

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - September 23, 2013 - 4:10 PM
District Administration Building, 210 County Road 101 N., Plymouth, MN 55447

AGENDA

1. CALL TO ORDER/ROLL CALL	3
2. ADMINISTRATIVE	
3. TEACHING AND LEARNING	
A. Technology Update - W. Phillips - <i>20 minutes</i>	4
B. Research and Evaluation Update - S. Lackner - <i>30 minutes</i>	18
4. FINANCIAL	
A. Facility Update and Communications - C. Anderson, J. Westrum, A. Parnell - <i>15 minutes</i>	68
5. HUMAN RESOURCES	
A. Employee Engagement Survey General Findings - A. Doughty - <i>20 minutes</i>	88
6. BOARD REPORTS	
7. SCHOOL BOARD	
A. Tentative Board Agenda for October 14, 2013 - <i>5 minutes</i>	107
8. ADJOURN	108

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.

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 valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – September 23, 2013

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Droegemueller

John Moroz, Board Clerk, will call the roll:

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan Hayes 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 Technology Services

Wade Phillips - Director of Technology
School Board Monitoring Report
September 2013



Technology Services - Strategic Alignment



Strategic Themes	Strategic Directions	Technology Goal Alignment			
Exceptional Student Learning, Experiences and Relationships	Increasing the high levels of student achievement and college/career readiness without predictable gaps	Elevate the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.	<u>Personalize</u> Each and Every	<u>Prepare</u> Thrive Today Excel Tomorrow	<u>Perform</u> In an Ever-Changing Global Society
Community Trust, Confidence and Partnership	Enhance the connection to and partnership with families and other constituents in our community	Trust, confidence and community partnerships			
Operational Excellence	Support all staff in the increasing accountability for individual and collective performance	World-class stakeholder care and satisfaction	World-class systems and services	High Employee Engagement	
Financial Stewardship	Implement effective practice in governance, management and consultation	Focused and aligned allocation of technology levy resources			

Technology Services - Who Are **We**?

Director

Teaching and Learning

Support and Information Systems
Brian Ackerman - Manager

Operations and Infrastructure
Bob Barbknecht - Manager

MyWay ILT
(90)

Technology Integration
(3)

Secretary
(1)

Supervisor
(1)

System Administrators
(4)

Media Specialist
(11)

Skyward / SIS
(2)

District Technology Support
(6)

Electrical Engineer
(.25)

Elementary Technology Teachers
(7)

Building Technology Support
(14)

WORLD-CLASS

Technology Services - **People** / Simplify!



**High Employee
Engagement**

100% All In or Is it Friday Yet?

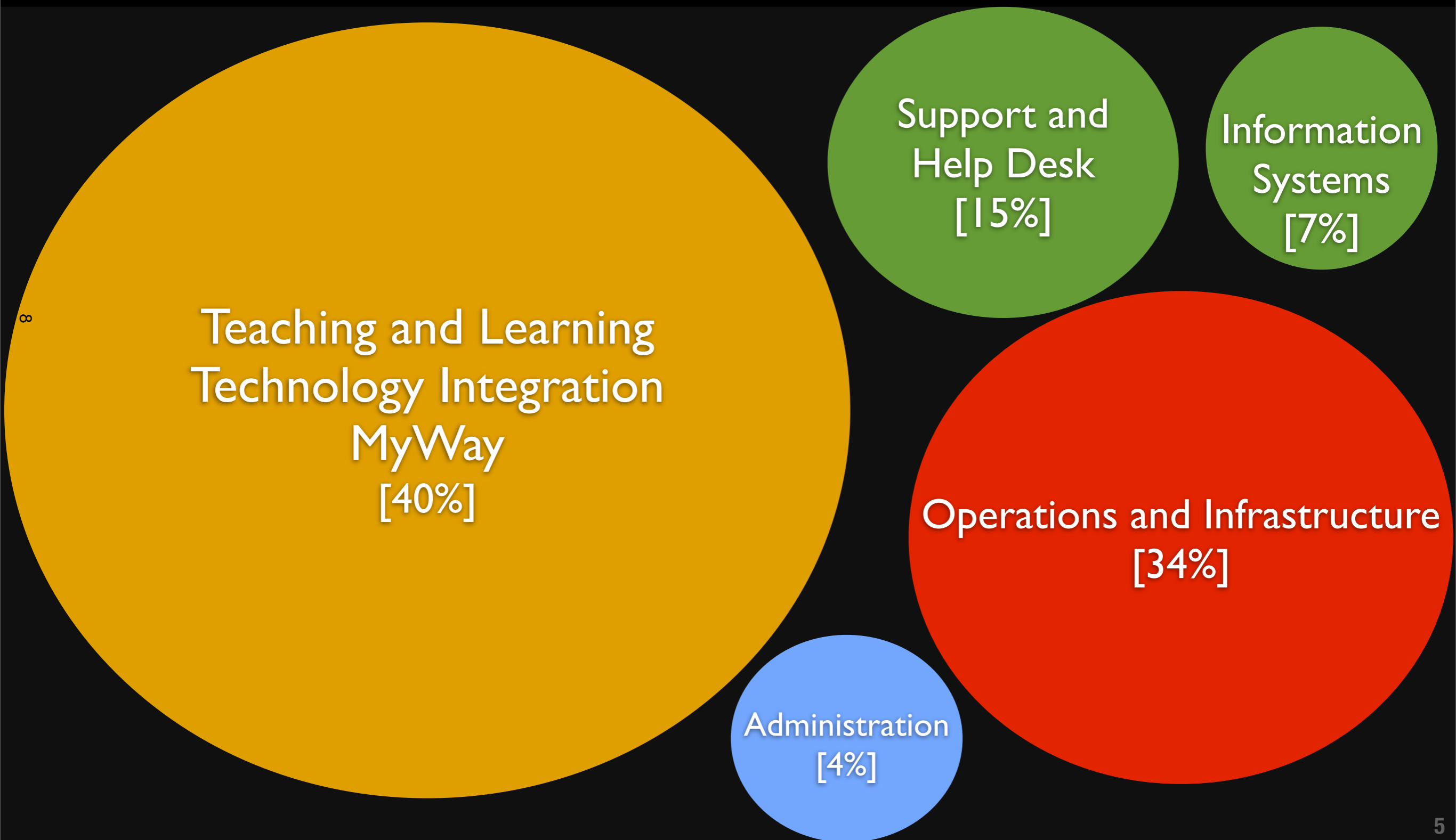
**World-Class
Support**

Apple Genius Bar or Walmart in Detroit?

**Mission /
Vision**

Excellence. For Each and Every Student.

Technology Services - Priority / Resources / \$



Teaching and Learning

MyWay

Technology Integration - S.A.M.R
Curriculum Review, Leadership, Support
PLC Tech Integration Support
1:1 Educator Consultation
Technology Institute
Moodle LMS Development
Parent Classes

Support and Information Systems

MyWay

Family, Student, Staff & Community Tech Support - Help desk
End Points (iPads / Computers / SMART / AV / Phones / Clickers)
Information Systems Integration - Skyward
World-Class Learning Tech in Classrooms
Web / Social Channels
Back Office & Skyward Support

Operations and Infrastructure

MyWay

Leading Edge Wired and Wireless Network
Secure, Reliable and Redundant Data Centers
Robust and Redundant Fiber Optic WAN
Operational Efficiency and Effectiveness - IDM / SSO
Cloud Implementation and Management
Level 2-3 Support Escalation Channel

Technology Director

MyWay

Strategic Alignment, Management and Reporting
MyWay Phase II - Leadership
MyWay Phase III - Leadership
Employee Engagement
World-Class Support
Leadership Development
Community Engagement - CITAC / MyWay

Exceptional Student Learning, Experiences and Relationships

- ▶ MyWay iPad Out of Service %
- ▶ MyWay Student Feedback
- ▶ MyWay Parent Feedback
- ▶ Technology Integration PD Effectiveness
- ▶ Technology Integration Engagement
- ▶ 1:1 Educator Consultations

Community Trust, Confidence and Partnership

- ▶ Website Analytics - 7
- ▶ Social Channels - 5
- ▶ Push Communication - 6
- ▶ Social In / Out - 2
- ▶ Community Committee Involvement

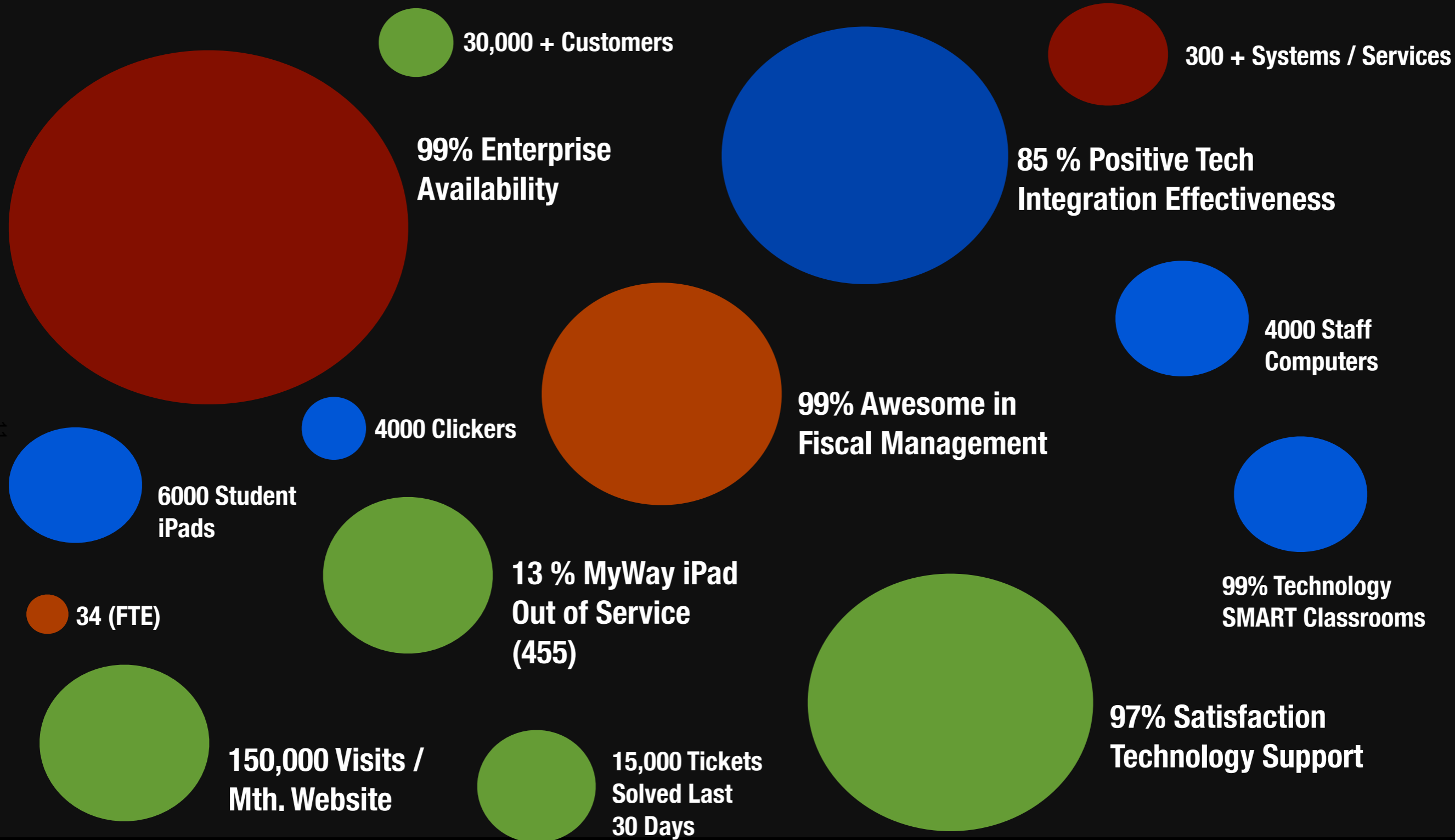
Operational Excellence

- ▶ Stakeholder Satisfaction
- ▶ Help Desk Response Rate
- ▶ Help Desk Resolution Rate
- ▶ Order Procurement Process
- ▶ Enterprise Availability - Data Center
- ▶ Hosted Application Availability
- ▶ Mean Time to Repair

Human and Financial Stewardship

- ▶ Employee Engagement
- ▶ Technology Levy Expenditures to Budget
- ▶ Allocations to Teaching and Learning
- ▶ Project Management Analytics

Technology Services - By the #'s

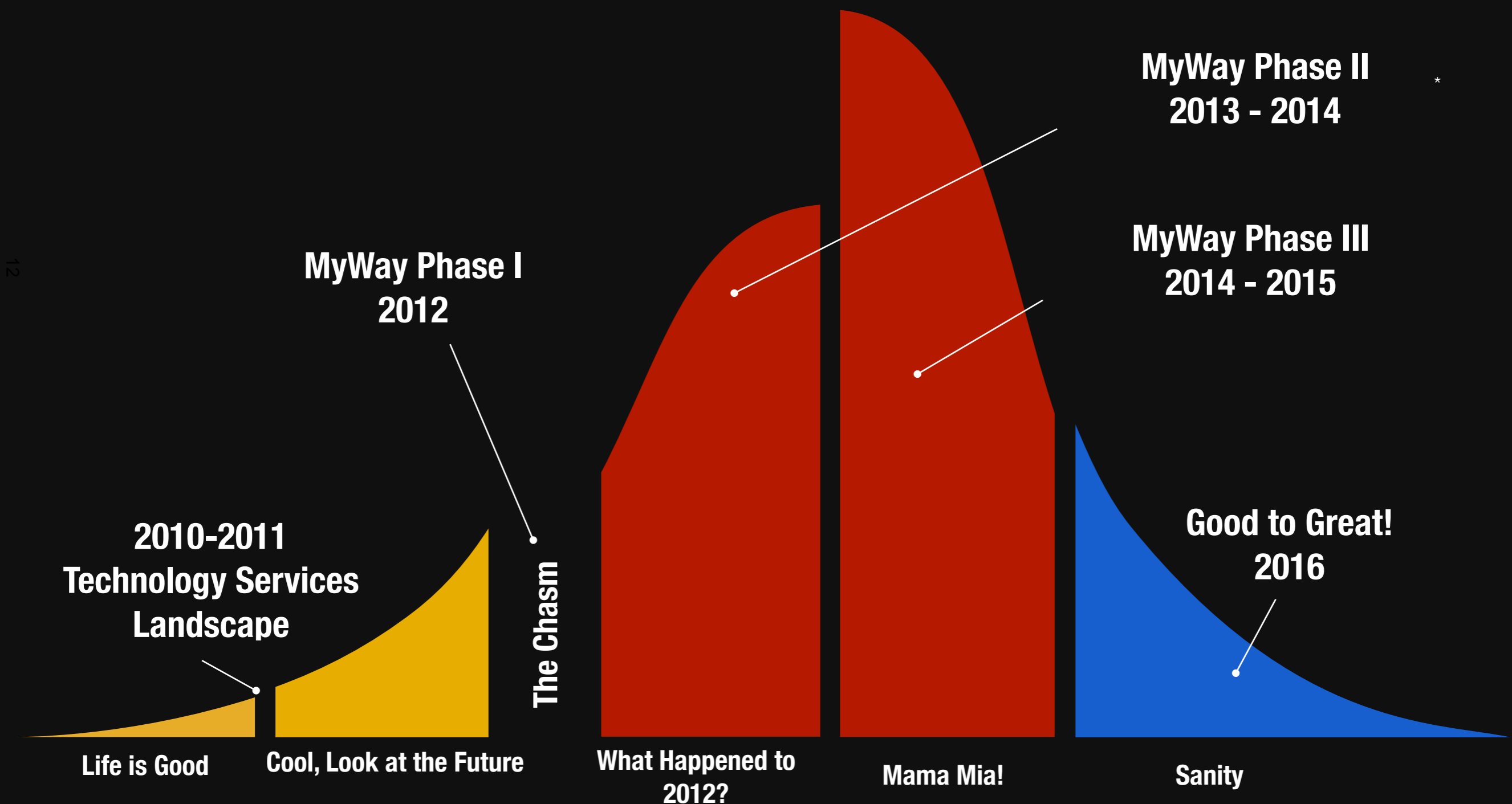


Technology Services - How Is It Going?

Pre-MyWay

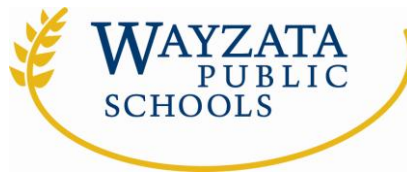
Pre-MyWay +
MyWay

Adjustment



- ◆ We are **laser** focused on the District's Mission, Vision & Values
- ◆ We strive to deliver **world-class** service and support
- ◆ We are **adaptive**, responsive and forward thinking
- ◆ We **forge** strong relationships internally and externally
- ◆ We have a **tradition** of operational excellence
- ◆ We are responsible **stewards** of allocated resources

Questions?



Technology Services Strategic Portfolio

Wade Phillips, Director of Technology
Brian Ackerman, Manager of Support and Information Systems
Bob Barbknecht, Manager of Operations and Infrastructure
September 2013

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;
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Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the schools of 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 valued employees;
- 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.

Core Values (Driver of our Words and Actions):

Achievement: *Challenging oneself and others for excellence in all we do*

Collaboration: *Working together to maximize opportunities and eliminate barriers to learning for all.*

Community: *Maintaining a sense of belonging to and responsibility for the broader community.*

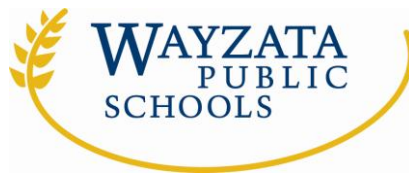
Equity: *Meeting the specific needs of all students.*

Integrity: *Doing the right thing in the right way at the right time, even when no one is aware.*

Respect: *Valuing others for their diverse talents, backgrounds, cultures and viewpoints.*

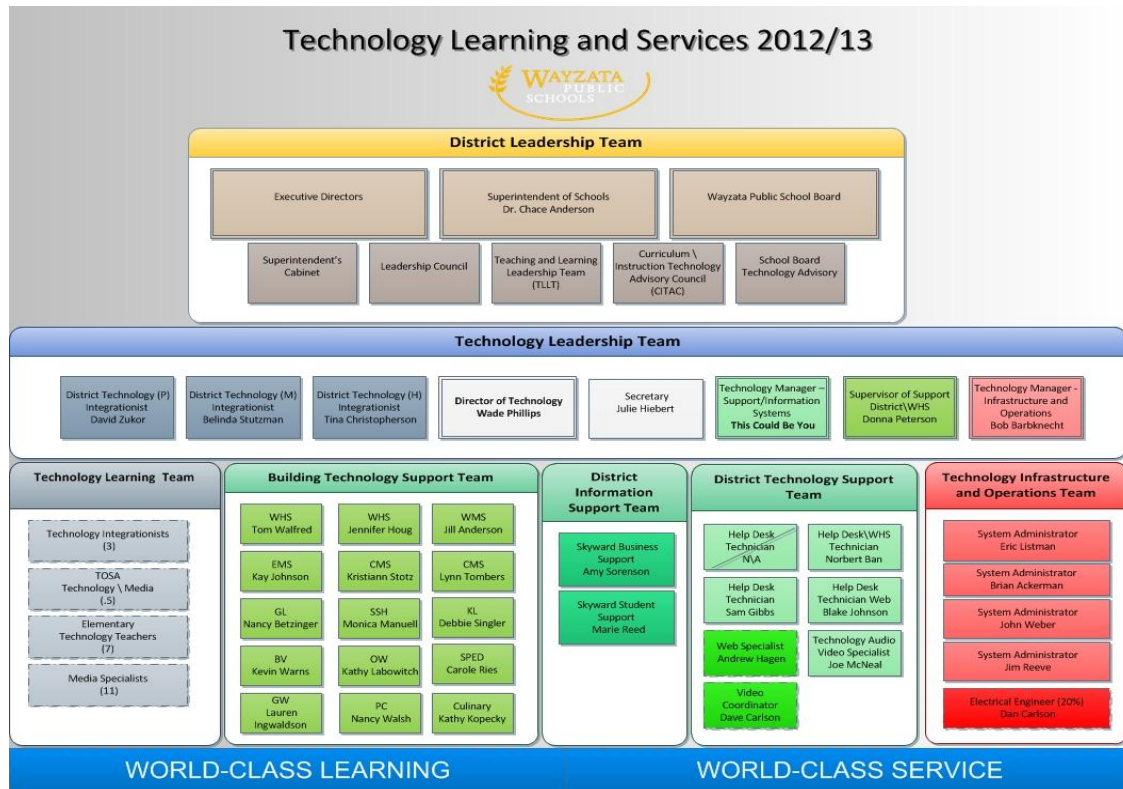
Strategic Directions (Focused Allocation of Resources):

- A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- B. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.
- C. Supporting all staff in the Increasing accountability for individual and collective performance.
- D. Enhancing the connection to and partnership with families and other constituents in our community.
- E. Implementing effective practices in governance, management and consultation.



Technology Services Strategic Portfolio

Our Team



Technology Services Performance Objectives / Goals:

Exceptional Student Learning -- In partnership with our core teams:

- We will promote and protect the purpose of the District, implement the strategic road map to the best of our ability and ensure we as a community live by the commitment to “each and every.”
- We will develop and implement a teaching and learning framework that delivers a personalized learning experience reflecting “Best Practice” and 21st Century beliefs, knowledge and opportunities.
- We will align resources, our commitment and passion towards increasing the high levels of student achievement.

Operational Excellence -- In partnership with our core teams:

- We will continue to foster an open and harmonious workplace by valuing diversity, by recognizing the contribution and gifts of all team members, and by keeping our team informed of new strategies.
- We will create a culture that is responsive to the diverse needs of our stakeholders and deliver excellence through responsible innovation and vigorous improvement.
- We will deliver world-class systems, services and stakeholder care in the relentless pursuit of excellence.

Community Trust -- In partnership with our core teams:

- We will develop and implement systems and solutions that maintain or elevate the Wayzata Public Schools brand and deliver the highest levels of stakeholder care, satisfaction and sense of belonging.
- We will engage the community in dialogue that builds trust, confidence and community partnerships.

Technology Services Priorities 2013:

Director of Technology	Teaching and Learning	Support and Information Systems	Operations and Infrastructure
<p>I will provide world-class leadership, management and execution</p> <ul style="list-style-type: none"> • Strategic Alignment, Management and Reporting • MyWay Phase II – Operations / Logistical • MyWay Phase III – Planning • Employee Engagement • World-Class Support • Leadership Development • Community Engagement – MyWay, CITAC 	<p>We will provide world-class technology integration leadership</p> <ul style="list-style-type: none"> • Technology Integration – S.A.M.R. • PLC Support • 1:1 Educator Consultation • Strategic Alignment • Curriculum Support • Tech Institute • Parent Classes • Moodle LMS Development 	<p>We will provide a world-class stakeholder support experience</p> <ul style="list-style-type: none"> • Families, Students, Educators, Staff, Community • 10,000+ End Points (iPads / Computers) • SIS Integration Projects • Classroom Learning Technology (SMART) • Web / Social Channels • Back Office Support 	<p>We will provide a world-class technology infrastructure</p> <ul style="list-style-type: none"> • Deliver a Leading Edge Wired and Wireless Infrastructure • Deliver Secure, Reliable and Redundant Datacenter • Deliver Robust and Redundant Fiber WAN • Improve Operational Efficiency and Effectiveness (IDM / SSO)

Technology Services Governance, Management and Policy:

- ❖ Establish our process for strategic design and implementation
- ❖ Alignment of human and fiscal resources to strategy
- ❖ Renewal of Technology Levy
- ❖ Policy review in a digital world
 - Digital Records Retention
 - Student Privacy and Safety
 - Social Media Guidelines
 - Technology Equipment Loss, Damaged, Stolen
- ❖ Conduct and complete support services capacity review
- ❖ Fiber Partnership – County, City and WPS

Technology Services Talking Points:

- ❖ We are laser focused on the District's Mission, Vision and Values
- ❖ We strive to deliver world-class service and support
- ❖ We are adaptive, responsive and forward thinking
- ❖ We forge strong relationships internally and externally
- ❖ We have a tradition of operational excellence
- ❖ We are responsible stewards of allocated resources

Technology Services Attachments:

- ❖ Technology Services – School Board Monitoring Report 2013 Presentation
- ❖ Technology Services – School Board Monitoring Report 2013 Strategic Portfolio Briefing Book



Wayzata Public Schools ISD #284
2012-13 Annual Report
Curriculum, Instruction and Student Achievement

The purpose of this report is to provide an annual update on student achievement results at the district and building level, and to share the district's plan for professional development in an effort to attain the district's academic goals as listed in the Strategic Roadmap adopted by the School Board December 2011. This report includes seven components.

