

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - September 25, 2018 - 4:00 PM
District Administration Building

AGENDA

1. **ADMINISTRATIVE**

A. District 287 Updated *S. Lewandowski 30 minutes*

2. **TEACHING AND LEARNING**

A. SPED Presentation *J. Remsing 30 minutes*

B. Annual Student Achievement Report *J. Johnson 30 minutes*

C. Summer School 2018 Overview *J. Johnson 15 Minutes*

D. Policy Review *J. Johnson 10 minutes*

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3. **HUMAN RESOURCES**

4. **BOARD REPORTS**

5. **FINANCE AND BUSINESS**

A. Facilities Discussion *J. Westrum 45 minutes*
Middle School Master Planning; 2017 Bond Projects

6. **SCHOOL BOARD**

A. Naming of School #9 *A. Parnell 10 minutes*

Note: No vote will be taken in this meeting. The name will be voted on in the October Regular Meeting.

B. LAC Update *5 minutes*

7. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

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

VISION

What We Intend to Create and Experience:

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

Exceptional Student Learning, Experiences and Relationships:

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

Community Trust, Confidence and Partnership:

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

Operational Excellence:

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



**WAYZATA PUBLIC SCHOOLS
SCORECARD
2017-18**

DESCRIPTION OF MEASURES

Kindergarten Readiness: The Wayzata Public Schools' definition of "Kindergarten Readiness" applies only to the area of reading. Based on the fall administration of the Illinois Snapshots of Early Literacy (ISEL) test, kindergarten students who score at or above the district target of 3 out of the 4 subtests (Alphabet Recognition, Story Listening, Phonemic Awareness, and Letter Sounds) are considered "Kindergarten Ready."

Writing Prompts: Writing Prompts are administered to all students in Grades K-5 three times per year as part of the Luc Calkins Writing Curriculum. For each administration, students are given 45 minutes in class to independently write an Opinion/Argument, Information, or Narrative text.

Accountability Tests (MCA/MTAS): The Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do. All students in public schools are required to participate in the statewide assessment program. Reading and mathematics tests are administered in grades 3–8 and high school (students in grade 10 test in Reading, and students in grade 11 test in Mathematics).

Reading and Math Progress: Reading and Math progress was calculated from data provided to districts by the Minnesota Department of Education (MDE) as part of the North Star Accountability System. In this system, academic progress measures whether students' achievement levels improve on the MCA and MTAS tests. Each student's current achievement level is compared to their achievement level the previous year.

Four-Year Graduation Rate: The four-year graduation rate is calculated by the Minnesota Department of Education (MDE) as part of the North Star Accountability System and shows the number of students graduating from high school within four years after entering grade nine.

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

Student Engagement Survey: Each year, Wayzata Public Schools administers the K12 Insight Student Engagement Survey to all students in grades 4-12. Student Engagement is the connection that students have with their school and their studies.

District/School Climate Parent Survey: For the past two years, Wayzata Public Schools has invited all parents of students in grades K-12 to provide their feedback on the district and school climate. Climate is the shared beliefs, values and attitudes that shape interactions between students, teachers and administrators. Two of the topics addressed in the parent survey were Academic Support and School Support.

Consistent Attendance: Consistent Attendance is computed by MDE as part of the North Star Accountability System. It is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

DESCRIPTION OF MEASURES (CONTINUED)

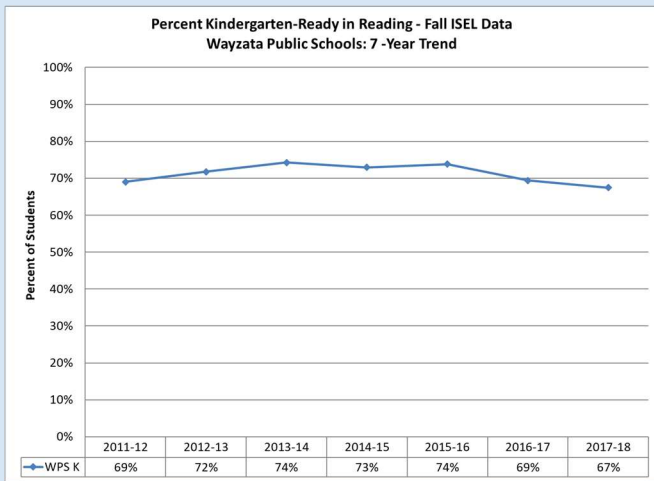
Developmental Assets (Skills): Developmental Assets (Skills) were calculated in an analysis conducted by Dr. Michael Rodriguez at the University of Minnesota of the 2016 Minnesota Student Survey results. Developmental Assets (Skills) are characteristics that are important in positive adolescent development. They are defined as, Commitment to Learning (e.g., caring about doing well in school), Positive Identity (e.g., having a sense of control of one’s life, feeling good about self and future), and Social Competence (e.g., saying no to dangerous/unhealthy things, building friendships, planning ahead and making good choices).

