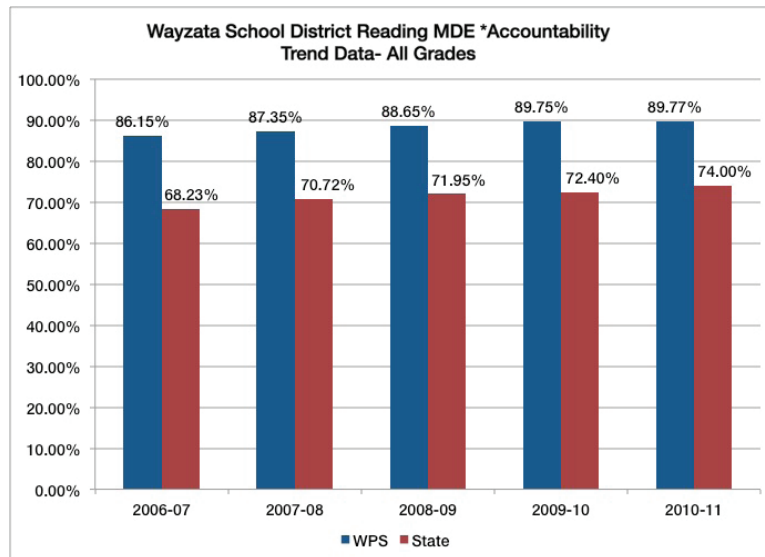
The state of Minnesota requires annual distribution of a “Report on Curriculum, Instruction and Student Achievement.” This report will be available in its entirety electronically at www.wayzata.k12.mn.us.

In addition, copies will be available at the district office by calling 763-745-5000.

Reading

Wayzata students showed a slight but consistent increase in overall reading scores from 2010 to 2011. In 2006-07, 86.15 percent of WPS students enrolled on October 1 were able to demonstrate proficiency on state mandated reading assessments. In 2010-11, 89.96 percent of WPS students enrolled on October 1 were able to demonstrate proficiency on state mandated reading assessments. This is a 3.81 percentage point increase in reading proficiency.

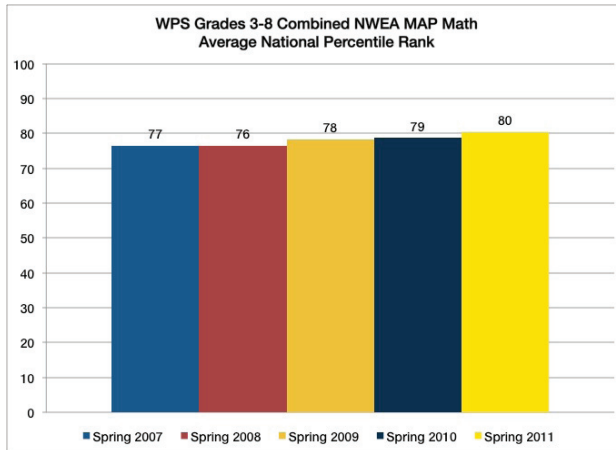
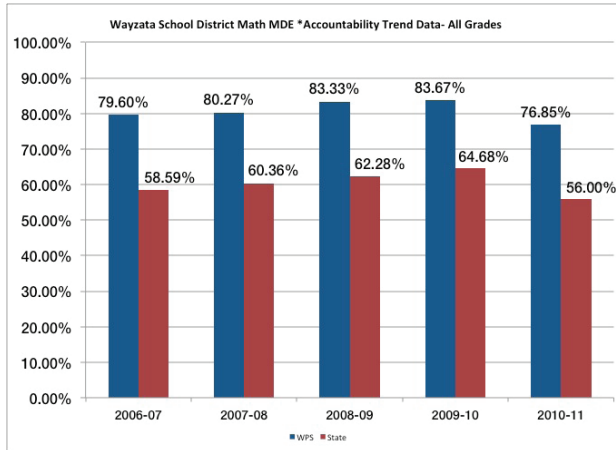
Spring 2011 Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP) data for grades three through eight show the same pattern of increasing average national percentile rank in students’ reading performance.



Math

MDE math assessment results show a decline in overall proficiency of 6.82 percent for students enrolled by October 1. The state showed a decline of 8.7 percent. Students in grades three through eight have a decline in percent proficient because these students took a new, more rigorous math assessment that was aligned to higher standards designed to prepare all students to be college ready. The 2011 MDE math data should be considered baseline data when comparing grades three through eight to previous years.

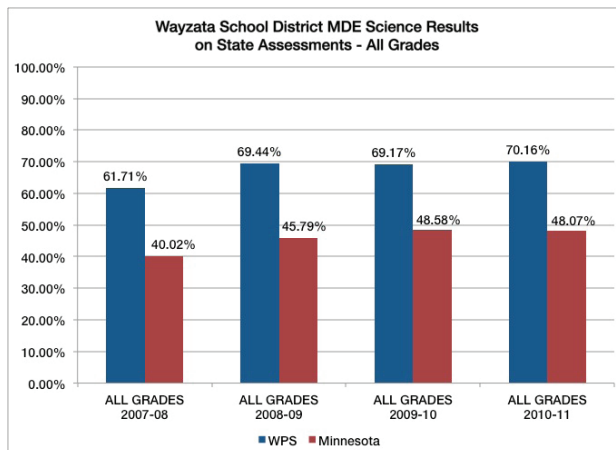
NWEA MAP data for grades three through eight show an increase and an upward trend which is a different result compared to the MDE math assessments. NWEA MAP national percentile rank for Wayzata students in grades three through eight show a continuous increasing trend from 2007 to 2011, and an increase from 2010 (79th percentile) to 2011 (80th percentile).



Science

Overall, the combined performance of grades five, eight, and high school students continue to increase in the percentage of students able to demonstrate proficiency on state science assessments.

In 2007-08, 61.71 percent of our students were able to demonstrate proficiency in science. In 2010-11, 70.16 percent were able to demonstrate proficiency in science. This is an 8.47 percentage point increase over five years.



Student Achievement Elementary

The elementary school experience provides a foundation for learning for all students. From the beginning of kindergarten, students learn the wide variety of skills necessary for success in school and out of school. There is a focus on foundational skills in reading, math, science, and social studies. We recognize the importance of the arts, fitness and health, Spanish and technology on our students' ability to think creatively, globally, and in a healthy manner. The integration of technology assists in the personalization of education, creating more interactive lessons, and building skills that are becoming increasingly important for success in today's work force, such as digital literacy, communication and collaboration. Our staff works with all students to help them excel. To accomplish this, they use ongoing formative assessments and work in Professional Learning Teams to analyze student data to address individual needs.

