



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, October 28, 2024 - 4:00 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, October 28, 2024, beginning at 4:00 PM in the Creekside 16000 41st Ave N. Plymouth, MN 55446.

1. ROLL CALL/CALL TO ORDER

A. Finance and Operation Reports

1. Attendance Area Process Update (45 minutes)

2

B. Teaching and Learning Reports

1. WBWF: MCA Performance, College and Career Readiness, High School Graduation (60 minutes)

22

C. **Superintendent's Reports**- No report this meeting

D. **Human Resource Services Reports**- No report this meeting

2. ADJOURN

Wayzata Public Schools

**Attendance Area
Adjustment
Process Update**

10/28/24



Agenda

- Process Overview
- Design Team Meetings
- Input Team Meeting
- Concepts Developed and Refined
- Complexities of Concepts
- Themes from Public Input
- Next Steps

Process Overview

- Decision Making FrameWork for overall mapping of participation, roles, relationships, sequence, and timing
- Guiding Change FrameWork for process parameters of the Why (current reality), the What (results of options), and the Not How (unacceptable means)
- Whole System View FrameWork for situational assessment of three areas of Resources/Services, Structures/Linkages, and Culture/Identity/Story

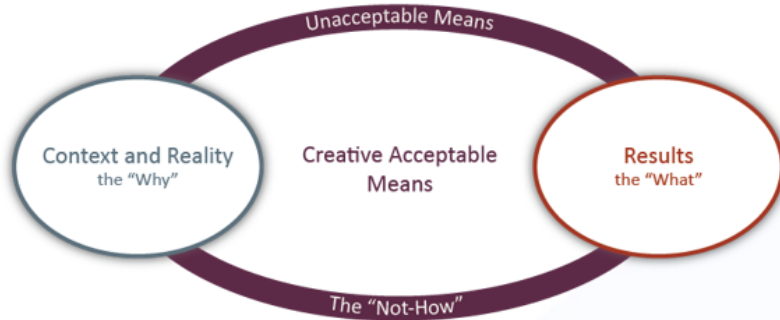
Process Overview

- Use of the TW School Analytics Services and our Strategic Enrollment Projection process
- A Guiding Change document for the process, developed by administration, and approved by the School Board
- A Design Team of key administrators and staff (30) who develop Options for public consultation and refine Options based on that consultation
- An Input Team of parents and staff (80) who provide representation in the consultative process
- Diverse parent, staff, and public input through both participation at meeting of Input Teams, as well as on-line input through designed Meeting Packets
- Quality, consistent, and timely district communications engagement and support throughout the process with designed communications for the 1) “Down and In” (schools and staff) and 2) “Up and Out” (Board and public)

Wayzata Public Schools

**Guiding Change Document for the
2025-26 Attendance Area Development**

July 2024



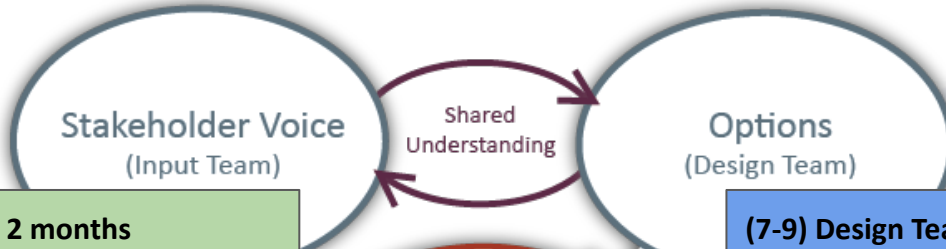
<p>The Why <i>Our Current Reality</i></p>	<p>The Not How <i>Our Unacceptable Means of Achieving the Results</i></p>	<p>The What <i>Our Desired Results from Any Option</i></p>
<ul style="list-style-type: none"> ● Capacity across schools is not currently aligned with facility utilization ● Inability to support consistent programming across all buildings ● Class sizes are not currently balanced across the district ● Inefficient use of funding ● Inefficient transportation routes ● Increasing enrollment, both in total numbers and in diverse student groups, including special education ● Core areas in schools are at or beyond capacity ● Strategic Roadmap and Equity Commitment drive our Why 	<ul style="list-style-type: none"> ● Will not knowingly violate law, policies or agreements ● Will not have bus ride lengths greater than 45 minutes one-way ● Will not have options that create short or long-term financial shortfalls ● Do not intentionally create greater discrepancy in academic opportunities through process 	<ul style="list-style-type: none"> ● The ability to handle future student growth and evolving educational opportunities ● Provide equitable services for special education students in neighborhood schools within financial limits ● Consider prior boundary changes ● Consider school demographics ● Maintain neighborhood schools as possible ● Establish boundaries for 3 - 5 years ● Provide equitable access to services (after school activities, interventions, enrichment) within financial limits

Decision Making

Part of the FrameWorks Series

Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority



(2) Input Team Meetings over 2 months

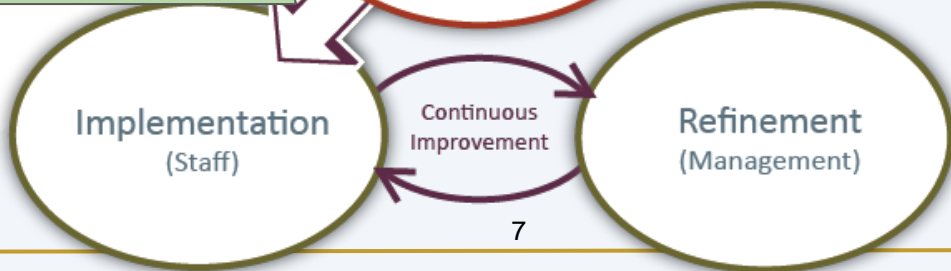
Online participation for families, staff, public through meeting packets


District Website page for research, options, reports and schedule

(7-9) Design Team Meetings over 3 months



(2-4) Choice Maker Sessions over 2-3 months



PHASE	STEP	DELIVERABLES	TIME ESTIMATE 
Plan	<ul style="list-style-type: none"> ● Map out Process roles, responsibilities, sequence, and timing ● Choice makers and areas of responsibility <ul style="list-style-type: none"> ○ Design Team members and schedule ○ Input Team members and schedule ○ Communications strategies and schedule ● Develop DRAFT Guiding Change document for Board review ● Stakeholder Interest / Influence Mapping 	Decision Making Report of roles, responsibilities, schedule, and sequence Communications strategies and schedule Guiding Change document Process Interest/Influence Report	½ day 1 consultant
Modeling and Design (Phase I)	<ul style="list-style-type: none"> ● Level 1 Modeling to Guiding Change document (Options) for Elementary and Middle Schools ● Long term design options for internal information ● Design Team initial orientation and design meetings 	TW SAS Level 1 Modeling Online Design Team Reports and support	(2) 3-hour meetings
Modeling and Design (Phase II)	<ul style="list-style-type: none"> ● Level 2 Modeling to Guiding Change document (Options) for Elementary and Middle Schools ● Design Team initial orientation and design meetings 	TW SAS Level 2 Modeling Online Design Team Reports and support	(2) 3-hour meetings

Consultation And Refine	<ul style="list-style-type: none"> • (1) 2-hour Input Team meetings over 6 weeks area 1 to be determined in design • (1) 2-hour Input Team meetings over 6 weeks area 2 to be determined in design • (4) 2-hour Design Team Meetings • Level 3, 4, and 5 Modeling of agreed refinements 	(2) Input Team Reports (4) Design Team Reports TW SAS Level 3, 4, 5 Modeling Online (additional modeling as needed using base rate of \$1,400 per day)	½ day ½ day 2.0 days
Finalize and Approve	<ul style="list-style-type: none"> • (1) Design Team Presentation Prep Meeting • Board Work Session(s) and Business Meeting Support 	Board Presentation Outline	0.5 day 1.0 day
Support	<ul style="list-style-type: none"> • In-person and distance support to Administration and Board across above Steps 		Up to 1.0 day or 8 hours cumulative
Implement and Refine Support	<ul style="list-style-type: none"> • In-person and distance support to Administration and Board across above Steps 		Up to 1.0 day or 8 hours cumulative
Estimated Total Dependent Upon Final Design			

Process Overview

- Comprehensive data analytics to support process
- Open process (transparent)
- Engagement from interested parties
- Communication of key steps and engagement

Concepts Developed and Refined

- 1A & 1B
- Elementary 2A-1, 2A-2, 2B, & 2C
- Middle School 2A & 2B
- Elementary 3A-1, 3A-2, & 3B
- Middle School 3C-1 & 3C-2
- 4A, 4B, & 4C



Wayzata Public Schools
Wayzata, MN
Attendance Area Modeling
Versions 1A & 1B
August 5, 2024

Report created by TeamWorks
7037 20th Avenue S.
Centerville, MN 55038
(651) 429-7340
<https://teamworks4ed.com/>



Input Team Meetings

- One Input Team meeting on 10/8/24
- Made up of 80 staff members from various sites and roles, and parents
- Feedback on:
 - ES 3A-1, ES 3A-2, ES 3B
 - MS 3C-1, MS 3C-2

Wayzata Public Schools Attendance Area Concept Feedback: 3A-1



What are the **strengths** of Elementary Schools Attendance Area Concept 3A-1?