1. Student Enrollment
2. Minnesota Title I Accountability Assessment Results: Reading, Math, and Science
3. Minnesota Title III Accountability Assessment Results: English Language Proficiency
4. College Readiness Exams and Advanced Placement (AP) College Credit Results
5. School Improvement Plans
6. Professional Development Plan
7. Advisory Committee

Student Enrollment

Wayzata Public Schools K-12 student enrollment has consistently increased over the past five years.

	2008-09	2009-10	2010-11	2011-12	2012-2013
Birchview Elementary	621	646	671	652	654
Gleason Lake Elementary	666	652	692	662	660
Greenwood Elementary	632	647	608	683	725
Kimberly Lane Elementary	697	768	806	757	717
Oakwood Elementary	480	498	511	539	504
Plymouth Creek Elementary	719	738	765	771	865
Sunset Hill Elementary	571	586	579	583	565
Central Middle School	903	887	942	989	1,034
East Middle School	747	777	763	778	819
West Middle School	737	729	719	736	744
Wayzata High School	3,237	3,281	3,235	3,272	3,256
Total K-12 Enrollment	10,010	10,209	10,291	10,422	10,543

Source: End of October district enrollment/projections reports

In 2012-13 the proportion of districtwide student enrollment by race/ethnicity was 74% White, 14% Asian, 8% Black, 3% Hispanic, and <1% American Indian. The proportion of student enrollment by special population group was 15% Low-Income, 9% Special Education, and 2% English Language Learner (EL). (*Source: Minnesota Department of Education Website, Data Center*).

Minnesota Title I Accountability Assessment Results

Proficiency Background

Minnesota Title I Accountability assessment results measure student performance on grade level academic standards in reading, mathematics, and science from three state tests: the MCA, MCA-Modified, and MTAS. Students take a reading test in grades 3-8 and 10, a math test in grades 3-8 and 11, and a science test in grades 5, 8, and high school.

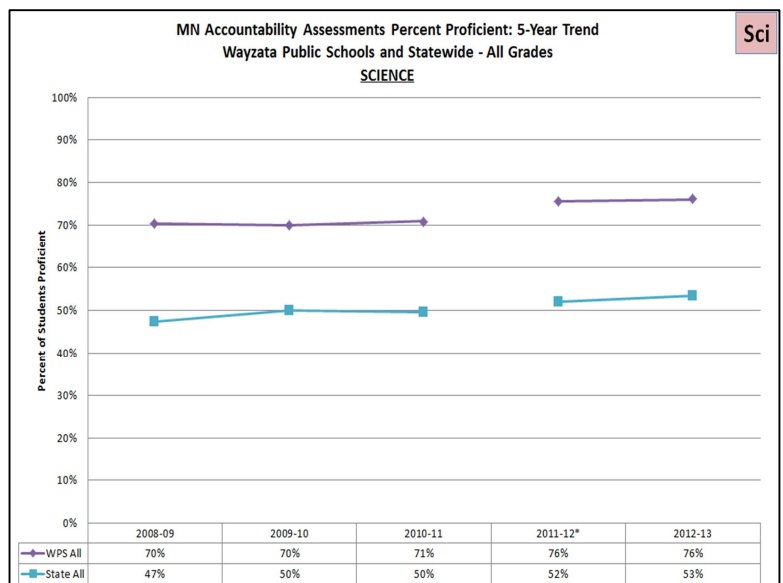
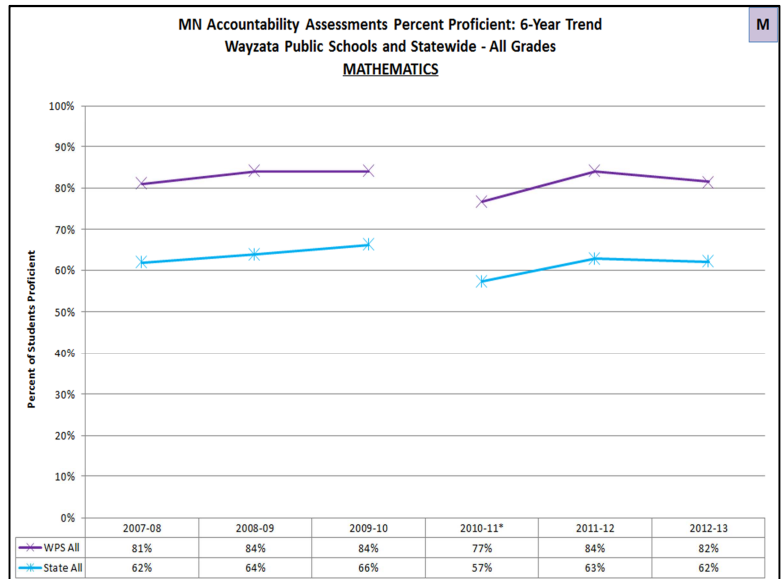
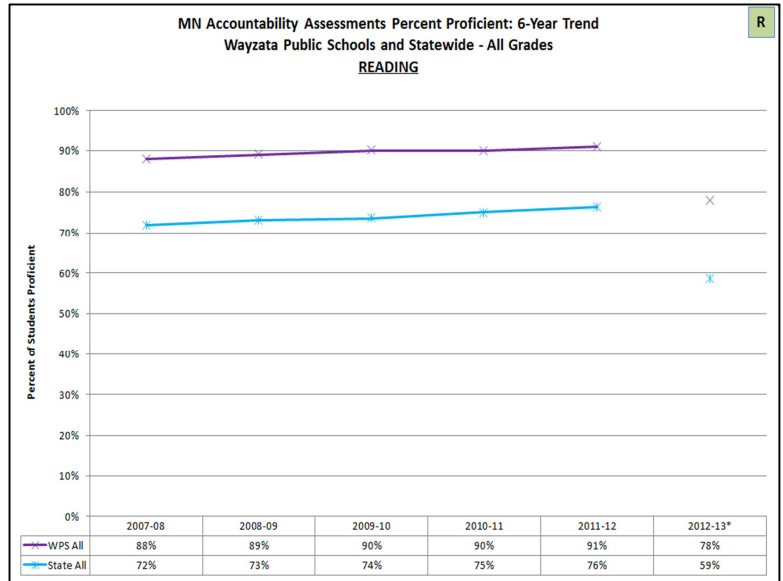
All proficiency trend results in this report include only students who were enrolled in the school district for the entire school year. In addition, changes from MCA-II to the MCA-III are indicated with a break in the trend line.

District Proficiency Results:

Students in Wayzata Public Schools consistently perform well above the state average on the MN Accountability Tests. 2013 data indicate a significant decrease in reading proficiency, which is likely due to the new reading test. The overall decrease in reading proficiency is consistent with the statewide trend. A reduction in proficiency was also observed in math when the state introduced the new MCA-III math test in 2011.

In 2013 proficiency data for math are slightly lower than scores observed in 2012. This may have been somewhat attributable to the change in test administration options in 2013. In 2012, students could be tested up to three times and their best score was used for reporting. In 2013, students were only allowed to test once. Also, the 2013 math results are higher than the 2011 results. 2011 was the first year of the MCA-III math test.

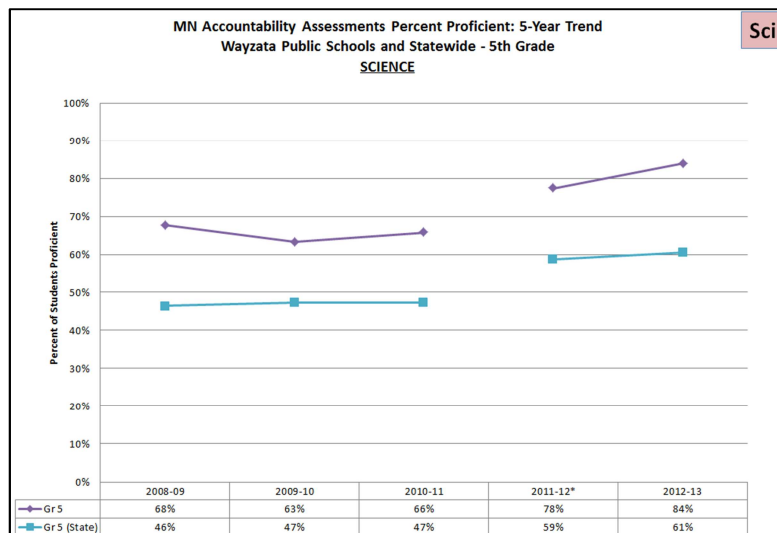
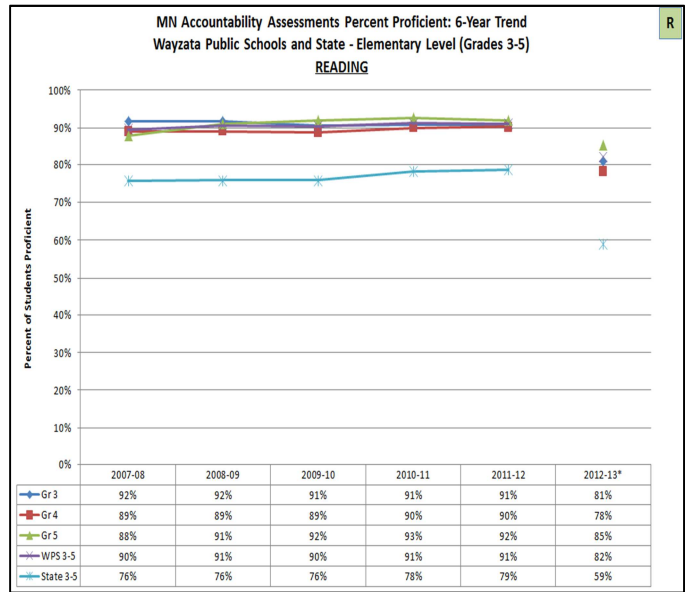
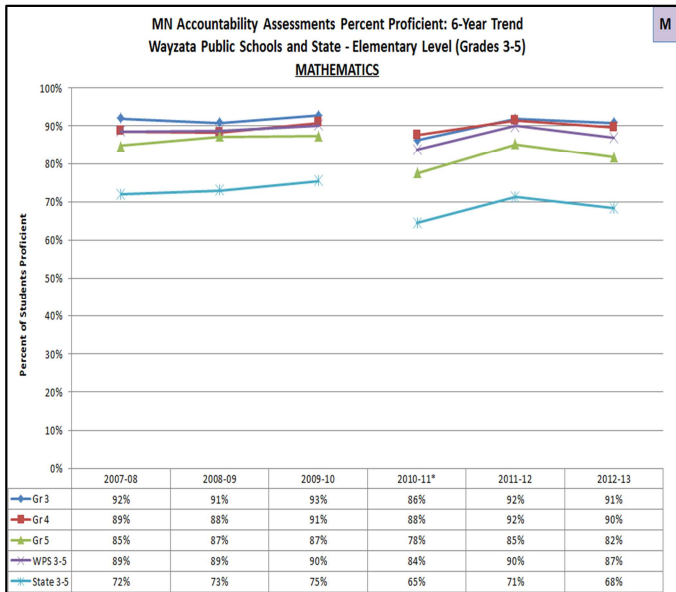
Finally, Wayzata has maintained a strong overall performance in science. At 76% proficiency, WPS is 23 percentage points above the state average. There was no decline in proficiency with the introduction of the MCA-III in science in 2012.



Elementary Proficiency Results:

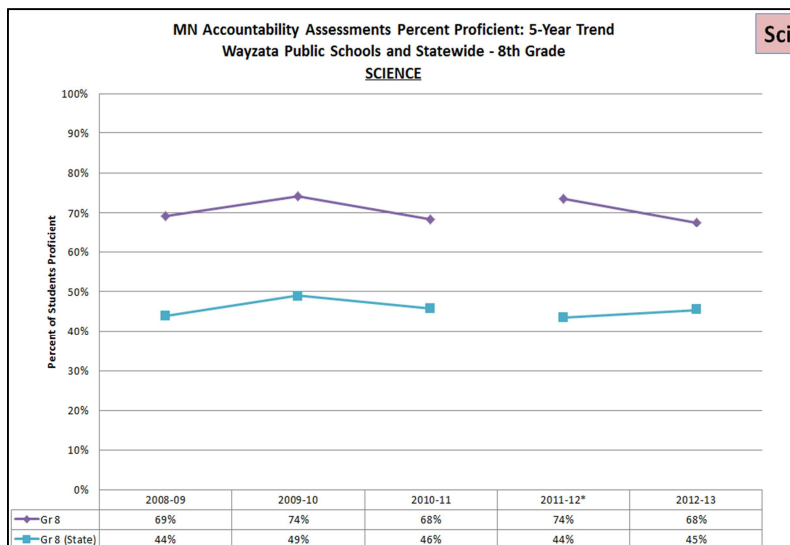
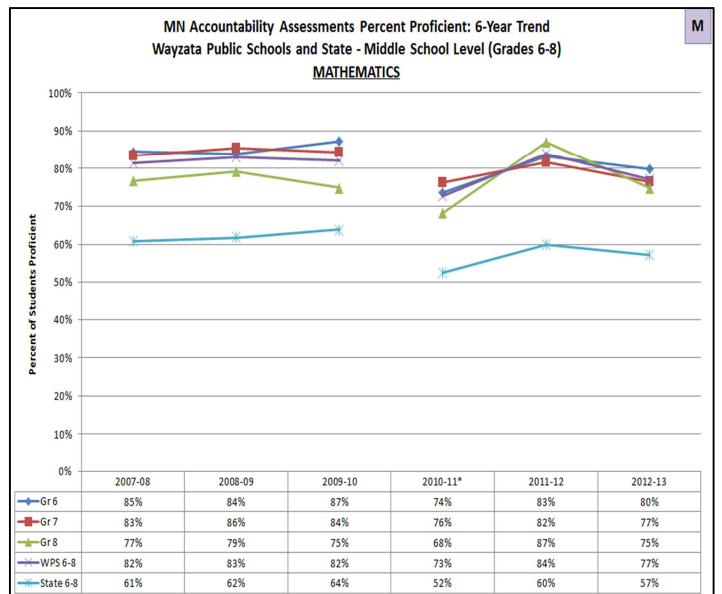
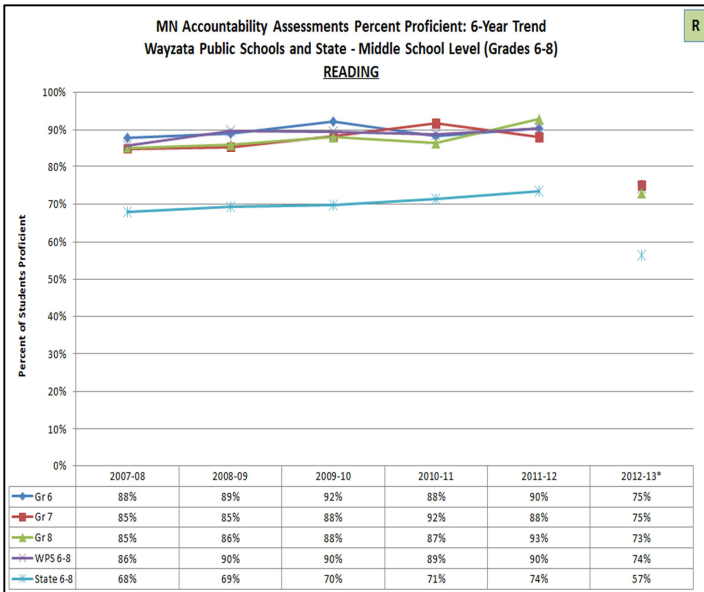
For the past six years, Wayzata elementary students' performance on the MN Accountability tests in reading has consistently been at a very high level; however, in 2013, 82% of 3-5 grade students were proficient in reading, compared to 91% in 2012. As mentioned, this difference is likely due to the state's introduction of the MCA-III in reading. This change is noted in the reading figure below. Despite the decrease in overall proficiency, elementary student performance was far above the state average. While the percentage of elementary students reaching proficiency in the state decreased 20 percentage points, Wayzata elementary students only dropped 9 percentage points.

In the area of mathematics, elementary student performance mirrored that of the entire district as the number of students reaching proficiency decreased slightly from 90% to 87%. This decrease is consistent with the trend for the state. MCA data in science are available for elementary students in the 5th grade. Wayzata elementary students have scored increasingly better on the science accountability tests over the past four years. Student proficiency increased substantially from 2010 (63%) to 2013 (84%).



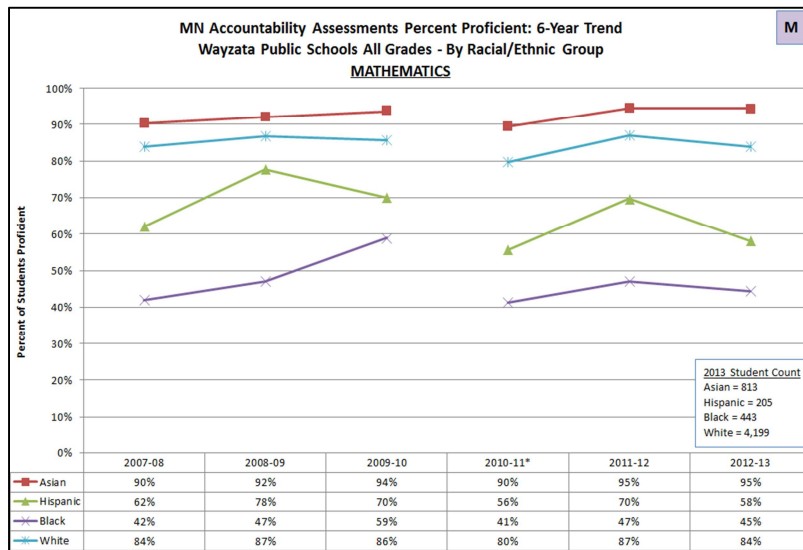
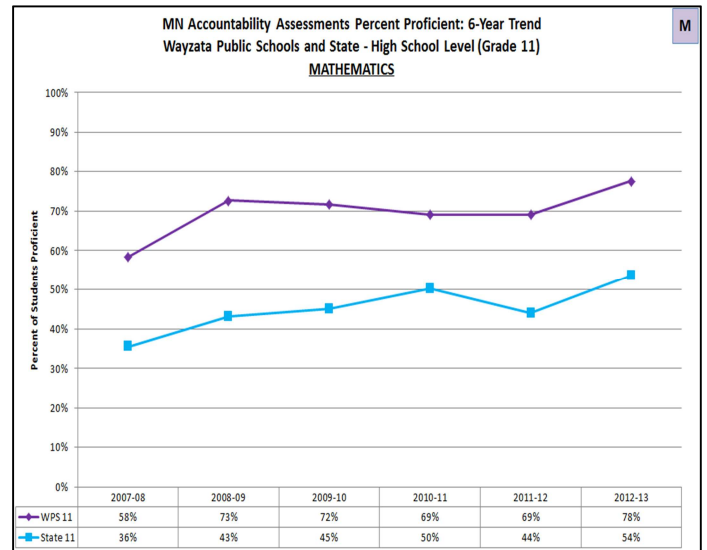
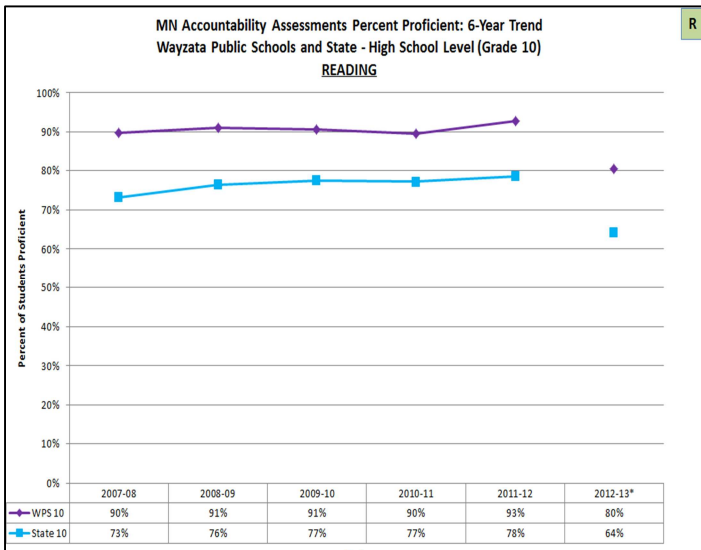
Middle School Proficiency Results:

As with all reading scores in the state of Minnesota, reading scores for Wayzata middle school students decreased in 2013. Nevertheless, middle school students posted scores much higher than the state average—the distance between Wayzata middle school students and the state average is actually more pronounced in 2013 (18 percentage points) than it was in 2012 (16 percentage points). In the area of math, Wayzata middle school students decreased slightly from 83% proficiency in 2012 to 80% proficiency in 2013, which is 23 percentage points above the state average (57%). Middle school student proficiency in math—although far above the state average—has been variable over the past three years. In 2013, 68% of Wayzata 8th graders were proficient in science. Eighth grade student proficiency on the science accountability tests in Wayzata and statewide has been relatively stable over the past five years in science.



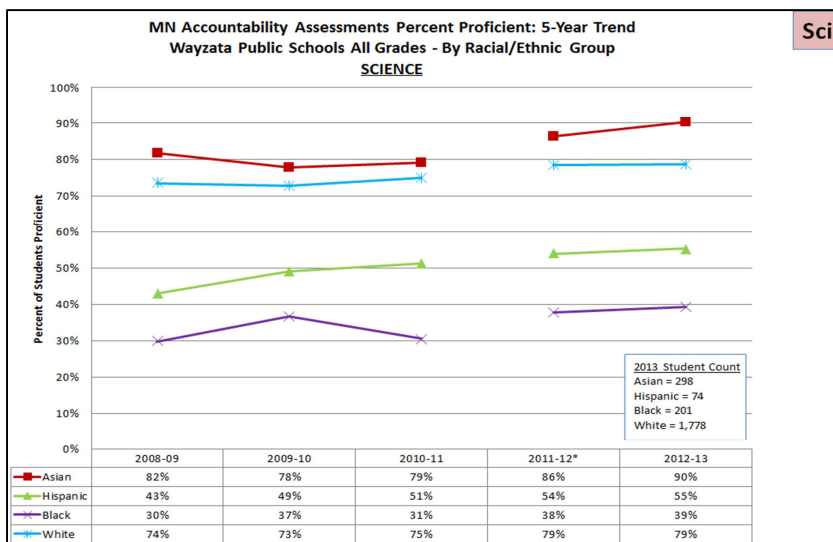
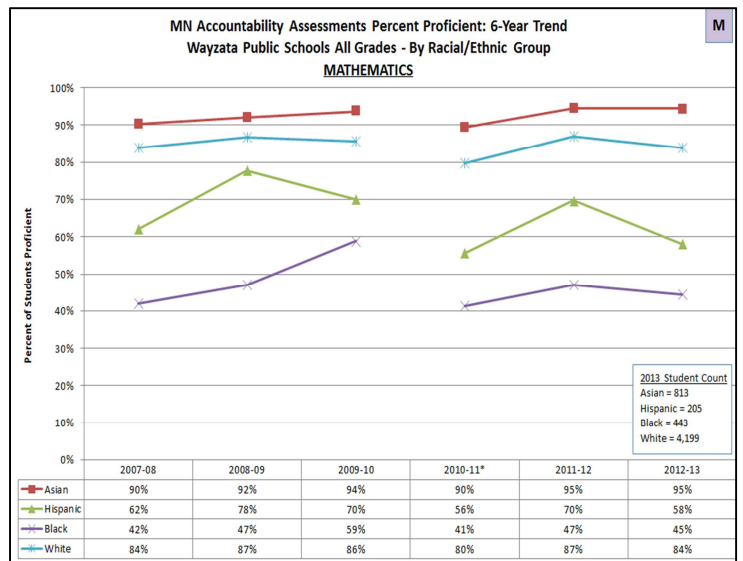
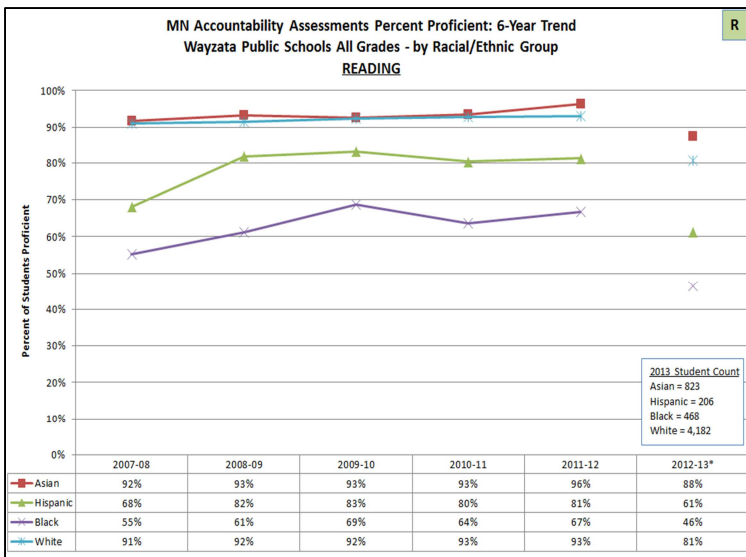
High School Proficiency Results:

As with other grades, 10th grade students' scores on the new MCA exam in reading decreased in 2013 to 80%. Statewide, the percentage of 10th grade students proficient in reading decreased from 78% in 2012 to 64% in 2013. High School students in 11th grade continue to take the MCA-II test in math. The MCA-III math test will be administered to High School students for the first time in the spring of 2014. The math performance of Wayzata high school students on the MCA-II increased substantially from 2012 (69%) to 2013 (78%), an increase of 9 percentage points. A similar increase was evident across the state. The percentage of Wayzata high school students reaching proficiency in science increased slightly from 75% in 2012 to 77% in 2013 (23 percentage points above the state average).



