

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - March 25, 2019 - 4:05 PM
District Administration Building

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
3. **TEACHING AND LEARNING**
 - A. Middle School Grading Survey Results *J. Johnson and S. Lackner 45 minutes* 3
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
6. **FINANCE AND BUSINESS**
 - A. Construction Updates *J. Deutsch 45 minutes* 289
 1. Oakwood and Early Learning Schools Addition
 2. Central Middle School Projects
 3. East Middle School Projects
 4. Central Middle School Site Safety
 5. Sunset Hill Elementary School Site Safety
 6. Timelines
7. **SCHOOL BOARD**
8. **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.

Grading in WPS Middle Schools

School Board Work Session
March 25, 2019



Excellence. For each and every student.

Middle School Draft Grading Principles

Academic Standards

Grading should be reflective of what students know or can perform in relation to course standards and should connect to the essential learning goals/targets and outcomes of the course.

Clarity

Grading criteria should be transparent and explained to students and parents at the onset of the course.

Alignment

To provide equitable experiences for all students, grading practices should be aligned across district PLCs, school PLCs and classrooms.

Middle School Draft Grading Principles Cont.

Feedback

Regular formative assessments, aligned to the standards being assessed, will be utilized to provide feedback to students *before* graded summative assessments are given. Feedback should promote thinking and growth on the part of the student.

Learning

Grading practices should encourage continuous learning.

Student Behavior

Student behavior will be reported separately from academic achievement.

Draft Grading Refinements

- Student achievement will be reported utilizing letter grades for each course, starting the fall of 2019.
- Best practices related to assessment, feedback and reporting will be reflected in the grading approach.
- Grades will be located in Skyward and available via Family Access.
- The model will allow for greater alignment between middle school and high school.

Next Steps

A teacher and administrator leadership group have begun work on further details of the transition.

An implementation and communication plan to support staff, students, and families with this transition will be developed.

Adjustments with use of the Skyward and Canvas systems will be made to create greater consistency between courses and increase user-friendliness for families.

Grading for Learning Survey School Board Work Session March 25, 2019

Results and Analysis

Wayzata Public Schools

2018-2019 School Year



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

Wayzata Public Schools asked middle school teachers, students in grades 6-9, and their parents for feedback on GFL to better understand how it is working. Results will be used to identify strengths and areas in need of improvement.

K12 *Insight* partnered with members of the district executive leadership team to develop the survey, which addressed the following topics:

- Perception of GFL
- Feedback on the middle school report card
- Feedback about information management systems (Canvas and Skyward Family Access)
- Feedback on types of information provided on the middle school report card

The survey was open from Oct. 31 to Nov. 14. Email invitations with unique survey links were sent to middle school teachers, students in grades 6-9, and their parents. Parents with children attending more than one district school could click a link at the end of the survey to take it again. Paper surveys were available on request. Reminders were sent to parents and teachers on Nov. 7, 12, and 14. Reminders were sent to students on Nov. 5, 7, 12, and 14.

The district created and disseminated all pre-survey communications.

Understanding the Results

This report summarizes survey results. The report shows comparisons across the respondent groups in which similarly worded items were asked, as well as item-level data for specific respondent groups.

Results do not reflect random sampling; therefore, they should not be generalized to all WPS middle school teachers, students in grades 6-9, and their parents. Rather, results reflect only the perceptions and opinions of survey participants. Participating parents of ninth-grade students had to indicate they had a child who attended middle school in WPS last school year. Ninth-grade student participants had to indicate they attended WPS last school year.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

Participation

There were 2,913 responses across the five respondent groups, with the highest response rate among middle school teachers (64%).

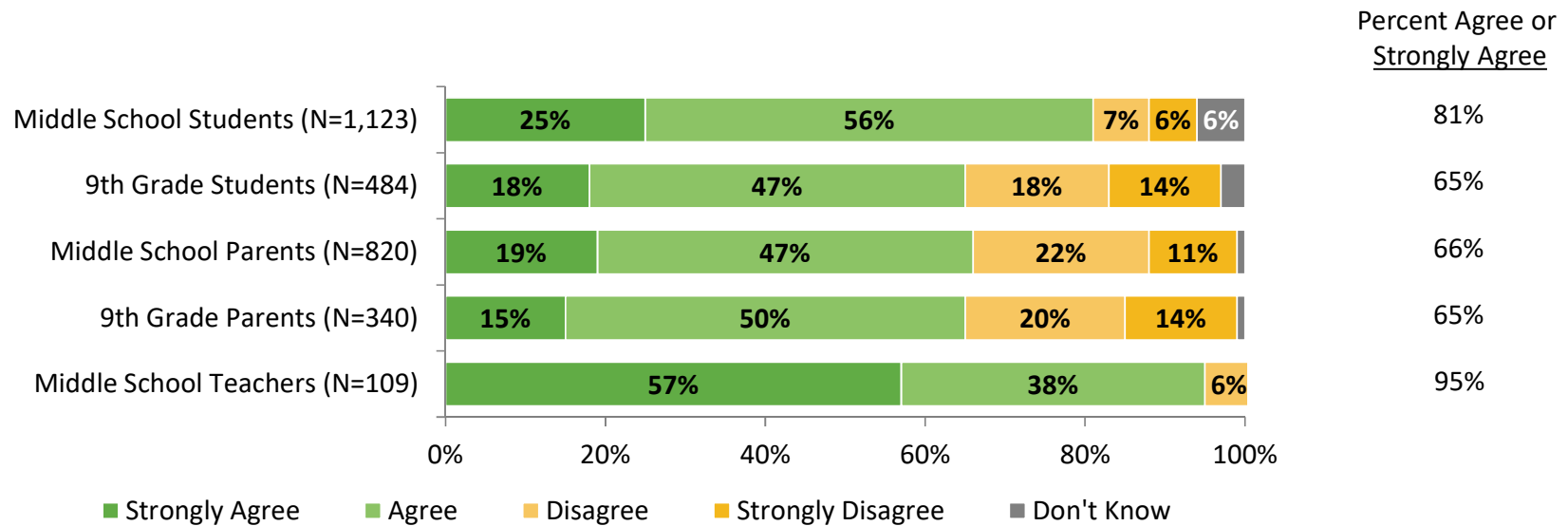
Responding Group	Number of Possible Responses (NMax)	Number of Responses From Email Invitation	Public-Access Link Responses	Response Rate (%)	Total Responses (N)
Middle School Parents	4,423	792	29	19%	821
Ninth-Grade Parents	1,617	340	4	21%	344
Middle School Teachers	169	109	N/A	64%	109
Middle School Students	2,821	1,123	N/A	40%	1,123
Ninth-Grade Students	947	516	N/A	54%	516

Notes: There were 344 responses from ninth-grade parents. However, four of those participants indicated that they are not the parent or guardian of a student who is currently in grade 9 and attended middle school in Wayzata Public Schools. Therefore, only 340 ninth-grade parent responses were used in reporting. Similarly, 32 of the 516 responses from ninth-grade students were excluded from reporting because those students did not attend WPS last school year. Therefore, 484 ninth-grade student responses were used in reporting. The response rate for parents is based on the number of total responses divided by the number of possible responses based on email invitations sent to parents of students in middle school and ninth grade.

Understanding GFL

The respondent group with the highest percentage of participants who Strongly Agree or Agree that they understand the Grading for Learning grading model was middle school teachers (95%). Ninth-grade students and ninth-grade parents had the lowest percentage of agreement that they understand GFL (65%).

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning grading model.

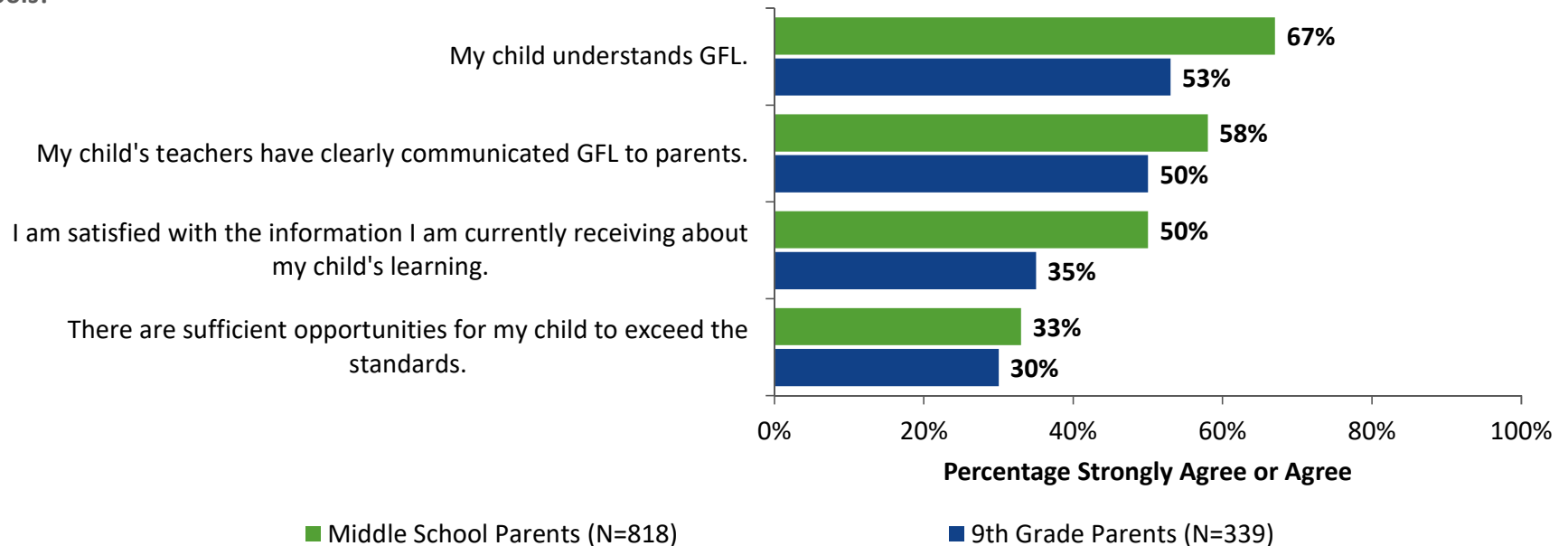


⁵ Note: The wording differed slightly for each respondent group. Shown is wording from the survey for middle school parents.

Communication about GFL — Parent Perspective

Overall, more middle school parents agreed or strongly agreed that their child understands GFL, their child’s teachers have clearly communicated GFL to parents, and they are satisfied with the information they receive about their child’s learning compared with ninth-grade parents. However, approximately one-third of middle school parents (33%) and ninth-grade parents (30%) say there are sufficient opportunities for their child to exceed the standards.

How strongly do you agree or disagree with the following statements about the Grading for Learning (GFL) model used in Wayzata middle schools?



6

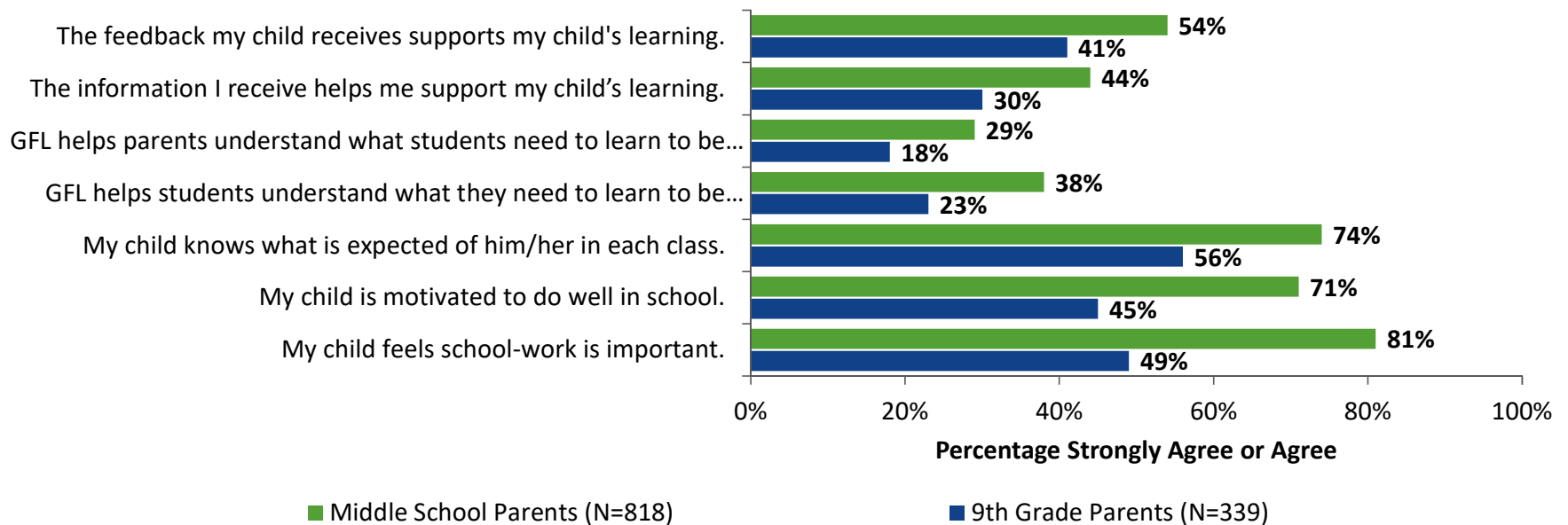
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: The wording of the question differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents.

Communication about GFL — Parent Perspective (Continued)

About half (54%) of middle school parents agree that the feedback their child receives supports their child’s learning, and 44% agreed that the information they receive helps them support their child’s learning. These percentages were lower for 9th grade parents. A strong majority of middle school parents agreed that their child feels school work is important.

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



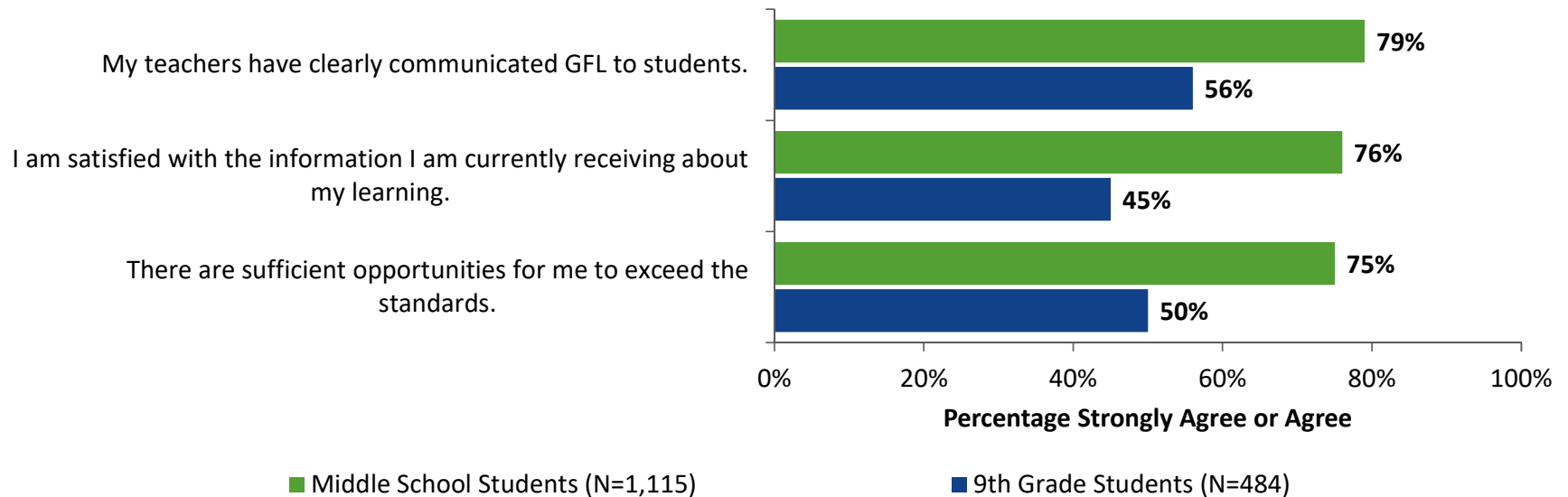
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: The wording of the question differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents.

Communication about GFL — Student Perspective

At least three in four middle school students either agreed or strongly agreed that their teachers have clearly communicated GFL to students (79%), are satisfied with the information they are currently receiving about their learning (76%), and say there are sufficient opportunities for them to exceed the standards (75%). There was at least a 23 percentage-point drop in agreement for ninth-grade students for each item.

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



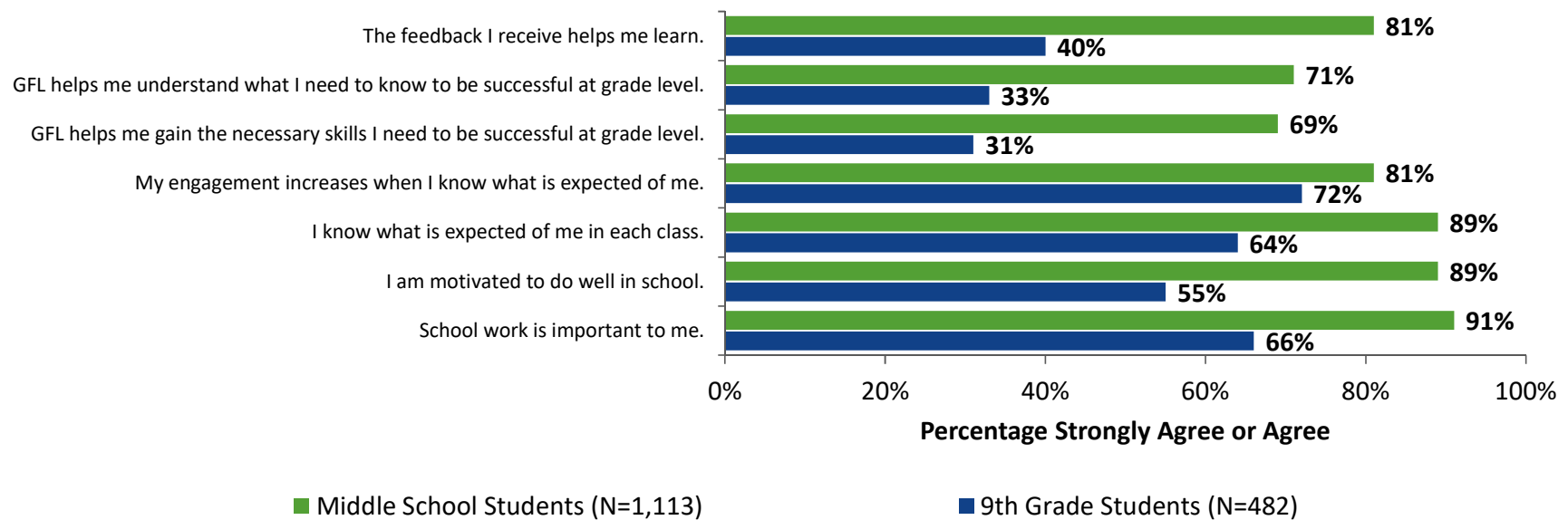
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: The wording of the question differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students. K12 Insight © 2018

Communication about GFL — Student Perspective (Continued)

There were large gaps between middle school students and 9th grade students in their perceptions about communication of GFL, with middle school students reporting much more positive ratings. A strong majority of middle school students indicated they know what is expected of them in class (89%), they are motivated to do well in school (89%), and school work is important to them (91%).

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

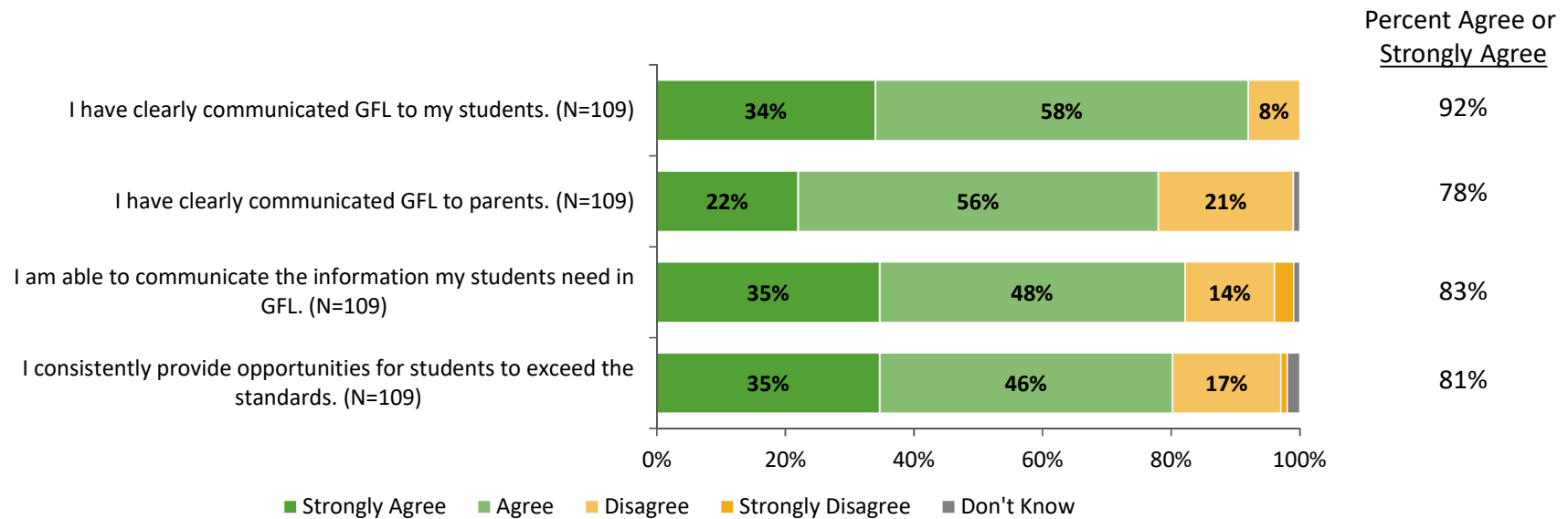
Note: The wording of the question differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students.

⁹ Ninth grade students were asked about their experiences in middle school.

Communication about GFL — Teacher Perspective

A strong majority of middle school teachers said they have clearly communicated GFL to their students and parents (92%), have been able to communicate information students need in GFL (83%), and consistently provided opportunities for students to exceed the standards (81%).

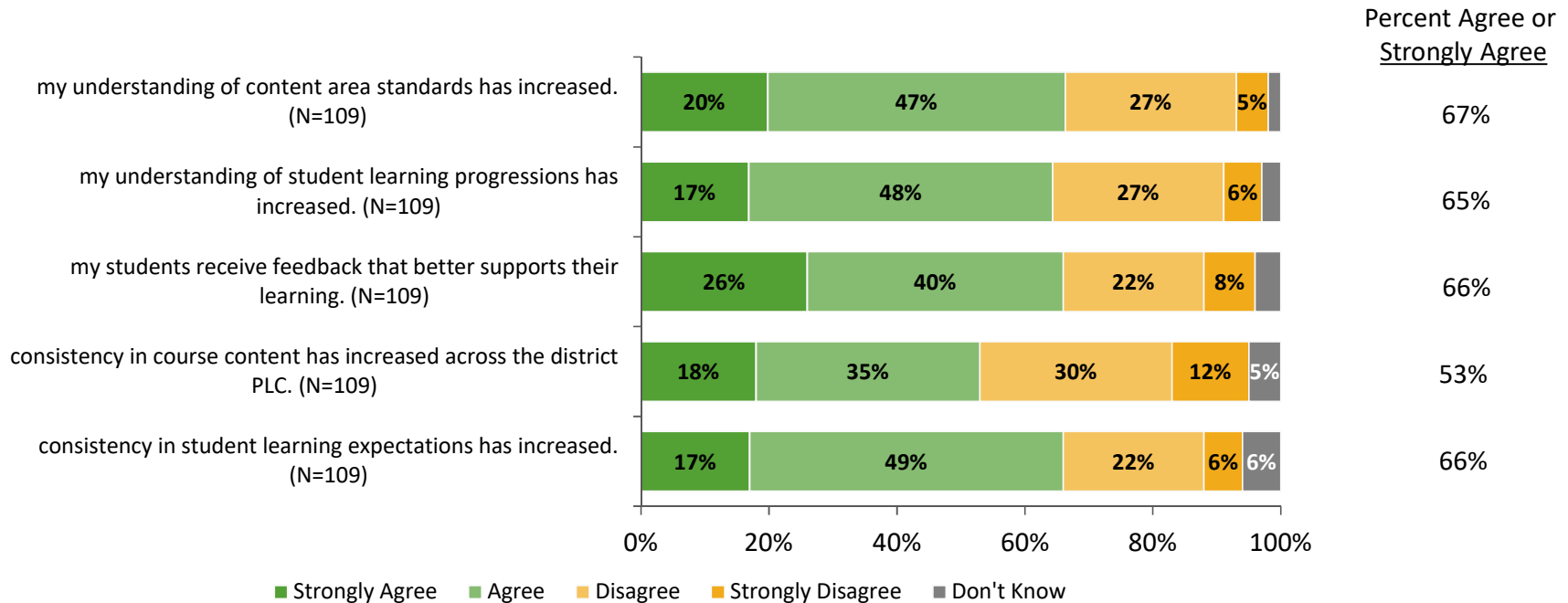
How strongly do you agree or disagree with the following statement about the Grading for Learning (GFL) model used in Wayzata middle schools? My child understood the GFL model used in middle schools.



Post-Implementation of GFL — Teacher Perspective

A majority of teachers agreed that since implementation of GFL, their understanding of content area standards and learning progressions has increased, students receive feedback that better supports their learning, and consistency in learning expectations has increased.

Since the implementation of GFL ...

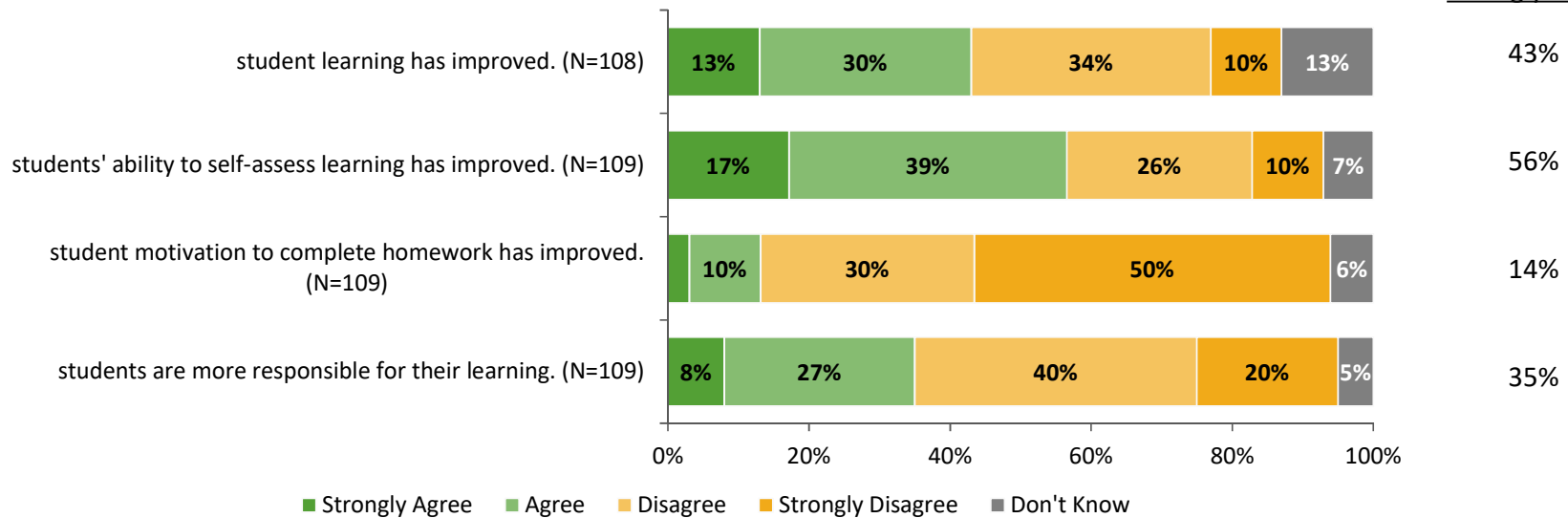


Post-Implementation of GFL — Teacher Perspective (Continued)

The majority of teachers agreed that students' ability to self-assess learning has improved (56%). Less than half of participating middle school teachers said that student learning has improved (43%) and that students are more responsible for their learning (35%). Only 13 % strongly agreed or agreed that student motivation to complete homework has improved since implementing GFL.

Since the implementation of GFL ...

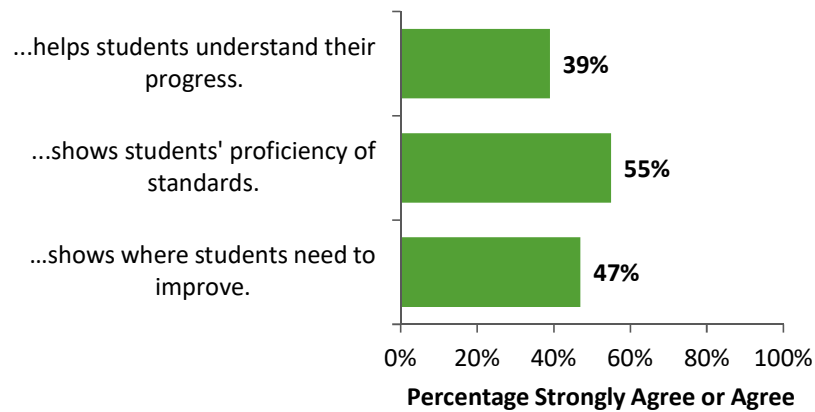
Percent Agree or Strongly Agree



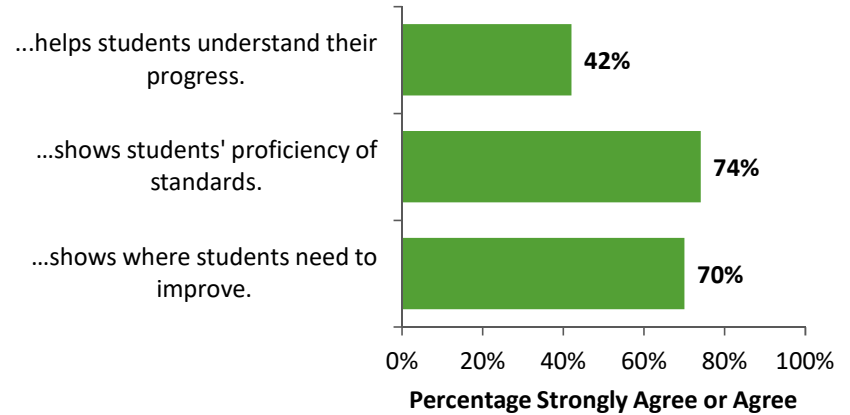
Middle School Report Card – Parent and Teacher Perspective

Nearly three in four middle school teachers (74%) strongly agreed or agreed that middle school report cards show students' proficiency of standards. However, a significantly lower percentage of parents are in agreement (55%). A larger discrepancy between teachers' and parents' agreement was seen for showing where students need to improve.

How strongly do you agree or disagree with the following statement? Overall, the middle school report card...



■ Middle School Parents (N=816)



■ Middle School Teachers (N=109)

Middle School Report Card

Participants were asked to rate on a scale of 0 (Not at All Important) to 5 (Extremely Important) how important each type of feedback is. Middle school and ninth-grade parents and middle school teachers said that academic achievement is most important. The percentage of respondents who selected “4” (Important) or “5” (Extremely Important) is displayed in the table.