Discipline – Out of School Suspensions: As required by state and federal law the Minnesota Department of Education collects discipline data from all schools in the state each year through the Discipline Incident and Reporting System (DIRS). As part of this data, schools must report any out of school suspensions of one day or more with the reason the student was suspended.

ACHIEVEMENT

Kindergarten Readiness

Fall Kindergarten ISEL Reading Test



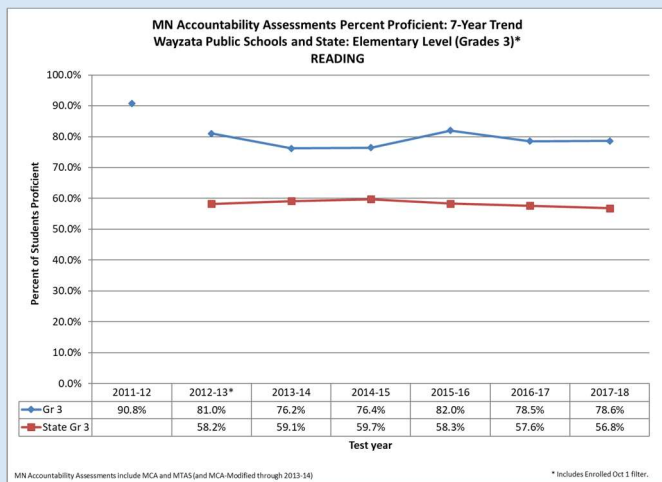
Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

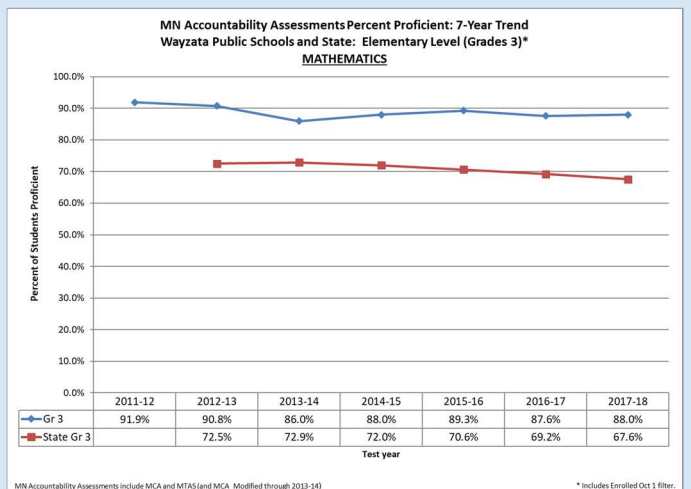
Data not available for 2017-18

Achievement by Third Grade

Reading – Accountability Tests (MCA/MTAS)



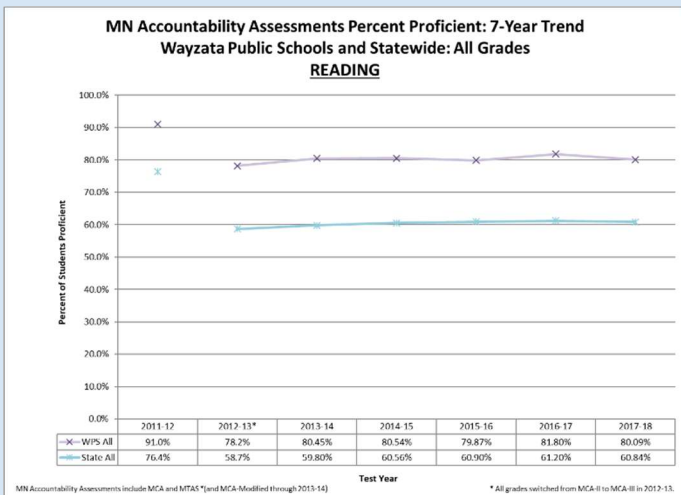
Math – Accountability Tests (MCA/MTAS)