District Proficiency Results by Student Group: Race/Ethnicity

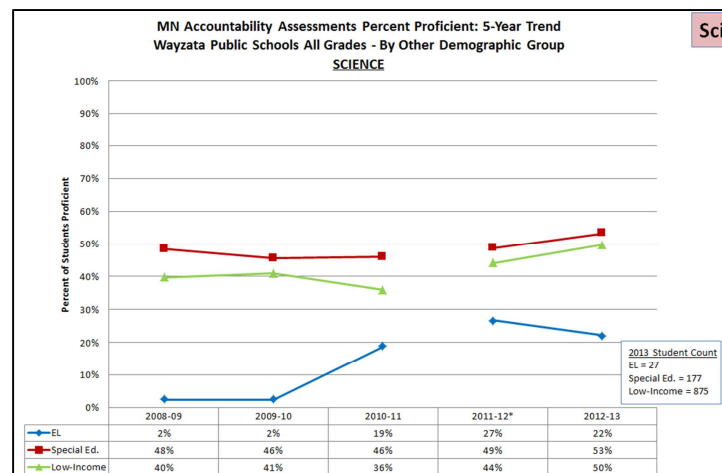
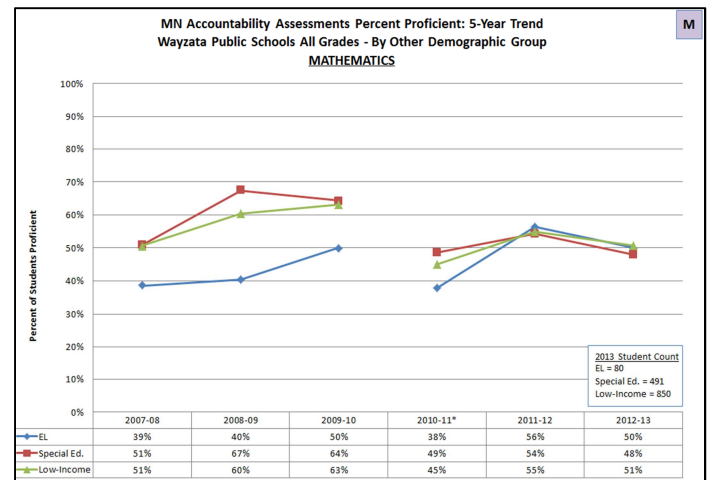
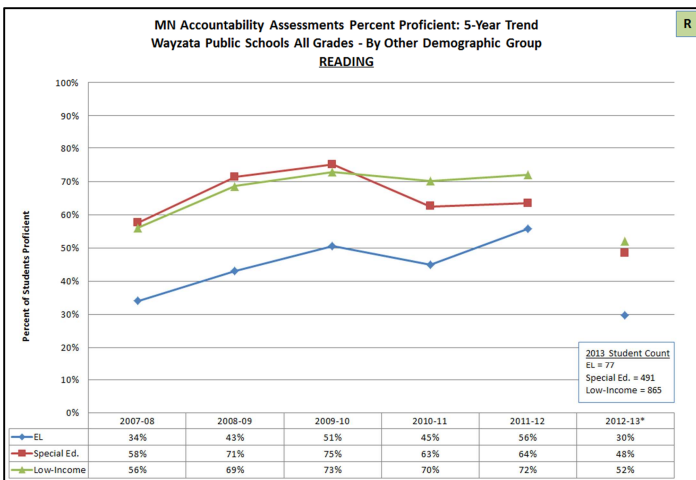
Wayzata Public Schools continues to strive to meet the needs of all students. It follows from the figures below that there are large differences in proficiency across racial groups. Across all content areas, the Asian student group tended to outperform all other racial groups. Black students have been consistently the lowest performing racial group. In 2013 the largest racial achievement gap in reading (42 percentage points) was between the Asian student group (88%) and the Black student group (46%). In math, the largest racial/ethnic achievement gap (50 percentage points) was between the Asian student group (95%) and the Black student group (45%). Finally, the largest racial gap in science (51 percentage points) was between the Asian student group (90%) and the Black student group (39%). There was a slight increase in 2013 in the size of the largest achievement gaps in math and science, and a considerable increase in the size of the largest achievement gap in reading.



District Proficiency Results by Student Group: Special Populations

Information on the performance of English Learner (EL), special education, and low-income student groups is provided in the figures below. In reading, the performance trend for each of the student groups aligns with that of the broader Wayzata student population—an overall positive trend fits the data until the recent introduction of the MCA-III in reading. All three student groups rebounded after the introduction of the MCA-III for math in 2011; however, data for 2013 indicate a slight decrease in student math performance compared to 2012. This decrease is consistent with the performance of the entire Wayzata student population as well as the entire state population (i.e., the proficiency of EL, special education, and low-income students at Wayzata did not decrease more than other students).

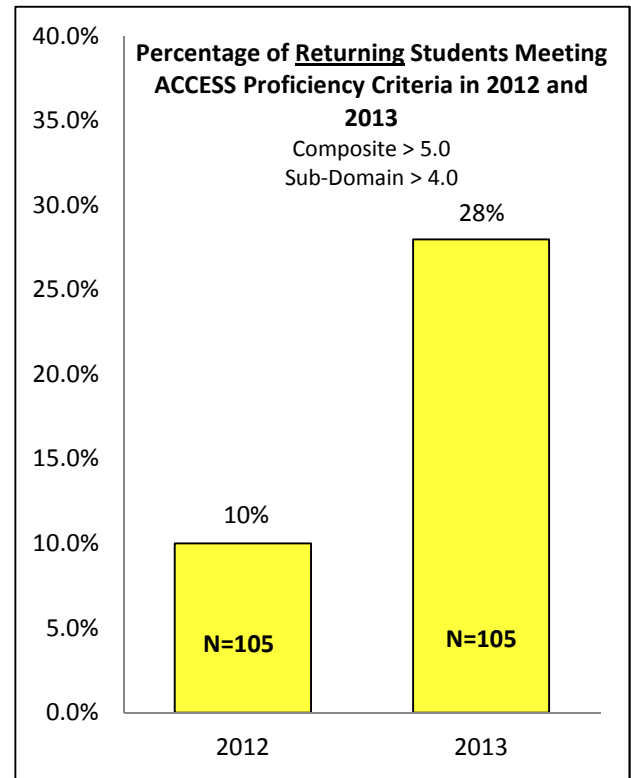
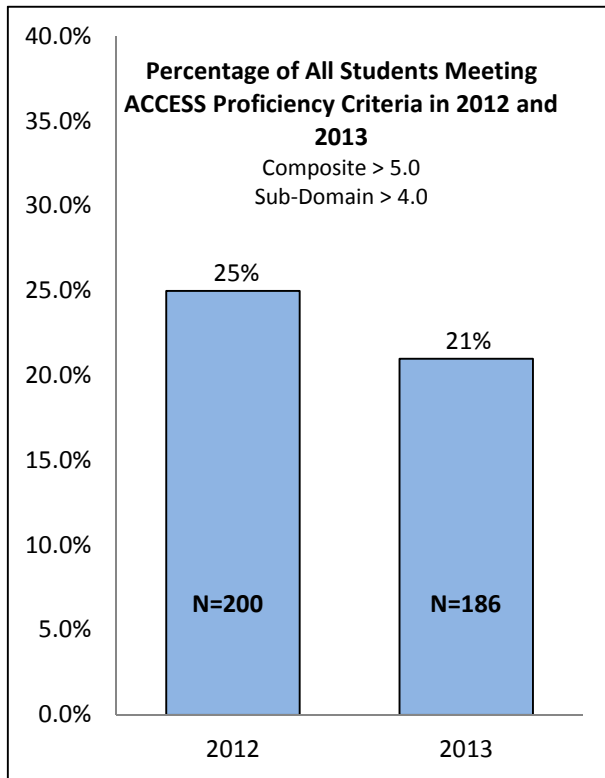
In Science, the performance of students receiving special education services and low-income students continues to increase over time. Although still below the district percentage of proficiency, student performance in both groups is increasing at a faster rate. In the last three years, the percentage of students receiving special education services who also reached proficiency in science grew 7 percentage points and the percentage of low-income students who also reached proficiency in science grew nearly 15 percentage points. Students receiving EL services have markedly improved in science over the last six years, but 2013 data indicate a decrease in proficiency. Nevertheless, it is important to recognize that only 27 EL students completed the MCA test in science. The small sample size of EL students in science makes the percentage of students reaching proficiency more susceptible to fluctuations in the performance of only a few students.



Minnesota Title III Accountability Assessment Results

The Minnesota Title III Accountability Assessment measures English Language Proficiency for English Learners (EL). In 2012, the state administered the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) statewide to all K-12 EL students for the first time. Teachers use the ACCESS test to monitor students’ growth and determine the percentage of EL students who have reached a level of language proficiency commensurate with their English speaking peers. Students who earn a composite score of at least 5.0 and score no lower than 4.0 on any of the four domain tests are considered proficient by the state.

Data for the 2012 and 2013 school year are presented below. There was a slight overall decrease in the percentage of students reaching proficiency (24% to 19%) from 2012 to 2013 (Shown in the graph on the left; only students enrolled for the entire year were included in this analysis.) This decrease in 2013 may be due to the district’s increased efforts in the 2012-13 school year to discontinue services for students who no longer needed services, as the total number of students tested decreased from 200 in 2012 to 186 in 2013. The graph on the right shows an analysis of students who were receiving EL services in Wayzata in 2012 and in 2013. There was a considerable increase in the percent proficient for this continuing cohort of students. The percentage of students meeting proficiency criteria in this group increased 18 percentage points from 2012 to 2013. The data in the graph on the right show that students who received EL support in WPS improved over the two years.



College Readiness Exams and Advanced Placement (AP) College Credit**District ACT Results:**

Average ACT composite scores for Wayzata high school students continue to be consistently higher than the state and national average. District, state and national averages have been stable over the past five years.

Year	Wayzata High School	Minnesota State	National
2008	24.8	22.6	21.1
2009	25.1	22.7	21.1
2010	25.5	22.9	21.0
2011	25.8	22.9	21.1
2012	25.3	22.8	21.1
2013	25.9	23.0	20.9

District Advanced Placement (AP) Results:

Wayzata Public Schools continues its commitment to offering Advanced Placement courses to students. Wayzata has offered 26 AP courses for the past six years. The total enrollment in AP courses has consistently increased over the past six years. Note that total enrollment is different from *unique* enrollment, as the same student can enroll in multiple AP courses. Nevertheless, unique enrollment data (shown in the disaggregated table below) also indicate that enrollment in AP courses is increasing. In 2013, students passed 89% of all exams taken at a level of 3 or higher, out of a total 5 points possible.

	2007	2008	2009	2010	2011	2012	2013
Number of AP Courses Offered	25	26	26	26	26	26	26
Total Enrollment in AP Courses	1,589	1,457	1,601	1,669	1,742	1,825	1,946
Number of Students Taking AP Tests	609	648	685	691	782	776	*
Total Number of Tests Taken	1,121	1,110	1,282	1,347	1,535	1,451	1,595
Exams Passed with a 3 or Higher	86%	87%	85%	88%	86%	88%	89%

District Advanced Placement (AP) Results: By Race/Ethnicity

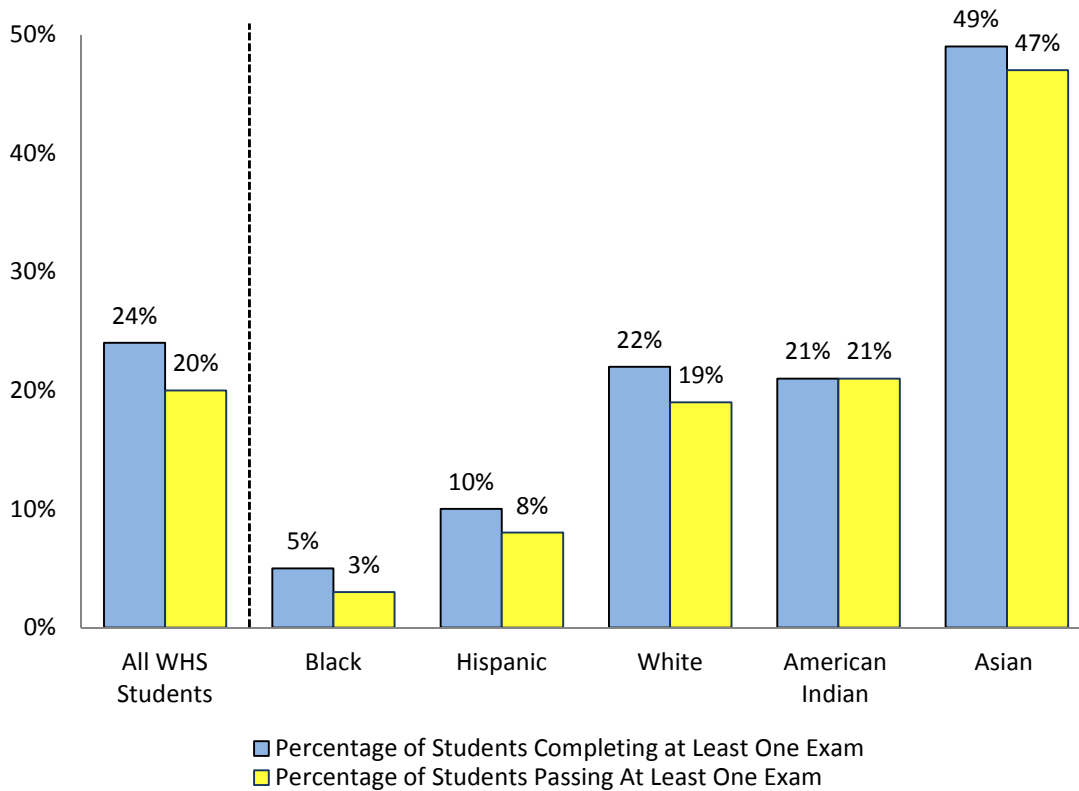
Additional statistics disaggregated by race are presented below for the 2010-2011 and 2011-2012 school years. In 2012, 24% of the high school student population completed at least one AP exam, but there were large differences in participation across racial categories. The percentage of White and American Indian students completing an AP exam in 2012 was similar to the overall proportion of participation. However, the participation rate for Black and Hispanic students was lower. For example, only 5.2% of Black students (14 total students) completed an AP exam in 2012. Nevertheless, the AP test participation rate for White students was far less than Asian students, who participate in AP testing at a rate more than double the overall participation rate at 49%. The distribution of student participation in AP tests in 2012 was similar to 2011.

	2011			2012		
	Count	Enrollment	Percentage	Count	Enrollment	Percentage
Unique Enrollment in AP Courses	910	3,320	27%	980	3,292	30%
Number of Students Taking at Least 1 Exam	782	3,320	24%	776	3,292	24%
<i>American Indian or Alaskan Native</i>	2	11	18%	3	14	21%
<i>Asian or Pacific Islander</i>	147	288	51%	147	298	49%
<i>African American or Black</i>	14	246	6%	14	270	5%
<i>Hispanic</i>	15	85	18%	10	97	10%
<i>White</i>	577	2,690	21%	571	2,613	22%
<i>Other</i>	18	-	-	11	-	-

NOTE: 2013 AP test taking data by ethnicity was not available at the time of this report.

The overall percent of WHS students in grades 9-12 taking at least one AP exam in 2012 was 24%. The overall percent of students WHS students passing at least one AP exam was 20%. The participation rate and percent passing for White and American Indian students was similar to the overall rates. The percentage of Asian students participating in and passing AP exams is far higher than the overall rates. The percentage of Black and Hispanic students participating and passing AP exams is far lower than the overall rates. The data below display an AP exam participation gap. Equitable AP exam results would show all racial ethnic groups participating in and passing AP exams at similar rates.

Percentage of the Total WHS Student Population Taking and Passing an AP Exam in 2012



School Improvement Plans**QComp Goals by Site**

2012-13 Goal	2012-13 Result	2013-14 Goal*
Early Childhood Special Education (ECSE)		
The percentage of all Early Childhood Special Education (ECSE) students that are three years old by December 1, 2012 who increase their scores by 10.1% on the picture naming section of the Get It Got It Go assessment from the September pretest to the May posttest will increase from 71.8% in the 2011-12 school year to 72.8% by May 10, 2013.	72.00% - Met Goal	The percentage of children enrolled in Wayzata ECSE who are exiting the program and who changed developmental trajectories (Level C+D on COSF) for Outcome B (Acquisition and use of knowledge and skills (including early language/communication and early literacy) will increase from the baseline of 59.0% to ##.##% in 2014. Assessments that will be used to inform COSF results are the Hawaii Early Learning Profile (HELP) Birth-3, the HELP 3-5 and work sampling.
Birchview		
The percentage of students in grades 3-5 at Birchview Elementary school who earn achievement levels of meets or exceeds standards on the MCA Math-III will increase from 81.11% in Spring of 2012 to 83.11% in Spring of 2013.	82.6% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Birchview Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 79.4% in 2013 to 81.4% in 2014.
Gleason Lake		
The percentage of students in grades 3-5 at Gleason Lake elementary school who earn achievement levels of 88.61% on the MCA Math test will increase from 86.61 in Spring of 2012 to 88.61 in Spring of 2013.	85.0% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Gleason Lake Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 81.2% in 2013 to 83.2% in 2014.
Greenwood		
The percentage of students in grades 3-5 at Greenwood Elementary School who earn an achievement level of "proficient" or "exceeds proficient" on the MCA Math will increase from 91.84 in spring of 2012 to 92.84 % in Spring of 2013.	87.5% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Greenwood Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 80.6% in 2013 to 82.6% in 2014.
Kimberly Lane		
The percentage of all students in grades 3-5 at Kimberly Lane Elementary who are proficient on the Mathematics MCA (all accountability tests) will be at least 96.8% in 2013, and the percentage of students who earn the achievement level of Exceeds the Standards will increase from 69.9% in 2012 to 71.9% in 2013.	96.4% & 71.5% - Did Not Meet Goal	The percentage of all students in grades 2-5 at Kimberly Lane Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 66.8% (our four-year average fall to spring growth from 2007-2011) to 68.8 % in spring 2014.
Oakwood		
The percentage of students in grades 3-5 at Oakwood Elementary school who earn achievement levels of meets or exceeds standards on the MCA Math will increase from 84.65% in spring of 2012 to 86.65% in spring of 2013.	76.4% - Did Not Meet Goal	The percent of all students enrolled October 1 in grades 3-5 at Oakwood Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase form 76% in 2013 to 78% in 2014.

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Plymouth Creek		
The percentage of all students in grades 3-5 at Plymouth Creek Elementary who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II will increase from 91.69% to 92.69% in 2013.	87.2% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Plymouth Creek who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 79.8% in 2013 to 81.9 % in 2014.
Sunset Hill		
The percentage of all students in grades 3-5 at Sunset Hill Elementary who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA (all accountability tests) will increase from 87.93% to 89.93%.	86.0% – Goal Status TBD	The percentage of all students enrolled October 1 in grades 3-5 at Sunset Hill Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 86% in 2013 to 88 % in 2014.
Central Middle School		
The percentage of students in grades 6-8 at Central Middle school who earn achievement levels of proficiency on the MCA- Math will increase from 87.82 in the Spring of 2012 to 89.82 in the Spring of 2013.	79.0% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 6-8 at Wayzata Central Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 73% in 2013 to 75% in 2014.
East Middle School		
The percentage of East Middle School Students that are proficient in the MCA III-math will increase from 80.10% to 82.10% as measured by the MCA III-math results from 2011-2012 to 2012-2013.	73.9% - Did Not Meet Goal	The percentage of all students in grades 6-8 at East Middle School and East Middle Alternative Program who earn an achievement level of meets the standards or exceeds the standards on the Mathematics MCA (all accountability tests) will increase from 75.8% in 2013 to 77.8% in 2014.
West Middle School		
The percentage of students in grades 6, 7, and 8 at West Middle School who earn achievement levels of meeting or exceeding on the MCA Reading Assessment will increase from 90.4% in Spring of 2012 to 91.4% in Spring of 2013.	76.0% – Goal Status TBD	The percentage of all students enrolled October 1 in grades 6,7,8 at Wayzata West Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 76.0% in 2013 to 78.0% in 2014.
Wayzata High School		
The percentage of students in 11 th grade at Wayzata High School who earn achievement levels of proficiency in the MCA –Math will increase from 68.81 in Spring of 2012 to 70.81 in the Spring of 2013.	77.6% - Met Goal	The percentage of all students enrolled October 1 in grade 10 at Wayzata High School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 80.2% in 2013 to 82.2 % in 2014.

*2013-2014 goals will be submitted to the state by October 1, 2013. Some goals may be adjusted after MDE feedback is received. MDE will determine final approval of each goal.

Professional Development Plan

Learning Forward—a national professional development organization—has established standards that outline characteristics of effective professional development. The standards serve as indicators that guide learning, facilitation, implementation, and evaluation of professional learning (Learning Forward, 2011). Wayzata is focused on aligning our professional development efforts with the seven Learning Forward standards. Our professional development plan for 2013-14 reflects that commitment.

Professional Development Standard	Wayzata Strategies
<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"> • All WPS certified staff are assigned to a grade level or department professional learning community (PLC) • Time is provided during the contract day for most staff to meet with their PLC. • Professional development software is used by PLCs to maintain records. • Summer PLC work time is provided to assist teams in planning for the new school year. • Administered through the QComp program, Academy for Wayzata Educators (AWE) courses and study groups provide the opportunity for additional collaboration connected to district initiatives.
<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"> • Professional development work is aligned with district initiatives. • Principals and many teacher leaders are trained in the PLC model, Collaborative Inquiry, and effective assessment practices. • Peer coaches and resource teachers work informally with PLCs. • Attendance from representatives of multiple sites and from district leaders at the National Learning Forward Summer Conference. • District cohorts, led by teacher leaders, serve as MyWay leaders within buildings to provide repeated leadership and learning support to teachers as they implement personalizing learning in a 1:1 learning environment.
<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"> • District Professional Development Committee serves as a liaison to Director of Curriculum and Instruction and Professional Development Teacher on Special Assignment to prioritize professional development efforts. • Professional development, supported by district professional development funds, is focused on the themes identified through the Strategic Roadmap in order to implement the Vision Statement of the Wayzata School District. • Professional development approvals are tied to district goals and objectives.

<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"> • Site data teams participate in annual district data retreat to review data and develop site goals. • Sites monitor student assessment data using Performance Matters, an assessment and data management platform, to target student needs, which drives professional development offerings. • Evaluation data is received and analyzed using a K-12 Insights survey program along with evaluations in My Learning Plan to plan for professional development activities (Technology, AWE, etc.). • On surveys of AWE classes, staff report that they learned and applied concepts that increase their effectiveness as a teacher.
<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"> • Professional Learning Community work is based on the research of Richard DuFour, Rebecca DuFour, and Robert Eaker. • Collaborative Inquiry model, from Research for Better Teaching, is used in data decisions. • Data-Driven Dialogue and Causes & Solutions protocols are used by PLCs. • Technology classes focus on classroom integration and assisting teachers in helping students meet identified standards. • Sites, led by trained teacher leaders, work on site professional development needs, including effective instruction and assessment practices based on the work of Reeves, Marzano and Wiliam. • Teacher-designed professional development is emphasized (AWE courses/study groups, summer PLC work, Summer Technology Institute).
<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"> • Professional development work is on-going, repeated and aligned to district initiatives including: curriculum alignment, effective assessment practices, data informed decisions, and personalized learning. • Professional development is focused on the themes identified through the Strategic Roadmap in order to implement the Vision Statement of the Wayzata School District. • Professional learning is tied to the areas that will, according to current research, illicit the biggest impact on student achievement: learning targets, relationships, feedback, formative assessments, and classroom discussion.
<p>Outcomes Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<ul style="list-style-type: none"> • Sites continue to set rigorous student learning goals and achievement remains at very high levels. • Teams create and analyze data from common assessments, focused on increasing student learning. • All K-3 teachers receive individual learning opportunities focused on assessing student reading difficulties and implementing evidence-based intervention strategies.