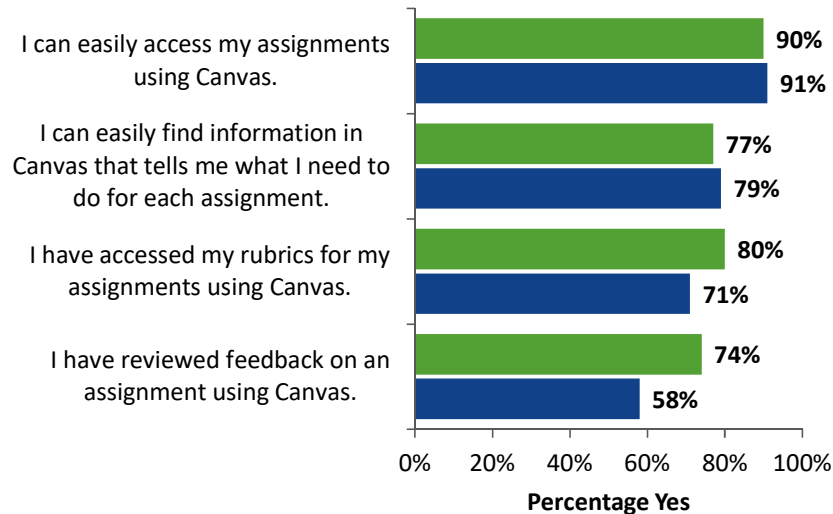
Percentage of Respondents Who Selected 5 (Extremely Important) and 4 (Important)					
Respondent Group	Academic Achievement	Behavior	Effort	Social and Emotional Learning	Timeliness
Middle School Teachers (N=109)	88%	74%	72%	54%	62%
Middle School Parents (N=815)	95%	84%	88%	82%	84%
Ninth-Grade Parents (N=339)	92%	77%	83%	73%	75%

14 *Note: Students were not asked this question.*

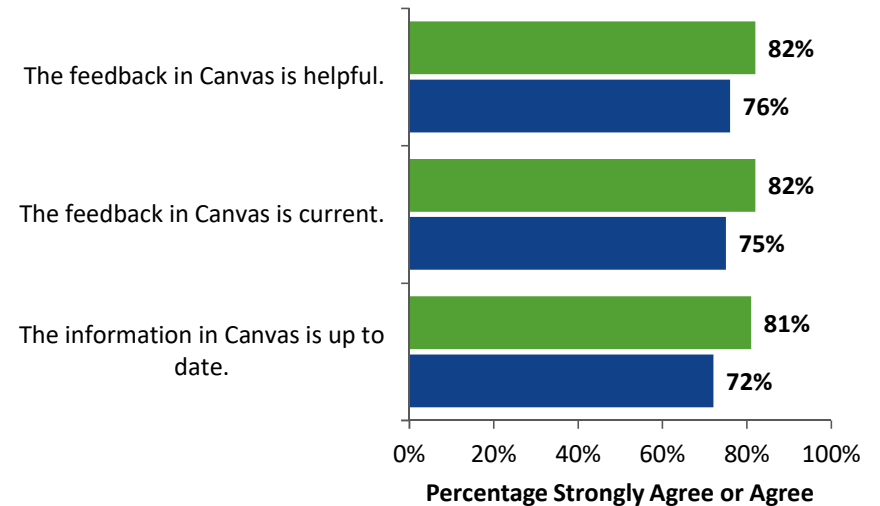
Canvas — Student Perspective

Middle school (90%) and ninth-grade students (91%) said they could easily access their assignments using Canvas. More middle students (74%) report reviewing their feedback on an assignment using Canvas than ninth-grade students (58%). A strong majority of middle school students find Canvas helpful (82%) and up to date (81%).

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



■ Middle School Students (N=1,120) ■ Ninth Grade Students (N=484)



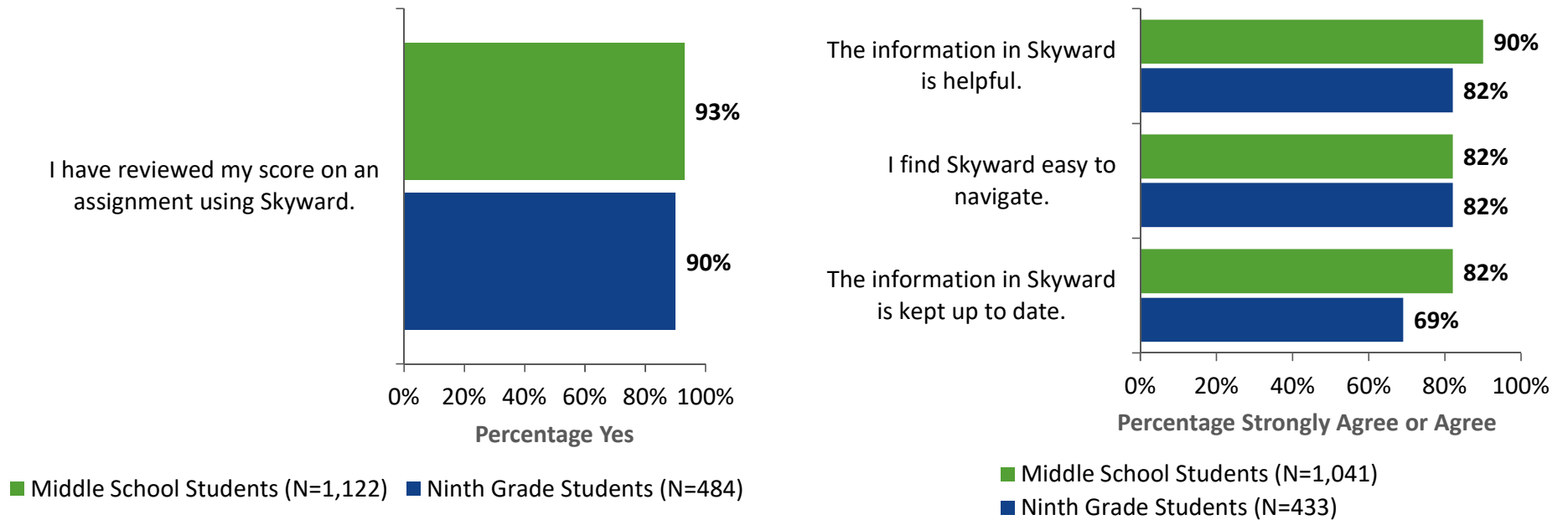
■ Middle School Students (N=828) ■ Ninth Grade Students (N=281)

Answer options: Yes, No

Note: The wording differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students.

Skyward — Student Perspective

A strong majority of both middle school and ninth-grade students have reviewed their score on an assignment using Skyward. In addition, the strong majority of them found the information in Skyward helpful, easy to navigate, and kept up to date.

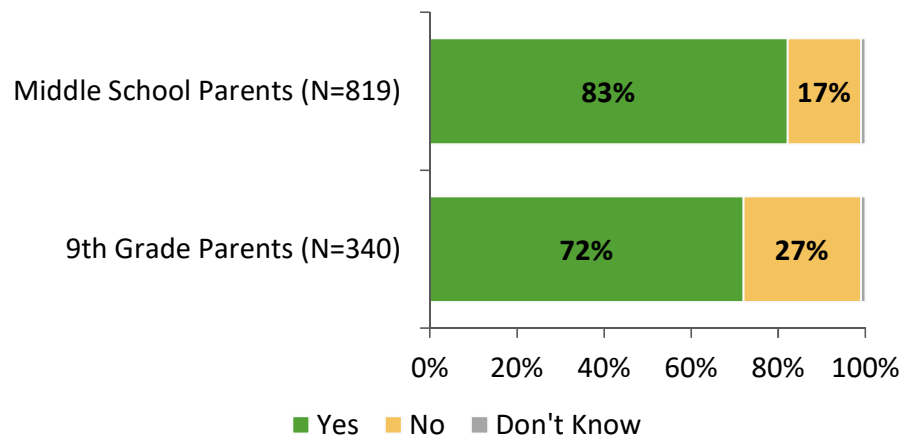


Note: The wording differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students. Only students who said they reviewed feedback on an assignment in Skyward responded to the follow-up questions.

Canvas — Parent Perspective

A strong majority of middle school parents (83%) report having accessed Canvas. A majority of middle school parents value the information in Canvas. About one third of middle school parents (39%) and 9th grade parents (33%) find Canvas easy to navigate.

I have accessed Canvas during the 2017-2018 or 2018-2019 school year.

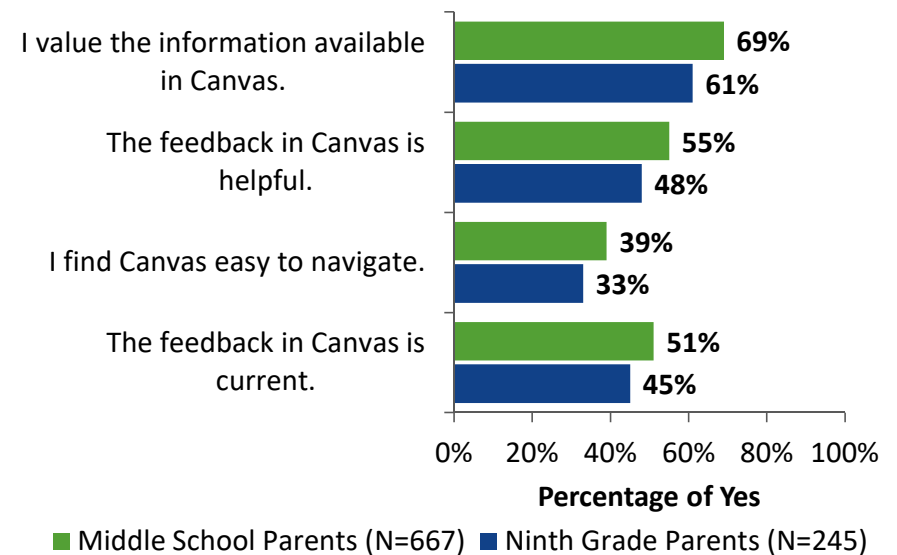


I value the information available in Canvas.

The feedback in Canvas is helpful.

I find Canvas easy to navigate.

The feedback in Canvas is current.

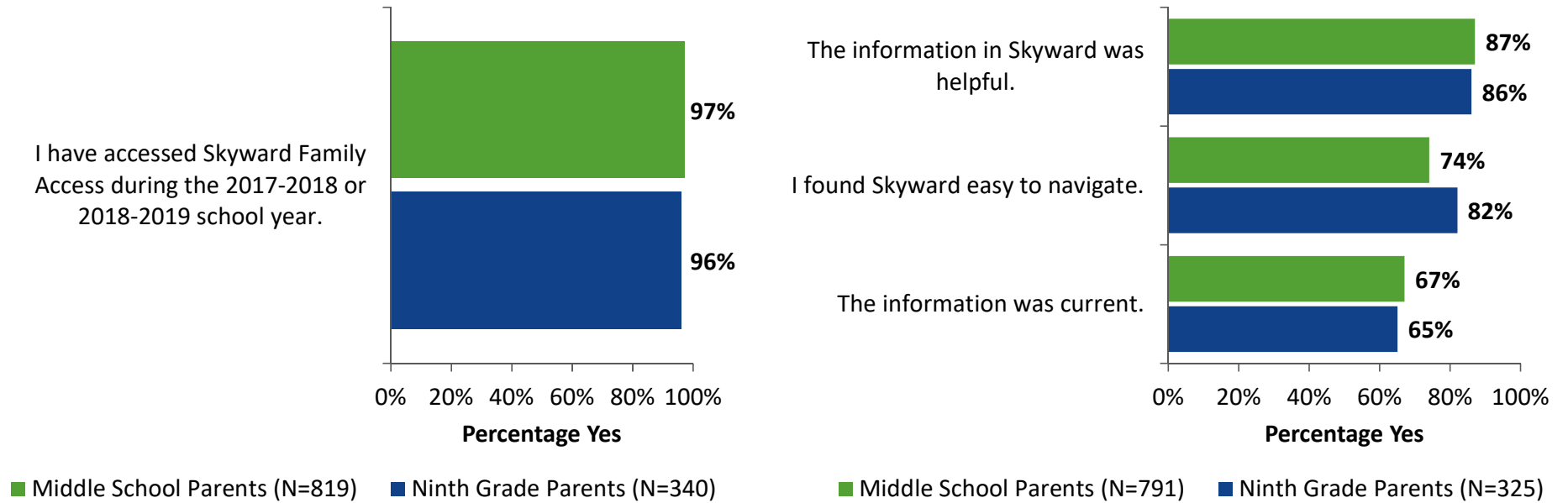


Answer options: Yes, No, Don't Know

Note: The wording of the questions differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents. Only parents who indicated that they accessed Canvas during the 2017-2018 or 2018-2019 school year responded to these questions.

Skyward Family Access — Parent Perspective

The strong majority of both middle school and ninth-grade parents have accessed Skyward Family Access and find the information helpful. More 9th grade parents (82%) than middle school parents (74%) find Skyward easy to navigate.



Answer options: Yes, No, Don't Know

Notes: The wording differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents. Only parents who said they accessed Skyward responded to the follow-up questions.

Transition to Ninth Grade — Student Perspective

More than half of ninth graders strongly agreed or agreed that they were academically prepared for the transition from middle school to high school (52%). Less than half (39%) strongly agreed or agreed that they were prepared in the area of study habits.

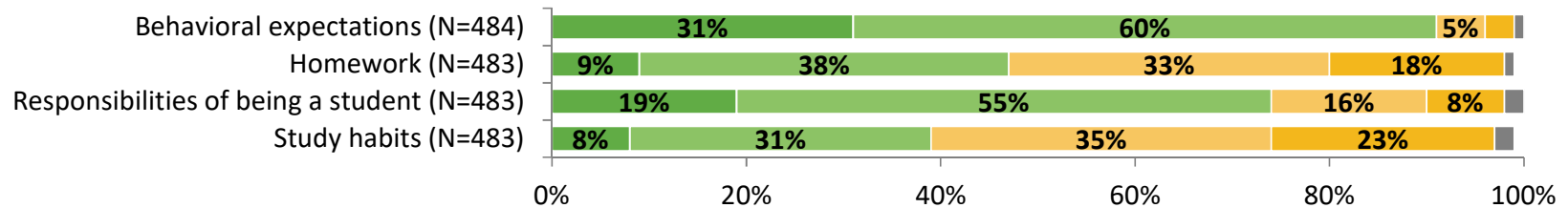
How strongly do you agree or disagree with the following statement?

I was academically prepared for the transition from middle school to high school. (N=483)



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

I was prepared for the transition from middle school to high school in the following areas:



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree
 ■ Don't Know

Transition to Ninth Grade — Parent Perspective

Approximately two-thirds of ninth-grade parents strongly agreed or agreed that their child was academically prepared for the transition from middle school to high school.

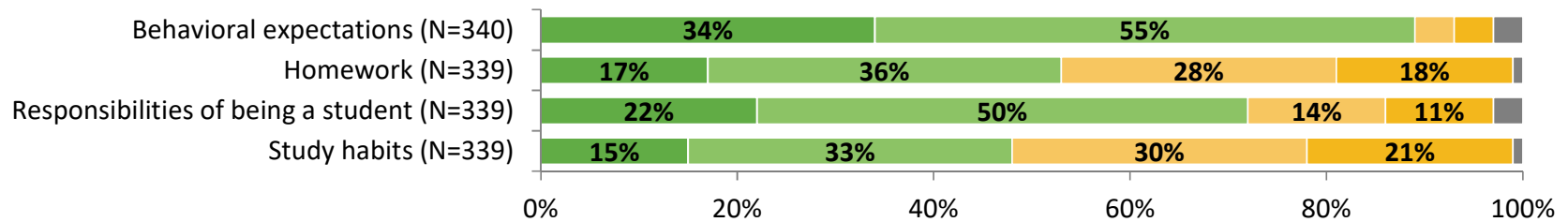
How strongly do you agree or disagree with the following statement?

My child was academically prepared for the transition from middle school to high school. (N=339)



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

My child was prepared for the transition from middle school to high school in the following areas:



■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree
 ■ Don't Know

Open Ended Question – Theme Analysis

The following slides show analysis of one open-ended item asked in all five surveys: Please share any additional thoughts you have about the Grading for Learning (GFL) model.

The question was explored using the constant comparative analysis (CCA) technique to analyze the feedback and identify common themes. CCA is an analytical approach where all units of data are compared with all other units to discover properties and dimensions in the data (O'Connor et. al, 2008).

All responses were downloaded in Microsoft Excel. All teacher comments, 100 student comments, and 100 parent comments were reviewed.

Ninth-Grade Students

Please share any additional thoughts you have about Grading for Learning (GFL). (N=261)

The strong majority of comments from ninth-grade students were related to their **dissatisfaction with Grading for Learning**. They said they did not like it because it is confusing and it does not motivate them or adequately prepare them for their transition from middle school to high school.

Several students said they **prefer the alphabet grading system**. Ninth-grade students said there is confusion about what the numeric grades mean. Other students said that GFL makes it hard to be motivated in some classes.

Several students shared the **limitations of the numeric grading system**. Students said the numeric grades are confusing. Other students said the descriptions of each numeric grade lack specificity. Other students said it is too easy to get a good grade.

A handful of students said **they like Grading for Learning** or that it has potential to be successful. Students appreciated the feedback provided. One student suggested expanding the grading scale and making it alphabetical instead of numeric.

Ninth-Grade Parents

Please share any additional thoughts you have about the middle school Grading for Learning model. (N=202)

Several ninth-grade parents **expressed discontent with the Grading for Learning (GFL) model**. They said their child did not value completing homework, was not motivated by GFL, and was not prepared for the transition to high school. They also said they did not feel students understood the scoring, there was limited information about why their child received a specific score, and that the rollout of the program could have been improved. They said that students and families are confused when student assignments are submitted and returned with feedback. Some parents shared that GFL may not be a good fit for students, especially high-achieving ones.

Several parents commented that their child **was not motivated** by the GFL model. They said their child is motivated and driven, but the GFL model was difficult for their child to navigate.

Another common theme evident in the comments reviewed from ninth-grade parents is the **lack of alignment between the grading system used in middle school and the one used in high school**. Several parents commented that their child was not prepared for the amount of homework and rigor of high school. They also said they wish the alphabetic grade system were used in middle school as well as high school.

One ninth-grade parent said she is **grateful for the GFL** model. She said her child is in the Alternative Learning Program at the high school and GFL made the transition to high school a little bit smoother for her child.

Middle School Students

Please share any additional thoughts you have about Grading for Learning (GFL). (N=491)

Similar to the ninth-grade students, the **strong majority of middle school students said that they do not like Grading for Learning (GFL)**. Students said that they find the numeric grading system confusing and prefer the alphabetic grading system. Students also said they are confused by GFL, including not understanding what the numeric score translates to and not understanding what GFL is. They said their parents share their confusion. Other criticisms included the 4-point scale and that GFL does not motivate students and does not prepare students for life after middle school.

More middle school students like GFL than ninth-grade students. Some middle school students said they like GFL because it is easy to understand, it provides helpful information, and it provides information about where they need to improve.

Some middle school students **offered suggestions to improve GFL**. One student said teachers should be more responsive to students who resubmit assignments. Another student commented that the app uses a lot of storage on the phone. Another student requested teacher feedback on a weekly basis.

Middle School Parents

Please share any additional thoughts you have about the Grading for Learning model. (N=422)

Approximately one in four of the randomly selected comments reviewed for middle school parents **expressed discontent with the Grading for Learning model**. Parents often cited that their child is not motivated by GFL and that the model may not be a good fit for all students, especially high-achieving ones.

Several middle school parents said they do not like GFL because the **grading system is not aligned with the ones used in elementary school, high school, and college**. They said they would like vertical alignment in the grading systems used in K-12 and college.

Many middle school parents said **GFL is confusing**. They said they struggle to understand the difference between a score of 1, 2, or 3. They said that it is very difficult for students to obtain a 4, which can damage students' motivation to do well in school. Parents also said that the grading system could lead to a lot of misinterpretation and that there is limited opportunity to interact 1:1 with teachers to get clarity or specificity on the feedback. Some parents commented that teachers don't always update information in Canvas and Skyward and that the platforms can be difficult to navigate.

The remaining comments covered a **wide variety of topics**. Parents said that GFL lacks personalization, may lack buy-in from parents, and may not be having the intended effect of motivating students to learn. Some parents commented that the grading system and rubrics are very complex and hard to understand. Parents said that more interactions between parents, teachers, and students is desired, but they also recognize how hard it is to scale-up individualized feedback.

Middle School Teachers

Please share any additional thoughts you have about the Grading for Learning (GFL) model. (N=69)

The majority of middle school teachers expressed the **lack of stakeholder buy-in** for the Grading for Learning (GFL) model. Teachers shared how important it is to obtain student, staff, and parent buy-in for GFL to be successful. They said communication of the GFL model is very important to help stakeholders connect the dots about the importance/value of this new grading model (e.g., rationale behind the change, research behind the model, benefits of using GFL versus another model).

Another theme was that middle school teachers said they **do not feel student motivation and completion of homework has improved** since the implementation of GFL. There was a perception that students were more motivated and responsible for their own learning when they were getting grades in the old grading system. They said that students do not complete homework because it is not graded.

Some teachers said there is a **lot of confusion among parents** about the content on the middle school report card. In addition, teachers said that there is wide variation in what a score of 2 means on the middle school report card. For example, a teacher said that a student with a 2 could be near proficient (almost mastered) on a standard or quite a ways from being proficient (just barely getting it). A few teachers recommended introducing 0.5 point to better pinpoint a student's proficiency or moving to a 5-point scale.

A handful of middle school teachers **expressed satisfaction with the GFL model**. They said the model helps them to be more thoughtful teachers, helps communicate student learning and understanding, and helps students achieve at higher levels.

Key Insights

- There were 2,913 responses across the five respondent groups, with the highest response rate among middle school teachers (64%).
- There was a 29 percentage-point difference between participating **middle school parents** (66% strongly agreed or agreed) and participating **middle school teachers** (95% strongly agreed or agreed) that they understand Grading for Learning. Findings indicate that middle school parents are more likely to indicate that their child understands GFL (67%) compared with ninth-grade parents (53%).
- Overall, participating middle school parents were more likely to agree that their child understands GFL, say that their child's teachers clearly communicated GFL to parents, and say they are satisfied with the information they receive about their child's learning compared with ninth-grade parents. However, approximately one-third of participating middle school parents (33%) and ninth-grade parents (30%) said there are sufficient opportunities for their child to exceed the standards.
- A majority of teachers agreed that since implementation of GFL, their understanding of content area standards and learning progressions has increased, students receive feedback that better supports their learning, consistency in learning expectations has increased, and students are better able to self-assess their learning.
- A strong majority of students indicated that the information in Canvas and Skyward is helpful. Parents also reported that they find the information in both systems helpful. However, a low percentage of both middle school parents (39%) and 9th grade parents (33%) find Canvas easy to navigate.
- The theme analysis revealed a general dissatisfaction with Grade for Learning among students and parents. Also, teachers indicated a concern with lack of stakeholder buy-in for Grade for Learning.



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Grading for Learning – Focus Groups School Board Work Session March 25, 2019

Results and Analysis

Wayzata Public Schools

2018-2019 School Year



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

Wayzata Public Schools conducted six focus groups in February 2019. There were two parent focus groups, three student focus groups (one at each middle school) and one teacher focus group.

Initiations for the parent focus group were sent out to 4,420 parent emails. Of the 252 responses, 116 indicated that they were available. A random selection of 30 of the available parents were invited. A total of 20 of the invited parents attended.

All middle school classroom teachers were invited to participate. 13 teachers attended the teacher focus group.

The Wayzata Research and Evaluation Department randomly selected 13 students from each middle school to invite to participate. Consent emails were sent to parents and student assent was also obtained. In total, 20 students attended the student focus groups.

A *K12 Insight* researcher facilitated the focus groups. Topics of discussion for each focus group included the following:

- Benefits of GFL
- Areas for improvement
- Student motivation
- Feedback
- Finding information

All focus groups were audio recorded. The *K12 Insight* researcher reviewed and analyzed the recordings to identify themes.

Benefits of Grading for Learning

Grading for Learning helps identify exactly what it is the students need to work on and allows for growth.

Improvement Opportunities

Students and parents don't really understand the range of how students get grades. In some cases, a 3 can range from 80% to 100%. All groups indicated a concern that there are some classes where a 2 is acceptable at certain parts of the year, but others where it is not.

There is inconsistency in how the system is applied from teacher to teacher leading parents to struggle with how to interpret how their child is doing. Teachers report that the implementation is somewhat from the ground up so it subjective to their own criteria. Teachers shared that it is up to them on how to determine a final number grade. Students shared that they have had experiences where a friend got the same items wrong but got a different number score.

Parents and students indicated that going through the rubrics to identify where the student did not do well is cumbersome as opposed to direct written feedback. Based on this, parents do not have a clear understanding of where the issues might be with what their student is learning. Rubrics are not always readily available.

Parents and students are concerned that the system breeds complacency, because students will do just enough to get a 3 and there are either not always opportunities to get a 4 or the 4 is very difficult to get. Teachers talked about challenges with capacity in creating the opportunities for the 4, they have focused on proficiency in 2 and 3.

Parents and students were concerned for how kids will perform in high school when the grading scale goes to a traditional one.

All groups were concerned about the variety in how GFL is applied across different content areas.

Additional Topics

Motivation

- All groups indicated parental praise, getting a good education for future success, and knowing expectations is motivating for students.
- Students also shared that the ability to get bonus points is motivating to them.

Feedback

- Focus group participants defined feedback as identifying what you don't understand about something and providing information about how you can improve.
- Parents and students indicated that feedback needs to be timely.

Finding Information

- Parents suggested keeping all of the information in one system and keeping the information current.
- They also shared that there are currently too many clicks needed to find specific information.

Suggestions on how to fix GFL

- Consider a hybrid model.
 - Have grades 6 and 7 use GFL, then switch to a hybrid model for students in grade 8.
 - Have all grades 6-8 use a hybrid model where student performance is translated in to a final letter grade.



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Grading for Learning Survey: Theme Analysis

Results and Analysis

Wayzata Public Schools

2018–2019 School Year



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

Wayzata Public Schools asked middle school teachers, students in grades 6-9, and their parents for feedback on GFL to better understand how it is working. Results will be used to identify strengths and areas in need of improvement.

K12 *Insight* partnered with members of the district executive leadership team to develop the survey, which addressed the following topics:

- ★ Perception of GFL
- ★ Feedback on the middle school report card
- ★ Feedback about information management systems (Canvas and Skyward Family Access)
- ★ Feedback on types of information provided on the middle school report card
- ★ Frequency of feedback provided by middle school teachers and frequency of feedback desired by parents

The survey was open from Oct. 31 to Nov. 14. Email invitations with unique survey links were sent to middle school teachers, students in grades 6-9, and their parents. Parents with children attending more than one district school could click a link at the end of the survey to take it again. Paper surveys were available on request. Reminders were sent to parents and teachers on Nov. 7, 12, and 14. Reminders were sent to students on Nov. 5, 7, 12, and 14.

The district created and disseminated all pre-survey communications.

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Understanding the Results

This report shows analysis of one open-ended item asked in all five surveys: Please share any additional thoughts you have about the Grading for Learning (GFL) model.

The question was explored using the constant comparative analysis (CCA) technique to analyze the feedback and identify common themes. CCA is an analytical approach where all units of data are compared with all other units to discover properties and dimensions in the data (O'Connor et. al, 2008).

All responses were downloaded in Microsoft Excel. All teacher comments, 100 student comments, and 100 parent comments were reviewed.

Ninth-Grade Students

Please share any additional thoughts you have about Grading for Learning (GFL). (N=261)

The strong majority of comments from ninth-grade students were related to their **dissatisfaction with Grading for Learning**. They said they did not like it because it is confusing and it does not motivate them or adequately prepare them for their transition from middle school to high school.

Several students said they **prefer the alphabet grading system**. Ninth-grade students said there is confusion about what the numeric grades mean. Other students said that GFL makes it hard to be motivated in some classes.

Several students shared the **limitations of the numeric grading system**. Students said the numeric grades are confusing. Other students said the descriptions of each numeric grade lack specificity. Other students said it is too easy to get a good grade.

A handful of students said **they like Grading for Learning** or that it has potential to be successful. Students appreciated the feedback provided. One student suggested expanding the grading scale and making it alphabetical instead of numeric.

Ninth-Grade Parents

Please share any additional thoughts you have about the middle school Grading for Learning model. (N=202)

Several ninth-grade parents **expressed discontent with the Grading for Learning (GFL) model**. They said their child did not value completing homework, was not motivated by GFL, and was not prepared for the transition to high school. They also said they did not feel students understood the scoring, there was limited information about why their child received a specific score, and that the rollout of the program could have been improved. They said that students and families are confused when student assignments are submitted and returned with feedback. Some parents shared that GFL may not be a good fit for students, especially high-achieving ones.

Several parents commented that their child **was not motivated** by the GFL model. They said their child is motivated and driven, but the GFL model was difficult for their child to navigate.

Another common theme evident in the comments reviewed from ninth-grade parents is the **lack of alignment between the grading system used in middle school and the one used in high school**. Several parents commented that their child was not prepared for the amount of homework and rigor of high school. They also said they wish the alphabetic grade system were used in middle school as well as high school.

One ninth-grade parent said she is **grateful for the GFL** model. She said her child is in the Alternative Learning Program at the high school and GFL made the transition to high school a little bit smoother for her child.

Middle School Students

Please share any additional thoughts you have about Grading for Learning (GFL). (N=491)

Similar to the ninth-grade students, the **strong majority of middle school students said that they do not like Grading for Learning (GFL)**. Students said that they find the numeric grading system confusing and prefer the alphabetic grading system. Students also said they are confused by GFL, including not understanding what the numeric score translates to and not understanding what GFL is. They said their parents share their confusion. Other criticisms included the 4-point scale and that GFL does not motivate students and does not prepare students for life after middle school.

More middle school students like GFL than ninth-grade students. Some middle school students said they like GFL because it is easy to understand, it provides helpful information, and it provides information about where they need to improve.

Some middle school students **offered suggestions to improve GFL**. One student said teachers should be more responsive to students who resubmit assignments. Another student commented that the app uses a lot of storage on the phone. Another student requested teacher feedback on a weekly basis.

Middle School Parents

Please share any additional thoughts you have about the Grading for Learning model. (N=422)

Approximately one in four of the randomly selected comments reviewed for middle school parents **expressed discontent with the Grading for Learning model**. Parents often cited that their child is not motivated by GFL and that the model may not be a good fit for all students, especially high-achieving ones.

Several middle school parents said they do not like GFL because the **grading system is not aligned with the ones used in elementary school, high school, and college**. They said they would like vertical alignment in the grading systems used in K-12 and college.

Many middle school parents said **GFL is confusing**. They said they struggle to understand the difference between a score of 1, 2, or 3. They said that it is very difficult for students to obtain a 4, which can damage students' motivation to do well in school. Parents also said that the grading system could lead to a lot of misinterpretation and that there is limited opportunity to interact 1:1 with teachers to get clarity or specificity on the feedback. Some parents commented that teachers don't always update information in Canvas and Skyward and that the platforms can be difficult to navigate.

The remaining comments covered a **wide variety of topics**. Parents said that GFL lacks personalization, may lack buy-in from parents, and may not be having the intended effect of motivating students to learn. Some parents commented that the grading system and rubrics are very complex and hard to understand. Parents said that more interactions between parents, teachers, and students is desired, but they also recognize how hard it is to scale-up individualized feedback.

Middle School Teachers

Please share any additional thoughts you have about the Grading for Learning (GFL) model. (N=69)

The majority of middle school teachers expressed the **lack of stakeholder buy-in** for the Grading for Learning (GFL) model. Teachers shared how important it is to obtain student, staff, and parent buy-in for GFL to be successful. They said communication of the GFL model is very important to help stakeholders connect the dots about the importance/value of this new grading model (e.g., rationale behind the change, research behind the model, benefits of using GFL versus another model).

Another theme was that middle school teachers said they **do not feel student motivation and completion of homework has improved** since the implementation of GFL. There was a perception that students were more motivated and responsible for their own learning when they were getting grades in the old grading system. They said that students do not complete homework because it is not graded.

Some teachers said there is a **lot of confusion among parents** about the content on the middle school report card. In addition, teachers said that there is wide variation in what a score of 2 means on the middle school report card. For example, a teacher said that a student with a 2 could be near proficient (almost mastered) on a standard or quite a ways from being proficient (just barely getting it). A few teachers recommended introducing 0.5 point to better pinpoint a student's proficiency or moving to a 5-point scale.

A handful of middle school teachers **expressed satisfaction with the GFL model**. They said the model helps them to be more thoughtful teachers, helps communicate student learning and understanding, and helps students achieve at higher levels.



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Grading for Learning Survey

Results and Analysis

Wayzata Public Schools
2018-2019 School Year



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

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K12 *Insight* partnered with members of the district executive leadership team to develop the survey, which addressed the following topics:

- Perception of GFL
- Feedback on the middle school report card
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The district created and disseminated all pre-survey communications.

Understanding the Results

This report summarizes survey results. The report shows comparisons across the respondent groups in which similarly worded items were asked, as well as item-level data for specific respondent groups.

Results do not reflect random sampling; therefore, they should not be generalized to all WPS middle school teachers, students in grades 6-9, and their parents. Rather, results reflect only the perceptions and opinions of survey participants. Participating parents of ninth-grade students had to indicate they had a child who attended middle school in WPS last school year. Ninth-grade student participants had to indicate they attended WPS last school year.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

School reports will be provided to WPS.

Participation

There were 2,913 responses across the five respondent groups, with the highest response rate among middle school teachers (64%).