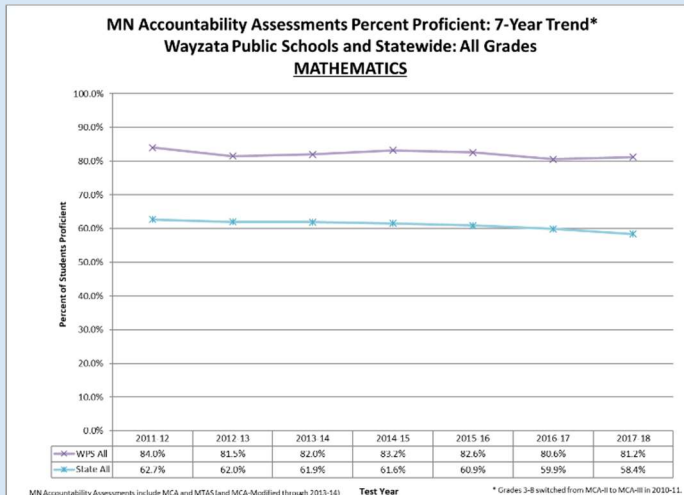
ACHIEVEMENT

Overall Achievement – Grades 3-8, 10 and 11

Reading – Accountability Tests (MCA/MTAS)



Math – Accountability Tests (MCA/MTAS)



Overall Reading and Math Progress

Reading – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	14 0.4%	668 20.7%	2539 78.8%
Meets	74 2.0%	371 10.1%	2384 65.2%	828 22.6%
Partially Meets	144 15.4%	344 36.9%	429 46.0%	16 1.7%
Does Not Meet	346 55.4%	200 32.1%	78 12.5%	0 0.0%

Math – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	48 1.2%	774 19.0%	3261 79.9%
Meets	60 2.1%	442 15.2%	1697 58.3%	710 24.4%
Partially Meets	160 17.4%	387 42.1%	354 38.5%	18 2.0%
Does Not Meet	366 68.8%	136 25.6%	28 5.3%	2 0.4%

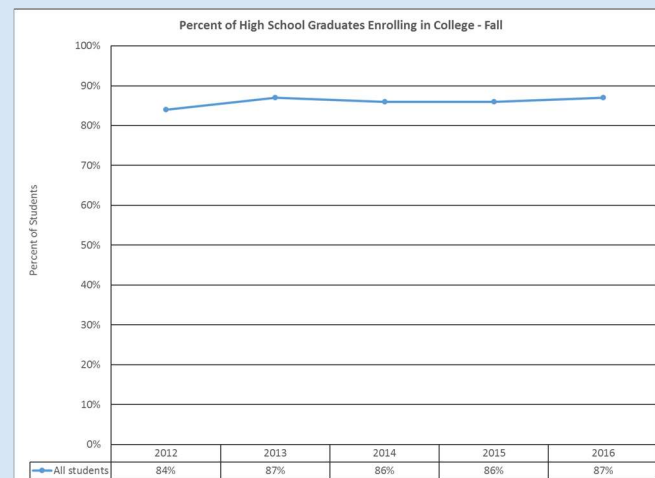
Graduation

WPS Four-Year Graduation Rate – MN Report Card
(Most recent data available, Class of 2017)



College Enrollment

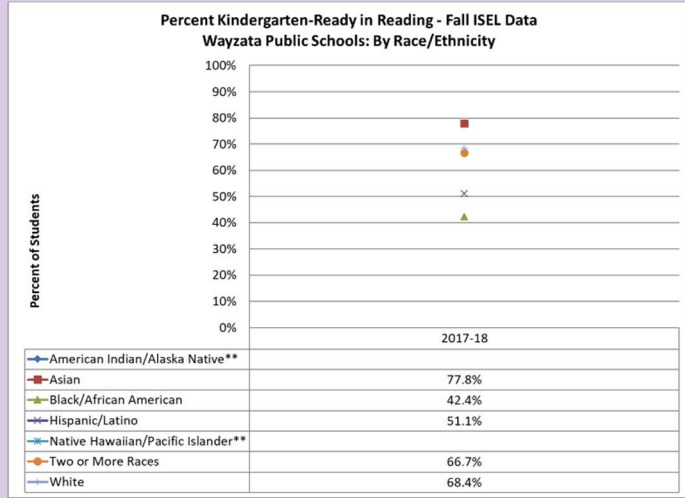
WPS College Enrollment – MN SLEDS
(Most recent data available, Class of 2016)



EACH AND EVERY – By Race/Ethnicity

Kindergarten Readiness

Fall Kindergarten ISEL Reading Test



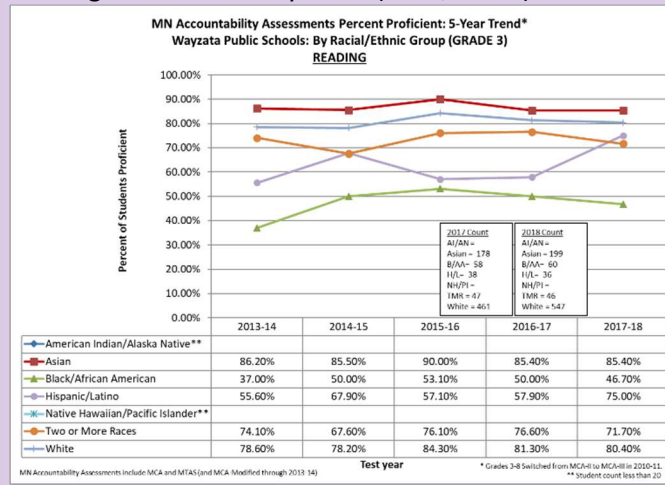
Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