What are your **concerns** about Elementary Schools Attendance Area Concept 3A-1?

What ideas do you have to improve Elementary Schools Attendance Area Concept 3A-1? Please be as specific as possible.

www.wayzataschools.org

Themes from Public Input

- Public input was gathered using Google Forms created and shared by Wayzata Public Schools
- Public feedback themes generated from responses using Chat GPT
 - 334 responses for ES 3A-1
 - 228 responses for ES 3A-2
 - 404 responses for ES 3B
 - 251 responses for MS 3C-1
 - 211 responses for MS 3C-2
- Detailed information and feedback on [district website](#)

Strengths	Concerns
<ul style="list-style-type: none"> ● Neighborhood Cohesion: Many comments emphasized the importance of keeping neighborhoods together, avoiding situations where small sections of communities are divided and assigned to different schools. Parents value neighborhood continuity for social well-being and community ties. ● Proximity to Schools: There is strong support for boundaries that align with proximity, allowing children to attend schools closest to their homes. Families appreciate proposals that minimize long travel distances for elementary school students, which also reduces transportation time and challenges. ● Minimizing Disruption: Parents prefer concepts that minimize disruption by reducing the number of students affected by school changes. They expressed concerns about the social and emotional impact of moving children, particularly those already attending a school, and support keeping moves to a minimum. ● Utilization of Major Roads as Boundaries: Several responses support using major roads, like highways 101 and 55, as natural boundaries for school zoning. These roads create logical divisions, helping to keep communities intact and enhance safety for small children by reducing cross-traffic between zones. ● Stable Transitions Between Schools: A recurring theme is the desire for stable transitions from elementary to middle school. Many families prefer configurations where elementary 	<ul style="list-style-type: none"> ● Frequent Changes and Lack of Stability: Many parents express frustration with repeated boundary changes over recent years, as frequent rezoning disrupts students' stability and social connections. Some neighborhoods, like Bonaire, have been rezoned multiple times, which has compounded the challenges of recent pandemic-related disruptions. ● Importance of Neighborhood Schools: A strong desire for neighborhood schools is evident, as families value the proximity and convenience of nearby schools where children can walk or bike. Neighborhoods like Amber Woods, Churchill Farms, and Greenwood highlight the importance of maintaining established ties to their local schools to foster a sense of community and identity. ● Emotional and Social Impact on Children: Concerns about students' mental health and well-being are prominent, with many parents worried that moving students away from familiar environments and friends will lead to stress, anxiety, and emotional challenges. This theme is particularly emphasized for students who have already experienced COVID-related disruptions and are adjusting to post-pandemic schooling. ● Transportation and Safety Concerns: Longer commutes, increased bus routes, and potential safety risks are major concerns. Families express frustration about the added travel time and safety issues that come with children needing to travel farther to school, particularly when they currently walk

Ideas to Improve
Be as specific as possible

- **Disruption from Frequent Boundary Changes:** Many families are frustrated with recurring rezoning that impacts specific neighborhoods repeatedly, such as Bonaire and Heather Run. This disrupts students' experiences, particularly those who have already been moved multiple times or were affected by the COVID-19 pandemic.
- **Mental Health and Emotional Impact on Students:** Parents are concerned about the negative impact on students' mental health, especially following the pandemic. Changes in school environments, especially during key transitional years, add stress and anxiety for students who have already faced significant disruptions.
- **Desire for Long-Term, Sustainable Solutions:** Many comments suggest a preference for durable solutions over short-term fixes. There is concern that current proposals do not adequately address capacity issues and will lead to further rezoning in a few years. Parents urge the district to consider a more forward-thinking, comprehensive approach.
- **Requests for Grandfathering Policies:** Numerous comments advocate for allowing students, particularly rising 5th graders and those in transitional grades, to remain at their current schools. Grandfathering would provide stability for older students who have already built connections within their current school communities.
- **School Utilization and Capacity Imbalances:** Parents are concerned that the proposed changes don't effectively balance school capacities. Some schools are projected to be overfilled, while others remain under capacity, prompting questions about the effectiveness of the rezoning plans.
- **Equity and Socioeconomic Considerations:** Some feedback highlights worries about the equity implications of the boundary changes, specifically whether they might increase socio-economic disparities. There is an emphasis on ensuring diversity and equitable distribution of resources and students among schools.
- **Community and Neighborhood Cohesion:** Many comments stress the importance of keeping established communities and neighborhoods intact. Families want to maintain neighborhood connections within the same schools to preserve social bonds and a sense of community.
- **Proximity and Logistics Concerns:** There is strong support for students attending schools closest to their homes to reduce commute times and ensure safety. Parents suggest that boundary changes prioritize geographic proximity to schools to minimize travel distance and transportation challenges.
- **Incorporating Innovative Solutions:** Some feedback calls for creative approaches, such as repurposing underutilized schools for specialized programs (e.g., STEM or language immersion). Parents feel these initiatives could relieve overcrowding while offering diverse learning opportunities within the district.
- **Need for Community Input and Transparency:** Parents expressed a desire for more involvement in the decision-making process, emphasizing that boundary changes significantly impact their families. There are calls for greater transparency, with some requesting access to data that informed the current proposals.

Complexities of Concepts

- Balancing capacities - goal of approximately 90% of functional capacity
- Demographic awareness - goal of moving toward district averages as possible
- Maintaining neighborhood schools as possible
- Goal of keeping developments/neighborhoods in ES and MS pathway
- Consideration of major roadways
- Neighborhood proximity to schools
- Transportation impacts and efficiency

Next Steps

1. November 4 - Design Team reviews models and offers refinements and suggestions for Input Team meeting
2. TW Staff complete refined options based Design Team input
3. November 13 - Input Team meeting
4. November 25 - School Board Work Session - Update
5. School Board Work Session on final recommendation - TBD
6. School Board action on recommendation(s) - TBD

* Additional meetings will be added if needed

Comments,
questions,
insights?



Thank You!

Contact Information:

Dr. Ray Queener

Owner and Principal Consultant

ray@teamworks4ed.com

651.336.4015

teamworks4ed.com

TEAMWORKS⁷

EDUCATION LEADERSHIP SOLUTIONS





2023-24 World's Best Workforce Report: Proficiency, College & Career, and Graduation

School Board Work Session - October 28, 2024

Dana Miller - Executive Director of Teaching and Learning
Stacey Lackner, Ph.D. - Director of Research & Evaluation

Goals/Purpose:

To create a shared understanding:

- the District’s “throughline”, starting with the Strategic Directions and Equity Commitment, is operationalized to actualize the District’s mission throughout the system.
- the World’s Best Workforce (WBWF) and Achievement and Integration legislation and how it relates to our collective work.
- using state-required assessments, the proficiency performance of all students with attention to the racial and economic achievement gaps.
- using the ACT assessment, the college and career readiness of all students with attention to racial and economic readiness gaps.
- the graduation rates at Wayzata high school students.