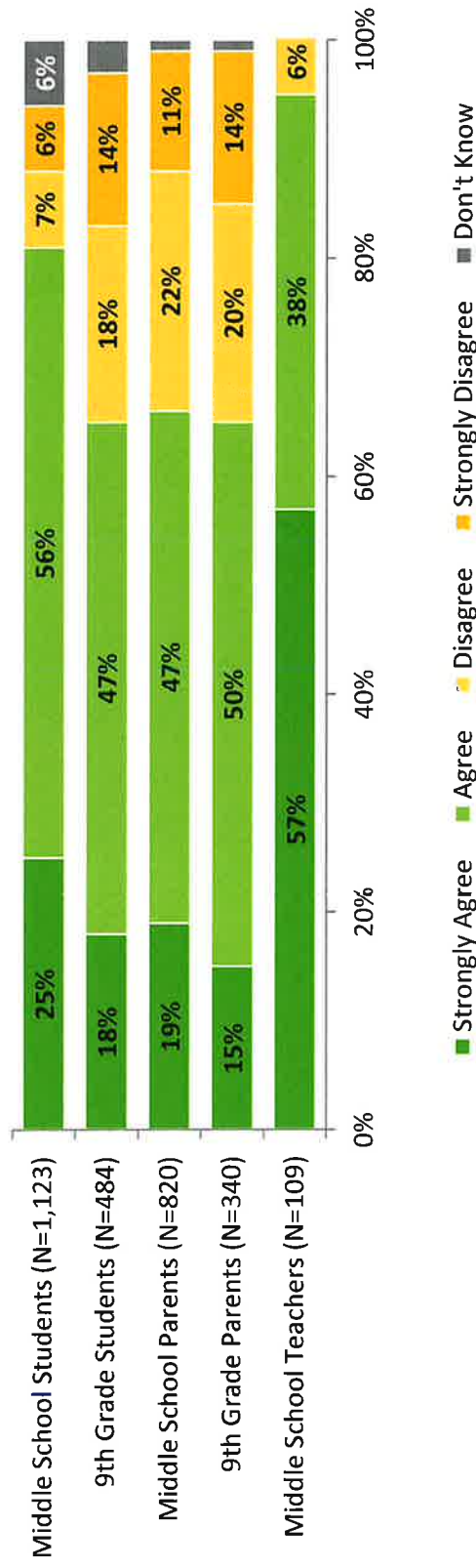
Responding Group	Number of Possible Responses (N/Max)	Number of Responses From Email Invitation	Public-Access Link Responses	Response Rate (%)	Total Responses (N)
Middle School Parents	4,423	792	29	19%	821
Ninth-Grade Parents	1,617	340	4	21%	344
Middle School Teachers	169	109	N/A	64%	109
Middle School Students	2,821	1,123	N/A	40%	1,123
Ninth-Grade Students	947	516	N/A	54%	516

Notes: There were 344 responses from ninth-grade parents. However, four of those participants indicated that they are not the parent or guardian of a student who is currently in grade 9 and attended middle school in Wayzata Public Schools. Therefore, only 340 ninth-grade parent responses were used in reporting. Similarly, 32 of the 516 responses from ninth-grade students were excluded from reporting because those students did not attend WPS last school year. Therefore, 484 ninth-grade student responses were used in reporting. The response rate for parents is based on the number of total responses divided by the number of possible responses based on email invitations sent to parents of students in middle school and ninth grade.

Understanding GFL

The respondent group with the highest percentage of participants who Strongly Agree or Agree that they understand the Grading for Learning grading model was middle school teachers (95%). Ninth-grade students and ninth-grade parents had the lowest percentage of agreement that they understand GFL (65%).

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning grading model.

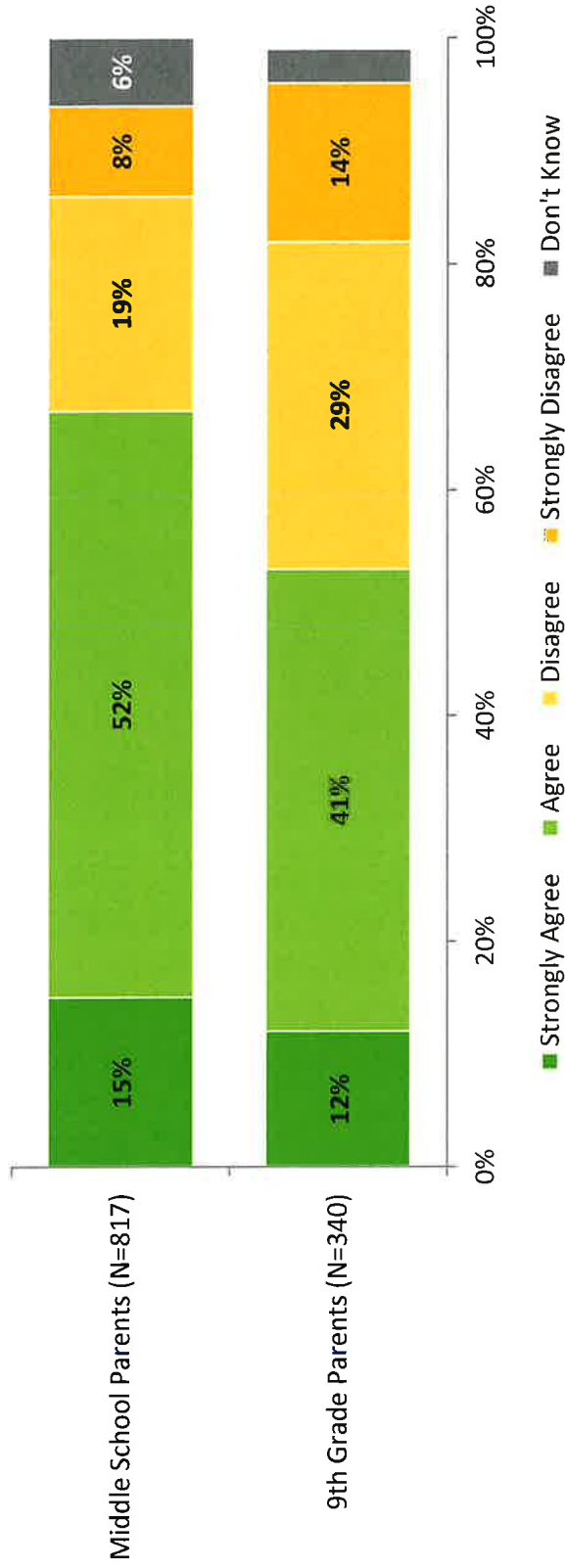


⁵ Note: The wording differed slightly for each respondent group. Shown is wording from the survey for middle school parents.

Understanding GFL (Continued)

Parents were asked to what extent they agree that their child understands GFL. Middle school parents are more likely to Agree or Strongly Agree that their child understands GFL (67%) than ninth-grade parents (53%).

How strongly do you agree or disagree with the following statement about the Grading for Learning (GFL) model used in Wayzata middle schools? My child understood the GFL model used in middle schools.

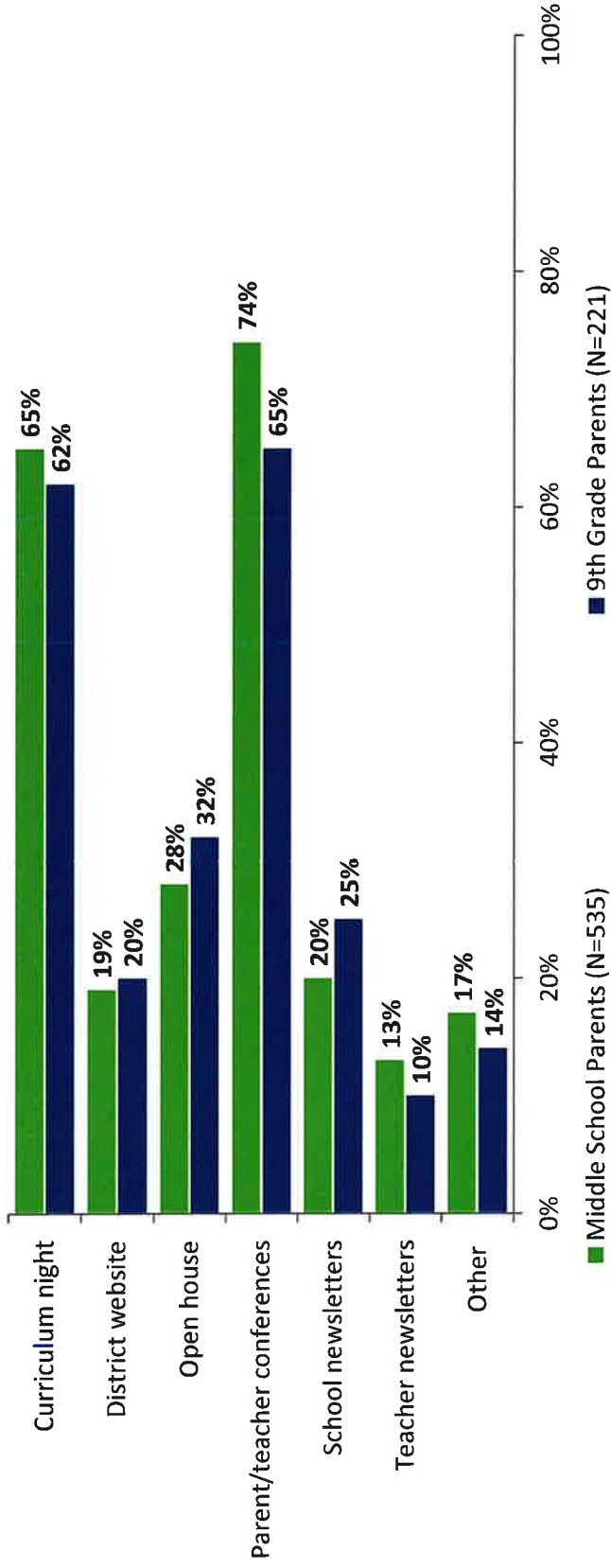


⁶ Note: The wording differed slightly for each respondent group. Shown is wording from the survey for ninth-grade parents.

Understanding GFL – Parent Perspective

The highest percentage of parents attribute their understanding of GFL to parent-teacher conferences and curriculum night. Whereas, students credited their teachers and Canvas with helping them understand GFL.

What resources have helped you understand the Grading for Learning model?

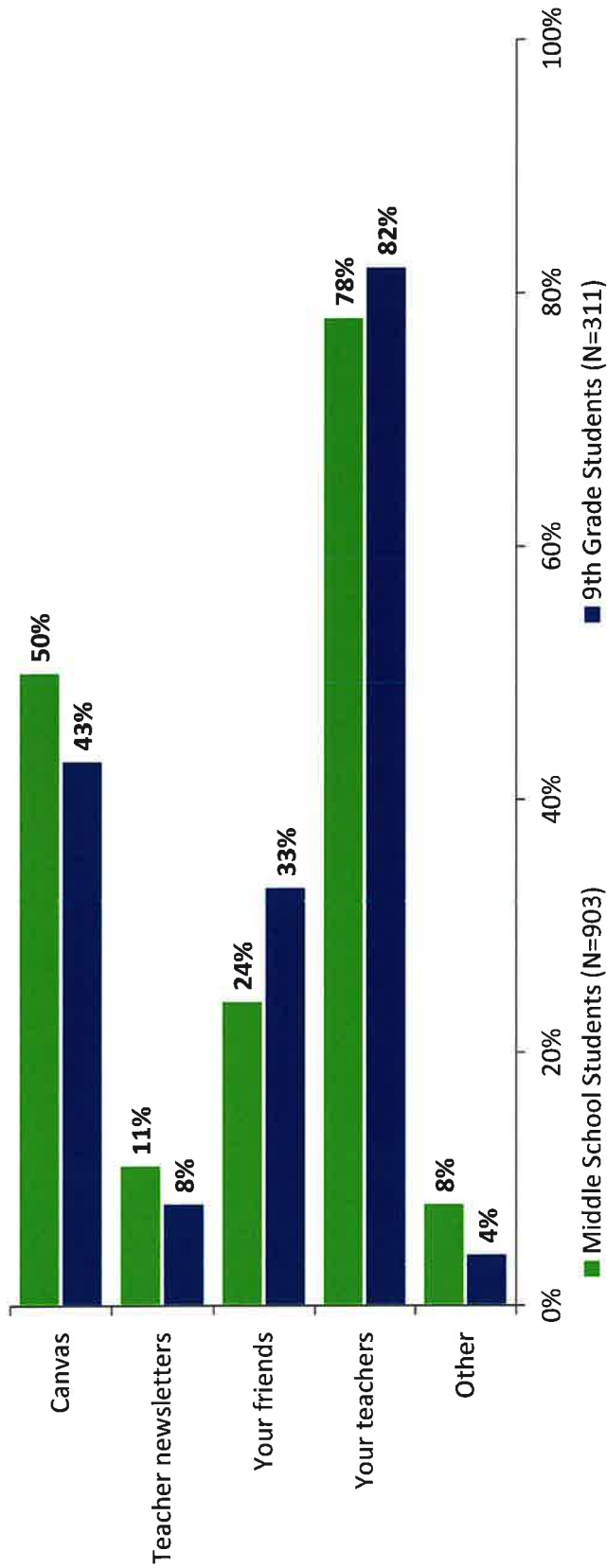


Note: Only participants who strongly agreed or agreed that they understood the GFL model responded to this question. The answer options for students differed slightly from those for parents. Percentage totals may exceed 100 since participants could select more than one answer.

Understanding GFL — Student Perspective

The highest percentage of students attribute their understanding of GFL to their teachers.

Which of the following have helped you understand the GFL? Please select all that apply.

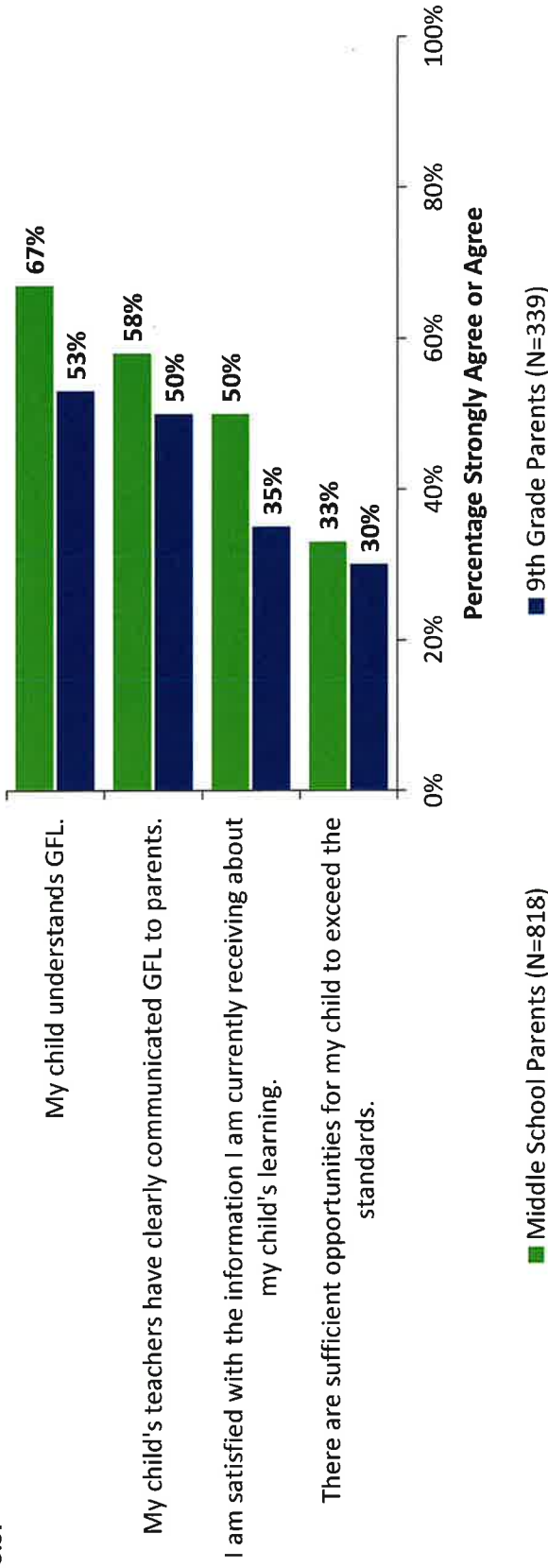


Note: Only participants who strongly agreed or agreed that they understand the GFL model responded to this question. Shown is the wording from the survey given to ninth graders. The wording in the survey for middle school students differed slightly. Percentage totals may exceed 100 since participants could select more than one answer.

Communication about GFL — Parent Perspective

Overall, more middle school parents agreed or strongly agreed that their child understands GFL, their child's teachers have clearly communicated GFL to parents, and they are satisfied with the information they receive about their child's learning compared with ninth-grade parents. However, approximately one-third of middle school parents (33%) and ninth-grade parents (30%) say there are sufficient opportunities for their child to exceed the standards.

How strongly do you agree or disagree with the following statements about the Grading for Learning (GFL) model used in Wayzata middle schools?

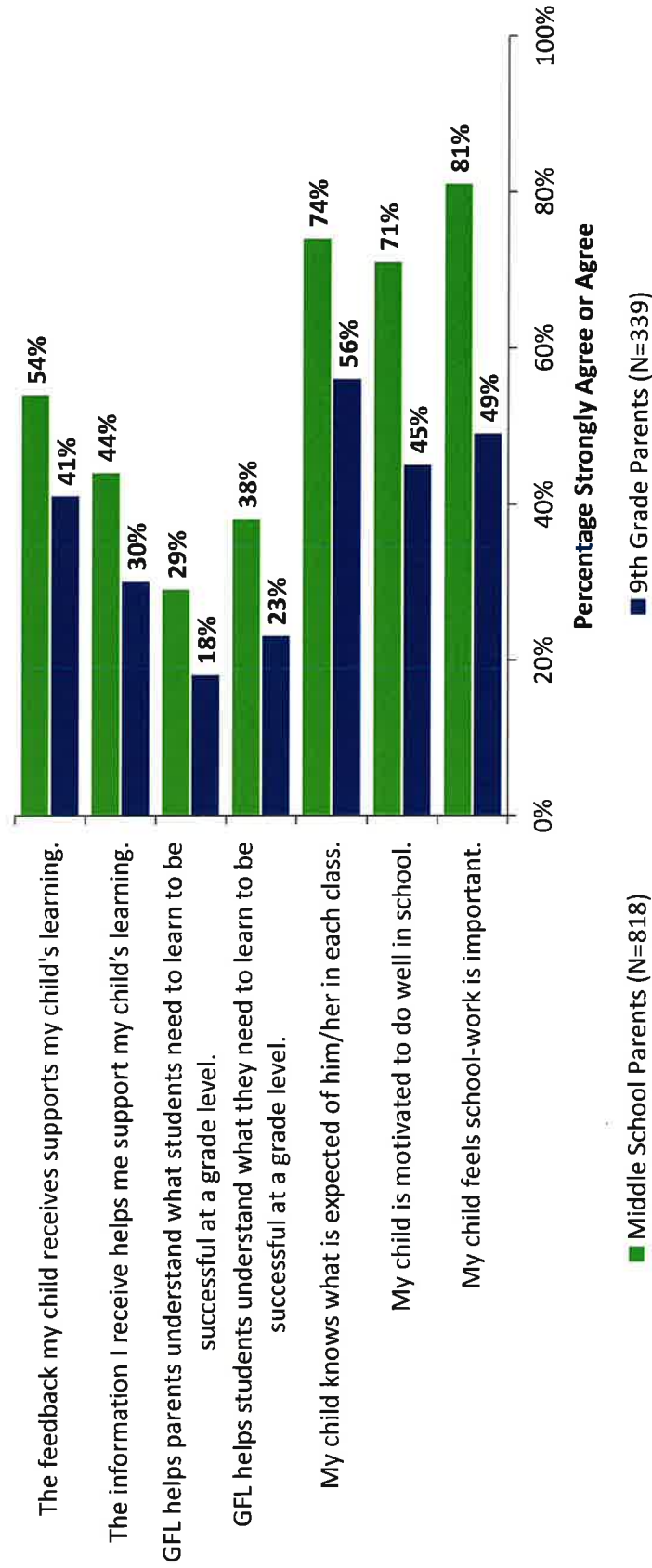


9 Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: The wording of the question differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents.

Communication about GFL – Parent Perspective (Continued)

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



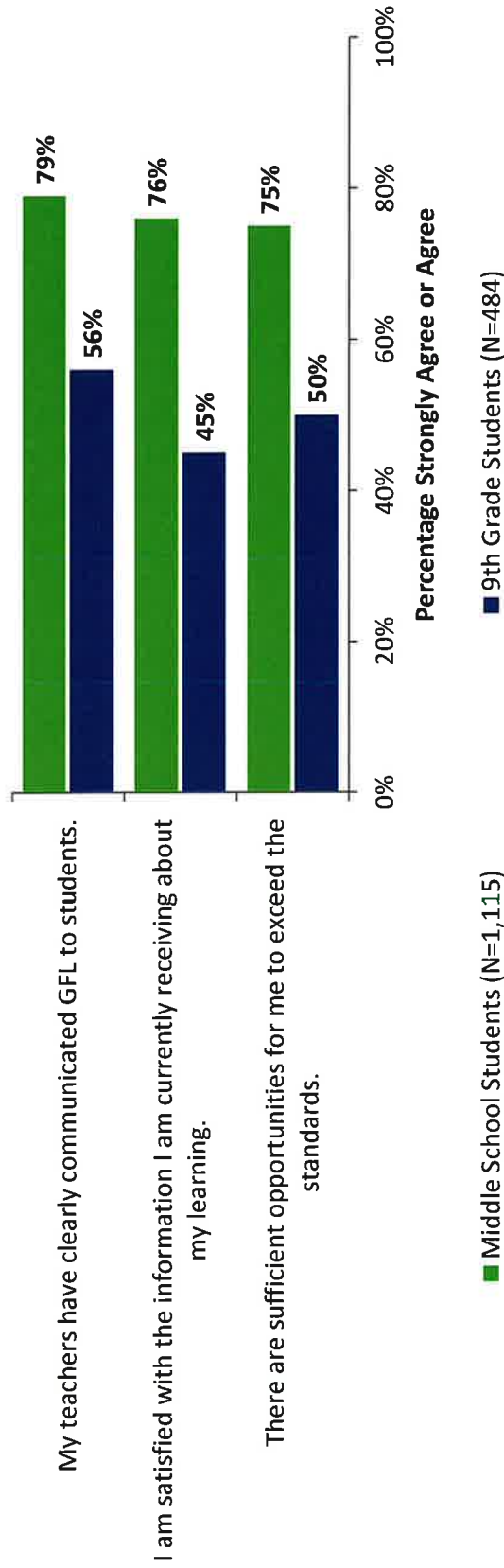
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: The wording of the question differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents.

Communication about GFL — Student Perspective

At least three in four middle school students either agreed or strongly agreed that their teachers have clearly communicated GFL to students (79%), are satisfied with the information they are currently receiving about their learning (76%), and say there are sufficient opportunities for them to exceed the standards (75%). There was at least a 23 percentage-point drop in agreement for ninth-grade students for each item.

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



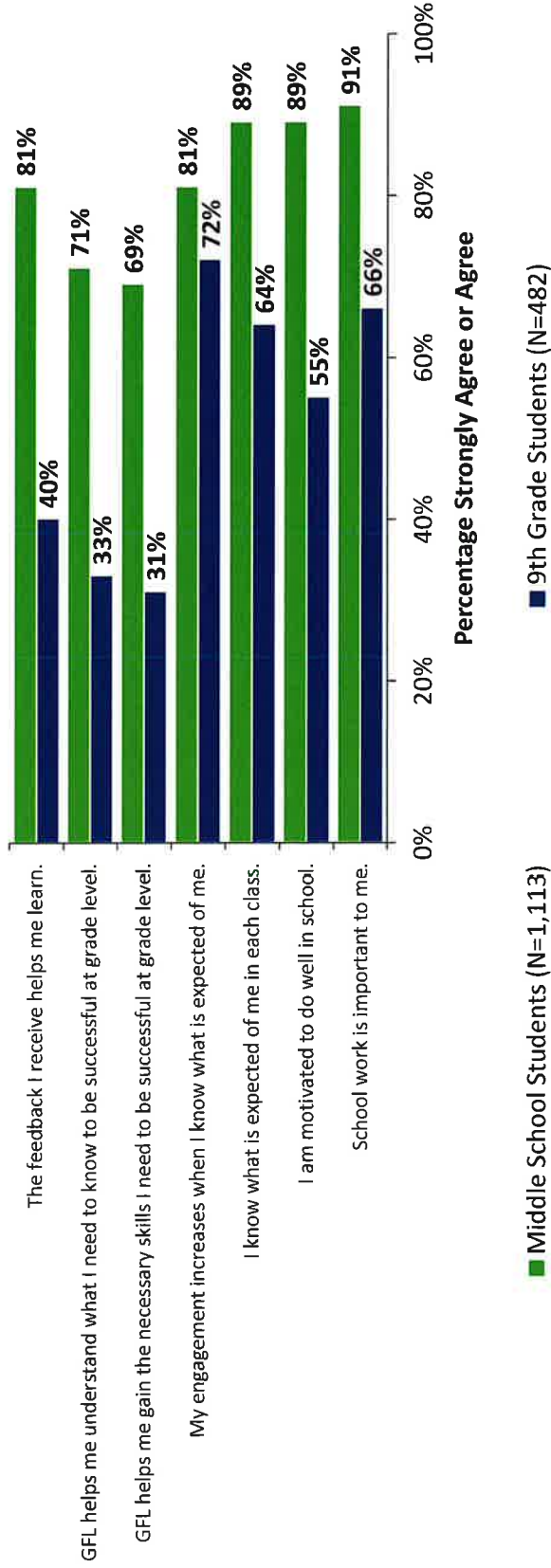
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: The wording of the question differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students. K12 Insight © 2018

Communication about GFL — Student Perspective (Continued)

The greatest gap between middle school and ninth-grade students was in agreement that the feedback they receive helps them learn (41 percentage-point gap).

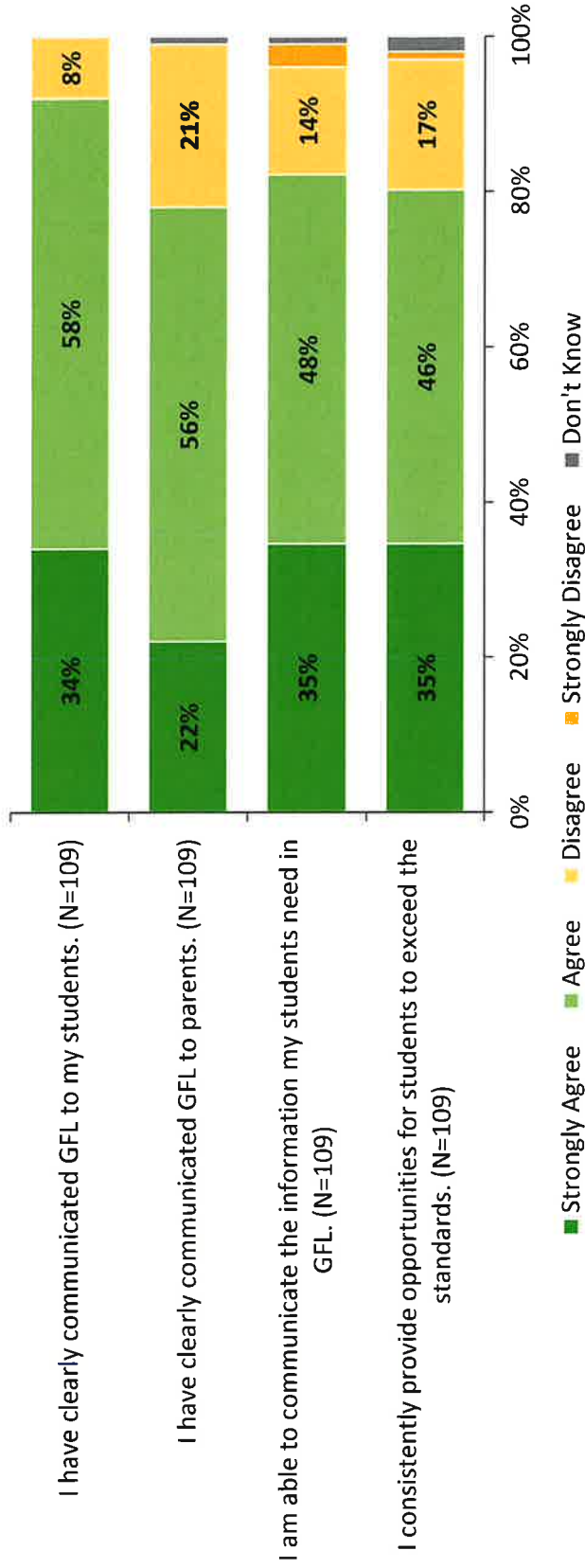
How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
 Note: The wording of the question differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students. Shown is wording from the survey for middle school students. © 2018

Communication about GFL – Teacher Perspective

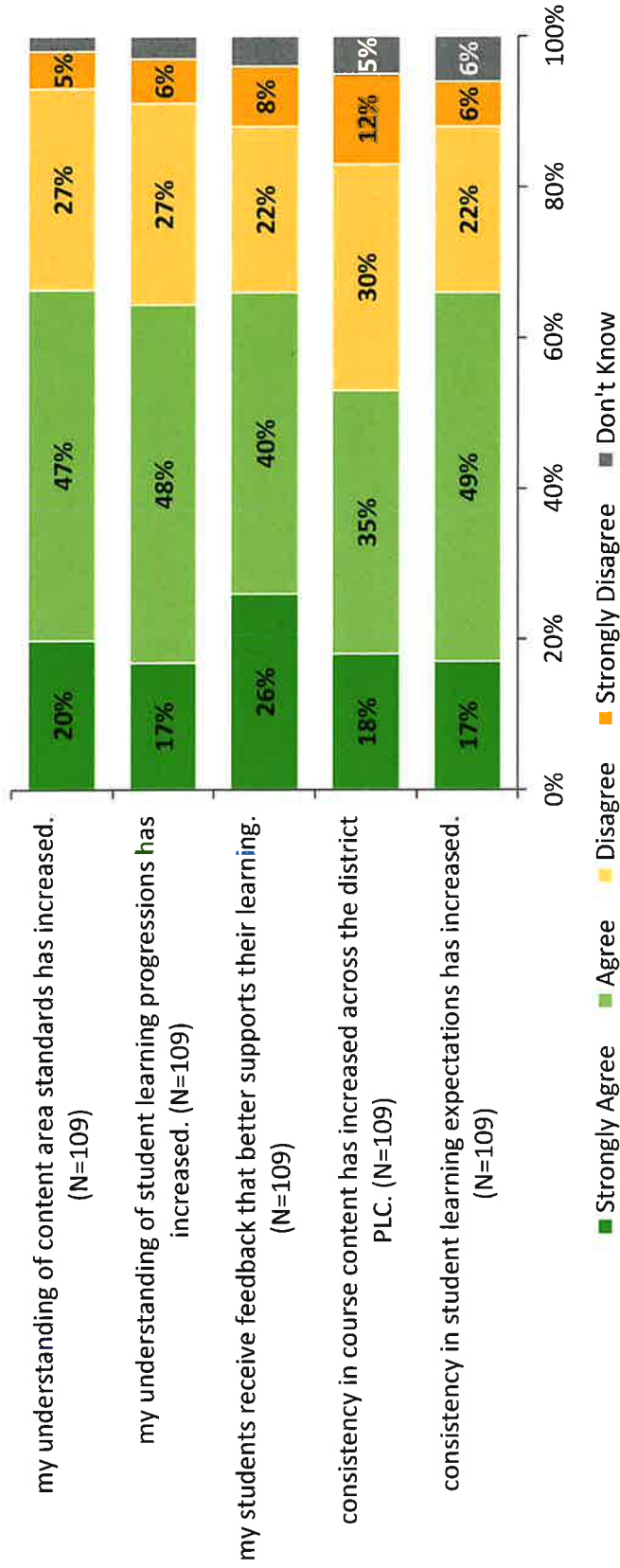
The strong majority of middle school teachers said they have clearly communicated GFL to their students and parents, have been able to communicate information students need in GFL, and consistently provided opportunities for students to exceed the standards.



Post-Implementation of GFL — Teacher Perspective

More than four out of 10 (42%) middle school teachers disagreed or strongly disagreed that consistency in course content has increased across the district PLC.

