



BOARD OF EDUCATION

Work Session Meeting - September 24, 2019 - 4:01 PM

District Administration Building, 210 County Road 101 North Plymouth, MN

Excellence. For each and every student.

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
3. **TEACHING AND LEARNING**
 - A. Annual Report/WBWF on Student Achievement J. Johnson & S. Lackner 45 minutes 2
 - B. Mental Health Intervention Updates *J. Remsing 45 minutes* 68
4. **FINANCE AND BUSINESS**
 - A. Facility and Enrollment Growth Update *J. Westrum 45 minutes*
5. **HUMAN RESOURCES**
6. **SCHOOL BOARD**
7. **ADJOURN**

World's Best Workforce Report Annual Scorecard Report

School Board Work Session

September 24, 2019

Dr. Jill P. Johnson

Executive Director of Teaching and Learning

Dr. Stacey Lackner

Director of Research and Evaluation



BACKGROUND INFORMATION

The 2013 Minnesota Legislature Established the World's Best Work Force. The purpose of the legislation is to ensure that every school district in the state is making strides to increase student performance. School boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.

This plan is to address the following five goals:

1. All children are ready for school.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

WORK FORCE PLAN REQUIREMENTS

1. Identify Student Achievement Goals
2. Establish a Process to Determine Goals
3. Identify Measures to Assess Goals
4. Identify Measures to Assess Student Progress
5. Establish a Process to Assess and Evaluate Curriculum and Instruction
6. Establish an Advisory Committee
7. Develop a Communication Plan

World's Best Work Force Road Map

I: STUDENT ACHIEVEMENT GOALS

- **Readiness:** All children are ready for school
- **Achievement:** All third-graders will be at or above proficiency in reading, math, writing and speaking
- **Achievement:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
- **Readiness:** All students are ready for career and college.
- **Achievement:** All students graduate from high school
- **Personalization:** All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success
- **Health and Well-Being:** All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued

II: ESTABLISHMENT OF GOALS TO ASSESS STUDENT LEARNING

- **District Goals** - are established through the district strategic planning process (e.g. Strategic Road Map)
- **Site Goals** - are developed and finalized by sites at the annual data retreat
- **Individual Student Goals** - are developed by teachers, PLCS or other teacher teams

III: ACCOUNTABILITY MEASURE TO EVALUATE PROGRESS ON GOALS

- **Kindergarten Readiness** - ISEL
- **Third Grade Proficiency** - M&R - MCA
Third Grade Proficiency - W&S - TBD
- **Achievement Gap** - MCA
- **College – Career Readiness** – MCA and ACT
- **Graduate High School** – Graduation Rate
- **Personalization** – Engagement Survey
- **Health and Well-Being** - TBD

IV: ASSESSMENT AND EVALUATION OF STUDENT PROGRESS

Four types of assessments are used to monitor student progress.

- Screeners
- Diagnostic Assessment
- Progress Monitoring
- Outcome Based Assessments

The data is use at the –

- **District level** - to evaluate progress on goals, to set priorities and to allocate resources
- **Building level** - by the principal and site leadership teams to set building goals, developed improvement plans and to monitor progress toward achieving identified site goals
- **Classroom level** - to monitor progress toward building goals and to identify common areas of strengths and areas for improvement
- **Student level** - to determine instructional support, advanced course work, program placement and grade acceleration.

V: ASSESSMENT AND EVALUATION OF CURRICULUM AND INSTRUCTION

Curriculum – Curriculum is assessed and evaluated on a six-year cycle. The review process consists of four phases and is co-facilitated by district staff, resource teachers and principals. Community involvement is encouraged and is facilitated through surveys and focus groups. Results from the review process are shared with the school board at board committee meetings, board work sessions and board meetings.

Instruction – Instruction is assessed and evaluated through the Teacher Development and Evaluation process. Principal instructional leadership is evaluated through the Principal Development and Evaluation process.

VI: ADVISORY COMMITTEE

The School District utilizes the Curriculum, Instruction and Technology advisory committee (CITAC) for input and feedback on the World's Best Work Force Plan.

VII: COMMUNICATION PLAN

Plan is reviewed by the school board at the annual WBWF School Board Work Session. The plan is available to the public on the school district's website.

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.

Core Values

Achievement:
Collaboration:
Community:
Equity:
Integrity:
Respect:

Drivers of Our Words and Actions

Challenging oneself and others for excellence in all we do
Working together to maximize opportunities and eliminate barriers to learning for all
Maintaining a sense of belonging to and responsibility for the broader community
Meeting the specific needs of all students
Doing the right thing in the right way at the right time, even when no one is aware
Valuing others for their diverse talents, backgrounds, cultures and viewpoints

Vision

What We Intend to Create and Experience

By Realizing our Vision, We Achieve Our Mission

The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages 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;
- 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;
- Culture of continuous improvement and responsive innovation;
- 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 and clarity in all operations to maximize individual and collective performance;
- Effective and efficient use of time, human, financial and physical resources;
- High performing district governance, management and partnerships.

Strategic Directions (2019-2022)

Focused Allocation of Resources

Through Focus on Priorities and Strategy Execution,
We Achieve Excellence and Realize Our Vision

1. **Achievement:** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.
2. **Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
3. **Personalization:** All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.
4. **Health and Well-Being:** All students will feel a sense of belonging and connection to their school where social, emotional, physical and mental health is nurtured and valued.

Approved by WPS School Board: July 8, 2019





Teaching and Learning EFFECTIVE PRACTICES MAP



ENVIRONMENT – Safe and welcoming school that support and encourage student learning

Strategy: Learning Model – How learning will be delivered

- *Action: E – 12 Program; Grade Configuration, Calendar, Daily Schedule, Boundaries; Class Size*

Strategy: Facilities – Where learning will occur

- *Action: District Facilities Plan*

Strategy: Finance – How learning will be paid for

- *Action: Budget Allocation – Plan & Process*

Strategy: Human Resources – How the learning program will be staffed

- *Action: Staffing Allocation – Plan & Process*

Strategy: Safety – How we will stay safe

- *Action: Safety and Crisis Plan*

CULTURE – Meaningful relationships with teachers, staff, mentors and peers in a welcoming and nurturing environment where all are valued for who they are and the contribution they make.

Strategy – Students: “know” themselves, their peers and their environment.

- *Action: Student Advisory; Orientations, PBIS,*

Strategy – Staff: Staff to better understand themselves, their peers, our students and their families.

- *Action: Beyond Diversity; Insights*

Strategy – Families: Families to better understand the school system and to be more engaged in their child’s learning.

Action: Open House; Conferences, Advisories

INSTRUCTION – Content Rich, Rigorous and Personalized (*Teacher Experience*)

Strategy: Curriculum – Content Rich and Rigorous

- *Action: Adopted Curriculum*

Strategy: Instruction – Quality First Time Instruction, Personalized

- *Action: Instructional Practices as Defined by Teacher Development & Evaluation*

Strategy: Assessment – Multiple data points to measure student learning and for system accountability

- *Action: Balance Assessment System*

Strategy - Resources, Materials and Supports for Effective First Time Instruction

- *Action: Technology - iPads, Canvas, Illuminate*
- *Action: Professional Development*
- *Action: Collaboration - PLCs*
- *Action: Coaching - Peer Coach, Tech Integration, Resource Teachers*

Multi-Tiered System of Supports to Support Student Learning

- *Action:*
 - *Intervention Services*
 - *Extended Day and Year Learning –*
 - *Gifted & Talented - Vision 21*

LEARNING EXPERIENCE – Content Rich, Rigorous and Personalized (*Student Experience*)

Strategy: Personalized (Voice, Choice, Ownership)

- *Action:*

Strategy: Authentic (Genuine Experiences) and Amplified (Deep, Intense)

- *Action:*

Strategy: Extending Beyond the Walls of the Classroom and Confines of the School Day

- *Action*

Strategy: Fostering Creativity and Innovation

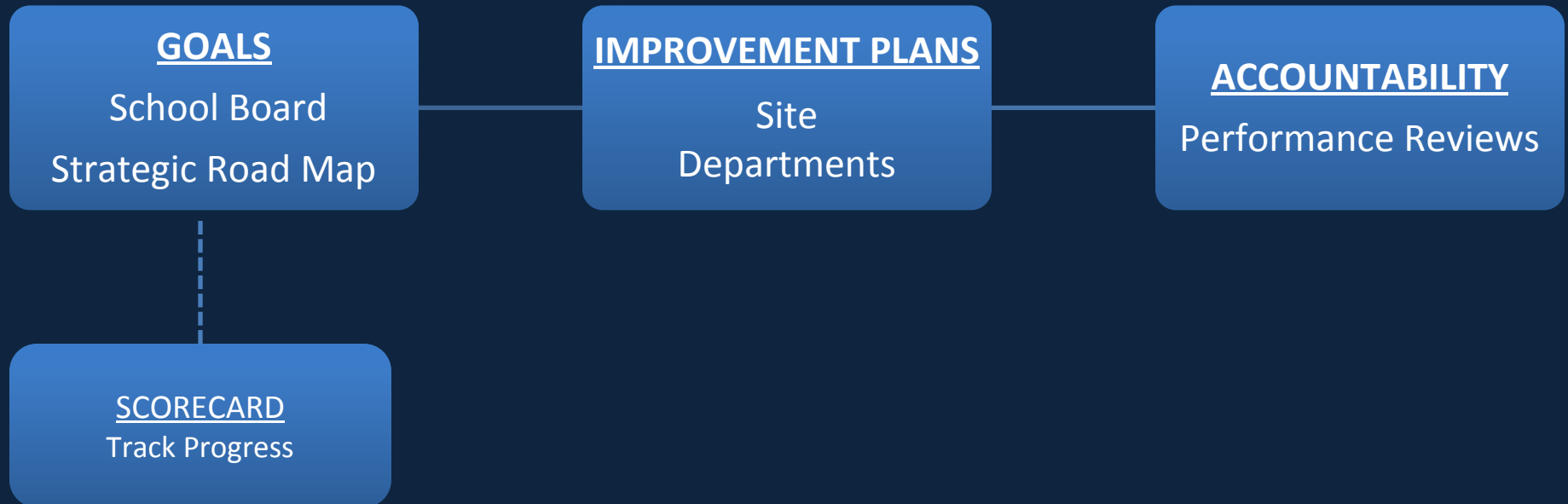
- *Action:*

Strategy: Technology Integration

- *Action: iPads and other Technologies*

Scorecard

Strategic Planning Process



Initiative Implementation

Initiative Implementation

2010 ----- 2020



PLCs
Data Warehouse
Common Assessments

MyWay
 - iPads
 - Makerspace

Teacher
 - Dev & Eval

Principal
 - Dev & Eval

Multi-Tiered System of Support (ADSIS)

Revised Assessment Program

Grading Practices

Start Times

Curriculum Changes
 - World lang
 - Social Studies
 - Science
 - Phy Ed/Health
 - Art
 - FACS
 - Music
 - Math
 - Sec Lang Arts
 - **Elem Lang Arts**

Program Changes
 - Summer Learning
 - Targeted Services
 - Early Education Outreach
 - Student Discipline
 - **Community Education Rebrand**
 - **Relmagine MN – Personalization Initiative**

SITE INITIATIVES

* *Cultural Awareness*
 * *Culturally Responsive Teaching*
 * Social Justice
 * Anti-Bias
 * Assessment Practices

* Technology
 * Grading Practices
 * Self –Awareness
 * Reading Strategies
 * Writing Strategies

* Math Strategies
 * Intervention
 * Health /Well Being
 * Data Analysis
 * *Language Arts K - 5*

2019 - 2020 Initiatives

DEPARTMENT	2019 - 2020 PROJECTS												STAFF IMPACTED BY PROJECTS				UPDATED: JUNE 11, 2019		
	Green = No Disruption, Yellow = Some Disruption, Red = Very Disruptive												TEACHERS	SPECIALISTS	SUPPORT STF	PRINCIPALS	OTHER		
Q COMP	E	K	1	2	3	4	5	6	7	8	9	10	11	12					
New Growth Assignments																			
Revised																			
VISION 21	E	K	1	2	3	4	5	6	7	8	9	10	11	12	TEACHERS	SPECIALISTS	SUPPORT STF	PRINCIPALS	OTHER
4th Grade Pilot (Separated from Learning and Core Initiatives)																			
WHS - New Staff Person																			
COMMUNITY ED	E	K	1	2	3	4	5	6	7	8	9	10	11	12	TEACHERS	SPECIALISTS	SUPPORT STF	PRINCIPALS	OTHER
Re-branding																			Comm Ed and ES staff
Implement new preschool curriculum															preschool teachers				
Expanding HS Credit Assessment															preschool teachers				
Increase Early Childhood Outreach																			community ed
Increase Enrollment in PreK Programs																			Community Ed, ES Leadership, Comm Ed Engagement
Great Expectations: HS Mentor Program															IE			IE	
Great Expectations: Community Volunteer Training															IE			IE	
Great Expectations: Increase Use of Self-Reflection															IE			IE	Self-Reflection, Intervention, etc.
Great Expectations: Mental Health Community Connections																			Intervention, Intervention, etc.
Oakwood Campus Design and Move of EIS/ESC																			Intervention, Intervention, etc.
Teacher Software - Districtwide Implementation																			SAC Staff
MAAP? (or) Fusion (3 sites)																			SAC Staff
New SAC Parent Advisory Council																			SAC Staff
1.40 - Exploration of Joint Powers Agreements with City of Plymouth																			
DEPARTMENT ADDITIONAL																			
Cascade - Strategic Project																			
Improvement Shifting																			
MU21 - Elementary school schedule																			
T&L III	E	K	1	2	3	4	5	6	7	8	9	10	11	12	TEACHERS	SPECIALISTS	SUPPORT STF	PRINCIPALS	OTHER
Department Strategic Work																			
Department Performance Reviews																			
Notice - 500s																			T&L Staff
Notice - Annual Monitoring																			
Middle School Task Force - Programming																			
Principal Performance Development & Evaluation																			
Student Discipline - Disproportionality																			
Student Attendance - Elementary																			
School Calendar - 2019-2020 and 2020-2021																			T&L Staff
School Calendar - Professional Development																			T&L Staff
eLearning Day Plan																			T&L Staff
Reader/Writer Norms/ Identification - Practice																			IE
Elementary Report Card																			T&L Staff
Personalization/Equity Work																			T&L Staff, Principals
Primary Project Program																			IE
Middle School/High School Summer School - Program Review																			IE
Executive Summaries - Literacy, Equity, GFL																			IE
HUMAN RESOURCES	E	K	1	2	3	4	5	6	7	8	9	10	11	12	TEACHERS	SPECIALISTS	SUPPORT STF	PRINCIPALS	OTHER
Benefit Issues Implementation																			
Affinity Group/Equity Work																			
BUILDINGS & GROUNDS	E	K	1	2	3	4	5	6	7	8	9	10	11	12	TEACHERS	SPECIALISTS	SUPPORT STF	PRINCIPALS	OTHER
SITING GOVERNMENT																			

Site Initiatives 2019 - 2020

SITE	INITIATIVE	INITIATIVE	INITIATIVE
Birchview	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Gleason Lake	Language Arts Curriculum	ReImagine MN – Wayzata Plan Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Greenwood	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Kimberly Lane	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Meadow Ridge	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
North Woods	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Oakwood	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Plymouth Creek	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Sunset Hill	Language Arts Curriculum	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Central Middle School	PLCs/Data – Improvement of Instruction Student Engagement; Grading	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
East Middle School	PLCs/Data – Improvement of Instruction Student Engagement; Grading	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
West Middle School	PLCs/Data – Improvement of Instruction Student Engagement; Grading	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation
Wayzata High School	PLCs/Data – Improvement of Instruction Student Engagement	ReImagine MN – Wayzata Plan ▪ Culture Awareness and Understanding	Student Discipline ▪ Site Team Implementation

Priorities to Address Achievement Gap

Personalization – Better know and understand our students so that we can removed barriers and created difference making learning experiences

2019 – 2020: Kindergarten Experience

2020 – 2021: 1st Grade Experience

2021 – 2022: Second Grade Experience

Teacher Interviews
Class Observations

Early Education Program – Increase the number of students who have a pre-school – type experience

Family Outreach

Extended Learning – Extended the school day and school year to maximize the student time for student learning

Summer Learning
Targeted Services

Questions



**WAYZATA PUBLIC SCHOOLS
SCORECARD
2018-19**

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 grades 4-8 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: Every few 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 are 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 they are enrolled during the year.