District Throughline: Actualizing the Wayzata Mission



Strategic Direction 1&2*

Daily Experience, Instruction, Achievement

STRATEGIC DIRECTIONS &
EQUITY COMMITMENT

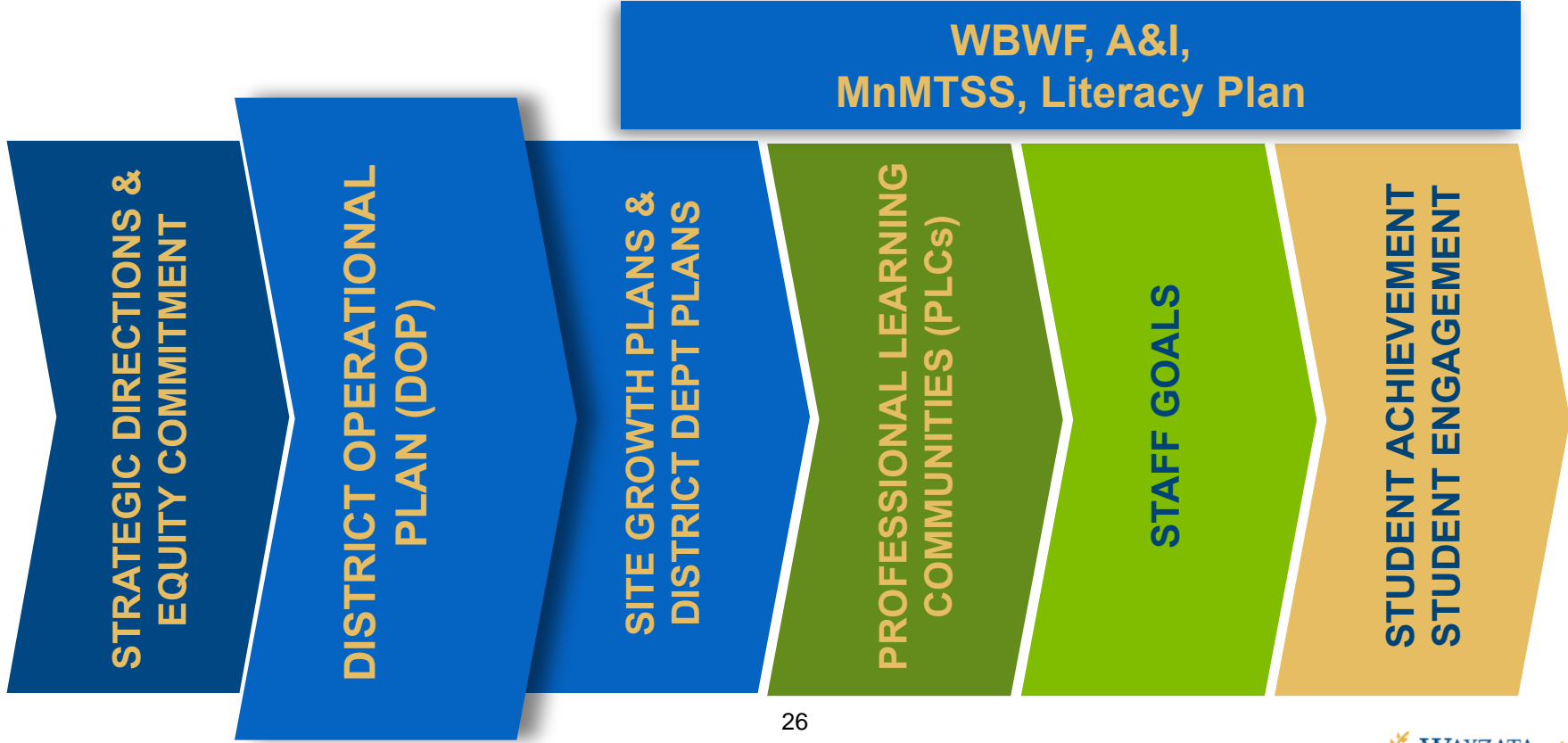
DISTRICT OPERATIONAL
PLAN (DOP)

SITE GROWTH PLANS &
DISTRICT DEPT PLANS

PROFESSIONAL LEARNING
COMMUNITIES (PLCs)

STAFF GOALS

STUDENT ACHIEVEMENT
STUDENT ENGAGEMENT



2023-24 Student Results Presentations

September 23, 2024 - World's Best Workforce

- Kindergarten Readiness
- Literacy (aligned to READ Act goal) - FastBridge assessments

October 28, 2024 - World's Best Workforce

- **Proficiency and Gaps - MCA/MTAS state assessments**
- **Career and College Readiness - ACT**
- **High School Graduation**

December 23, 2024 - Achievement & Integration

- Plan Implementation & Progress Toward Goals

27

Proficiency and Gaps (MCA/MTAS)

All racial and economic achievement gaps
between students are closed.

(MN Statutes section 120B.11, WBWF)

State Accountability Testing

Minnesota Comprehensive Assessments (MCAs)

Measure alignment of districts' and schools' curriculum and instruction with the state academic standards.

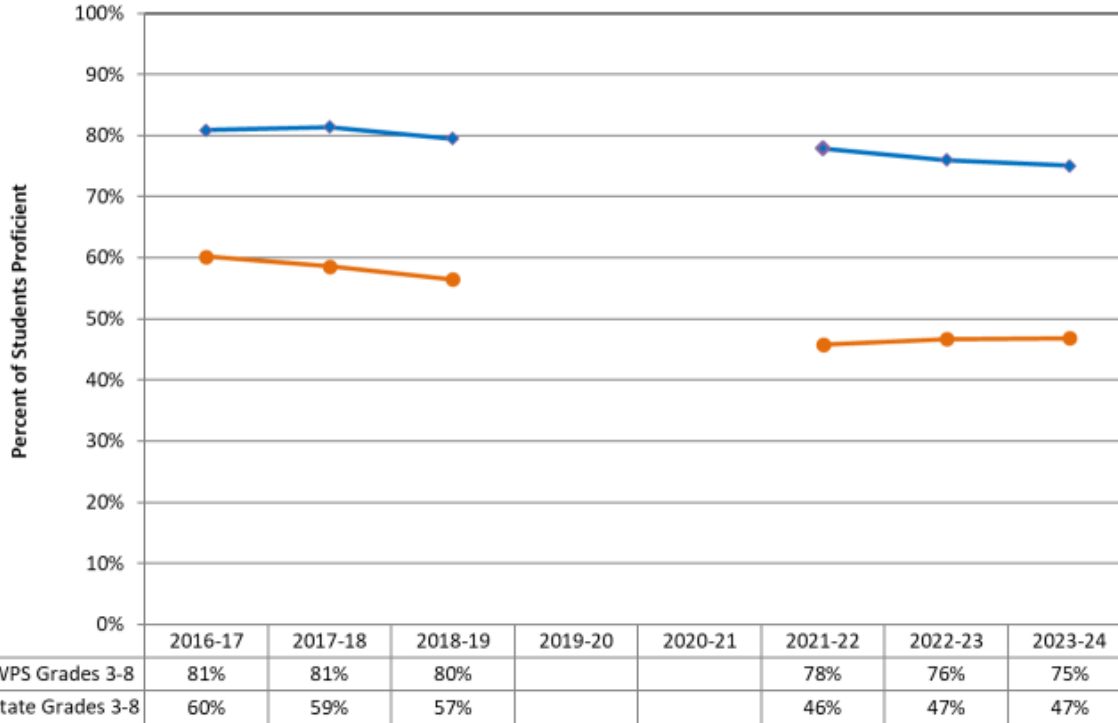
- Reading 3-8 and 10
- Math 3-8 and 11

Minnesota Tests of Academic Skills (MTAS)

Measure learning of students with most significant cognitive disabilities to ensure they are receiving instruction aligned to the academic standards.

- Students with significant cognitive disabilities, approx. 1% of students
- Same grades as MCA

MN Accountability Assessments Percent Proficient
Wayzata Public Schools and Statewide: Elementary and Middle School (Grades 3-8)
MATHEMATICS



MN Accountability Assessments include MCA and MTAS

Test Year

30

Mathematics MCA/MTAS
Grades 3-8
by All Students

Percent Proficient

2024

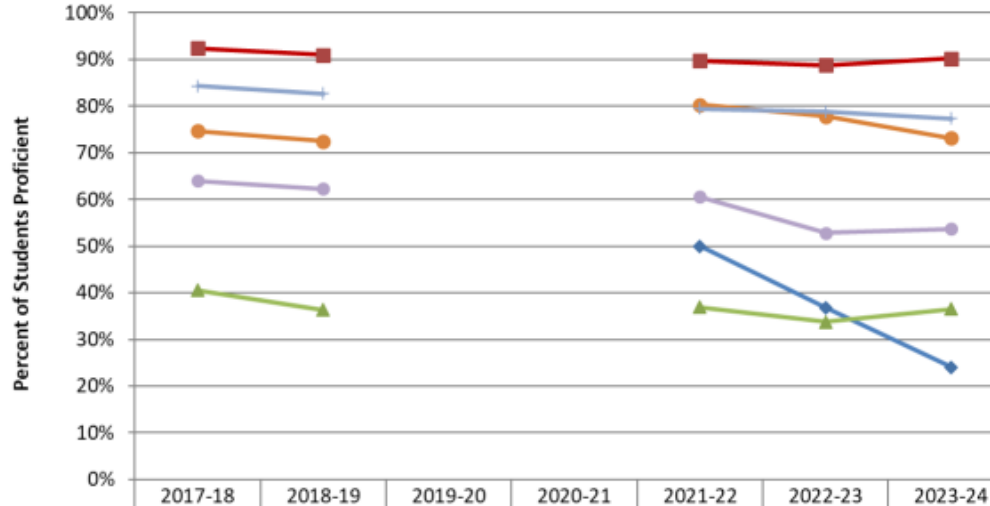
All Wayzata students, 75%
 State 47%

Past 3 Years

Wayzata decline by 3 points
 State increase by 1 point.