All Wayzata Public Schools elementary schools have a volunteer parent organization that works closely with the school to provide many wonderful experiences for the students. Parents also provide enrichment experiences through the Partners in Literature and Partners in Art programs.

The Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP) assessment measures academic achievement in math and reading for students in Wayzata Public Schools grades three through eight every fall. Student achievement, growth, and specific academic needs

are measured using the NWEA MAP assessment. The NWEA MAP assessments are nationally normed for grades two through 11 and adaptive, meaning the questions automatically adjust to the student's appropriate level of learning, based on the student's response. For example, fourth grade students reading at the

sixth grade level are tested at the sixth grade level, but the test level automatically adjusts for a fourth grade student reading at a fourth grade level. Wayzata Public Schools students average score on the NWEA MAP assessments in reading and math are approximately two grade levels above the national norm.

Average NWEA MAP Score of Wayzata Students in:	Wayzata Reading Performance Equals National Average at:	Wayzata Math Performance Equals National Average at:
spring of third grade	spring of fifth grade	spring of fifth grade
spring of fourth grade	spring of sixth grade	spring of seventh grade
spring of fifth grade	spring of eighth grade	spring of ninth grade

- The average NWEA MAP score of Wayzata students in the spring of third grade equals the NWEA MAP national average in reading of students in the spring of fifth grade.
- The average NWEA MAP score of Wayzata students in the spring of third grade equals the NWEA MAP national average in math of students in the spring of fifth grade.

- The Average NWEA MAP score of Wayzata students in the spring of fourth grade equals the NWEA MAP national average in reading of students in the spring of sixth grade.
- The average NWEA MAP score of Wayzata students in the spring of fourth grade equals the NWEA MAP national average in math of students in the spring of seventh grade.

- The average NWEA MAP score of Wayzata students in the spring of fifth grade equals the NWEA MAP national average in reading of students in the spring of eighth grade.
- The average NWEA MAP score of Wayzata students in the spring of fifth grade equals the NWEA MAP national average in math of students in the spring of ninth grade.



Average NWEA RIT Score

Grade Level	Reading	Mathematics
Third Grade	210.29	216.92
Fourth Grade	217.06	229.41
Fifth Grade	222.40	237.00

Elementary Class Size Average: 23.6 students

Wayzata Public Schools understands the relationship between class size, student achievement and teacher effectiveness. As a result, efforts have been successfully implemented over the last eight years to reduce class sizes. Class size may vary from building to building due to boundaries of each school, but the table illustrated to the right clearly shows the district's efforts to lower class size even though total enrollment has increased.

Year	K	1	2	3	4	5	Total K-5
2011	19.1	21.8	22.4	23.7	26.8	27.7	23.3
2010	19.3	21.7	23.3	24.5	25.6	26.3	23.3
2009	18.7	21.9	21.6	23.2	25.3	25.8	22.6
2008	19.1	20.6	22.0	24.6	23.9	24.0	22.3
2007	18.2	21.0	22.7	22.9	23.8	25.0	22.1
2006	21.3	21.5	24.2	25.3	26.6	26.6	24.1
2005	21.4	22.7	24.6	25.7	27.3	26.3	24.6
2004	21.7	23.1	24.4	26.6	28.6	27.9	25.3

Student Achievement Elementary

Reading

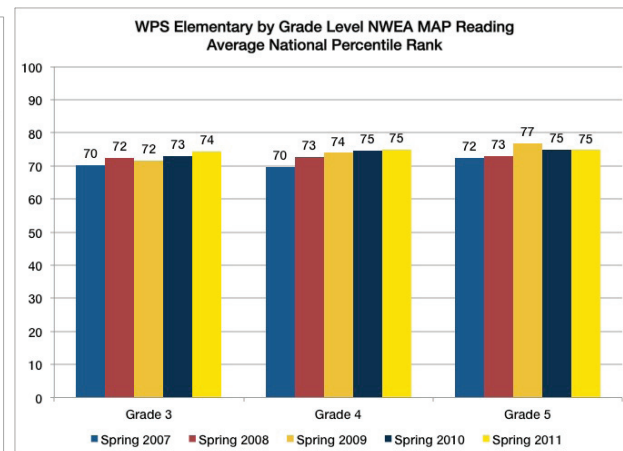
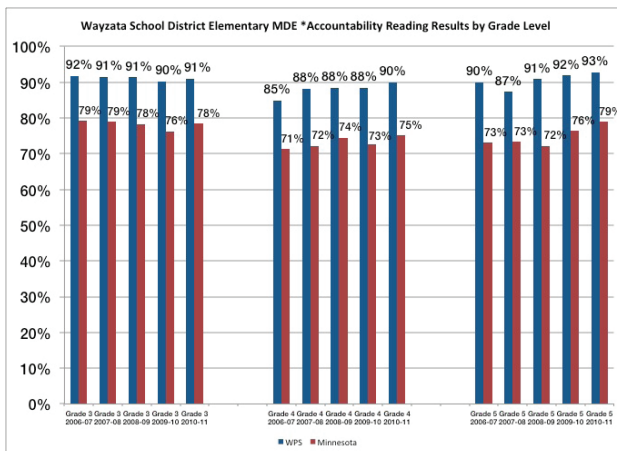
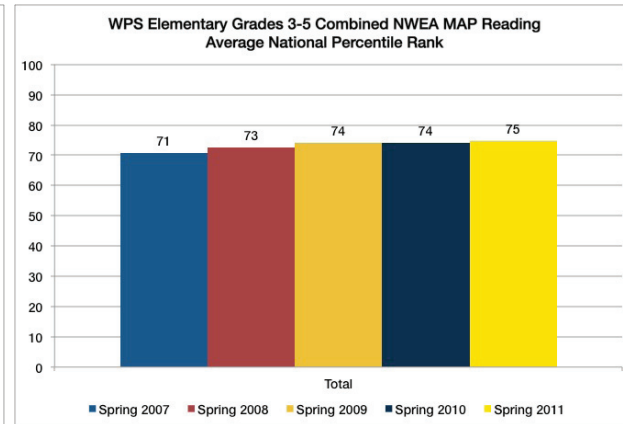
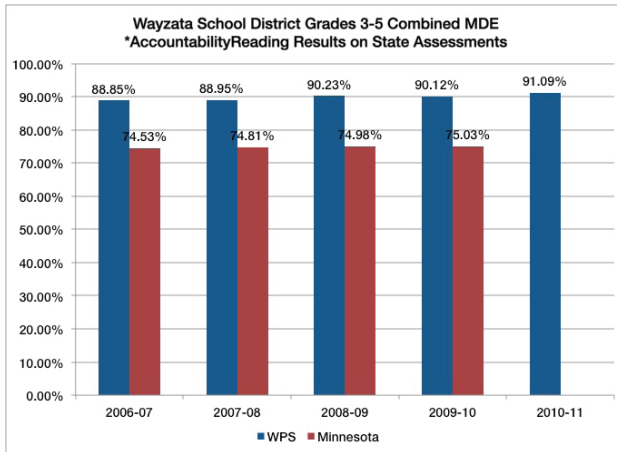
Wayzata Public Schools continues to increase in the percentage of elementary students demonstrating proficiency in reading on state assessments. Over the last five years there have been consistent incremental increases in students demonstrating proficiency in reading.