DESCRIPTION OF MEASURES (CONTINUED)

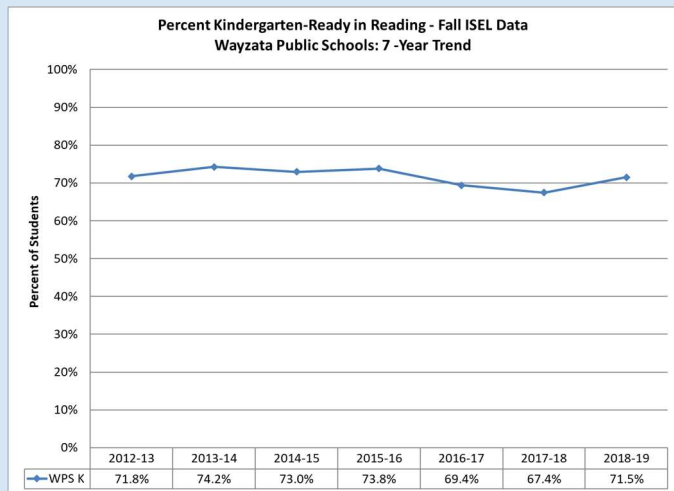
Developmental Assets (Skills): Developmental Assets (Skills) are calculated in an analysis conducted by Dr. Michael Rodriguez at the University of Minnesota of the Minnesota Student Survey results. Developmental Assets (Skills) are characteristics that are important in positive adolescent development. 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



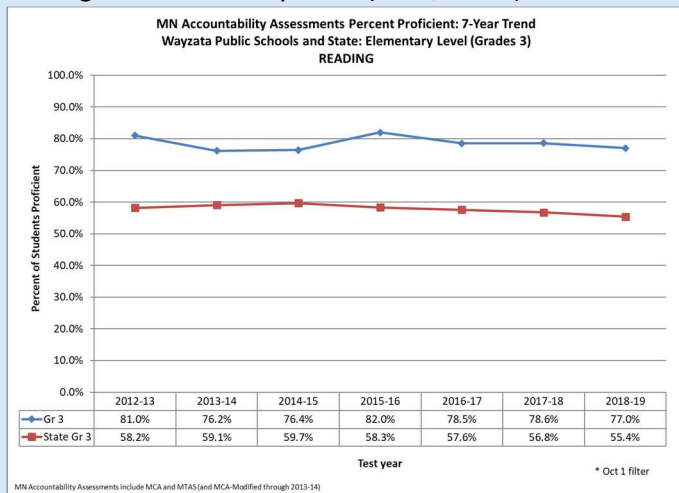
Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

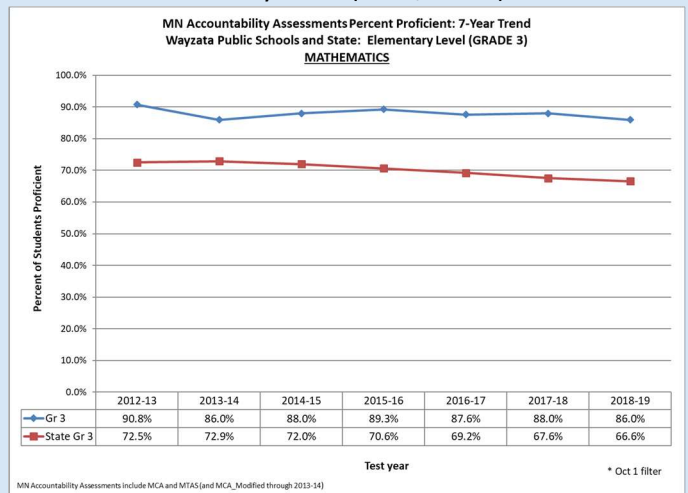
Under review

Achievement by Third Grade

Reading – Accountability Tests (MCA/MTAS)



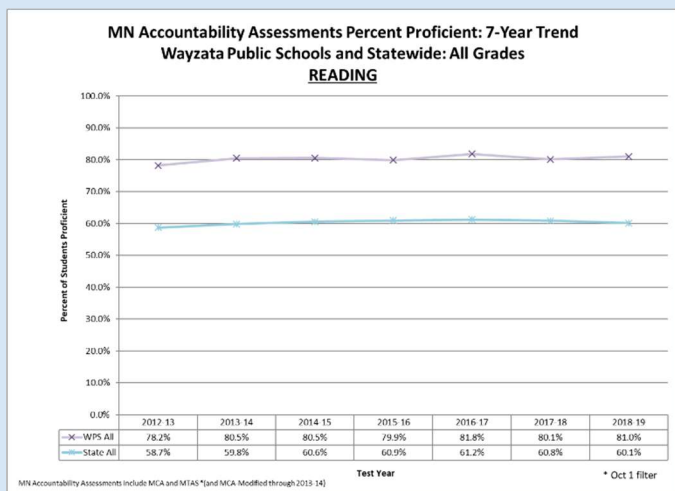
Math – Accountability Tests (MCA/MTAS)



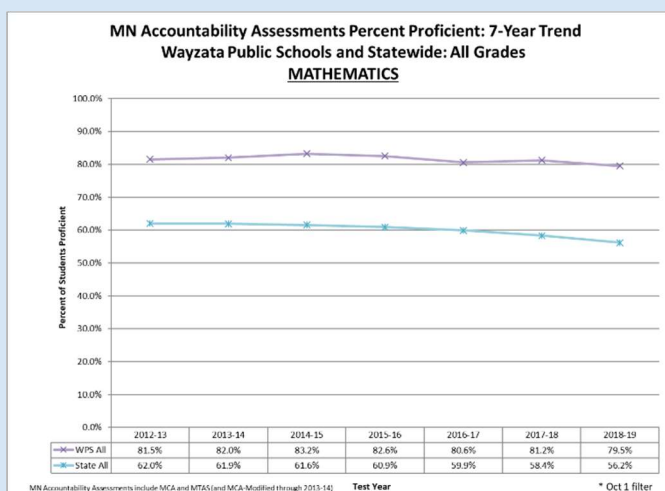
ACHIEVEMENT

Overall Achievement – Grades 3-8, 10 and 11

Reading – Accountability Tests (MCA/MTAS)



Math – Accountability Tests (MCA/MTAS)



Overall Reading and Math Progress

Reading – Grades 4-8

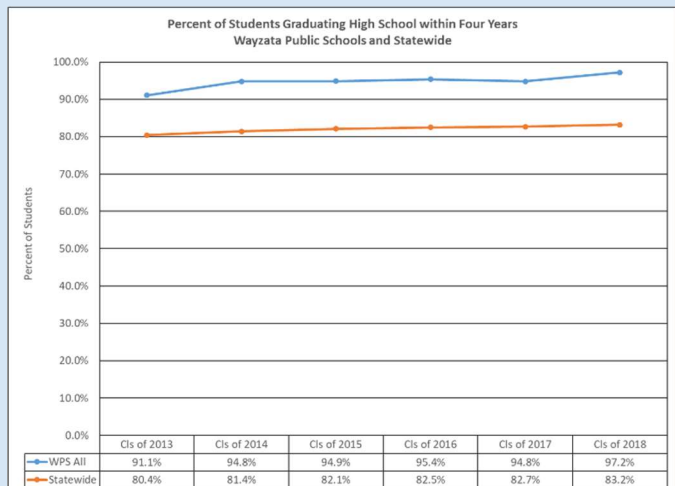
2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	6 0.2%	654 20.1%	2595 79.7%
Meets	54 1.4%	377 9.9%	2449 64.6%	912 24.1%
Partially Meets	156 16.8%	351 37.7%	415 44.6%	8 0.9%
Does Not Meet	411 58.4%	189 26.8%	104 14.8%	0 0.0%

Math – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	36 0.9%	700 16.8%	3439 82.4%
Meets	48 1.7%	489 16.9%	1740 60.2%	612 21.2%
Partially Meets	174 17.3%	508 50.4%	321 31.9%	4 0.4%
Does Not Meet	435 70.8%	157 25.6%	22 3.6%	0 0.0%

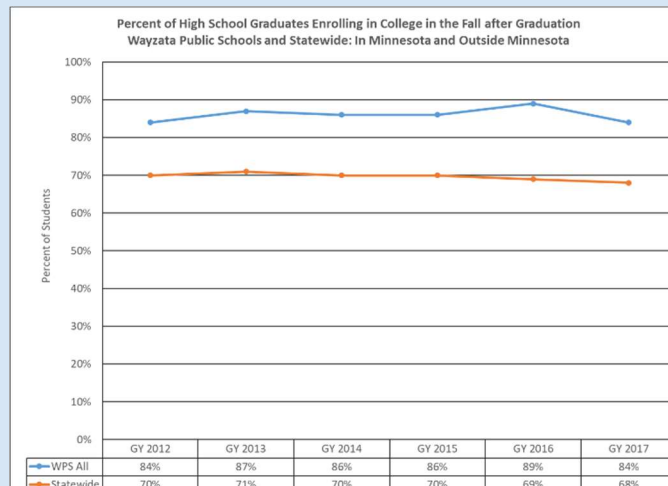
Graduation

WPS Four-Year Graduation Rate – MN Report Card
(Most recent data available, Class of 2018)



College Enrollment

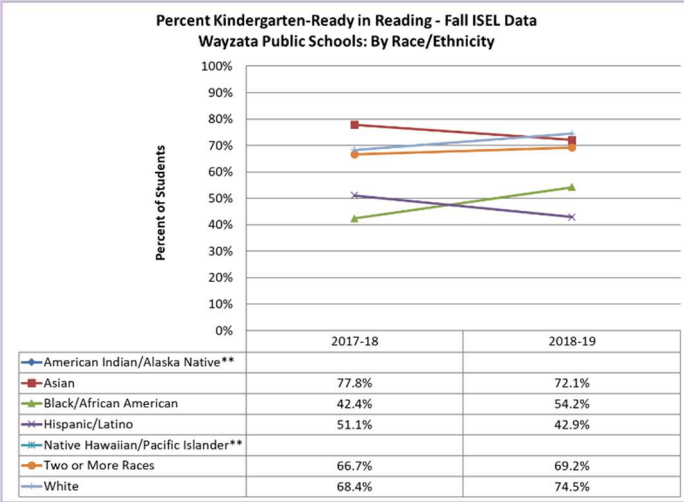
WPS College Enrollment – MN SLEDS
(Most recent data available, Class of 2017)



EACH AND EVERY – By Race/Ethnicity

Kindergarten Readiness

Fall Kindergarten ISEL Reading Test



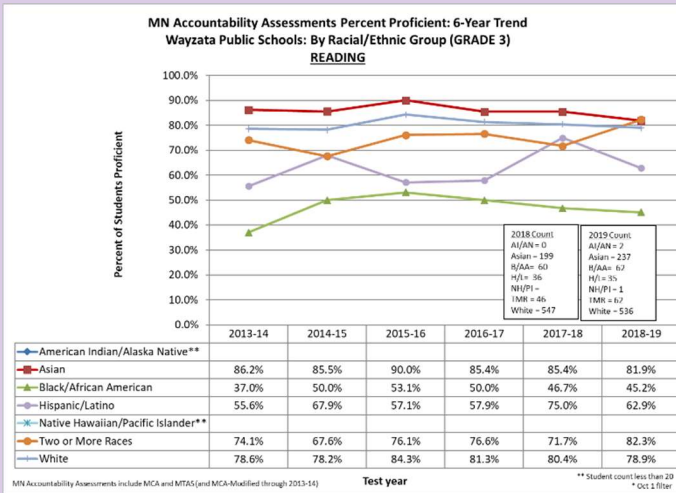
Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

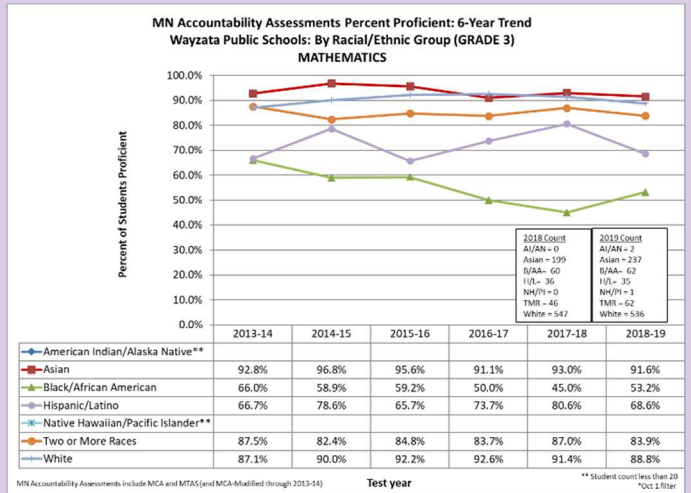
Under review

Achievement by Third Grade

Reading – Accountability Tests (MCA/MTAS)

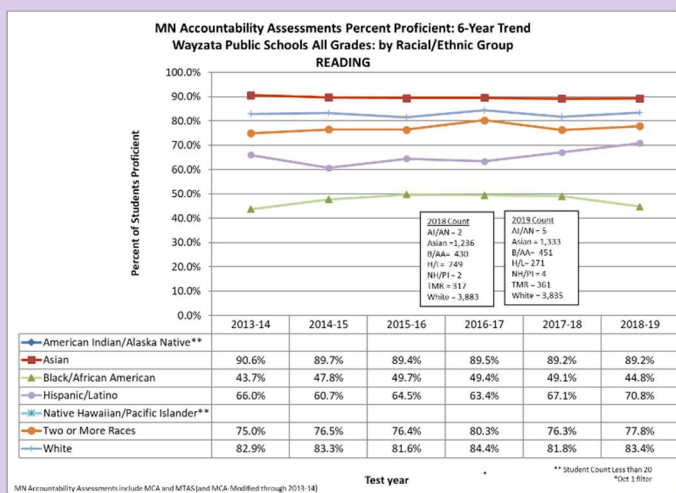


Math – Accountability Tests (MCA/MTAS)

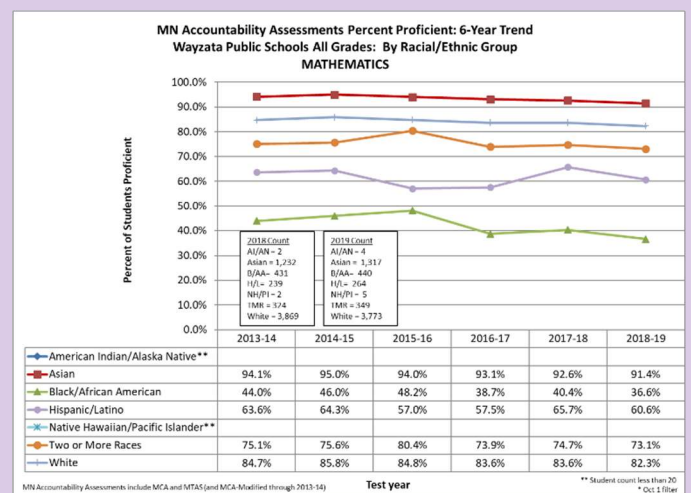


Overall Achievement – Grades 3-8, 10 and 11

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 – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	36 19.6%	148 80.4%
Meets	18 4.5%	72 17.8%	246 60.9%	68 16.8%
Partially Meets	64 31.8%	82 40.8%	55 27.4%	0 0.0%
Does Not Meet	183 73.2%	51 20.4%	16 6.4%	0 0.0%

Math – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	12 7.0%	40 23.3%	120 69.8%
Meets	24 7.4%	80 24.7%	168 51.9%	52 16.0%
Partially Meets	76 29.6%	112 43.6%	67 26.1%	2 0.8%
Does Not Meet	231 80.8%	53 18.5%	2 0.7%	0 0.0%

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

Reading – Grades 4-8

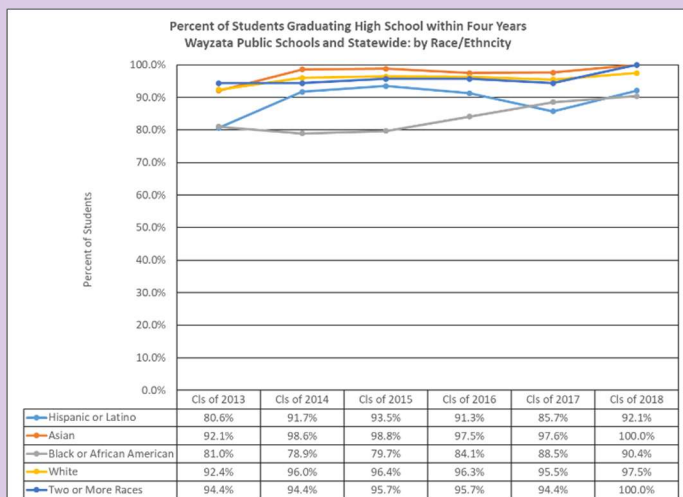
2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	6 0.2%	618 20.1%	2447 79.7%
Meets	36 1.1%	305 9.0%	2203 65.0%	844 24.9%
Partially Meets	92 12.6%	269 36.9%	360 49.4%	8 1.1%
Does Not Meet	228 50.2%	138 30.4%	88 19.4%	0 0.0%

Math – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	24 0.6%	660 16.5%	3319 82.9%
Meets	24 0.9%	409 15.9%	1572 61.3%	560 21.8%
Partially Meets	98 13.1%	396 52.8%	254 33.9%	2 0.3%
Does Not Meet	204 62.2%	104 31.7%	20 6.1%	0 0.0%

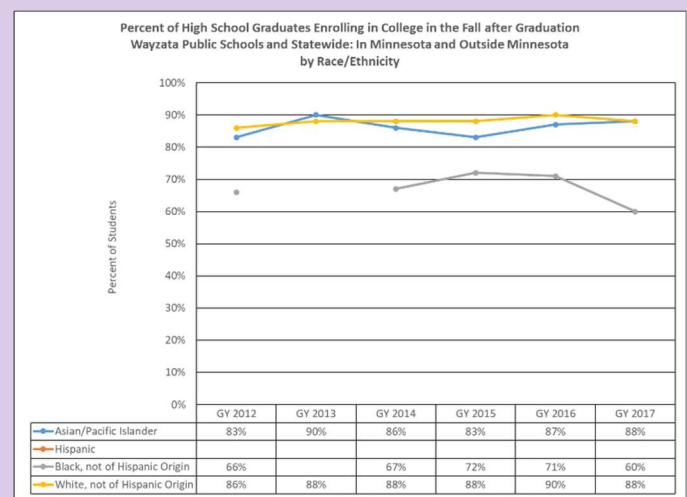
Graduation

WPS Four-Year Graduation Rate – MN Report Card



College Enrollment

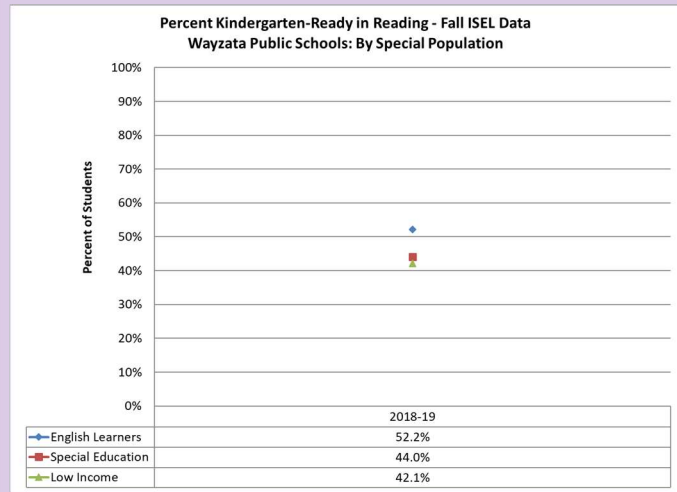
WPS College Enrollment – MN SLEDS



EACH AND EVERY – by Special Population

Kindergarten Readiness

Fall Kindergarten ISEL Reading Test



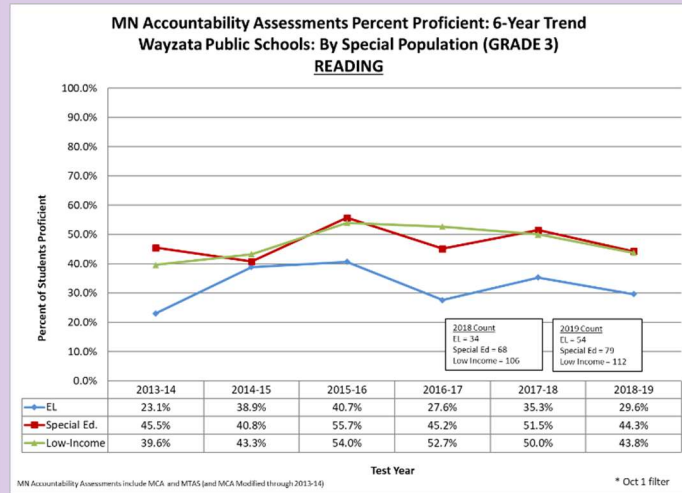
Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