Advisory Committee

Curriculum, Instruction & Technology Advisory Committee (CITAC)

Statement of Purpose: CITAC's purpose is to function as an advisory committee to the Wayzata School Board and administration regarding the following curriculum review and technology matters:

- Curriculum and Technology goals and evaluations
- Priorities for student educational experiences
- Curriculum, Instruction & Technology policies and effective practices
- Curriculum, Instruction & Technology decisions impact analysis
- Local, state, and national trends in curriculum, instruction, technology and implementation
- Legislative issues impacting curriculum, instruction and technology in education

Requirements: Candidates need to reside in the Wayzata School District, should possess an interest in curriculum, instruction and education technology issues; a strong background in education and/or information technology; and a desire to further the success of the students and families served by Wayzata Public Schools.

Meeting Schedule: Meets four times annually. Meetings will be held on the second Tuesday of October, December, February and May from 7:30 to 9:00 a.m. at Central Middle School in the Room A413.

Membership Size: Fifteen community members and representatives from the school district technology and curriculum departments. A representative from the Wayzata Education Association (teacher's union) is also included.

Length of Service: Each community member will serve a three-year term with one-third of the members' terms ending each year, enabling new members to be selected. Members may choose to serve more than one term.

Selection: Committee members will be selected in September. Applications will be sent to potential candidates. Completed forms will be evaluated and approved by the Director of Technology and the Director of Curriculum and Instruction.

If you are interested in applying, or if you have questions regarding CITAC or the application process please contact Julie Hiebert at 763-745-5103 or via email at julie.hiebert@wayzata.k12.mn.us.



Wayzata Public Schools
Annual Report
2012-2013
Curriculum, Instruction and Student Achievement

School Board Work Session
September 23, 2013

Overview

- Student Enrollment
- State Accountability Tests
 - Title I – Reading, Math, Science
 - Title III - English Language Proficiency
- College and Career Readiness
 - ACT Test
 - AP Courses/Tests
- School Improvement Plans
- Professional Development Plan
- Advisory Committee



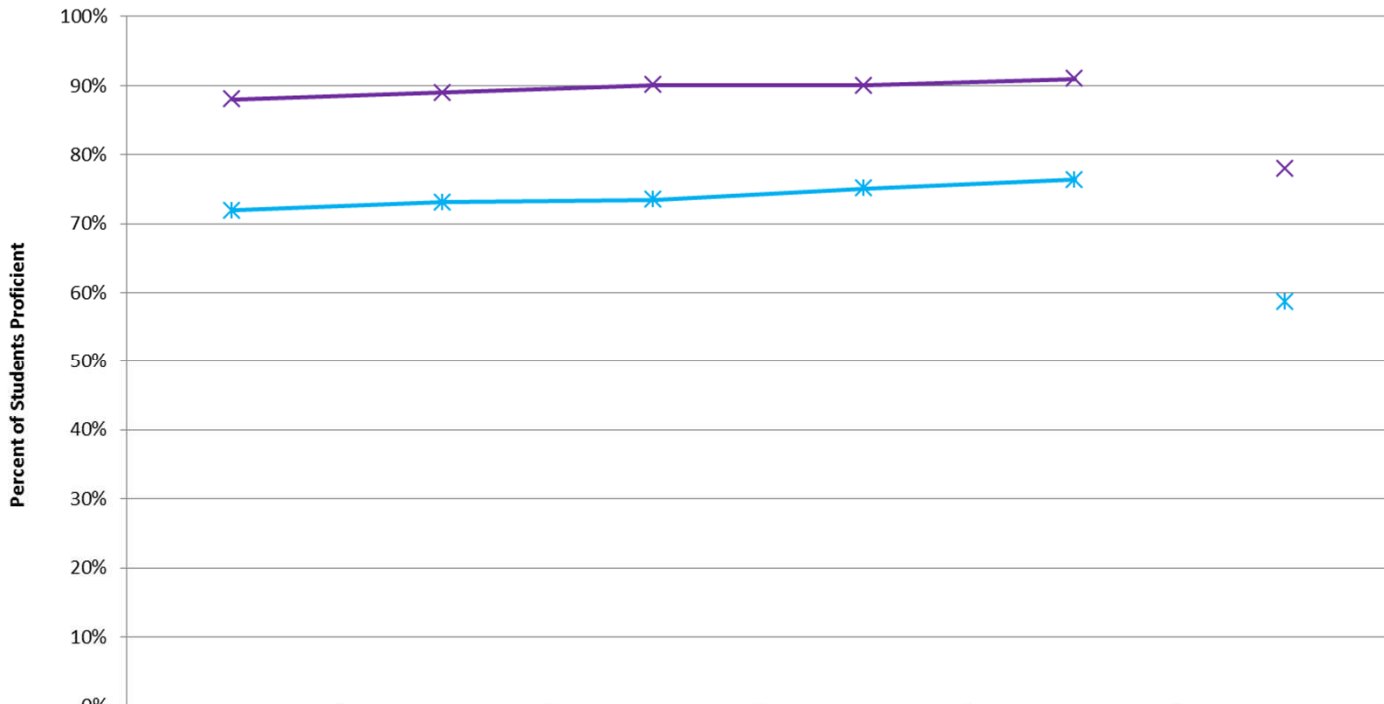
35

Reading

All Elementary Middle School High School Race/Ethnicity Special Populations

9/23/2013

MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and Statewide - All Grades
READING



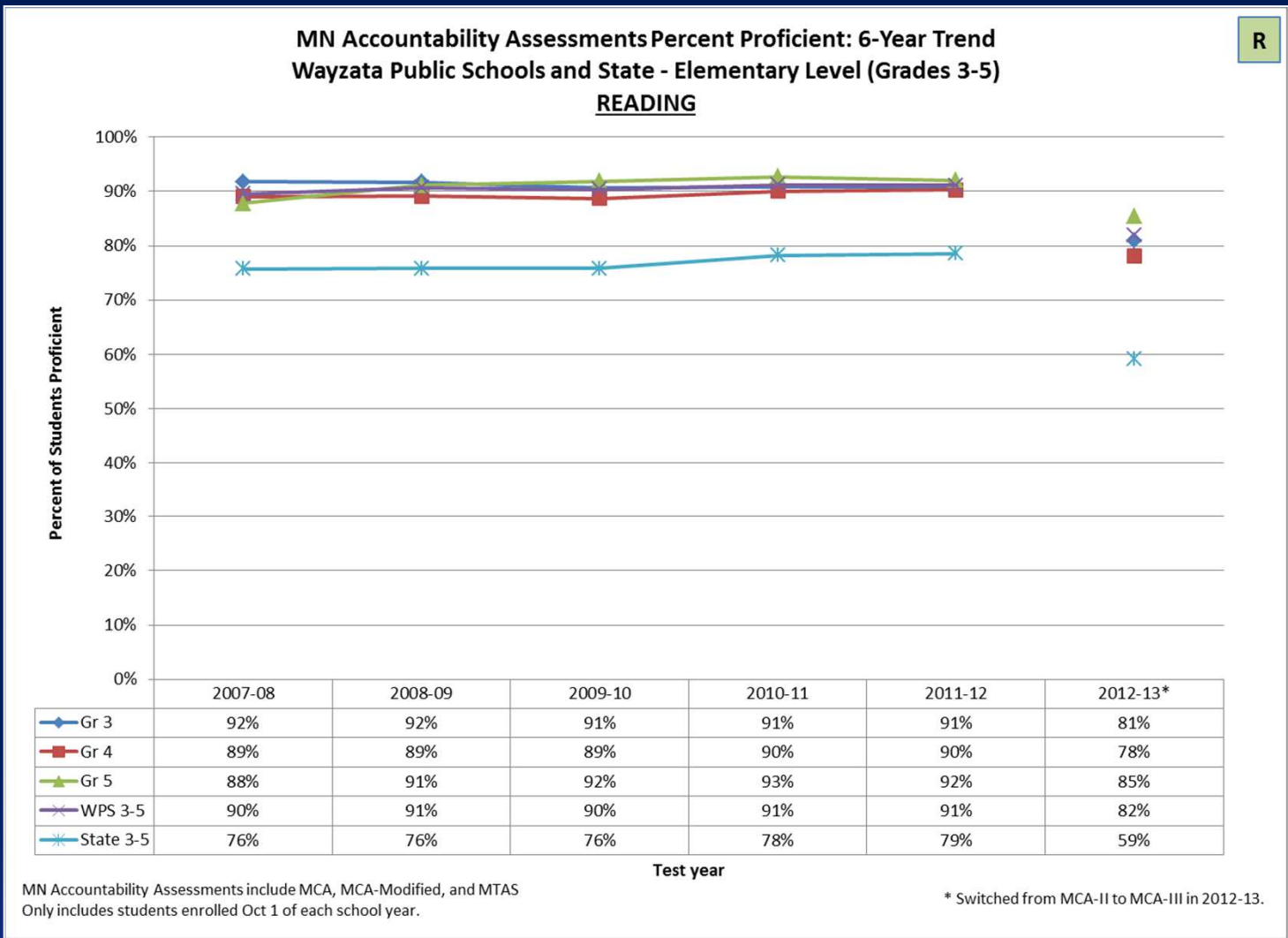
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13*
WPS All	88%	89%	90%	90%	91%	78%
State All	72%	73%	74%	75%	76%	59%

MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

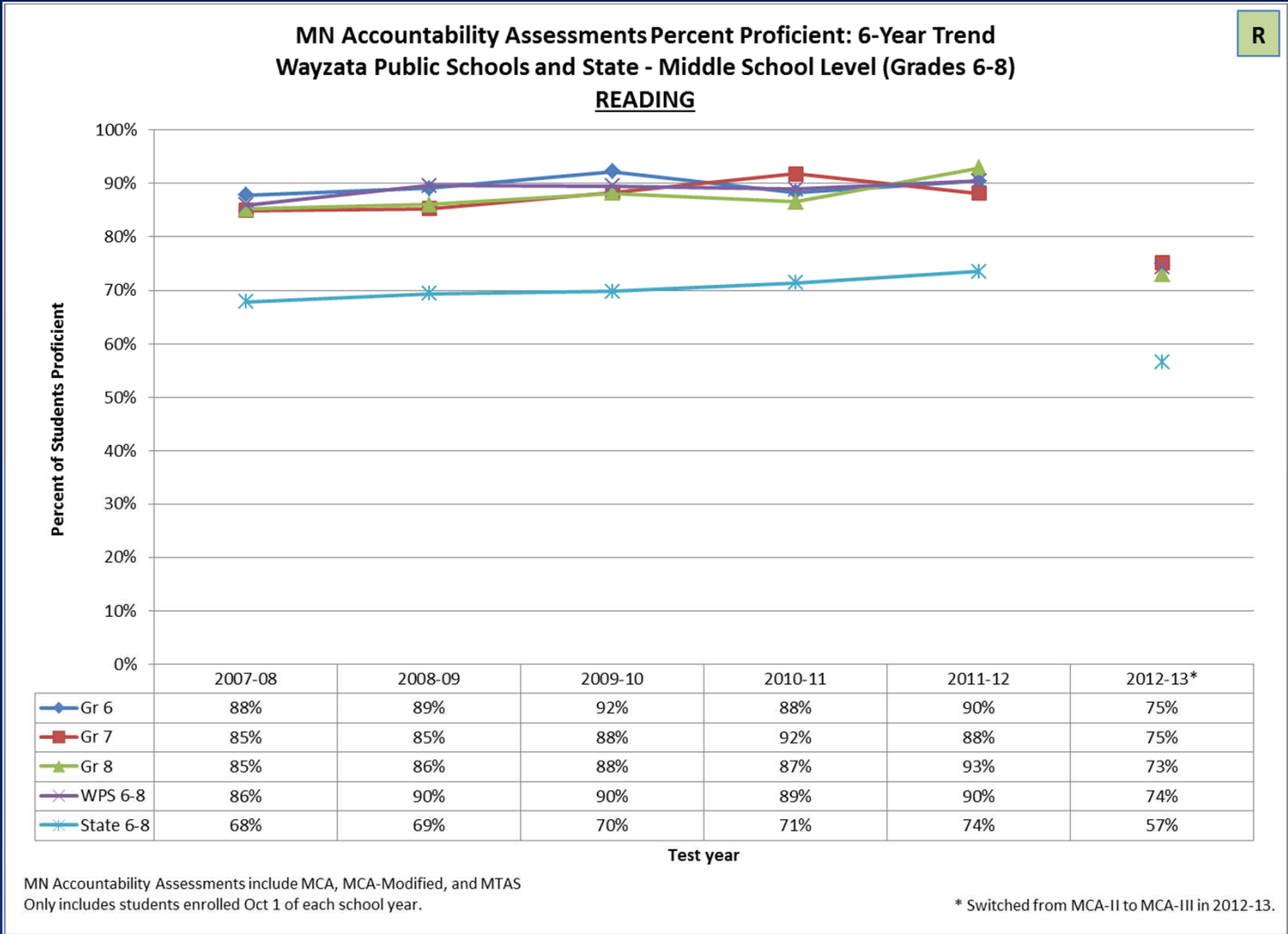
Test Year

* Switched from MCA-II to MCA-III in 2012-13.

- WPS students continue to perform well above the state average in Reading.
- The decrease in percent proficient on the Reading test in 2013 is likely due to the introduction of the MCA-III.

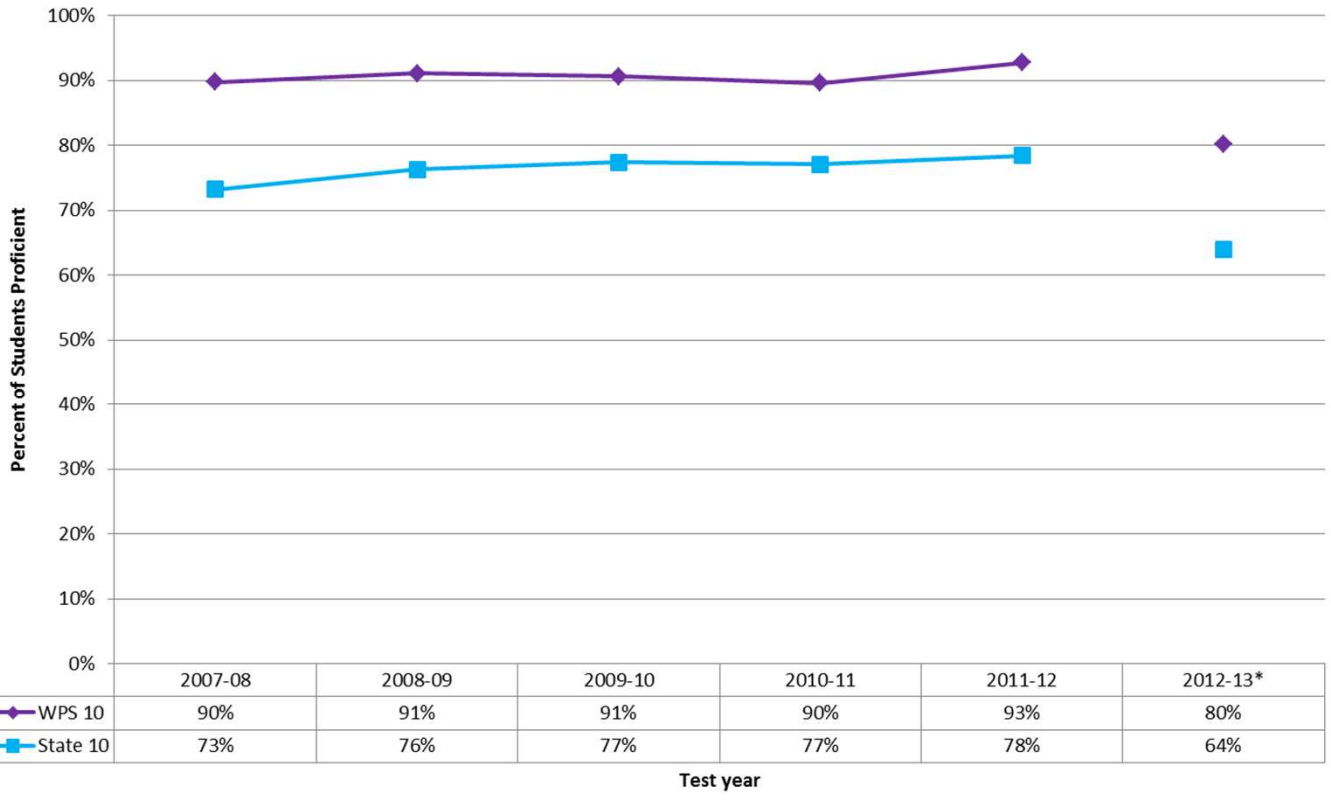


- WPS elementary students performance has been consistently well above the state average.
- In 2013 the percent proficient decreased from 91% to 82%.



- WPS middle school students continue to perform well above the state average in Reading.
- This difference increased to 18 percentage points in 2013. (WPS=74%, State =57%)

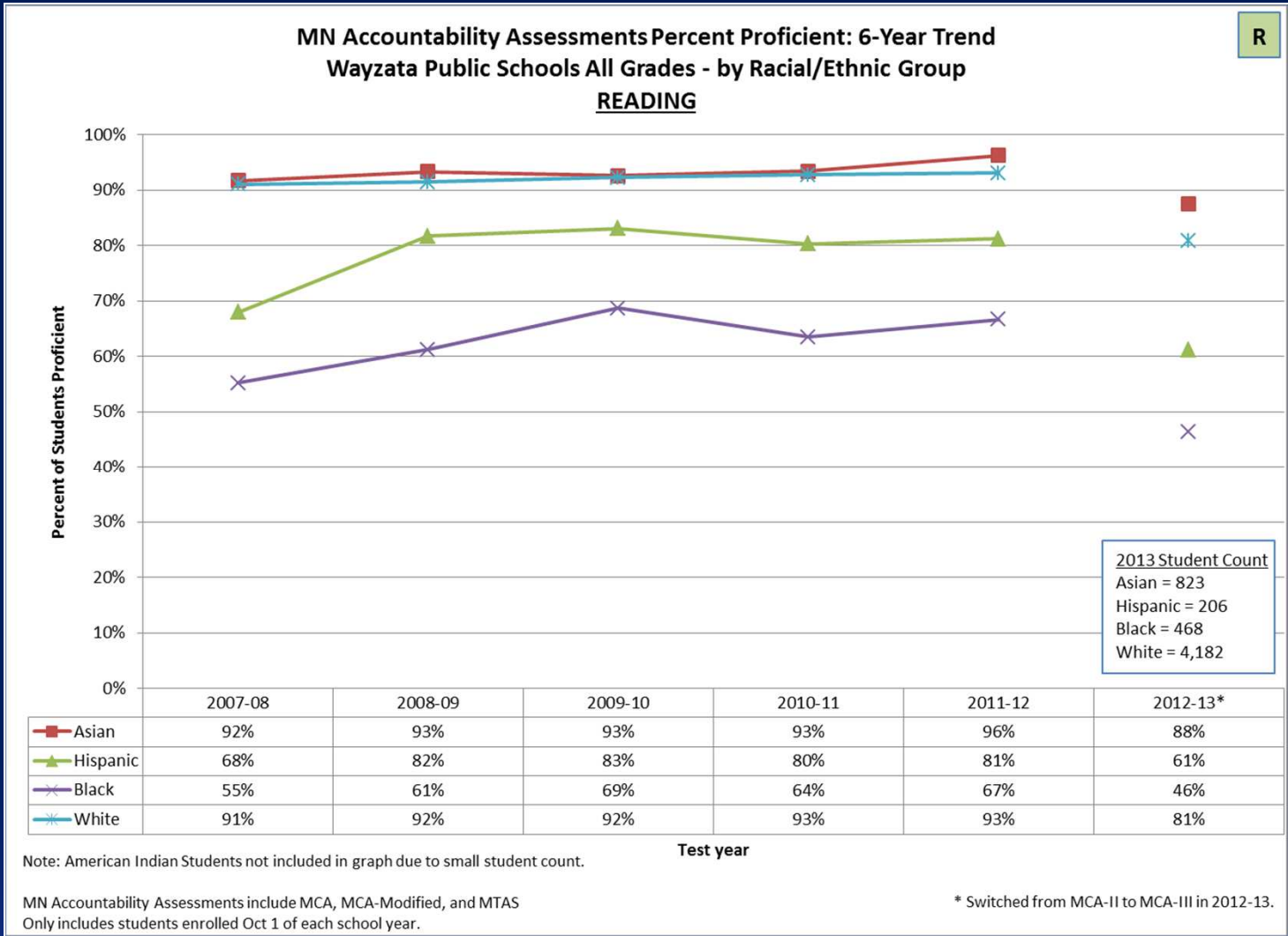
MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - High School Level (Grade 10)
READING



MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

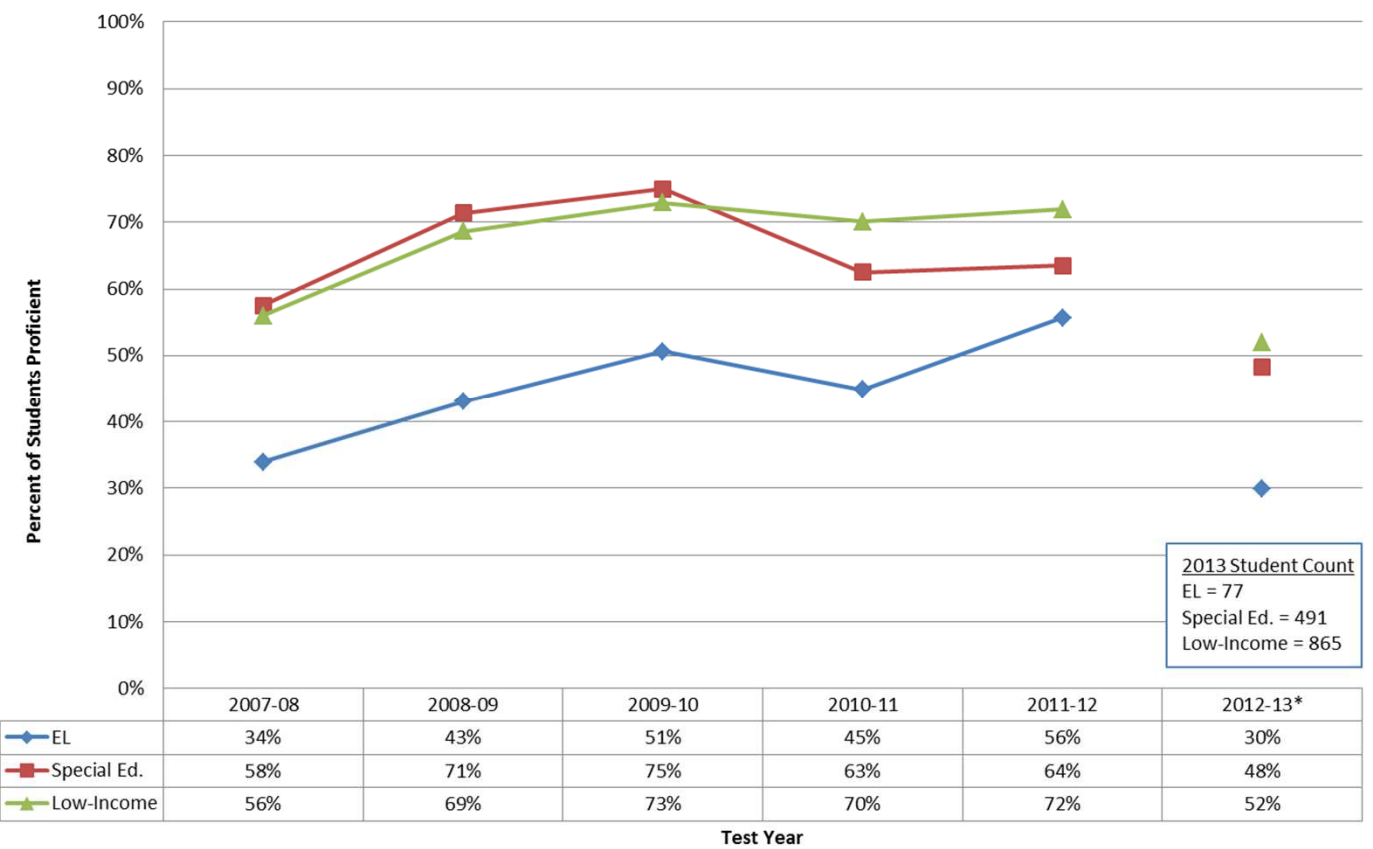
* Switched from MCA-II to MCA-III in 2012-13.

- WPS high school students continue to perform well above the state average in Reading.
- Similar to the elementary and middle school levels, there was a decrease in percent proficient in 2013, from 93% to 80%.



- WPS Asian and White students continue to perform at very high levels in Reading.
- The largest achievement gap in reading in 2013 was between Asian (88%) and Black students (46%), 42 percentage points.

MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools All Grades - By Other Demographic Group
READING



2013 Student Count
 EL = 77
 Special Ed. = 491
 Low-Income = 865

MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2012-13.

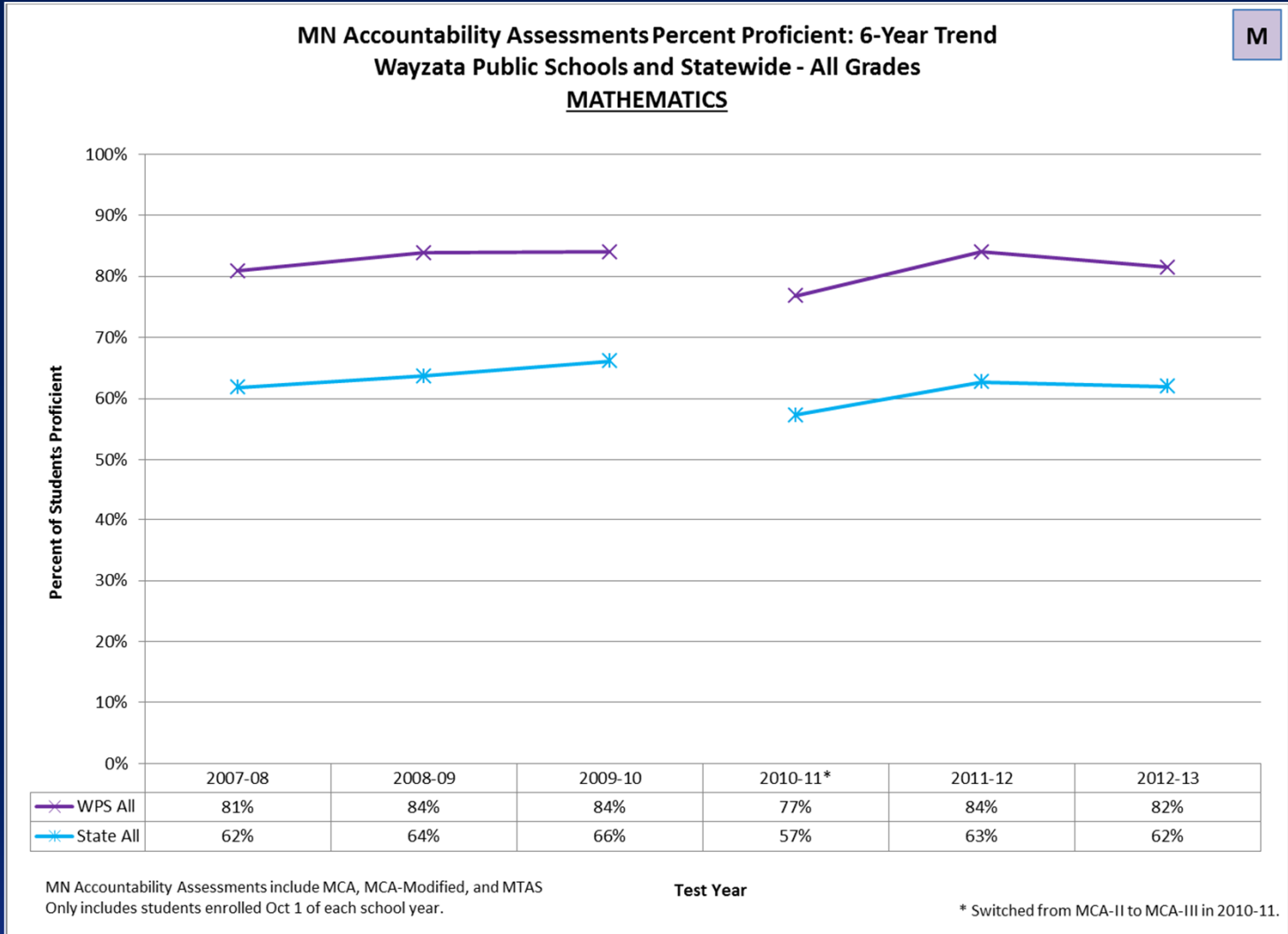
- The trend of performance of WPS students in special populations in reading is similar to districtwide trends.
- There was a significant decrease in percent proficient in reading in 2013.



42

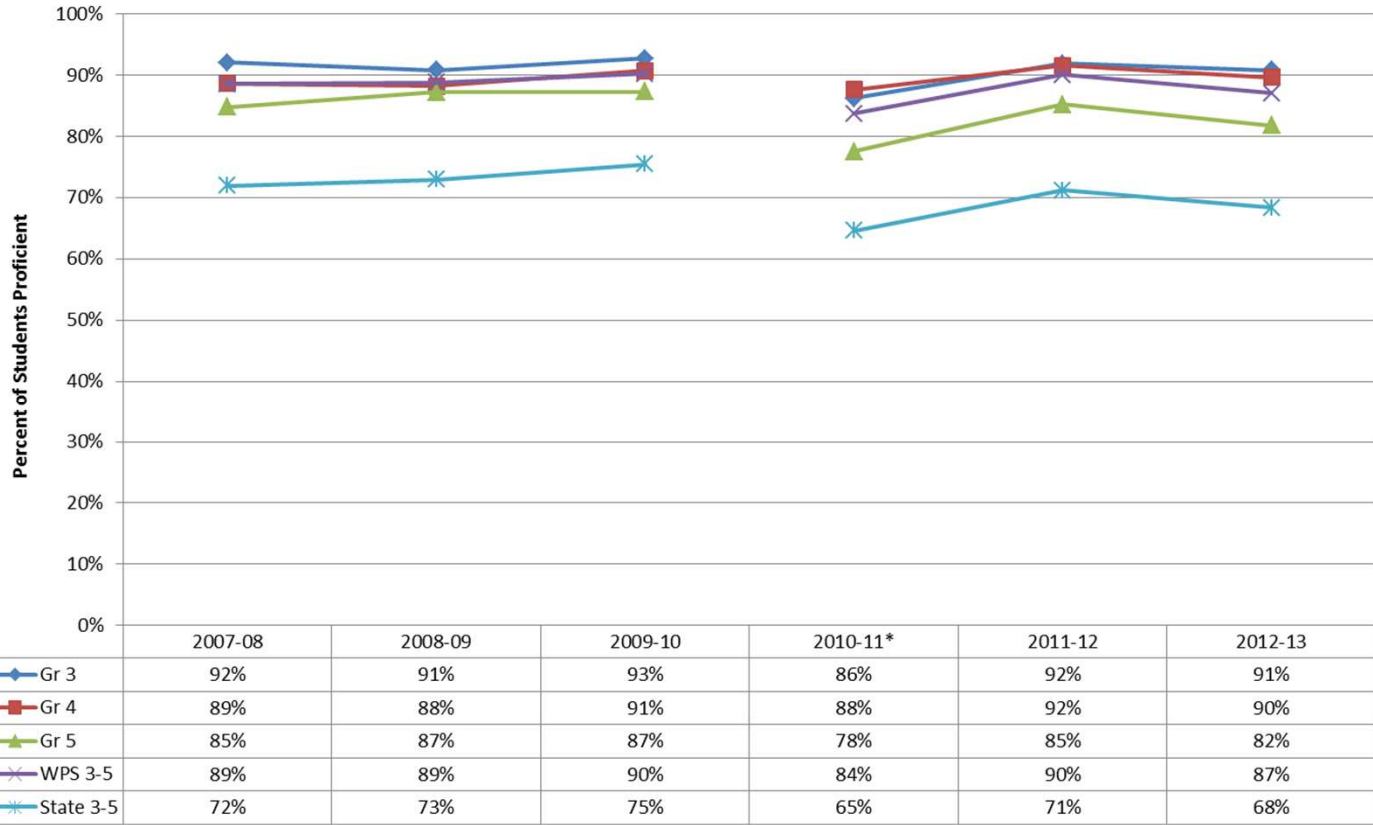
Mathematics

All Elementary Middle School High School Race/Ethnicity Special Populations



- WPS students continue to perform well above the state average in Math.
- There was a slight decrease in the district percent proficient in Math from 2012 to 2013. However, the 2013 results are higher than 2011, which was the first year of the Math MCA-III.

MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - Elementary Level (Grades 3-5)
MATHEMATICS

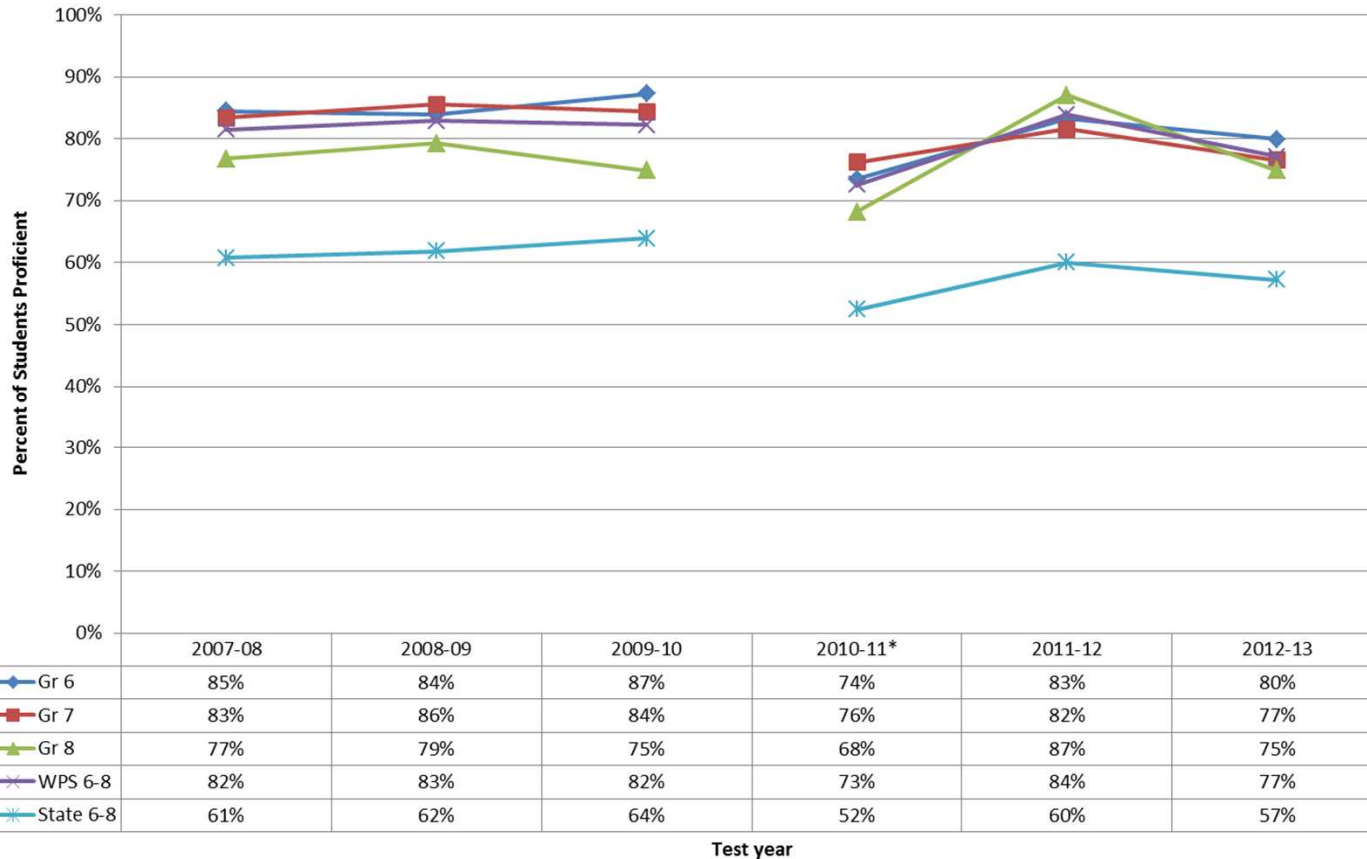


MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2010-11.

- WPS elementary students continue to perform well above the state average in Math.
- The percent proficient decreased slightly in 2013 from 90% to 87%.

MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - Middle School Level (Grades 6-8)
MATHEMATICS

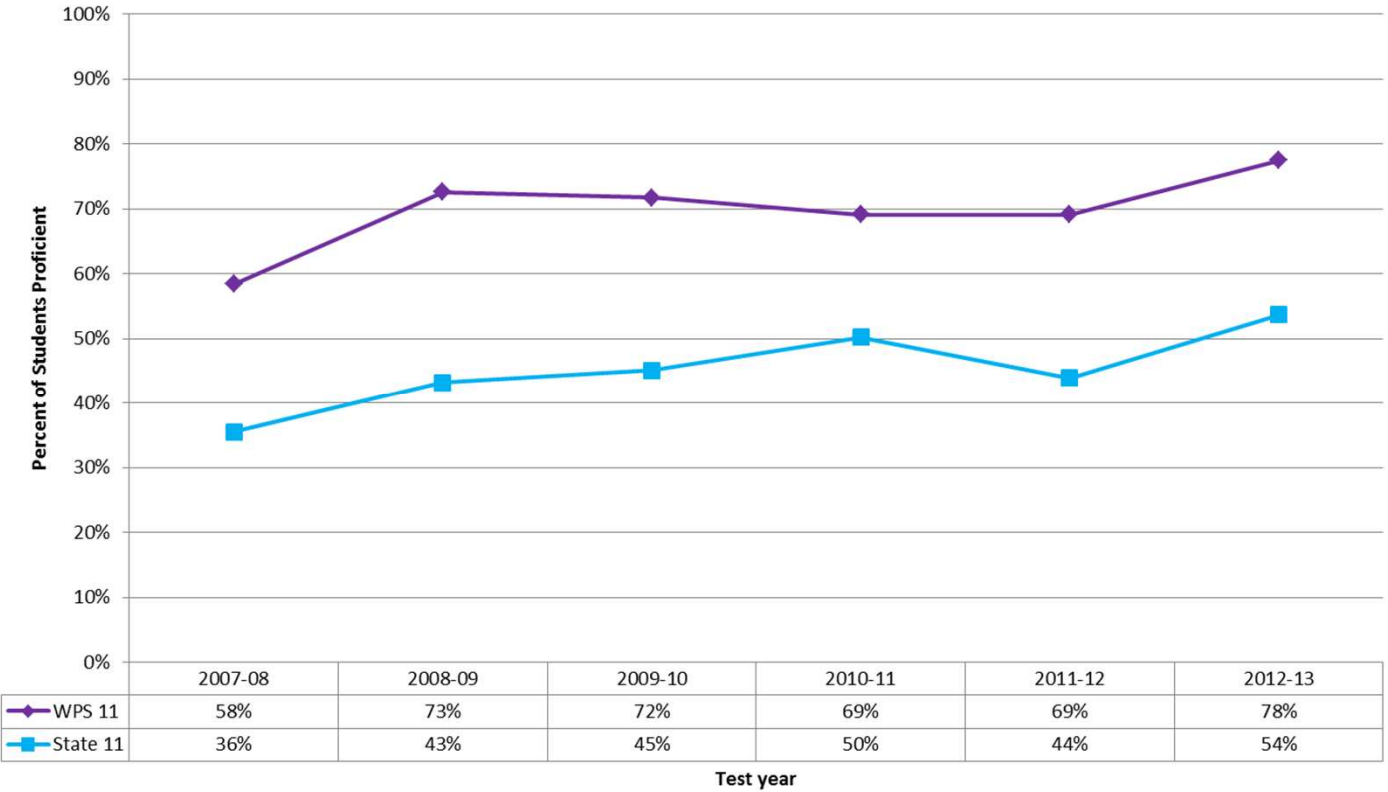


MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2010-11.

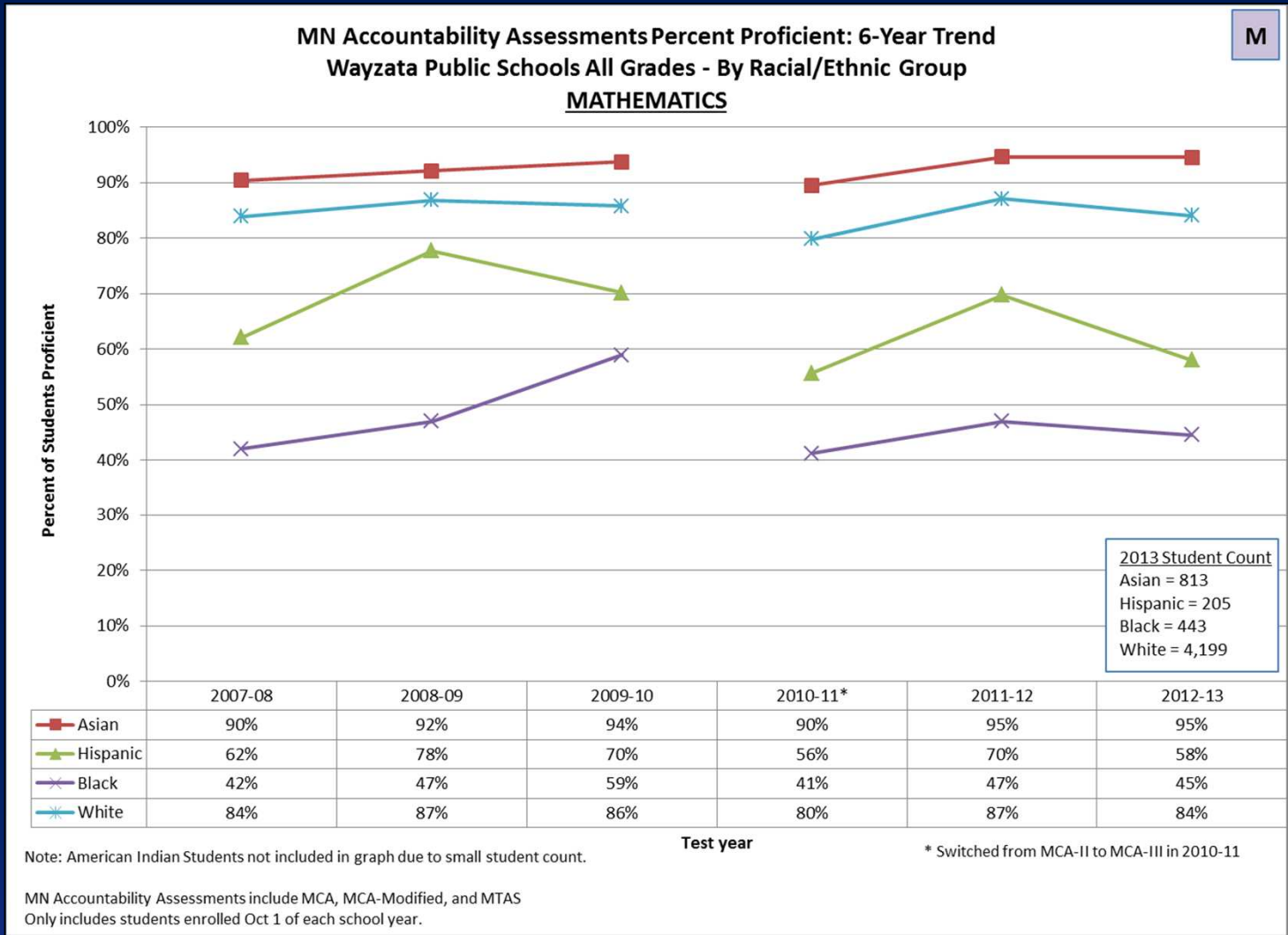
- WPS middle school students performance in math has been well above the state average, but variable across grades in the past three years.
- The percent proficient for middle school students was 77% in 2013, which is slightly higher than in 2011, the first year of the MCA-III.

**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - High School Level (Grade 11)
MATHEMATICS**



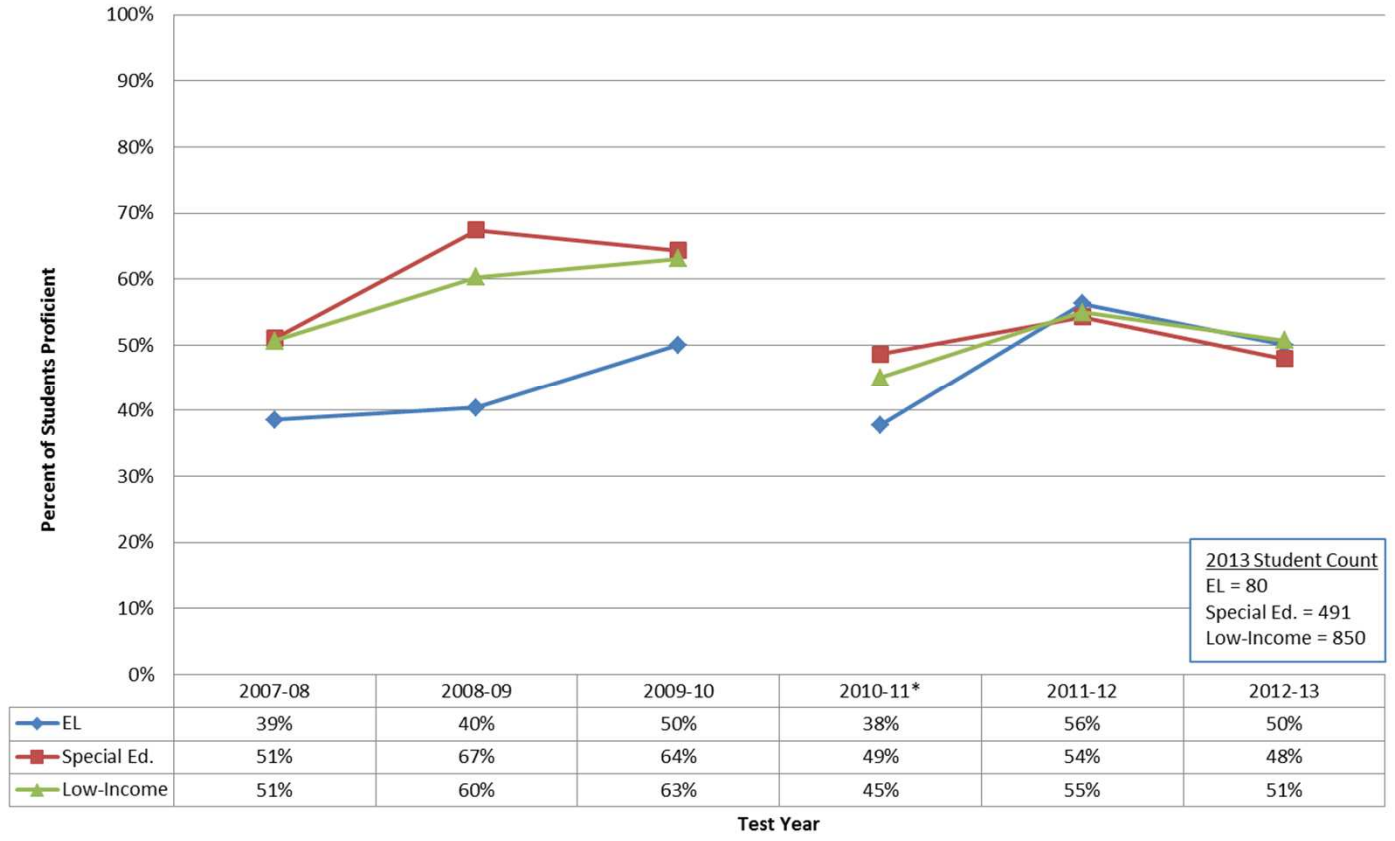
MN Accountability Assessments include MCA, MCA-Modified, and MTAS
Only includes students enrolled Oct 1 of each school year.

- WPS high school students continue to perform well above the state average in Math.
- There was substantial increase in the percent proficient in 2013 from 69% to 78%.



- WPS Asian students consistently perform the highest in the district in Math.
- The largest achievement gap in math in 2013 was between Asian (95%) and Black students (45%), 50 percentage points.

MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools All Grades - By Other Demographic Group
MATHEMATICS



2013 Student Count
 EL = 80
 Special Ed. = 491
 Low-Income = 850

MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2010-11
 and MTELL discontinued.