MN Accountability Assessments Percent Proficient
Wayzata Public Schools: By Racial/Ethnic Group - GRADES 3-8
MATHEMATICS



2023 Count
 AI/AN = 19
 Asian = 1,356
 B/AA = 447
 H/L = 317
 NH/PI = 2
 TMR = 310
 White = 3,198

2024 Count
 AI/AN = 25
 Asian = 1,337
 B/AA = 501
 H/L = 324
 NH/PI = 3
 TMR = 334
 White = 3,210

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
American Indian/Alaska Native**					50%	37%	24%
Asian	92%	91%			90%	89%	90%
Black/African American	41%	36%			37%	34%	37%
Hispanic/Latino	64%	62%			61%	53%	54%
Native Hawaiian/Pacific Islander**							
Two or More Races	75%	73%			80%	78%	73%
White	84%	83%			79%	79%	77%

MN Accountability Assessments include MCA and MTAS

Test year

** Data for groups smaller than 15 are not shown.

Mathematics MCA/MTAS

Grades 3-8
by Race/Ethnicity

Percent Proficient

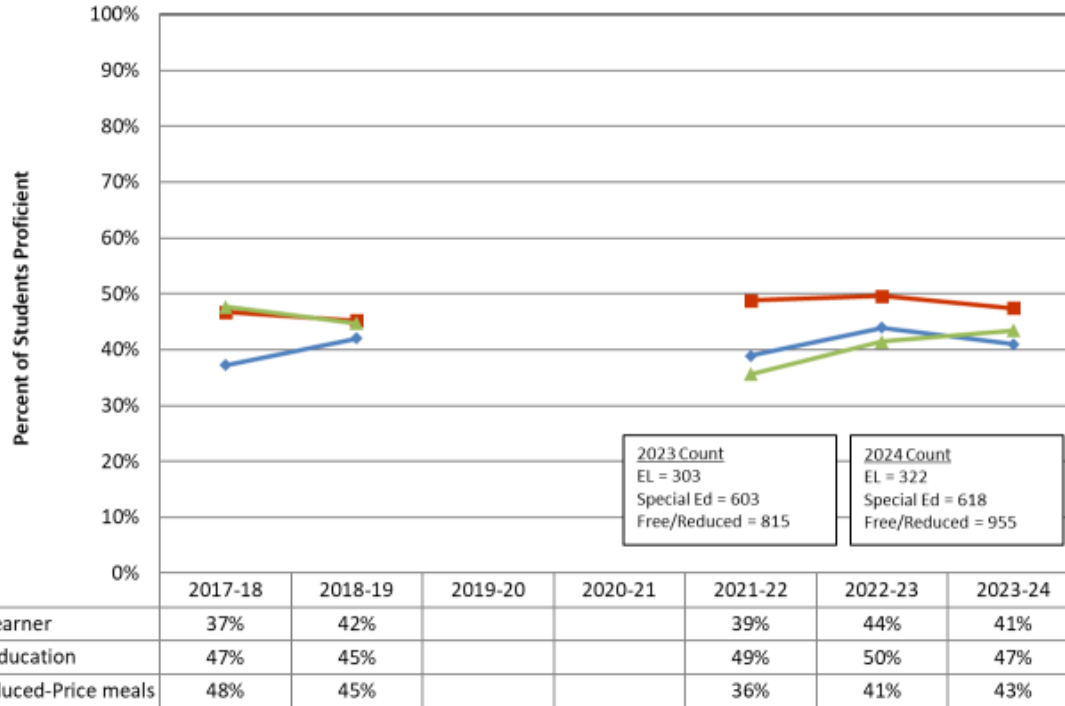
2024
 Highest
 Asian, 90%

Lowest
 American Indian/Alaska
 Native, 24%

The American Indian/Alaska Native student group is very small, so large fluctuations in the data are typical.



**MN Accountability Assessments Percent Proficient
Wayzata Public Schools: By Special Populations - GRADES 3-8
MATHEMATICS**



MN Accountability Assessments include MCA and MTAS

Test Year

32

**Mathematics MCA/MTAS
Grades 3-8
by Special Populations**

Percent Proficient

2024

All Wayzata Students, 75%

Students receiving Special Education services, 47%

Students eligible for Free/Reduced meals, 43%

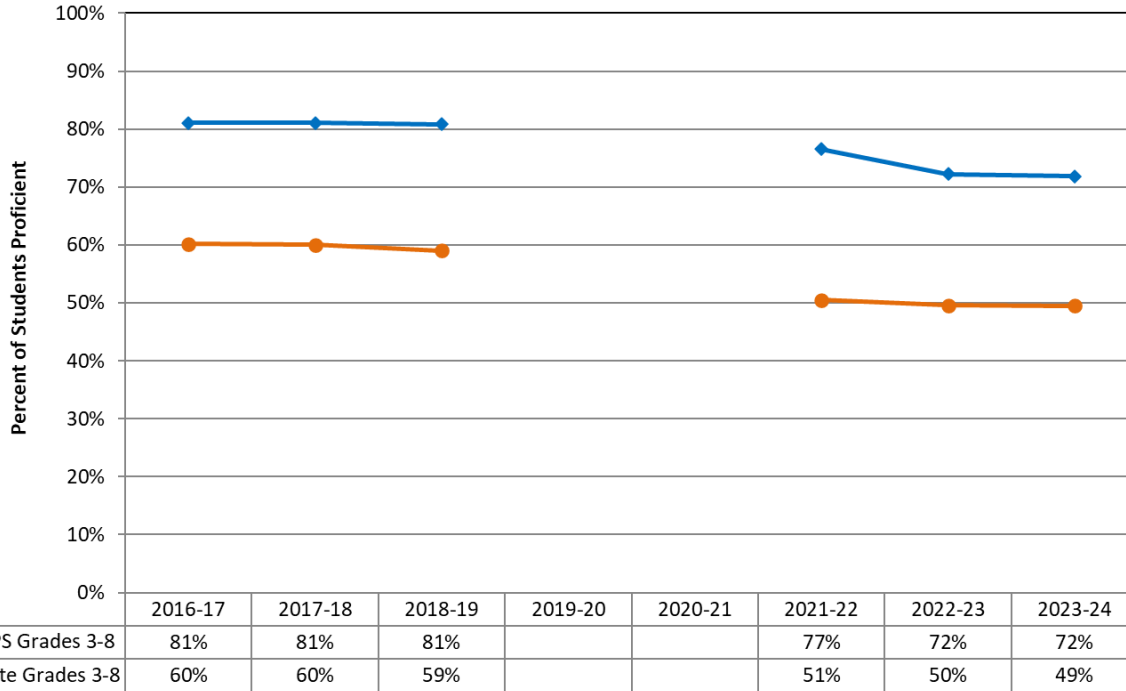
Students receiving English Learner services, 41%

2024 HS Participation - MCA Math

- All Grade 11 Students = 69%

	Percent Participated		Percent Participated
Asian	89%	Eligible for EL Services	94%
Black or African American	76%	Receiving Special Ed. Services	70%
Hispanic or Latino	<u>64%</u>	Eligible for Free/Reduced Meals	<u>62%</u>
Two or More Races	72%		
White	<u>60%</u>		

MN Accountability Assessments Percent Proficient
Wayzata Public Schools and Statewide: Elementary and Middle School (Grades 3-8)
READING



MN Accountability Assessments include MCA and MTAS

Test Year

34

Reading MCA/MTAS

**Grades 3-8
by All Students**

Percent Proficient

2024

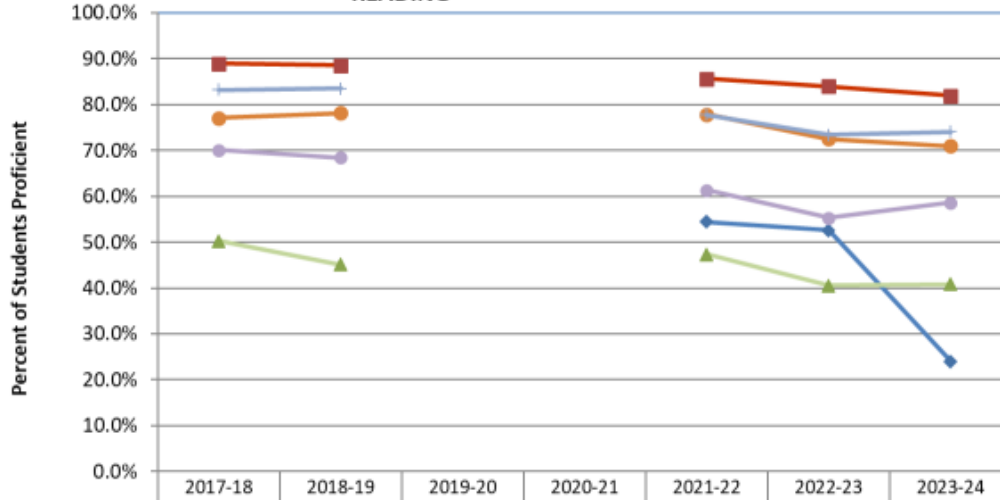
All Wayzata students, 72%
State 49%

Past 3 Years

Wayzata decline by 5 points
State decline by 1 point.