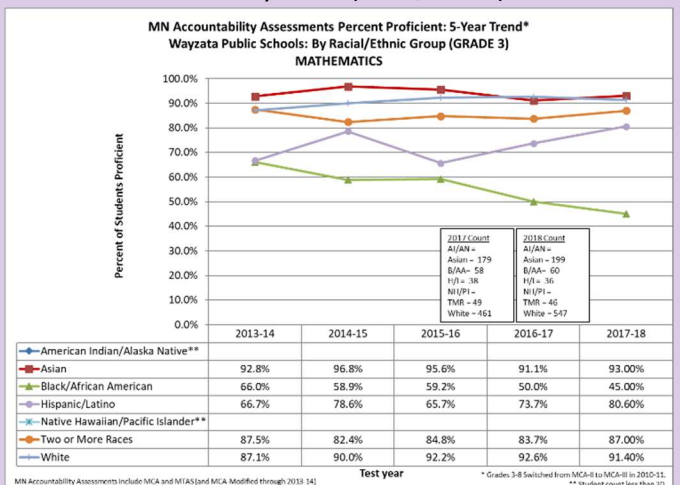
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Achievement by Third Grade

Reading – Accountability Tests (MCA/MTAS)

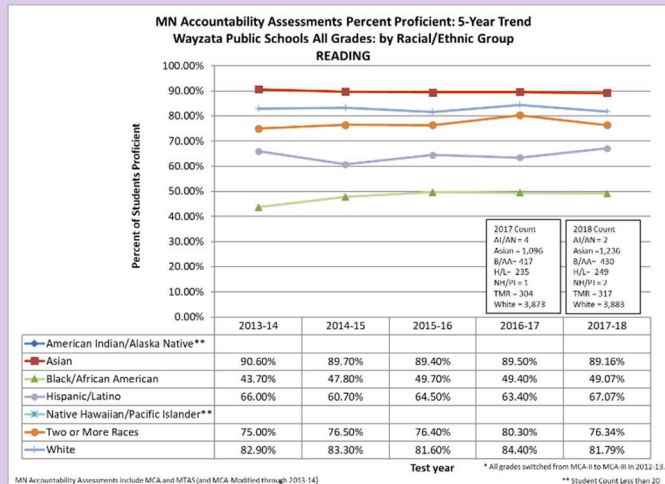


Math – Accountability Tests (MCA/MTAS)

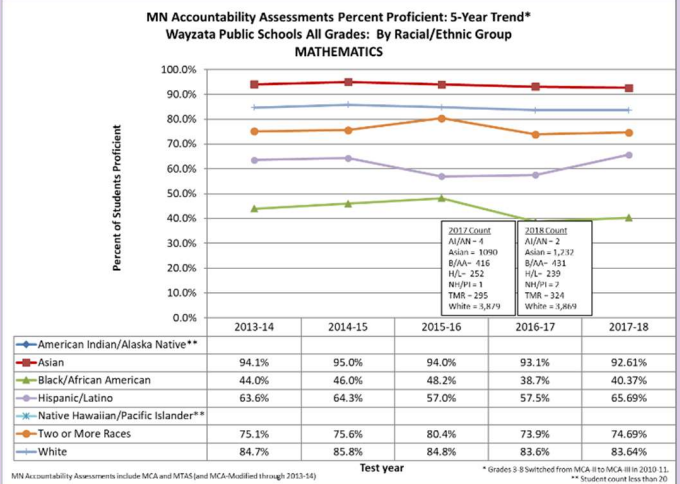


Overall Achievement – Grades 3-8, 10 and 11

Reading – Accountability Tests (MCA/MTAS)



Math – Accountability Tests (MCA/MTAS)



EACH AND EVERY– By Race/Ethnicity

Overall Reading and Math Progress - American Indian/Alaskan Native, Black/African American, Hispanic/Latino

Reading – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	34 26.2%	96 73.8%
Meets	20 5.2%	37 9.7%	254 66.7%	70 18.4%
Partially Meets	42 20.7%	92 45.3%	67 33.0%	2 1.0%
Does Not Meet	136 63.0%	62 28.7%	18 8.3%	0 0.0%