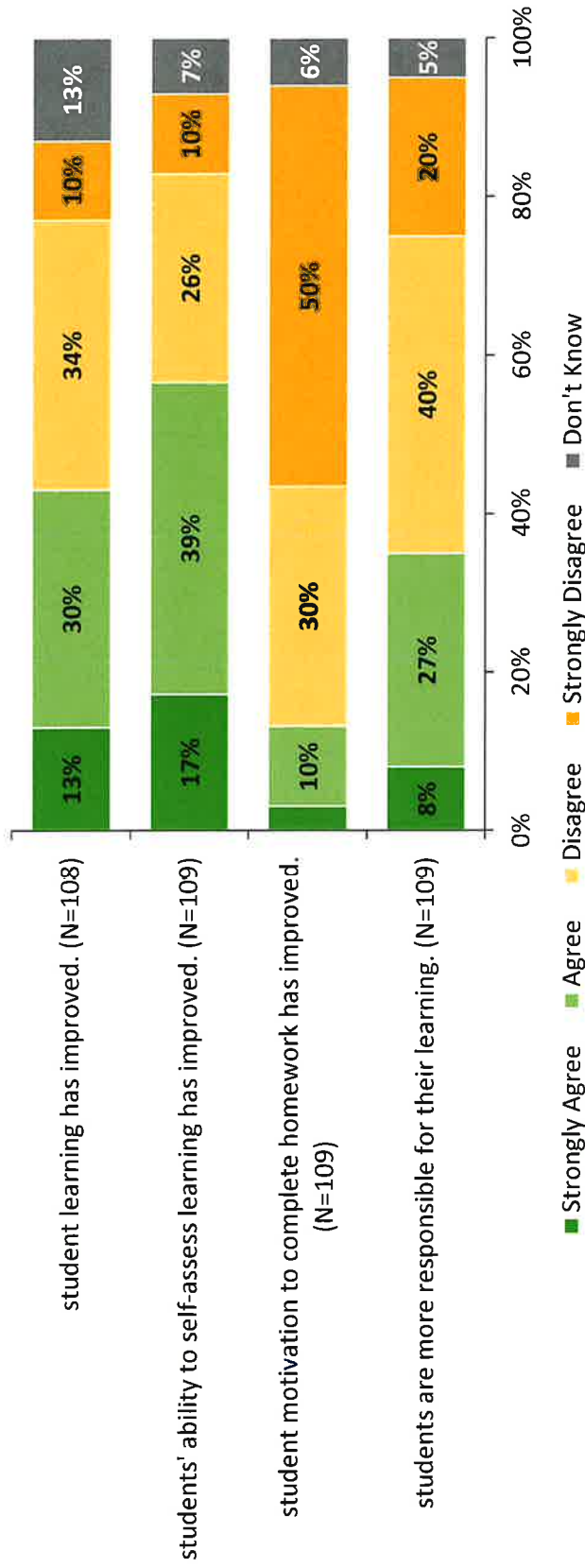
Since the implementation of GFL ...



Post-Implementation of GFL – Teacher Perspective (Continued)

Only 13 percent of participating middle school teachers strongly agreed or agreed that student motivation to complete homework has improved since implementing GFL. Less than half said that student learning has improved (43%) and that students are more responsible for their learning (35%).

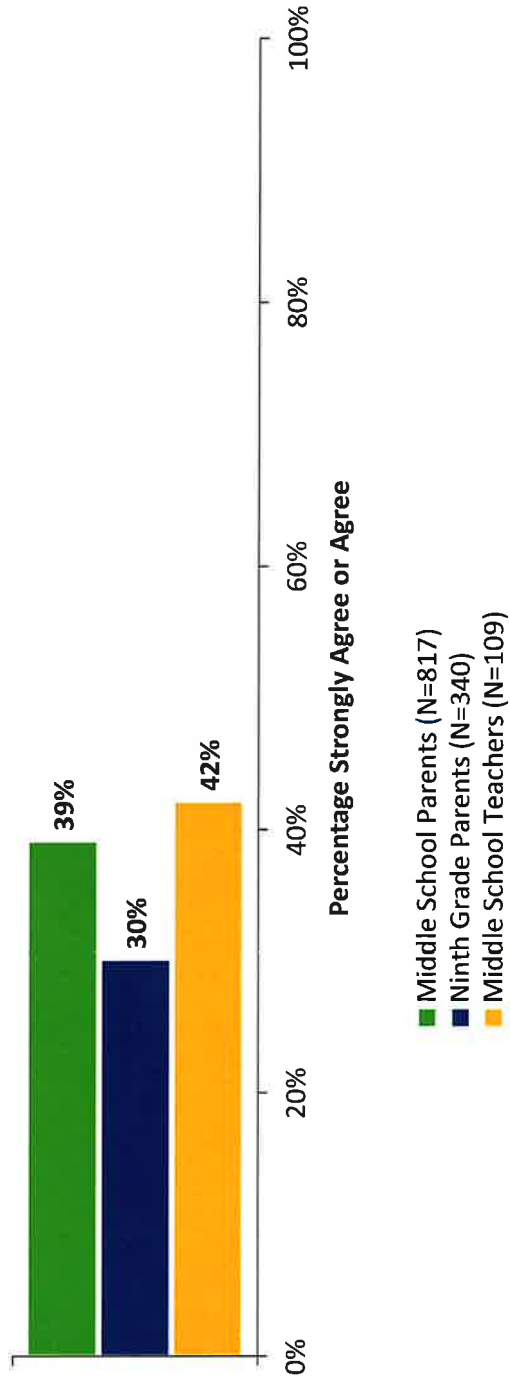
Since the implementation of GFL ...



Middle School Report Card

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

Overall, the middle school report card helps students understand their progress.



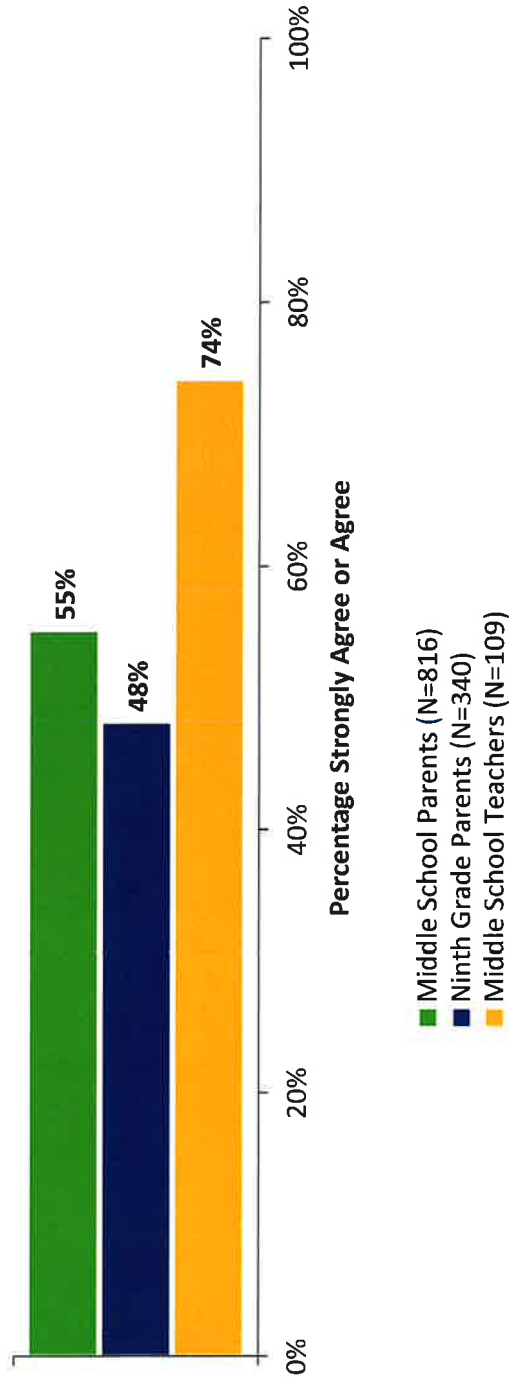
Notes: The wording of the question differed slightly for parents and teachers. Shown is wording from the survey for middle school teachers. Students were not asked this question.

Middle School Report Card (Continued)

Nearly three in four middle school teachers (74%) strongly agreed or agreed that middle school report cards show students' proficiency of standards. However, a significantly lower percentage of parents are in agreement.

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

The middle school report cards shows students' proficiency of standards.

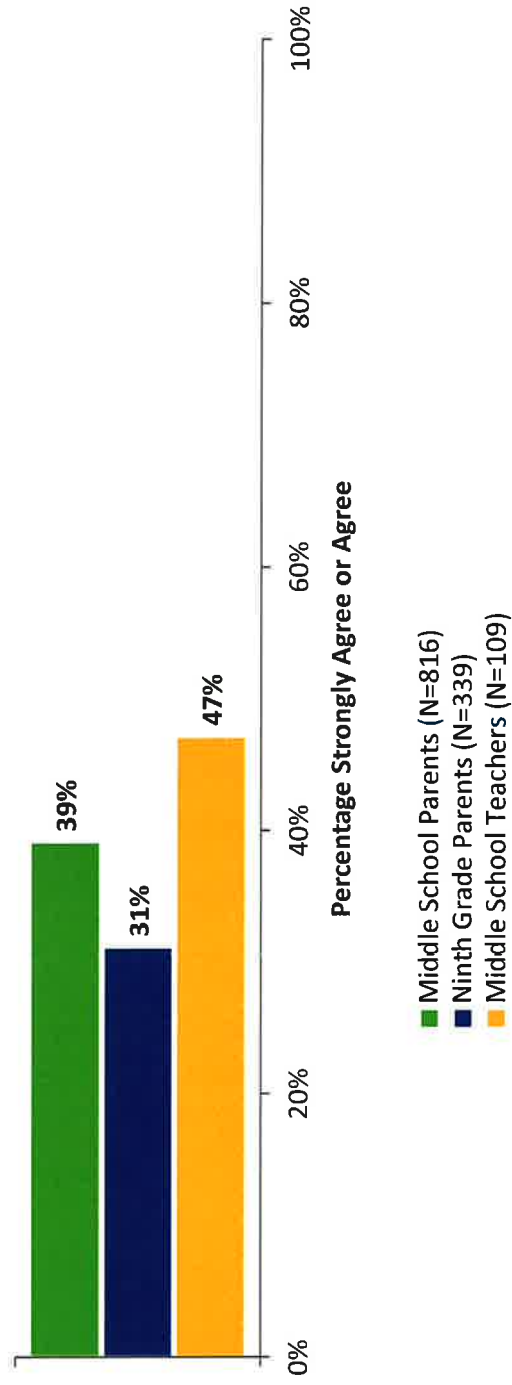


Notes: The wording of the question differed slightly for parents and teachers. Shown is wording from the survey for middle school teachers. Students were not asked this question.

Middle School Report Card (Continued)

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

The middle school report cards shows students' growth related to standards.



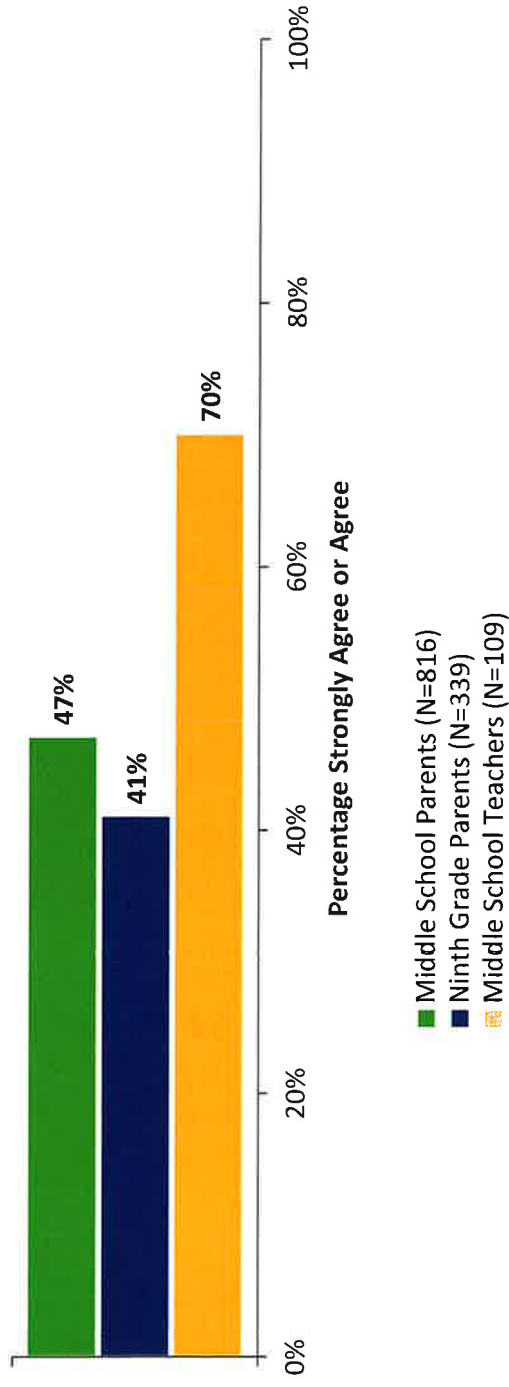
Notes: The wording of the question differed slightly for parents and teachers. Shown is wording from the survey for middle school teachers. Students were not asked this question.

Middle School Report Card (Continued)

While 70 percent of middle school teachers agreed or strongly agreed that middle school report cards show where students need to improve, considerably fewer parents were in agreement.

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

The middle school report cards shows where students need to improve.



Notes: The wording of the question differed slightly for parents and teachers. Shown is wording from the survey for middle school teachers. Students were not asked this question.

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Middle School Report Card

Participants were asked to rate on a scale of 0 (Not at All Important) to 5 (Extremely Important) how important each type of feedback is. Middle school and ninth-grade parents and middle school teachers said that academic achievement is most important. The percentage of respondents who selected “4” (Important) or “5” (Extremely Important) is displayed in the table.

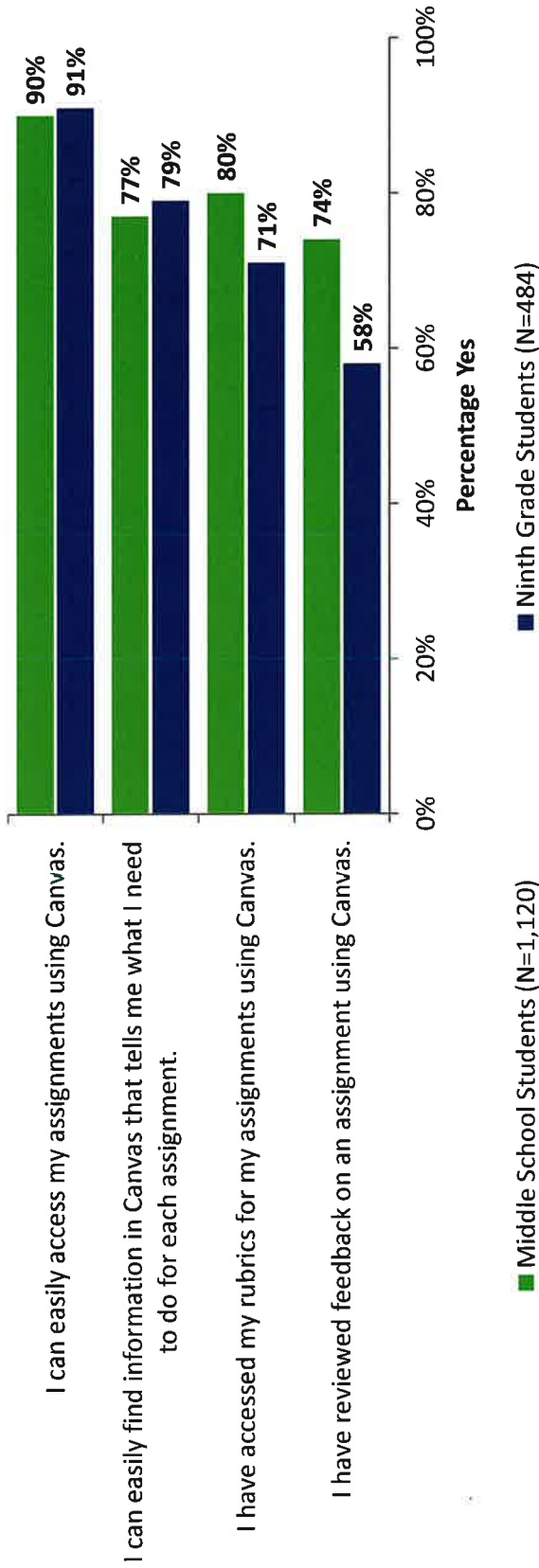
Respondent Group	Percentage of Respondents Who Selected 5 (Extremely Important) and 4 (Important)				
	Academic Achievement	Behavior	Effort	Social and Emotional Learning	Timeliness
Middle School Teachers (N=109)	88%	74%	72%	54%	62%
Middle School Parents (N=815)	95%	84%	88%	82%	84%
Ninth-Grade Parents (N=339)	92%	77%	83%	73%	75%

20 Note: Students were not asked this question.

Canvas — Student Perspective

Middle school (90%) and ninth-grade students (91%) said they can easily access their assignments using Canvas. More middle students (74%) report reviewing their feedback on an assignment using Canvas than ninth-grade students (58%).

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



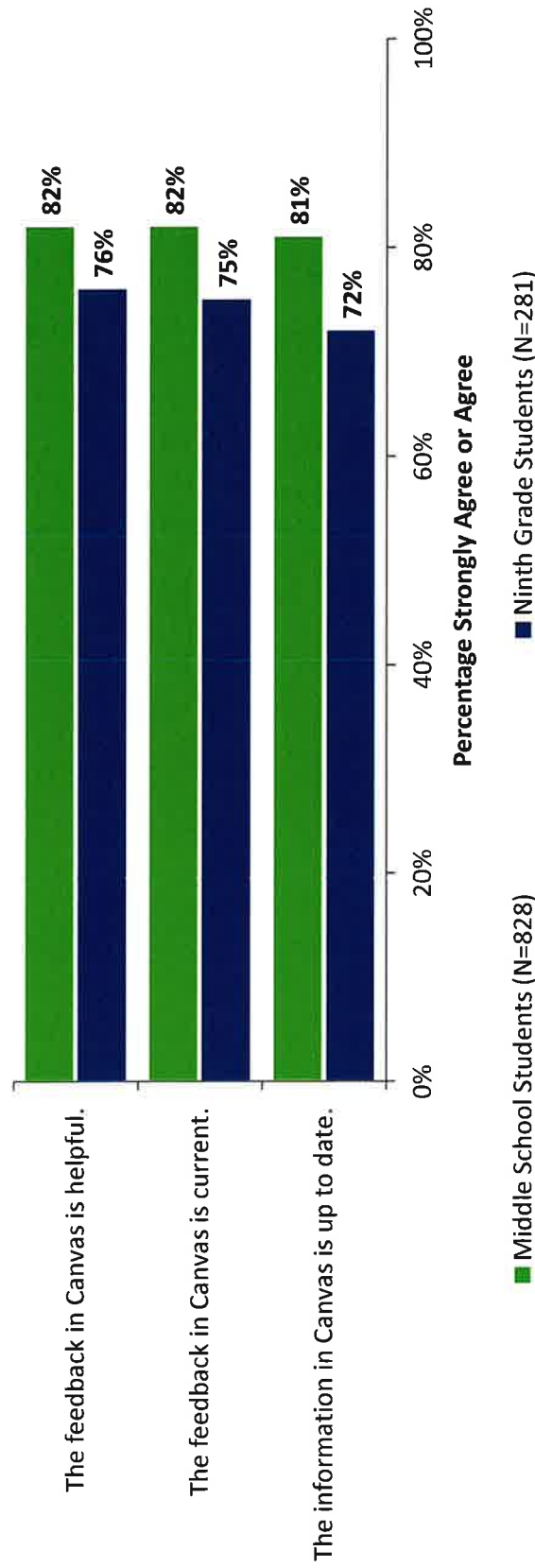
Answer options: Yes, No

Note: The wording differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students.

Canvas — Student Perspective (Continued)

Similarly, a greater percentage of middle school students than ninth-grade ones found feedback in Canvas helpful, current, and up to date.

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



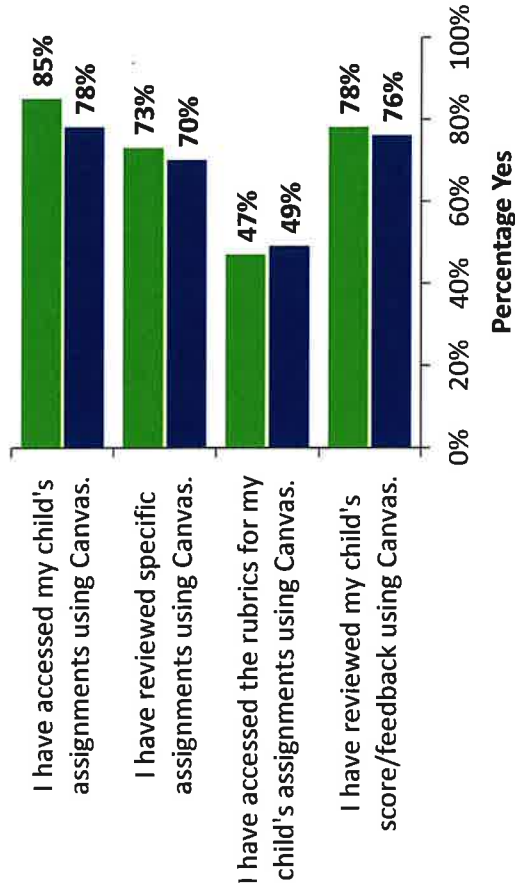
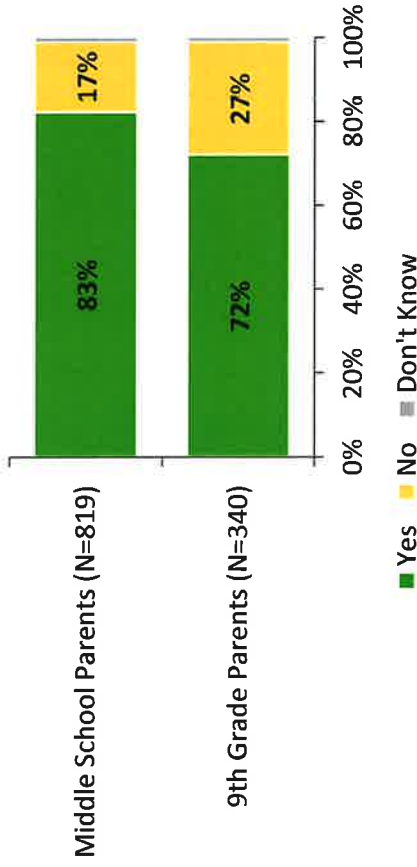
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Notes: The wording differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students. Only students who indicated that they reviewed feedback on an assignment in Canvas responded to this question.

Canvas — Parent Perspective

Slightly more middle school parents (83%) report having accessed Canvas than ninth-grade parents (72%) during the 2017-2018 or 2018-2019 school year. Far fewer middle school and ninth-grade parents have used Canvas to access rubrics for their child’s assignments.

I have accessed Canvas during the 2017-2018 or 2018-2019 school year.



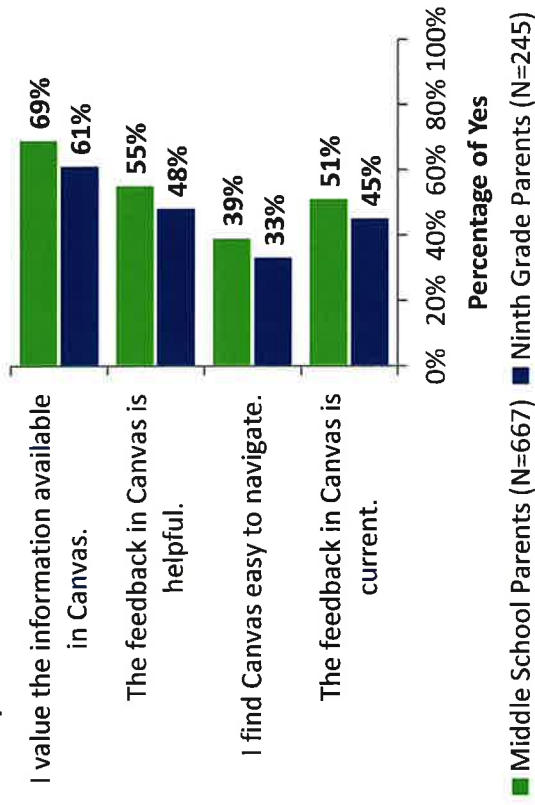
Answer options: Yes, No, Don't Know

Note: The wording of the questions differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents. Only parents who indicated that they accessed Canvas during the 2017-2018 or 2018-2019 school year responded to these questions.

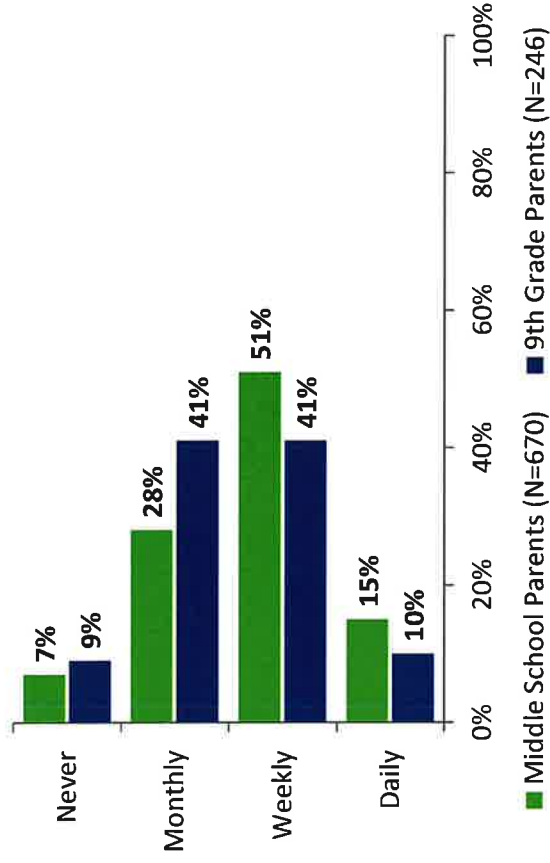
Canvas – Parent Perspective (Continued)

Similarly, a slightly higher percentage of middle school parents than ninth-grade ones reported reviewing their child’s progress in Canvas on a weekly basis.

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



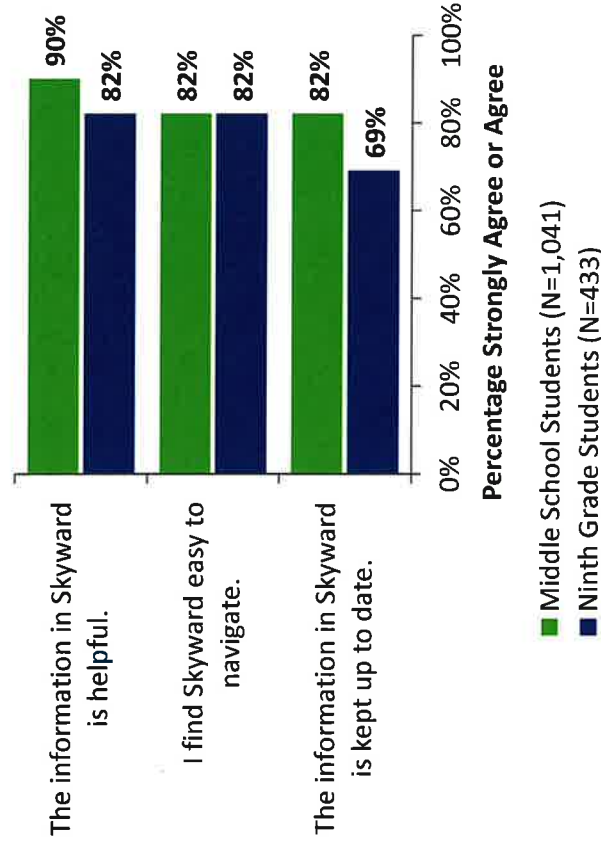
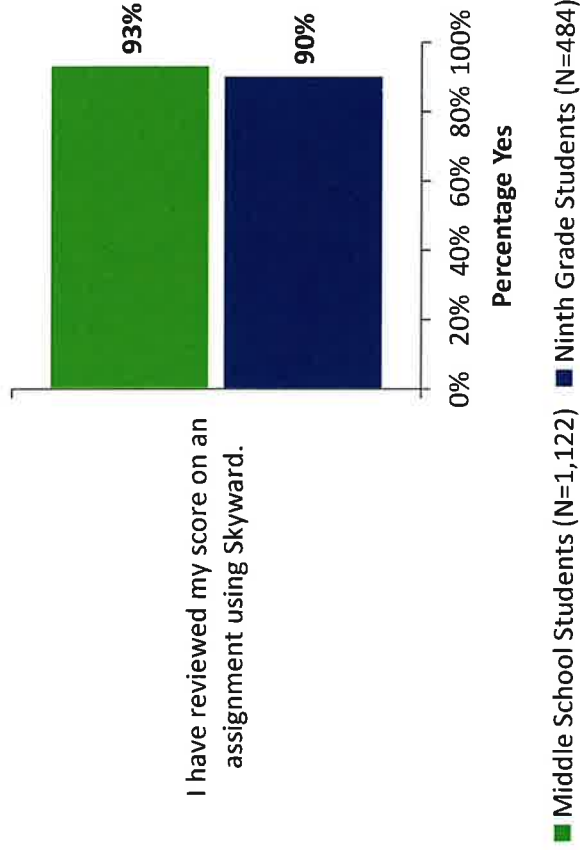
How often do you check your child’s progress in Canvas?



Notes: The wording of the questions differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents. Only parents who indicated that they accessed Canvas during the 2017-2018 or 2018-2019 school year responded to these questions.

Skyward — Student Perspective

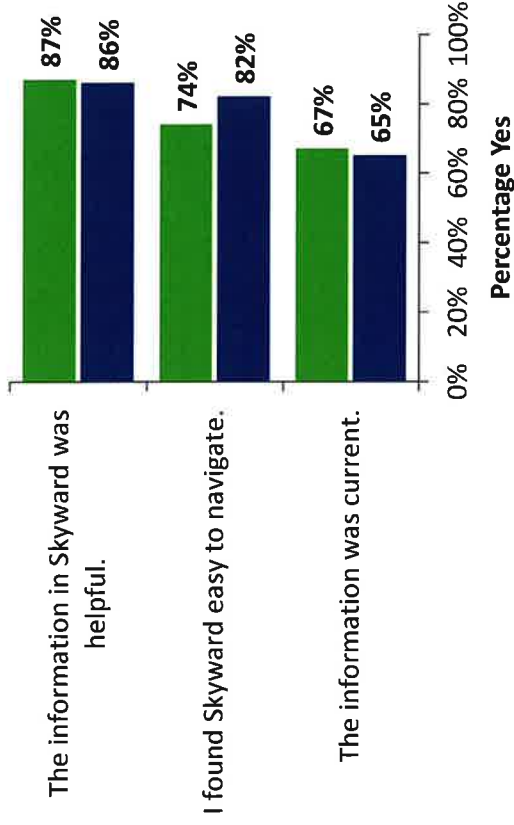
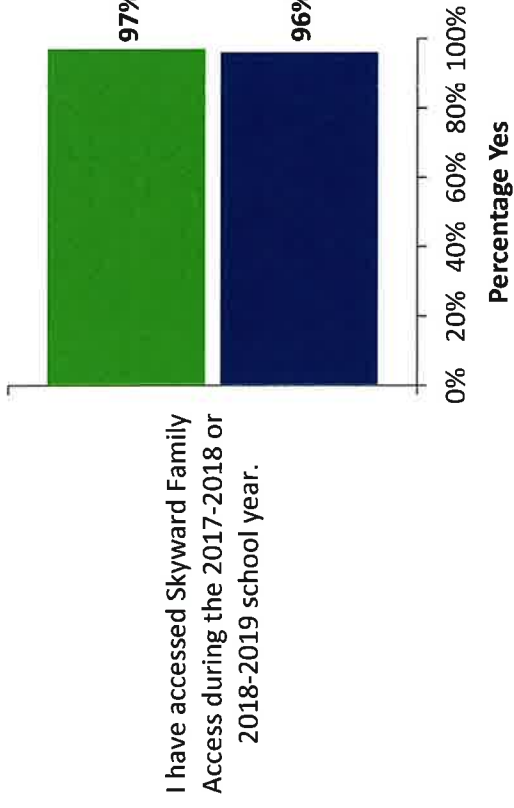
A strong majority of both middle school and ninth-grade students have reviewed their score on an assignment using Skyward. In addition, the strong majority of them found the information in Skyward helpful, easy to navigate, and kept up to date.



Note: The wording differed slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students. Only students who said they reviewed feedback on an assignment in Skyward responded to the follow-up questions.

Skyward Family Access — Parent Perspective

The strong majority of both middle school and ninth-grade parents have accessed Skyward Family Access. Approximately two-thirds of middle school parents (67%) and ninth-grade parents (65%) found the information in Skyward to be current.



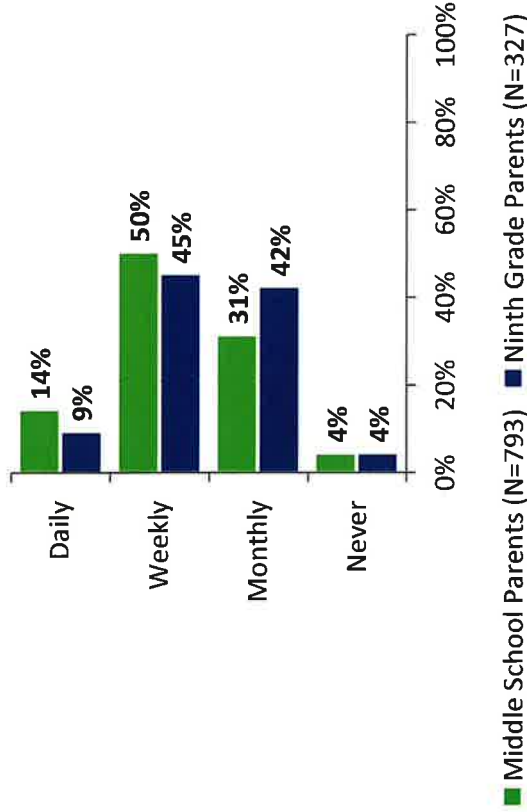
Answer options: Yes, No, Don't Know

Notes: The wording differed slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents. Only parents who said they accessed Skyward responded to the follow-up questions.

