

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - July 23, 2018 - 4:00 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

### **AGENDA**

1. **ADMINISTRATIVE**
  - A. Introduction of New Leadership Council Members *10 minutes*
  - B. School Climate Survey Results S. Lackner *40 minutes*

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# District and School Climate Survey — Parents and Staff

## Results and Analysis

Wayzata Public Schools

Teaching and Learning Department – Report to School Board

July 23, 2018



## Project Overview

- Positive district and school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for schools.
- Wayzata Public Schools District and School Quality Survey asked parents, staff members, and students in grades 9-12 for feedback on school and district climate. Results will be used to inform school and district decisions.
- K12 *Insight* partnered with district team members to develop the survey, which addressed the following topics:
  - District leadership
  - District resources
  - School board
  - Academic support
  - Student support
  - School leadership
  - Family involvement
  - Safety and behavior

## Details of the Study

- Pre-survey communications included letters to parents and social media posts. The survey was open from January 16-30, 2018.
- Emailed invitations with unique survey links were sent to parents, staff members, and students in grades 9-12. Parents also could participate via a public link on the district website. Parents with children attending more than one district school could take the survey for each school.
- Reminders were sent Jan. 23, 29, and 30.
- Results do not reflect random sampling; therefore, they should not be generalized to all Wayzata Public Schools parents, staff members, and students in grades 9-12. Rather, results reflect only the perceptions and opinions of survey participants.
- Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.
- Each graph includes the number of participants who responded to each question. This is displayed as (N = #).

# Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public Access Link Responses	Total Responses
Parents	12,911	2,282	—	205*	2,487
Staff Members	1,635	968	59%	—	968

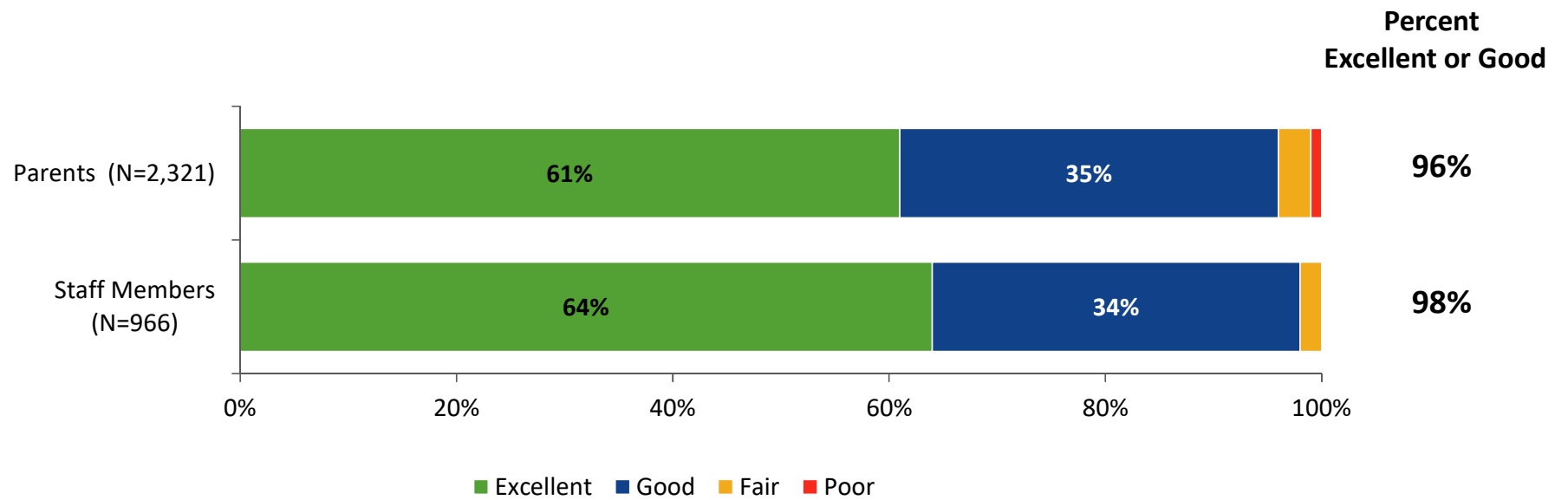
\*154 of these responses came from parents taking the school portion of the survey for an additional school.

# District Climate

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# District Quality

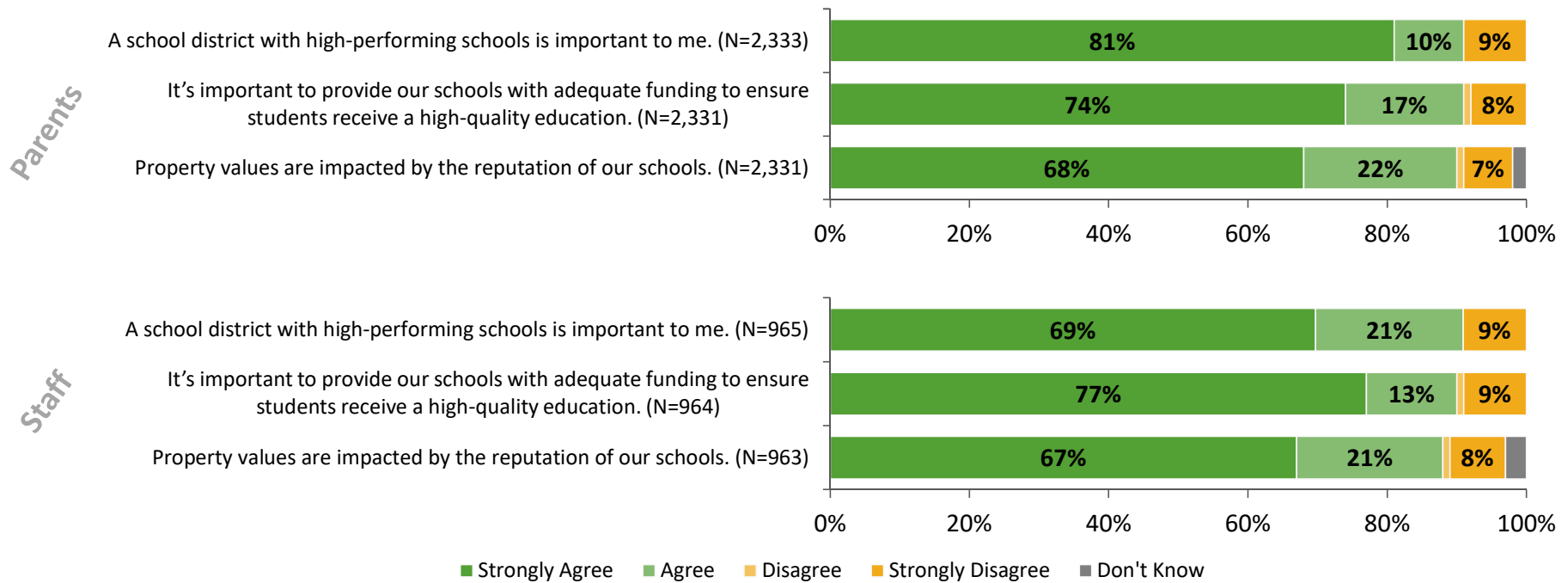
How would you rate the quality of the district?



- According to K12 Insight researchers, the percent of respondents rating the quality of the Wayzata schools as “Excellent” is the highest they have seen from all their district customers across the country.

# District: Value

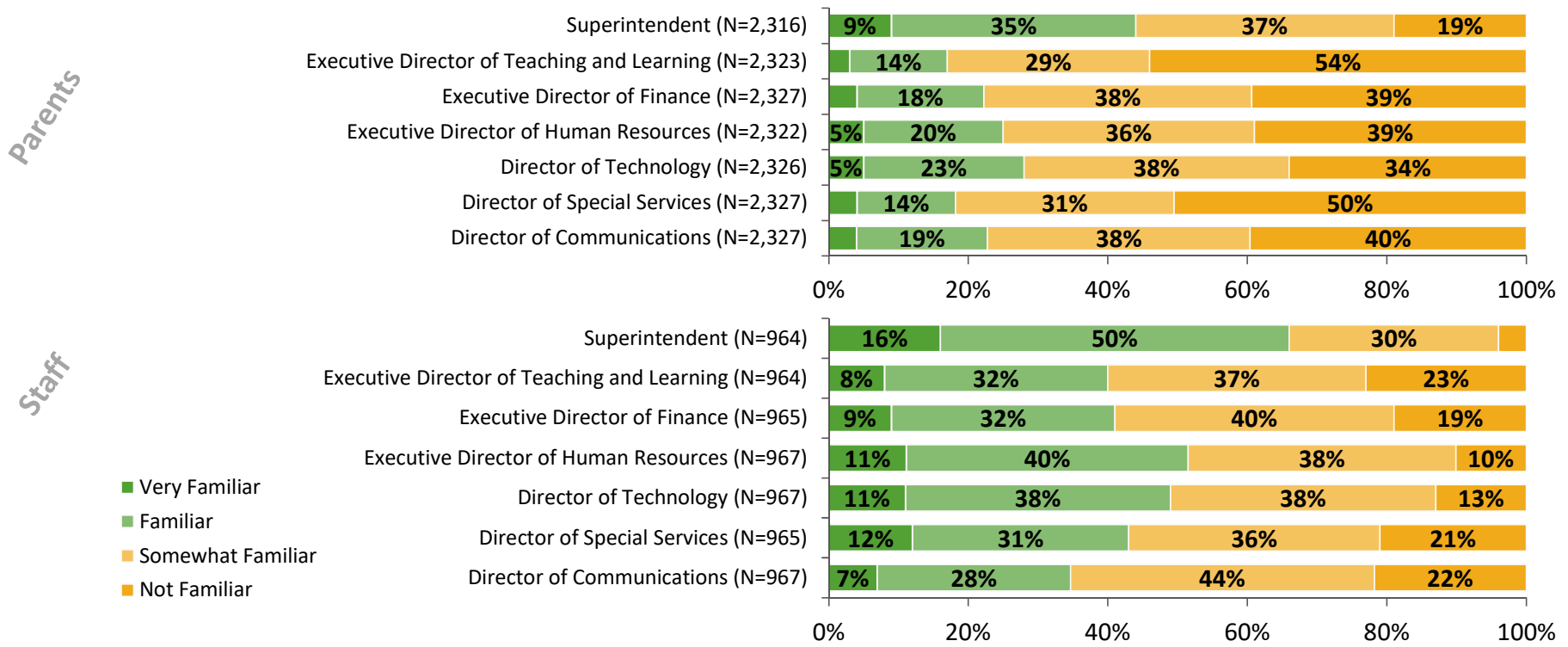
As a member of this community, how strongly do you disagree or agree with the following statements?



- 91% of parents and 90% of staff value high performing schools. A large majority also recognize the importance of providing adequate funding and how school reputation impacts property values.