MN Accountability Assessments Percent Proficient
Wayzata Public Schools: by Racial/Ethnic Group - GRADES 3-8
READING



2023 Count
 AI/AN = 19
 Asian = 1,359
 B/AA = 449
 H/L = 319
 NH/PI = 2
 TMR = 311
 White = 3,204

2024 Count
 AI/AN = 25
 Asian = 1,340
 B/AA = 502
 H/L = 325
 NH/PI = 3
 TMR = 336
 White = 3,217

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
American Indian/Alaska Native**					55%	53%	24%
Asian	89%	89%			86%	84%	82%
Black/African American	50%	45%			47%	41%	41%
Hispanic/Latino	70%	69%			61%	55%	59%
Native Hawaiian/Pacific Islander**							
Two or More Races	77%	78%			78%	73%	71%
White	83%	84%			78%	73%	74%

MN Accountability Assessments include MCA and MTAS

Test year

** Data for groups smaller than 15 are not shown.

Reading MCA/MTAS

Grades 3-8
by Race/Ethnicity

Percent Proficient

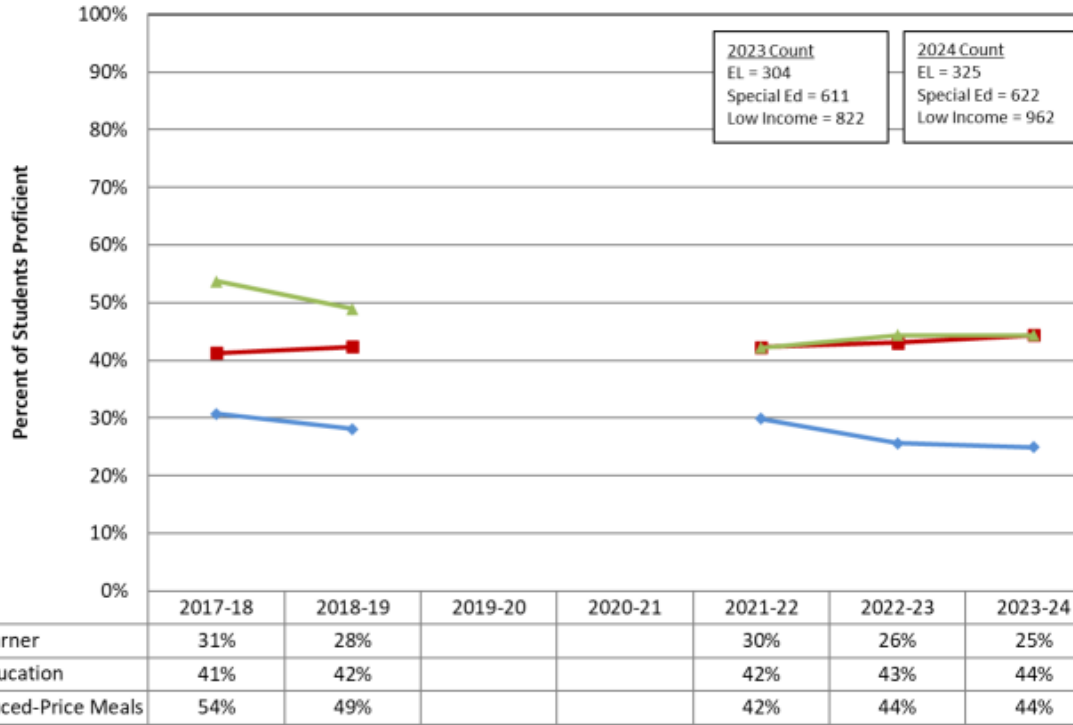
2024
Highest
Asian, 82%

Lowest
American Indian/Alaska
Native, 24%

The American Indian/Alaska Native student group is very small, so large fluctuations in the data are typical.



MN Accountability Assessments Percent Proficient
Wayzata Public Schools: By Special Populations - GRADES 3-8
READING



MN Accountability Assessments include MCA and MTAS

Test Year

36

Reading MCA/MTAS
Grades 3-8
by Special Populations

Percent Proficient

2024

All Wayzata Students, 72%

Students receiving Special Education services, 44%

Students eligible for Free/Reduced meals, 44%

Students receiving English Learner services, 25%



2024 HS Participation - MCA Reading

- All Grade 10 Students = 83%

	Percent Participated		Percent Participated
Asian	96%	Eligible for EL Services	91%
Black or African American	89%	Receiving Special Ed. Services	77%
Hispanic or Latino	87%	Eligible for Free/Reduced Meals	86%
Two or More Races	74%		
White	78%		

College & Career Readiness

All students are ready for career and college.

(MN Statutes section 120B.11, WBWF)

College & Career Assessment - ACT

ACT

National, standardized test that can be used for college admission. Includes four test areas, English, Mathematics, Reading and Science

- Wayzata offers the ACT to all Grade 11 students during the school day each spring at no cost to students
- Some students also take the ACT on their own as part of ACT national testing
- Results in this report include all Grade 11 students, using their best score from all administrations

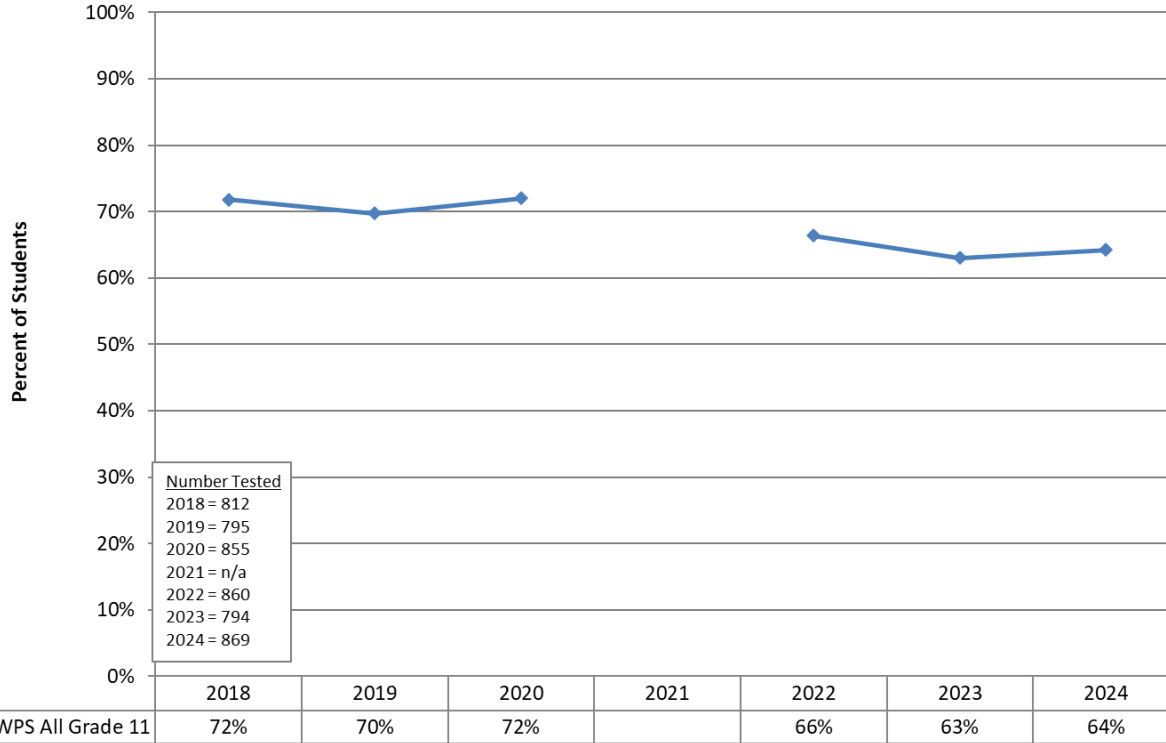
ACT College Readiness Benchmarks

- Predicts success in college-level courses
 - 50% chance of B or higher, 75-80% of C or higher