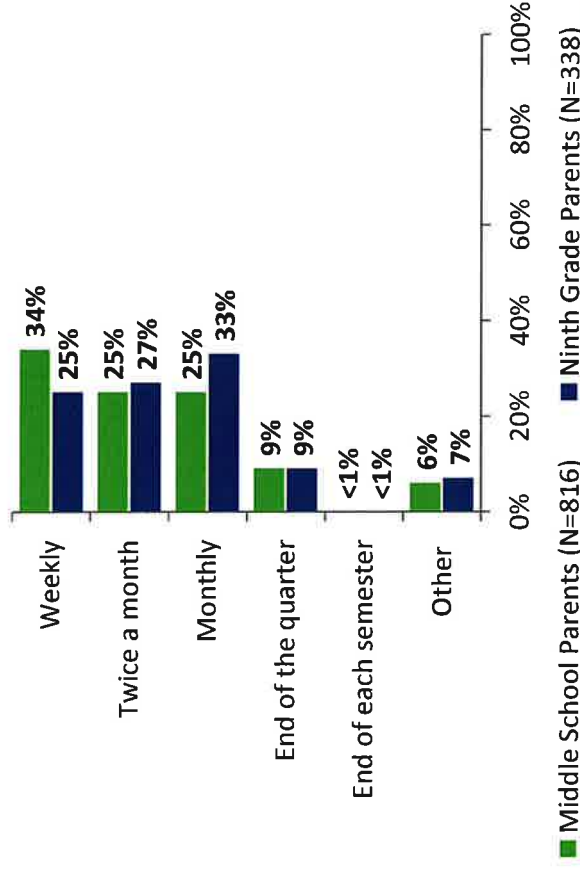
Skyward Family Access – Parent Perspective (Continued)

Middle school and ninth-grade parents are most likely to review their child's progress in Skyward on a weekly basis. The highest percentage of middle school parents said they prefer to receive information daily from their child's teacher regarding their child's progress, whereas ninth-grade parents said they prefer twice a month.

How often do you check your child's progress in Skyward?



How frequently would you like to receive information from your child's teachers regarding your child's progress?

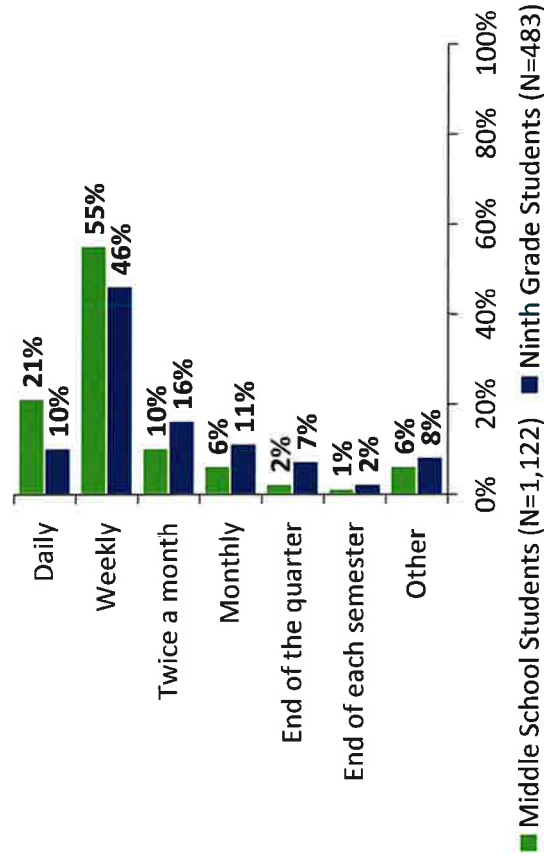


27 Notes: The wording for these questions varied slightly for middle school and ninth-grade parents. Shown is wording from the survey for middle school parents. K12 Insight © 2018
Only parents who indicated they accessed Skyward responded to the follow-up questions.

Frequency of Providing Feedback — Students

Both middle school and ninth-grade students reported that their teachers most frequently give them feedback on a weekly basis.

How frequently do your teachers give you feedback on your assignments, assessments, and other coursework so that you can improve?



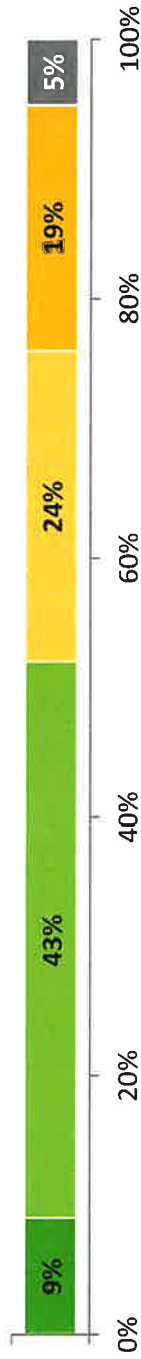
28 *Note: The wording for this question varied slightly for middle school and ninth-grade students. Shown is wording from the survey for middle school students. Ninth grade students were asked about the feedback they received in middle school.*

Transition to Ninth Grade — Student Perspective

More than half of ninth graders strongly agreed or agreed that they were academically prepared for the transition from middle school to high school (52%). Less than half (39%) strongly agreed or agreed that they were prepared in the area of study habits.

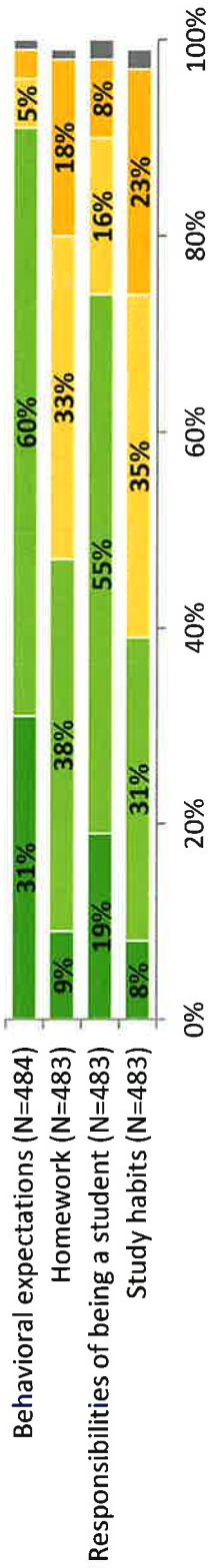
How strongly do you agree or disagree with the following statement?

I was academically prepared for the transition from middle school to high school. (N=483)



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

I was prepared for the transition from middle school to high school in the following areas:

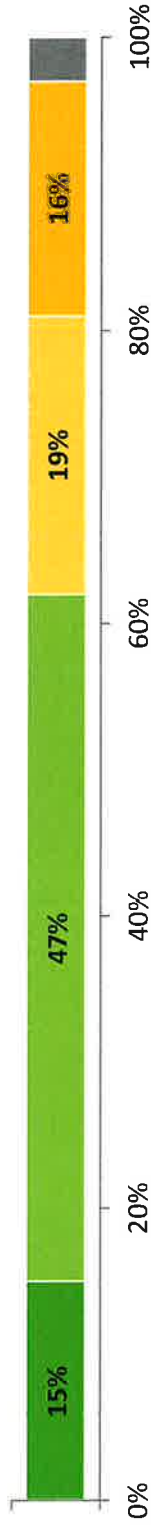


Transition to Ninth Grade – Parent Perspective

Approximately two-thirds of ninth-grade parents strongly agreed or agreed that their child was academically prepared for the transition from middle school to high school.

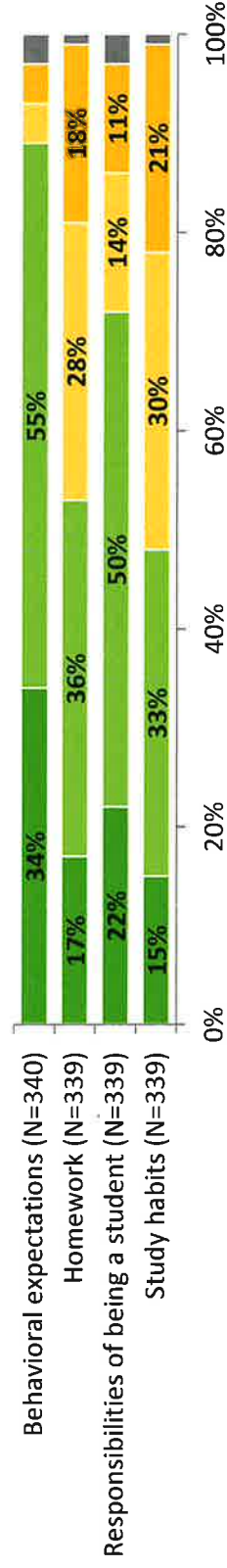
How strongly do you agree or disagree with the following statement?

My child was academically prepared for the transition from middle school to high school. (N=339)



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

My child was prepared for the transition from middle school to high school in the following areas:



Key Insights

- There were 2,913 responses across the five respondent groups, with the highest response rate among middle school teachers (64%).
- There was a 29 percentage-point difference between participating **middle school parents** (66% strongly agreed or agreed) and participating **middle school teachers** (95% strongly agreed or agreed) that they understand Grading for Learning. Findings indicate that middle school parents are more likely to indicate that their child understands GFL (67%) compared with ninth-grade parents (53%).
- The highest percentage of participating parents attributed their understanding of GFL to parent-teacher conferences and curriculum night; whereas, participating students most often learned of GFL from their teachers and Canvas.
- Overall, participating middle school parents were more likely to agree that their child understands GFL, say that their child's teachers clearly communicated GFL to parents, and say they are satisfied with the information they receive about their child's learning compared with ninth-grade parents. However, approximately one-third of participating middle school parents (33%) and ninth-grade parents (30%) said there are sufficient opportunities for their child to exceed the standards.
- There was at least a 23 percentage-point gap in perception between participating middle school and ninth-grade students when asked about the communication of GFL, information received, and opportunities to exceed the standards. The most pronounced gap between these two respondent groups was evident when asked the extent to which they agree that the feedback they receive helps them learn (41 percentage-point gap).
- While the strong majority of participating middle school teachers (81%) said they consistently provide opportunities for students to exceed the standards, the same perception is not held among parents or students.



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Grading for Learning Survey: Appendix Report

Results and Analysis

Wayzata Public Schools

2018-2019 School Year



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

Wayzata Public Schools asked middle school teachers, students in grades 6-9, and their parents for feedback on GFL to better understand how it is working. Results will be used to identify strengths and areas in need of improvement.

K12 *Insight* partnered with members of the district executive leadership team to develop the survey, which addressed the following topics:

- Perception of GFL
- Feedback on the middle school report card
- Feedback about information management systems (Canvas and Skyward Family Access)
- Feedback on types of information provided on the middle school report card
- Frequency of feedback provided by middle school teachers and frequency of feedback desired by parents

The survey was open from Oct. 31 to Nov. 14. Email invitations with unique survey links were sent to middle school teachers, students in grades 6-9, and their parents. Parents with children attending more than one district school could click a link at the end of the survey to take it again. Paper surveys were available on request. Reminders were sent to parents and teachers on Nov. 7, 12, and 14. Reminders were sent to students on Nov. 5, 7, 12, and 14.

The district created and disseminated all pre-survey communications.

Understanding the Results

This report shows comparisons across the respondent groups by middle school and grade band.

Results do not reflect random sampling; therefore, they should not be generalized to all WPS middle school teachers, students in grades 6-9, and their parents. Rather, results reflect only the perceptions and opinions of survey participants. Participating parents of ninth-grade students had to indicate they had a child who attended middle school in WPS last school year. Ninth-grade student participants had to indicate they attended WPS last school year.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

School reports were also provided to WPS.

Participation

There were 2,913 responses across the five respondent groups, with the highest response rate among middle school teachers (64%).

Responding Group	Number of Possible Responses (NMax)	Number of Responses From Email Invitation	Public-Access Link Responses	Response Rate (%)	Total Responses (N)
Middle School Parents	4,423	792	29	19%	821
Ninth-Grade Parents	1,617	340	4	21%	344
Middle School Teachers	169	109	N/A	64%	109
Middle School Students	2,821	1,123	N/A	40%	1,123
Ninth-Grade Students	947	516	N/A	54%	516

Notes: There were 344 responses from ninth-grade parents. However, four of those participants indicated that they are not the parent or guardian of a student who is currently in grade 9 and attended middle school in Wayzata Public Schools. Therefore, only 340 ninth-grade parent responses were used in reporting. Similarly, 32 of the 516 responses from ninth-grade students were excluded from reporting because those students did not attend WPS last school year. Therefore, 484 ninth-grade student responses were used in reporting. The response rate for parents is based on the number of total responses divided by the number of possible responses based on email invitations sent to parents of students in middle school and ninth grade.

Key Insights — Middle School Teachers

School Site Comparison	Grade-Band Comparison
<ul style="list-style-type: none">Teachers at West Middle School were more likely to agree or strongly agree that they consistently provide opportunities for students to exceed the standards (89%) than teachers at East Middle School (69%).Teachers at East Middle School were more likely to agree or strongly agree that their students receive feedback that better supports their learning (81%) than teachers at West Middle School (52%).Middle school teachers at East Middle School were more likely to agree or strongly agree that the middle school report card shows students where they need to improve (92%) compared with peers at Central Middle School (67%) and West Middle School (59%). There was a similar finding about the middle school report card helping students understand their progress.	<ul style="list-style-type: none">Seventh-grade teachers were more likely to agree or strongly agree (50%) that students are more responsible for their learning than those who teach sixth grade (34%) and eighth grade (38%).Middle school teachers who teach eighth grade were more likely to provide feedback to students on a daily basis (60%) than peers who teach sixth grade (46%).

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Key Insights — Middle School Parents

Grade-Band Comparison

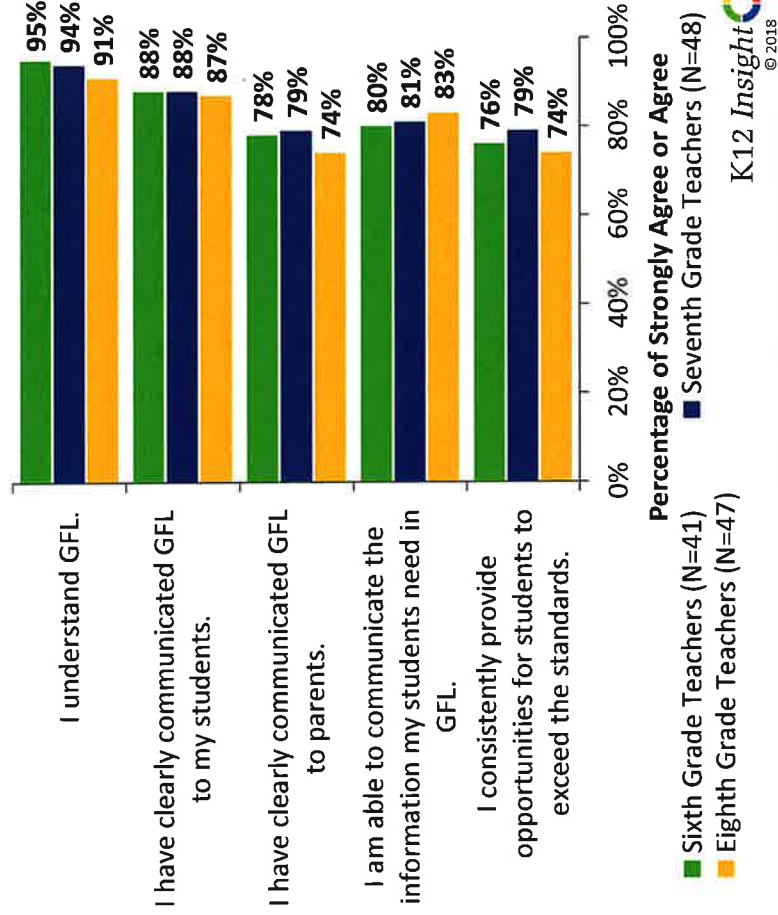
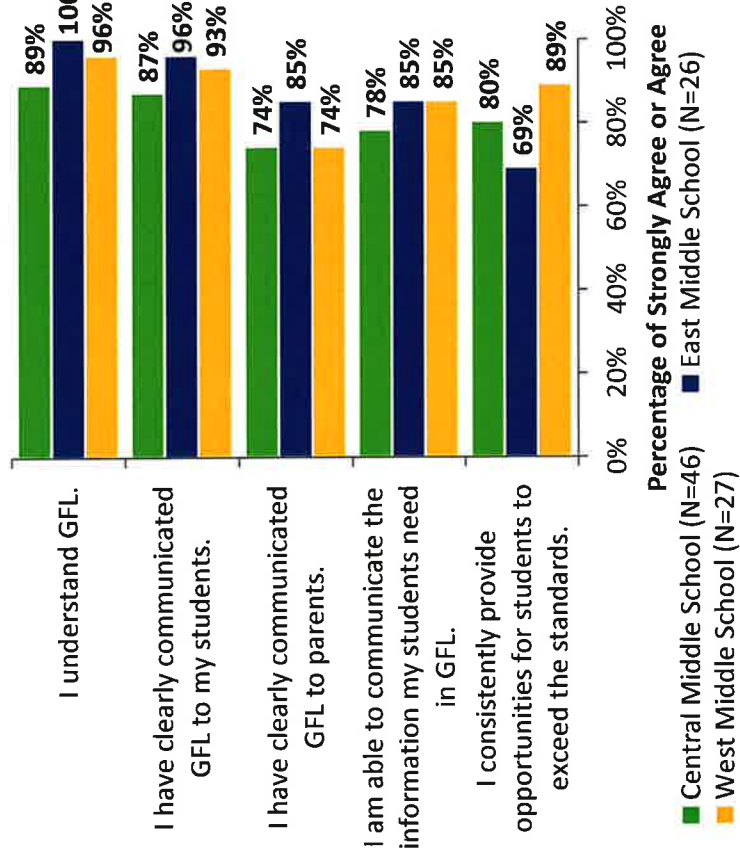
- Parents of seventh graders were more likely to strongly agree or agree that they are satisfied with the information they are currently receiving about their child's learning (59%) than parents of eighth graders (43%).
- Parents of seventh graders were more likely to agree or strongly agree that the middle school report card shows their child's proficiency of the standards (63%) compared with parents of sixth graders (50%). There was a similar finding when the same respondent groups were asked the extent to which they agree that the middle school report card helps them understand their child's progress.

Key Insights — Middle School Students

School Site Comparison	Grade-Band Comparison
<ul style="list-style-type: none">Students who attend East Middle School are less likely to agree or strongly agree that they can easily find information in Canvas that tells them what they need to do for each assignment (67%) than their peers at West Middle School (80%) or Central Middle School (86%).	<ul style="list-style-type: none">Eighth-grade students are less likely to either agree or strongly agree that they understand GFL (76%) compared to their peers in sixth and seventh grade (both 84%).Eighth-grade students are less likely to either agree or strongly agree that there are sufficient opportunities to exceed the standards (64%) compared with sixth graders (79%).

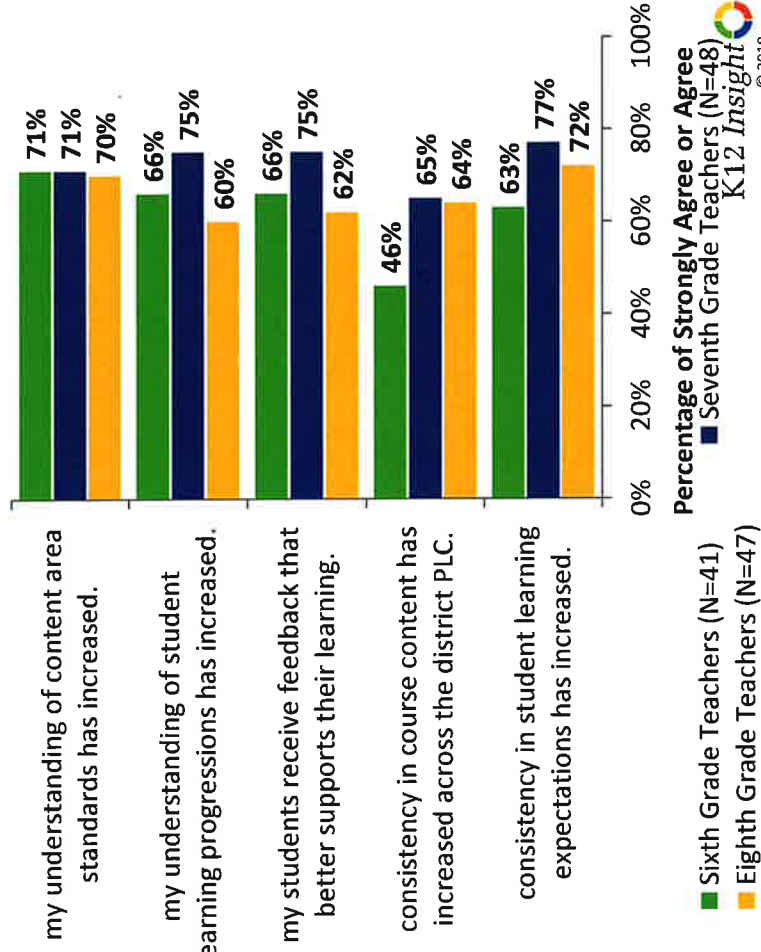
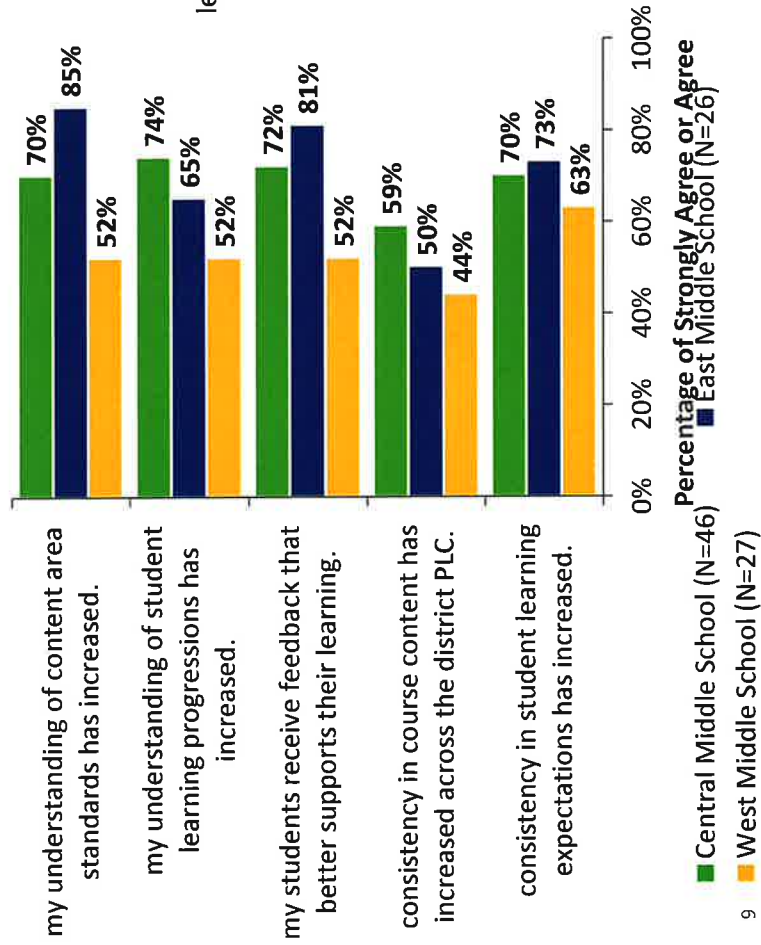
Middle School Teachers

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



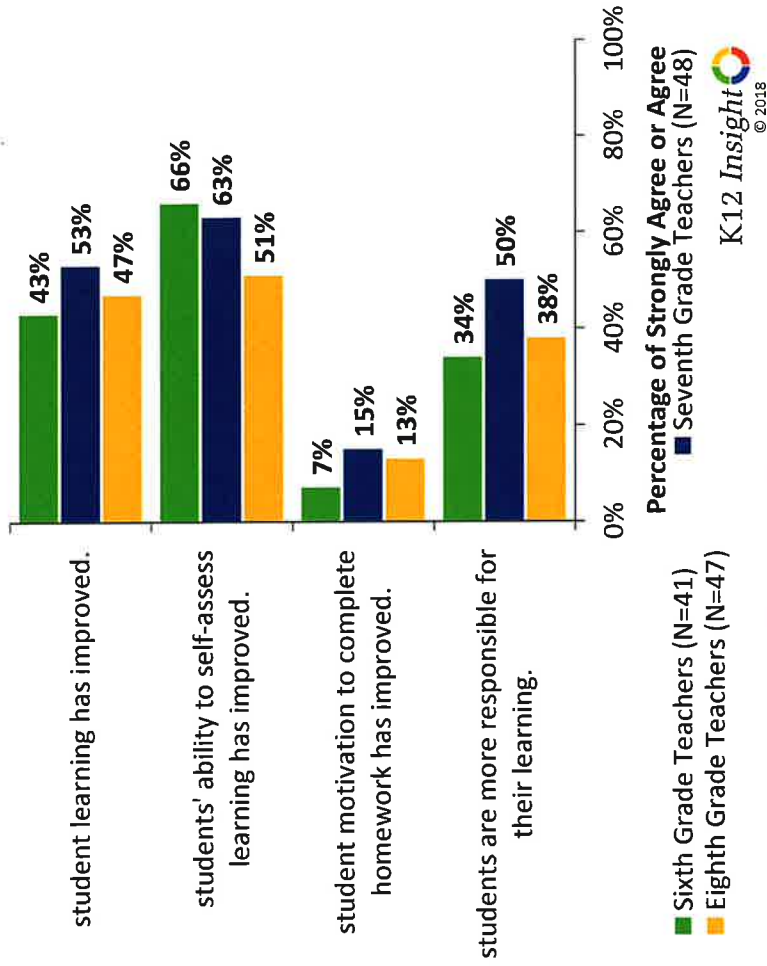
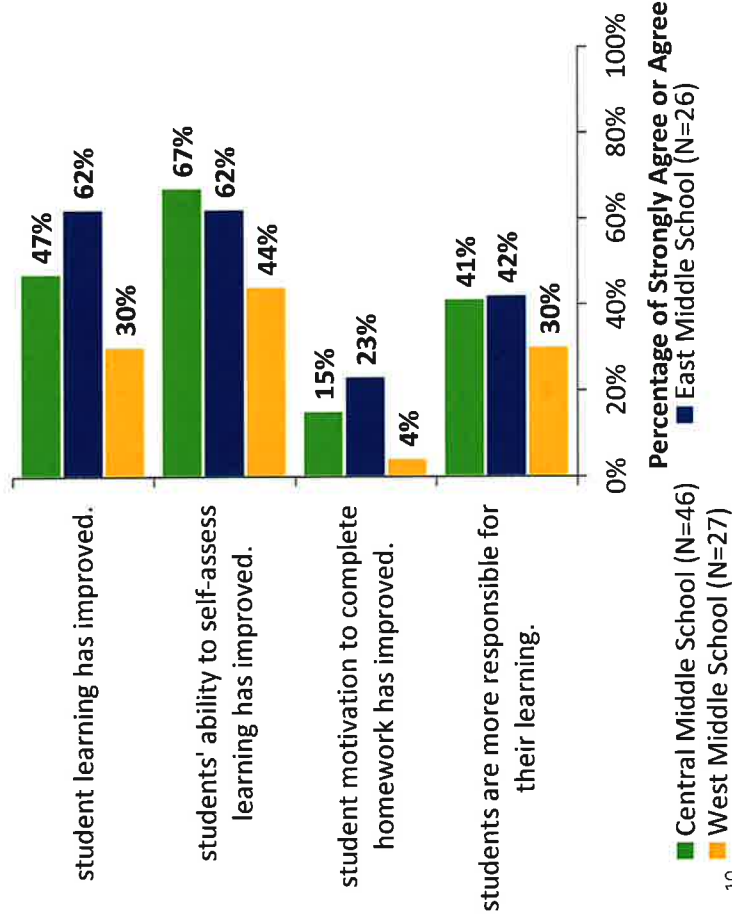
Middle School Teachers (Continued)

How strongly do you agree or disagree with the following statements?
Since the implementation of GFL . . .



Middle School Teachers (Continued)

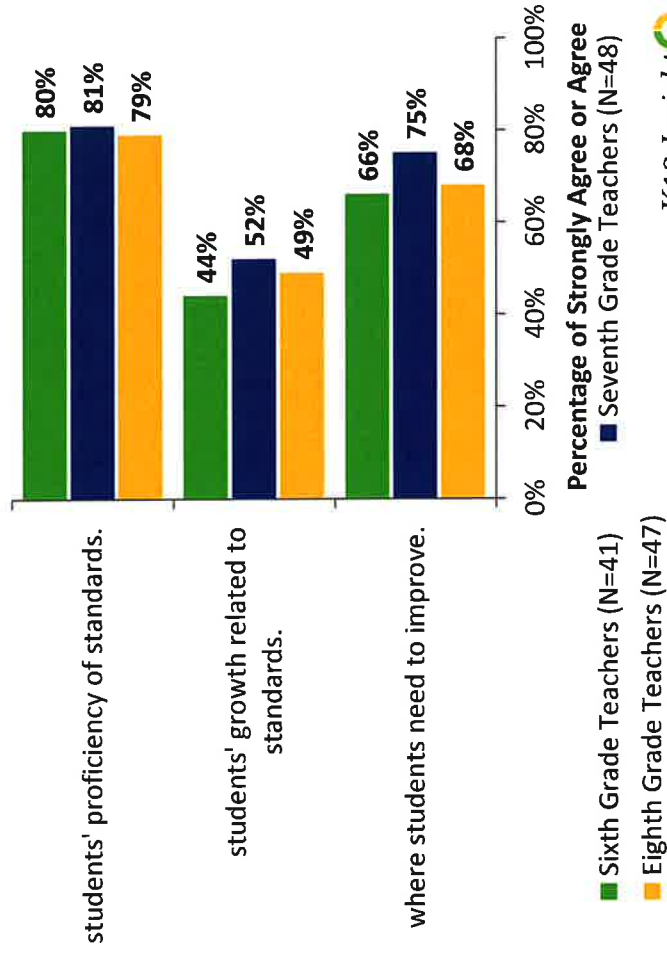
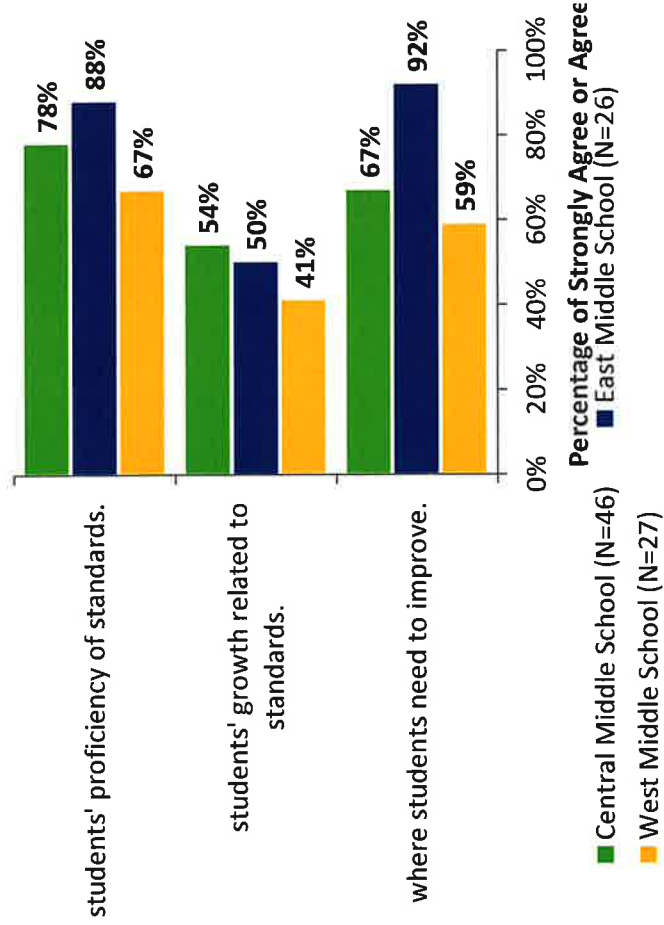
How strongly do you agree or disagree with the following statements?
Since the implementation of GFL . . .



Middle School Teachers (Continued)

How strongly do you agree or disagree with the following statements about the middle school report cards?