# District Leadership: Roles and Responsibilities

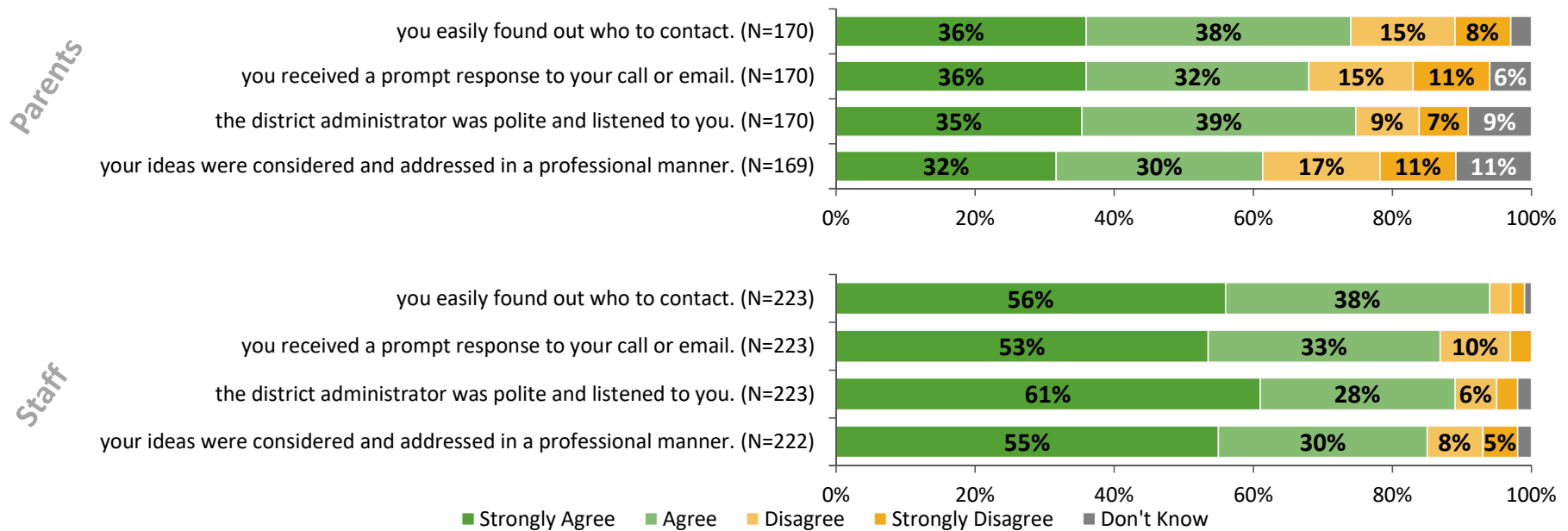
How familiar are you with the roles and responsibilities of each of the following members of the district’s leadership team?



- Besides the superintendent, a large number of staff and parents responded that they do not know what senior leadership does.

# Leadership Team: Response to Questions/Ideas

When you have had an issue to discuss or an idea to share with the superintendent or a member of the superintendent’s leadership team (executive director of teaching and learning, executive director of finance, executive director of human resources, director of technology, director of special services, and director of communications), ...

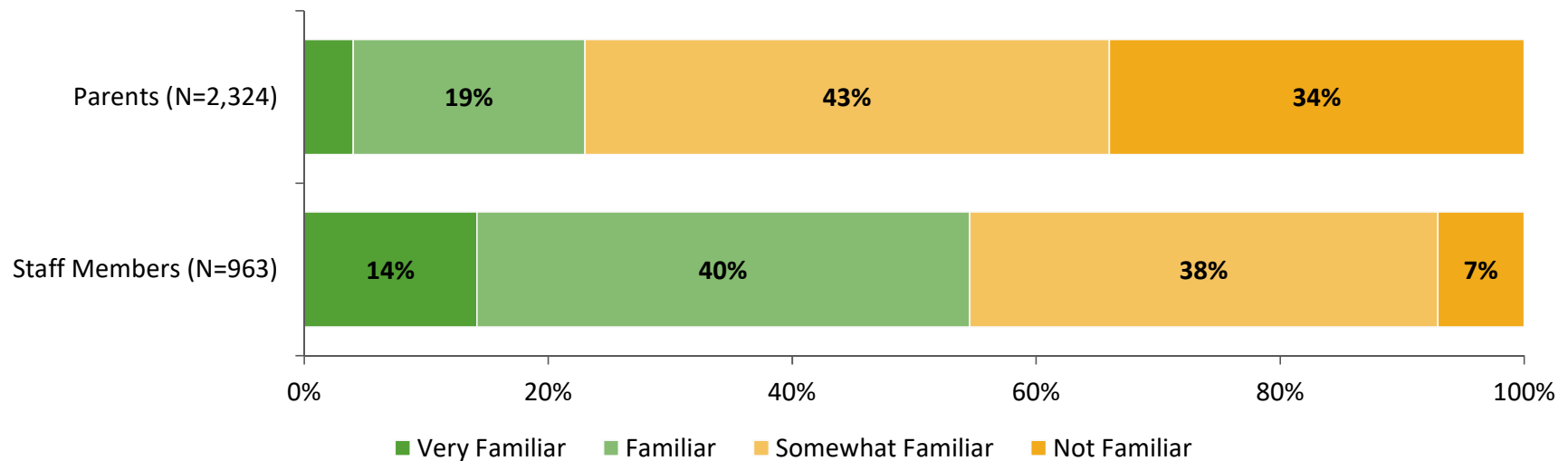


Note: Only parents or staff members who indicated they spoke with a member of the leadership team answered these questions.

- Of the 170 parents who responded that they have had an issue or an idea to share with senior district leadership, 25% indicated that they did not know who to contact and 25% responded that they did not receive a prompt response.

## District Administration: Support to Schools

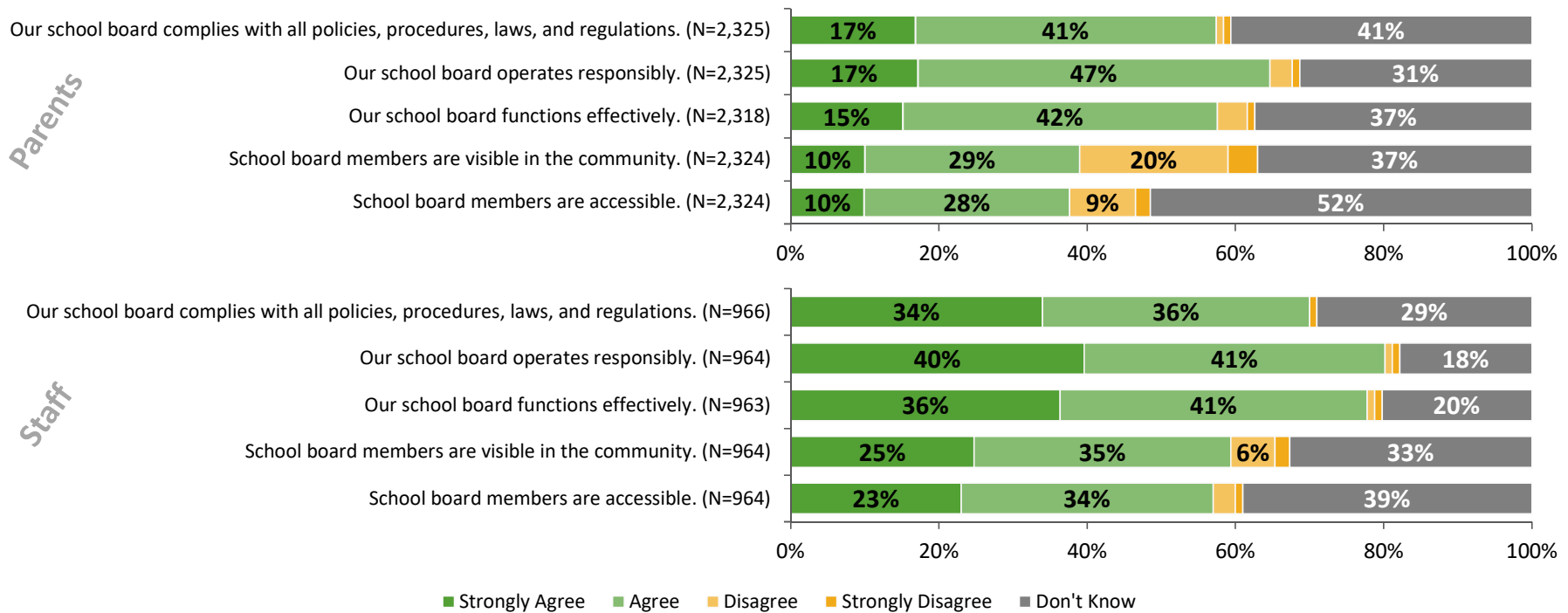
The district administration helps schools with hiring principals and teachers; providing textbooks and food services; coordinating busing services, testing, and building repairs; overseeing the budget; implementing curriculum; and keeping parents and community members informed about key issues. How familiar are you with the ways the district administration supports schools in our district?



- 77% of parents and 45% of staff responded that they are “Somewhat Familiar” or “Not Familiar” with how the district administration supports schools.

# School Board: Functioning

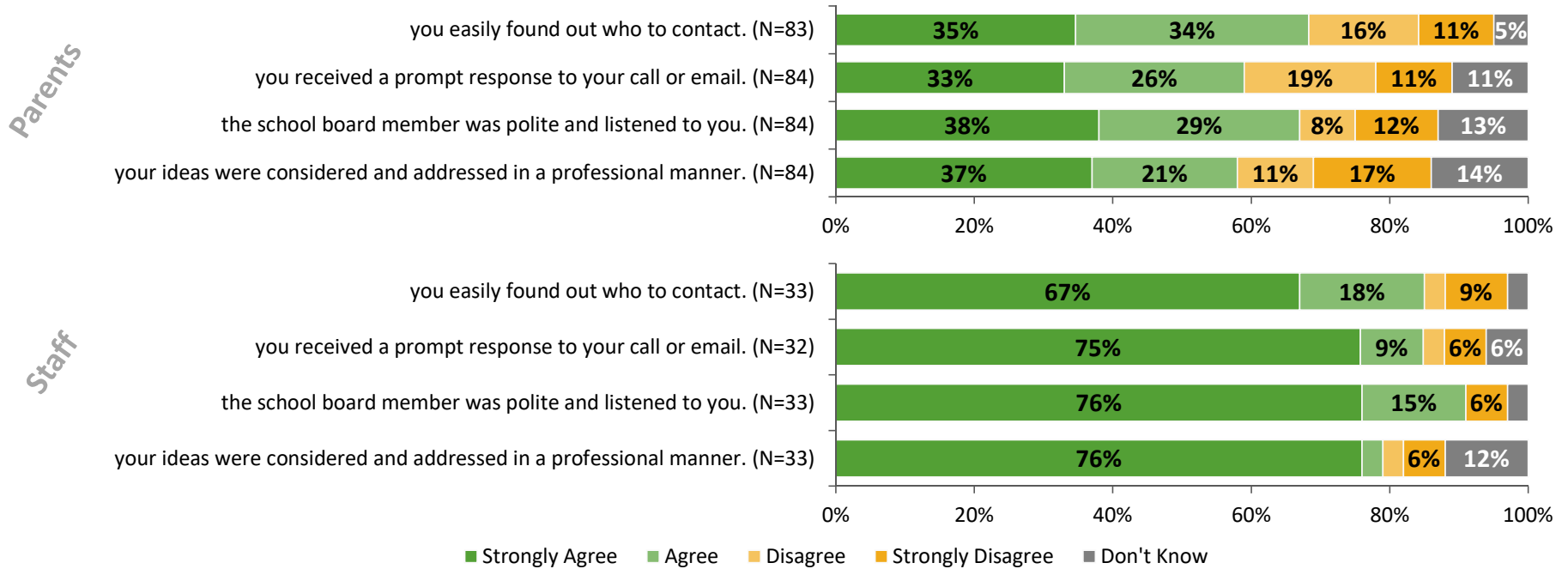
How strongly do you disagree or agree with the following statements?



- A large number of parents 31% - 52% responded “Don’t Know” to questions about the functioning of the school board. This indicates that many parents (and several staff) do not know what the school board does.

# School Board: Response to Questions/Ideas

When you have had an issue to discuss or an idea to share with a school board member, ...