Math – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	10 6.3%	42 26.3%	108 67.5%
Meets	18 5.5%	86 26.3%	183 56.0%	40 12.2%
Partially Meets	52 24.2%	93 43.3%	68 31.6%	2 0.9%
Does Not Meet	190 81.2%	42 17.9%	2 0.9%	0 0.0%

Overall Reading and Math Progress - Asian, Native Hawaiian/Pacific Islander, White, Two or More Races

Reading – MCA 2017 to MCA 2018, Grades 4-8

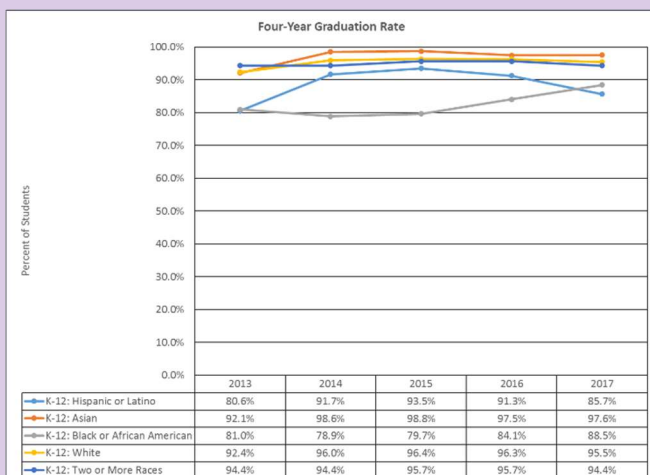
2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	14 0.5%	634 20.5%	2443 79.0%
Meets	54 1.6%	334 10.2%	2130 65.0%	758 23.1%
Partially Meets	102 14.0%	252 34.5%	362 49.6%	14 1.9%
Does Not Meet	210 51.5%	138 33.8%	60 14.7%	0 0.0%

Math – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	38 1.0%	732 18.7%	3153 80.4%
Meets	42 1.6%	356 13.8%	1514 58.6%	670 25.9%
Partially Meets	108 15.3%	294 41.8%	286 40.6%	16 2.3%
Does Not Meet	176 59.1%	94 31.5%	26 8.7%	2 0.7%

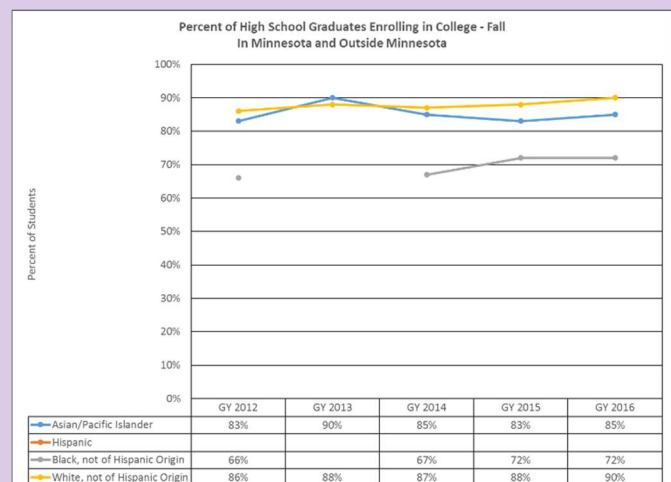
Graduation

WPS Four-Year Graduation Rate – MN Report Card



College Enrollment

WPS College Enrollment – MN SLEDS



EACH AND EVERY – by Special Population

Kindergarten Readiness

Fall Kindergarten ISEL Reading Test

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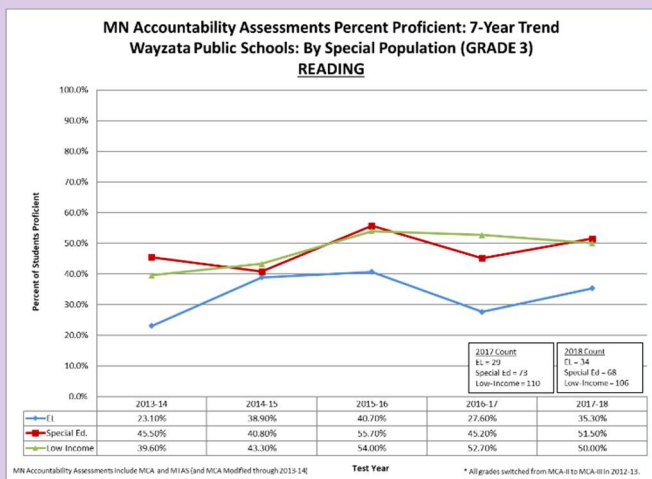
Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