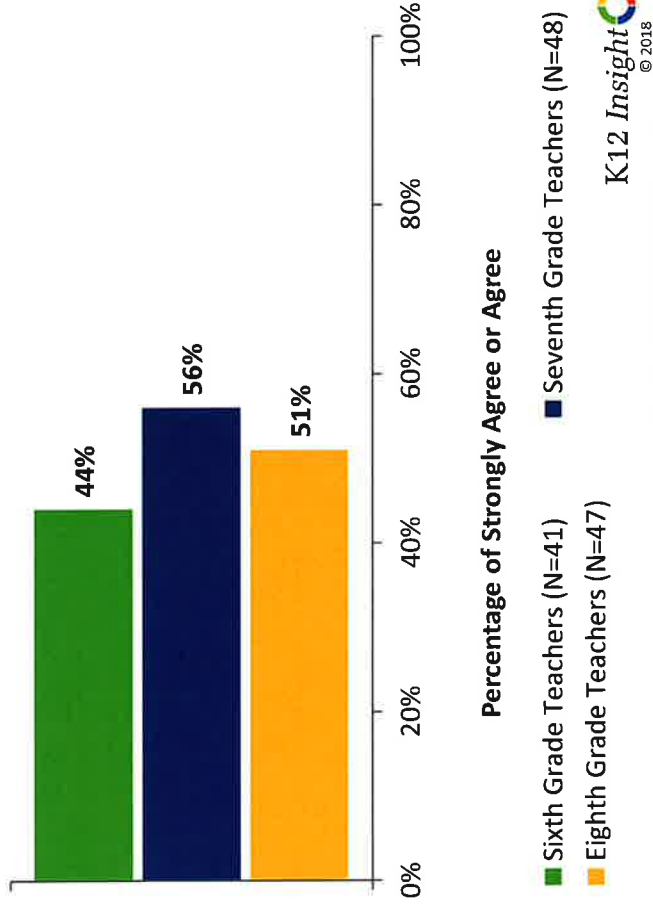
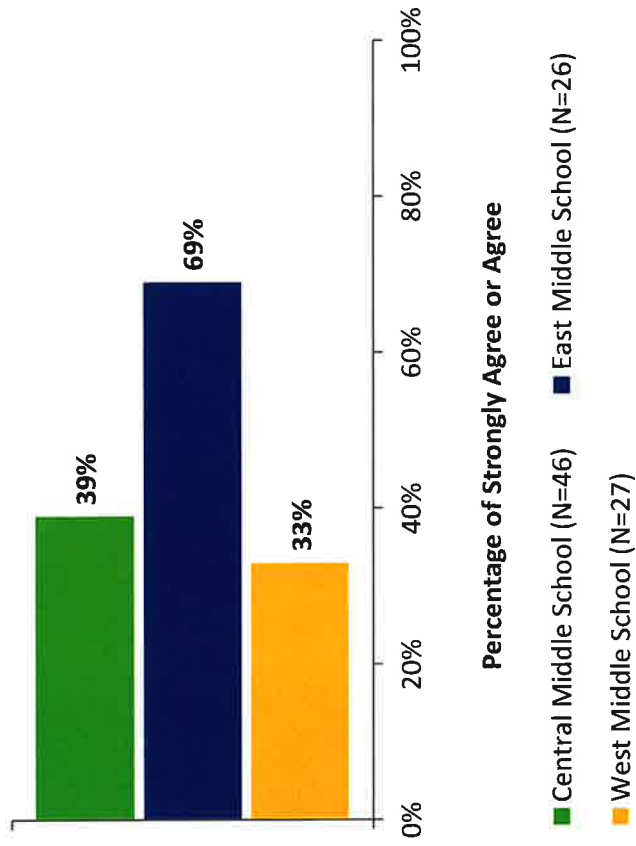
The middle school report card shows . . .



Middle School Teachers (Continued)

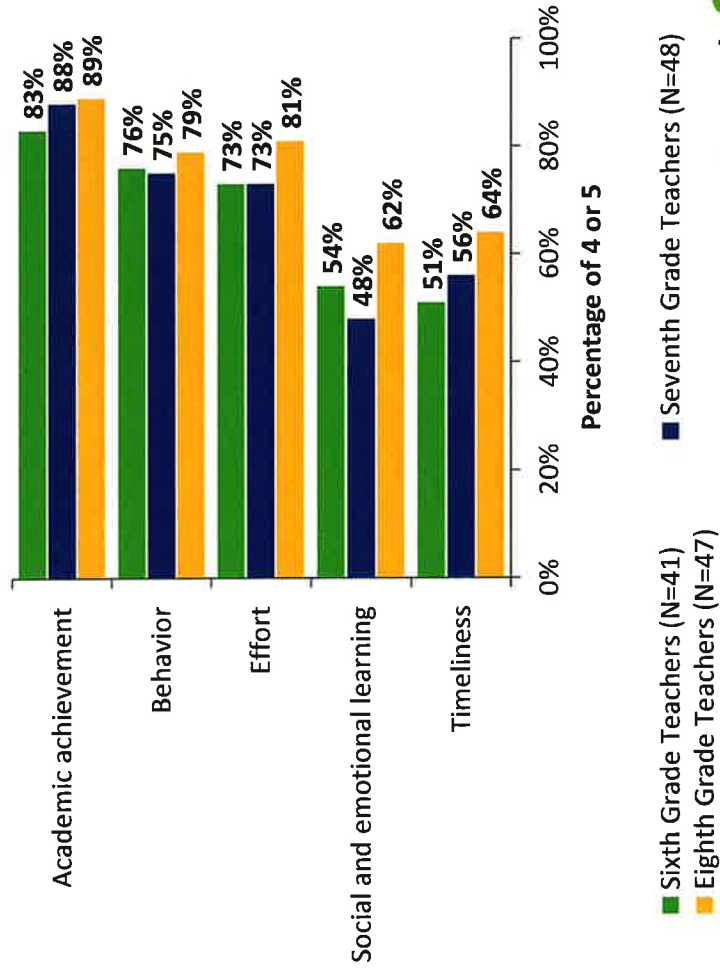
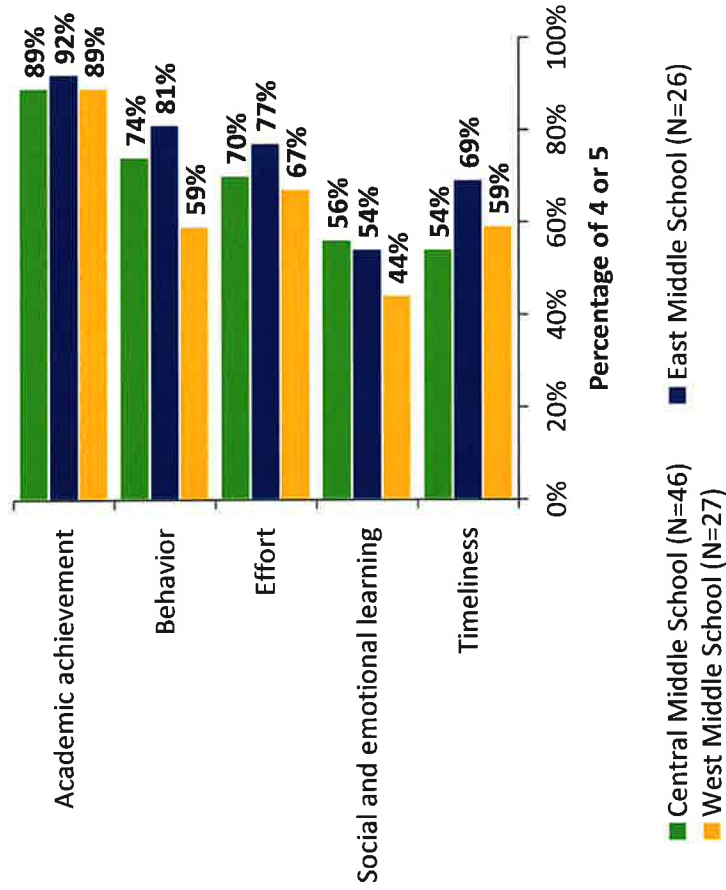
How strongly do you agree or disagree with the following statement?

Overall, the middle school report card helps students understand their progress.



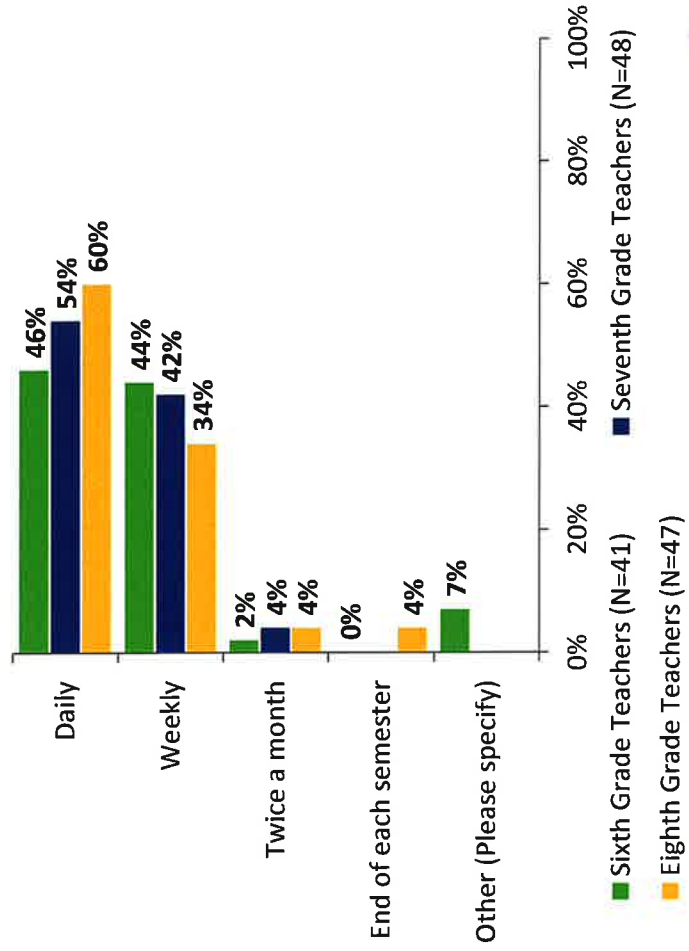
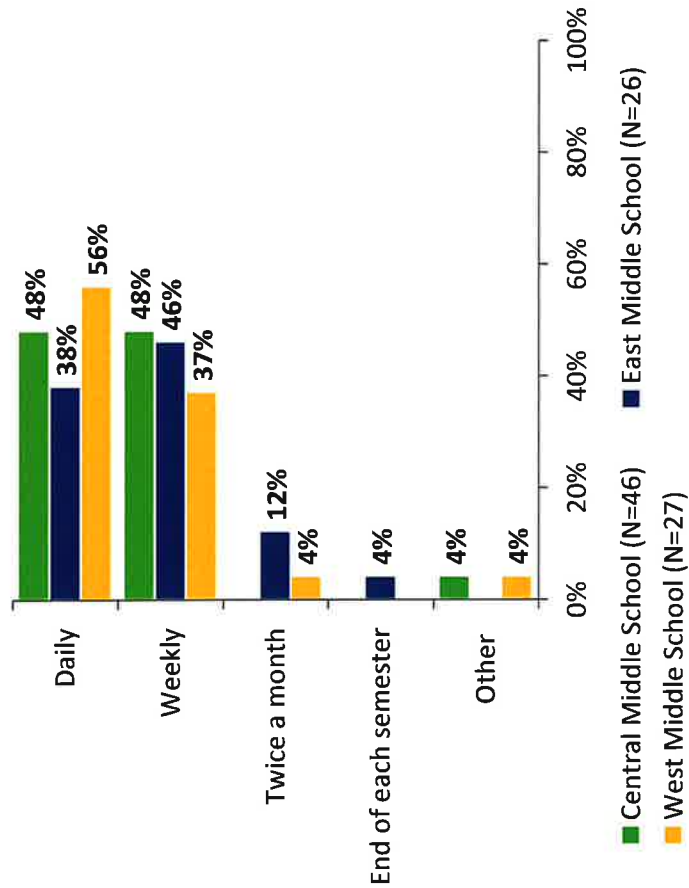
Middle School Teachers (Continued)

On a scale of 0 to 5, how important is each of these types of feedback to you, with 0 being Not at All and 5 being Extremely Important.



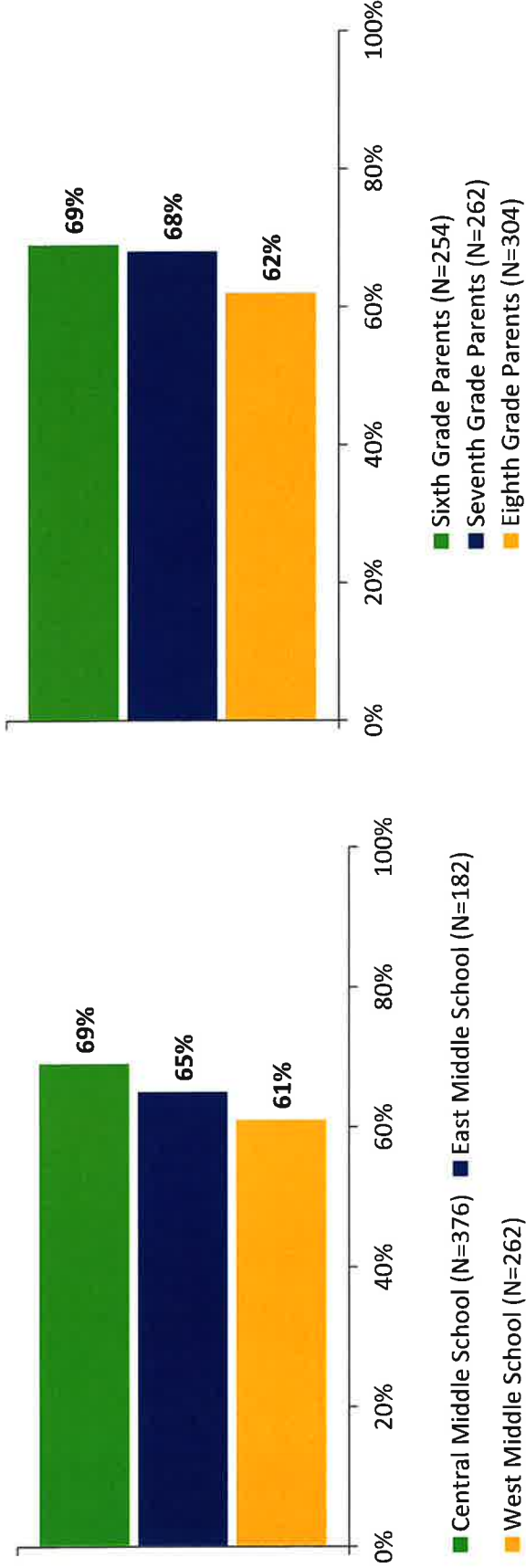
Middle School Teachers (Continued)

How frequently do you provide feedback to your students?



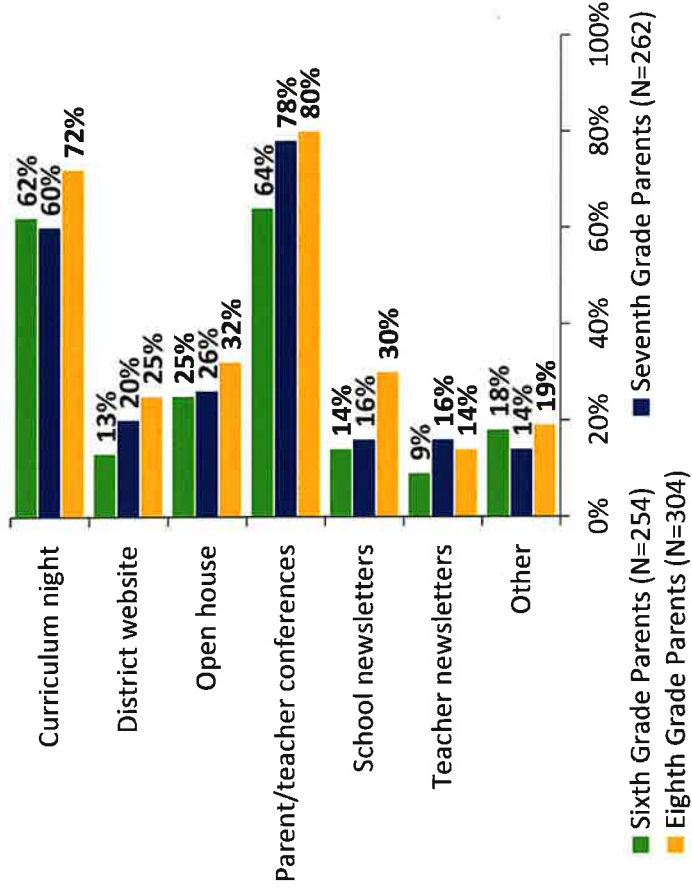
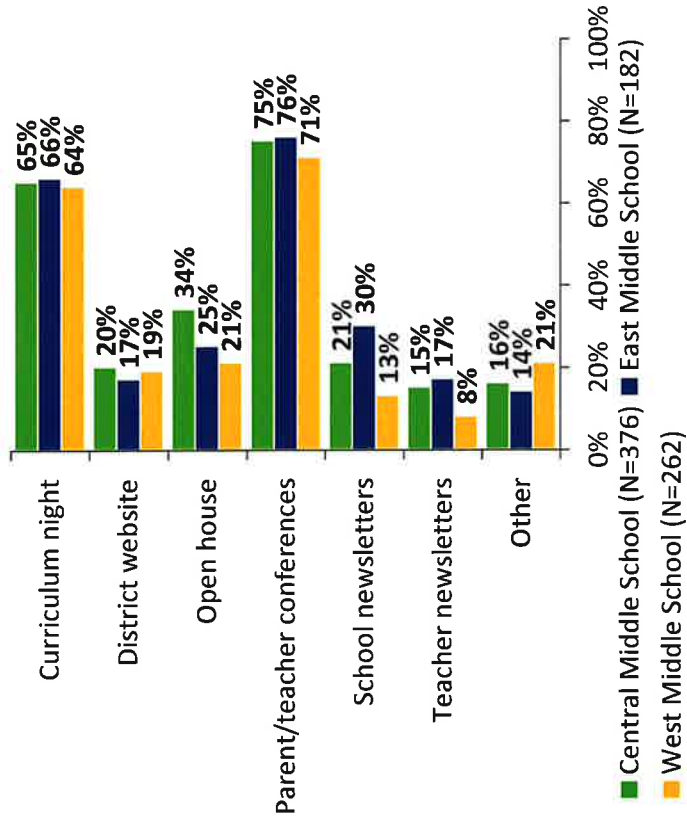
Middle School Parents

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning grading model.



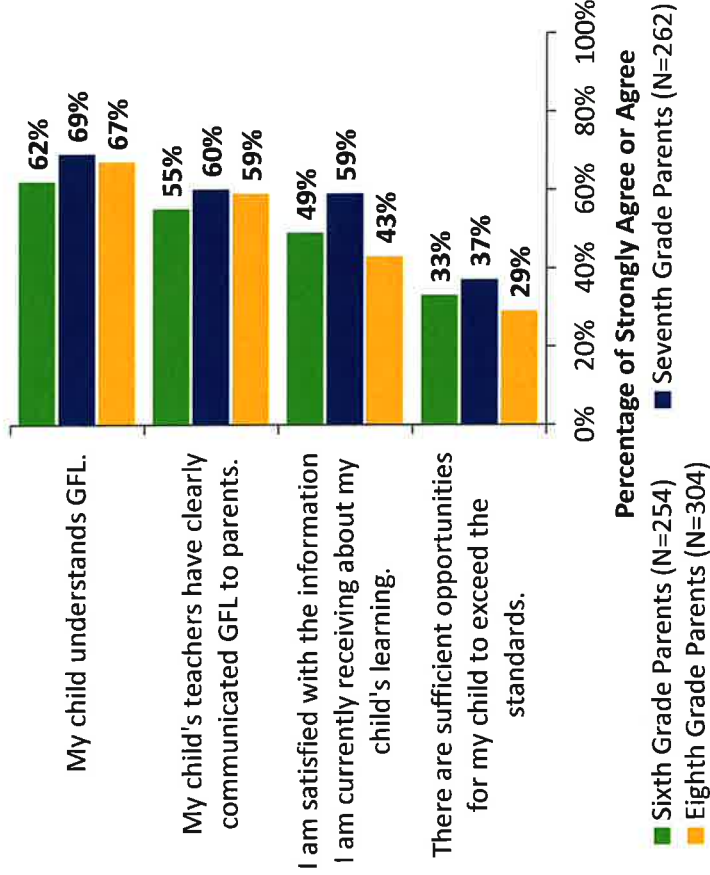
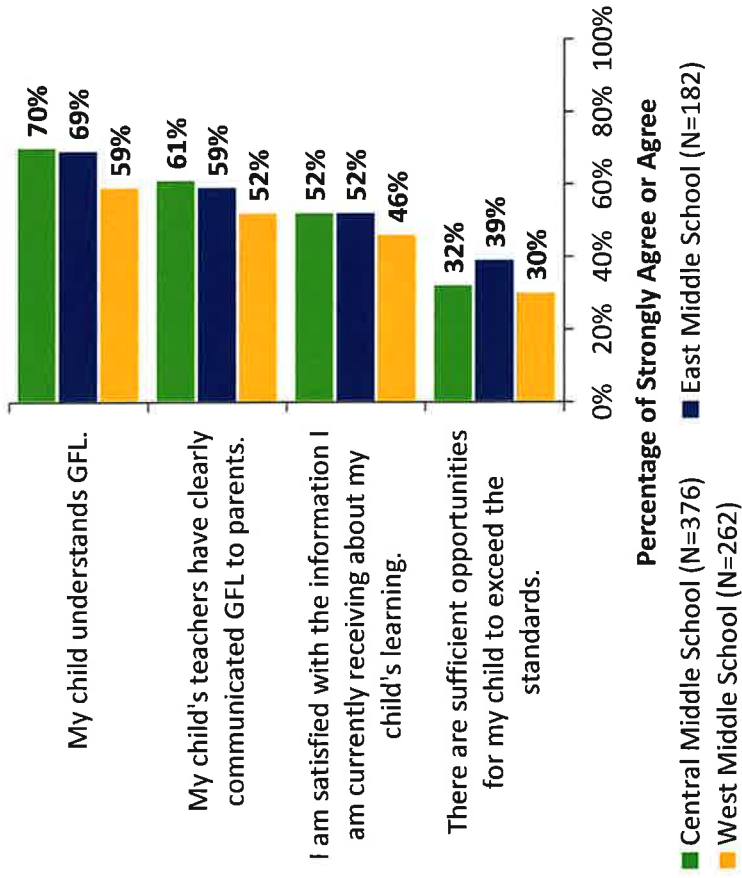
Middle School Parents (Continued)

What resources have helped you understand the Grading for Learning model?



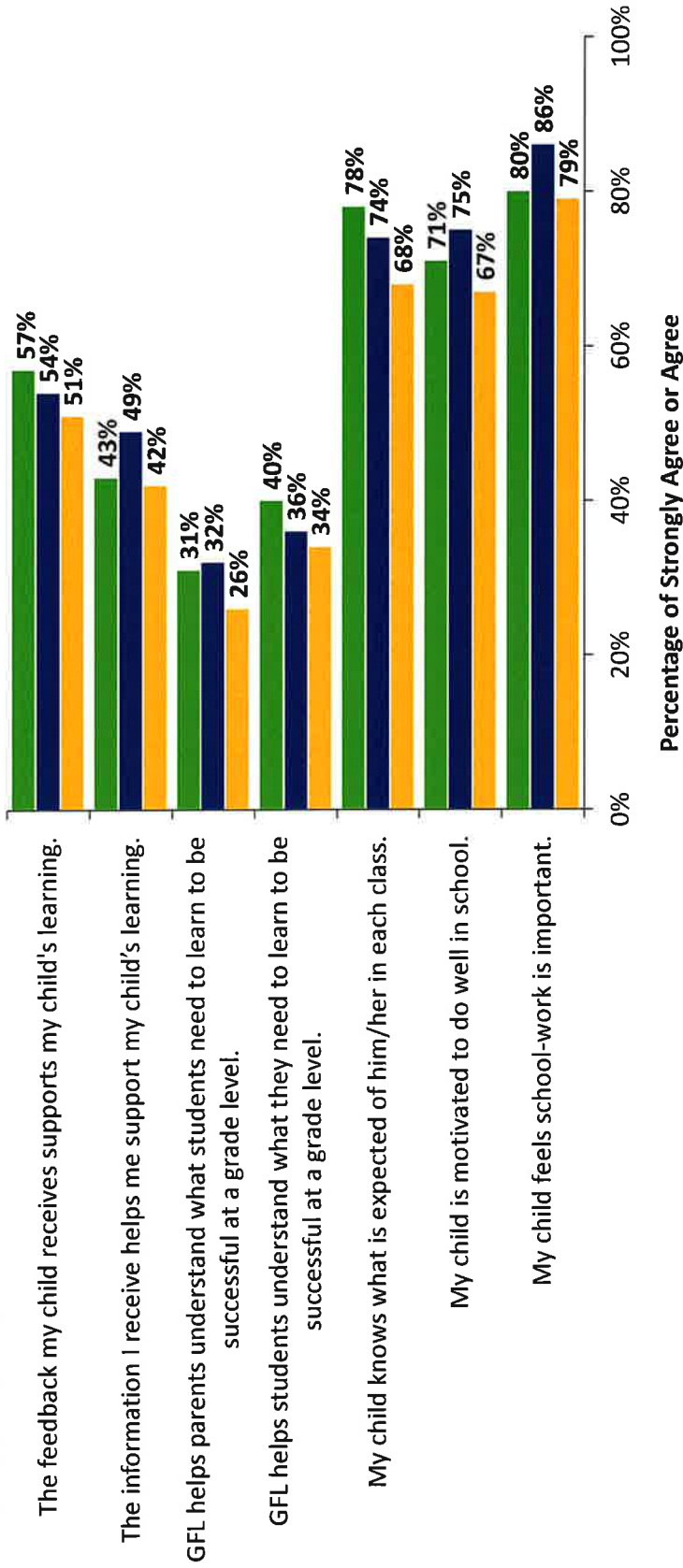
Middle School Parents (Continued)

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



Middle School Parents (Continued)

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



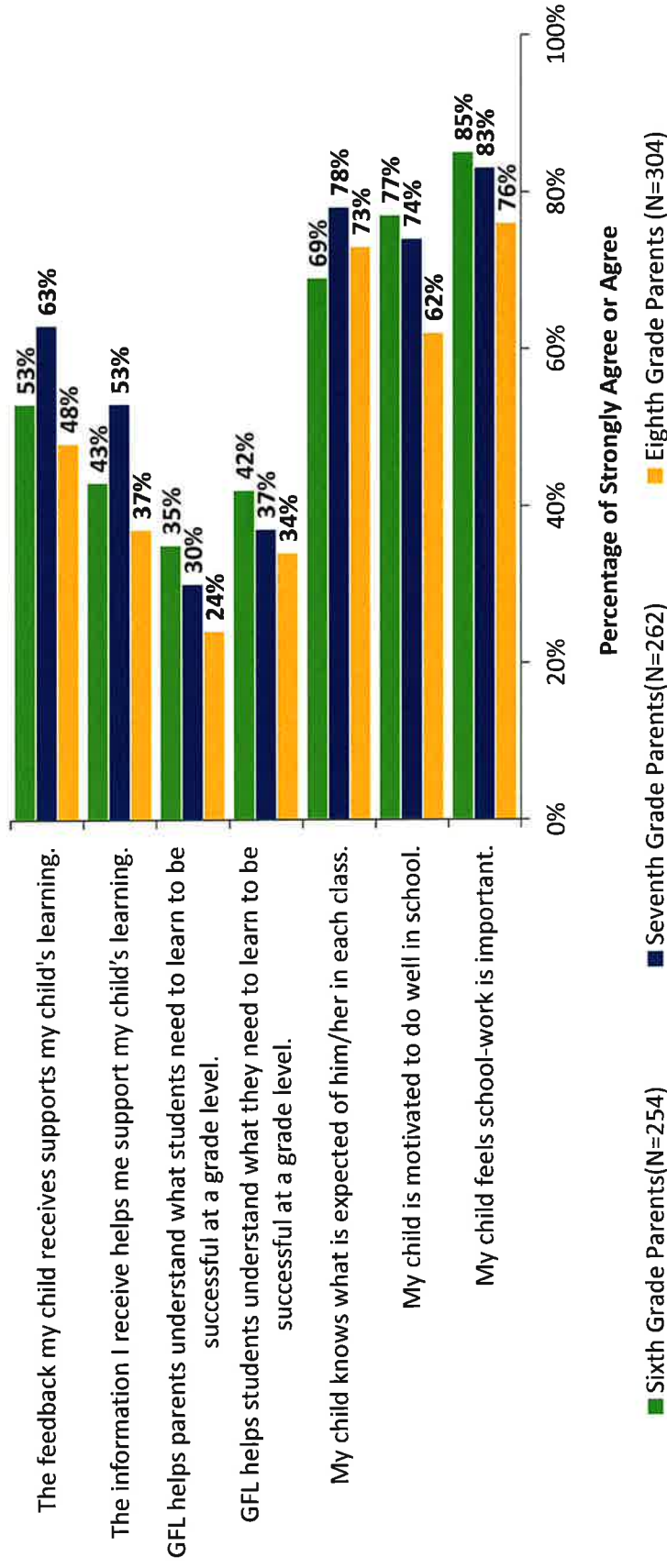
■ Central Middle School (N=376)

■ East Middle School (N=182)

■ West Middle School (N=262)

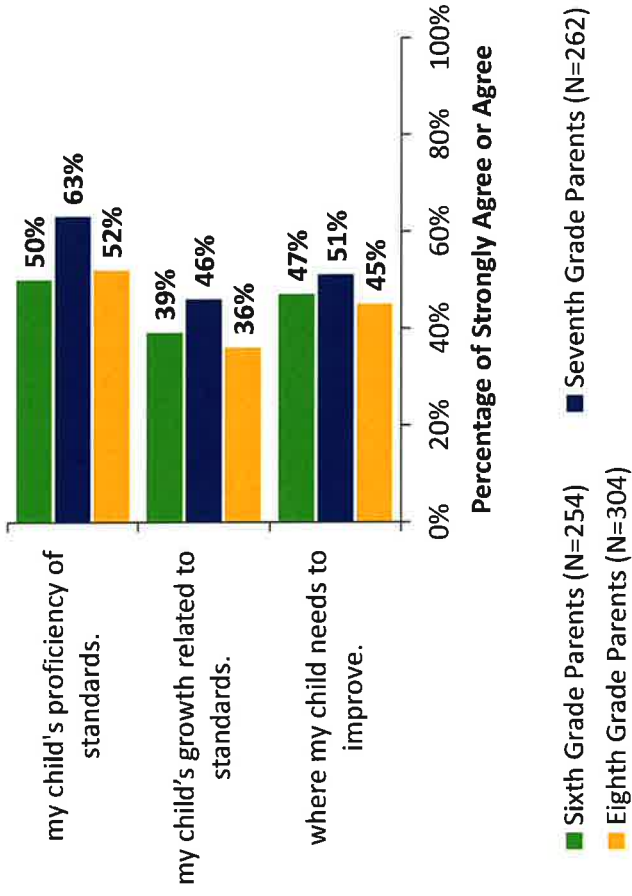
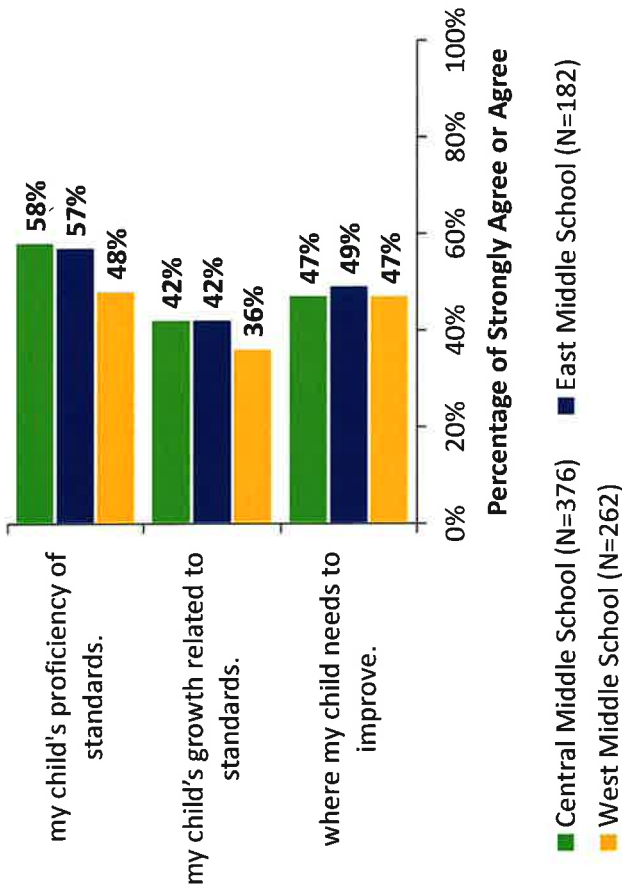
Middle School Parents (Continued)

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



Middle School Parents (Continued)

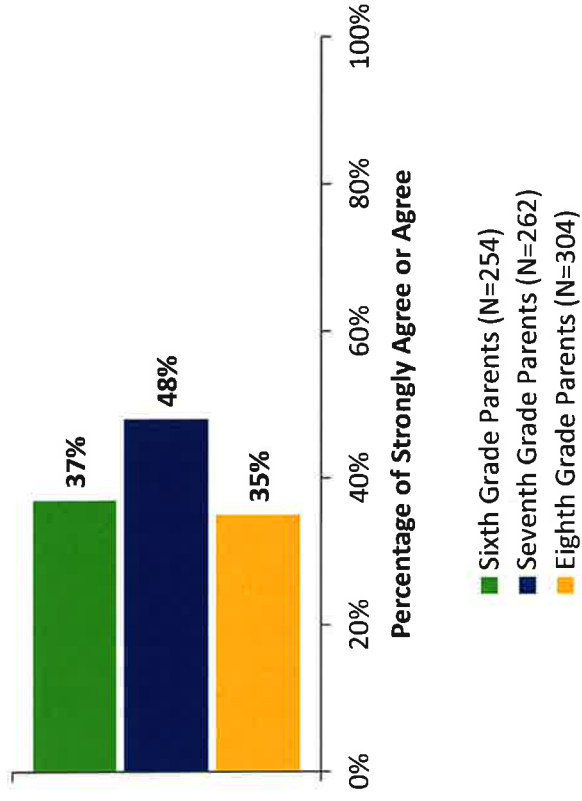
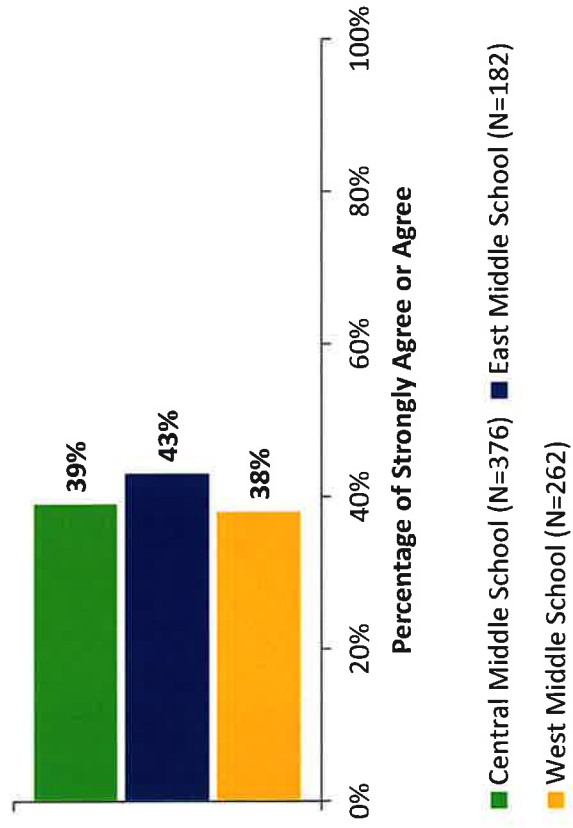
How strongly do you agree or disagree with the following statements about the middle school report cards?
The middle school report card shows . . .