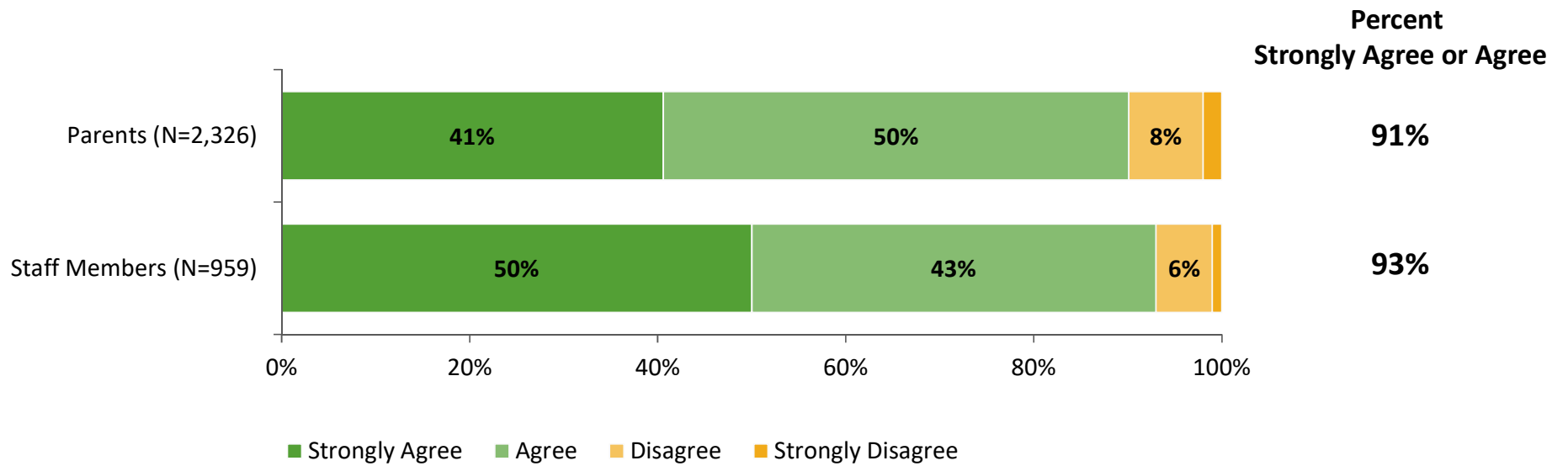


Note: Only parents or staff members who indicated they spoke with a school board member answered these questions.

- Of the 83 parents who responded that they had an issue to discuss or an idea to share with a school board member, 27% indicated that they did not know who to contact and 30% indicated that they did not get a prompt response.

# District Optimism

I am optimistic about the future of this district.



- Over 90% of staff and parents responded that they are optimistic about the future of the district.

## Additional Thoughts – Parents

Please share any additional thoughts you have about the district climate and culture. (N=892)

- The primary concern for district parents was the rate of community growth and the inability of the school district to keep up with demands for space, teachers, and equitable resources.
- Parents also expressed concerns with food options in the cafeteria, transportation routes, and district communications.
- Several parent respondents commented that the school start time change has had a negative impact on their families and that the middle school grading policy is ineffective and harmful to students.
- There were calls for more visibility of administrative and board personnel and more transparency in funding decisions.
- Some parents felt that there is too much pressure on their students to succeed academically while others wanted to ensure that the district remains focused on achievement.
- A number of parent respondents had very positive things to say about the school district and were pleased to have their students enrolled.

## Additional Thoughts – Staff Members

Please share any additional thoughts you have about the district climate and culture. (N=440)

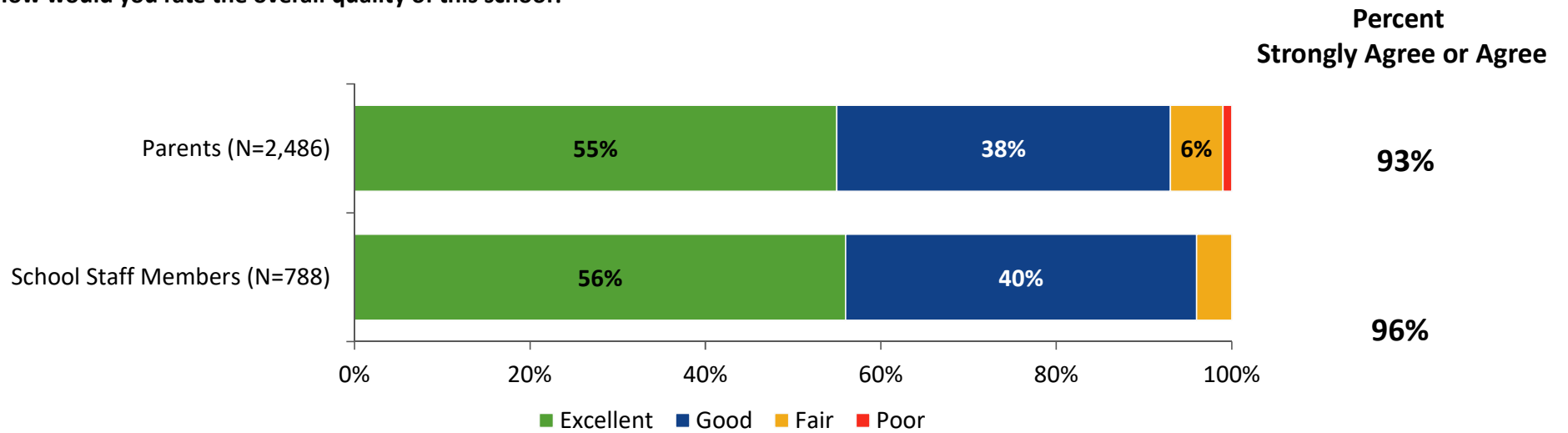
- Overall, staff respondents had positive things to say about the district climate.
- There were specific mentions about new staff members and new modes of communication.
- Staff members expressed concerns with the rate of growth within the district and with funding and prioritization of special education programs.
- Additional concerns include the necessity for diversity training, mental health supports, and middle school grading.
- Teachers expressed initiative fatigue and requested that new initiatives be given time and professional development before others are added.
- Several participants noted the idea that the school district operates as a series of "islands" rather than a whole system.
- Other respondents reported being very pleased to work within the district and proud to send their students to the schools.

# School Climate

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# School Quality

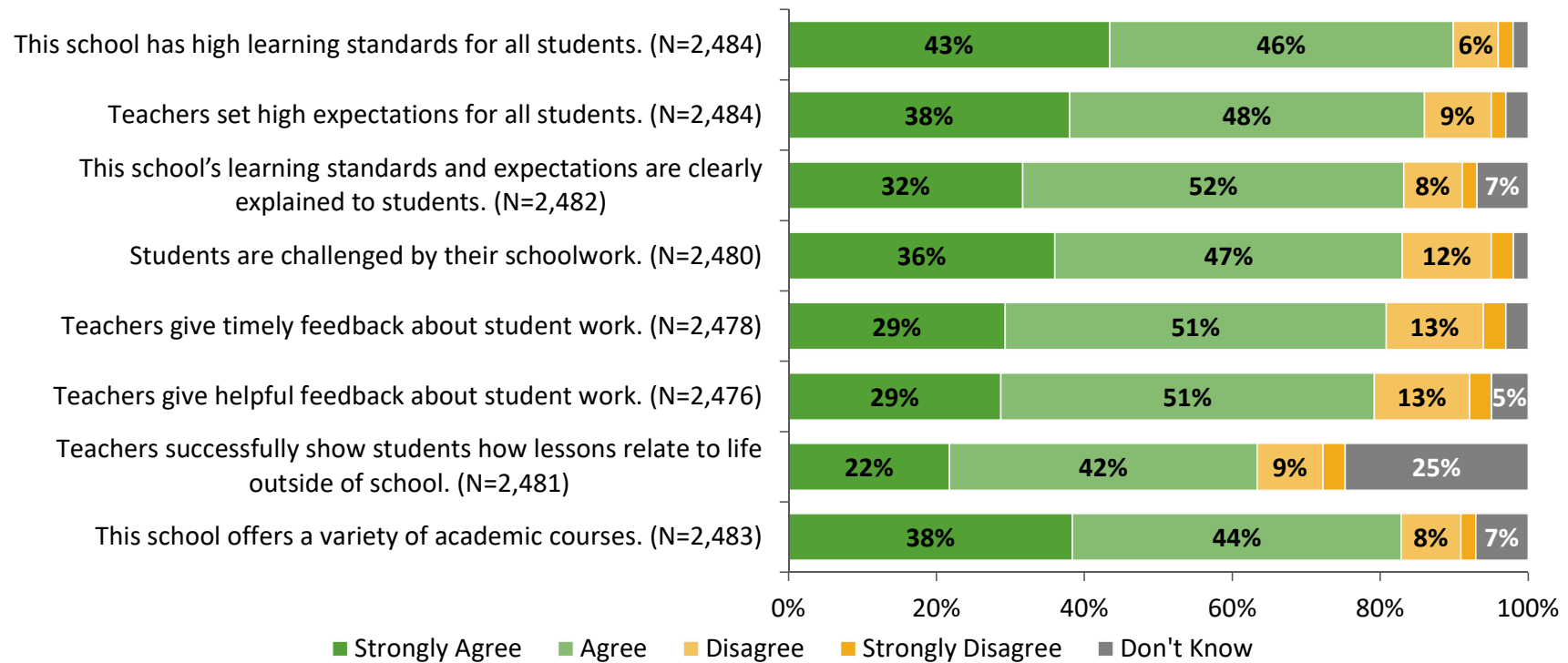
How would you rate the overall quality of this school?



- 93% of parents and 96% of school staff members rate the quality of their school “Excellent” or “Good.”

## Academic Support — Parents

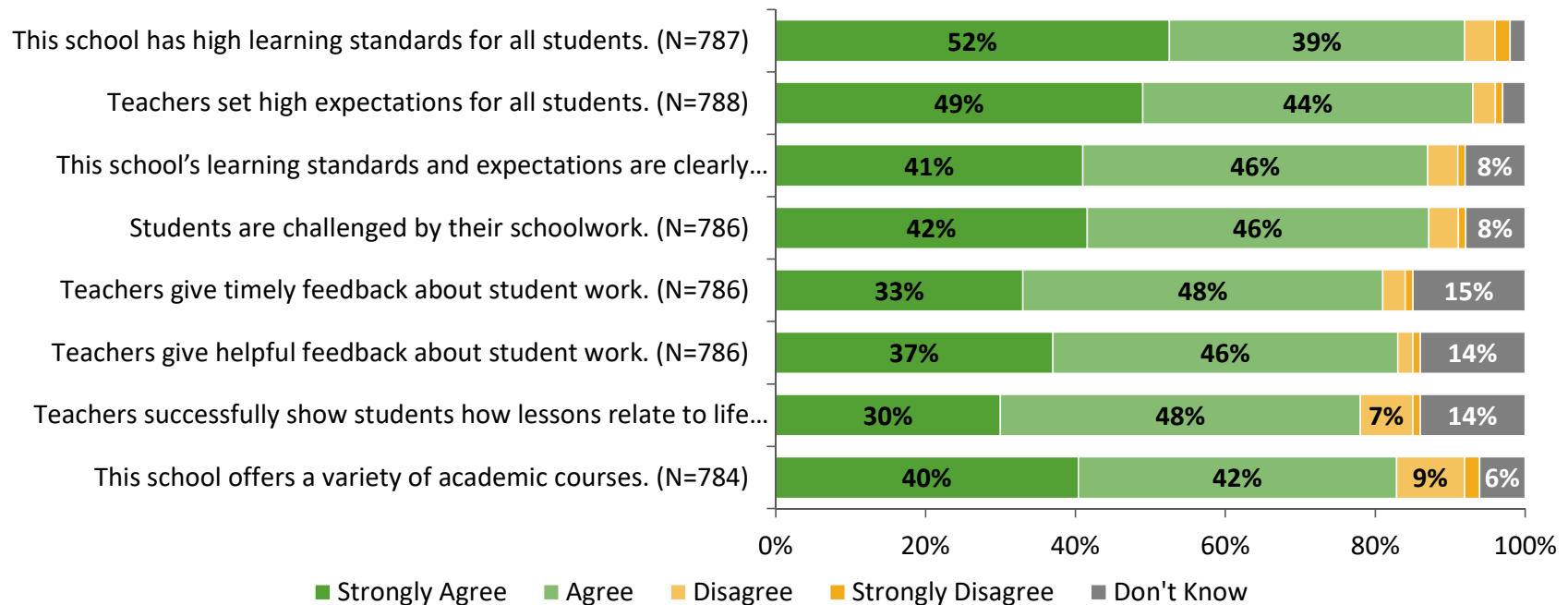
How strongly do you disagree or agree with the following statements?