In 2006-07, 88.85 percent of WPS elementary students enrolled on October 1 were able to demonstrate proficiency on state mandated reading assessments.

In 2010-11, 91.2 percent of WPS elementary students enrolled on October 1 were able to demonstrate proficiency on state mandated reading assessments. This

is a 2.35 percentage point increase in reading proficiency.

NWEA MAP data follows and confirms the same pattern of increasing student achievement in the area of reading with consistent increases in the average national percentile ranking of our elementary students. More than 90 percent of our students are able to demonstrate proficiency at every grade level on state assessments in grades three through five. Each grade level has an average national percentile ranking in the fourth quartile on NWEA MAP assessments.



Math

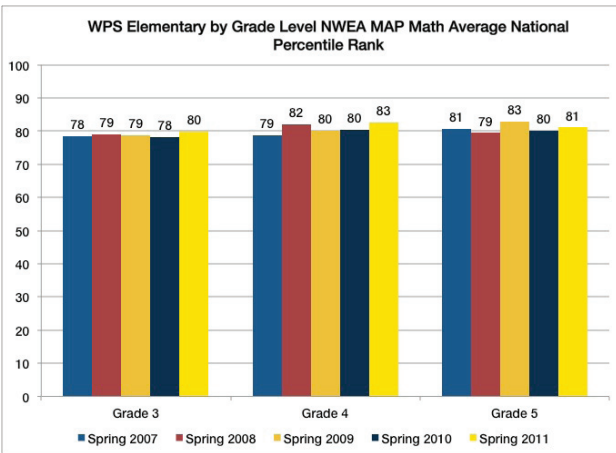
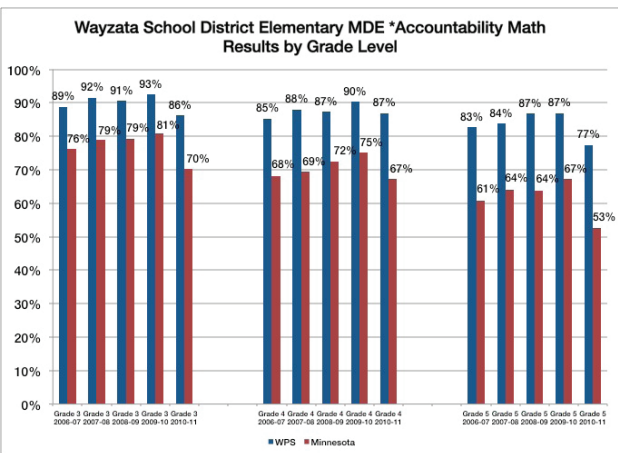
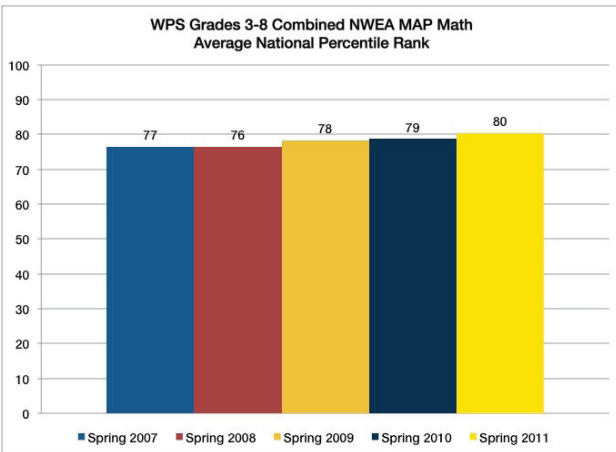
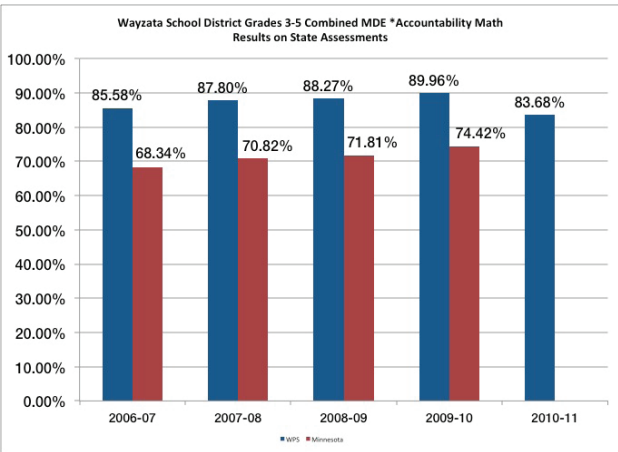
MDE assessment math results show a decline in overall proficiency for elementary students enrolled by October 1st of 6.28 percent. Students in grades three through eight have a decline in percent proficient because these students took a new, more rigorous math assessment that was aligned to higher standards designed to prepare all students to be college ready. The 2011 MDE math data should be considered baseline data when comparing grades three through eight to previous years.

- In grade three, WPS declined by seven percentage

points; statewide declined by 11 percentage points

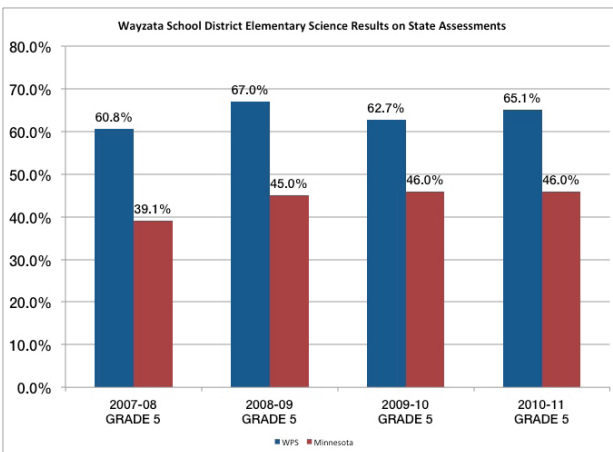
- In grade four, WPS declined by two percentage points; statewide declined by eight percentage points
- In grade five, WPS declined by 10 percentage points; statewide declined by 14 percentage points

NWEA MAP data for grades three through five show an opposite pattern than the MDE math assessments show. NWEA MAP national percentile rank for Wayzata students in grades three through five show a continuous increasing trend from 2007 to 2011, and an increase from



Overall, the combined performances of students in fifth grade continue to increase in the percentage of students able to demonstrate proficiency on state science assessments. In 2007-08, 60.8 percent of our students were able to demonstrate proficiency in science. In 2010-11 65.1 percent were able to demonstrate proficiency in science. This is a 4.5 percentage point increase over five years.