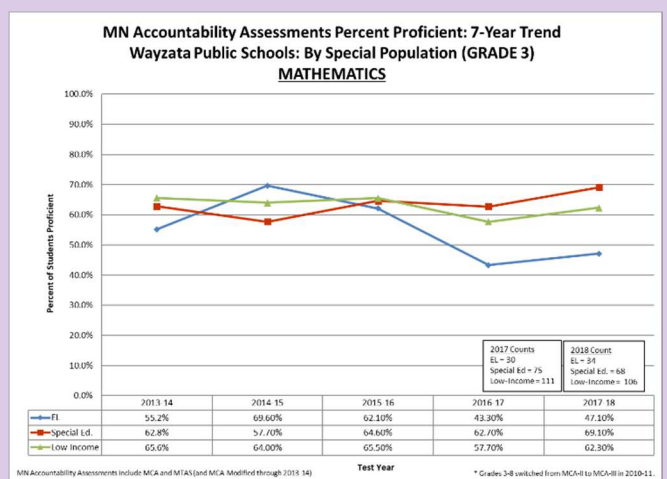
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Achievement by Third Grade

Reading – Accountability Tests (MCA/MTAS)

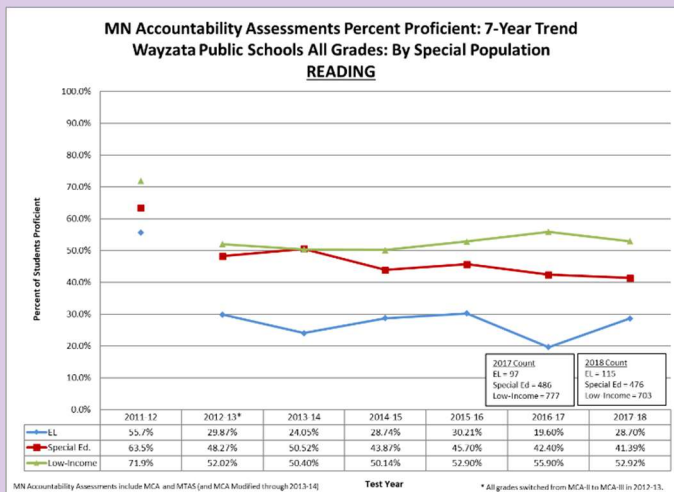


Math – Accountability Tests (MCA/MTAS)

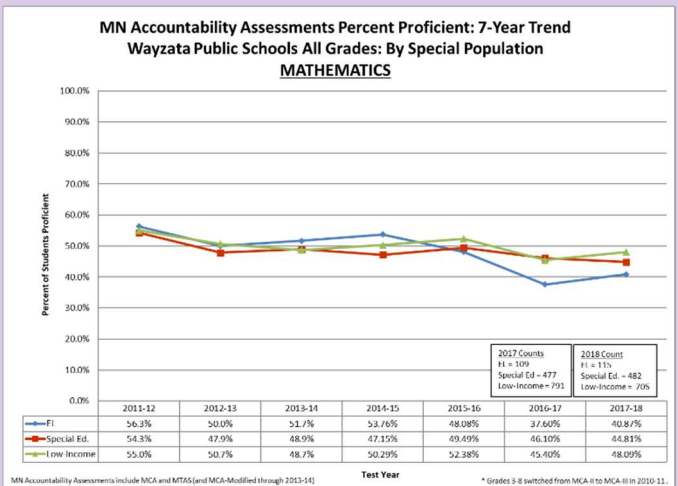


Overall Achievement – Grades 3-8, 10 and 11

Reading – Accountability Tests (MCA/MTAS)



Math – Accountability Tests (MCA/MTAS)



EACH AND EVERY– By Special Population

Overall Reading and Math Progress – Free/Reduced Price Lunch

Reading – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	36 32.7%	74 67.3%
Meets	36 8.6%	49 11.8%	258 61.9%	74 17.7%
Partially Meets	32 14.3%	98 43.9%	93 41.7%	0 0.0%
Does Not Meet	160 67.2%	60 25.2%	18 7.6%	0 0.0%

Math – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	12 7.3%	66 40.2%	86 52.4%
Meets	16 4.7%	94 27.9%	191 56.7%	36 10.7%
Partially Meets	62 25.9%	109 45.6%	64 26.8%	4 1.7%
Does Not Meet	194 76.4%	50 19.7%	10 3.9%	0 0.0%

Overall Reading and Math Progress - Special Education

Reading – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	50 23.8%	160 76.2%
Meets	14 5.0%	54 19.3%	160 57.1%	52 18.6%
Partially Meets	52 29.4%	80 45.2%	45 25.4%	0 0.0%
Does Not Meet	212 75.7%	56 20.0%	12 4.3%	0 0.0%