- 89% of parents “Agree” or “Strongly Agree” that their school has high expectations for all students. 25% of parents indicated that they “Don’t Know” if teachers successfully show students how lessons relate to life outside of school.

## Academic Support — School Staff Members

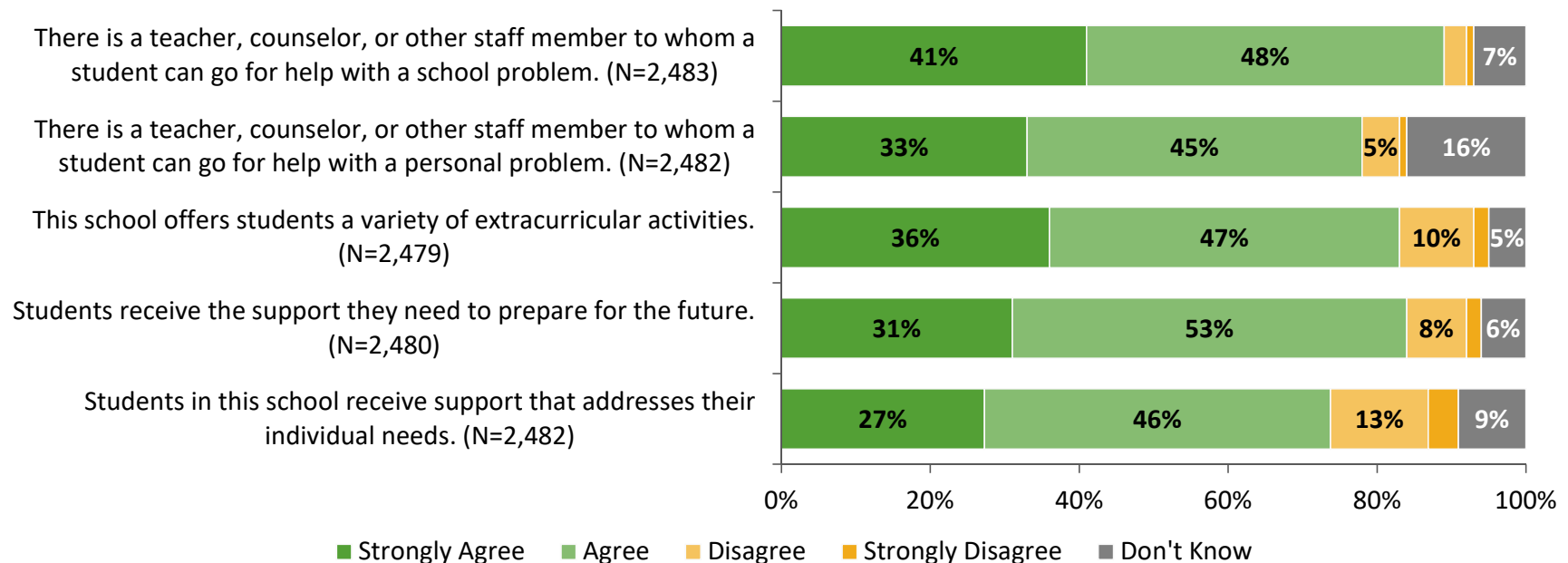
How strongly do you disagree or agree with the following statements?



- 91% of school staff members responded that they “Agree” or “Strongly Agree” that their school has high learning standards for all students.

## Student Support — Parents

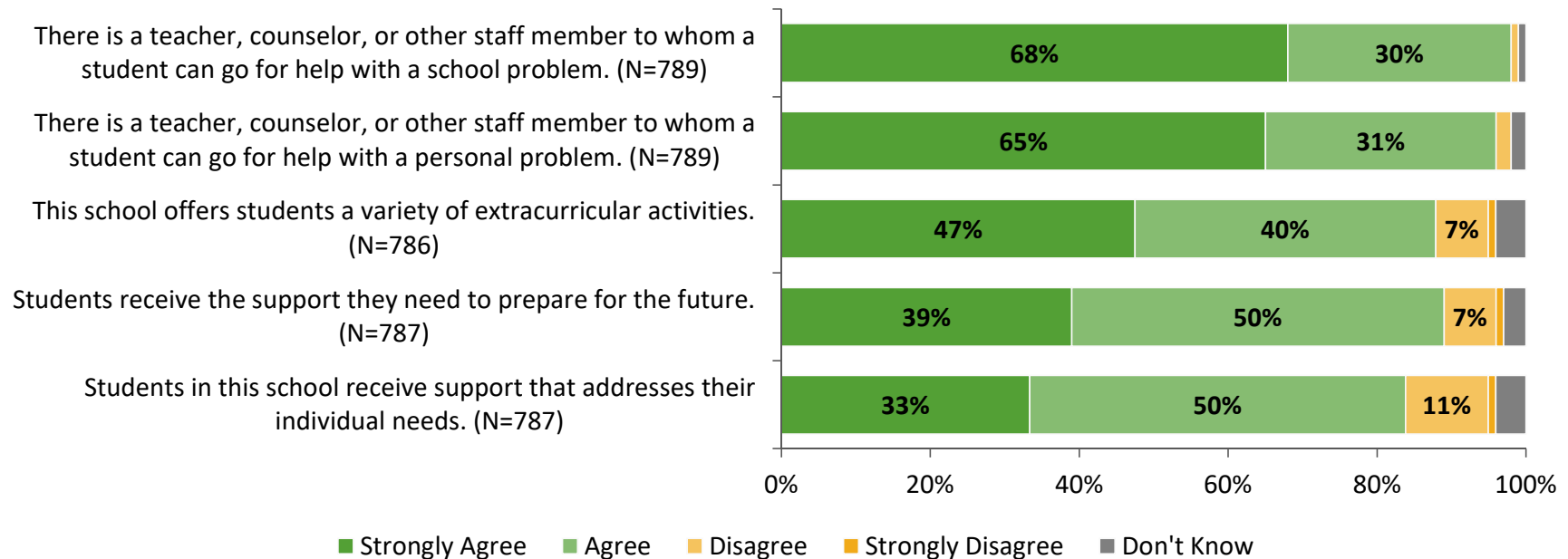
How strongly do you disagree or agree with the following statements?



- 89% of parents responded “Strongly Agree” or “Agree” that there is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem. 16% of parents responded that they “Don’t Know” if there is a staff member at school to whom a student can go to for help with a personal problem.

# Student Support — School Staff Members

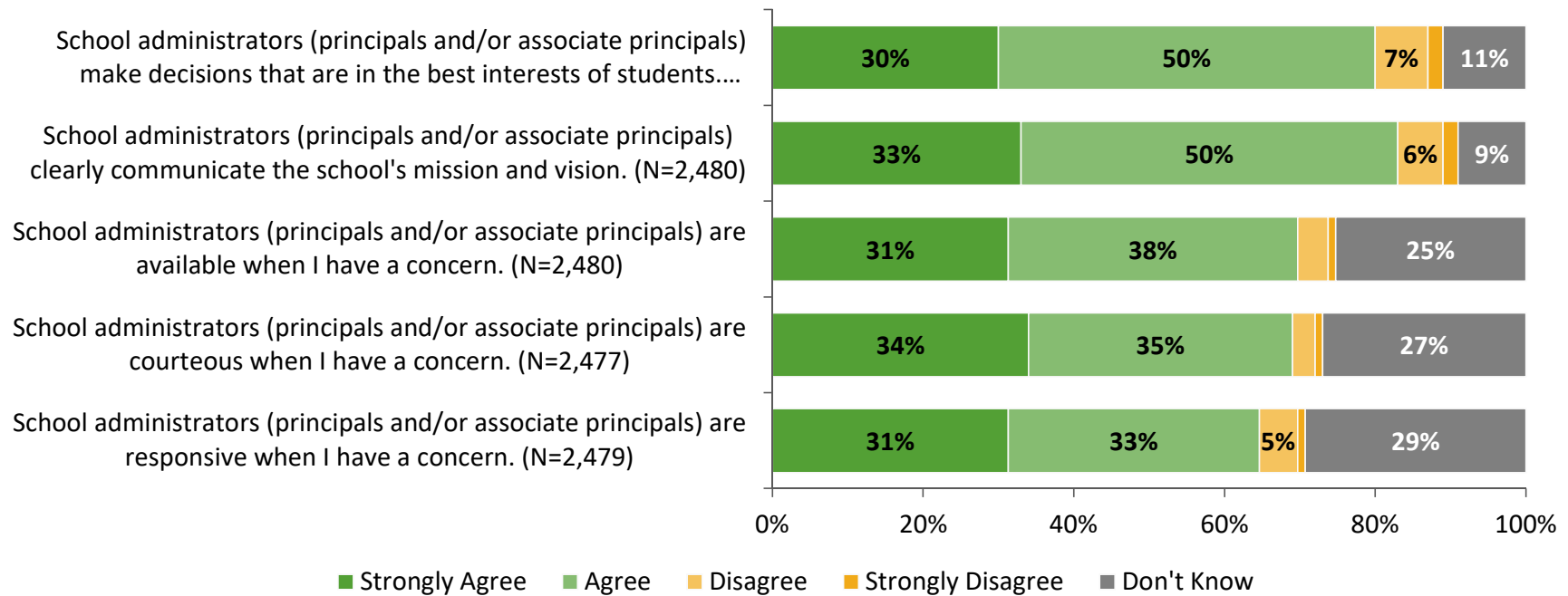
How strongly do you disagree or agree with the following statements?



- 88% of school staff members responded “Strongly Agree” or “Agree” that there is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem. 86% of school staff members responded “Strongly Agree” or “Agree” that there a school staff member to whom a student can go to for help with a school problem.