Science



Student Achievement Middle School

The middle school model reflects the attributes identified as essential for successful schools for young adolescents. Wayzata middle schools are challenging, empowering, equitable and developmentally responsive. Wayzata middle schools students continue to develop their skills and knowledge in the core areas of English Language Arts, Math, Social Studies, Science and Health. Differentiated instruction and accelerated offerings allow students' needs to be met at individualized levels. In addition to the core classes, students have a wide variety of educational experiences in the encore classes of Art; Engineering, Technology and Design; Family and Consumer Science; Spanish; Physical Education; and Music.

The Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP) assessment measures academic achievement in math and reading for students in Wayzata Public Schools grades three through eight every fall. Student achievement, growth, and specific academic needs are measured using the NWEA MAP assessment. The NWEA MAP assessments are nationally

normed for grades two through 11 and adaptive, meaning the questions automatically adjust to the student's appropriate level of learning, based on the student's response. For example, fourth grade students reading at the sixth grade level are tested at the sixth grade level, but the test level automatically adjusts for a fourth grade student reading at a fourth grade level. Wayzata Public Schools students average

score on the NWEA MAP assessments in reading and math are approximately two grade levels above the national norm.

Wayzata students performed well enough that they were above the national grade 11 average, beginning in grade six. The table below shows the spring grade 11 percentiles at which the average Wayzata student scored in 2010-2011.

Average NWEA MAP Score of Wayzata Students in:	Wayzata Reading Performance Equals National Average at:	Wayzata Math Performance Equals National Average at:
spring of sixth grade	spring of 11th grade	beyond spring of 11th grade
spring of seventh grade	beyond spring of 11th grade	beyond spring of 11th grade
spring of eighth grade	beyond spring of 11th grade	beyond spring of 11th grade

- The average NWEA MAP score of Wayzata students in the spring of sixth grade equals the NWEA MAP national average in reading of students in the spring of 11th grade.
- The average NWEA MAP score of Wayzata students in the spring of sixth grade equals the NWEA MAP national average in math of students in the spring of 11th grade.

- The average NWEA MAP score of Wayzata students in the spring of seventh grade equals the NWEA MAP 60th percentile norm in reading of students in the spring of 11th grade.
- The average NWEA MAP score of Wayzata students in the spring of seventh grade equals the NWEA MAP 63rd percentile in math of students in the spring of 11th grade.

- The average NWEA MAP score of Wayzata students in the spring of eighth grade equals the NWEA MAP 68th percentile norm in reading of students in the spring of 11th grade.
- The average NWEA MAP score of Wayzata students in the spring of eighth grade equals the NWEA MAP 66th percentile in math of students in the spring of 11th grade.

Reading

Wayzata Public Schools continues to increase in the percentage of middle school students demonstrating proficiency in reading on state assessments. Over the last five years there have been consistent incremental increases in students demonstrating proficiency in reading. In 2006-07, 85 percent of WPS middle school students enrolled on October 1 were able to demonstrate proficiency on state mandated reading assessments. In 2010-11, 89 percent of WPS middle school students enrolled on October 1st were able to demonstrate proficiency on state mandated reading assessments. This is a four percentage point increase in reading proficiency.

NWEA MAP data follows and confirms the same pattern of increasing student achievement in the area of reading with consistent increases in the average national percentile ranking of our elementary students. Over 85 percent of the district's students are able to demonstrate proficiency at every grade level on state assessments in grades six through eight. Each grade level has an average national percentile ranking in the fourth quartile on NWEA MAP assessments.

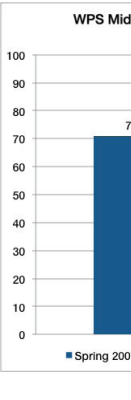
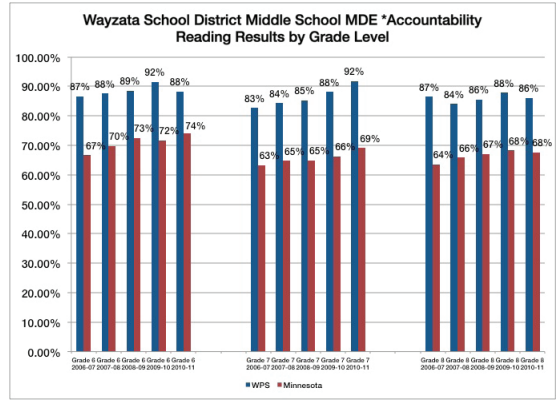
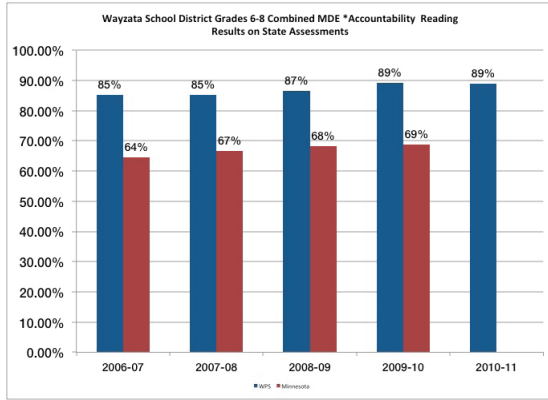
Eighth grade EXPLORE results show increases from 2010 to 2011 in the average score for reading (16.8 to 17.2) and English (17.1 to 17.3).