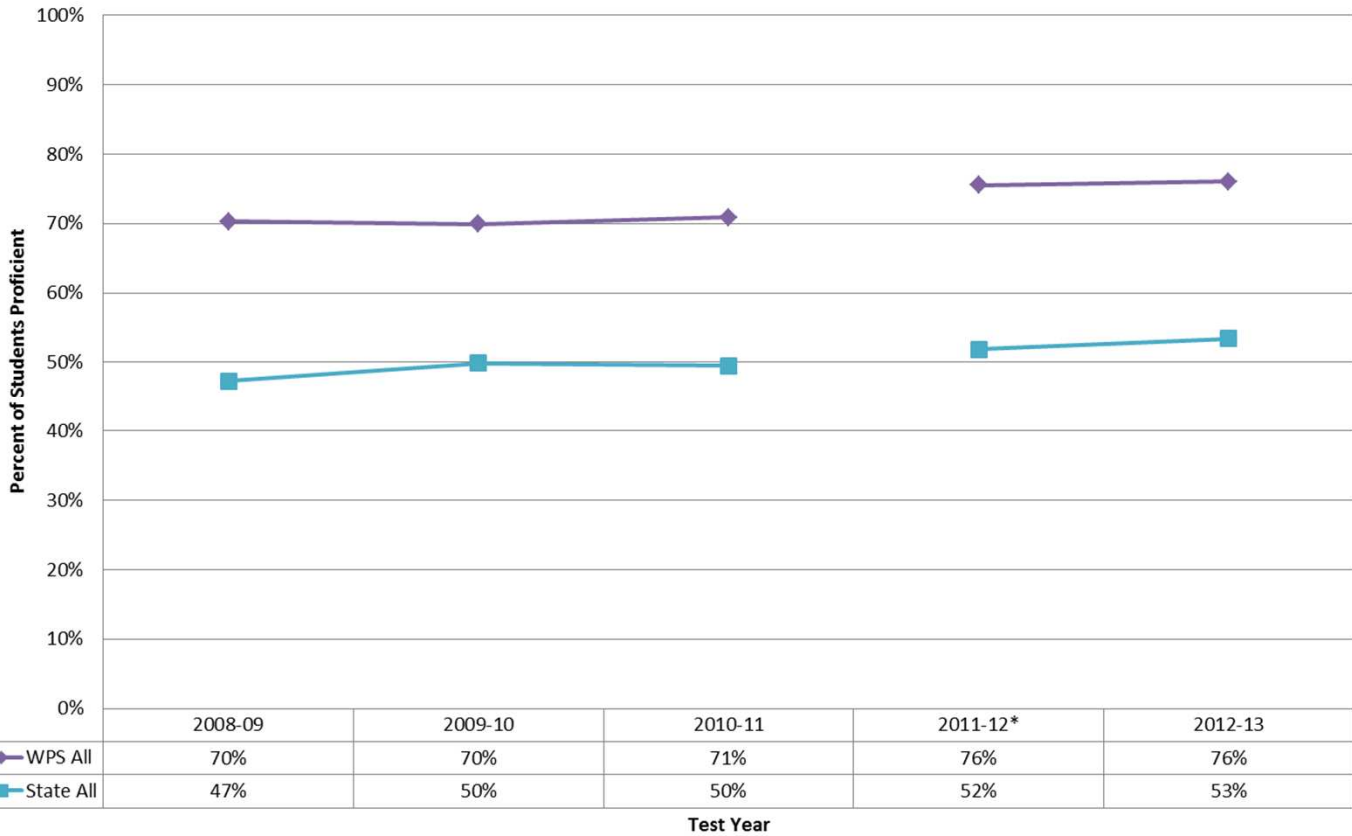
- The performance of WPS students in special population groups in the area of math decreased slightly for all three groups in 2013.
- The percent proficient in 2013 was higher for all three groups than in 2011.



Science

All Elementary Middle School High School Race/Ethnicity Special Populations

MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools and Statewide - All Grades
SCIENCE

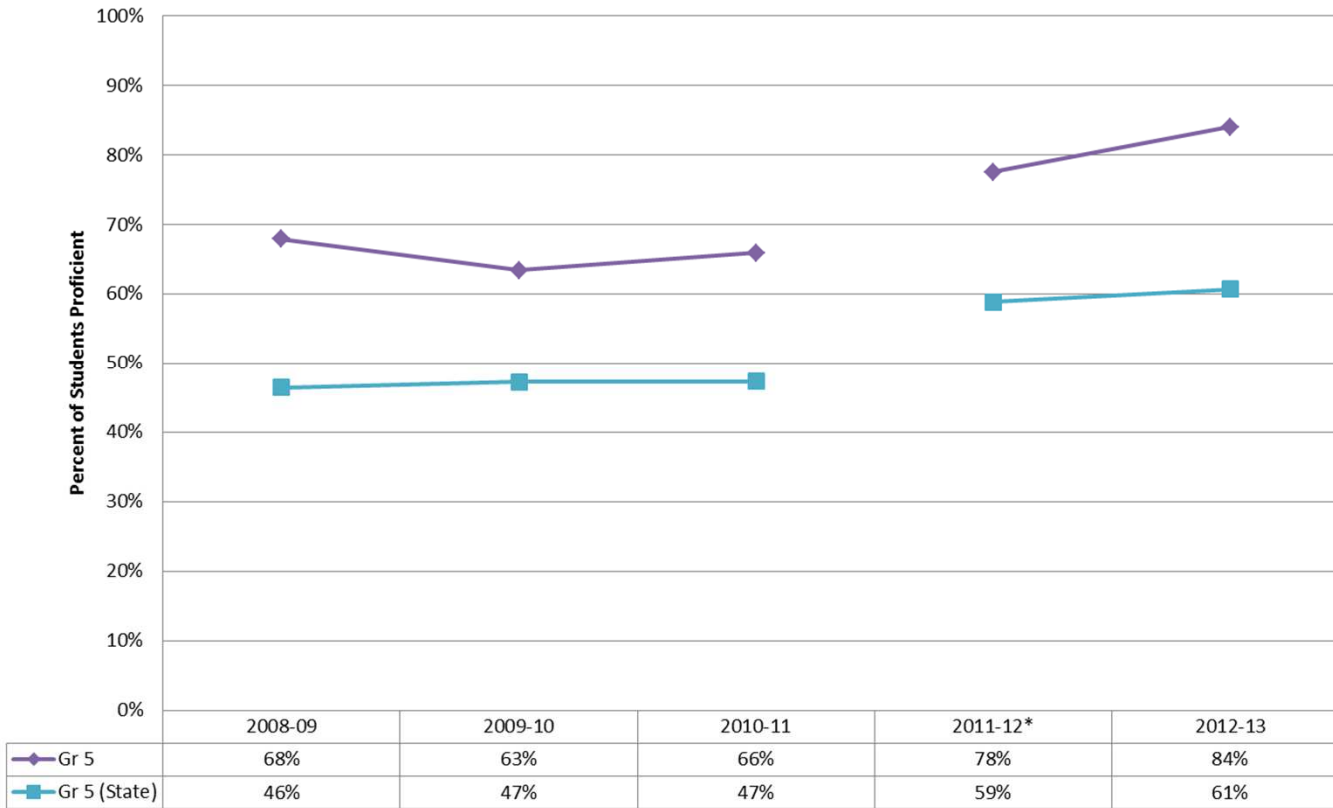


MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2011-12.

- WPS students continue to perform well above the state average in Science.
- There was no change in the district-wide percent proficient in Science from 2012 to 2013 (76%).

MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools and Statewide - 5th Grade
SCIENCE

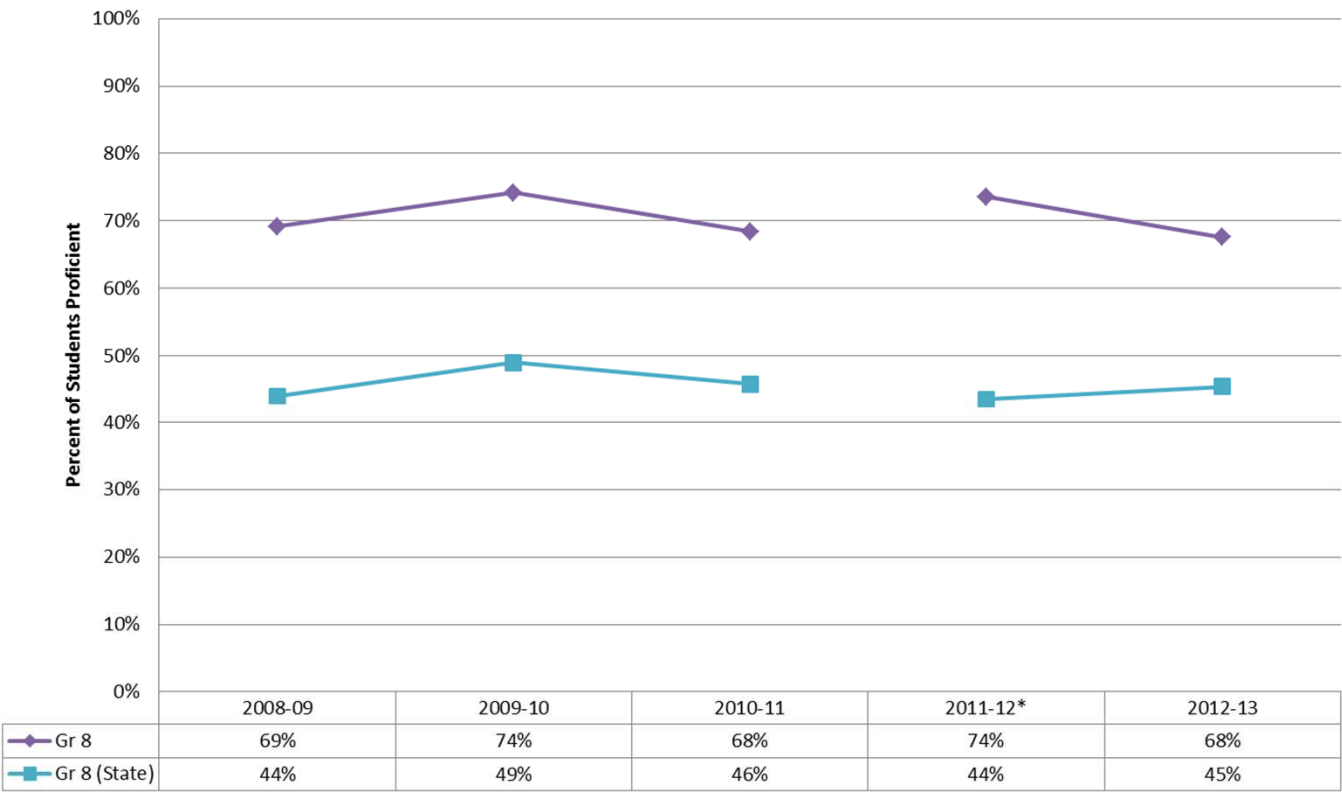


MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2011-12.

- WPS elementary students (Grade 5) continue to perform well above the state average in Science.
- There was an increase in the percent proficient from 78% in 2012 to 84% in 2013.

MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools and Statewide - 8th Grade
SCIENCE

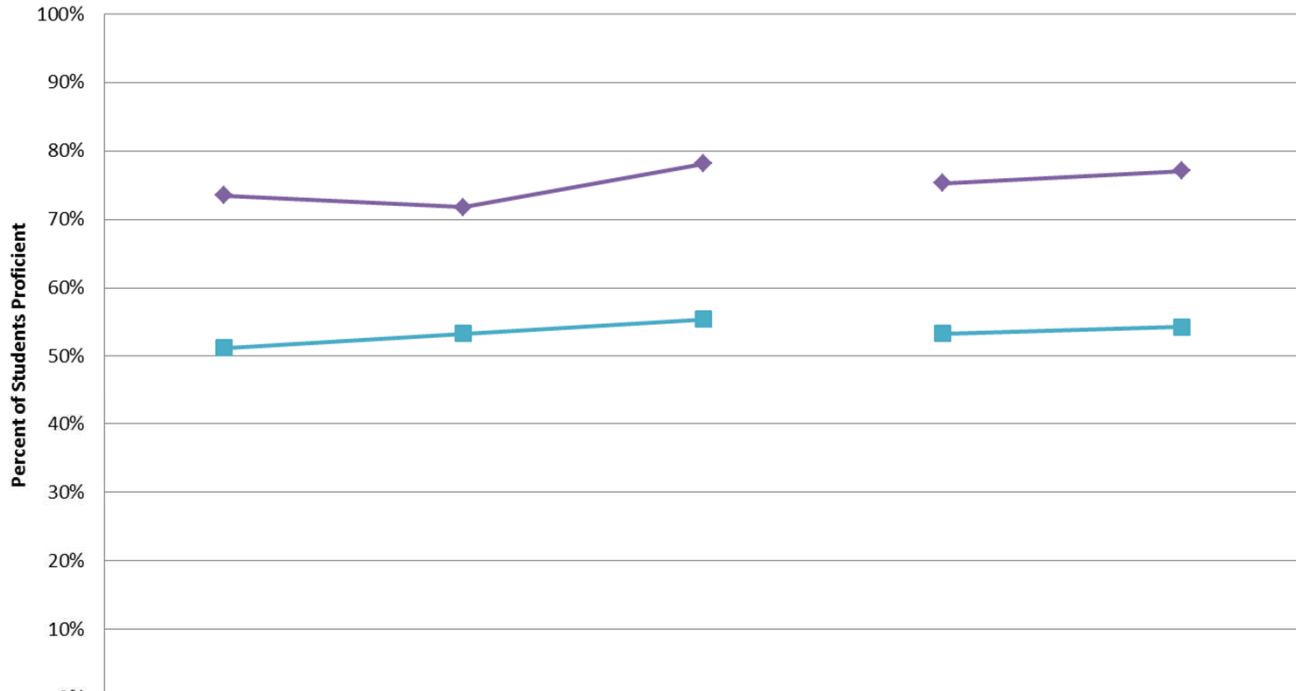


MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2011-12.

- WPS middle school students (Grade 8) continue to perform well above the state average in Science.
- There was a decrease in the percent proficient from 74% in 2012 to 68% in 2013.

MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools and Statewide - High School
SCIENCE



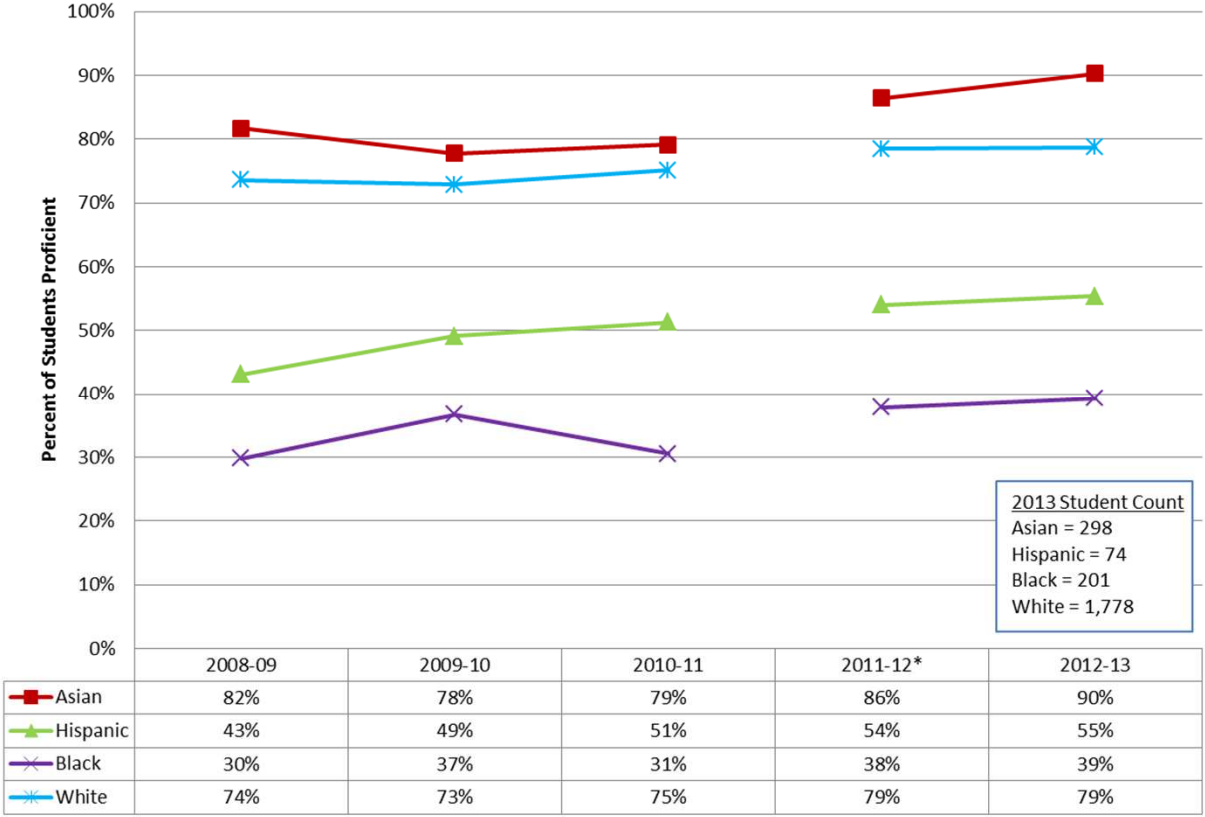
	2008-09	2009-10	2010-11	2011-12*	2012-13
HS	74%	72%	78%	75%	77%
HS (State)	51%	53%	55%	53%	54%

MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2011-12.

- WPS high school students continue to perform well above the state average in Science.
- There was a slight increase in proficiency from 75% in 2012 to 77% in 2013.

MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools All Grades - By Racial/Ethnic Group
SCIENCE



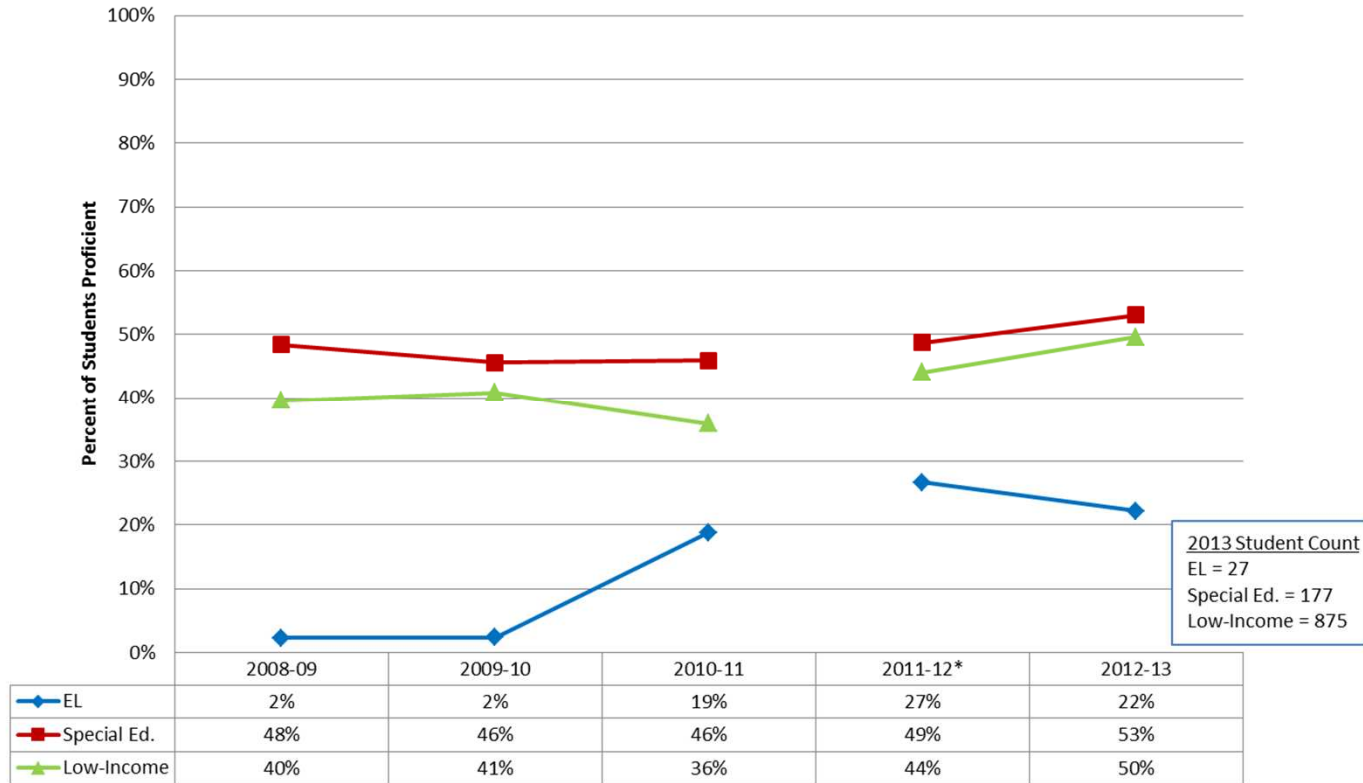
Note: American Indian Students not included in graph due to small student count.

MN Accountability Assessments include MCA, MCA-Modified, and MTAS
 Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2011-12.

- WPS Asian students consistently perform the highest in the district in Science.
- The largest achievement gap in science in 2013 was between Asian (90%) and Black students (39%), 51 percentage points.

**MN Accountability Assessments Percent Proficient: 5-Year Trend
Wayzata Public Schools All Grades - By Other Demographic Group
SCIENCE**



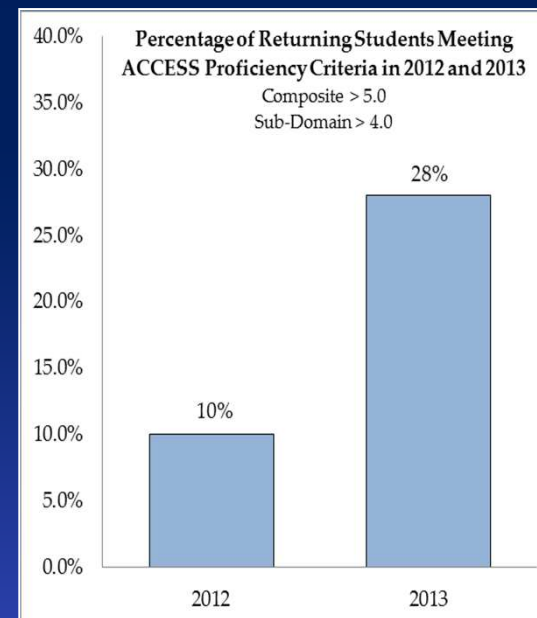
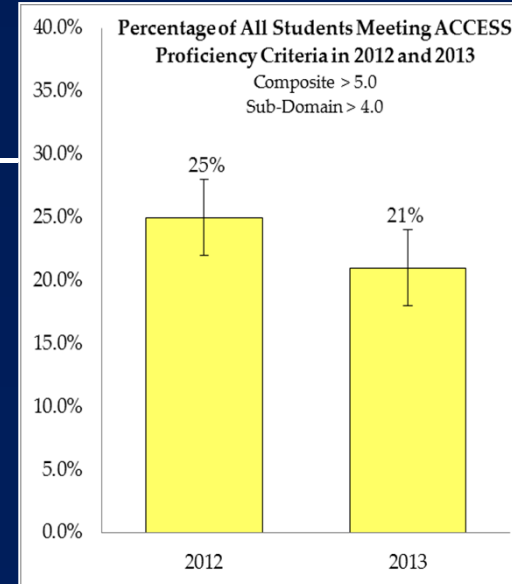
MN Accountability Assessments include MCA, MCA-Modified, and MTAS
Only includes students enrolled Oct 1 of each school year.

* Switched from MCA-II to MCA-III in 2011-12.

- The performance of students receiving special education and students receiving free or reduced lunch in science increased from 2012 to 2013.
- There was a decrease in performance of EL students in science from 2012 to 2013; However, the small number of students tested (N=27) makes the results more variable.

ACCESS

- There was and overall decrease in EL student proficiency on the ACCESS from 2012 to 2013.
- An examination of returning students shows a positive impact of EL services.
 - The proficiency of returning students increased from 10% in 2012 to 28% in 2013.



9/23/2013



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College Readiness

ACT

AP Enrollment and Testing – All

AP Enrollment and Testing – Disaggregated

ACT Scores

Year	Wayzata High School	Minnesota State	National
2008	24.8	22.6	21.1
2009	25.1	22.7	21.1
2010	25.5	22.9	21.0
2011	25.8	22.9	21.1
2012	25.3	22.8	21.1
2013	25.9	23.0	20.9

- Average ACT scores continue to be consistently higher than the state and national average.
- Average composite scores have been relatively consistent over time.