39

Percent of Students Meeting College and Career Readiness Benchmarks
WPS High School All Grade 11: Trend
ACT - MATH

Math



Number Tested
2018 = 812
2019 = 795
2020 = 855
2021 = n/a
2022 = 860
2023 = 794
2024 = 869

Mathematics ACT
Grade 11 - Best Score
by All Students

Percent at or above
College Readiness Benchmark

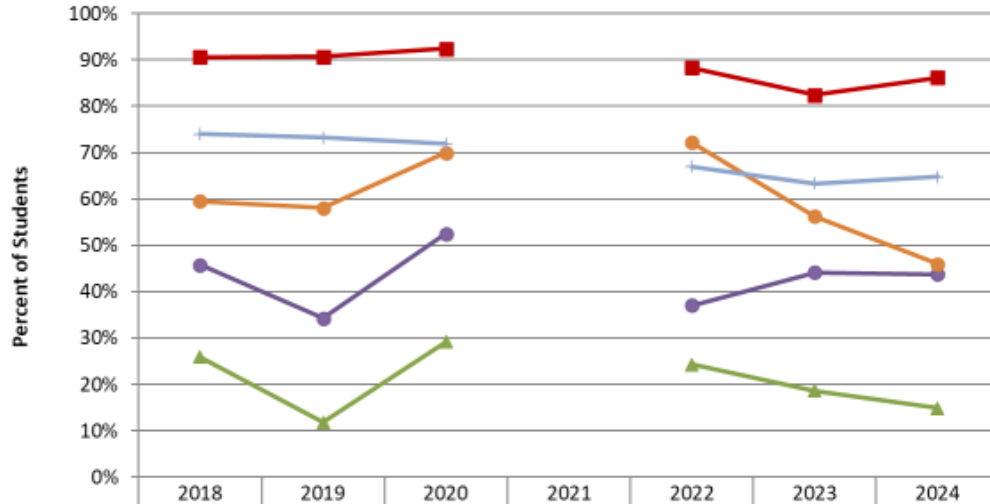
2024
All Wayzata students, 64%

Past 3 Years
Wayzata decline by 2 points



Percent of Students Meeting College and Career Readiness Benchmarks
WPS All Grade 11 - Race/Ethnicity (Federal Categories)
ACT - MATH

Math



2023 Counts
AI/AN = 1
Asian = 171
B/AA = 59
H/L = 34
NH/PI = 0
TMR = 32
White = 497

2024 Counts
AI/AN = 3
Asian = 203
B/AA = 67
H/L = 32
NH/PI = 0
TMR = 50
White = 514

	2018	2019	2020	2021	2022	2023	2024
American Indian/Alaska Native*							
Asian	91%	91%	92%		88%	82%	86%
Black/African American	26%	12%	29%		24%	19%	15%
Hispanic/Latino	46%	34%	53%		37%	44%	44%
Native Hawaiian/Pacific Islander*							
Two or More Races	60%	58%	70%		72%	56%	46%
White	74%	73%	72%		67%	63%	65%

* Data not shown for student groups with count less than 15.

Year 41

Mathematics ACT
Grade 11 - Best Score
by Race/Ethnicity

Percent at or above
College Readiness Benchmark

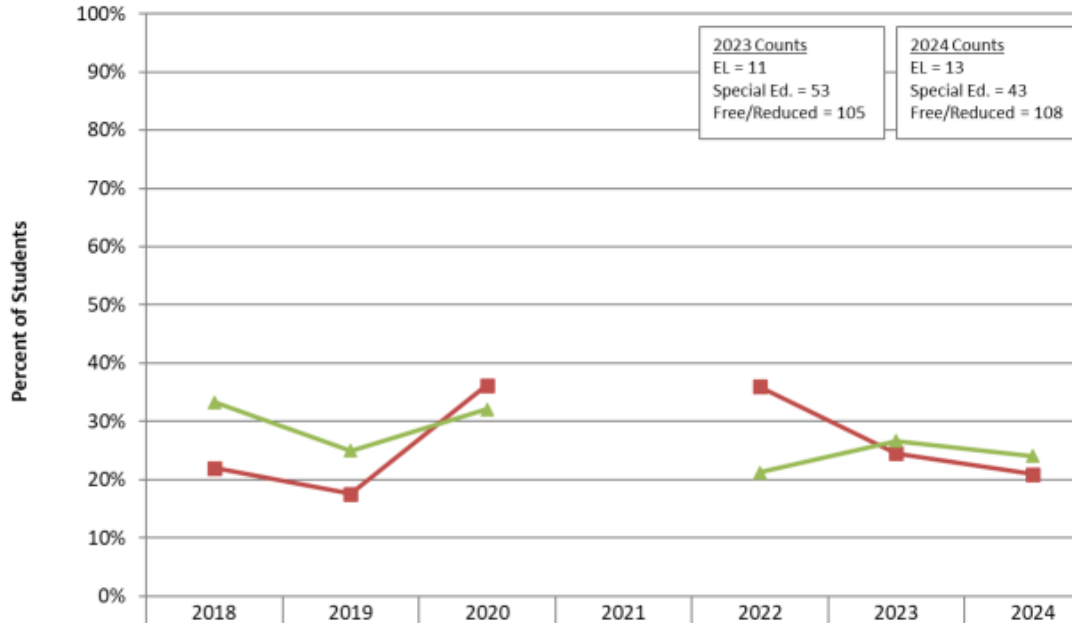
2024
Highest
Asian, 86%

Lowest
Black/African American, 15%



Percent of Students Meeting College and Career Readiness Benchmarks
WPS All Grade 11 - Special Populations
ACT - MATH

Math



2023 Counts
EL = 11
Special Ed. = 53
Free/Reduced = 105

2024 Counts
EL = 13
Special Ed. = 43
Free/Reduced = 108

	2018	2019	2020	2021	2022	2023	2024
English learner*							
Special education	22%	18%	36%		36%	25%	21%
Free/Reduced-Price meals	33%	25%	32%		21%	27%	24%

* Data not shown for student groups with count less than 15.

Year

42

Mathematics ACT
Grade 11 - Best Score
by Special Populations

Percent at or above
College Readiness Benchmark

2024

All Wayzata Students, 64%

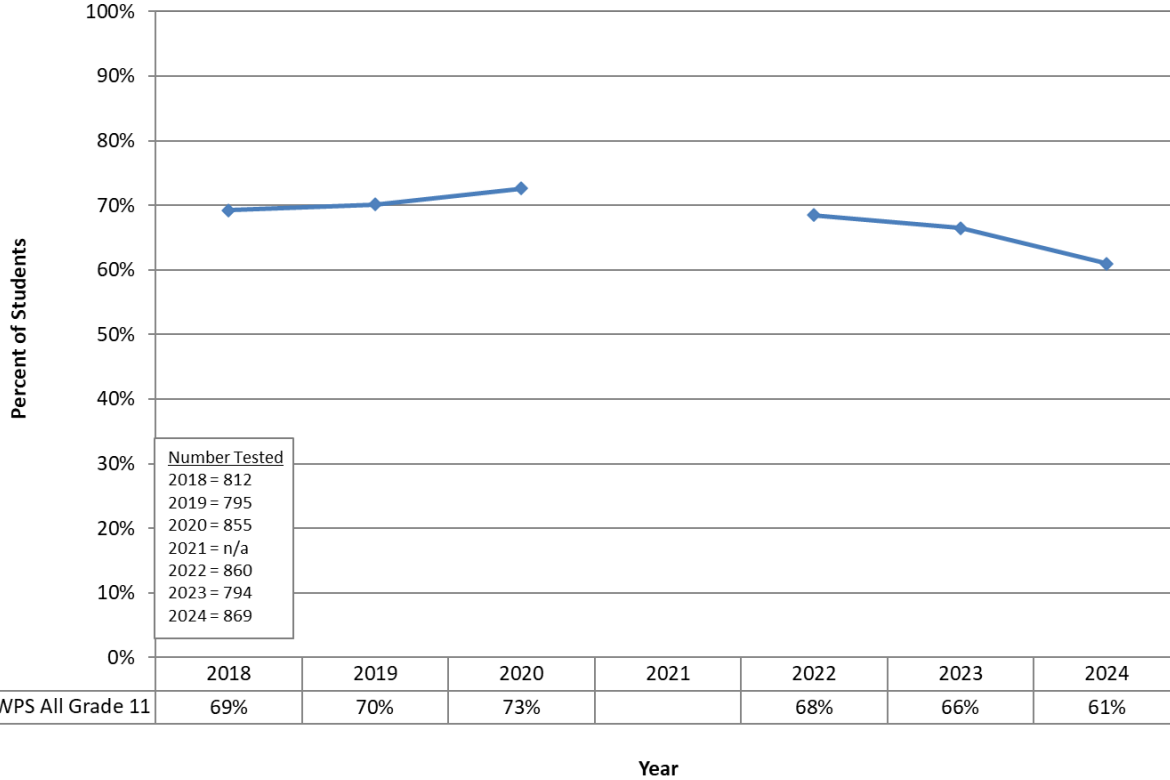
Students receiving Special
Education services, 21%