Average NWEA RIT Score

Grade Level	Reading	Mathematics
Sixth Grade	227.13	242.13
Seventh Grade	232.51	247.91
Eighth Grade	233.61	248.76

Reading continued

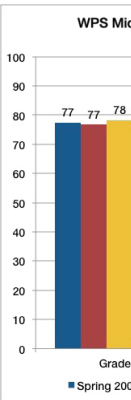
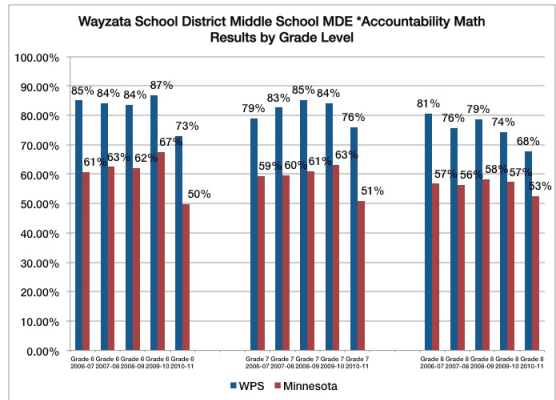
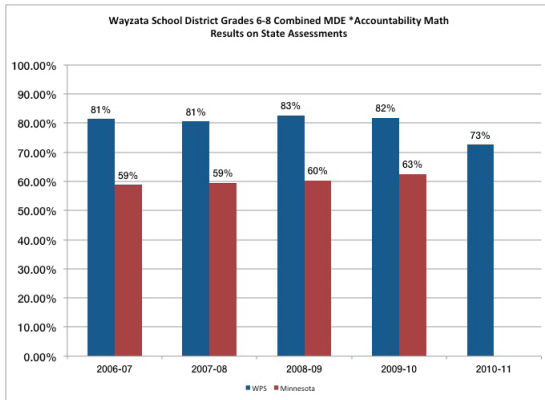


Math

MDE assessment math results show a decline in overall proficiency for middle school students enrolled by October 1 of nine percent. Students in grades three through eight have a decline in percent proficient because these students took a new, more rigorous math assessment that was aligned to higher standards designed to prepare

all students to be college ready. The 2011 MDE math data should be considered baseline data when comparing grades three through eight to previous years.

- In grade six, WPS declined by 13 percentage points; statewide declined by 17 percentage points
- In grade seven, WPS declined by eight percentage

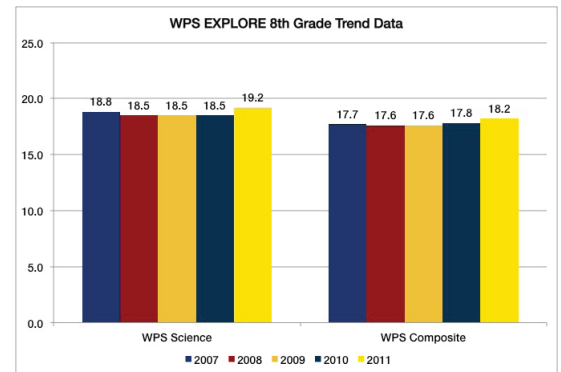
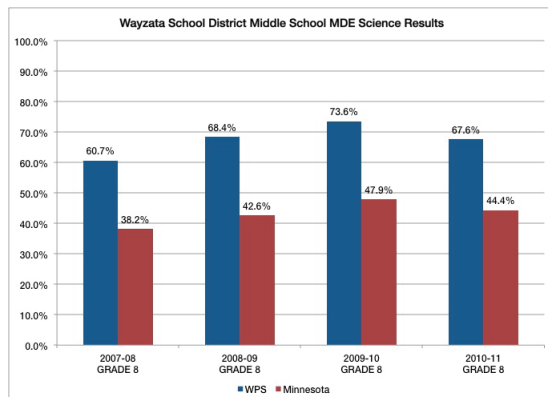


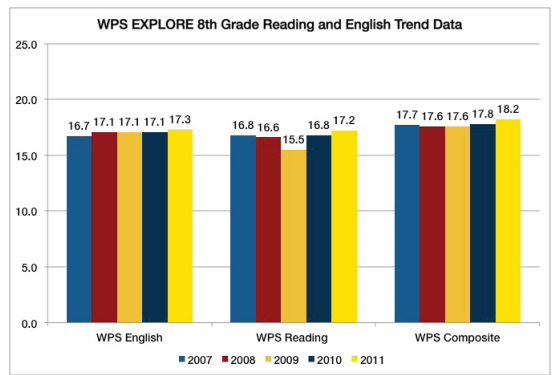
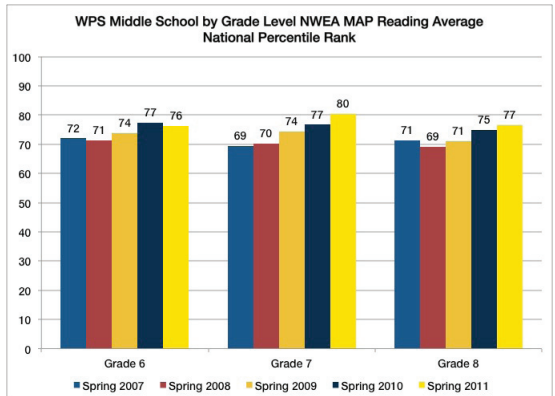
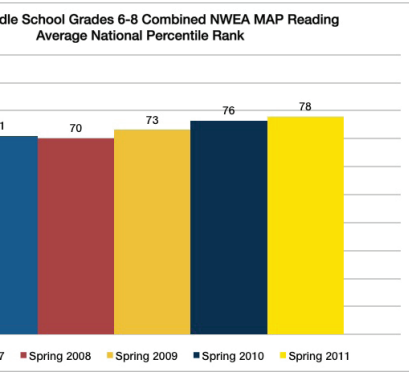
Science

Overall, the combined performances of students in eighth grade has decreased significantly from 2009-10 (73.6 percent) to 2010-11 (67.6 percent) by six percentage points. The state of Minnesota had a 3.5 percentage point decrease. In 2007-08, 60.7 percent of our students were able to demonstrate proficiency

in science. In 2010-11 67.6 percent were able to demonstrate proficiency in science. This is a 6.9 percentage point increase over five years.

Eighth grade EXPLORE scores in science had a significant increase from 2010 (18.5) to 2011 (19.2).