# School Leadership — Parents

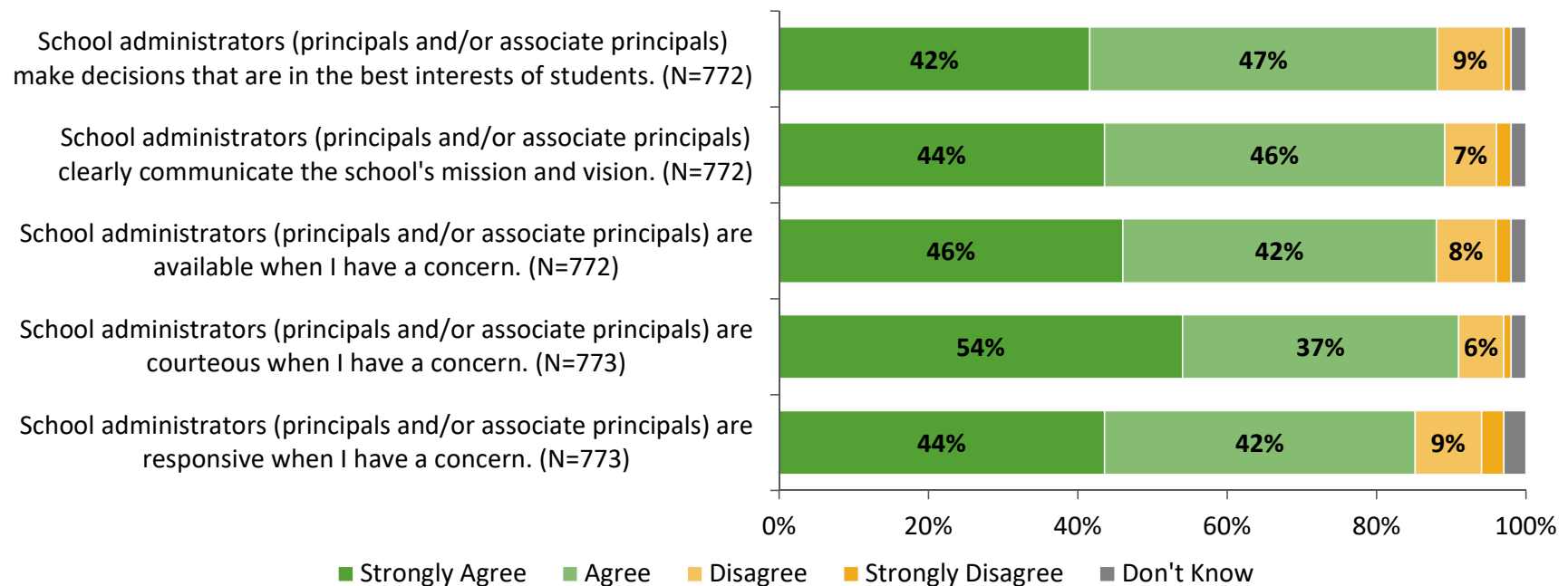
How strongly do you disagree or agree with the following statements?



- Fewer than 10% of parents “Disagree” or “Strongly Disagree” that school administrators are available, courteous and responsive when they have a concern.

## School Leadership — School Staff Members

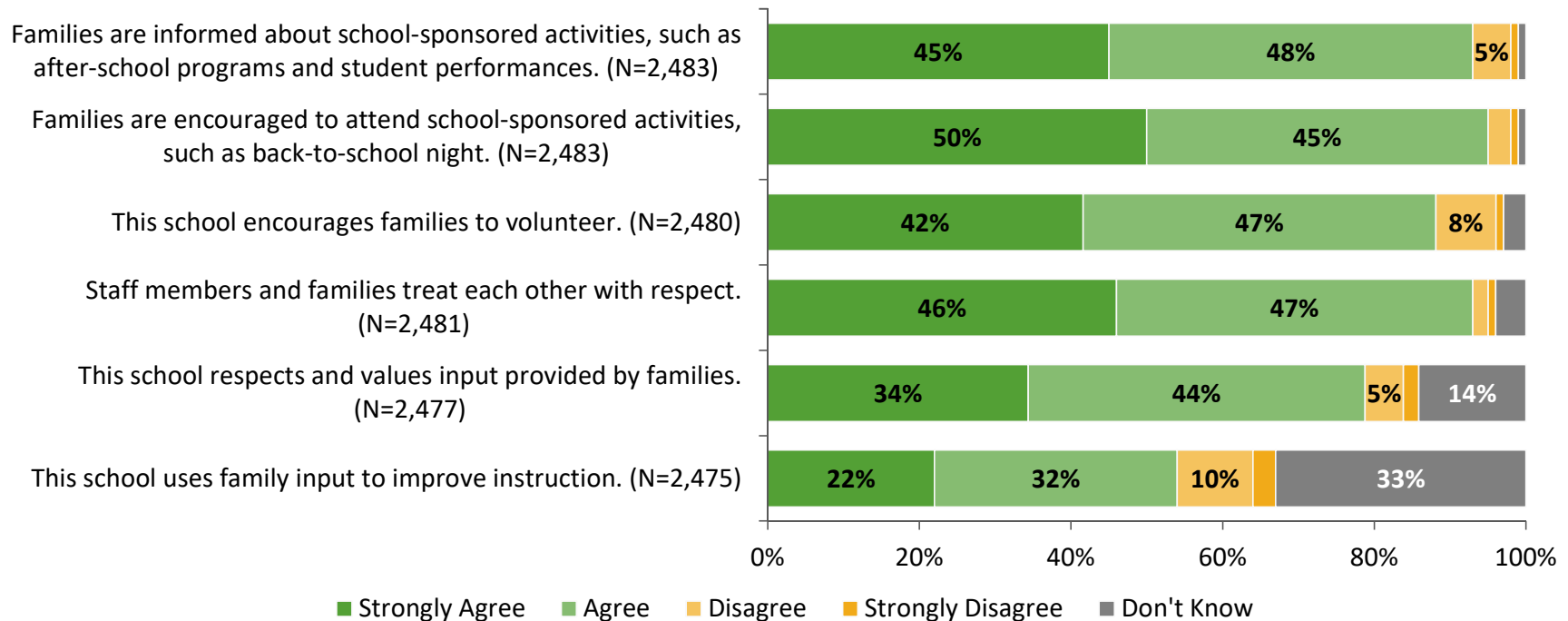
How strongly do you disagree or agree with the following statements?



- 88% - 91% of school staff members “Agreed” or “Strongly Agreed” that their school administrators are available, courteous and responsive when they have a concern.

## Family Involvement — Parents

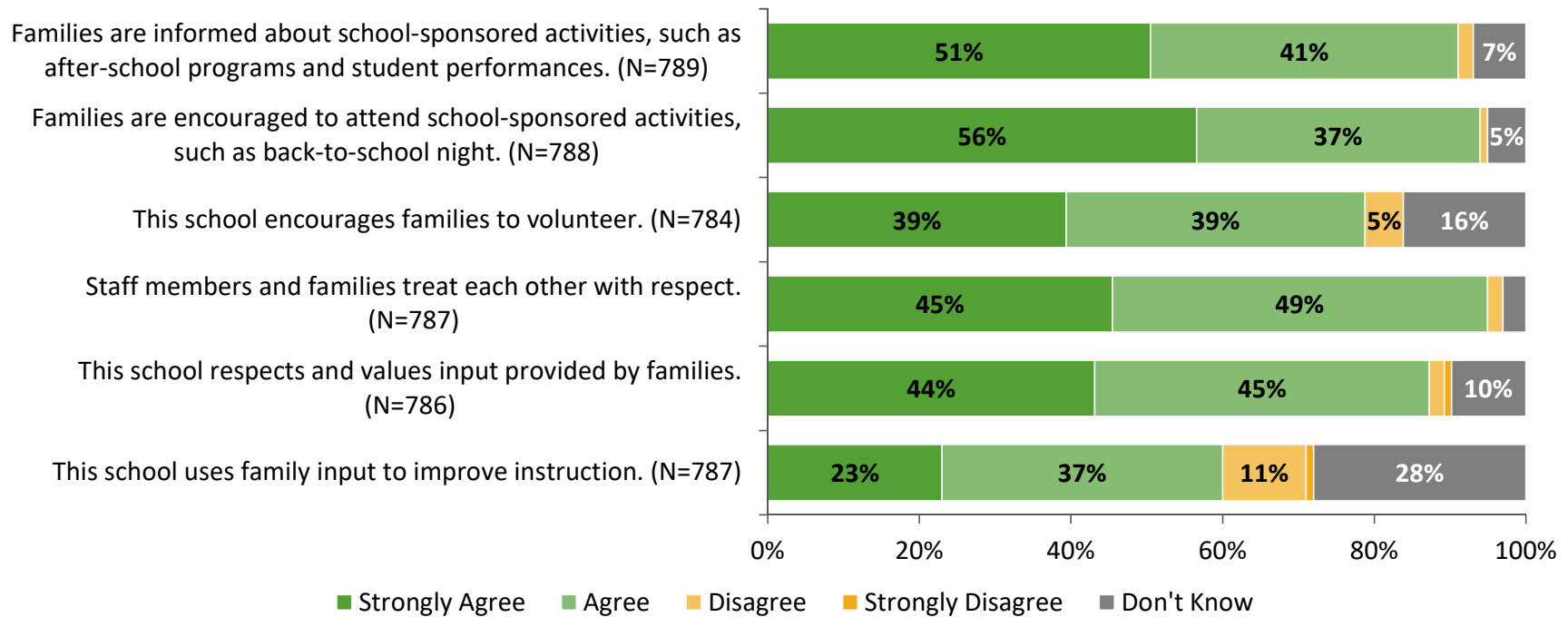
How strongly do you disagree or agree with the following statements?



- 89-95% of parents responded that they “Agree” or “Strongly Agree” that families are informed about school activities, encouraged to attend, and are encouraged to volunteer at school.
- 33% of parents responded that they “Don’t Know” if the school uses family input to improve instruction.

# Family Involvement — School Staff Members

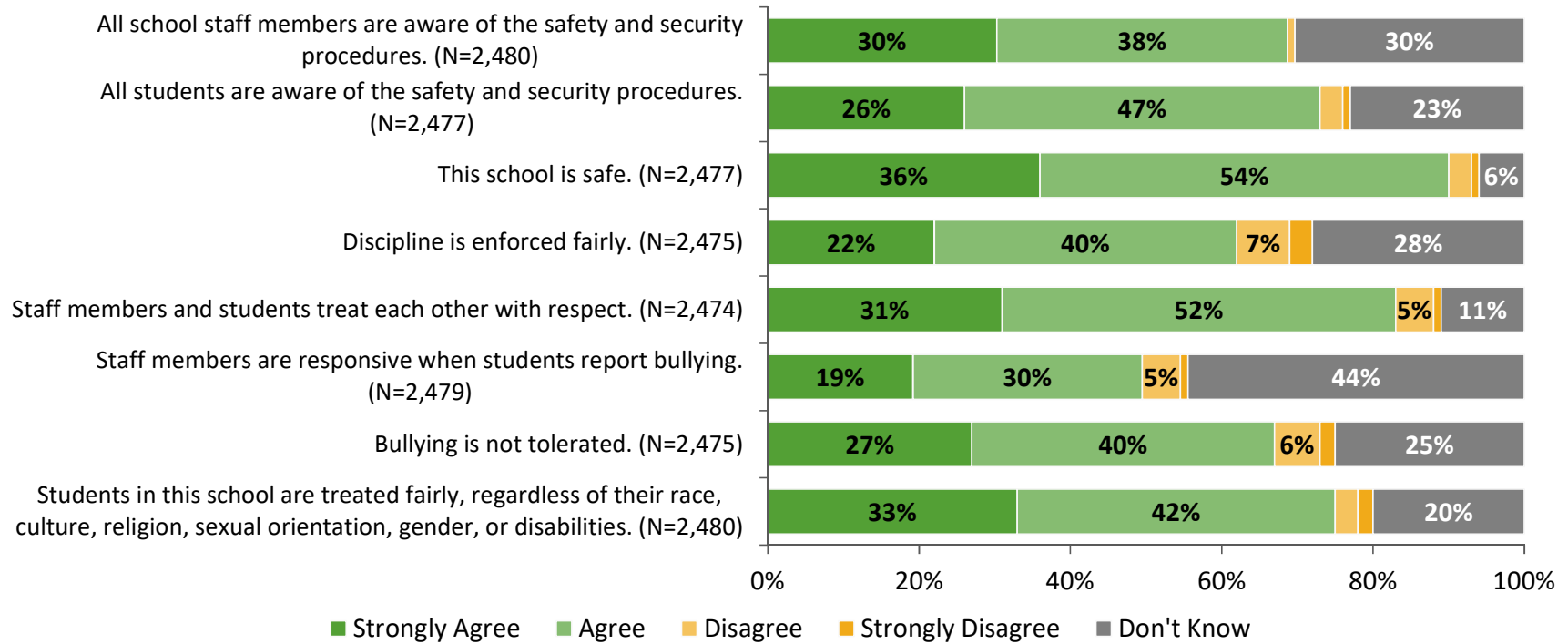
How strongly do you disagree or agree with the following statements?