Students eligible for
Free/Reduced meals, 24%



Percent of Students Meeting College and Career Readiness Benchmarks
WPS High School All Grade 11: Trend
ACT - READING

Rdg



Number Tested
2018 = 812
2019 = 795
2020 = 855
2021 = n/a
2022 = 860
2023 = 794
2024 = 869

Reading ACT
Grade 11 - Best Score
by All Students

Percent at or above
 College Readiness Benchmark

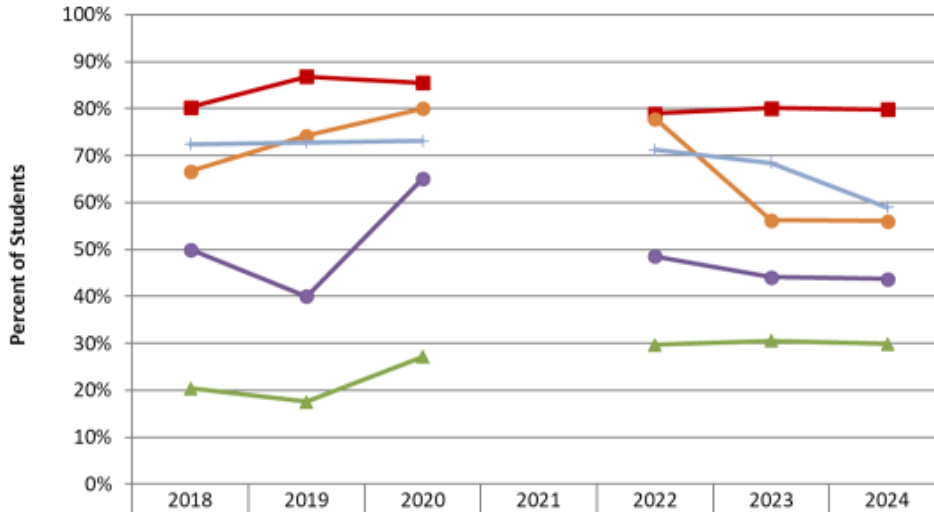
2024
All Wayzata students, 61%

Past 3 Years
 Wayzata decline by 8 points



**Percent of Students Meeting College and Career Readiness Benchmarks
WPS All Grade 11 - Race/Ethnicity (Federal Categories)
ACT - READING**

Rdg



2023 Counts

AI/AN = 1
Asian = 171
B/AA = 59
H/L = 34
NH/PI = 0
TMR = 32
White = 497

2024 Counts

AI/AN = 3
Asian = 203
B/AA = 67
H/L = 32
NH/PI = 0
TMR = 50
White = 514

	2018	2019	2020	2021	2022	2023	2024
American Indian/Alaska Native*							
Asian	80%	87%	86%		79%	80%	80%
Black/African American	20%	18%	27%		30%	31%	30%
Hispanic/Latino	50%	40%	65%		49%	44%	44%
Native Hawaiian/Pacific Islander*							
Two or More Races	67%	74%	80%		78%	56%	56%
White	72%	73%	73%		71%	68%	59%

* Data not shown for student groups with count less than 15.

Year 44

Reading ACT

**Grade 11 - Best Score
by Race/Ethnicity**

Percent at or above
College Readiness Benchmark

2024

Highest

Asian, 80%

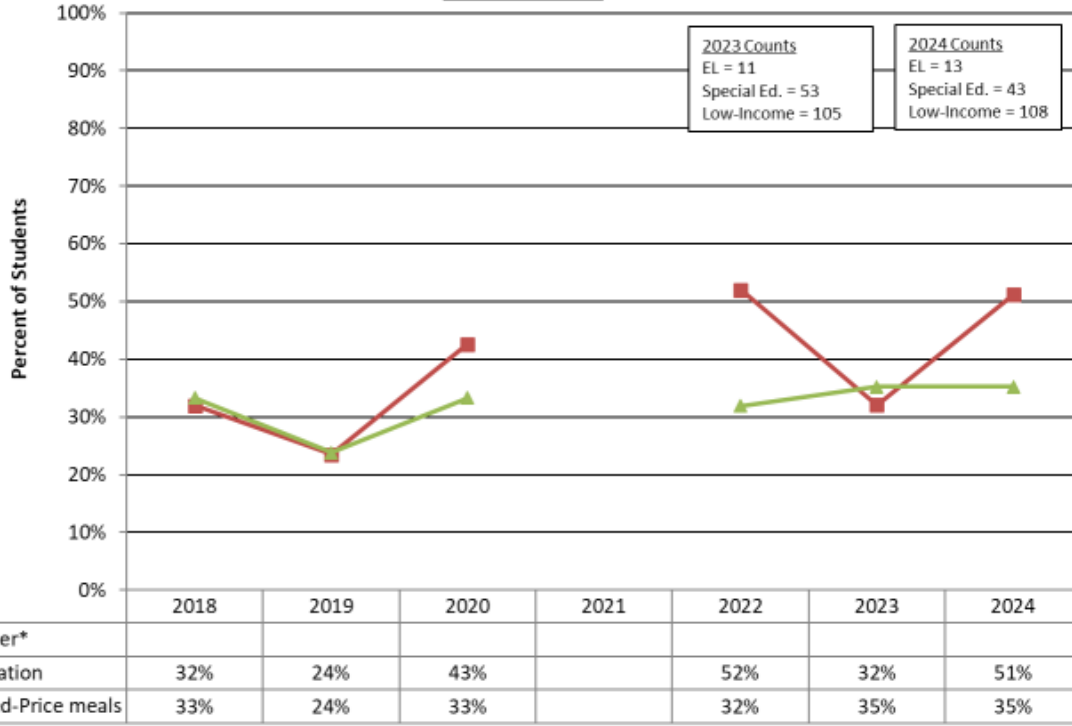
Lowest

Black/African American, 30%



Percent of Students Meeting College and Career Readiness Benchmarks
WPS All Juniors - Special Population
ACT - READING

Rdg



2023 Counts
 EL = 11
 Special Ed. = 53
 Low-Income = 105

2024 Counts
 EL = 13
 Special Ed. = 43
 Low-Income = 108

* Data not shown for student groups with count less than 15.

Year

45

Reading ACT
Grade 11 - Best Score
by Special Populations

Percent at or above
 College Readiness Benchmark

2024
All Wayzata Students, 61%

Students receiving Special
 Education services, 51%

Students eligible for
 Free/Reduced meals, 35%



High School Graduation

All students graduate from high school.
(MN Statutes section 120B.11, WBWF)