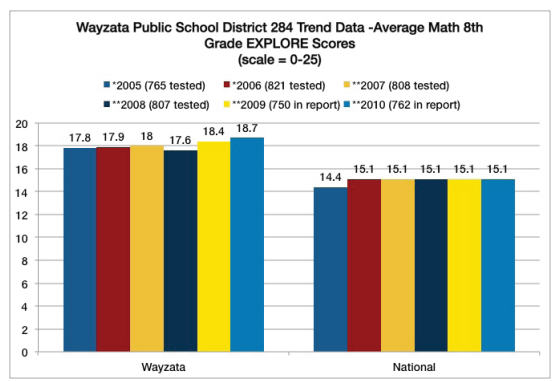
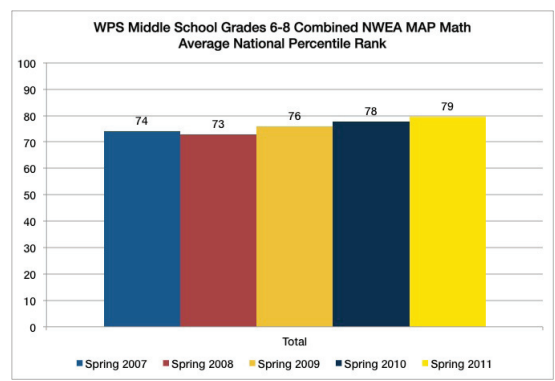
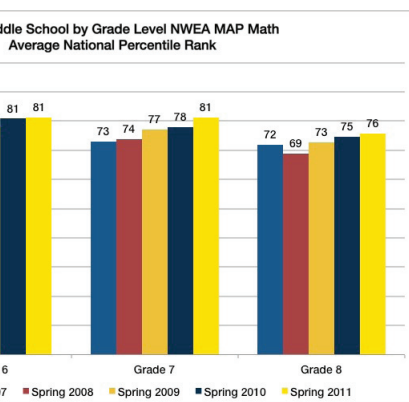
points; statewide declined by 12 percentage points

- In grade eight, WPS declined by six percentage points; statewide declined by four percentage points

NWEA MAP data for grades six through eight show an opposite pattern than the MDE math assessments show. NWEA MAP

national percentile rank for Wayzata students in grades six through eight shows a continuous increasing trend from 2007 to 2011, and an increase from 2010 (78th percentile) to 2011 (79th percentile).

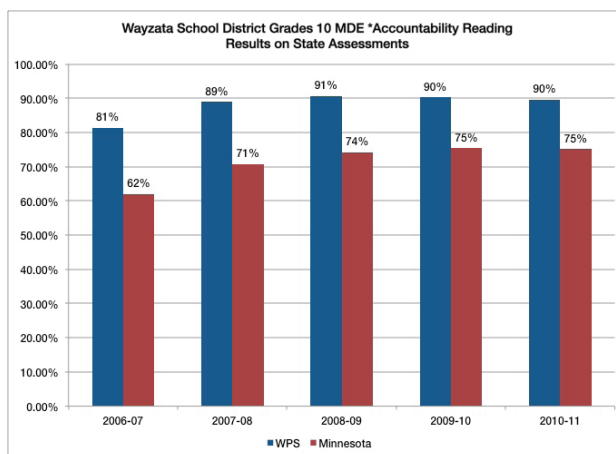
Eighth Grade EXPLORE Math results for 2011 show an increase in the average score from 18.4 in 2010 to 18.7 in 2011.



Student Achievement High School

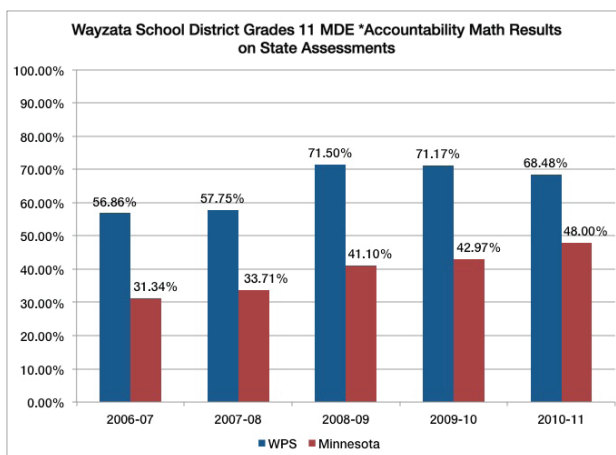
Reading

Wayzata continues to have 90 percent of the 11th grade students able to demonstrate proficiency on state reading assessments. The average PLAN score increased for 10th grade students from 2010 to 2011 in English (18.6 to 18.8) and reading (19 to 20). The average ACT reading score declined slightly from 2010 (25.4) to 2011 (25.3) but has increased overall the last five years from 25.2 in 2007. The average English ACT score increased from 2010 (25.3) to 2011 (25.9).



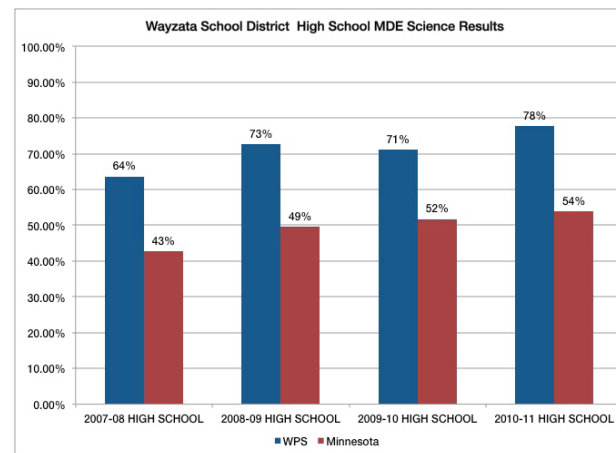
Math

Wayzata High School students' math proficiency declined slightly from 2010 (71.17 percent) to 2011 (69.38 percent). The state had an increase in proficiency from 2010 (42.97 percent) to 2011 (48.00 percent). Wayzata High School students had an increase in the average ACT Math score from 2010 (25.4) to 2011 (26.3).



Science

Wayzata High School students had a significant increase in the percentage of students able to demonstrate proficiency in science on state assessments from 2010 (71 percent) to 2011 (78 percent). The average ACT science score remained stable at 25.1.



Character and Scholarship for Life



Student Achievement High School

Advanced Placement

Wayzata has had a consistent increase in the total number of students taking AP exams over the last 10 years. In 2010, Wayzata had 688 students take 1,313 AP exams. Wayzata Public Schools is very proud to announce that of the 1,313 AP exams taken in 2010 by Wayzata students, more than 90 percent scored a three or higher to receive college credit.

**Advanced Placement Test Results

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of students taking Advanced Placement tests	609	648	685	691	
**Total Number of tests taken	1121	1110	1282	1347	
***The percent of students who scored 3 or higher	86	87	85	88	
Number of AP courses offered	25	26	26	26	
*Total enrollment in all AP courses	1589	1457	1601	1669	

* Student may be taking more than one AP course, this is a duplicate count.