- 92-93% percent of school staff members responded that families are informed of school activities and encouraged to attend. 78% responded that their school encourages families to volunteer.
- 28% of school staff don't know if their school uses family input to improve instruction.

# Safety and Behavior — Parents

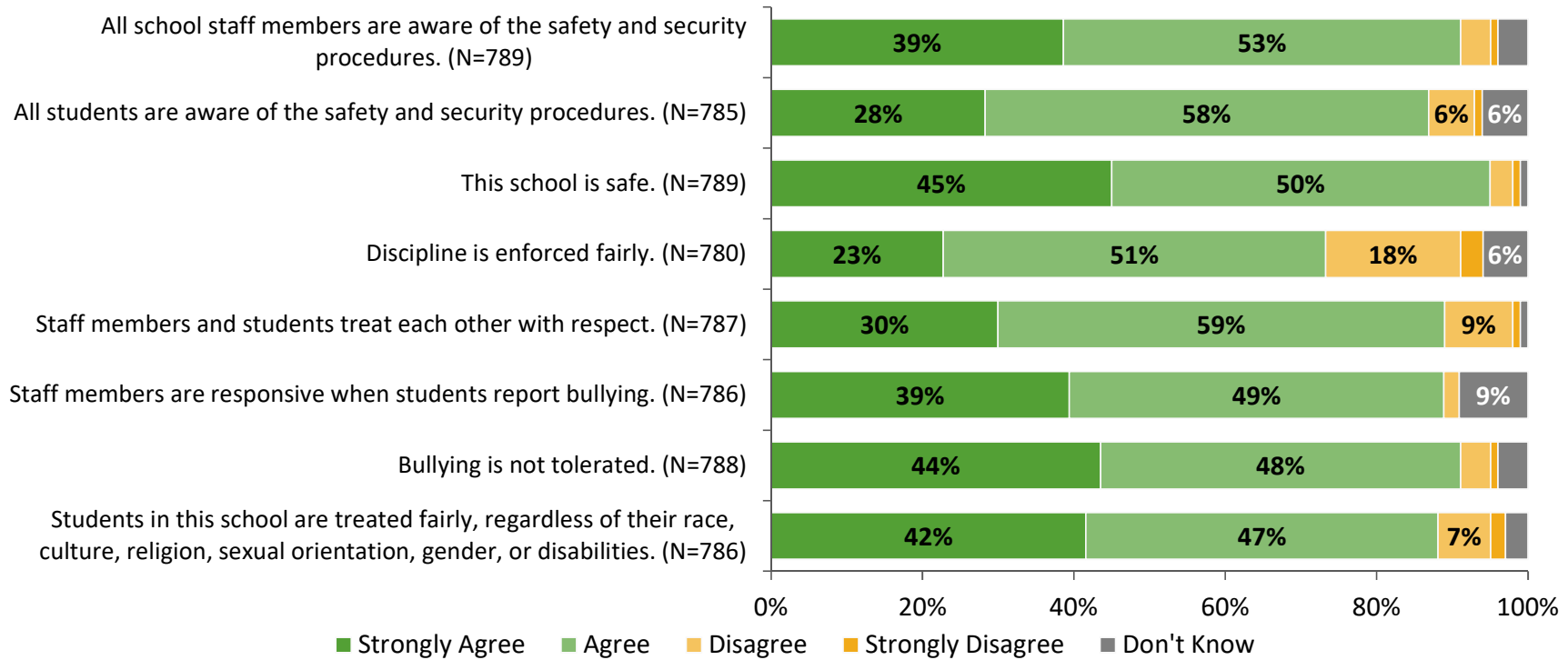
How strongly do you disagree or agree with the following statements?



- 23-30% of parents responded that they “Don’t Know” if staff and students are aware of safety and security procedures at their school.
- 44% indicated that they “Don’t Know” if staff members are responsive when students report bullying.

# Safety and Behavior — School Staff Members

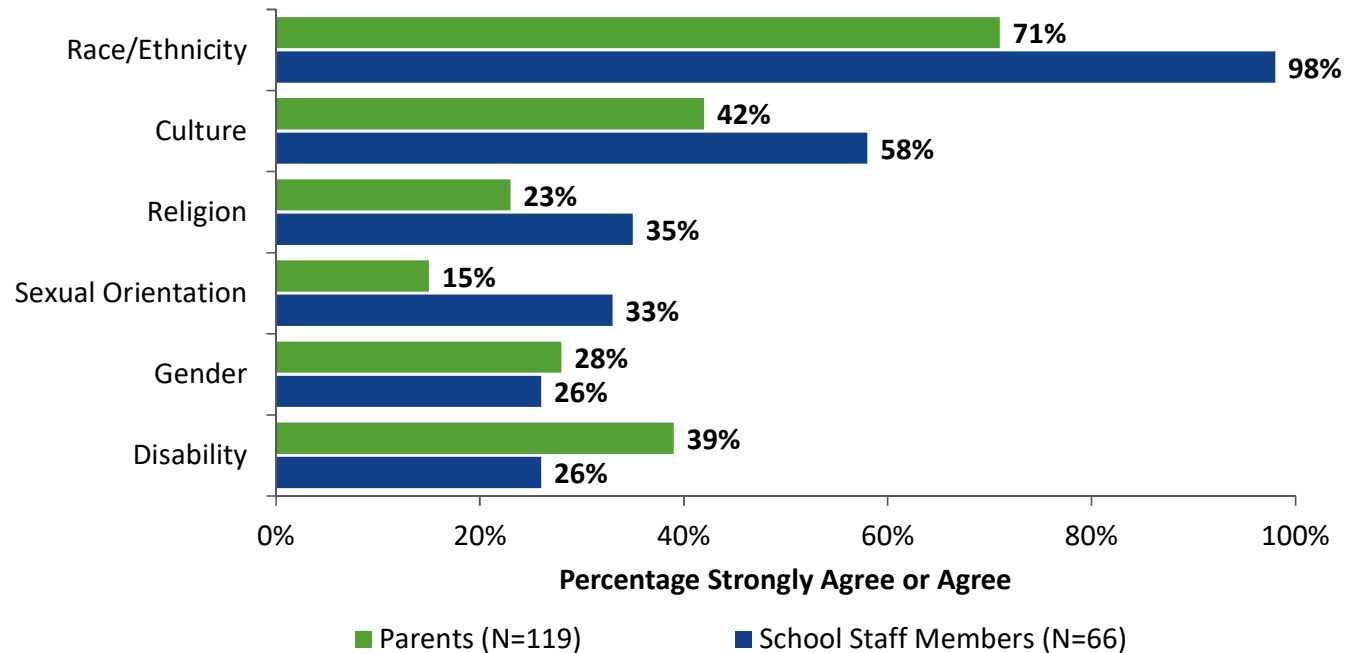
How strongly do you disagree or agree with the following statements?



- Approximately 20% of school staff members “Disagreed” or “Strongly Disagreed” that discipline is enforced fairly at their school.

# Unfair Treatment

For which of the following are students treated unfairly?



Note: Only parents, school staff members, and students who disagreed or strongly disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disability answered this question.

- Race/Ethnicity and Culture were the most common reasons indicated by staff regarding unfair treatment. The most common reasons indicated by parents were Race/Ethnicity, Culture and Disability.

## Key Findings

- 96% of participating parents and 98% of participating staff members rated the districts as excellent or good. Further, 91% of participating parents and 93% of participating staff members agreed or strongly agreed they are optimistic about the future of the district. The positive rating and optimism about the future of the district demonstrate an overall positive perception of the district by those who took the survey.
- 93% of parents, 96% of participating school staff members rated their school as excellent or good, demonstrating an overall positive perception of the schools.
- With the exception of the superintendent, no more than 51% of staff members indicated they were very familiar or familiar with the roles and responsibilities of each member of the district's leadership team. Improving staff members' familiarity with the roles and responsibilities of the district's leadership team may help them have a better understanding about how the district operates and who they may be able to contact about specific issues.
- 30% of parents indicated they did not know if staff members are aware of the safety and security procedures and 23% indicated they did not know if students are aware of the safety and security procedures. Making parents aware that both staff members and students know the safety and security procedures could help improve the overall perception of school safety.



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2. **TEACHING AND LEARNING**
3. **HUMAN RESOURCES**
4. **BOARD REPORTS**
5. **FINANCE AND BUSINESS**
6. **SCHOOL BOARD**
  - A. Strategic Directions Committee *60 minutes*

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## WAYZATA PUBLIC SCHOOLS SCORECARD 2016-17 (DRAFT FOR REVIEW)

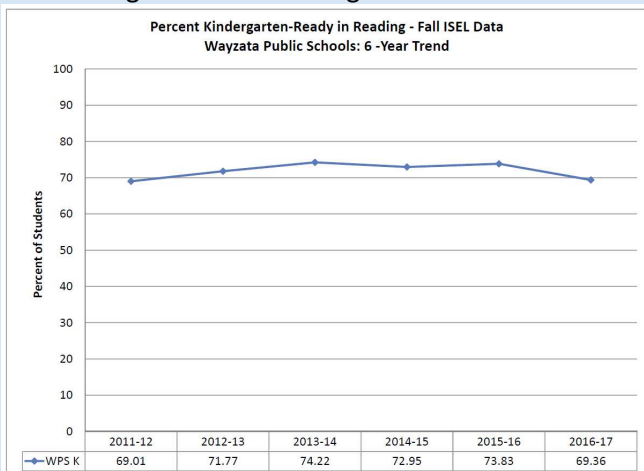
**Description of Measures** (This is a list of the measures in the score card. When we add the descriptions, we will need more space, maybe 1-2 pages?)

- Kindergarten Readiness
- WPS Grade 3 Writing Prompts
- Accountability Tests (MCA/MTAS)
- Reading and Math Progress
- Four-Year Graduation Rate
- College Enrollment
- Student Engagement Survey
- District/School Climate Parent Survey
- Attendance
- Minnesota Student Survey – Developmental Assets
- Minnesota Discipline Incident Reporting System – Out of School Suspensions

### ACHIEVEMENT

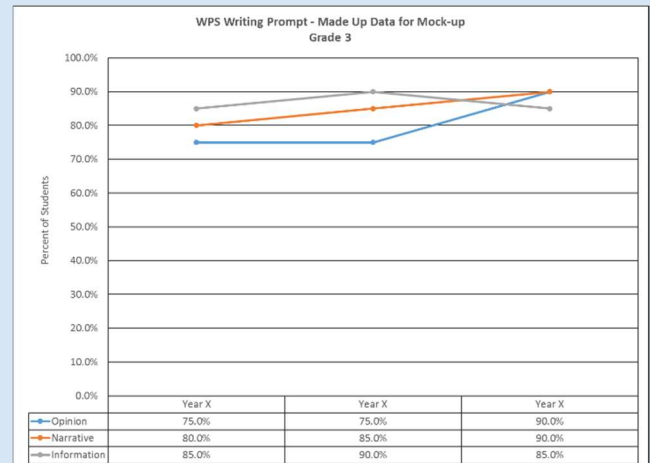
#### Kindergarten Readiness

Fall Kindergarten ISEL Reading Test



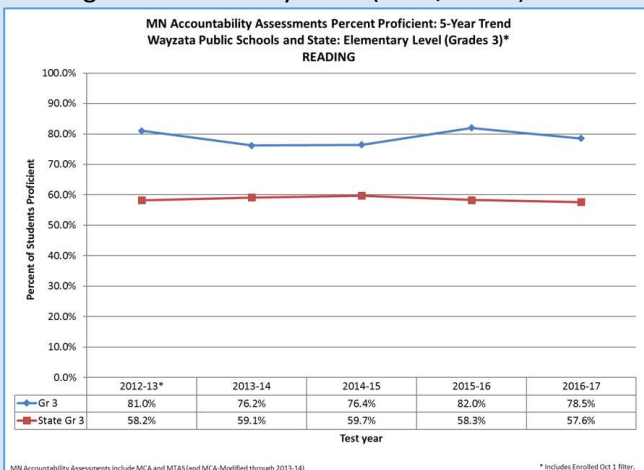
#### Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