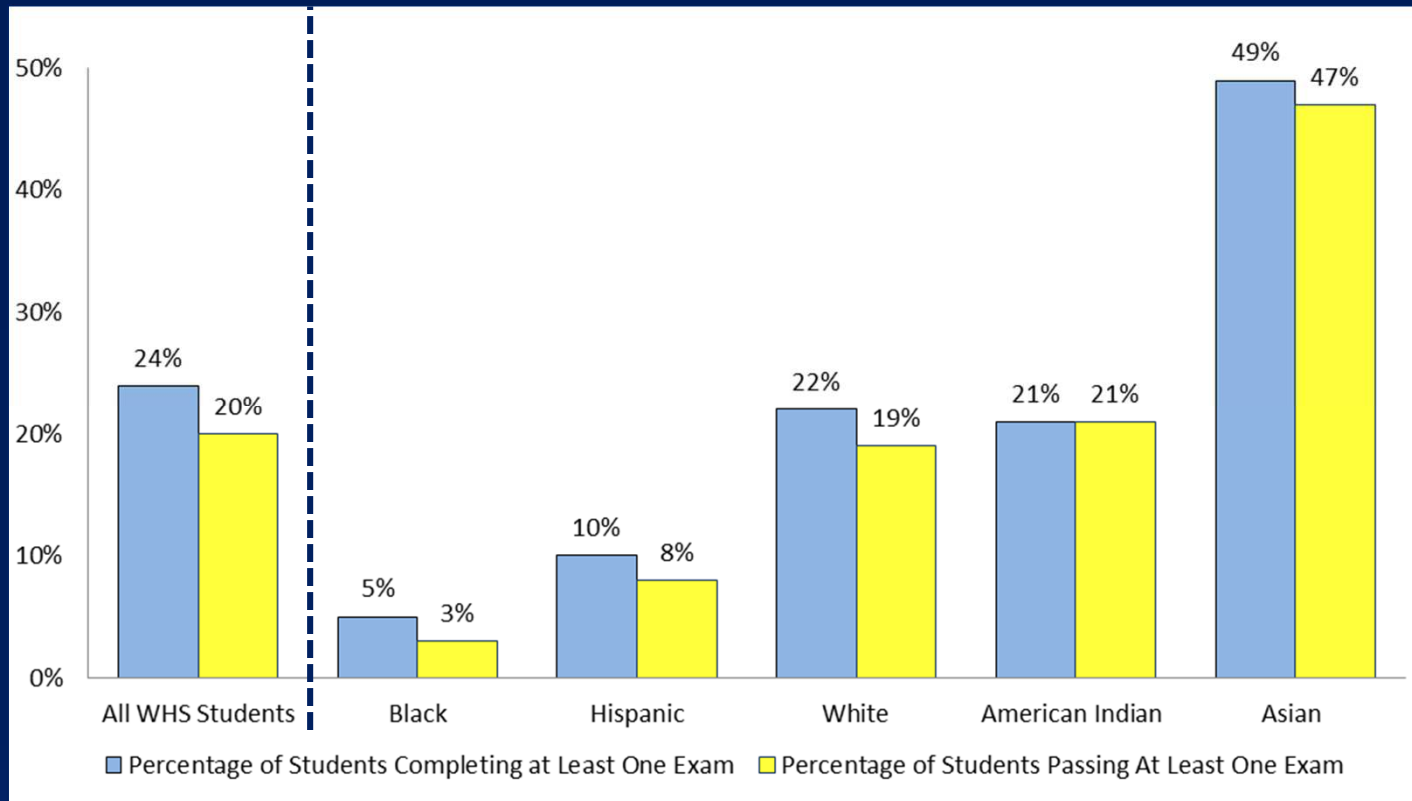
AP Enrollment

	2007	2008	2009	2010	2011	2012	2013
Number of AP Courses Offered	25	26	26	26	26	26	26
Total Enrollment in AP Courses	1,589	1,457	1,601	1,669	1,742	1,825	1,946
Number of Students Taking AP Tests	609	648	685	691	782	776	*
Total Number of Tests Taken	1,121	1,110	1,282	1,347	1,535	1,451	1,595
Exams Passed with a 3 or Higher	86%	87%	85%	88%	86%	88%	89%

- The total student enrollment in AP courses has increased over the past seven years.
- The percent of passing scores has been consistently high. It was 89% in 2013.

	2011			2012		
	Count	Enrollment	Percentage	Count	Enrollment	Percentage
Unique Enrollment in AP Courses	910	3,320	27%	980	3,292	30%
Number of Students Taking at Least 1 Exam	782	3,320	24%	776	3,292	24%
<i>American Indian or Alaskan Native</i>	2	11	18%	3	14	21%
<i>Asian or Pacific Islander</i>	147	288	51%	147	298	49%
<i>African American or Black</i>	14	246	6%	14	270	5%
<i>Hispanic</i>	15	85	18%	10	97	10%
<i>White</i>	577	2,690	21%	571	2,613	22%
<i>Other</i>	18	-	-	11	-	-

- Additional evidence of an increase in enrollment in AP courses is seen in the Unique Enrollment count.
- White students participation in AP exams is similar to the overall proportion of WHS (which can be considered a “baseline” for participation).
- However, large discrepancies exist (Black students and Asian students as the most extreme examples of participation rate in AP exams.)



- The percentage of WHS students in grades 9-12 in 2012 who took at least one AP exam and the percentage of students passing at least one AP exam are shown in the Figure above.
- The observed percentages by racial/ethnic groups varies greatly.

QComp Goals by Site		
2012-13 Goal	2012-13 Result	2013-14 Goal*
Early Childhood Special Education (ECSE)		
The percentage of all Early Childhood Special Education (ECSE) students that are three years old by December 1, 2012 who increase their scores by 10.1% on the picture naming section of the Get It Got It Go assessment from the September pretest to the May posttest will increase from 71.8% in the 2011-12 school year to 72.8% by May 10, 2013.	72.00% - Met Goal	The percentage of children enrolled in Wayzata ECSE who are exiting the program and who changed developmental trajectories (Level C+Don COSF) for Outcome B (Acquisition and use of knowledge and skills (including early language/communication and early literacy) will increase from the baseline of 59.0% to ##.##% in 2014. Assessments that will be used to inform COSF results are the Hawaii Early Learning Profile (HELP) Birth-3, the HELP 3-5 and work sampling.
Birchview		
The percentage of students in grades 3-5 at Birchview Elementary school who earn achievement levels of meets or exceeds standards on the MCA Math-III will increase from 81.11% in Spring of 2012 to 83.11% in Spring of 2013.	82.6% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Birchview Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 79.4% in 2013 to 81.4% in 2014.
Gleason Lake		
The percentage of students in grades 3-5 at Gleason Lake elementary school who earn achievement levels of 88.61% on the MCA Math test will increase from 86.61 in Spring of 2012 to 88.61 in Spring of 2013.	85.0% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Gleason Lake Elementary who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 81.2% in 2013 to 83.2% in 2014.
Greenwood		
The percentage of students in grades 3-5 at Greenwood Elementary School who earn an achievement level of "proficient" or "exceeds proficient" on the MCA Math will increase from 91.84 in spring of 2012 to 92.84% in Spring of 2013.	87.5% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Greenwood Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 80.6% in 2013 to 82.6% in 2014.
Kimberly Lane		
The percentage of all students in grades 3-5 at Kimberly Lane Elementary who are proficient on the Mathematics MCA (all accountability tests) will be at least 96.8% in 2013, and the percentage of students who earn the achievement level of Exceeds the Standards will increase from 69.9% in 2012 to 71.9% in 2013.	96.4% & 71.5% - Did Not Meet Goal	The percentage of all students in grades 2-5 at Kimberly Lane Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 66.8% (our four-year average fall to spring growth from 2007-2011) to 68.8% in spring 2014.
Oakwood		
The percentage of students in grades 3-5 at Oakwood Elementary school who earn achievement levels of meets or exceeds standards on the MCA Math will increase from 84.65% in spring of 2012 to 86.65% in spring of 2013.	76.4% - Did Not Meet Goal	The percent of all students enrolled October 1 in grades 3-5 at Oakwood Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase form 76% in 2013 to 78% in 2014.

Plymouth Creek		
The percentage of all students in grades 3-5 at Plymouth Creek Elementary who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II will increase from 91.69% to 92.69% in 2013.	87.2% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 3-5 at Plymouth Creek who earn an achievement level of Meets the Standards or Exceeds the Standards in <u>reading</u> on all state accountability tests (MCA, MTAS, MOD) will increase from 79.8% in 2013 to 81.9% in 2014.
Sunset Hill		
The percentage of all students in grades 3-5 at Sunset Hill Elementary who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA (all accountability tests) will increase from 87.93% to 89.93%.	86.0% – Goal Status TBD	The percentage of all students enrolled October 1 in grades 3-5 at Sunset Hill Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in <u>reading</u> on all state accountability tests (MCA, MTAS, MOD) will increase from 86% in 2013 to 88% in 2014.
Central Middle School		
The percentage of students in grades 6-8 at Central Middle school who earn achievement levels of proficiency on the MCA- Math will increase from 87.82 in the Spring of 2012 to 89.82 in the Spring of 2013.	79.0% - Did Not Meet Goal	The percentage of all students enrolled October 1 in grades 6-8 at Wayzata Central Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in <u>reading</u> on all state accountability tests (MCA, MTAS, MOD) will increase from 73% in 2013 to 75% in 2014.
East Middle School		
The percentage of East Middle School Students that are proficient in the MCA III-math will increase from 80.10% to 82.10% as measured by the MCA III-math results from 2011-2012 to 2012-2013.	73.9% - Did Not Meet Goal	The percentage of all students in grades 6-8 at East Middle School and East Middle Alternative Program who earn an achievement level of meets the standards or exceeds the standards on the <u>Mathematics</u> MCA (all accountability tests) will increase from 75.8% in 2013 to 77.8% in 2014.
West Middle School		
The percentage of students in grades 6, 7, and 8 at West Middle School who earn achievement levels of meeting or exceeding on the MCA Reading Assessment will increase from 90.4% in Spring of 2012 to 91.4% in Spring of 2013.	76.0% – Goal Status TBD	The percentage of all students enrolled October 1 in grades 6,7,8 at Wayzata West Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in <u>reading</u> on all state accountability tests (MCA, MTAS, MOD) will increase from 76.0% in 2013 to 78.0% in 2014.
Wayzata High School		
The percentage of students in 11 th grade at Wayzata High School who earn achievement levels of proficiency in the MCA –Math will increase from 68.81 in Spring of 2012 to 70.81 in the Spring of 2013.	77.6% - Met Goal	The percentage of all students enrolled October 1 in grade 10 at Wayzata High School who earn an achievement level of Meets the Standards or Exceeds the Standards in <u>reading</u> on all state accountability tests (MCA, MTAS, MOD) will increase from 80.2% in 2013 to 82.2% in 2014.

Learning Forward, a national professional development organization, has established standards that outline characteristics of effective professional development. The standards serve as indicators that guide learning, facilitation, implementation, and evaluation of professional learning (Learning Forward, 2011). Wayzata is focused on aligning our professional development efforts with the seven Learning Forward standards. Our professional development plan for 2013-14 reflects that commitment.

Professional Development Standard	Wayzata Strategies
<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"> • All WPS certified staff are assigned to a grade level or department professional learning community (PLC) • Time is provided during the contract day for most staff to meet with their PLC. • Professional development software is used by PLCs to maintain records. • Summer PLC work time is provided to assist teams in planning for the new school year. • Administered through the QComp program, Academy for Wayzata Educators (AWE) courses and study groups provide the opportunity for additional collaboration connected to district initiatives.
<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"> • Professional development work is aligned with district initiatives. • Principals and many teacher leaders are trained in the PLC model, Collaborative Inquiry, and effective assessment practices. • Peer coaches and resource teachers work informally with PLCs. • Attendance from representatives of multiple sites and from district leaders at the National Learning Forward Summer Conference. • District cohorts, led by teacher leaders, serve as MyWay leaders within buildings to provide repeated leadership and learning support to teachers as they implement personalizing learning in a 1:1 learning environment.
<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"> • District Professional Development Committee serves as a liaison to Director of Curriculum and Instruction and Professional Development Teacher on Special Assignment to prioritize professional development efforts. • Professional development, supported by district professional development funds, is focused on the themes identified through the Strategic Roadmap in order to implement the Vision Statement of the Wayzata School District. • Professional development approvals are tied to district goals and objectives.

<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"> • Site data teams participate in annual district data retreat to review data and develop site goals. • Sites monitor student assessment data using Performance Matters, an assessment and data management platform, to target student needs, which drives professional development offerings. • Evaluation data is received and analyzed using a K-12 Insights survey program along with evaluations in My Learning Plan to plan for professional development activities (Technology, AWE, etc.). • On surveys of AWE classes, staff report that they learned and applied concepts that increase their effectiveness as a teacher.
<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"> • Professional Learning Community work is based on the research of Richard DuFour, Rebecca DuFour, and Robert Eaker. • Collaborative Inquiry model, from Research for Better Teaching, is used in data decisions. • Data-Driven Dialogue and Causes & Solutions protocols are used by PLCs. • Technology classes focus on classroom integration and assisting teachers in helping students meet identified standards. • Sites, led by trained teacher leaders, work on site professional development needs, including effective instruction and assessment practices based on the work of Reeves, Marzano and William. • Teacher-designed professional development is emphasized (AWE courses/study groups, summer PLC work, Summer Technology Institute).
<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"> • Professional development work is on-going, repeated and aligned to district initiatives including: curriculum alignment, effective assessment practices, data informed decisions, and personalized learning. • Professional development is focused on the themes identified through the Strategic Roadmap in order to implement the Vision Statement of the Wayzata School District. • Professional learning is tied to the areas that will, according to current research, illicit the biggest impact on student achievement: learning targets, relationships, feedback, formative assessments, and classroom discussion.
<p>Outcomes Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<ul style="list-style-type: none"> • Sites continue to set rigorous student learning goals and achievement remains at very high levels. • Teams create and analyze data from common assessments, focused on increasing student learning. • All K-3 teachers receive individual learning opportunities focused on assessing student reading difficulties and implementing evidence-based intervention strategies.

Curriculum, Instruction & Technology Advisory Committee (CITAC)

- **Statement of Purpose:** CITAC's purpose is to function as an advisory committee to the Wayzata School Board and administration regarding the following curriculum review and technology matters
- **Requirements:** Candidates need to reside in the Wayzata School District, should possess an interest in curriculum, instruction and education technology issues; a strong background in education and/or information technology; and a desire to further the success of the students and families served by Wayzata Public Schools.
- **Meeting Schedule:** Meets four times annually. Meetings will be held on the second Tuesday of October, December, February and May from 7:30 to 9:00 a.m. at Central Middle School in the Room A413.
- **Membership Size:** Fifteen community members and representatives from the school district technology and curriculum departments. A representative from the Wayzata Education Association (teacher's union) is also included.
- **Length of Service:** Each community member will serve a three-year term with one-third of the members' terms ending each year, enabling new members to be selected. Members may choose to serve more than one term.
- **Selection:** Committee members will be selected in September. Applications will be sent to potential candidates. Completed forms will be evaluated and approved by the Director of Technology and the Director of Curriculum and Instruction.
- If you are interested in applying, or if you have questions regarding CITAC or the application process please contact Julie Hiebert at 763-745-5103 or via email at julie.hiebert@wayzata.k12.mn.us.



Contact Information

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Planning for the District's Enrollment Growth

September 23, 2013

School Board Work Session



Excellence. For each and every student.

Three Phase Facility Plan

Three year process began in 2010

- **Approved, funded and underway:**
 - Phase I: Infrastructure
 - Phase II: Elementary Capacity
- **Current discussion:**
 - **Phase III: Secondary Capacity and Educational Adequacy**
 - Address significant enrollment growth and capacity needs
 - Consider the educational adequacy of existing facilities



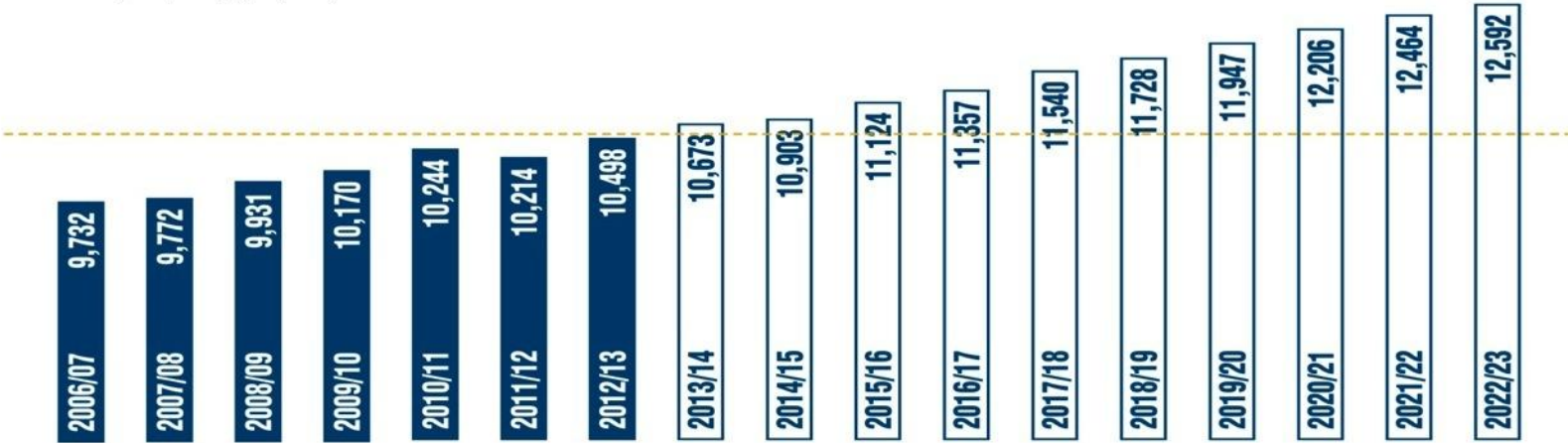
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Enrollment Trends

Wayzata K-12 Enrollment 2006-2022: Actual and Projections

Enrollment projections provided by Hazel Reinhardt Consulting.

- Actual enrollment
- Future projections
- - Facility Capacity (10,569)



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Enrollment Trends

Wayzata High School Enrollment 2006-2022: Actual and Projections

Enrollment projections provided by Hazel Reinhardt Consulting.



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Housing Developments are Booming



- About 1,200 new homes have been built over the past four years.
- At least another 1,600 homes are projected in the next four years.



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More Students = More Needs

Additional capacity for students needed at all levels

- Most schools are currently at or near capacity
- Larger classes in elementary schools moving to middle schools
- Larger classes in middle schools moving to high school
- High school could grow by up to 900 students in next decade
- Accelerated rate of families moving into school district
- State funded all-day Kindergarten in 2014 will create need for 14-16 more classrooms

District infrastructure

- Security, Safety and Technology



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Preliminary Enrollment Numbers Compared to Previous Year

Total Enrollment – September 5, 2013

	<u>2013</u>	<u>Avg.</u>	<u>2012</u>	<u>Avg.</u>
■ Elementary	4,729	788	4,684	781
■ Middle school	2,581	860	2,599	866
■ High school	3,306	827	3,265	816
■ Total	10,617	816	10,548	811



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Grade Level Enrollment Numbers

Enrollment – September 5, 2013

Kindergarten	640	6 th Grade	
818			
1 st Grade	805	7 th Grade	
878			
2 nd Grade	743	8 th Grade	
<u>885</u>			
3 rd Grade	845	9 th Grade	
866			
4 th Grade	882	10 th Grade	829
5 th Grade	814	11 th Grade	809
		12 th Grade	802



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Administrative Recommendation: Process

- 3 years of facility study
- School Board
- Professionals/Consultants
- Administrative Team
- Communication and updates
- Community Task Force on Facilities



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Administrative Recommendation: Process

Community Task Force on Facilities

1. Confirmed needs
2. Studied solution options
3. Studied addition to current high school vs. second smaller high school
4. Recommended addition to Wayzata High School



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Administrative Recommendation: Prioritization

- Over \$155 million in projects identified to meet needs
- Ask voters for our priority needs:
 - High school capacity
 - Elementary school capacity
 - Infrastructure needs
- Voter request for a \$109.645 million bond package to comprehensively address capacity needs



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Bond Funding: Wayzata High School Expansion

- High school addition (3900 capacity) including:
 1. Classrooms and Labs
 2. Music and Performing Arts
 3. Physical Education
 4. Cafeteria and Food Service
- Land purchase/campus expansion
- Additional entrance to site
- 172,000 Square Feet in additions

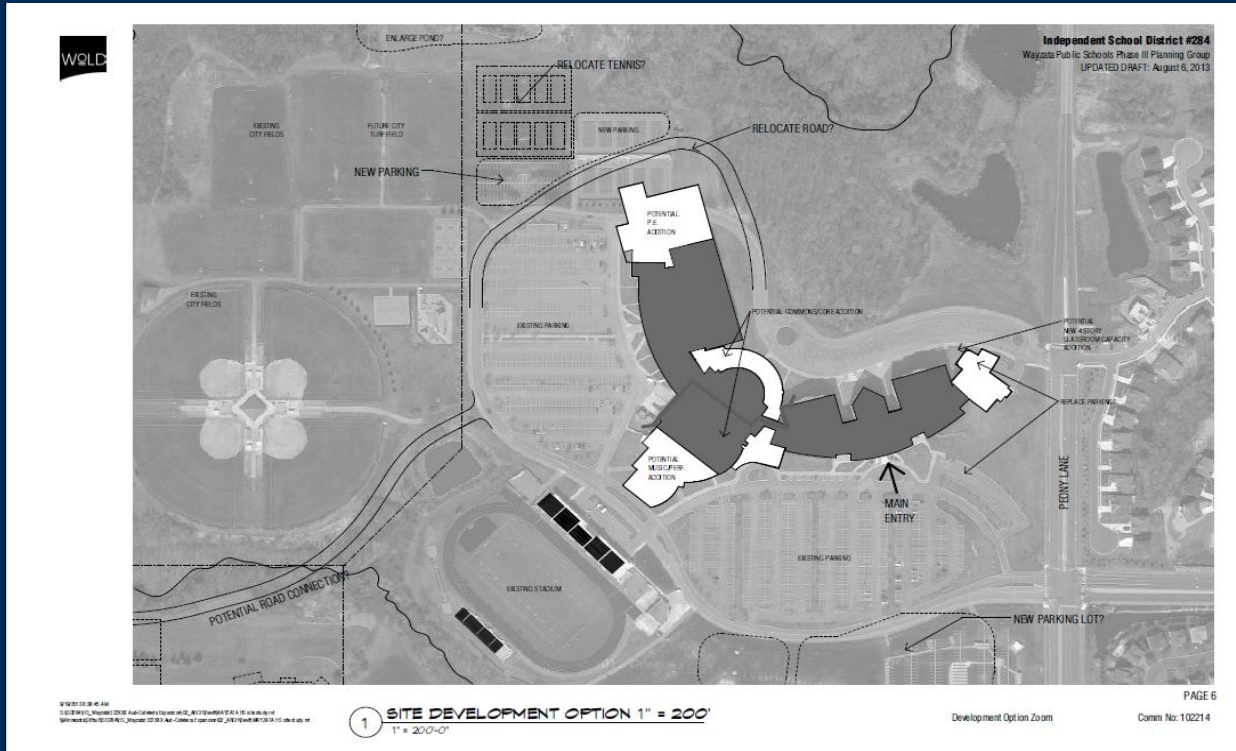


Project cost: \$62.32 million
Land cost: \$7.4 million



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Bond Funding: Wayzata High School Expansion



08



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Bond Funding: New Elementary

- Capacity 760 students
- 83,000 Square Feet building
- Site purchase 20+ usable acres north of Hwy 55



Project cost: \$26.1 million



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Bond Funding: Infrastructure Investments Districtwide

- Improved secure entrances
- Technology infrastructure and fiber-optic redundancy
- Energy savings upgrades



Project cost: \$13.825 million



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New Bond Request – 2014 election

High School Capacity Expansion	\$69,720,000
New Elementary School	\$26,100,000
District-Wide Infrastructure Improvements	\$13,825,000
Total Bond Referendum Amount	\$109,645,000

83



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Administrative Recommendation: Renew Existing Technology Levy-Election 2014

- \$2.6 million annually
- Expires in 2016
- Renew as 10 year levy
- No tax increase beyond existing amount



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Election 2014 requests

Tax Impact

Voter request	Annual tax impact*	Monthly tax impact*
New \$109.645 bond	\$123	\$10
Renew existing tech levy	\$0	\$0

* Tax impacts are based on \$333,900 average home value in school district



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Summary

We have **needs**

- Additional space for students needed at all levels
- Increasing pressure on district infrastructure

We have **funding tools**

- Existing and new sources

We have a **recommendation**

- Bond package \$109.645 million
- Renew existing tech levy
- Other projects = Existing sources

We have **next steps**

- September, October board discussions and action



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Thank you!

87



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Employee Engagement - Board Work Session

September 23, 2013

Engagement Defined:

- **Highly Engaged** – Employees **work with passion**. They feel a strong connection to the organization, they work hard to innovate and improve.
- **Engaged** - Employees **do the work expected** of them, but do not put in extra effort.
- **Not Engaged** - Employees are not just unhappy, but are **spreading their unhappiness** to other staff.