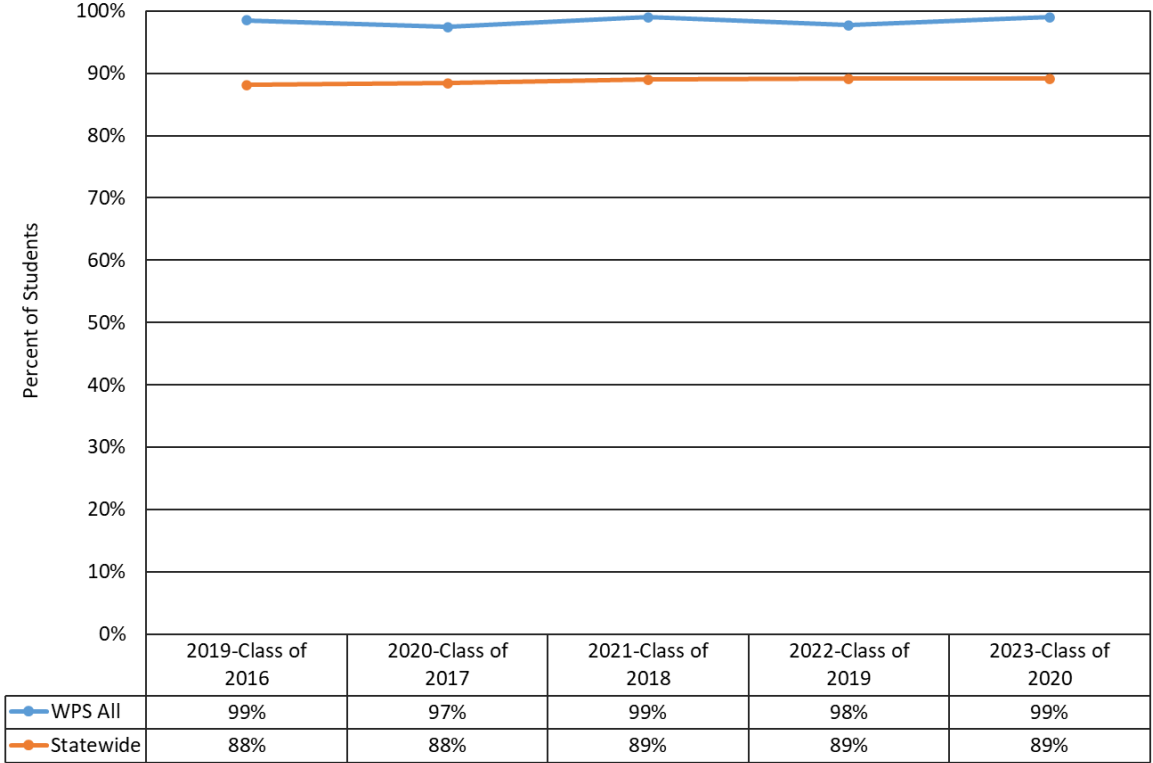
Graduation 7-Year Rate

Adjusted Cohort Graduation Rate

Shows the percent of students graduating from high school within a given number of years after entering grade 9.

- Wayzata results in this report show the 7-year graduation rate.
- The 7-year rate allows students who participate in the Wayzata Transition program to be included in the graduation results.

**Percent of Students Graduating High School within 7 Years
Wayzata Public Schools and Statewide**



48 Source: Minnesota Report Card

**7-Year Graduation Rate
by All Students**

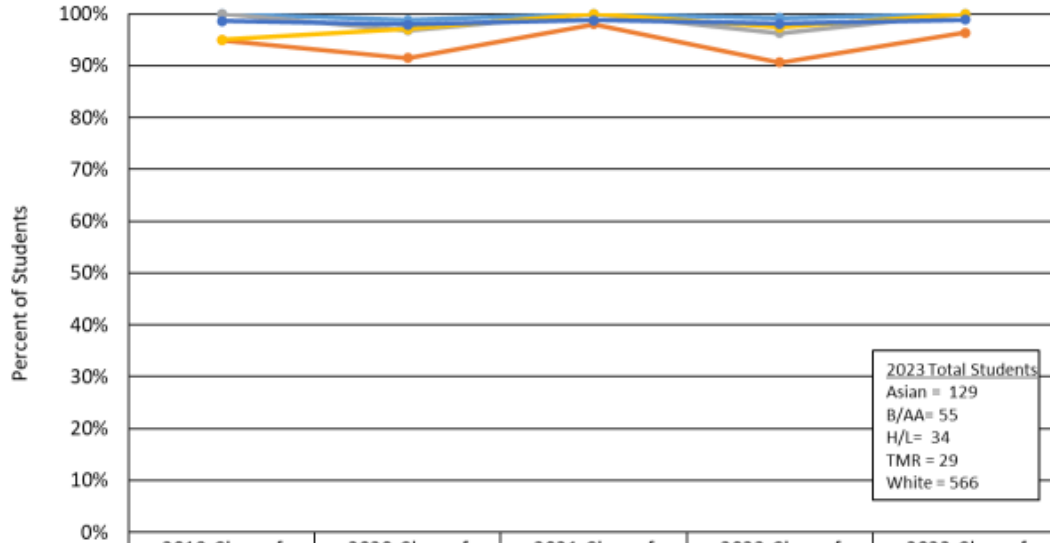
Percent of students who graduated from high school within 7 years

Class of 2020
All Wayzata students, 99%
State 89%

Past 5 Years
Wayzata no substantial change
State no substantial change



**Percent of Students Graduating High School within 7 Years
Wayzata Public Schools: by Race/Ethnicity**



2023 Total Students
Asian = 129
B/AA = 55
H/L = 34
TMR = 29
White = 566

	2019-Class of 2016	2020-Class of 2017	2021-Class of 2018	2022-Class of 2019	2023-Class of 2020
Asian	100%	99%	100%	99%	100%
Black or African American	95%	92%	98%	91%	96%
Hispanic or Latino	100%	97%	100%	96%	100%
Two or More Races	95%	97%	100%	97%	100%
White	99%	98%	99%	98%	99%

**7-Year Graduation Rate
by All Students**

Percent of students who graduated from high school within 7 years

Class of 2020

Highest

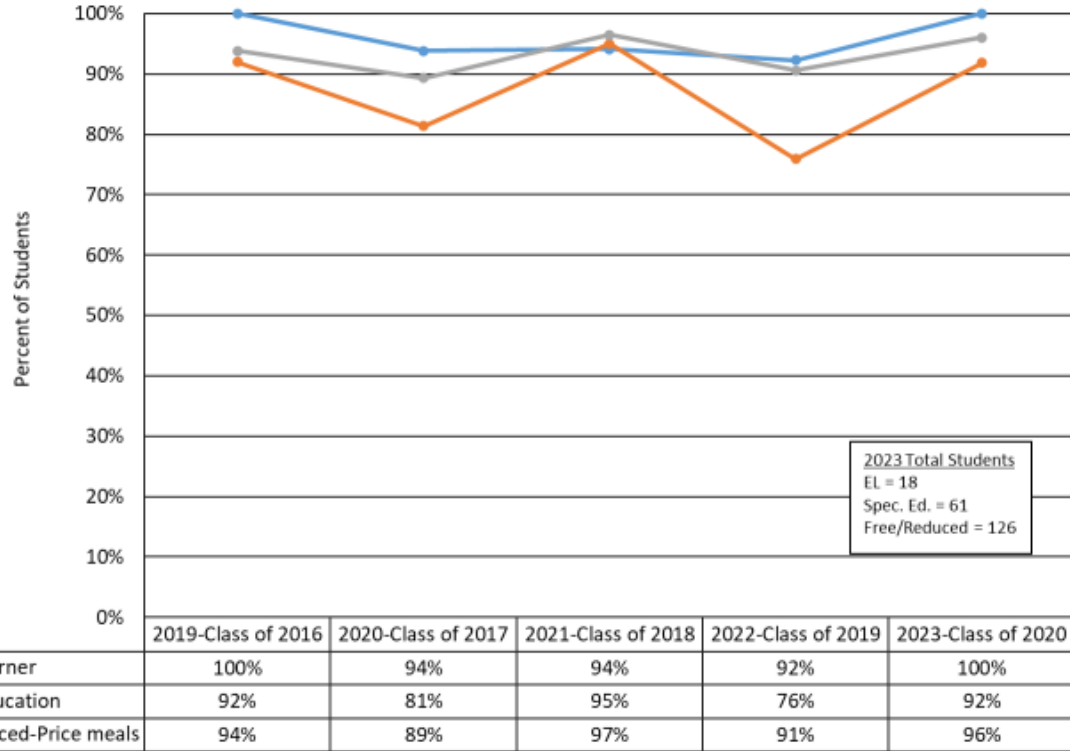
Asian, 100%

Lowest

Black/African American, 96%



**Percent of Students Graduating High School within 7 Years
Wayzata Public Schools: by Special Population**



2023 Total Students
EL = 18
Spec. Ed. = 61
Free/Reduced = 126

Source: Minnesota Report Card

**7-Year Graduation Rate
by All Students**

Percent of students who graduated from high school within 7 years

Class of 2020

All Wayzata Students, 99%

Students receiving English Learner services, 100%

Students eligible for Free/Reduced meals, 96%

Students receiving Special Education services, 92%



Goals/Purpose:

To create a shared understanding:

- the District’s “throughline”, starting with the Strategic Directions and Equity Commitment, is operationalized to actualize the District’s mission throughout the system.
- the World’s Best Workforce (WBWF) and Achievement and Integration legislation and how it relates to our collective work.
- using state-required assessments, the proficiency performance of all students with attention to the racial and economic achievement gaps.
- using the ACT assessment, the college and career readiness of all students with attention to racial and economic readiness gaps.
- the graduation rates at Wayzata high school students.



Key Messages

- Wayzata continues to be a top performing school district as measured by state assessments and the ACT.
- Significant gaps across the system exist between our race/ethnicity and special populations student groups as measured by state assessments and the ACT.
- Ongoing work across the district is aimed at addressing gaps for each and every learner.
- Seven year graduation rates remain high among all students and student population groups.

2024-25 District Operational Plan

- District work starts with and is driven by the Strategic Roadmap
- The 2024-25 DOP is in process and will be aligned to current work including accountability measures.



Thank
You

*For more information about this report, email
askTL@wayzataschools.org*