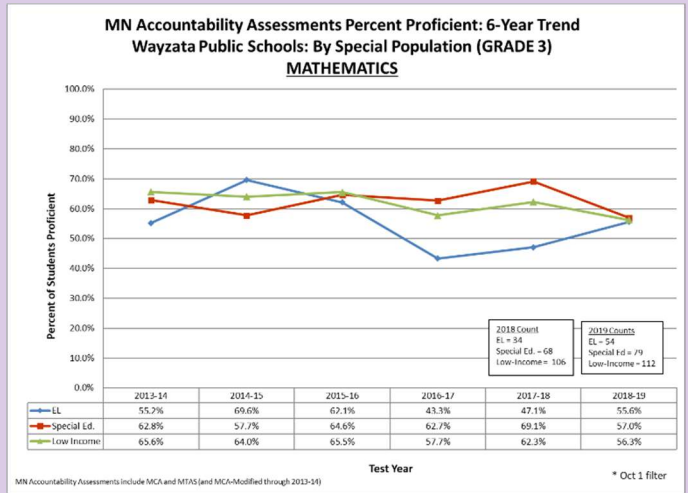
Under review

Achievement by Third Grade

Reading – Accountability Tests (MCA/MTAS)

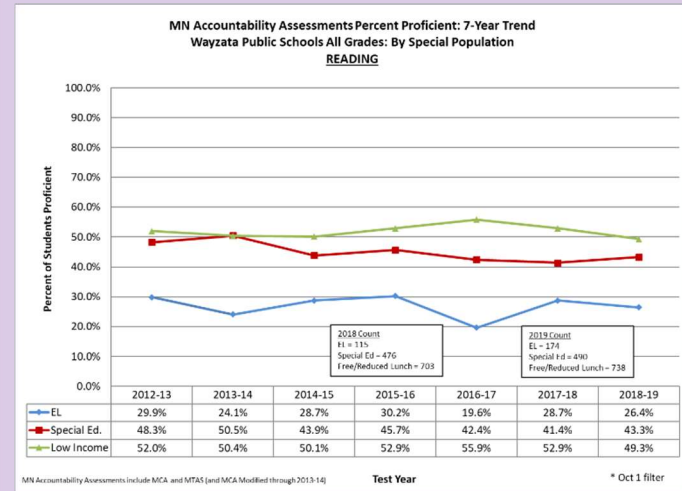


Math – Accountability Tests (MCA/MTAS)

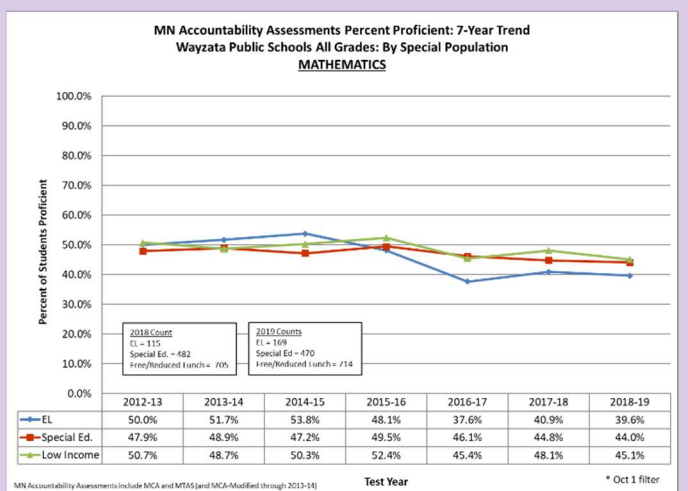


Overall Achievement – Grades 3-8, 10 and 11

Reading – Accountability Tests (MCA/MTAS)



Math – Accountability Tests (MCA/MTAS)



EACH AND EVERY– By Special Population

Overall Reading and Math Progress – Low Income

Reading – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	42 31.8%	90 68.2%
Meets	20 5.1%	66 16.8%	253 64.4%	54 13.7%
Partially Meets	64 28.7%	98 43.9%	59 26.5%	2 0.9%
Does Not Meet	203 72.0%	57 20.2%	22 7.8%	0 0.0%

Math – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	8 6.0%	34 25.4%	92 68.7%
Meets	20 6.0%	74 22.4%	195 58.9%	42 12.7%
Partially Meets	78 28.8%	118 43.5%	73 26.9%	2 0.7%
Does Not Meet	233 79.8%	57 19.5%	2 0.7%	0 0.0%

Overall Reading and Math Progress - Special Education

Reading – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	4 1.9%	42 20.4%	160 77.7%
Meets	12 4.3%	34 12.3%	164 59.4%	66 23.9%
Partially Meets	40 22.6%	86 48.6%	51 28.8%	0 0.0%
Does Not Meet	225 77.9%	42 14.5%	22 7.6%	0 0.0%

Math – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	8 3.3%	40 16.3%	198 80.5%
Meets	12 4.3%	58 20.9%	160 57.6%	48 17.3%
Partially Meets	40 24.2%	74 44.8%	51 30.9%	0 0.0%
Does Not Meet	213 79.8%	42 15.7%	12 4.5%	0 0.0%

Overall Reading and Math Progress – English Learners

Reading – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	22 28.2%	56 71.8%
Meets	4 1.7%	28 11.6%	172 71.1%	38 15.7%
Partially Meets	26 21.7%	44 36.7%	50 41.7%	0 0.0%
Does Not Meet	114 68.3%	29 17.4%	24 14.4%	0 0.0%

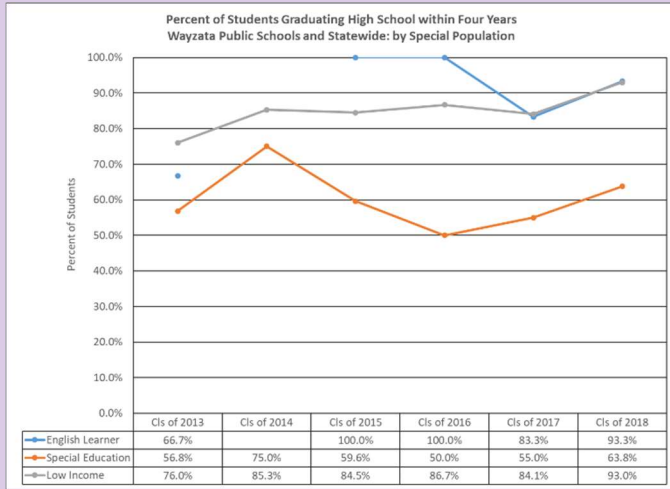
Math – Grades 4-8

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	4 2.2%	36 20.0%	140 77.8%
Meets	8 4.3%	38 20.2%	100 53.2%	42 22.3%
Partially Meets	26 24.1%	52 48.1%	30 27.8%	0 0.0%
Does Not Meet	102 77.9%	23 17.6%	6 4.6%	0 0.0%

EACH AND EVERY—Special Population

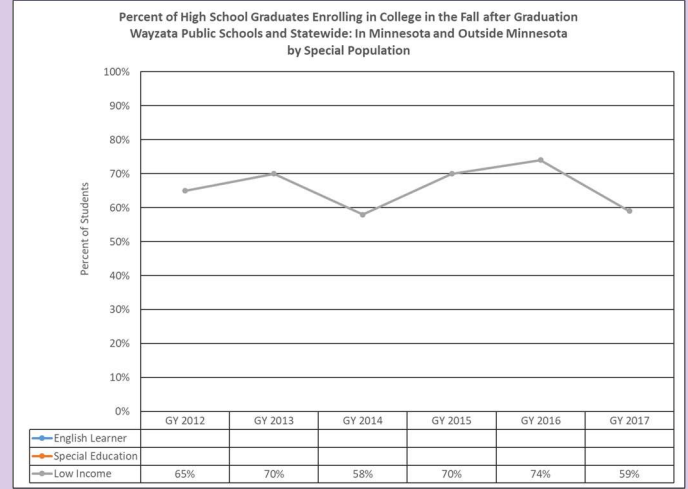
Graduation

WPS Four-Year Graduation Rate – MN Report Card



College Enrollment

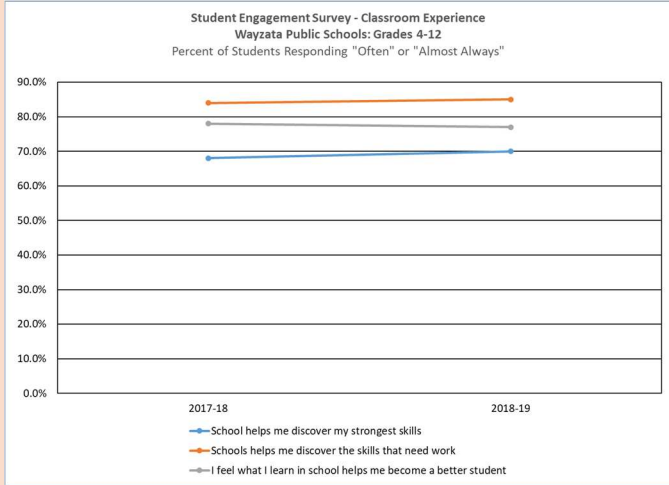
WPS College Enrollment – MN SLEDS



PERSONALIZATION

Classroom Experience – Grades 4-12
WPS Student Engagement Survey

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

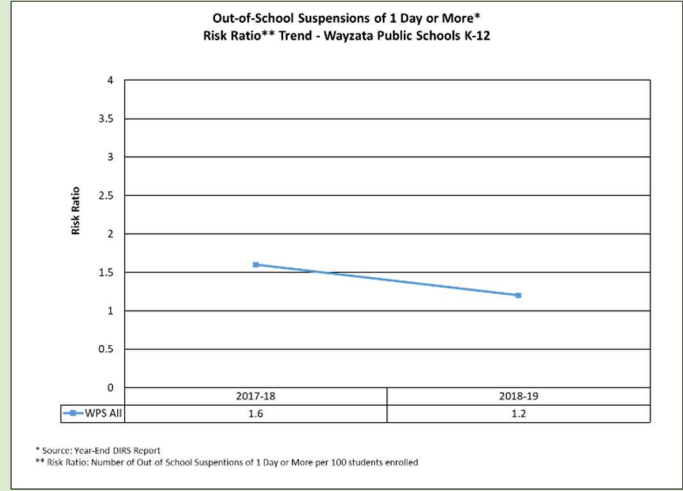
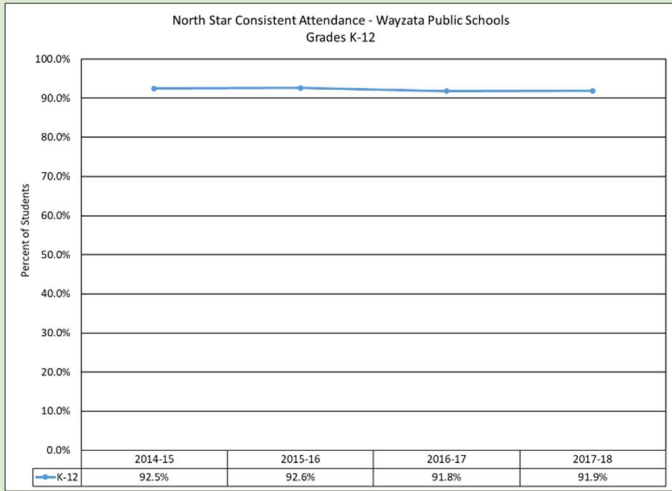


Data not collected in 2018-19

HEALTH AND WELL-BEING

Consistent Attendance – Grades K-12
MN Report Card (Most recent data available, 2017-18)

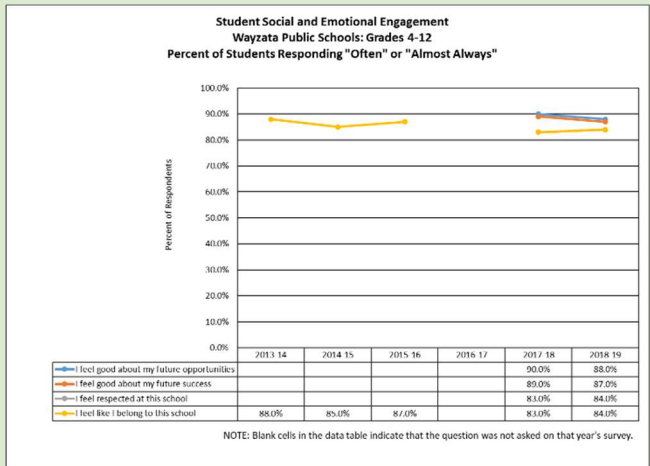
Discipline: Out-of-School Suspensions – Grades K-12
MDE Discipline Incident Reporting System (DIRS)



Developmental Assets (Skills) – WPS Grades 5, 8, 9 and 11
MN Student Survey

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

2019 Data Not Available Yet





2018-19 District Scorecard

September 24, 2019

Stacey Lackner, Ph.D.
Director of Research and Evaluation

Measures

Kindergarten Readiness

Writing Prompts

- Under review

Accountability Test Proficiency

Accountability Test Progress

Four-Year Graduation Rate

College Enrollment

Student Engagement Survey

District/School Climate Survey

- data not collected 2018-19

Consistent Attendance

Developmental Assets

- data not available for 2019

Out-of-School Suspensions

Strategic Directions

Achievement

Each and Every

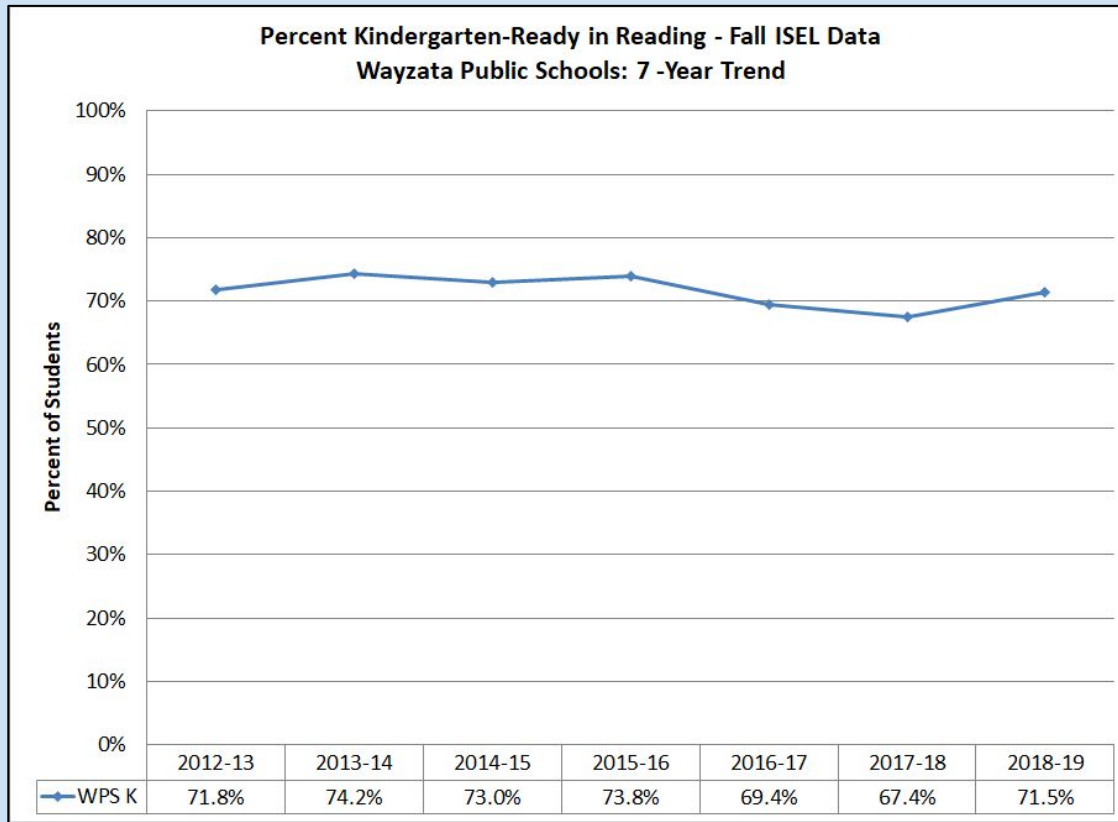
Personalized Learning

Health and Well-Being

Achievement

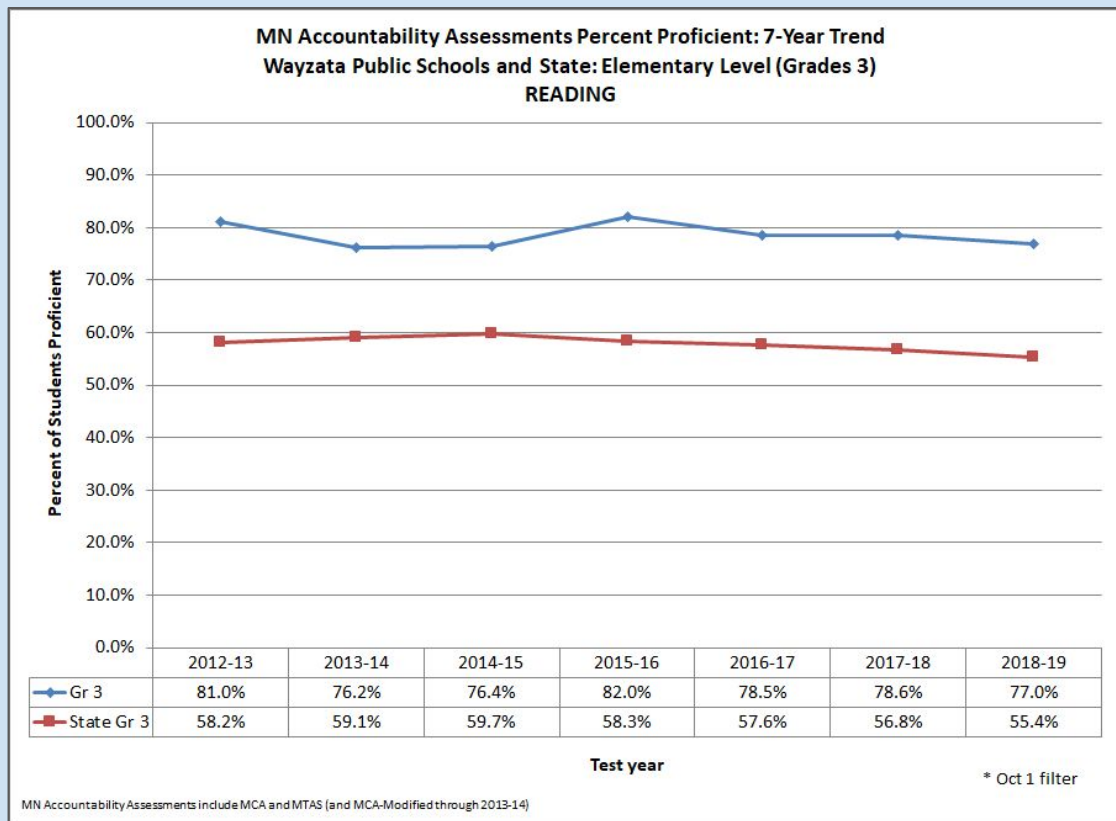
By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.