Middle School Parents (Continued)

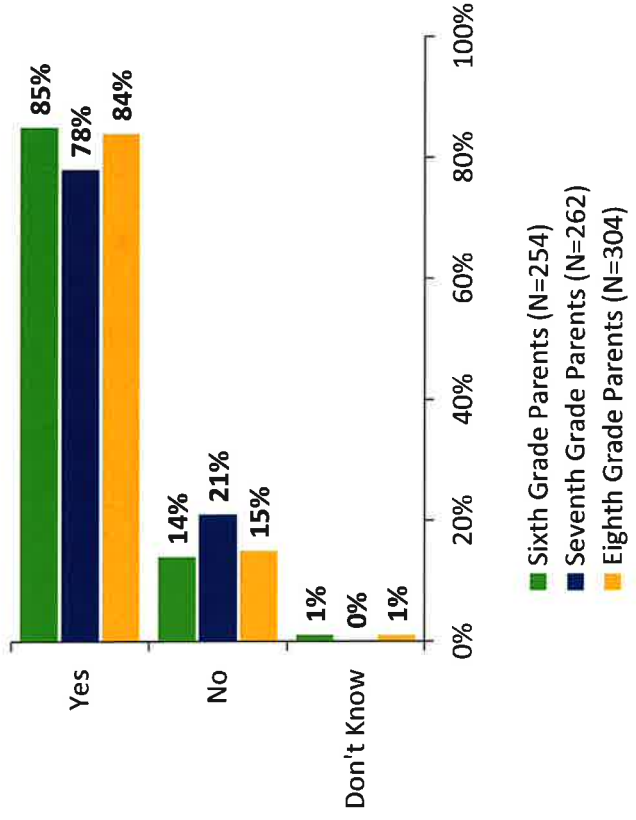
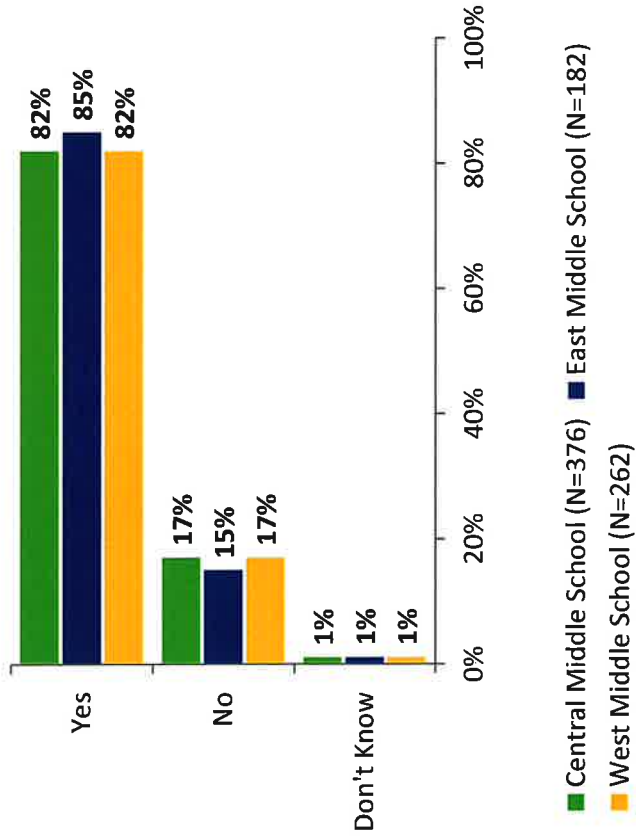
How strongly do you agree or disagree with the following statement?

Overall, the middle school report card helps me understand my child's progress.



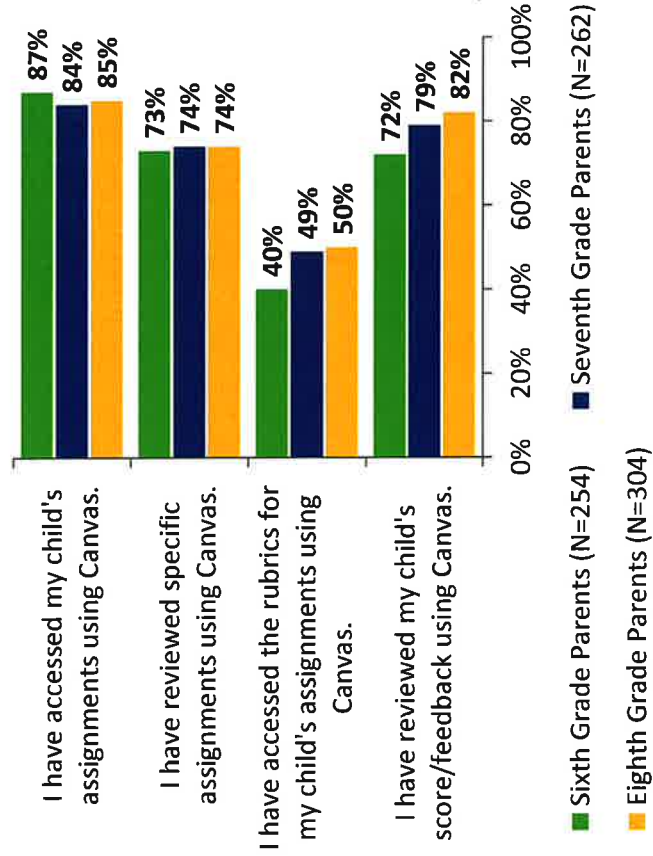
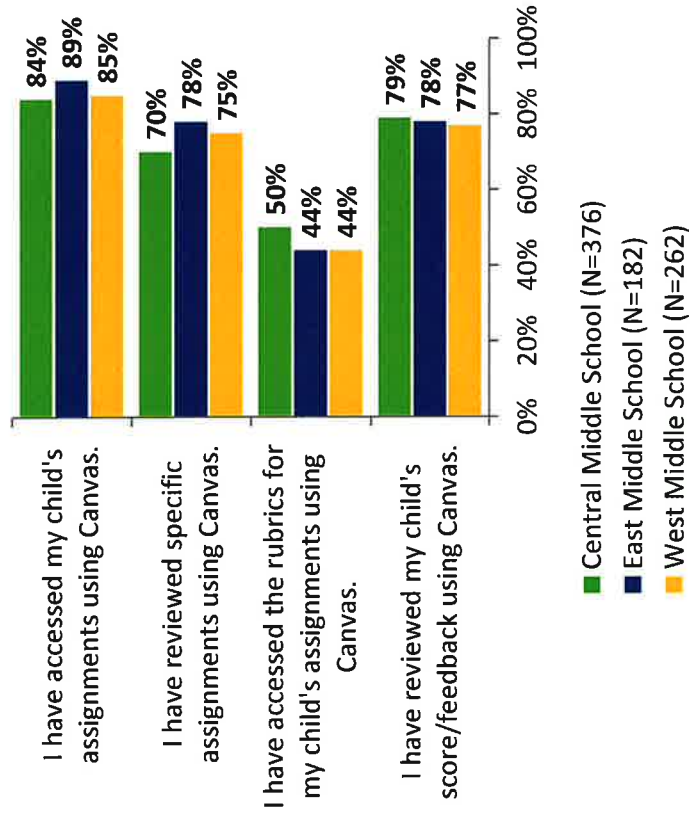
Middle School Parents (Continued)

Canvas is a learning management system that teachers use to assign student work and provide feedback. I have accessed Canvas during the 2017-2018 or 2018-2019 school year.



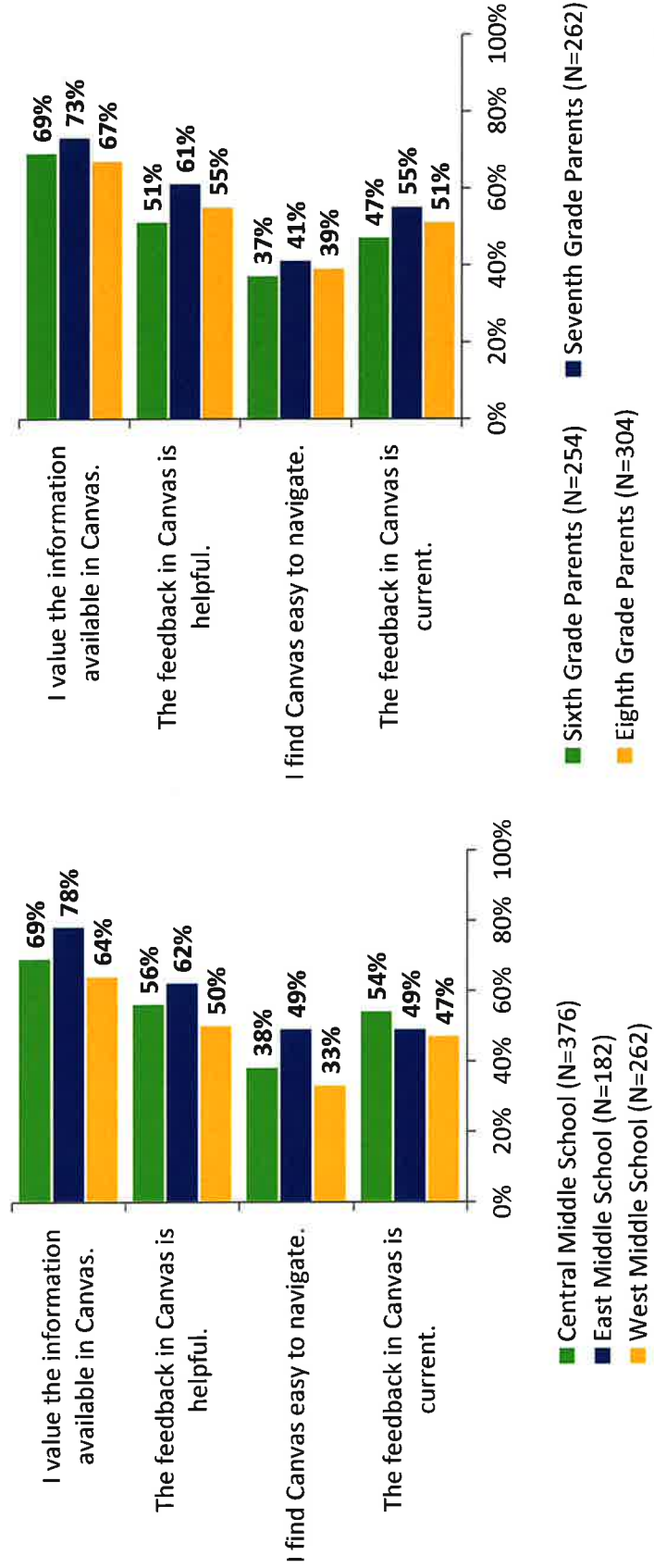
Middle School Parents (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



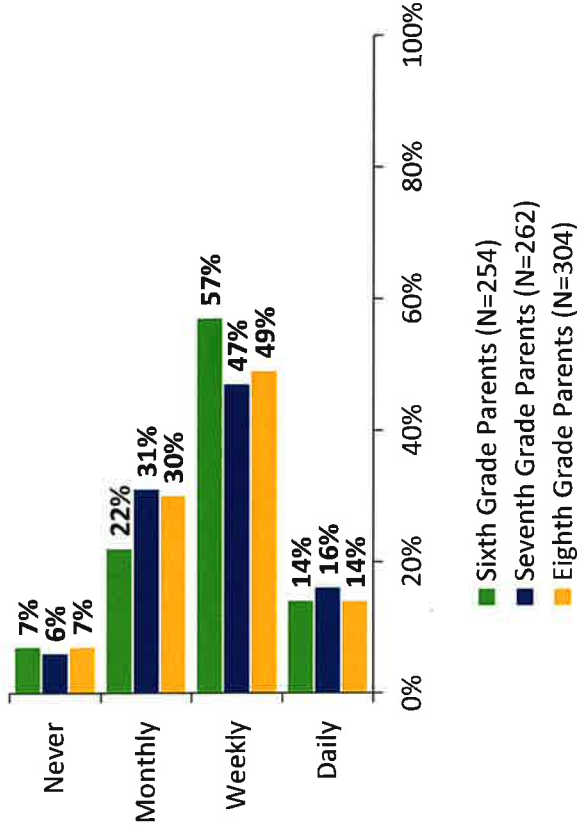
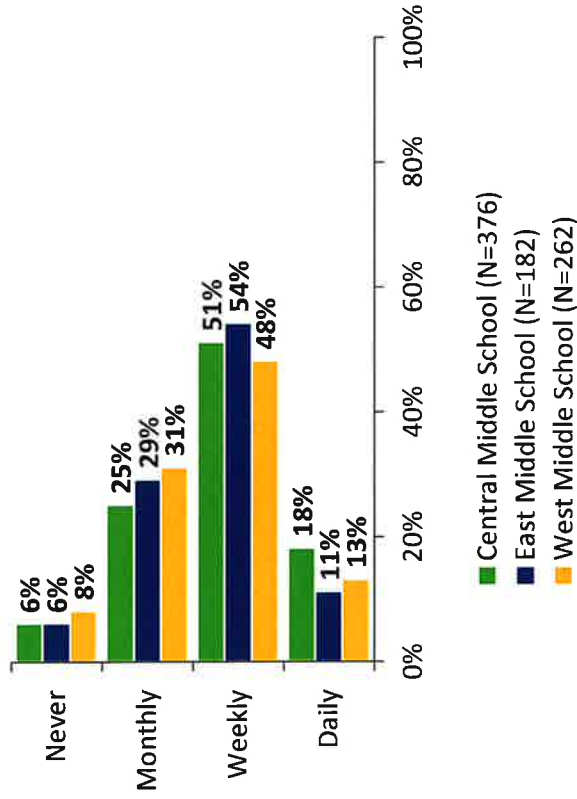
Middle School Parents (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



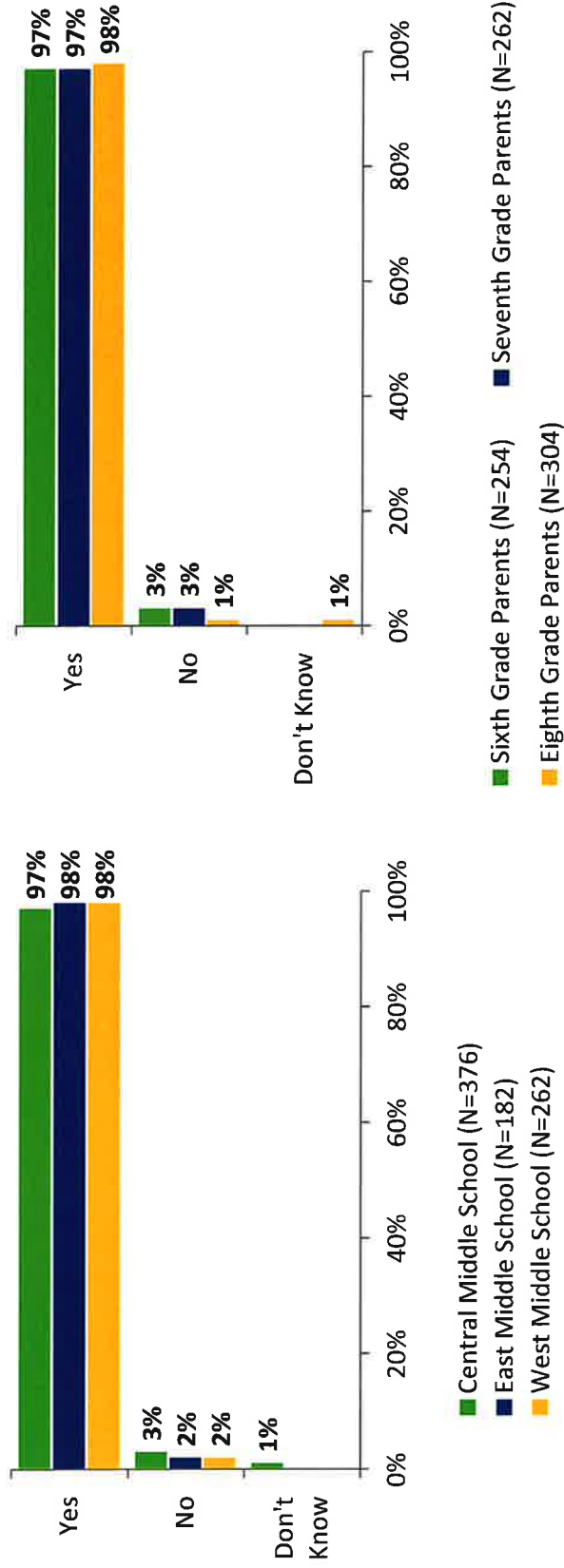
Middle School Parents (Continued)

How often do you check your child's progress in Canvas?



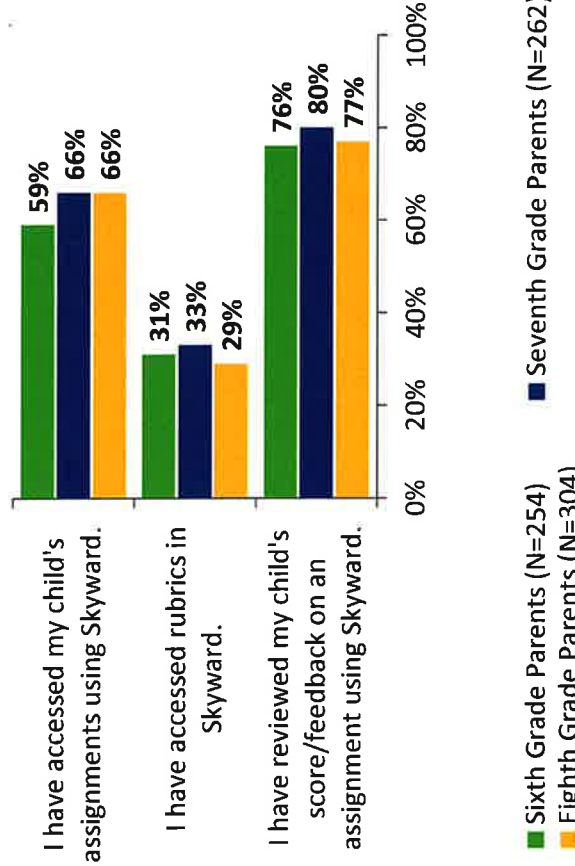
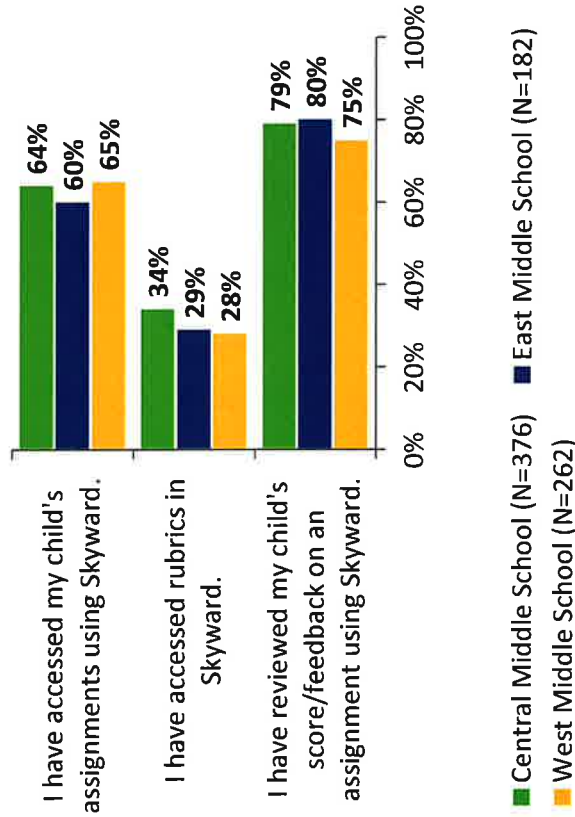
Middle School Parents (Continued)

I have accessed Skyward Family Access during the 2017-2018 or 2018-2019 school year.



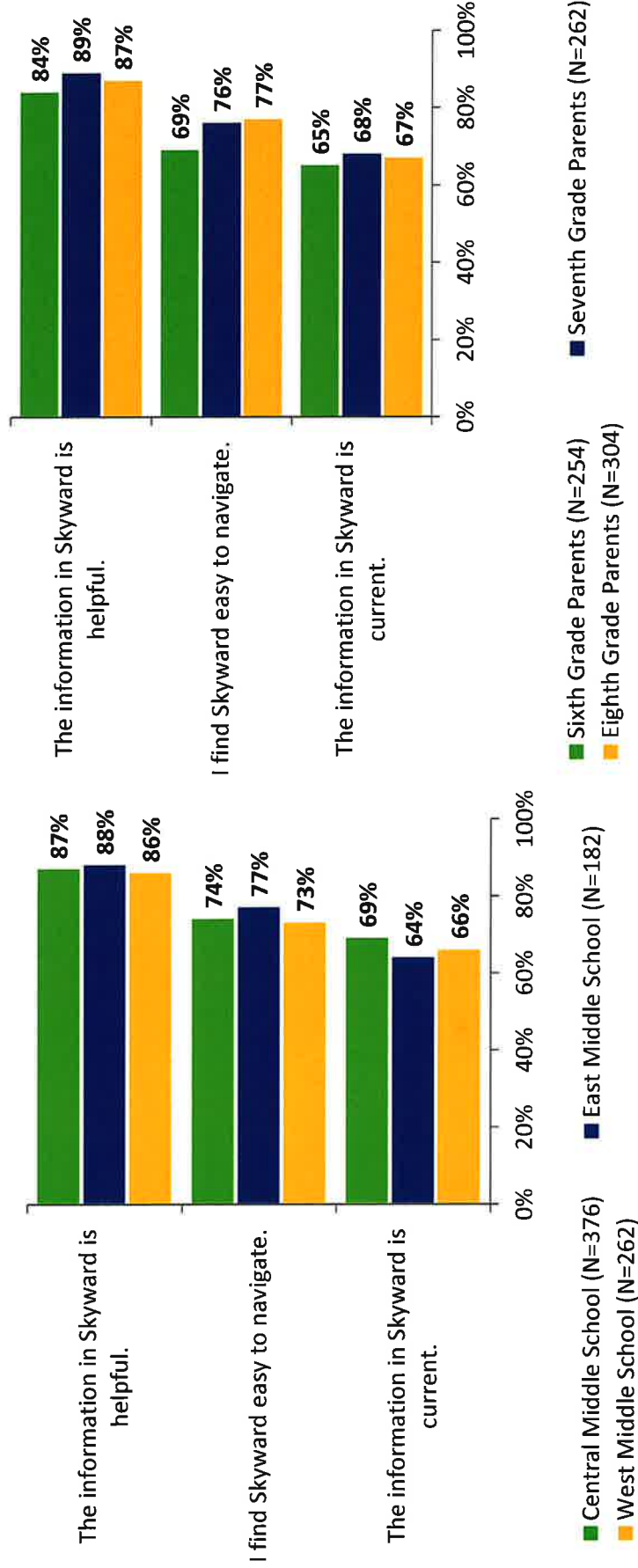
Middle School Parents (Continued)

Please review the following statements and select the best answer based on your experiences with Skyward last school year and this school year.



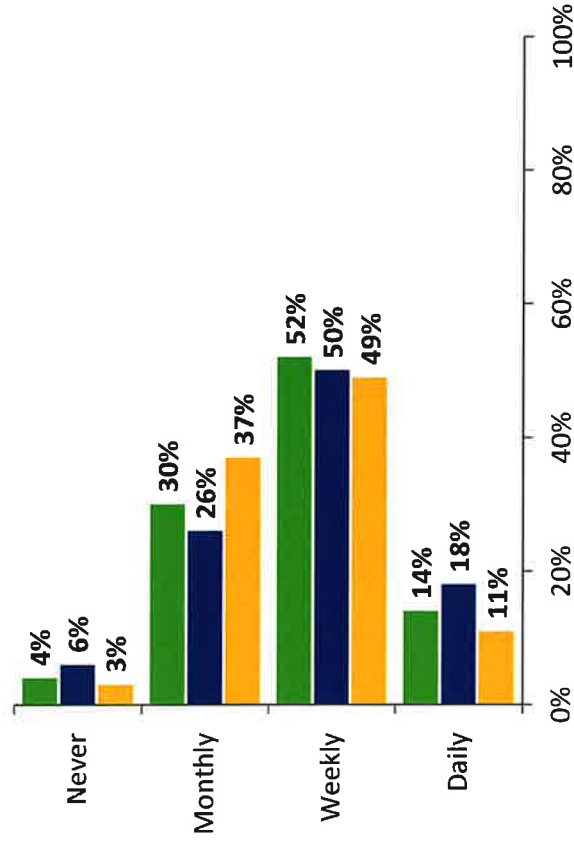
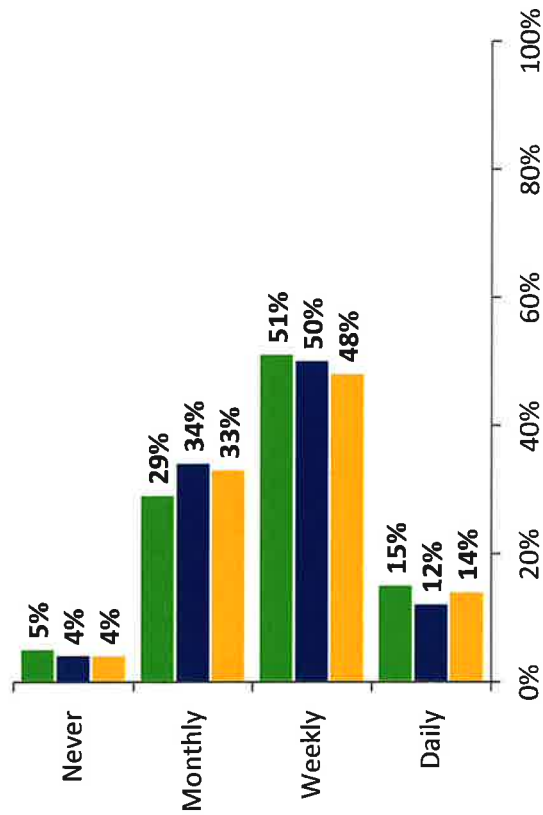
Middle School Parents (Continued)

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



Middle School Parents (Continued)

How often do you check your child's progress in Skyward?



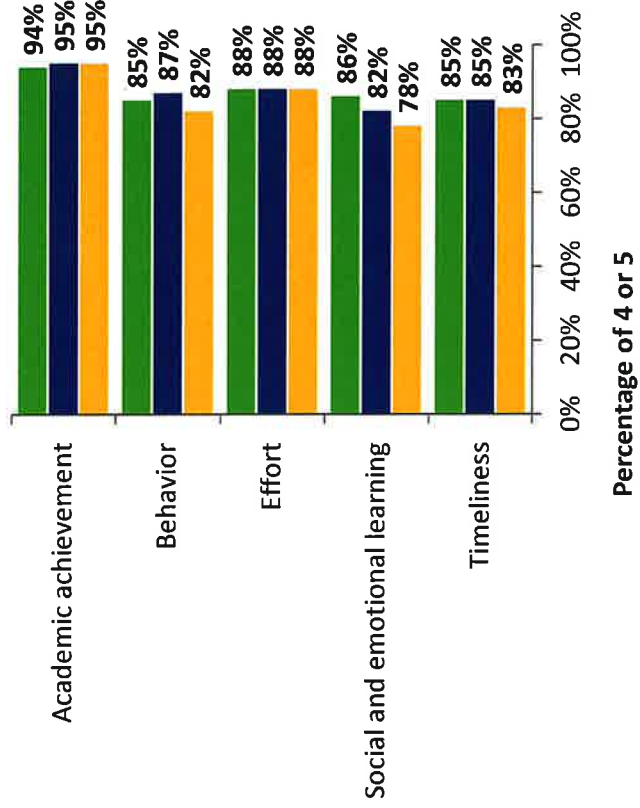
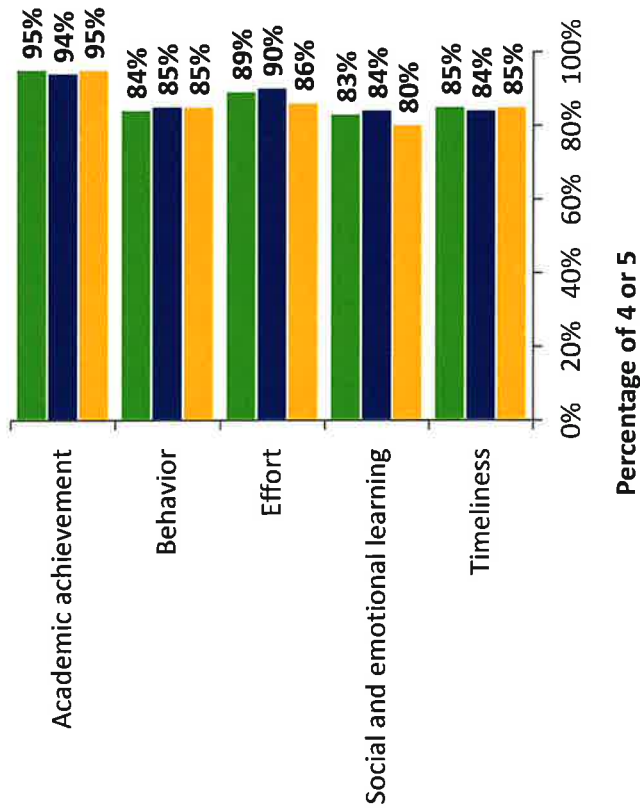
Central Middle School (N=376) East Middle School (N=182)
West Middle School (N=262)

Sixth Grade Parents (N=254)
Eighth Grade Parents (N=304)

Seventh Grade Parents (N=262)

Middle School Parents (Continued)

On a scale of 0-5, how important is each of these types of information to you, with 0 being Not at All and 5 being Extremely Important?