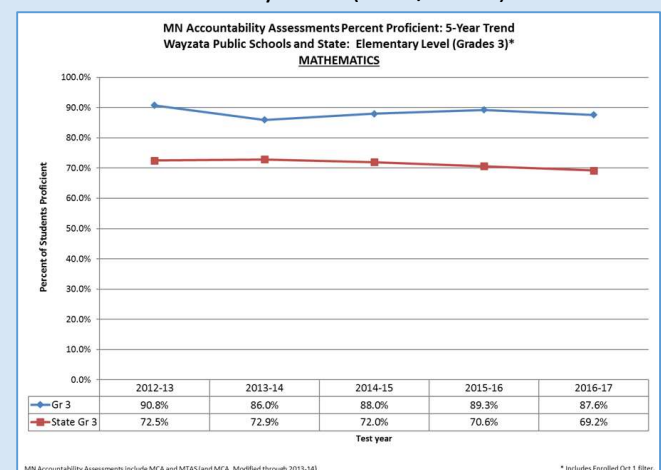


#### Achievement by Third Grade

Reading – Accountability Tests (MCA/MTAS)



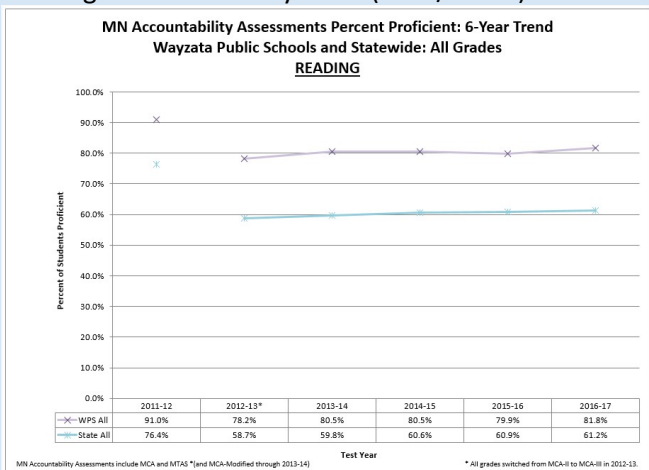
Math – Accountability Tests (MCA/MTAS)



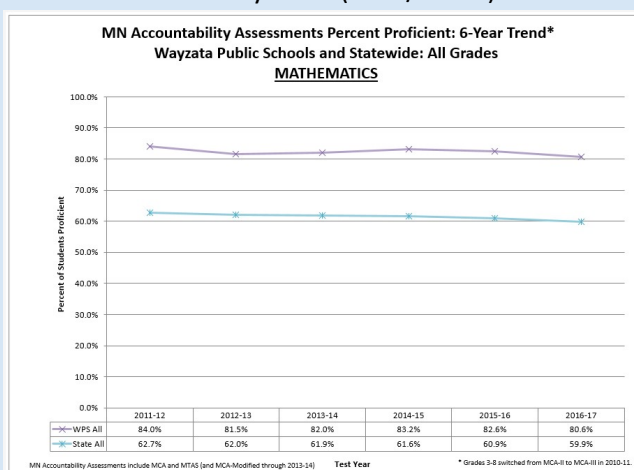
# ACHIEVEMENT

## Overall Achievement – Grades 3-8, 10 and 11

### Reading – Accountability Tests (MCA/MTAS)



### Math – Accountability Tests (MCA/MTAS)



## Overall Reading and Math Progress

### Reading – MCA 2016 to MCA 2017, Grades 4-8

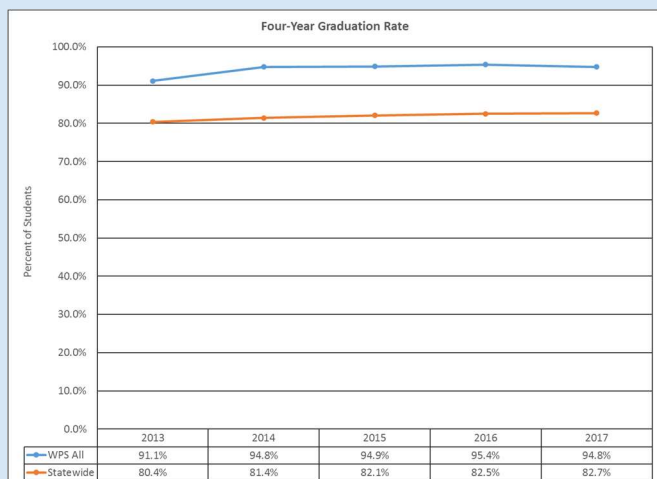
2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds	3 0.1%	25 1.2%	688 32.4%	1410 66.3%
Meets	36 2.8%	171 13.5%	860 67.7%	204 16.1%
Partially Meets	64 15.3%	161 38.4%	189 45.1%	5 1.2%
Does Not Meet	171 57.6%	88 29.6%	38 12.8%	0 0.0%

### Math – MCA 2016 to MCA 2017, Grades 4-8

2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds				
Meets				
Partially Meets				
Does Not Meet				

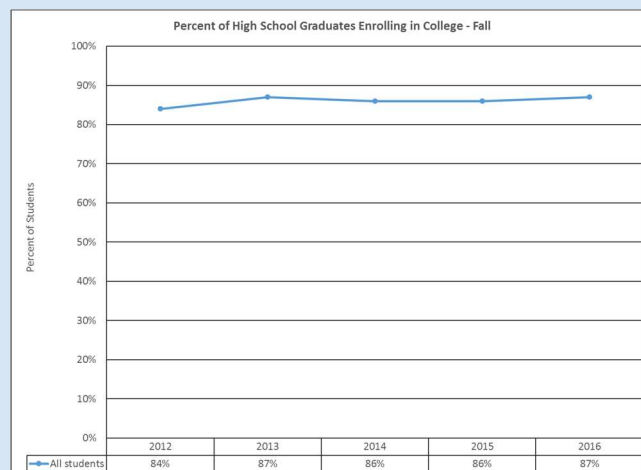
## Graduation

### WPS Four-Year Graduation Rate – MN Report Card



## College Enrollment

### WPS College Enrollment – MN SLEDS



## EACH AND EVERY – By Race/Ethnicity

### Kindergarten Readiness

Fall Kindergarten ISEL Reading Test

### Achievement by Third Grade

Writing – WPS Grade 3 Writing Prompts

### Achievement by Third Grade

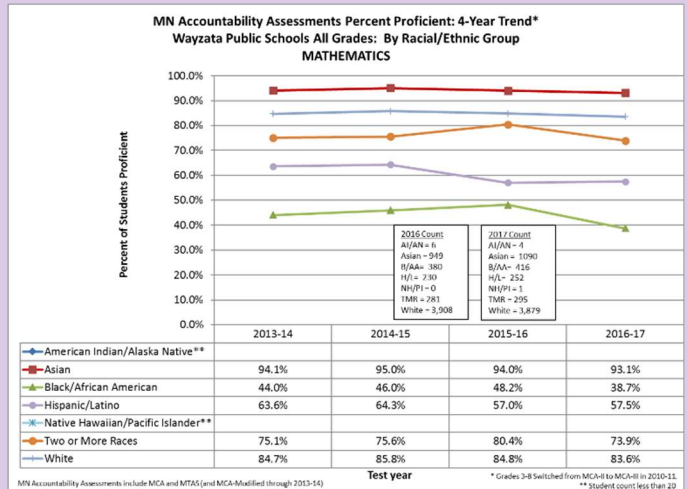
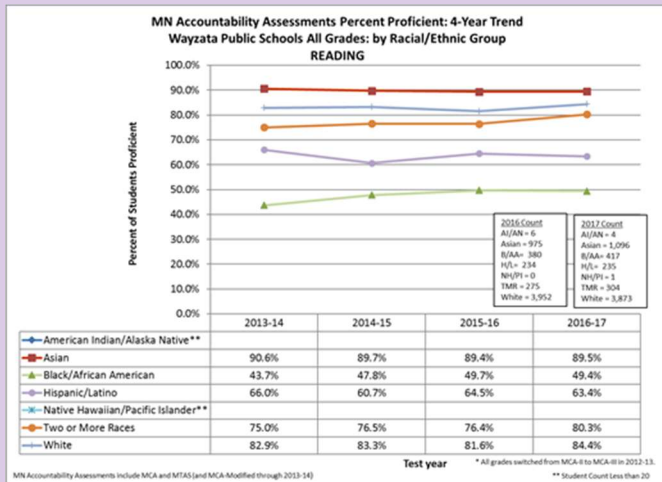
Reading – Accountability Tests (MCA/MTAS)

Math – Accountability Tests (MCA/MTAS)

### Overall Achievement – Grades 3-8, 10 and 11

Reading – Accountability Tests (MCA/MTAS)

Math – Accountability Tests (MCA/MTAS)