Kindergarten



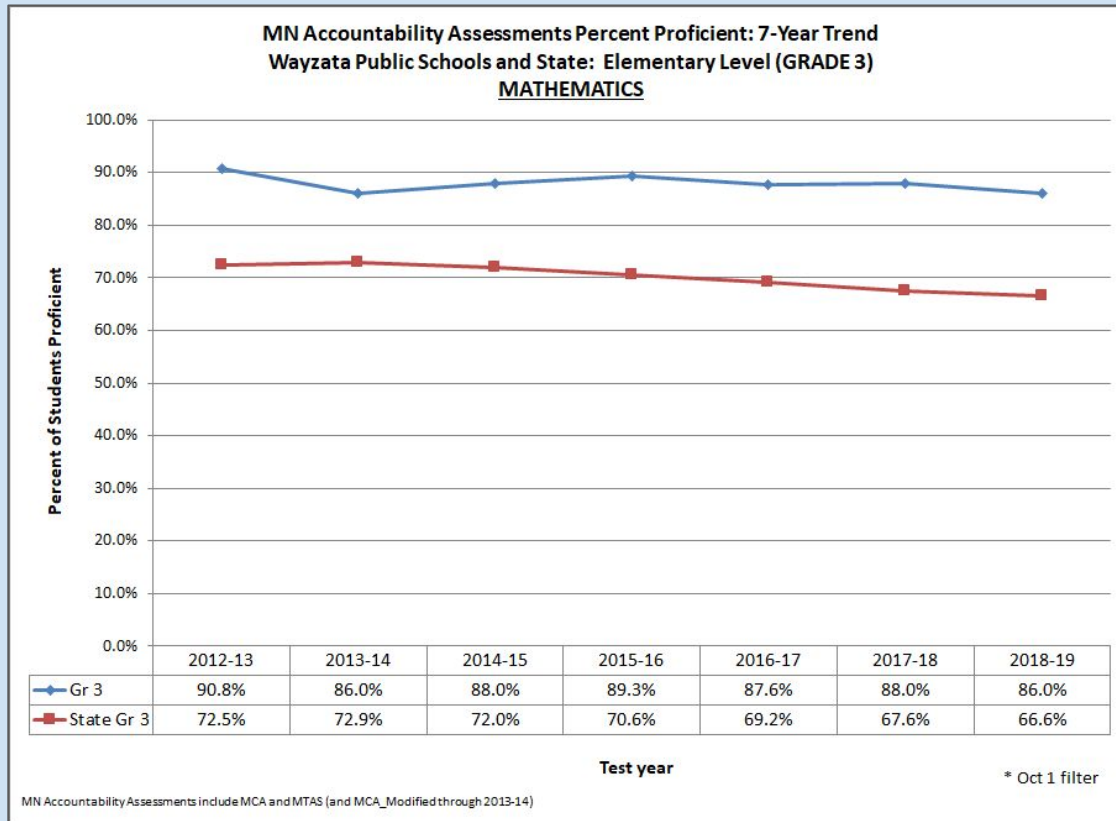
The percent of students entering kindergarten ready in the area of reading increased in 2018-19 to 71.5%.

Grade 3



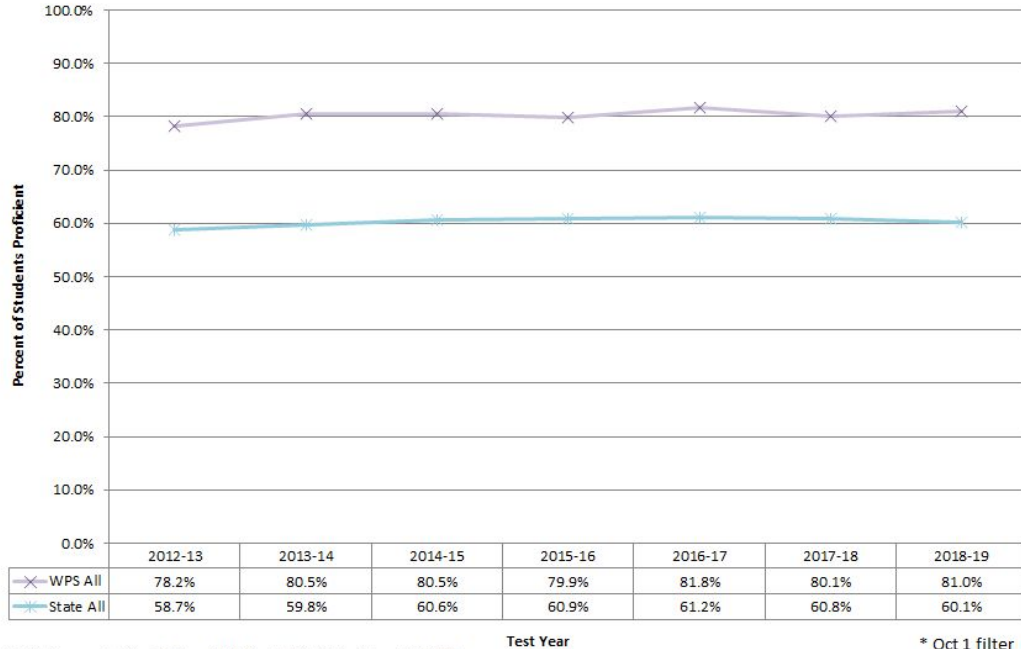
The percent of WPS grade 3 students who scored proficient in reading decreased slightly from 78.6% in 2017-18 to 77.0% in 2018-19. The statewide percent proficient has shown a steady decline since 2014-15.

Grade 3



The percent of WPS grade 3 students proficient in math decreased slightly from 88.0% in 2017-18 to 86.0% in 2018-19. The statewide percent proficient has shown a steady decline since 2013-14.

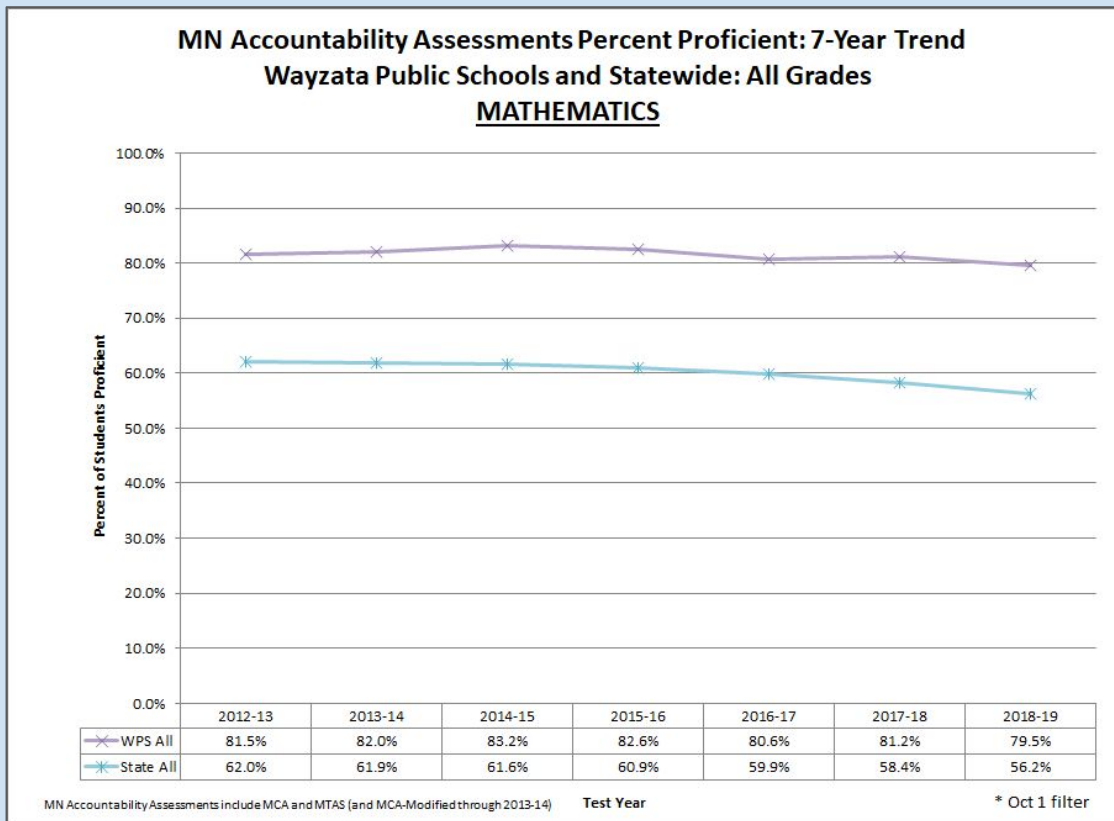
MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools and Statewide: All Grades
READING



MN Accountability Assessments include MCA and MTAS *(and MCA-Modified through 2013-14)

* Oct 1 filter

The percent of WPS students in all grades tested scoring proficient in reading increased slightly from 80.1% in 2017-18 to 81.0% in 2018-19. The statewide percent proficient decreased in these two years.



The percent of WPS students in all grades tested scoring proficient in math decreased slightly from 81.2% in 2017-18 to 79.5% in 2018-19. The percent of students scoring proficient in math statewide has decreased every year for the past seven years.

Reading - All students (grades 4-8)

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	6 0.2%	654 20.1%	2595 79.7%
Meets	54 1.4%	377 9.9%	2449 64.6%	912 24.1%
Partially Meets	156 16.8%	351 37.7%	415 44.6%	8 0.9%
Does Not Meet	411 58.4%	189 26.8%	104 14.8%	0 0.0%

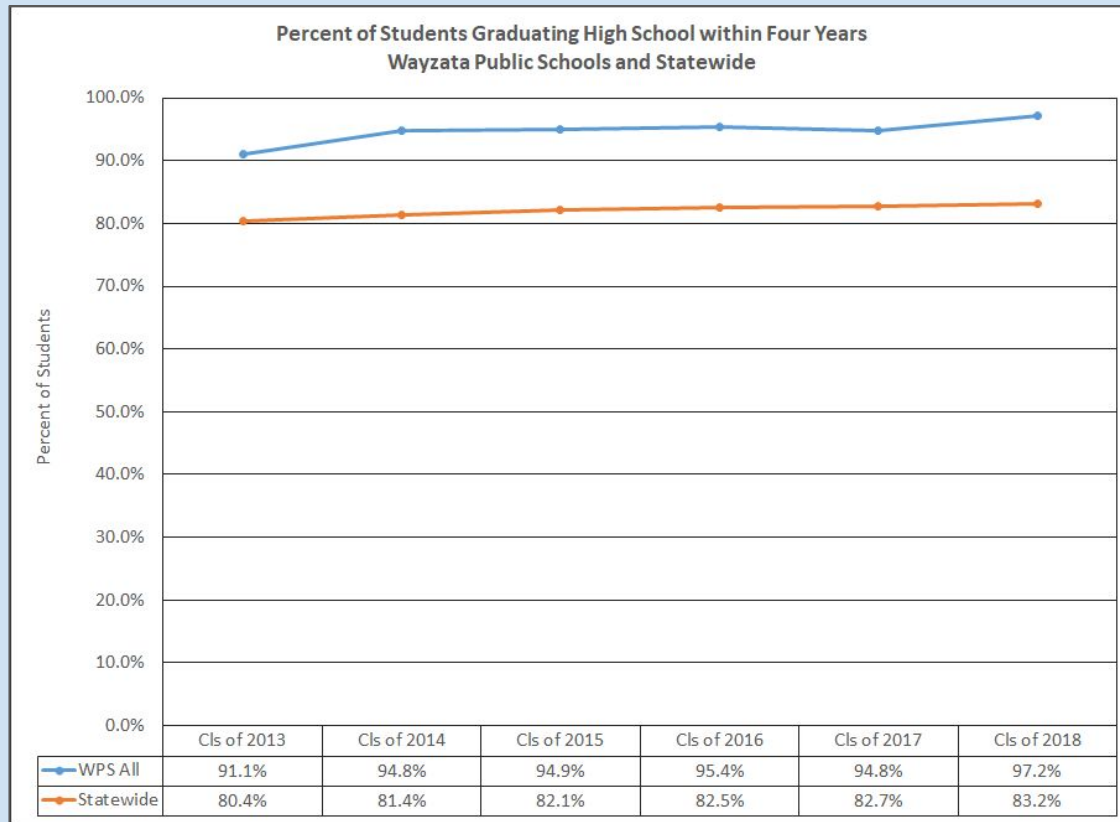
In reading, 79.7% of students who started at Exceeds stayed at Exceeds. 41.6% of students who started at Does Not Meet moved up at least one achievement level.

Math - All students (grades 4-8)

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	36 0.9%	700 16.8%	3439 82.4%
Meets	48 1.7%	489 16.9%	1740 60.2%	612 21.2%
Partially Meets	174 17.3%	508 50.4%	321 31.9%	4 0.4%
Does Not Meet	435 70.8%	157 25.6%	22 3.6%	0 0.0%

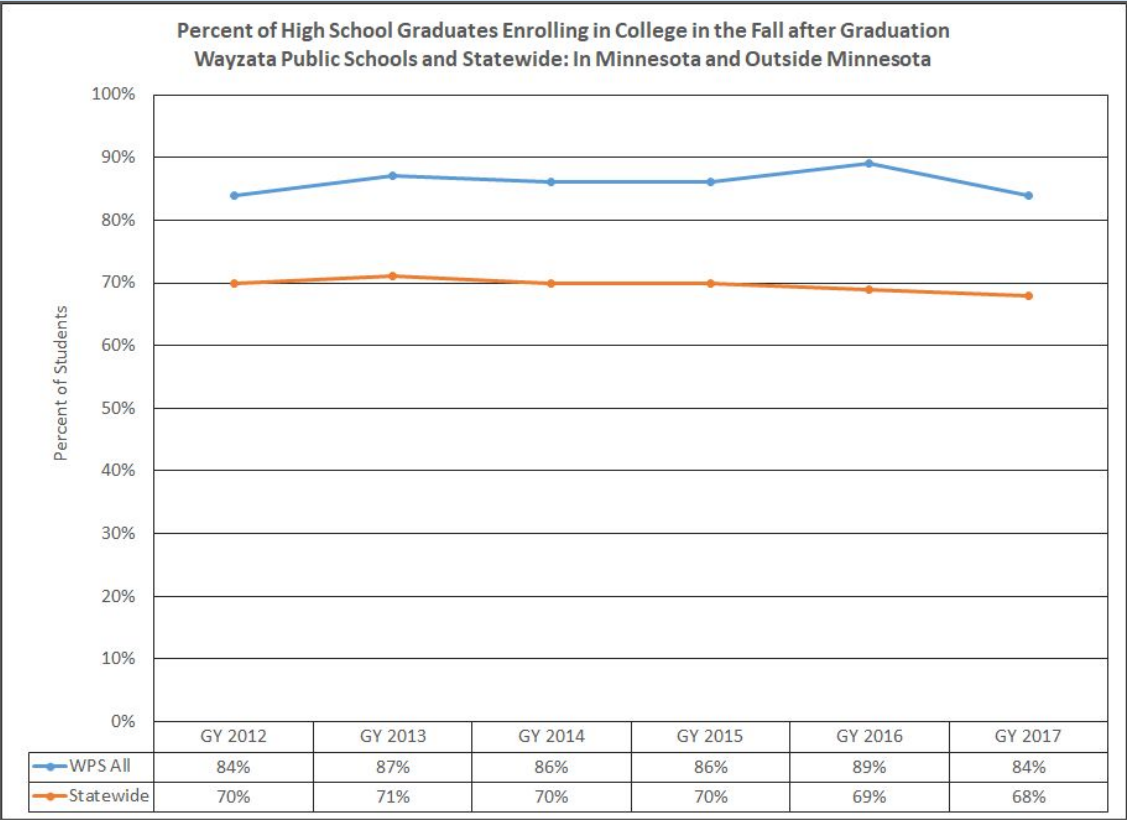
In math, 82.4% of students who started at Exceeds stayed at Exceeds. 29.2% of students who started at Does Not Meet moved up at least one level.