Math – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	10 3.8%	56 21.2%	198 75.0%
Meets	18 6.1%	66 22.2%	165 55.6%	48 16.2%
Partially Meets	58 36.7%	62 39.2%	36 22.8%	2 1.3%
Does Not Meet	188 80.3%	38 16.2%	8 3.4%	0 0.0%

Overall Reading and Math Progress – English Learners

Reading – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	2 2.9%	20 29.4%	46 67.6%
Meets	8 4.8%	12 7.2%	110 66.3%	36 21.7%
Partially Meets	16 13.0%	54 43.9%	51 41.5%	2 1.6%
Does Not Meet	74 58.7%	38 30.2%	14 11.1%	0 0.0%

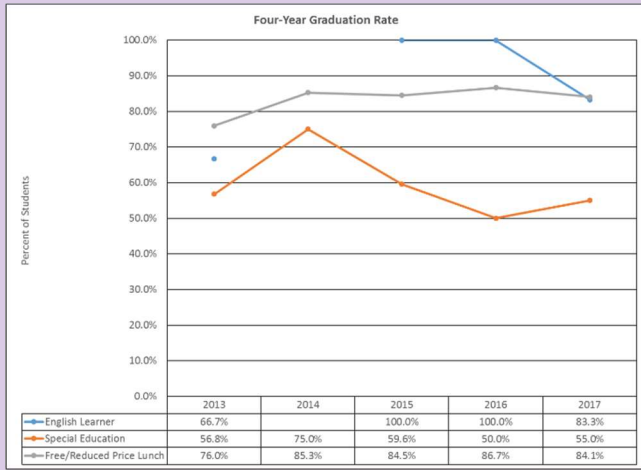
Math – MCA 2017 to MCA 2018, Grades 4-8

2017 Achievement Level	2018 Achievement Level			
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Exceeds	0 0.0%	2 1.5%	32 23.5%	102 75.0%
Meets	2 1.2%	24 14.2%	101 59.8%	42 24.9%
Partially Meets	22 21.6%	36 35.3%	42 41.2%	2 2.0%
Does Not Meet	64 80.0%	14 17.5%	2 2.5%	0 0.0%