**Students have the option to take the Placement test in each AP in which they are enrolled in.

***A score of 3 on a 5 point scale may be awarded college credit.

Advance Placement Scholars

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
*With Honors	56	46	54	62	
**With Distinction	75	95	96	110	
***Scholar	76	74	98	95	
****National Scholar	13	18	23	27	

Definition of Scholars

*With honors: Students who receive an average grade of at least 3.25 on all AP exams taken and grades of 3 or higher on five or more exams.

**With Distinction: Students who receive an average grade of at least 3.5 on all AP exams taken, and grades of 3 or higher on five or more exams.

*** Scholar: Students who receive grades of 3 or higher on three or more AP exams.

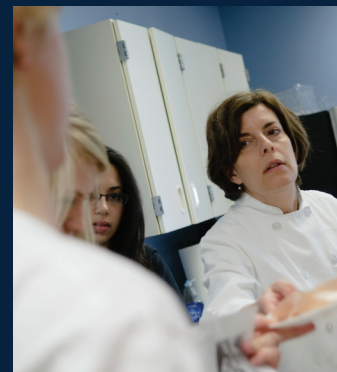
****National Scholar: Granted to students in the United States who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.

ACT

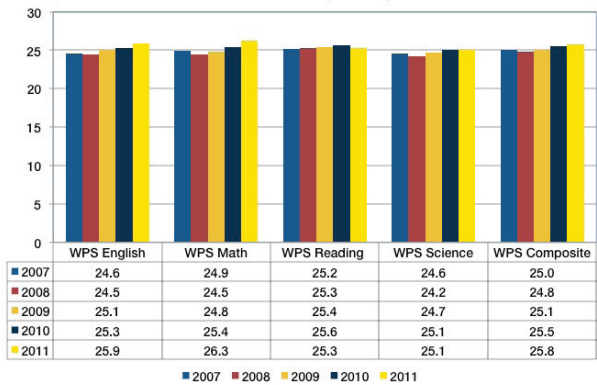
Class of	Average Composite Score	% of students participating	National Average	Minnesota Average
2005	24.6	80%	20.9	22.3
2006	24.6	80%	20.9	22.3
2007	25	85%	20.9	22.3
2008	25	86%	21.1	22.6
2009	25.4	88%	21.1	22.7
2010	25.5	89%	21.0	22.9
2011	25.8	89%	21.1	22.9

SAT

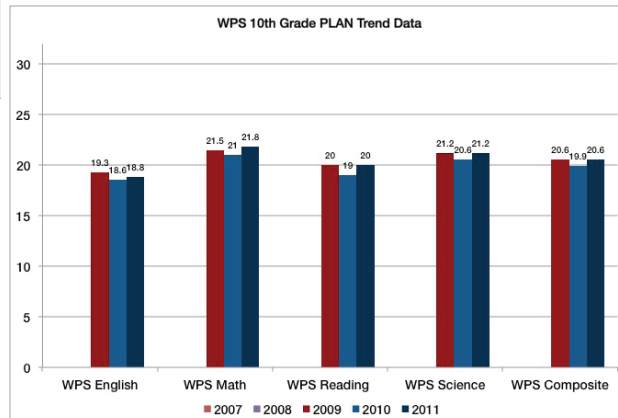
Class of	Average Math Score	Average Verbal Score	% of Students Participating
2005	646	622	22%
2006	642	614	21%
2007	638	617	23%
2008	629	622	17%
2009	642	610	19%
2010	655	627	17%



ACT Trend Data for Wayzata High School



WPS 10th Grade PLAN Trend Data



Wayzata's class of 2011 college

Angelo State University	1	Kalamazoo College	2
Arizona State University	2	Lawrence University	1
Augsburg College	4	Lewis & Clark College	1
Aveda Institute Minneapolis	1	Louisiana State University	1
Baylor University	3	Loyola Marymount University	2
Belmont University	1	Loyola University Chicago	1
Bemidji State University	3	Luther College	4
Bethel University	13	Macalester College	3
Boston College	2	Marquette University	1
Brigham Young University	2	Massachusetts Institute of Technology	3
Brigham Young University, Idaho	1	Metropolitan State University	1
Brown University	1	Miami University, Oxford	2
Butler University	2	Michigan State University	1
California Institute of Technology	1	Michigan Technological University	2
California Polytechnic State University, San Luis Obispo	1	Milwaukee School of Engineering	1
Calvin College	2	Minneapolis Business College	1
Carleton College	5	Minnesota School of Business- Plymouth	1
Carnegie Mellon University	1	Minnesota State University, Mankato	6
Carroll University (Wisconsin)	1	Minnesota State University, Moorhead	6
Case Western Reserve University	1	Montana State University, Bozeman	4
Chapman University	1	New York University	5
Clemson University	1	Normandale Community College	18
College of Saint Benedict	9	North Central University	1
Colorado College	1	North Dakota State University	10
Colorado State University	2	North Hennepin Community College	4
Columbia College	1	North Park University	1
Concordia College - Moorhead	4	Northeastern University	2
Concordia University at St. Paul	2	Northern Michigan University	1
Concordia University Wisconsin	1	Northwestern College	6
Cornell University	3	Northwestern University	2
Creighton University	1	Pennsylvania State University, University Park	1
Dakota State University	1	Princeton University	1
Denison University	1	Purchase College	1
DePaul University	1	Purdue University	5
Drake University	10	Regis University	1
Duke University	2	Rollins College	1
Elon University	1	Rutgers, The State University of New Jersey at New Brunswick	1
Emerson College	1	Saint John's University	5
Emmanuel College	1	Saint Mary's University of Minnesota	1
Florida Gulf Coast University	1	Savannah College of Art and Design	1
Florida Keys Community College	1	Seton Hall University	1
Georgia Institute of Technology	1	Smith College	1
Grinnell College	3	Snow College	1
Gustavus Adolphus College	11	Southwest Minnesota State University	2
Hamline University	1	St. Catherine University - St. Paul	1
Harvard University	2	St. Cloud State University	14
Hennepin Technical College	2	St. Louis College of Pharmacy	1
Humboldt State University	1	St. Olaf College	9
Illinois State University	1	Stanford University	4
Indiana University at Bloomington	11	Stony Brook University	1
Iowa State University	38	Swarthmore College	1
Johns Hopkins University	1	Taylor University	2