Graduation



The percent of WPS students graduating in four years increased by 2.4 percentage points between the Class of 2017 (94.8%) to the Class of 2018 (97.2%).

College Enrollment



The percent of WPS graduates enrolling in college the fall after graduating decreased from 89% for the Class of 2016 to 84% for the Class of 2017.

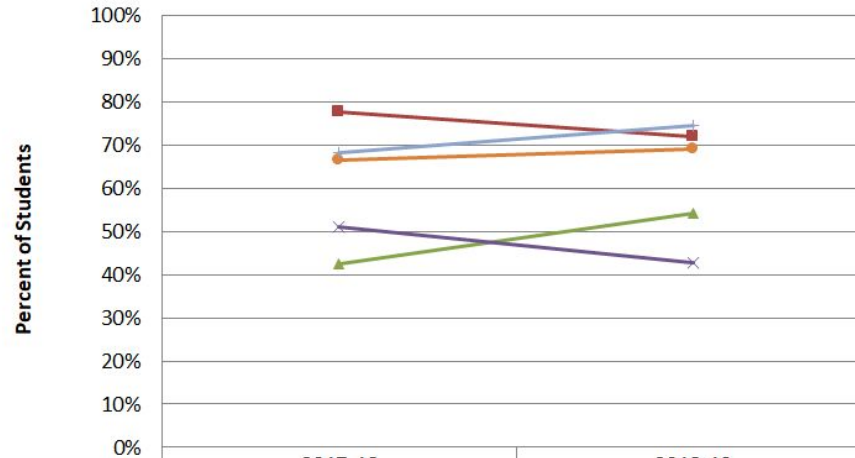
Each and Every

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

by Race/Ethnicity

Kindergarten

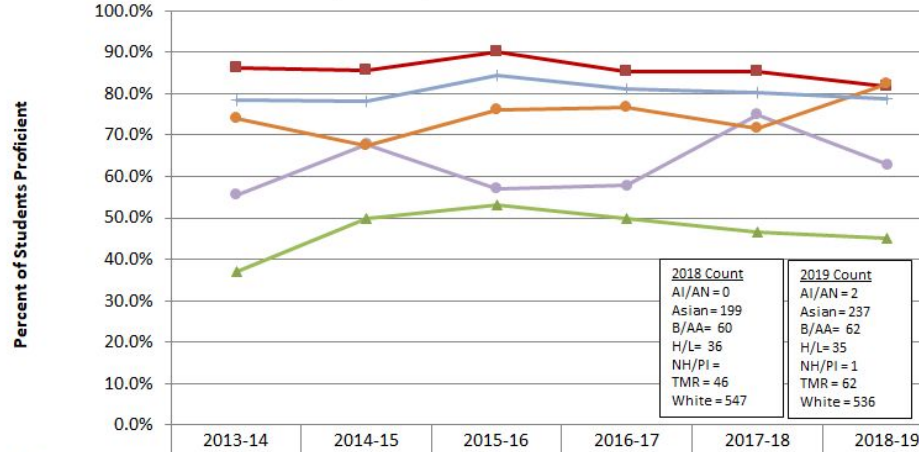
**Percent Kindergarten-Ready in Reading - Fall ISEL Data
Wayzata Public Schools: By Race/Ethnicity**



	2017-18	2018-19
American Indian/Alaska Native**		
Asian	77.8%	72.1%
Black/African American	42.4%	54.2%
Hispanic/Latino	51.1%	42.9%
Native Hawaiian/Pacific Islander**		
Two or More Races	66.7%	69.2%
White	68.4%	74.5%

The percent of students ready for kindergarten in the area of reading increased from 2017-18 to 2018-19 for the White (68.4% to 74.5%), Two or More Races (66.7% to 69.2%) and Black/African American (42.4% to 54.2%) student groups.

MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools: By Racial/Ethnic Group (GRADE 3)
READING



2018 Count	2019 Count
AI/AN = 0	AI/AN = 2
Asian = 199	Asian = 237
B/AA = 60	B/AA = 62
H/L = 36	H/L = 35
NH/PI = 1	NH/PI = 1
TMR = 46	TMR = 62
White = 547	White = 536

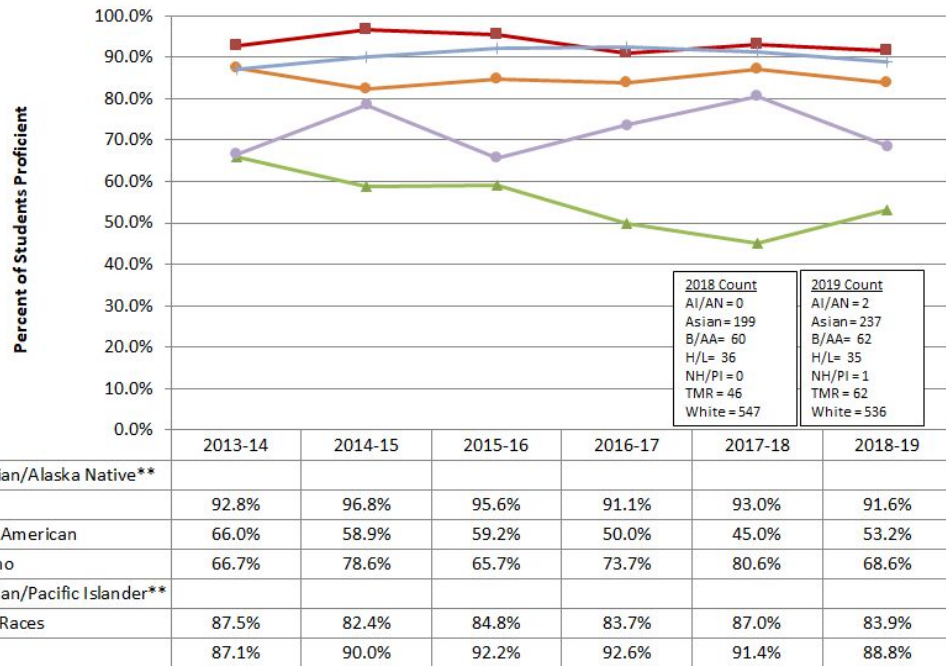
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
◆ American Indian/Alaska Native**						
■ Asian	86.2%	85.5%	90.0%	85.4%	85.4%	81.9%
▲ Black/African American	37.0%	50.0%	53.1%	50.0%	46.7%	45.2%
● Hispanic/Latino	55.6%	67.9%	57.1%	57.9%	75.0%	62.9%
✦ Native Hawaiian/Pacific Islander**						
◆ Two or More Races	74.1%	67.6%	76.1%	76.6%	71.7%	82.3%
◆ White	78.6%	78.2%	84.3%	81.3%	80.4%	78.9%

MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14) **Test year** ** Student count less than 20
 * Oct 1 filter

The percent of multiracial grade 3 students proficient in reading increased from 71.7% in 2018 to 82.3% in 2019. The percent of Black/African American grade 3 students proficient in reading has decreased each year for the last three years to 45.2% in 2019.

Grade 3

MN Accountability Assessments Percent Proficient: 6-Year Trend Wayzata Public Schools: By Racial/Ethnic Group (GRADE 3) MATHEMATICS



2018 Count	2019 Count
AI/AN = 0	AI/AN = 2
Asian = 199	Asian = 237
B/AA = 60	B/AA = 62
H/L = 36	H/L = 35
NH/PI = 0	NH/PI = 1
TMR = 46	TMR = 62
White = 547	White = 536

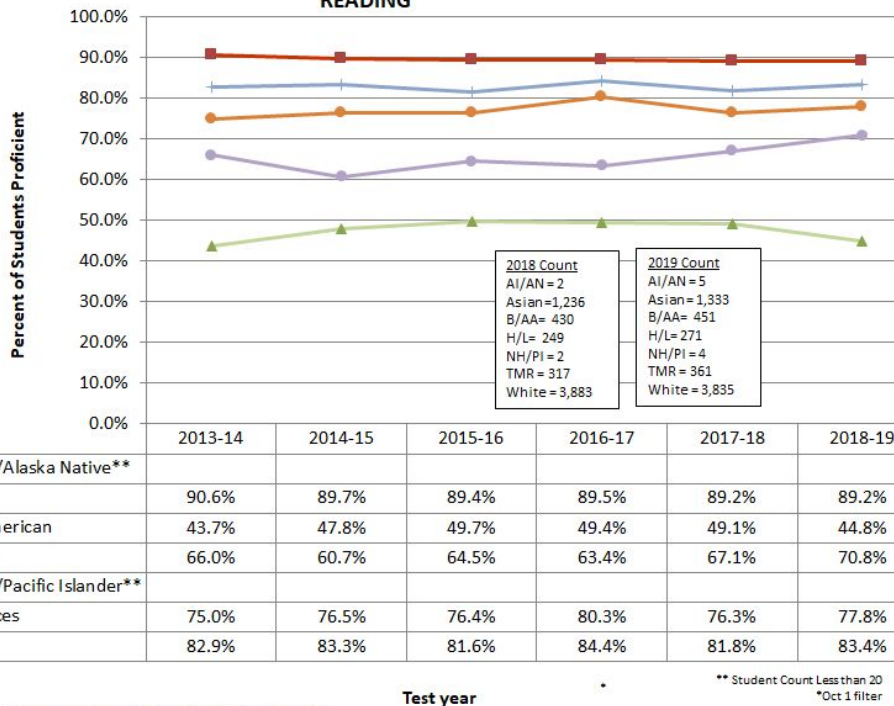
MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

Test year

** Student count less than 20
*Oct 1 filter

In grade 3, all student groups except Black/African American decreased in percent proficient in math from 2018 to 2019. The percent of grade 3 Black/African American students proficient increased from 45.5% in 2018 to 53.2% in 2019. However, there has been decreasing trend for this group over the past six years.

MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools All Grades: by Racial/Ethnic Group
READING

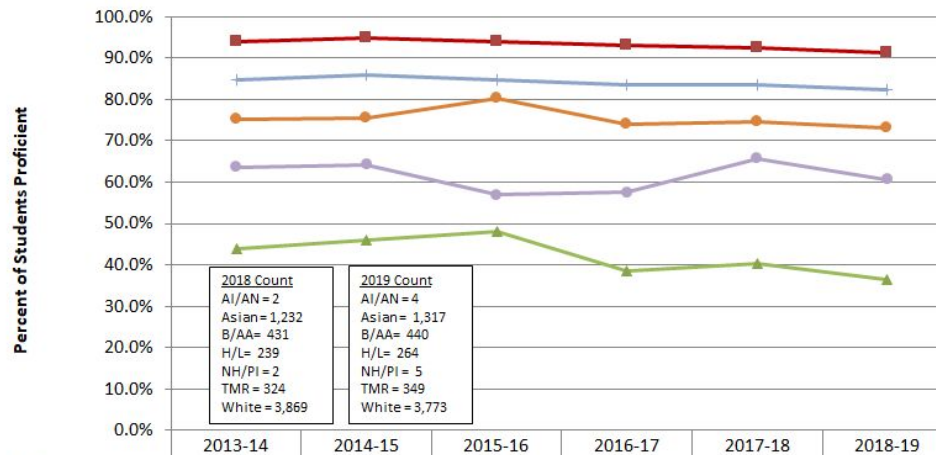


MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

** Student Count Less than 20
*Oct 1 filter

All student groups except for Black/African American in all grades tested increased proficiency in reading from 2018 to 2019. The proficiency rate for Hispanic/Latino students increased each of the last two years to 70.8%. The gaps between the student groups have been relatively consistent over the past six years.

MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools All Grades: By Racial/Ethnic Group
MATHEMATICS



2018 Count	2019 Count
AI/AN = 2	AI/AN = 4
Asian = 1,232	Asian = 1,317
B/AA = 431	B/AA = 440
H/L = 239	H/L = 264
NH/PI = 2	NH/PI = 5
TMR = 324	TMR = 349
White = 3,869	White = 3,773

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian/Alaska Native**						
Asian	94.1%	95.0%	94.0%	93.1%	92.6%	91.4%
Black/African American	44.0%	46.0%	48.2%	38.7%	40.4%	36.6%
Hispanic/Latino	63.6%	64.3%	57.0%	57.5%	65.7%	60.6%
Native Hawaiian/Pacific Islander**						
Two or More Races	75.1%	75.6%	80.4%	73.9%	74.7%	73.1%
White	84.7%	85.8%	84.8%	83.6%	83.6%	82.3%

MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

Test year

** Student count less than 20
* Oct 1 filter

The math proficiency rate of students in all grades tested for all racial/ethnic groups decreased from 2018 to 2019. The gaps between the student groups have been relatively consistent over the past six years.

Reading Grades 4-8

Underrepresented Race: American Indian/Alaskan Native, Black/African American, Hispanic Latino

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	36 19.6%	148 80.4%
Meets	18 4.5%	72 17.8%	246 60.9%	68 16.8%
Partially Meets	64 31.8%	82 40.8%	55 27.4%	0 0.0%
Does Not Meet	183 73.2%	51 20.4%	16 6.4%	0 0.0%

Non Underrepresented Race: Asian, Native Hawaiian/Pacific Islander, White, Two or More Races

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	6 0.2%	618 20.1%	2447 79.7%
Meets	36 1.1%	305 9.0%	2203 65.0%	844 24.9%
Partially Meets	92 12.6%	269 36.9%	360 49.4%	8 1.1%
Does Not Meet	228 50.2%	138 30.4%	88 19.4%	0 0.0%

In reading, the percent of students who started at Exceeds and stayed at Exceeds was slightly higher for students of underrepresented races (80.4%) than students of non underrepresented races (79.7%). The percent of students who started at Does Not Meet and moved up at least one level was 26.8% for underrepresented races and 49.8% for non-underrepresented races.

Math Grades 4-8

Underrepresented Race: American Indian/Alaskan Native, Black/African American, Hispanic Latino

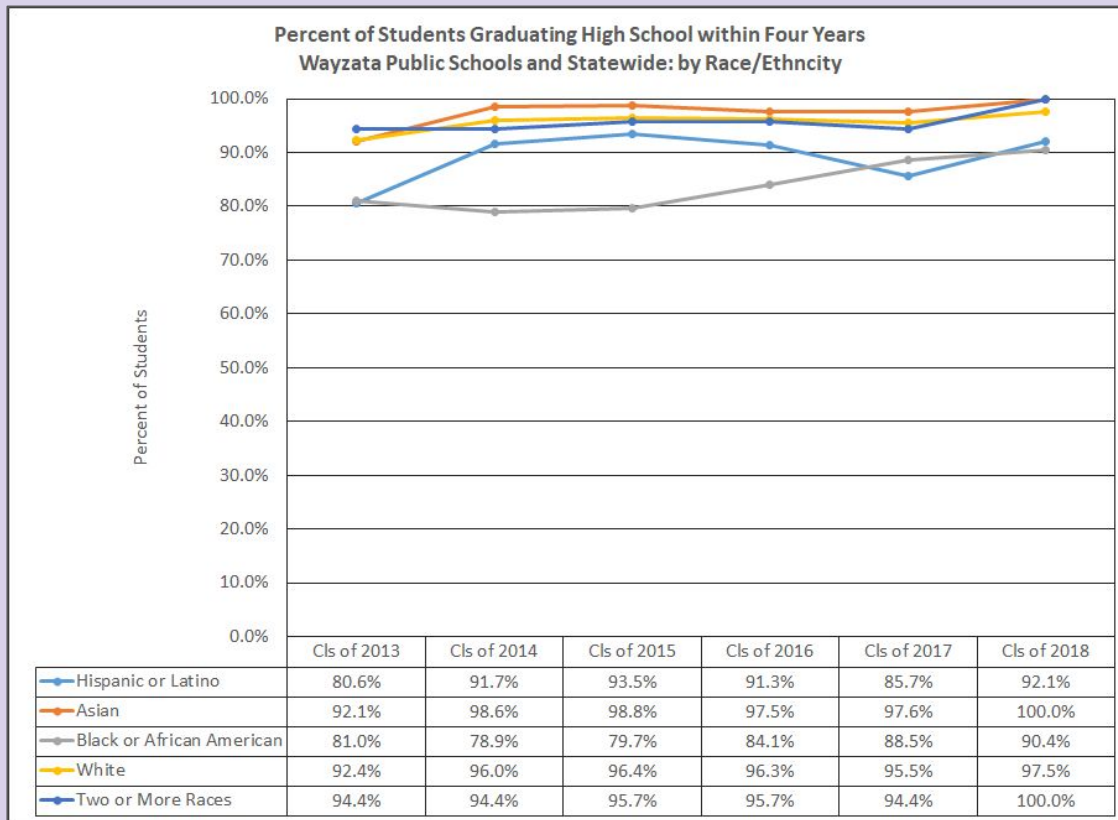
2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	12 7.0%	40 23.3%	120 69.8%
Meets	24 7.4%	80 24.7%	168 51.9%	52 16.0%
Partially Meets	76 29.6%	112 43.6%	67 26.1%	2 0.8%
Does Not Meet	231 80.8%	53 18.5%	2 0.7%	0 0.0%

Non Underrepresented Race: Asian, Native Hawaiian/Pacific Islander, White, Two or More Races

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	24 0.6%	660 16.5%	3319 82.9%
Meets	24 0.9%	409 15.9%	1572 61.3%	560 21.8%
Partially Meets	98 13.1%	396 52.8%	254 33.9%	2 0.3%
Does Not Meet	204 62.2%	104 31.7%	20 6.1%	0 0.0%

For math, far fewer students in the underrepresented race groups who started at Exceeds stayed at Exceeds (69.8%) compared to the non underrepresented race groups (82.9%). In addition, the percent of students in the underrepresented race groups who started at Does Not Meet and went up at least one achievement level (19.2%) was much lower than the percent in the non underrepresented race groups (37.8%).