EACH AND EVERY—Special Population

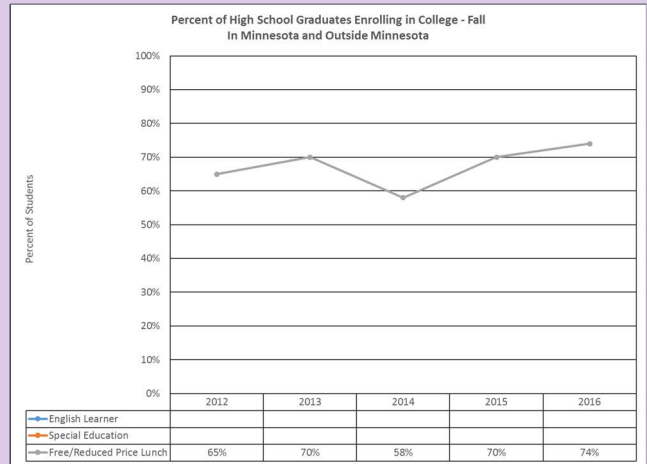
Graduation

WPS Four-Year Graduation Rate – MN Report Card



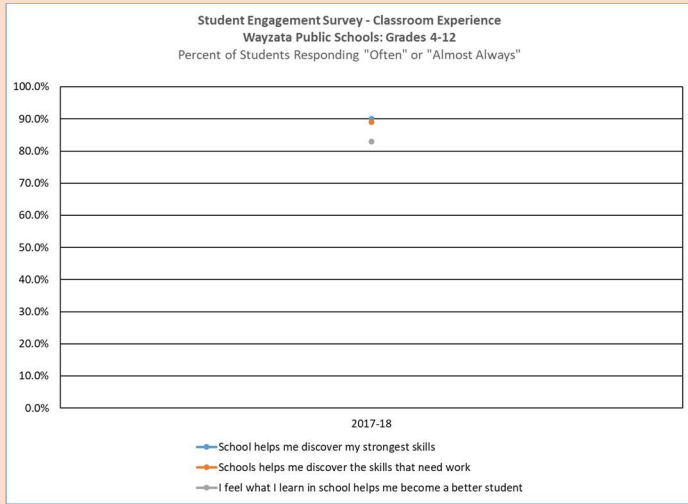
College Enrollment

WPS College Enrollment – MN SLEDS

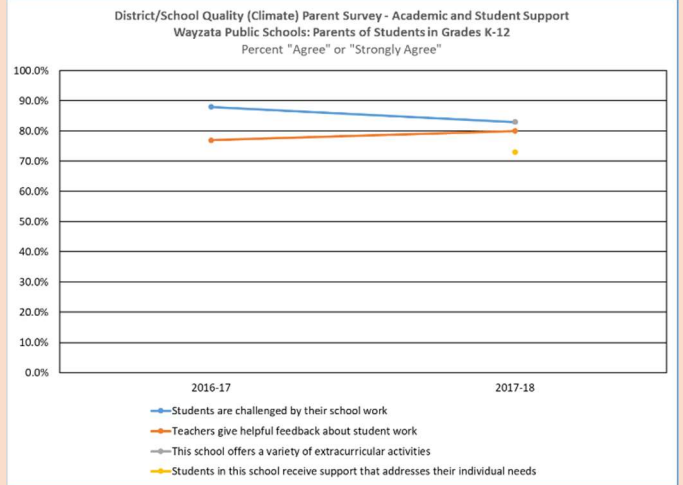


PERSONALIZATION

Classroom Experience – Grades 4-12 WPS Student Engagement Survey

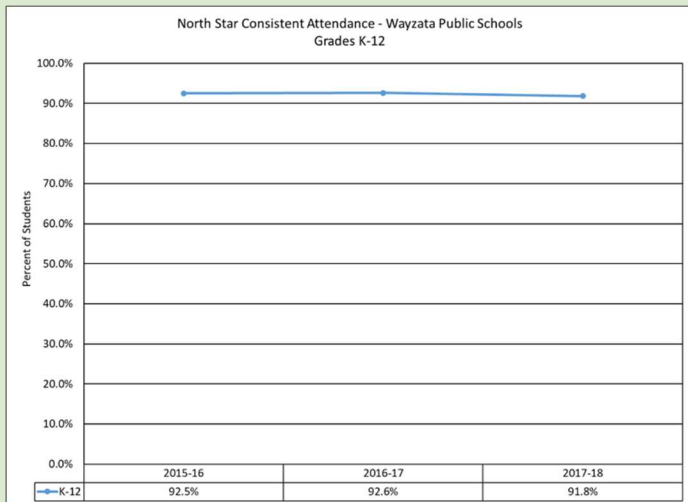


Academic and Student Support – Grades K-12 District/School Quality (Climate) – Parent Survey

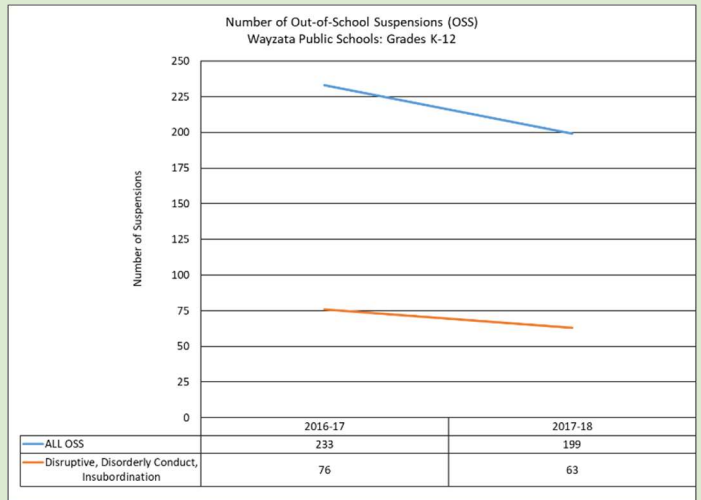


HEALTH AND WELL-BEING

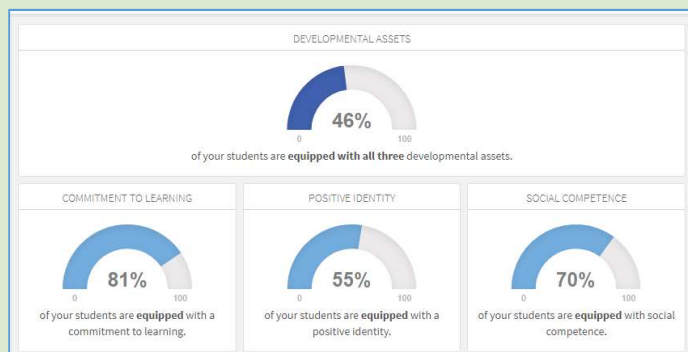
Consistent Attendance – Grades K-12 Minnesota Report Card



Discipline: Out-of-School Suspensions – Grades K-12 MDE Discipline Incident Reporting System (DIRS)



Developmental Assets (Skills) – WPS Grades 8, 9 and 11 MN Student Survey 2016



Social and Emotional Engagement – Grades 4-12 WPS Student Engagement Survey