Why It's Important

- Teacher Engagement Affects Student Achievement
- Employees with Highly Engaged Leaders:
 - **37% more engaged**
 - **45% more likely to stay**



Engagement Outcomes

Say

Stay

Strive

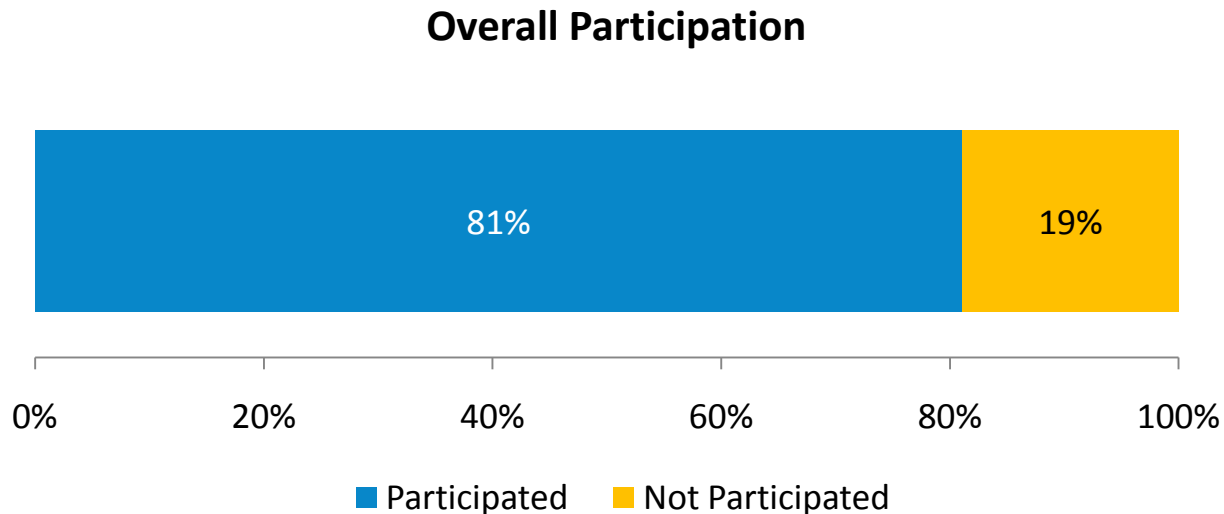
Our Survey – 3 Goals



1. Measure the level of engagement among school staff.
2. Identify which groups of staff are less engaged.
3. Identify areas to help improve engagement.

Response Rate

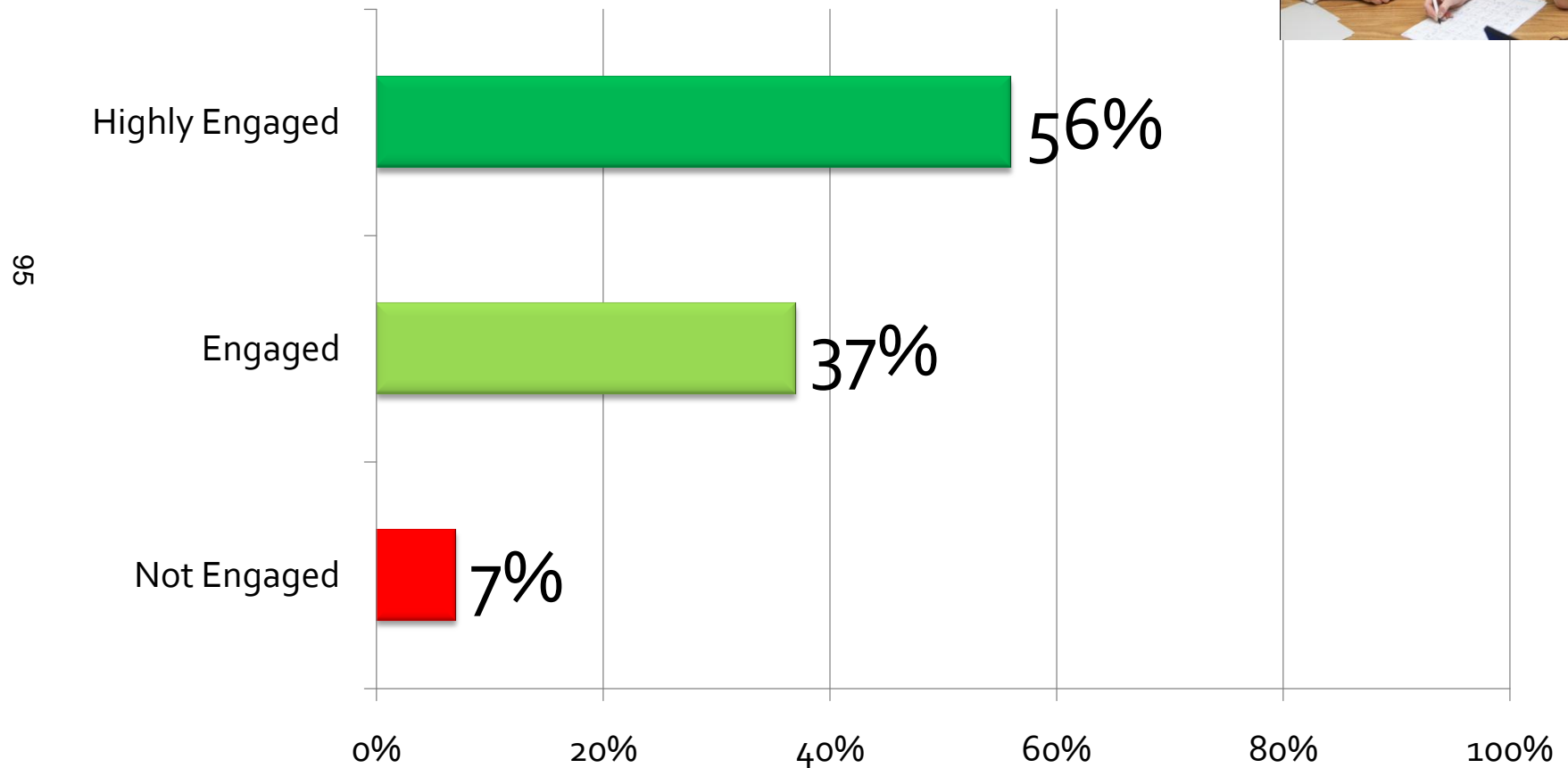
Out of the 1,369 delivered invitations, more than 1,000 staff members completed the survey to provide an overall completion rate of 81%. There were zero incomplete responses. **Note: 2011-12 response rate was 72%.**



Individual Engagement Scale Items

I am proud to work at my school/department.	4.6
Working for the schools gives me a sense of accomplishment.	4.5
Overall, I am satisfied with my work.	4.4
My current duties are interesting.	4.4
I am motivated to contribute more than what is expected of me at work.	4.4
I am not planning on leaving this school.	4.3
I would feel comfortable referring a good friend to work at the District.	4.5
Overall, I enjoy working for this school's principal/my supervisor.	4.2

Overall Level of Engagement – All Staff



Best Opportunity for Gain or to Maintain – District

96

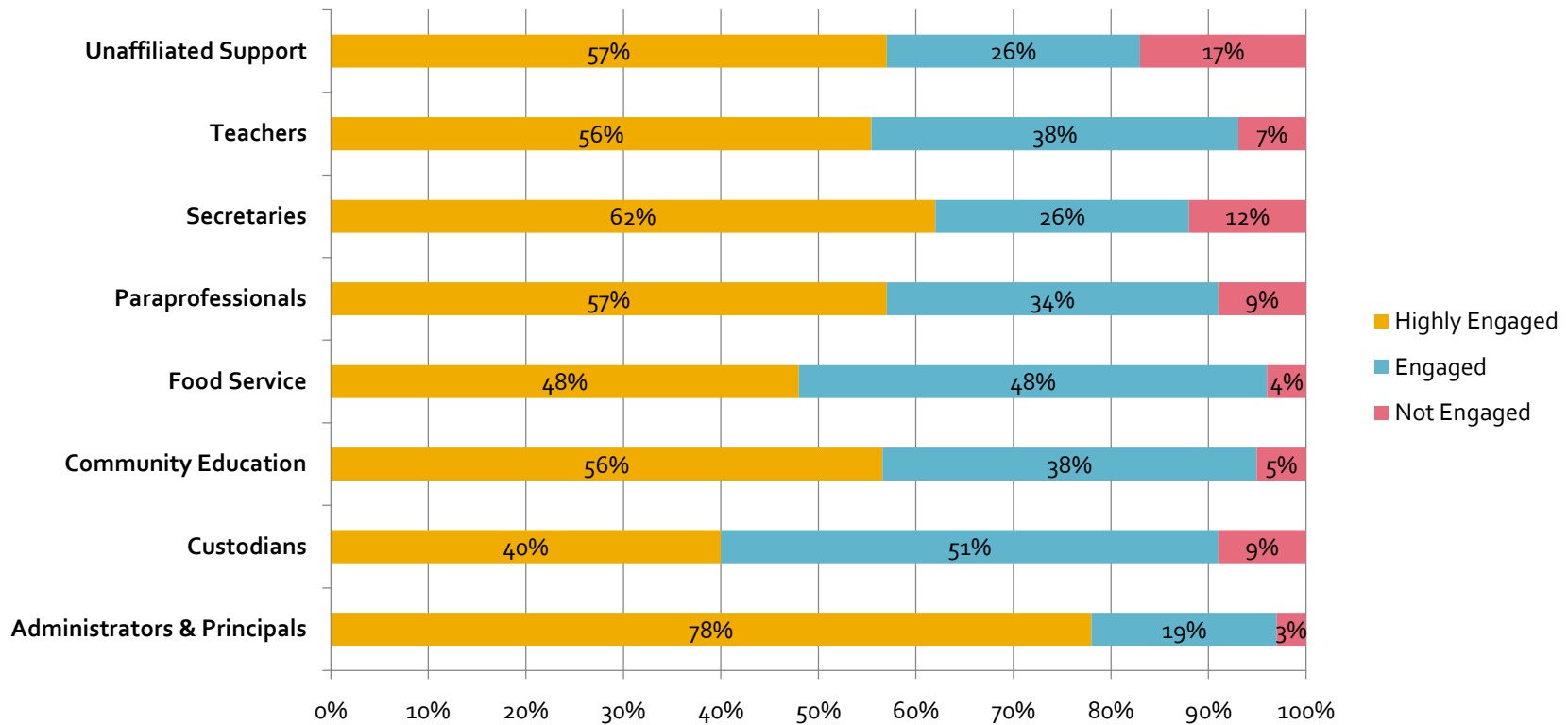
	Rating	Relation To Engagement
My principal/supervisor helps me understand how my job contributes to the success of the school/organization.	3.87	0.58
Administrators make good decisions for the school/department overall.	3.68	0.52
My suggestions and feedback are considered when my building/department makes decisions that affect me.	3.66	0.49
In my school/department, when people say they will do something, they do it.	3.88	0.48
I receive adequate learning opportunities (coaching, mentoring, on-the-job challenges).	3.97	0.50
If I received a job offer with the same pay and benefits, I would stay at this school/department.	4.14	0.67
Overall, I know what is expected of me in my job.	4.35	0.57
My principal/supervisor demonstrates a genuine concern for my welfare.	4.03	0.56
I have authority to execute my job effectively.	4.16	0.56

Relation To Engagement			
		High	Low
Rating	Low	Primary Focus	
	High	Secondary Focus	

Median	
Rating	4.00
Rating To Engagement	0.47

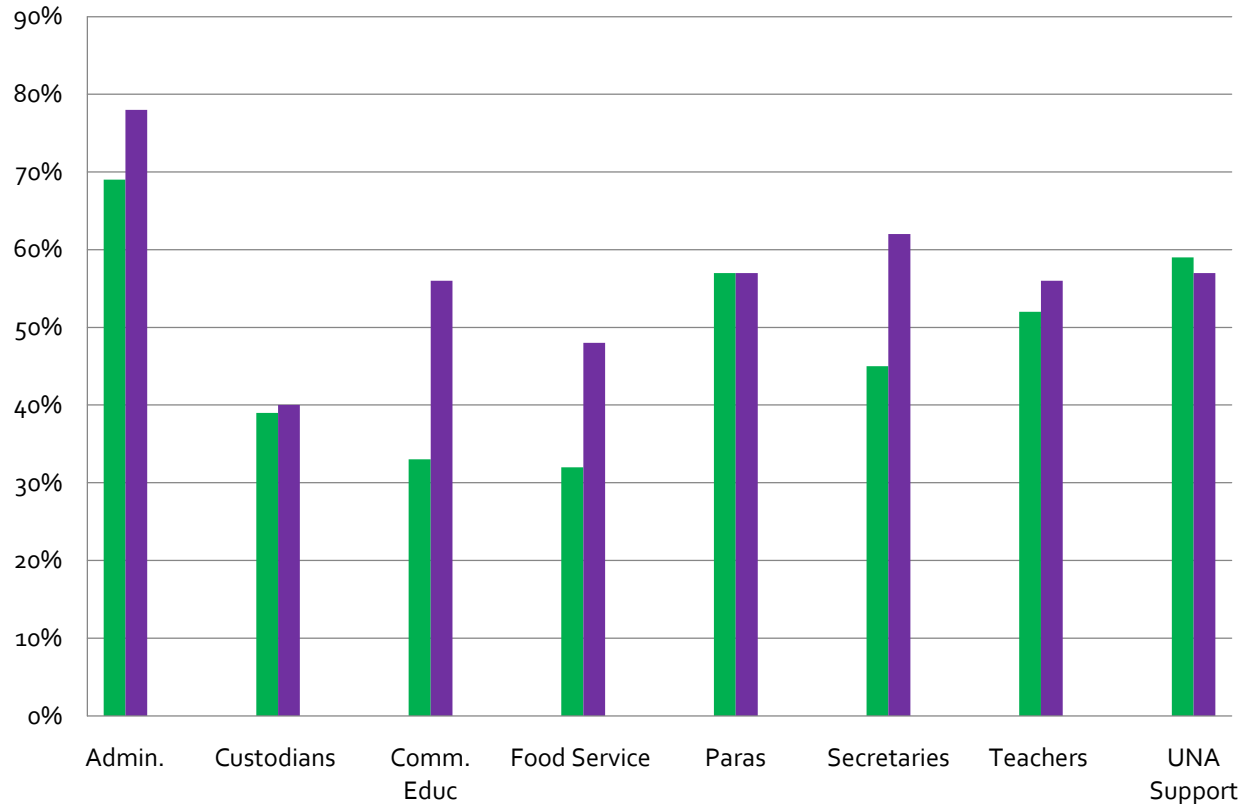
Engagement by Employee Type

97



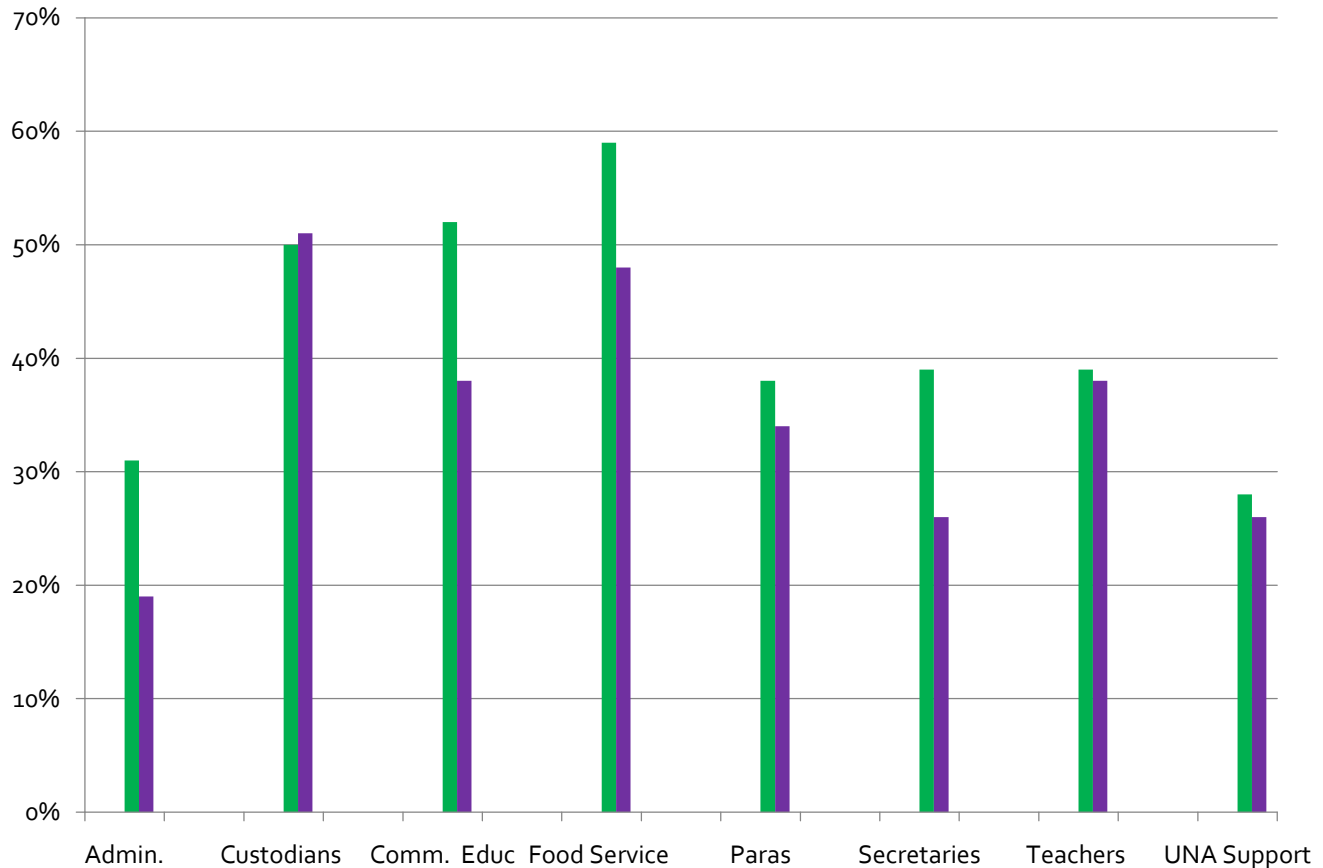
2 Year Comparison: Highly Engaged

Green= 2012
Purple = 2013



2 Year Comparison: Engaged

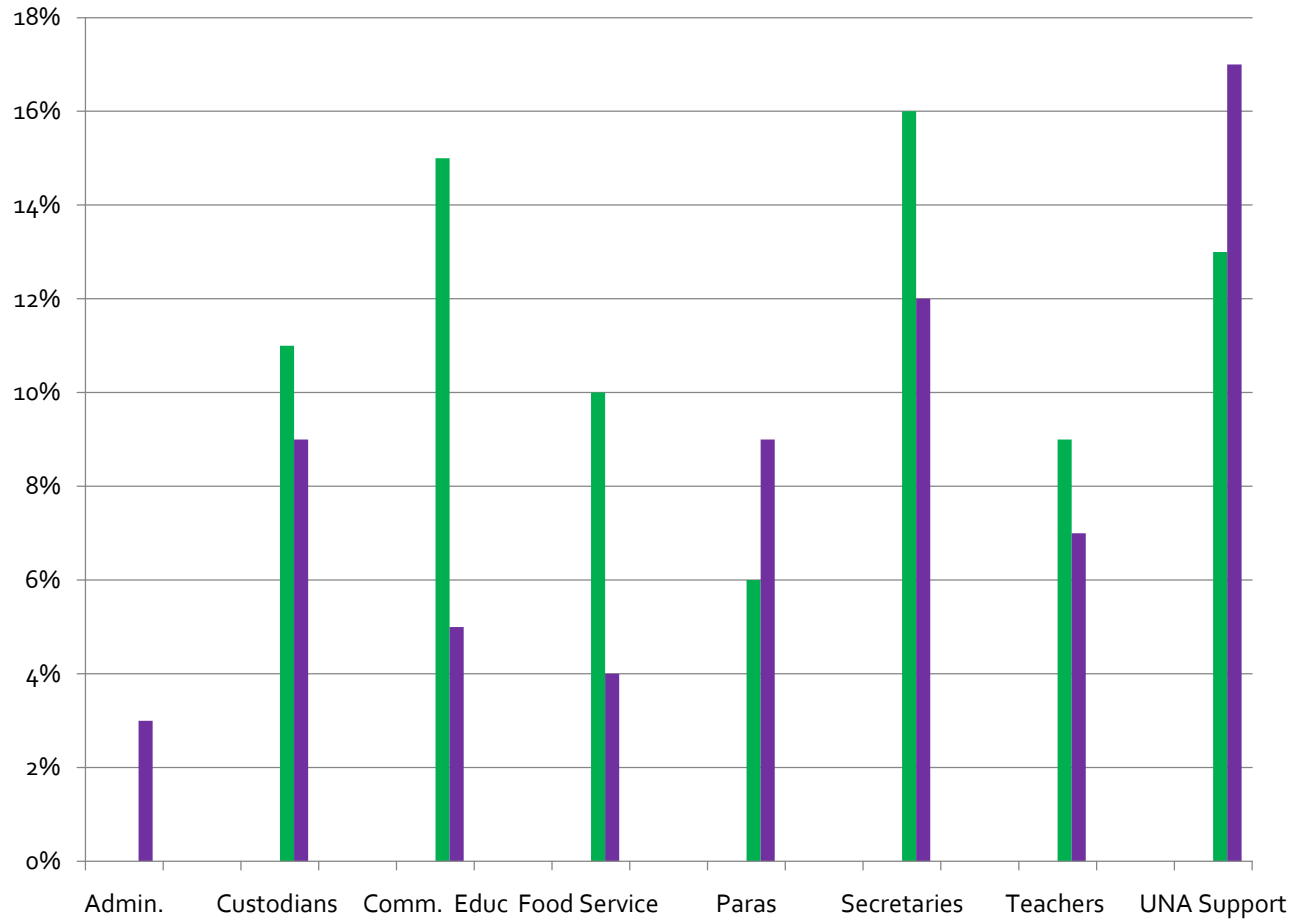
Green= 2012
Purple = 2013



2 Year Comparison: Not Engaged

Green = 2012
Purple = 2013

100



Open-Response Questions



What's Working Well:

More than 500 people responded. Some of the common themes include:

Themes

The most common theme identified by employees is the shared feeling of an environment which supports them and encourages teamwork.

Many employees noted both existing staff and new hires as being of consistent high quality.

Employees expressed their happiness with the opportunities presented to them for professional development.

Employees cited strong leadership at the district and administrative levels as being credited with positive influence and engaged teachers.

Employees wrote that they appreciate the integration of technology into the curriculum.

Employees expressed their satisfaction with the amount of resources available to them, which allows for higher student engagement.

Open-Response Questions

Suggested Items In Need of Improvement:

More than 500 people responded. Some of the common themes include:

Themes

The most common theme identified is that employees desire more time and mentoring as new programs and initiatives are implemented.

Employees expressed a desire for increased transparency and communication with administration.

Employees suggested that less initiatives be implemented. This would allow teachers and staff members more time to become completely comfortable and familiar with one initiative before undertaking a new one.

Insights' Identified Highlights

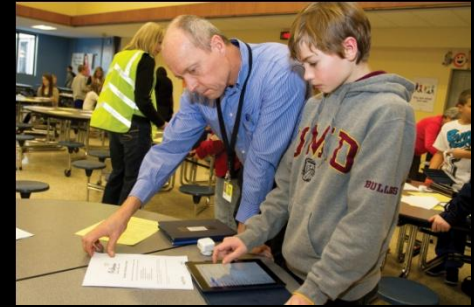
- More than 1,100 staff members participated in the survey
- 93% are engaged or highly engaged
- 94% are proud to work at their school/department
- 73% are encouraged to pursue PD opportunities
- 62% indicate their direct supervisor takes the initiative to recognize them for work well done
- 63% agree their suggestions and feedback are considered when decisions are made that affect them
- 56% of respondents indicate the supervisor provides regular feedback on their performance

Insights' Suggested Next Steps.....

- Share report and findings with school district leadership ✓
- Develop school and department-level reports ✓
- Disaggregate results by employee type ✓
- Use the results to inform goals and action plans for both district and school-level improvement plans ✓

Reminders

- No one impacts the state of engagement more than an employee's immediate leader.
- Engagement is not a short-term initiative and surveys without visible follow-up actions may actually decrease engagement levels.



What Questions Do You Have?

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - October 14, 2013 - 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 - September 9, 2013
 2. Special Meeting - September 23, 2013
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
 - D. Assurance of Compliance with State and Federal Laws Prohibiting Discrimination
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
 - A. October Employee of the Month -
 - B. Wayzata Public Schools 2013 - 2014 Retirees
 - C. NUMATS Award Ceremony Qualifiers
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
 1. Board Policy and Regulations 403 and 403-R - Harassment and Violence - First Reading
 2. Board Policy and Regulations 415 and 415-R - Mandated Reporting of Child Neglect or Physical or Sexual Abuse - First Reading
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 2. Approval of WPS Dome Athletic Contracts
 - D. Human Resource Services
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

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – September 23, 2013

AGENDA ITEM: 8. ADJOURN

COMMENTS BY: Board Chair Droegemueller

If there is no additional business before the School Board, the Chair will call for a motion to adjourn the meeting.

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____