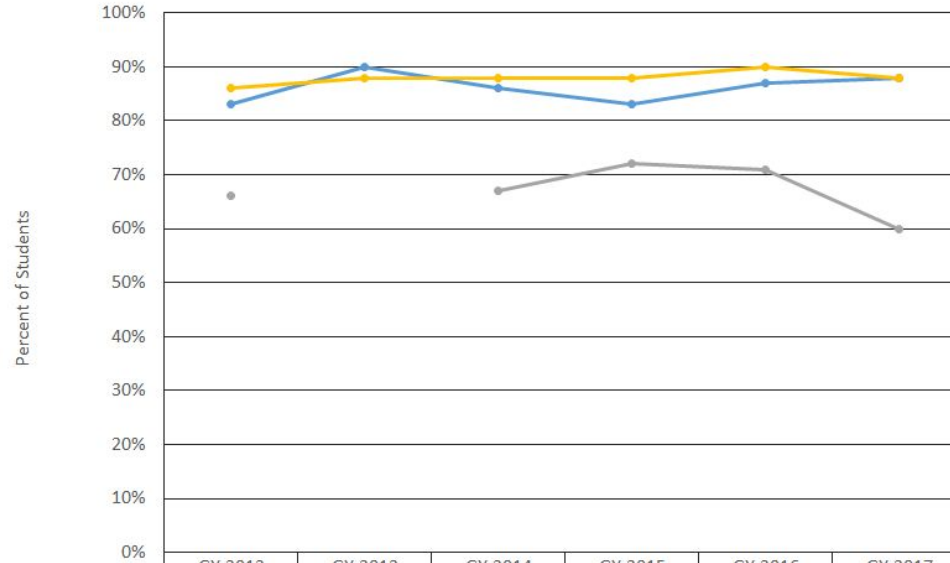
Graduation



The percent of students graduating in four years increased between the Class of 2017 and the Class of 2018 for all racial/ethnic groups. The percent of students graduating in four years in the Class of 2018 was above 90% for all racial/ethnic groups.

College Enrollment

Percent of High School Graduates Enrolling in College in the Fall after Graduation
Wayzata Public Schools and Statewide: In Minnesota and Outside Minnesota
by Race/Ethnicity

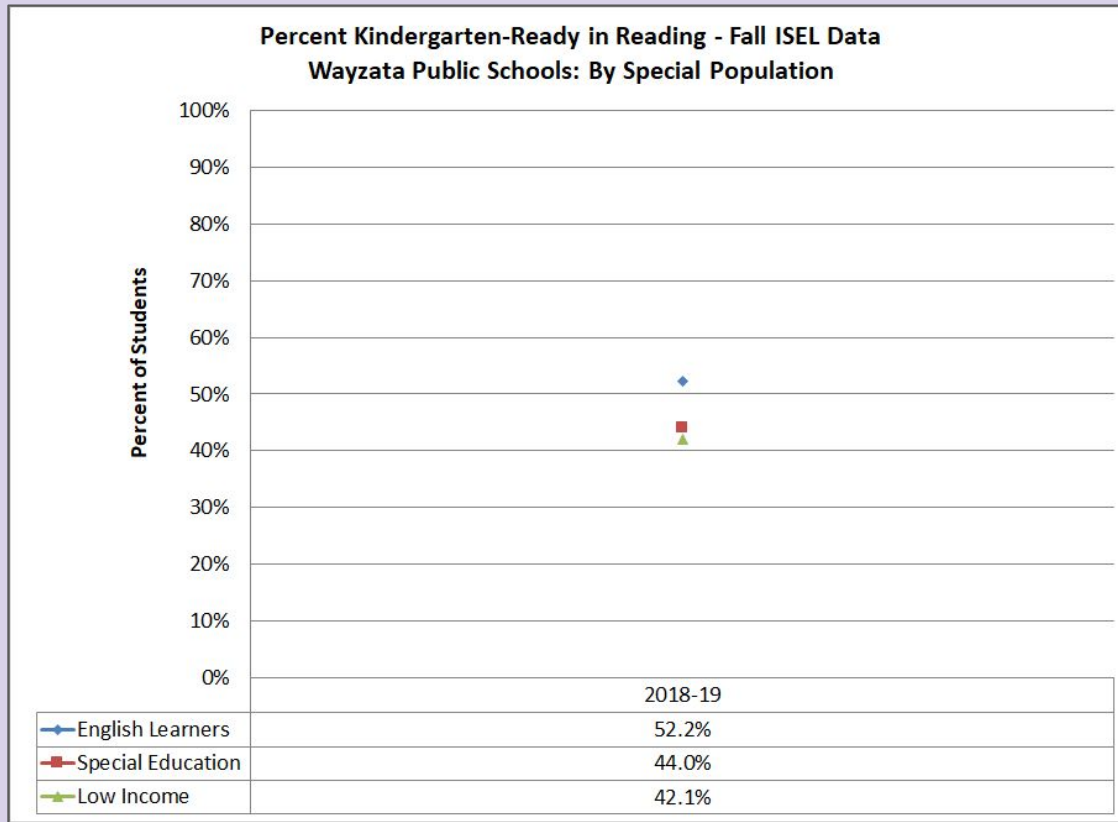


	GY 2012	GY 2013	GY 2014	GY 2015	GY 2016	GY 2017
Asian/Pacific Islander	83%	90%	86%	83%	87%	88%
Hispanic						
Black, not of Hispanic Origin	66%		67%	72%	71%	60%
White, not of Hispanic Origin	86%	88%	88%	88%	90%	88%

There was a large decrease in the percent of Black/African American students enrolling in college the fall after graduation between the Class of 2016 (71%) and the Class of 2017 (60%).

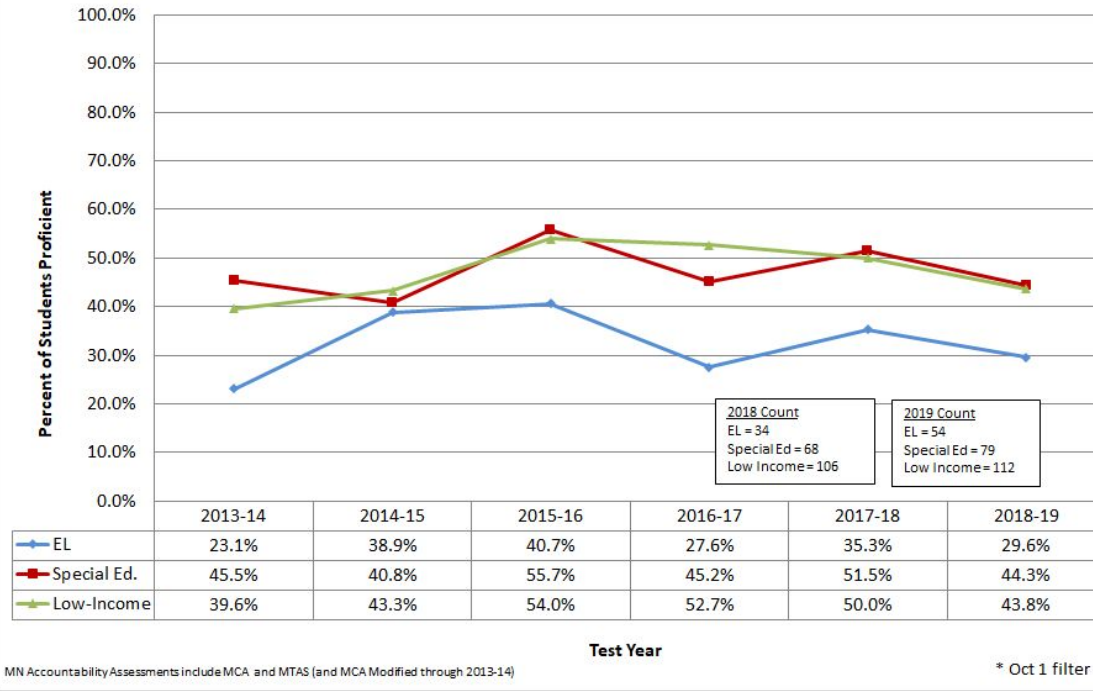
by Special Population

Kindergarten



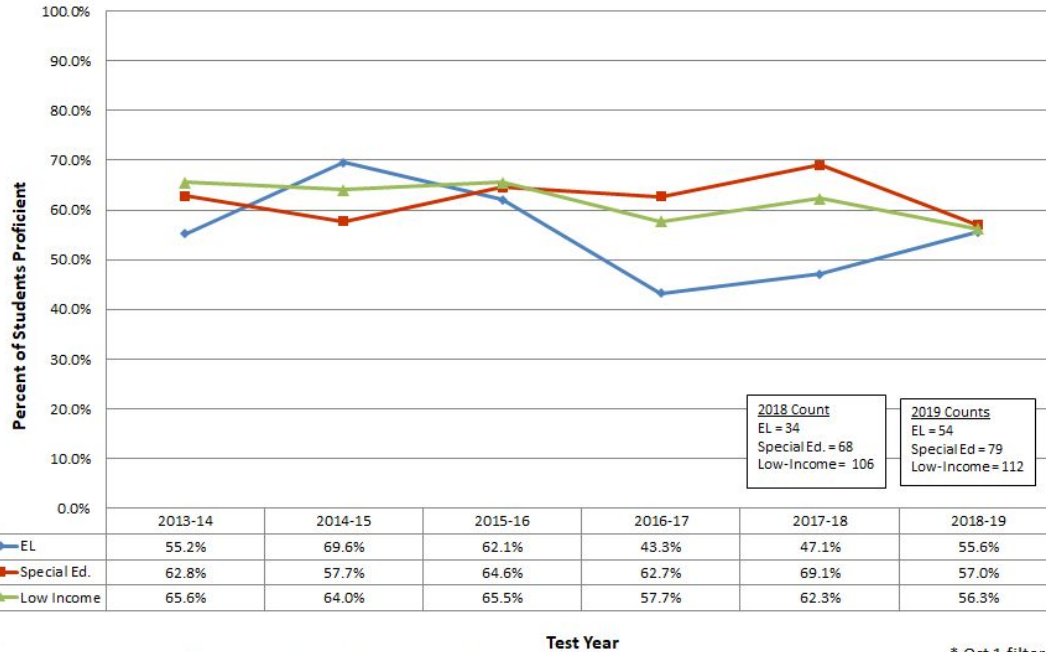
The percent of students ready for kindergarten in the area of reading in 2018-19 was lowest for the Low Income group (42.1%).

**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools: By Special Population (GRADE 3)
READING**



The percent of grade 3 students proficient in reading decreased from 2018 to 2019 for all three special population groups.

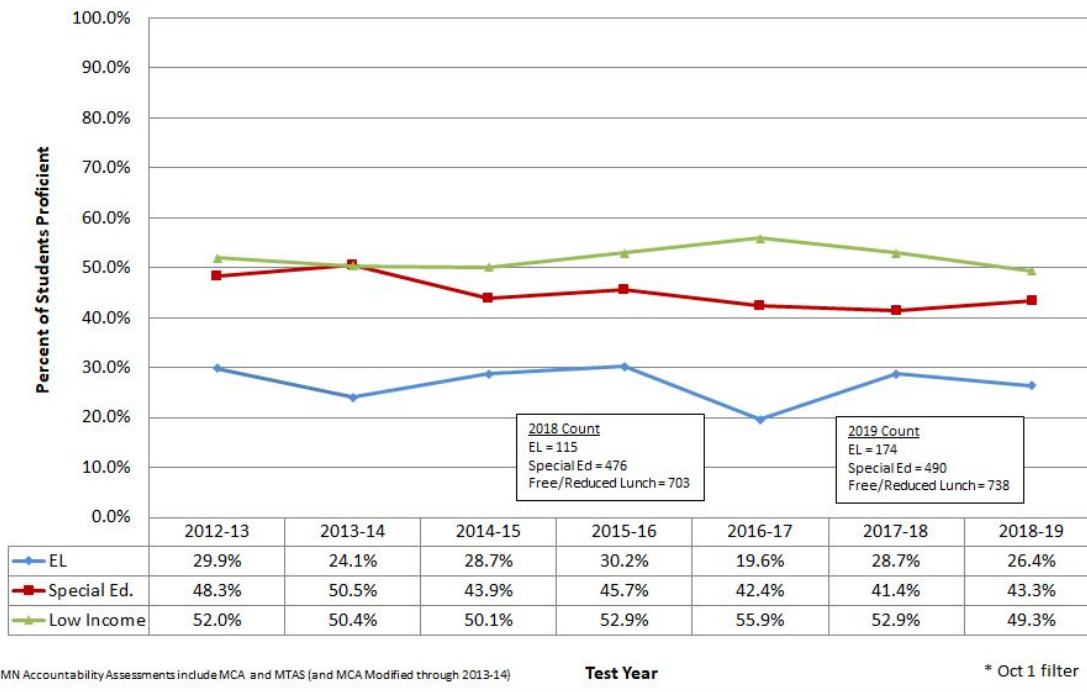
**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools: By Special Population (GRADE 3)
MATHEMATICS**



MN Accountability Assessments include MCA and MTAS (and MCA-Modified through 2013-14)

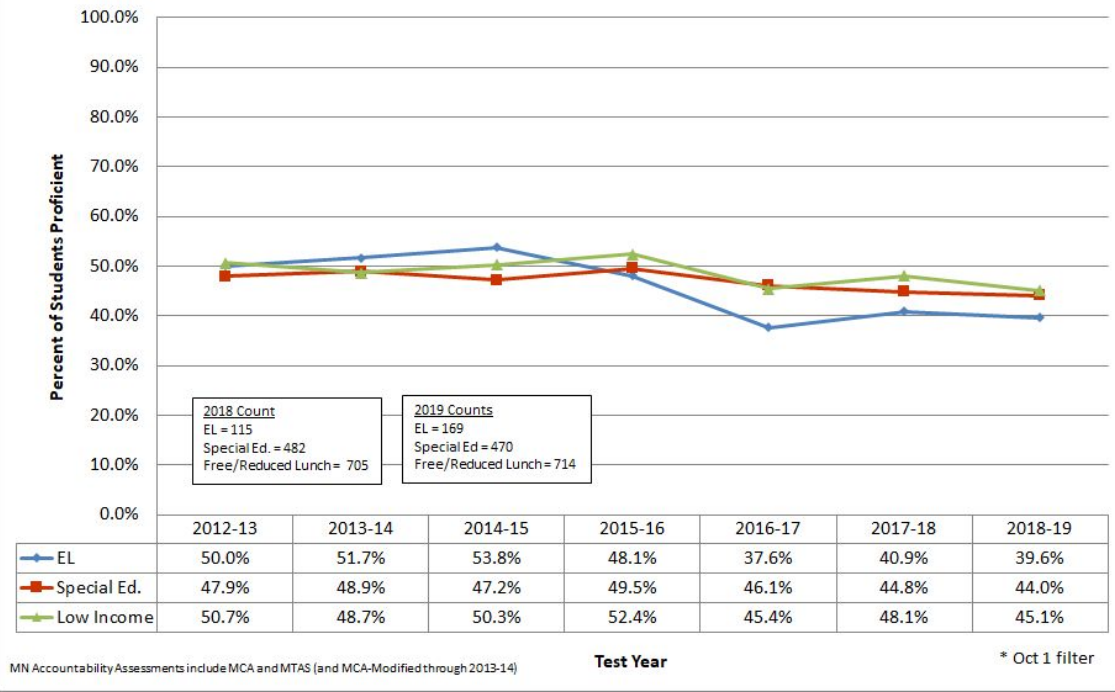
The percent of grade 3 students proficient in math decreased from 2018 to 2019 for Special Education and Low Income students. The percent of grade 3 English Learners proficient in math has increased each of the past two years.

MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools All Grades: By Special Population
READING



The percent of Special Education students in all grades tested proficient in reading increased from 41.4% in 2018 to 43.3% in 2019. Both English Learners and Low Income students decreased in proficiency from 2018 to 2019.

MN Accountability Assessments Percent Proficient: 7-Year Trend
Wayzata Public Schools All Grades: By Special Population
MATHEMATICS



The percent of Special Education and Low Income students in all grades tested proficient in math has shown a slight downward trend over the past seven years. The percent of English Learners proficient in math has decreased by 10 percentage points in the past seven years..

Reading Grades 4-8

Special Education

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	4 1.9%	42 20.4%	160 77.7%
Meets	12 4.3%	34 12.3%	164 59.4%	66 23.9%
Partially Meets	40 22.6%	86 48.6%	51 28.8%	0 0.0%
Does Not Meet	225 77.9%	42 14.5%	22 7.6%	0 0.0%

English Learner

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	22 28.2%	56 71.8%
Meets	4 1.7%	28 11.6%	172 71.1%	38 15.7%
Partially Meets	26 21.7%	44 36.7%	50 41.7%	0 0.0%
Does Not Meet	114 68.3%	29 17.4%	24 14.4%	0 0.0%

In reading, 77.7% of Special Education students and 71.8% of English Learners who started at Exceeds stayed in Exceeds. The percent of students who started at Does Not Meet and moved up at least one level was 22.1% for Special Education students and 31.8% for English Learners.

Reading Grades 4-8

Low Income

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	0 0.0%	42 31.8%	90 68.2%
Meets	20 5.1%	66 16.8%	253 64.4%	54 13.7%
Partially Meets	64 28.7%	98 43.9%	59 26.5%	2 0.9%
Does Not Meet	203 72.0%	57 20.2%	22 7.8%	0 0.0%

In the area of reading, 68.2% of Low Income students who started at Exceeds stayed at Exceeds. Of the Low Income students who started at Does Not Meet, 28.0% moved up at least one level.