## EACH AND EVERY– By Race/Ethnicity

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

Reading – MCA 2016 to MCA 2017, Grades 4-8



Math – MCA 2016 to MCA 2017, Grades 4-8



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

Reading – MCA 2016 to MCA 2017, Grades 4-8

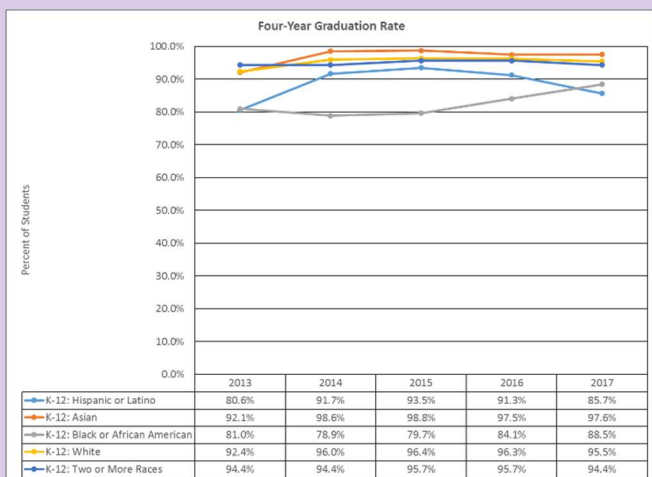


Math – MCA 2016 to MCA 2017, Grades 4-8



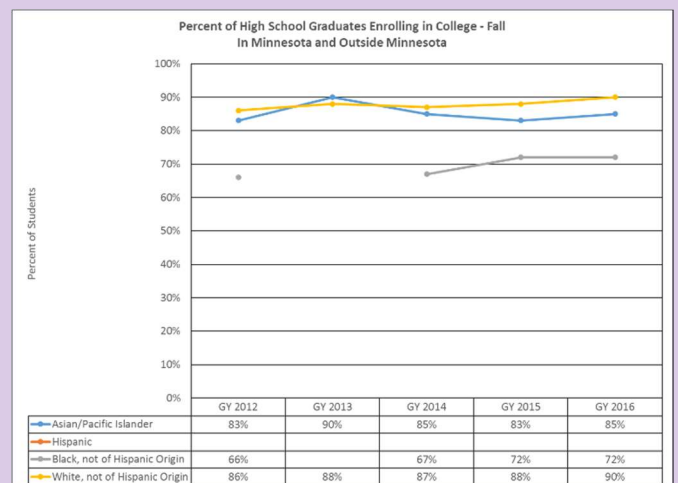
### Graduation

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

### Achievement by Third Grade

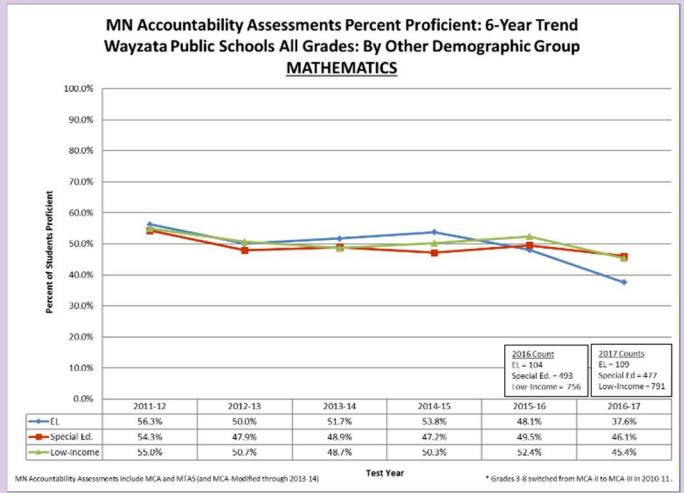
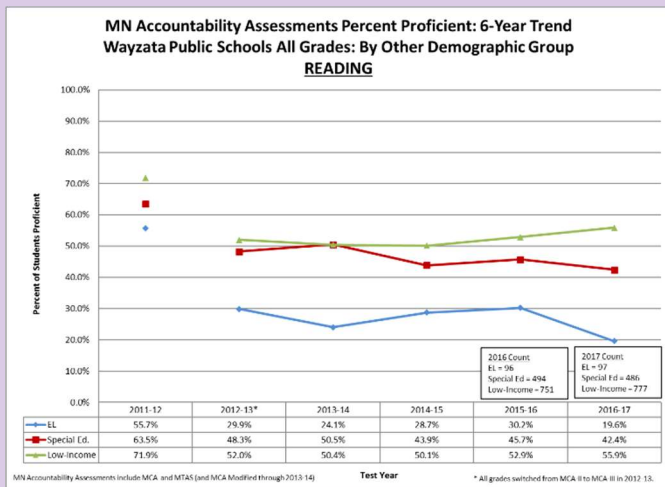
Reading – Accountability Tests (MCA/MTAS)

Math – Accountability Tests (MCA/MTAS)

### Overall Achievement – Grades 3-8, 10 and 11

Reading – Accountability Tests (MCA/MTAS)

Math – Accountability Tests (MCA/MTAS)



**EACH AND EVERY– By Special Population**

**Overall Reading and Math Progress – Free/Reduced Price Lunch**

Reading – MCA 2016 to MCA 2017, Grades 4-8

Math – MCA 2016 to MCA 2017, Grades 4-8

2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds				
Meets				
Partially Meets				
Does Not Meet				

2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds				
Meets				
Partially Meets				
Does Not Meet				

**Overall Reading and Math Progress - Special Education**

Reading – MCA 2016 to MCA 2017, Grades 4-8

Math – MCA 2016 to MCA 2017, Grades 4-8

2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds				
Meets				
Partially Meets				
Does Not Meet				

2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds				
Meets				
Partially Meets				
Does Not Meet				

**Overall Reading and Math Progress – English Learners**

Reading – MCA 2016 to MCA 2017, Grades 4-8

Math – MCA 2016 to MCA 2017, Grades 4-8

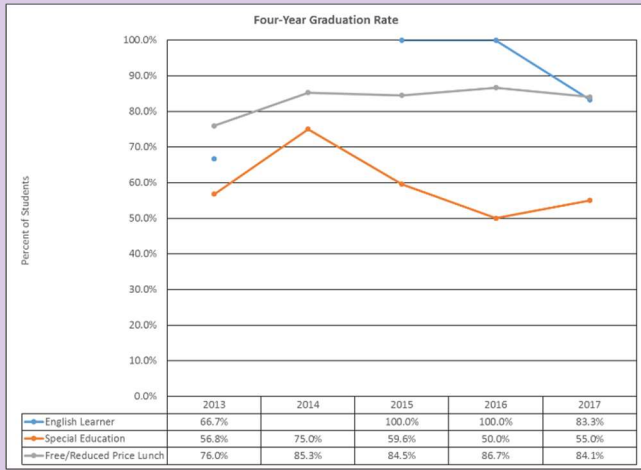
2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds				
Meets				
Partially Meets				
Does Not Meet				

2016 Achievement Level	2017 Achievement Level			
	Does Not Meet	Partially Meets	Meets	Exceeds
Exceeds				
Meets				
Partially Meets				
Does Not Meet				

## EACH AND EVERY—Special Population

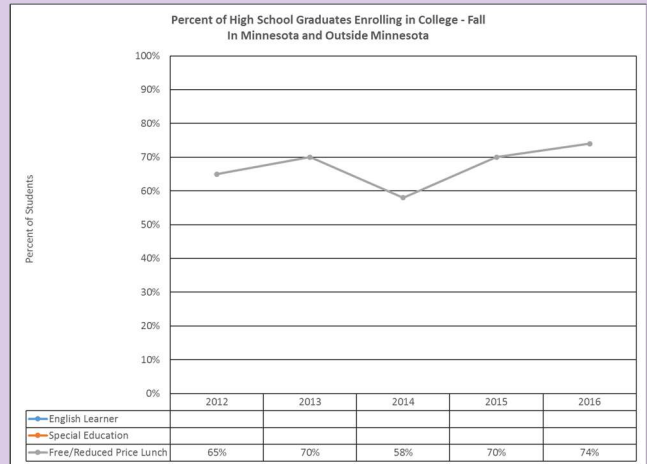
### Graduation

#### WPS Four-Year Graduation Rate – MN Report Card



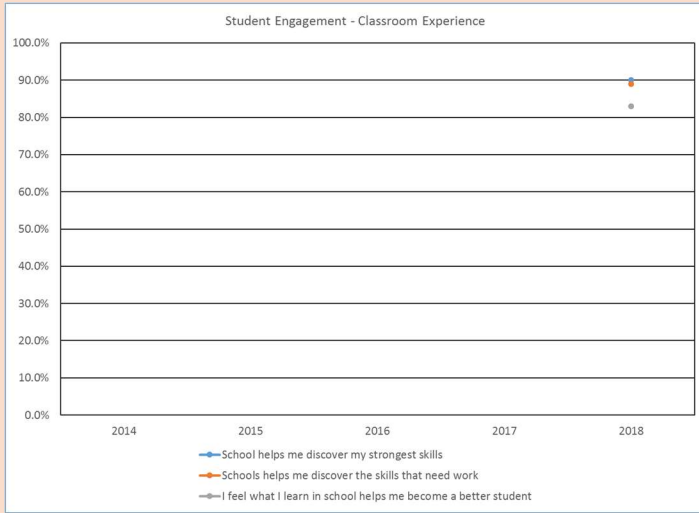
### College Enrollment

#### WPS College Enrollment – MN SLEDS

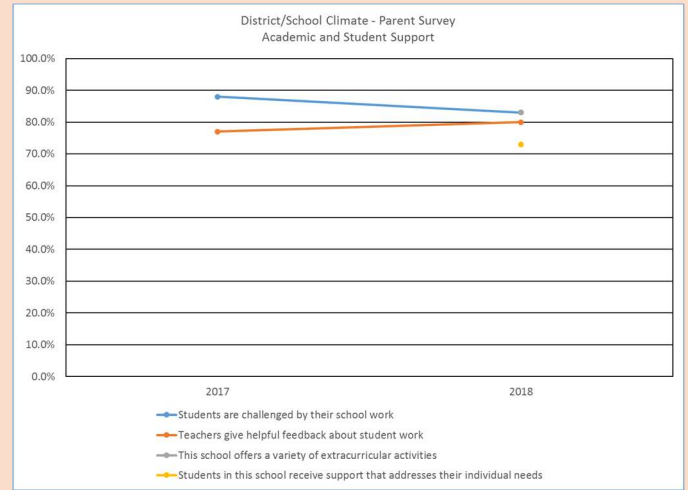


## PERSONALIZATION

### Student Engagement – Classroom Experience

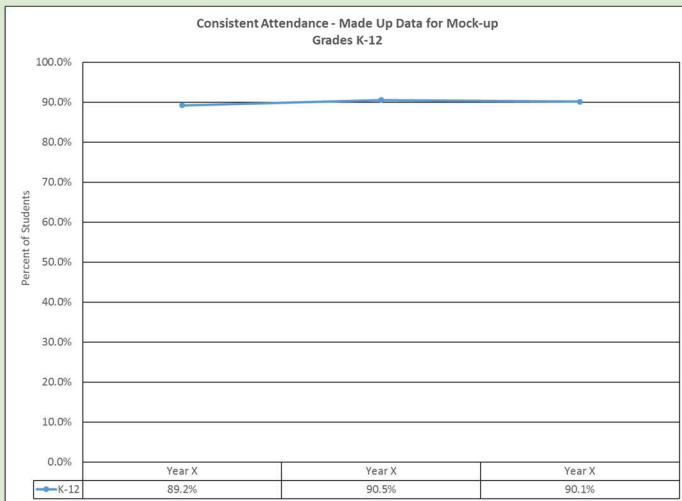


### District/School Climate – Parent Survey

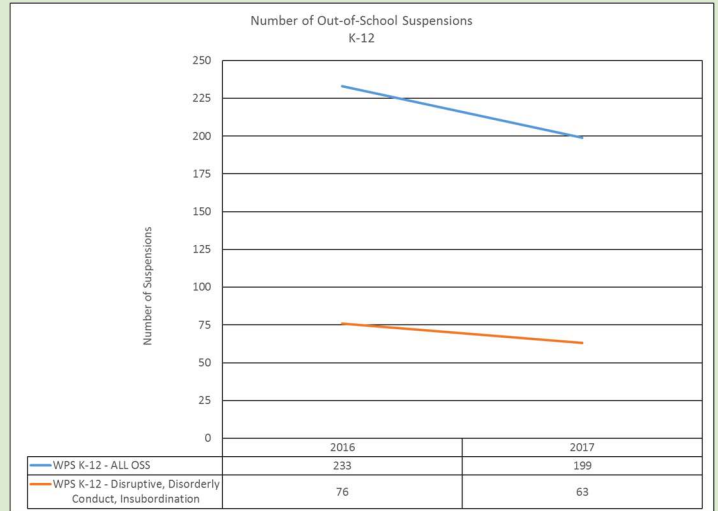


## HEALTH AND WELL-BEING

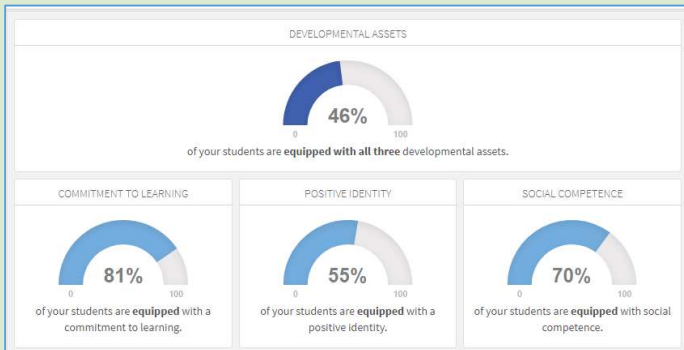
### Attendance – MN Report Card Grades K-12



### Discipline – Out-of-School Suspensions – MDE DIRS



### 2016 MN Student Survey – Grades 8, 9 and 11



### Student Engagement Survey – Grades 4-12



7. **ADJOURN**

# WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

## MISSION

### **Our Core Purpose:**

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

## VISION

### **What We Intend to Create and Experience:**

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

### **Exceptional Student Learning, Experiences and Relationships:**

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

### **Community Trust, Confidence and Partnership:**

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

### **Operational Excellence:**

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