enrollment

The Art Institutes International Minnesota.....	3	University of Notre Dame.....	1
The Citadel, the Military College of South Carolina.....	1	University of Oregon.....	1
The Ohio State University.....	1	University of Pennsylvania.....	1
The University of Alabama.....	2	University of Portland.....	1
The University of Arizona.....	6	University of Richmond.....	1
The University of Iowa.....	9	University of South Florida, Tampa.....	1
The University of Montana, Missoula.....	1	University of Southern California.....	3
Tufts University.....	2	University of Southern Indiana.....	1
United States Air Force Academy.....	1	University of St. Thomas.....	28
University of California at Berkeley.....	2	University of Vermont.....	2
University of California at Los Angeles.....	1	University of Washington.....	1
University of Chicago.....	2	University of Waterloo.....	1
University of Colorado at Boulder.....	4	University of Wisconsin, Eau Claire.....	8
University of Denver.....	3	University of Wisconsin, La Crosse.....	5
University of Georgia.....	1	University of Wisconsin, Madison.....	30
University of Illinois at Urbana-Champaign.....	1	University of Wisconsin, Oshkosh.....	1
University of Kansas.....	14	University of Wisconsin, River Falls.....	3
University of Manitoba.....	2	University of Wisconsin, Stout.....	8
University of Michigan.....	3	University of Wisconsin, Superior.....	1
University of Minnesota, Crookston.....	1	Vanderbilt University.....	1
University of Minnesota, Duluth.....	28	Viterbo University.....	1
University of Minnesota, Morris.....	5	Waldorf College.....	1
University of Minnesota, Rochester.....	2	Washington University in St. Louis.....	1
University of Minnesota, Twin Cities.....	108	Wellesley College.....	1
University of Missouri Columbia.....	4	Wheaton College IL.....	1
University of Nebraska at Lincoln.....	9	Williams College.....	1
University of North Carolina School of the Arts.....	1	Winona State University.....	5
University of North Dakota.....	29	Wofford College.....	1
University of North Texas.....	1	Xavier University of Louisiana.....	1
University of Northern Iowa.....	2	Yuba College.....	1



Where is the class of 2011 Heading?

The class of 2011 had a graduation rate of 98%

- 91% College-bound
 - 80% attending 4-year colleges and universities
 - 27% attending Minnesota 4-year public colleges
 - 14% attending Minnesota 4-year private colleges
 - 33% attending out-of-state 4-year public colleges
 - 15% attending out-of-state 4-year private colleges
 - 4% attending Minnesota 2-year colleges
 - 0.8% attending out-of state 2-year colleges
 - 6% college bound-school undecided
 - 0.4% attending non-US colleges
- 0.9% Military
- 2% Entering workforce

Professional Development

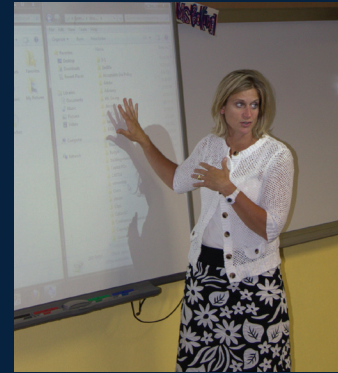
Student Achievement for ALL Learners

Learning Forward, our national professional development organization, has revised the standards that outline characteristics of effective professional development. The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning. (Learning Forward, 2011)

Wayzata is focused on aligning our professional development efforts with the seven standards. Our professional development plan for 2011-2012 reflects that commitment.

What We're Doing in Wayzata	What Standard it Meets
<ul style="list-style-type: none"> ○ All WPS certified staff are assigned to a grade level or department professional learning community (PLC) ○ Time provided during the contract day for most staff to meet with their PLC ○ Professional development software is used by PLC's to maintain records ○ Summer PLC work time provided to assist teams in planning for a new school year ○ During workshop week, a keynote speaker provided overview of critical components of effective PLC's. This was followed by time for teams to begin this year's work ○ Administered through our Q-Comp program, Academy for Wayzata Educators (AWE) courses and study groups provide the opportunity for additional time for collaboration connected to district initiatives 	<p>Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>
<ul style="list-style-type: none"> ○ Alignment of professional development work with district initiatives ○ All principals and many teacher leaders trained in PLC model, collaborative inquiry, and effective assessment practices ○ Peer coaches will begin working informally with PLC's 	<p>Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>
<ul style="list-style-type: none"> ○ District Professional Development Committee serves as liaison to Director of Curriculum and Instruction and Professional Development Teacher on Special Assignment to prioritize professional development efforts ○ Professional development "puzzle" represents key initiatives supported by district professional development funds ○ Professional development approvals tied to district goals and objectives 	<p>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.</p>

<ul style="list-style-type: none"> ○ “Road Map” document turned in by all PLC’s during workshop week to assess current PLC practices and identify areas of further learning and support ○ Sites monitor student assessment data using Performance Matters, an assessment and data management platform to target student needs, which then drives professional development offerings ○ New K-12 Insights survey program will be used to gain staff input for professional development planning ○ Evaluation data received and analyzed for professional development activities (technology; AWE) ○ Staff surveys report a 98% satisfaction with AWE classes 	<p>Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>
<ul style="list-style-type: none"> ○ Professional learning community work based on the research of Richard DuFour, Rebecca DuFour, and and Robert Eaker ○ Collaborative Inquiry model, from the Research for Better Teaching, used in data discussions ○ Data-Driven Dialogue and Causes & Solutions protocols used by PLC’s ○ Technology classes focus on classroom integration and assisting teachers in helping students meet identified technology standards ○ Site cohorts, led by trained teacher leaders, work on site specific professional development needs, including effective instruction and assessment practices based on the work of Drs. Reeves, Marzano and Wiliam ○ Teacher designed professional development is emphasized (AWE courses/study groups, summer PLC work, Summer Technology Institute) 	<p>Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>
<ul style="list-style-type: none"> ○ On-going and repeated professional development work which aligns to district initiatives including: curriculum alignment, effective assessment practices, data informed decisions, and personalized learning 	<p>Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>
<ul style="list-style-type: none"> ○ Sites continue to set rigorous student learning goals and achievement remains at very high levels ○ We are continuing on our assessment journey where all teams create and analyze common assessments 	<p>Outcomes: Professional learning that increases educator effectiveness and results for all students</p>



WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Meeting – September 26, 2011

AGENDA ITEM: 4. HUMAN RESOURCE RECOMMENDATIONS

COMMENTS BY: Ms. Annie Doughty

Resignation

Maureen Doshier, Elementary Math Intervention Specialist, has submitted her resignation effective September 20, 2011.

RECOMMENDED ACTION: Approve the Human Resource Actions as recommended.

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Meeting – September 26, 2011

AGENDA SECTION: 5. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Gleason

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