Math Grades 4-8

Special Education

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	8 3.3%	40 16.3%	198 80.5%
Meets	12 4.3%	58 20.9%	160 57.6%	48 17.3%
Partially Meets	40 24.2%	74 44.8%	51 30.9%	0 0.0%
Does Not Meet	213 79.8%	42 15.7%	12 4.5%	0 0.0%

English Learner

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	4 2.2%	36 20.0%	140 77.8%
Meets	8 4.3%	38 20.2%	100 53.2%	42 22.3%
Partially Meets	26 24.1%	52 48.1%	30 27.8%	0 0.0%
Does Not Meet	102 77.9%	23 17.6%	6 4.6%	0 0.0%

In math, 80.5% of Special Education students and 77.8% of English Learners who started at Exceeds stayed at Exceeds. Of the students who started at Does Not Meet, 20.2% percent of Special Education students and 22.2% of English Learners moved up one or more levels.

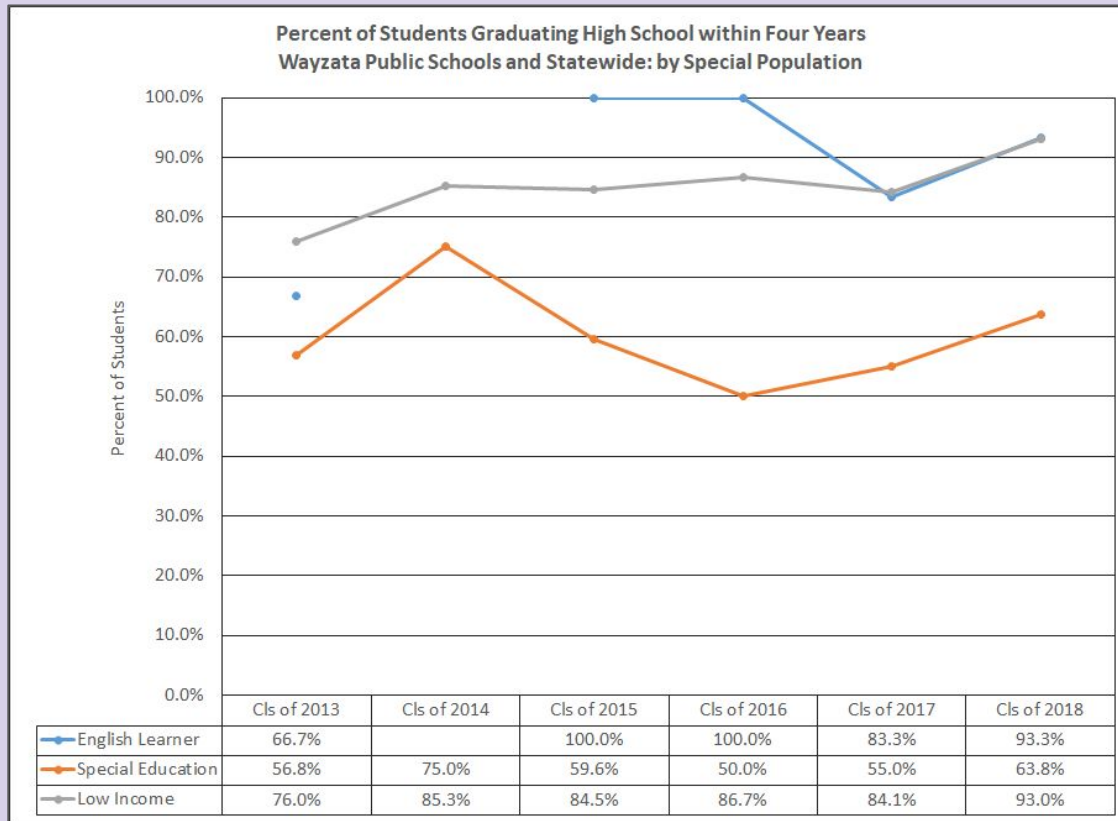
Math Grades 4-8

Low Income

2018 Achievement Level	2019 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	0 0.0%	8 6.0%	34 25.4%	92 68.7%
Meets	20 6.0%	74 22.4%	195 58.9%	42 12.7%
Partially Meets	78 28.8%	118 43.5%	73 26.9%	2 0.7%
Does Not Meet	233 79.8%	57 19.5%	2 0.7%	0 0.0%

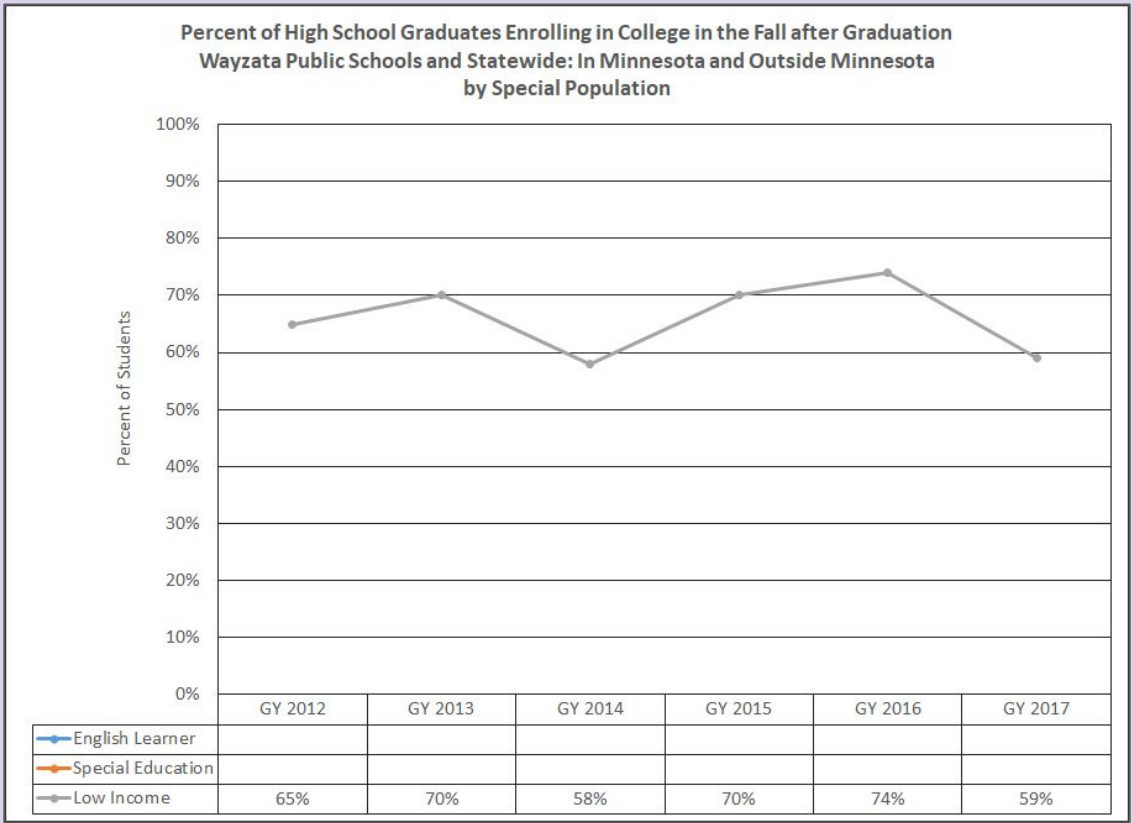
In math, 68.7% of Low Income students who started at Exceeds stayed at Exceeds. Of the Low Income students who started at Does Not Meet, 20.2% of them increase at least one level.

Graduation



The percent of students graduating in four years increased from the Class of 2017 to the Class of 2018 for all three special population groups.

College Enrollment

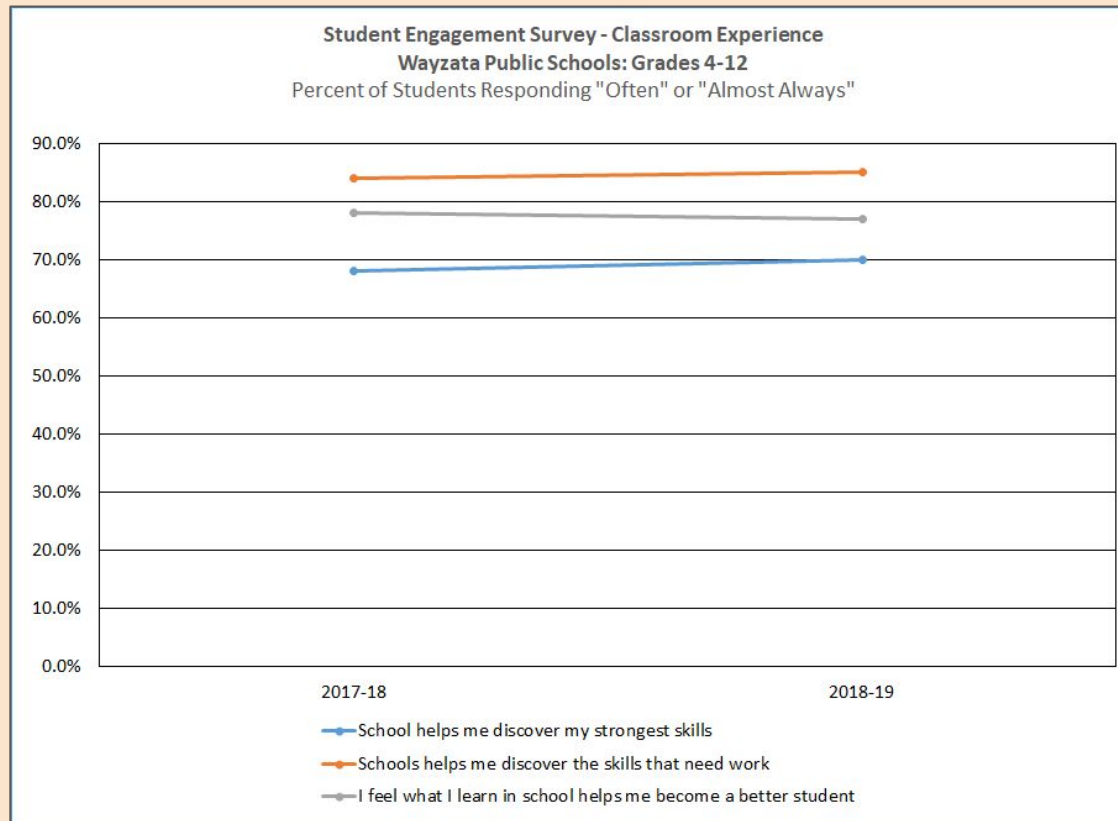


The percent of Low Income students enrolling in college in the fall after graduation has ranged between 58% and 74%. The trend has been flat over the past six years.

Personalization

All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.

Grades 4-12

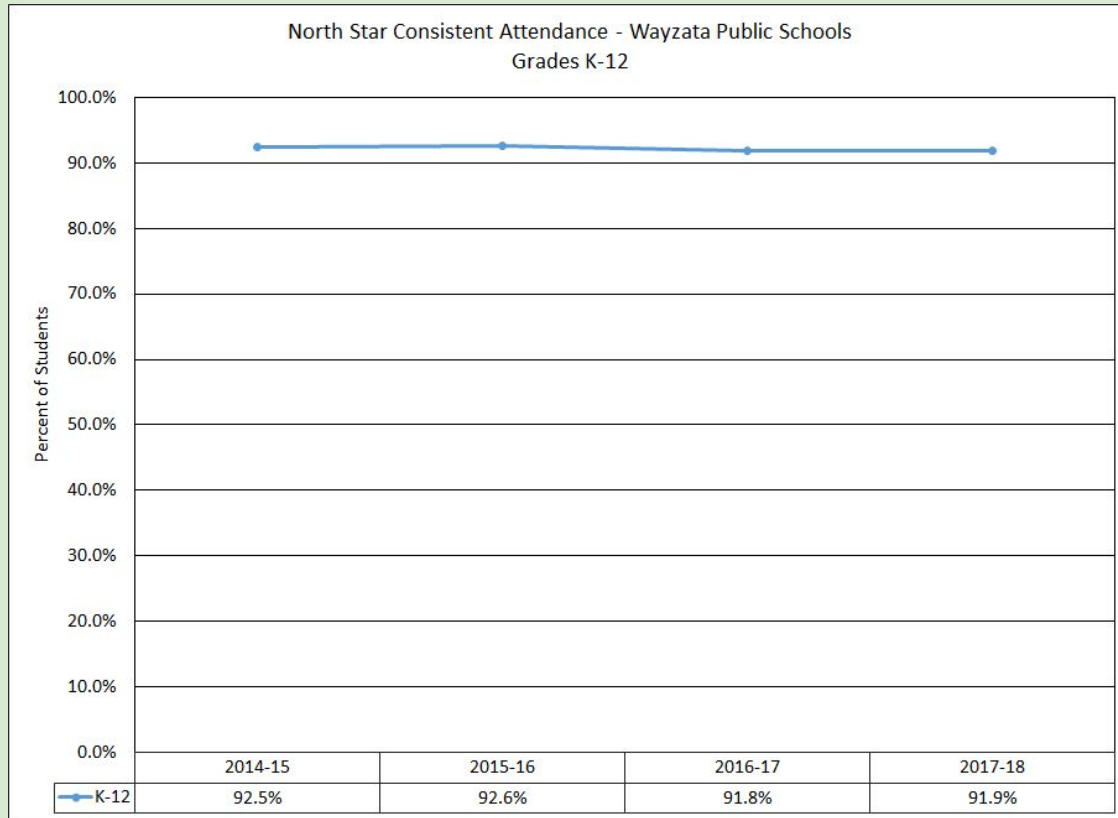


In 2018-19, approximately 70% of students responded "Often" or "Almost Always" to the statement "School helps me discover my strongest skills", approximately 78% to "I feel what I learn in school helps me be a better student", and approximately 85% to "School helps me discover the skills that need work."

Health and Well-Being

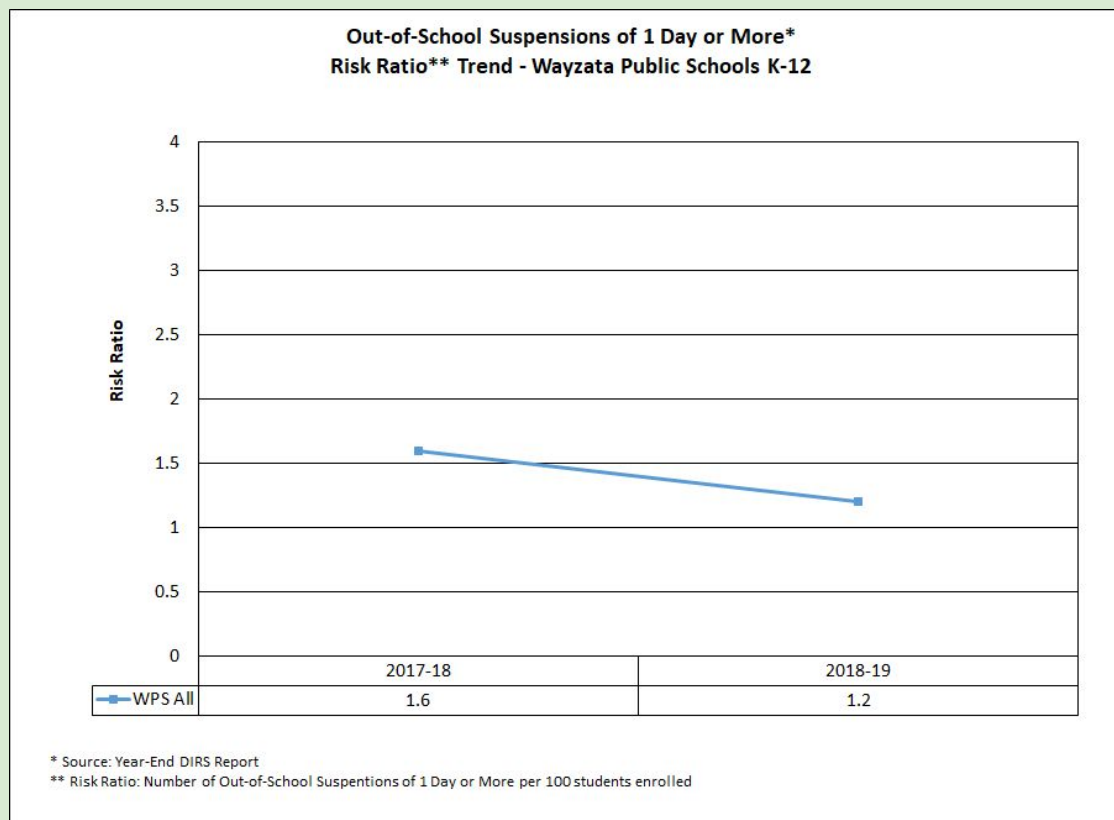
All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.

Grades K-12



Over the past four years of available data, the percent of WPS students in grades K-12 who consistently attend school has been about 92%.

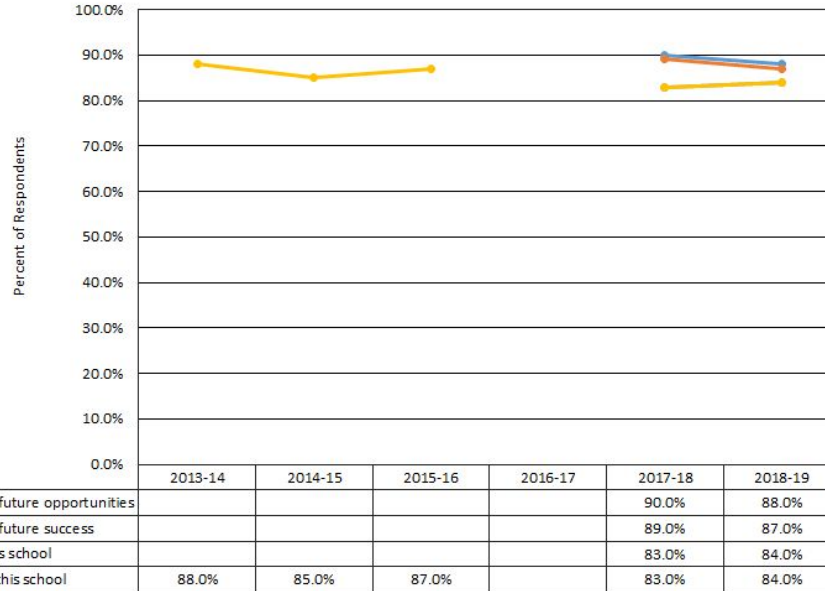
Grades K-12



Between 2017-18 and 2018-19, the risk ratio of the number of students who received Out-of-School suspension of one day or more decreased from 1.6 to 1.2.

Grades 4-12

Student Social and Emotional Engagement
Wayzata Public Schools: Grades 4-12
Percent of Students Responding "Often" or "Almost Always"



NOTE: Blank cells in the data table indicate that the question was not asked on that year's survey.

The percent of students who responded “Often” or “Almost Always” to the statements “I feel like I belong at this school” and “I feel respected at this school” increased from 83% in 2017-18 to 84% in 2018-19. The percent decreased slightly for the statements “I feel good about my future opportunities” (90% to 88%) and “I feel good about my future success” (89% to 87%).

Thank you!

Wayzata Public Schools Special Services

Mental Health Intervention
September 24, 2019



**A Model of Excellence Among
Learning Communities**

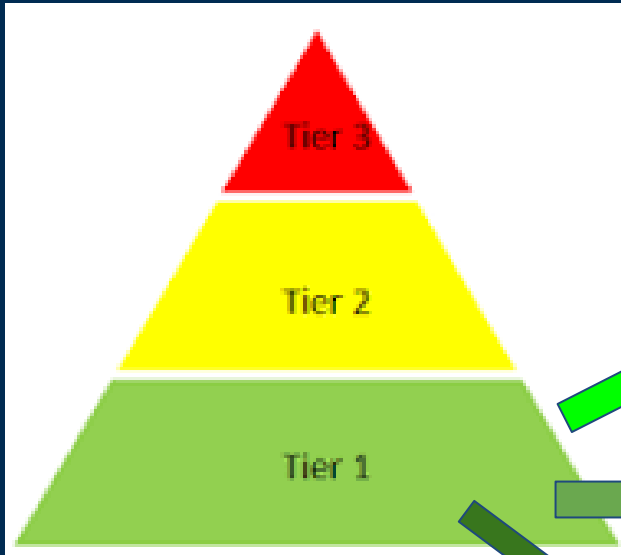
Mental Health Intervention

- **S**ocial
- **E**motional
- **B**ehavior
- **M**ental
- **H**health



**A Model of Excellence Among
Learning Communities**

Tier 1 Mental Health Support



STRONG

PROACTIVE

RESEARCH-BASED



Social Emotional: Early Childhood

Early Childhood Second Step:

- Emotional literacy to understand and recognize feelings and emotions
- Self regulation skills to help students learn to calm themselves
- Emotion management
- Problem solving steps and strategies
- Friendship skills
- Generalization of skills through a variety of social situations



**A Model of Excellence Among
Learning Communities**

Social Emotional: Elementary

Elementary Second Step:

- Empathy skills such as, identification of feelings, care and concern, and understanding accidents
- Emotion management and problem solving
- Skills for learning such as predicting feelings, taking others perspectives, accepting differences, and responding with compassion



**A Model of Excellence Among
Learning Communities**

School Wide Supports: Middle

Positive Behavior Interventions and Supports (PBIS and Pyramid Model):

- Framework to help schools select and organize evidence-based behavioral interventions into an integrated continuum that enhances social behavior outcomes for students.
- Social emotional competencies and behavior are taught through a single initiative.



**A Model of Excellence Among
Learning Communities**

BE BOLD COMMUNITY	In the Classroom	Out of the Classroom (Bus, Hallway, Lunch, Outside)	With Technology
At WMS, We Build Community By... Being kind Taking care of each other and Valuing the contributions of others	<input type="checkbox"/> Actively listen to the speaker <input type="checkbox"/> Use kind words and actions <input type="checkbox"/> Encourage and support others Respond appropriately Acknowledge a variety of perspectives	<input type="checkbox"/> Help and include others <input type="checkbox"/> Use kind words and actions <input type="checkbox"/> Be mindful of personal space <input type="checkbox"/> Respect all adults <input type="checkbox"/> Welcome anyone to open seats <input type="checkbox"/> Offer help when needed <input type="checkbox"/> Stand up for yourself and others	<input type="checkbox"/> Treat others respectfully online, as you would in-person <input type="checkbox"/> Offer help to your neighbors <input type="checkbox"/> Think before you search, post or share <input type="checkbox"/> Leave a positive digital footprint
At WMS, We Own Our Learning By... Being responsible Being engaged and Challenging ourselves	<input type="checkbox"/> Bring appropriate materials <input type="checkbox"/> Turn in homework, completed and on time <input type="checkbox"/> Use work time effectively <input type="checkbox"/> Participate actively and consistently <input type="checkbox"/> Focus on subject being taught <input type="checkbox"/> Advocate for yourself <input type="checkbox"/> Use feedback to grow <input type="checkbox"/> Finish strong with grit <input type="checkbox"/> Stay curious	<input type="checkbox"/> Be prepared and aware of surroundings <input type="checkbox"/> Clean up our spaces <input type="checkbox"/> Control your volume and speed <input checked="" type="checkbox"/> Make safe choices <input checked="" type="checkbox"/> Ask for help when needed <input type="checkbox"/> Compromise with others <input type="checkbox"/> Own your actions <input type="checkbox"/> Use feedback to grow	<input type="checkbox"/> Bring charged iPad daily <input type="checkbox"/> Keep iPad safe and get it fixed <input type="checkbox"/> Honor device-free zones (bathroom, locker room, lunch) <input type="checkbox"/> Use iPad productively <input type="checkbox"/> Give credit to source <input type="checkbox"/> Focus on assigned task <input type="checkbox"/> Challenge yourself and innovate
At WMS, We Lead Positively By... Being courteous Being involved and Acting with integrity	<input type="checkbox"/> Be honest <input type="checkbox"/> Clean up our spaces <input type="checkbox"/> Ask authentic and relevant questions <input type="checkbox"/> Collaborate with others <input type="checkbox"/> Conserve and reduce waste <input type="checkbox"/> Show empathy <input type="checkbox"/> Do the right thing, even when no one's looking	<input type="checkbox"/> Follow rules <input type="checkbox"/> Wait your turn <input type="checkbox"/> Share equipment <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Be polite and listen to others <input type="checkbox"/> Clean up our spaces <input type="checkbox"/> Conserve and reduce waste <input type="checkbox"/> Do the right thing, even when no one's looking	<input type="checkbox"/> If you see something, say something <input type="checkbox"/> Help others <input type="checkbox"/> Participate productively <input type="checkbox"/> Lift others up <input type="checkbox"/> Ask for help when needed <input type="checkbox"/> Do the right thing, even when no one's looking
At WMS, We Develop Balance By... Being present Powering down and Making healthy choices	<input type="checkbox"/> Listen to understand <input type="checkbox"/> Speak to contribute <input type="checkbox"/> Communicate your needs <input type="checkbox"/> Organize and prioritize your time <input type="checkbox"/> Use healthy coping strategies <input type="checkbox"/> Celebrate success and learn from failure	<input type="checkbox"/> Meet new people <input type="checkbox"/> Use free time wisely <input type="checkbox"/> Eat healthy and be active <input type="checkbox"/> Celebrate success and learn from failure	<input type="checkbox"/> Keep personal devices off and put away <input type="checkbox"/> Limit multi-tasking <input type="checkbox"/> Have screen-free time <input type="checkbox"/> Think before you search, post or share <input type="checkbox"/> Prioritize offline life



A Model of Excellence Among Learning Communities

School Wide Support: EMS

- SEARCH Institute offers a range of research, tools, and resources to create school and classroom environments where all students can succeed.
- REACH is a relationship system to strengthen student motivation.



SEARCH Institute: EMS

Developmental Relationships:

Young people are more likely to successfully grow up when they experience developmental relationships with important people in their lives.



REACH: EMS

[Link](#)



Schoolwide Support: CMS

Life Skills Training: Pilot at CMS with MN Department of Human Services

- Learning based on positive mental health and the prevention of substance abuse
- Self image and improvement
- Making decisions
- Myths and realities regarding tobacco, alcohol, and marijuana
- Manipulation from advertisements
- Violence and the media
- Coping with anxiety
- Coping with anger
- Communicating effectively
- Social skills
- Assertiveness



**A Model of Excellence Among
Learning Communities**

Social Emotional: High School



The screenshot shows a Canvas LMS interface. On the left is a dark blue navigation sidebar with icons and labels for Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area has a white background with a dark blue header bar containing the text 'Home'. Below the header, the page title 'WHS Mental Health Help' is displayed. The main content features a logo for 'MENTAL HEALTH MATTERS' which consists of a stylized brain outline with the words 'MENTAL HEALTH MATTERS' in blue capital letters to its right. Below the logo, the text 'WHS Mental Health Help' is repeated, followed by a paragraph: 'Lets talk about the importance of mental health! This Canvas page offers resources to you or someone you know who is struggling with mental health. There are many ways to get help.'



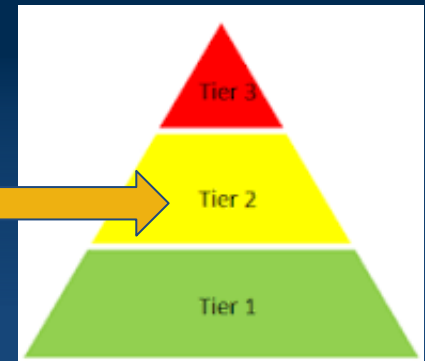
A Model of Excellence Among Learning Communities

Mental Health Intervention

- ✓ **Additional** classroom small group or individual instruction provided by **classroom teacher**
- ✓ Additional **small group instruction** provided by the school social worker, counselor, behavior specialist, dean or other **trained support professional**
- ✓ Additional **individual instruction** provided by social worker, Relate therapist (with parent consent), behavior specialist, achievement specialist, dean or other **trained professional**



A Model of Excellence Among Learning Communities



Mental Health Professionals

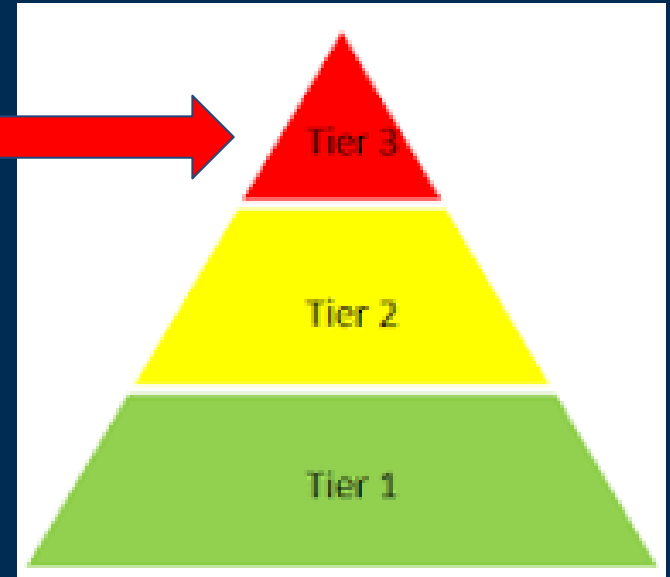
- 1 Health Administrator
- 1 Mental Health Coordinator
- 2 Behavior Analysts
- 21 Social Workers
- 17 Counselors
- 4.66 Licensed School Nurses
- 4.6 Therapists (Relate)
- 0.5 Chemical Health Therapist (Hazelden)
- 9 Primary Project Paraprofessionals



A Model of Excellence Among Learning Communities

Beyond Intervention: Tier 3

- Tier 3 = formal service plan
- 504 accommodations
- Special education and related services
- Generally: collaboration with private providers



Mental Health and Behavior

Becca Boggs and Amy Naleid

- District PD tour
- 4 talks per building
- Tier 1 support: *teacher knowledge and mindset impact behavior and mental health for all students*
- Classrooms that feel under control can stay connected
- Connection/ relationships lead to better mental health

What next?

- Continued case-by-case support for Student Support Specialists, Social Workers, Counselors and Teachers--for Tiers 1 and 2
- Intensive behavioral consultation for SPED
- Ongoing mental health case consultation

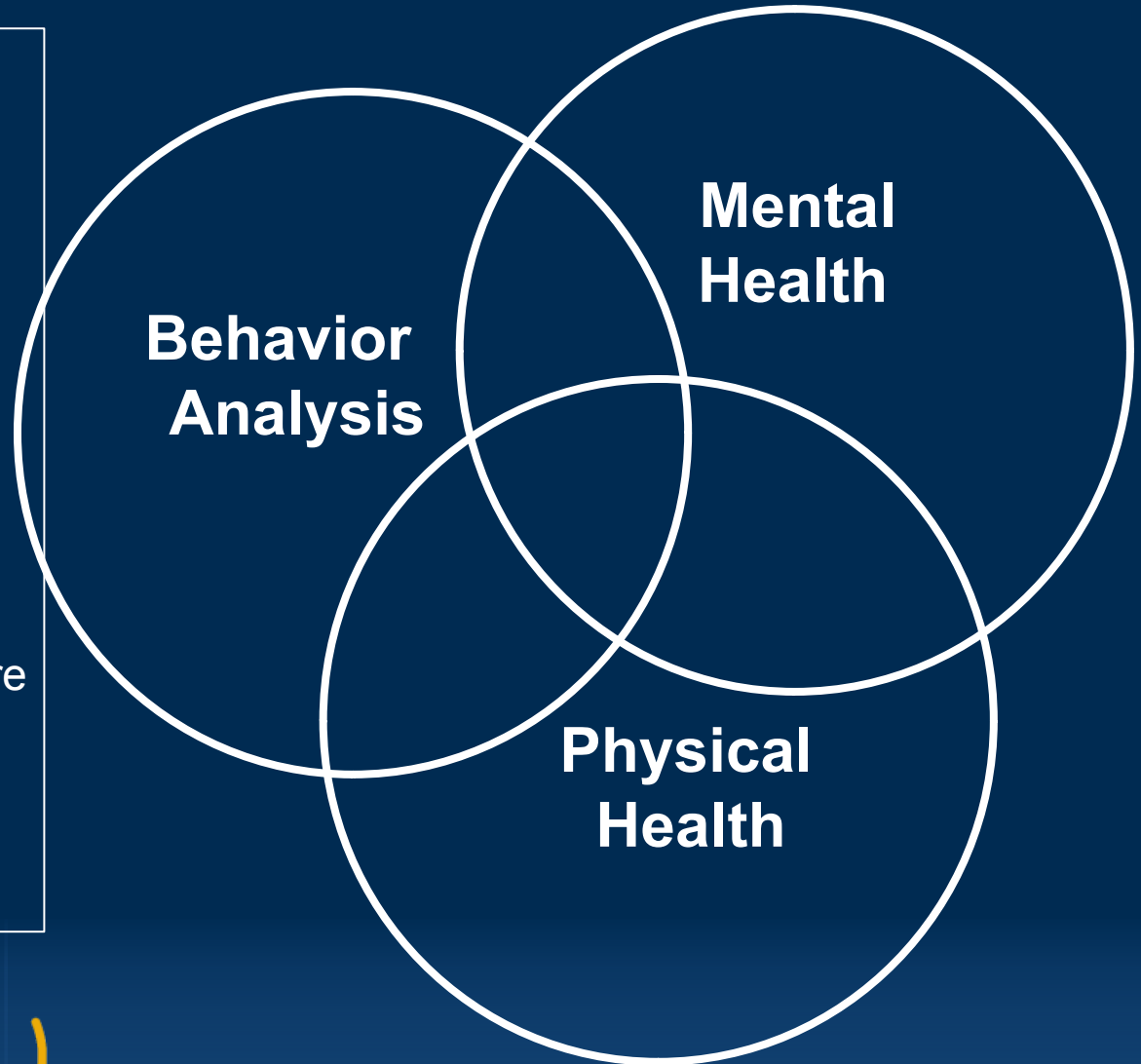


Systems alignment

Alignment of policy and practice between buildings, levels, and roles.

There is a strong correlation between mental health, physical health and behavior.

By working collaboratively, we are able to help assess and address issues that the student might be facing.



Foundations of Behavior Overview

Part I

- What is behavior?
- What is mental health?
- Functions of behavior
- Importance of relationships

Part II

- Relationships
- Replacement Behaviors (Skill vs Motivation)

Part III

- Mindset (Reinforce desired behaviors)
- Proactive Strategies

Part IV

- Escalation Cycle
- Reactive Strategies
- Restoring the Relationship



Safety: Physical Harm

- Nonviolent crisis intervention training equips staff with skills, confidence, and an effective framework to safely manage, deescalate, and prevent difficult behavior.
- Person centered trauma-informed strategies prevent aggression stemming from trauma.
- Violence prevention is a skill. We utilize the same training used in hospitals,
- Goal in all settings is to:
 - Reduce and eliminate the need to restrain students.
 - Reduce risk of injury to student and staff.



Safety: Self Harm, Suicide, Aggression

- Best prevented when students feel they belong
- All staff are able to create community
 - we provide tools and support for classrooms
- Connection is the first step to intervention
 - we help staff learn how to connect
- Staff need knowledge of support system for when they hit a limit
 - how to refer to building supports
 - clear understanding of how the system works



Parent Child Interaction Therapy

- PCIT is evidence-based treatment for young children with behavior needs (eg. early ODD, CD).
- PCIT is conducted through coaching sessions between parent and child.
- Parent and child are in a playroom while the therapist is in a an observation room watching. Parent wears an earpiece for in the moment coaching.



Vision for the Future

- Increase co-located mental health providers with a goal to have a presence at each site to address Tier 3 mental health needs.
- As a result, the Social Workers and Counselors can focus on proactive supports to students and teaching staff (Tier 1-2).
- Strong presence of Social Workers and Counselors at intervention (MTSS) and Child Study meetings to help identify students who are struggling, develop plans, and fulfill child find requirements.
- Electronic documentation to improve communication when a student moves to another school in the district (continuity of care).