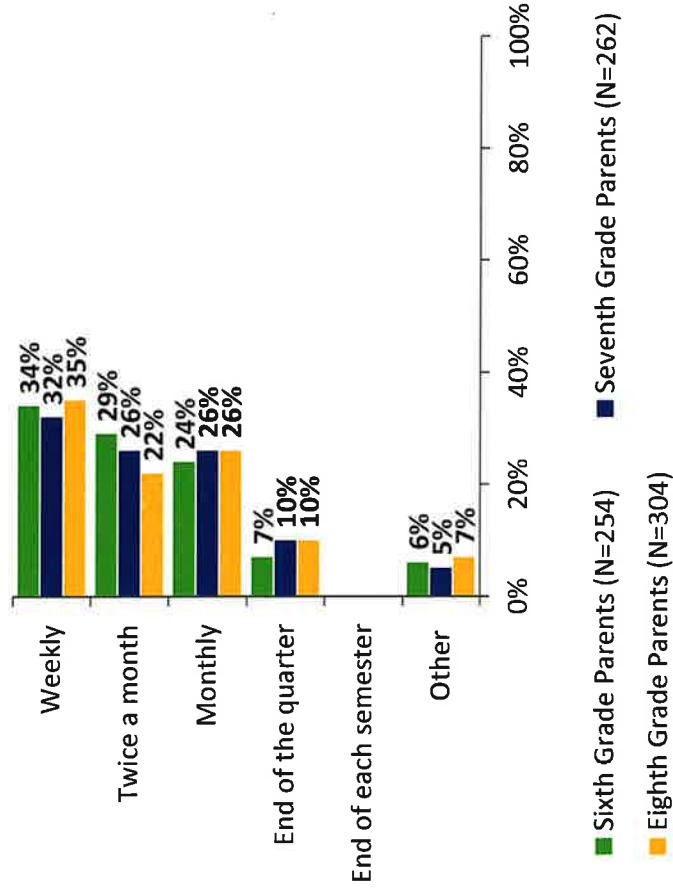
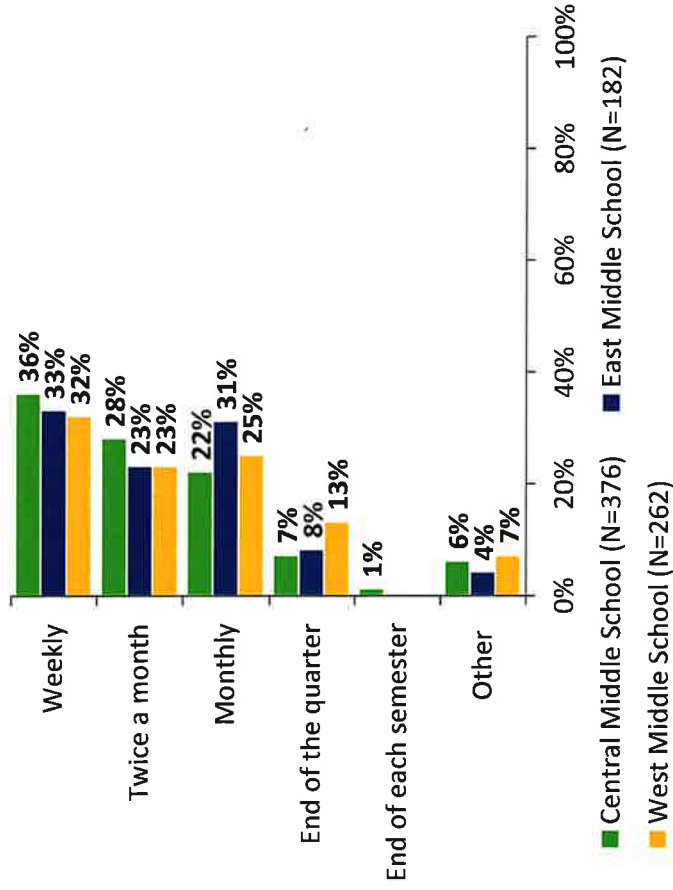


■ Central Middle School (N=376) ■ East Middle School (N=182)
 ■ West Middle School (N=262)

■ Sixth Grade Parents (N=254)
 ■ Seventh Grade Parents (N=262)
 ■ Eighth Grade Parents (N=304)

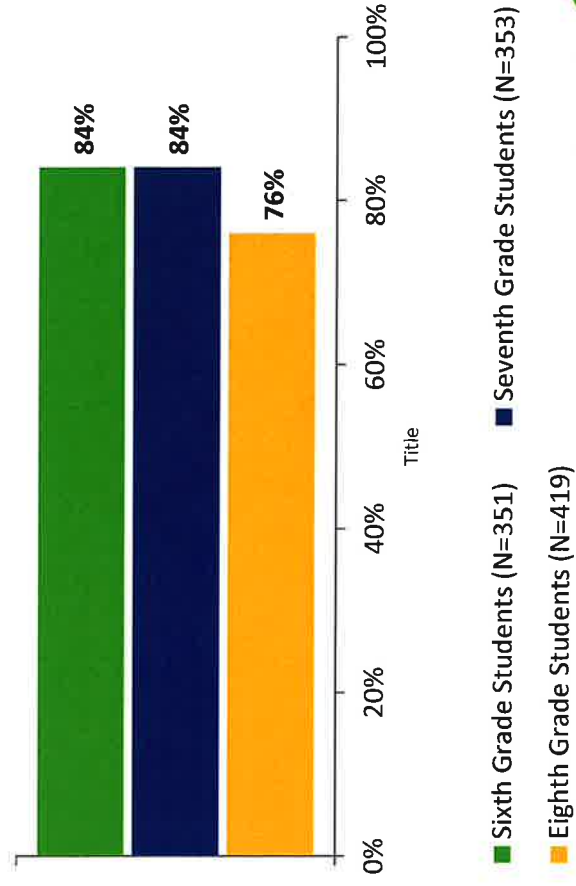
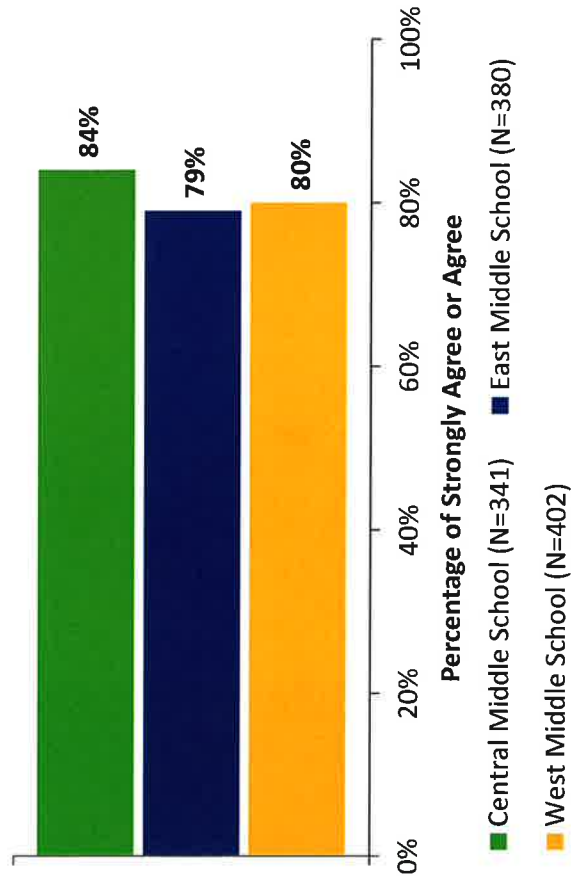
Middle School Parents (Continued)

How frequently would you like to receive information from your child's teachers regarding your child's progress?



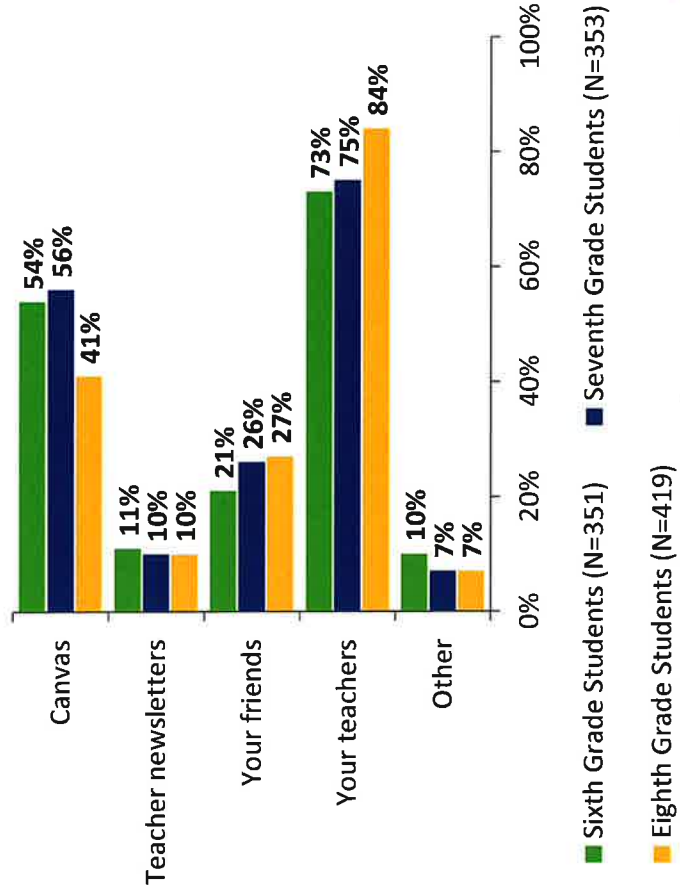
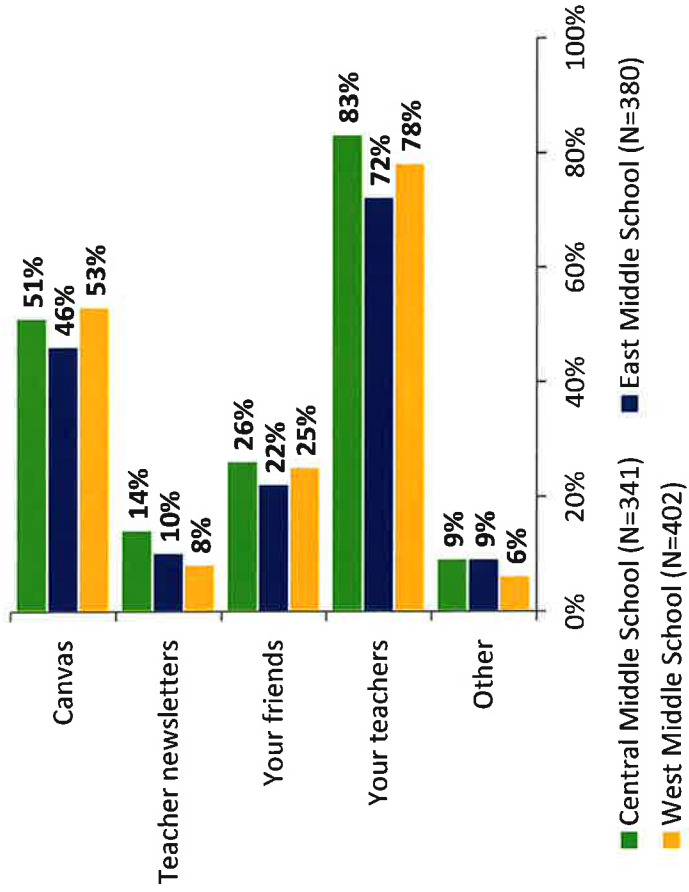
Middle School Students

How strongly do you agree or disagree with the following statement?
I understand the Grading for Learning (GFL) model.



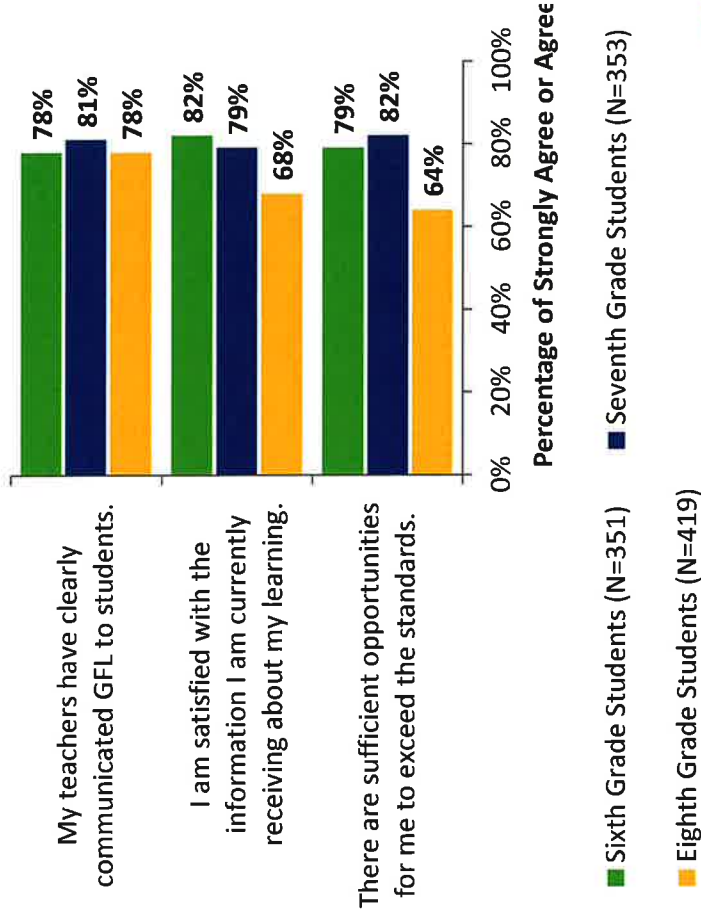
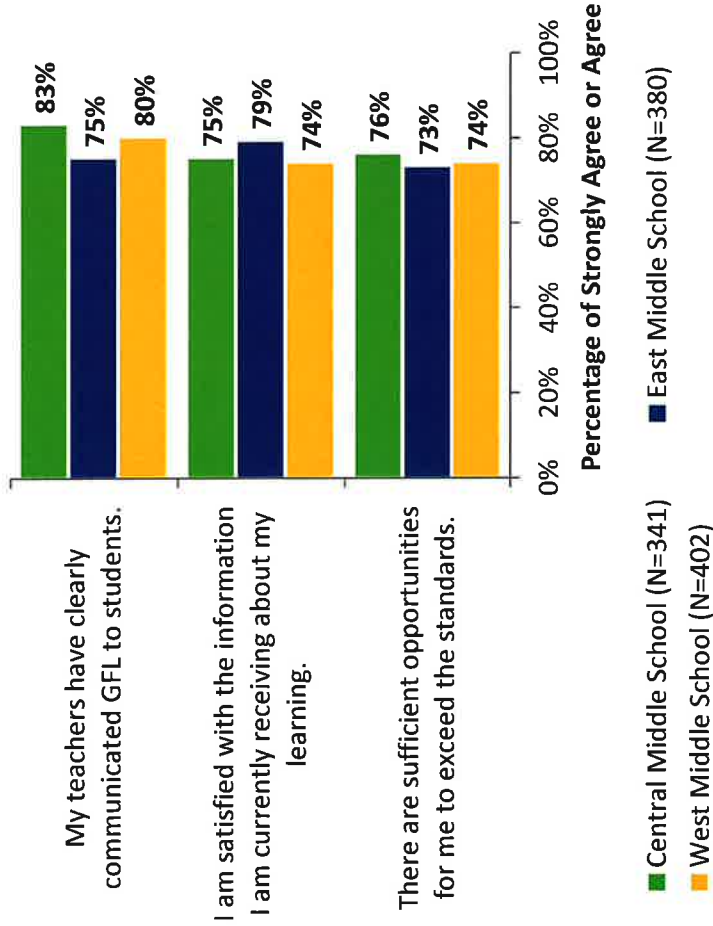
Middle School Students (Continued)

Which of the following have helped you understand the Grading for Learning (GFL) model?



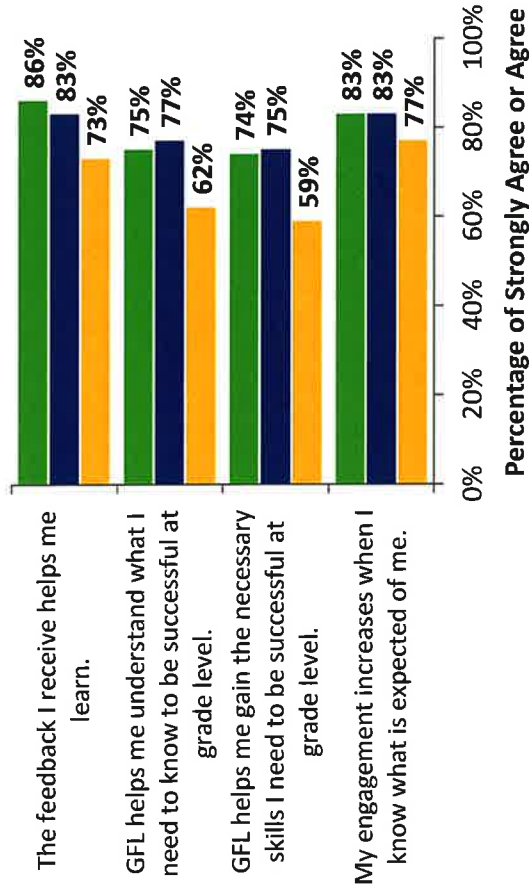
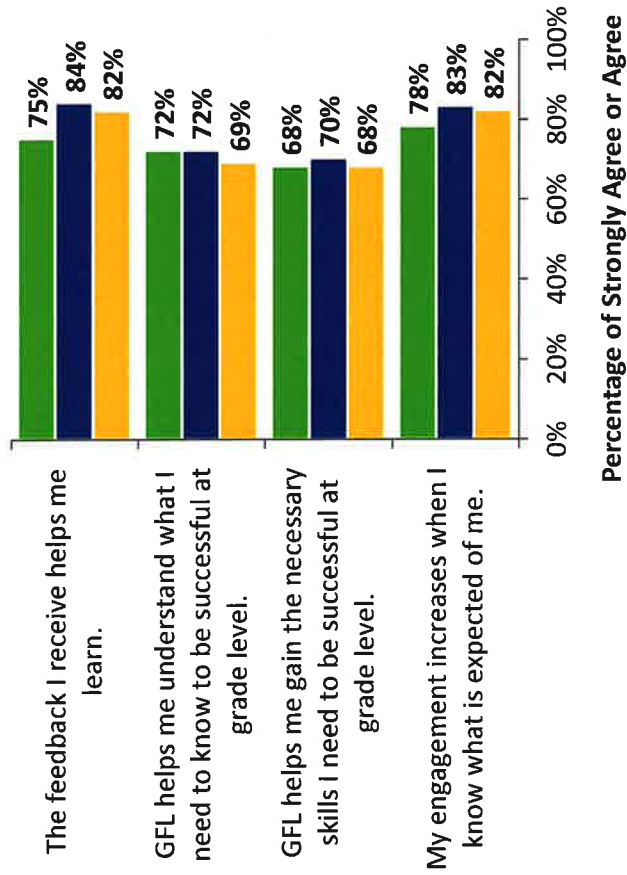
Middle School Students (Continued)

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



Middle School Students (Continued)

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

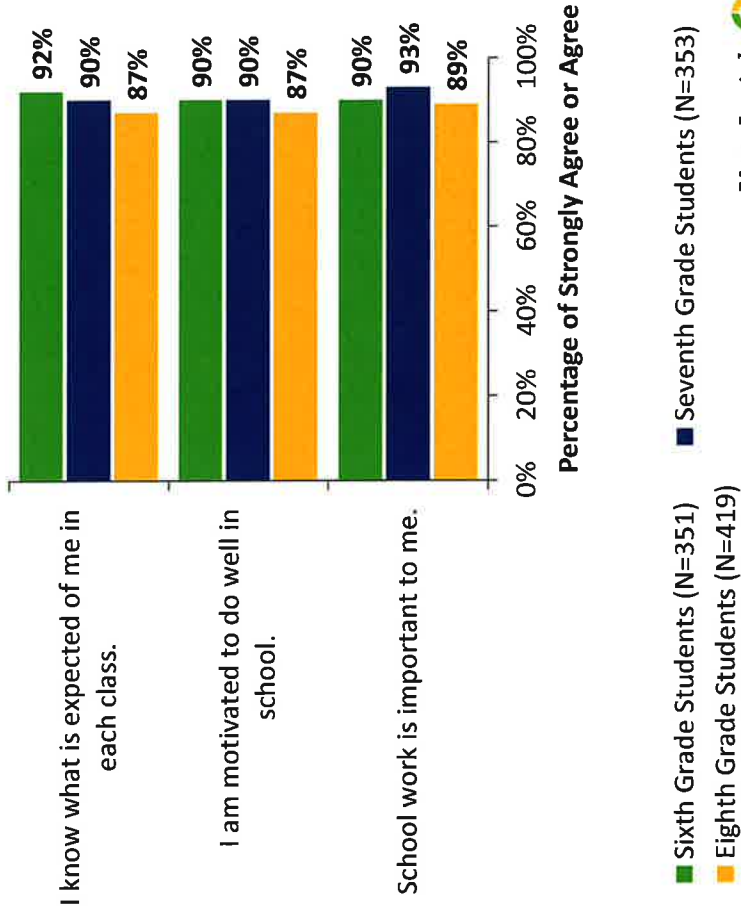
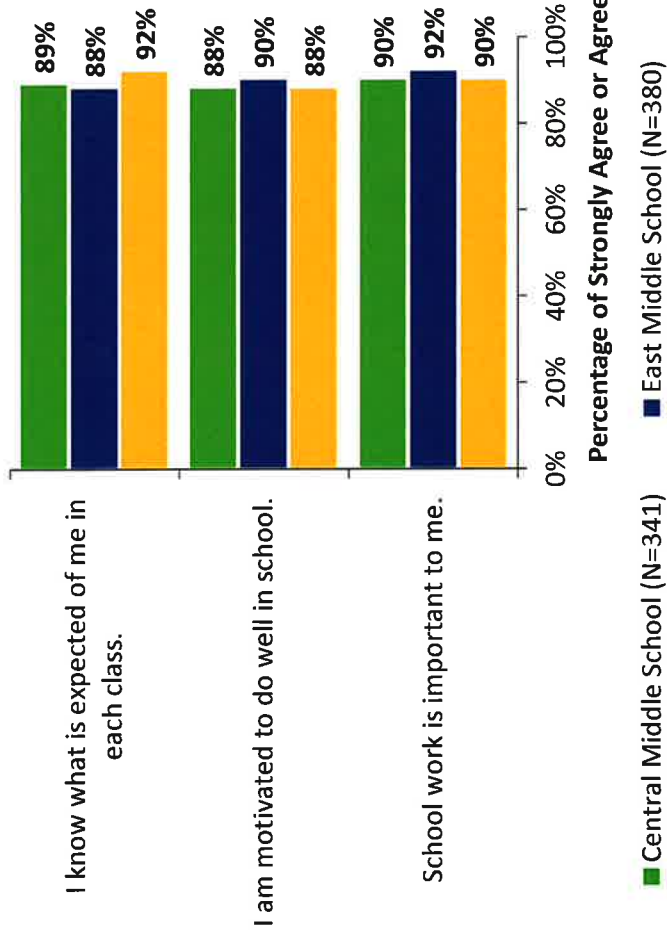


■ Sixth Grade Students (N=351)
■ Seventh Grade Students (N=353)
■ Eighth Grade Students (N=419)

■ Central Middle School (N=341)
■ East Middle School (N=380)
■ West Middle School (N=402)

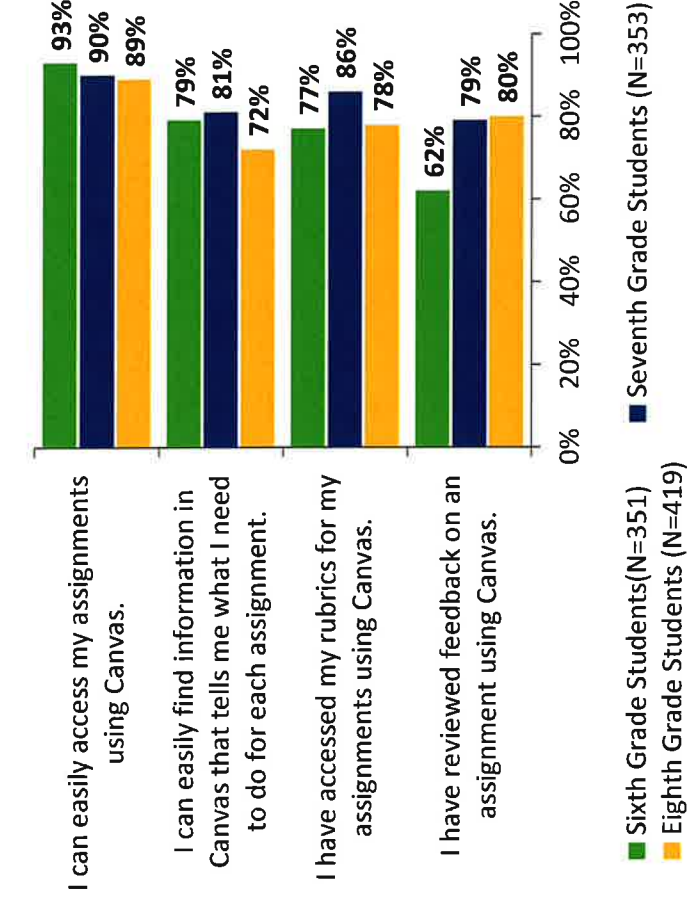
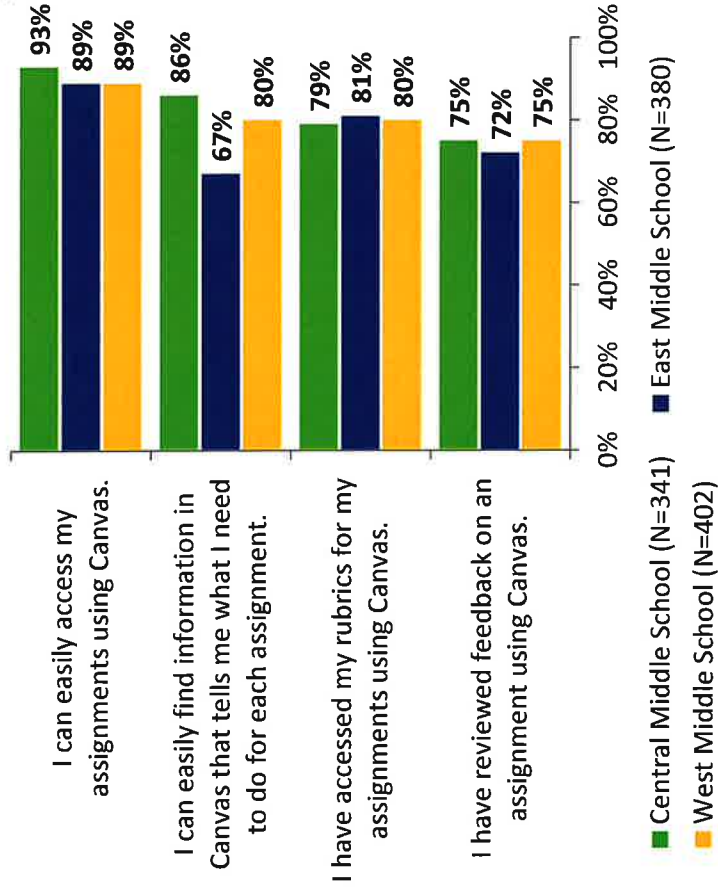
Middle School Students (Continued)

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



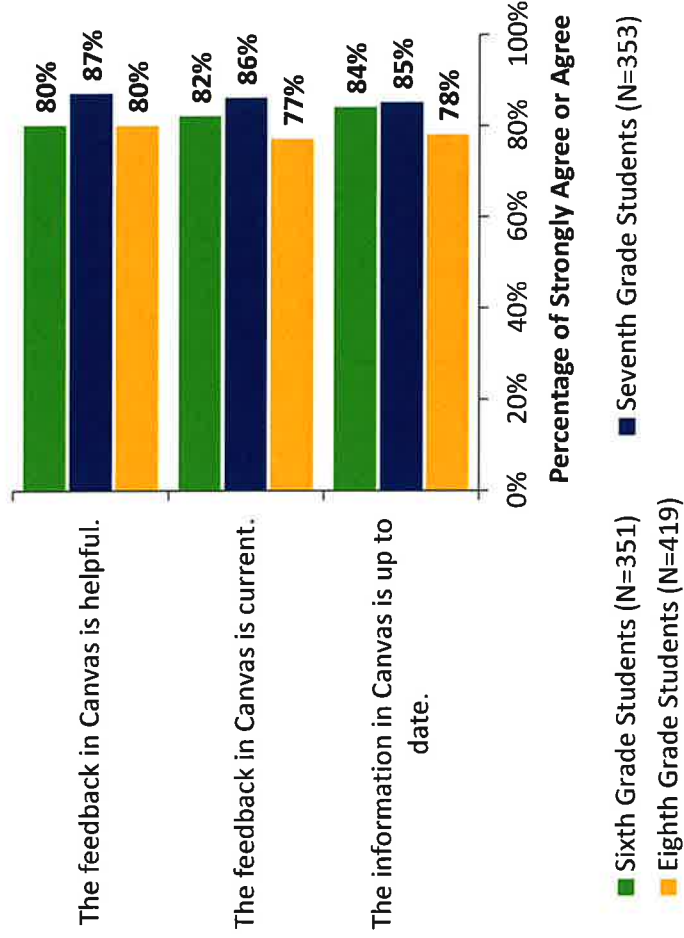
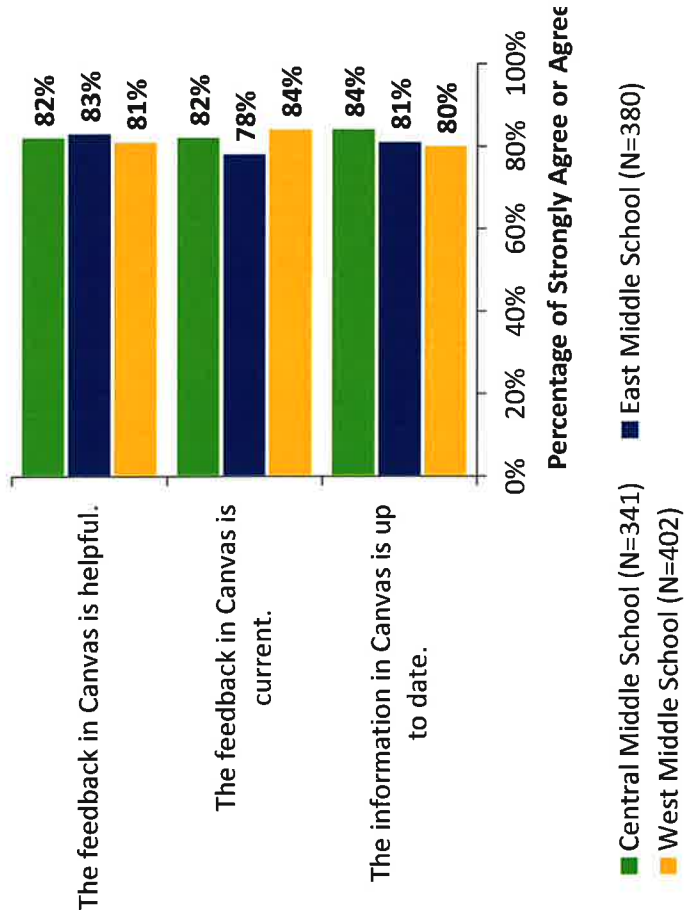
Middle School Students (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



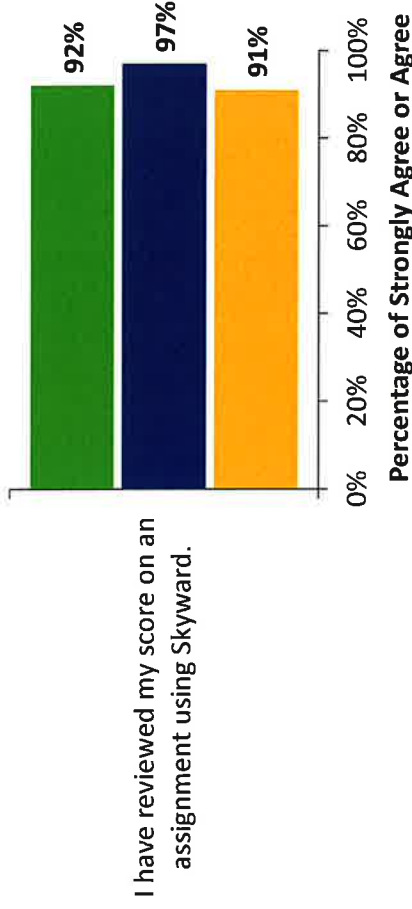
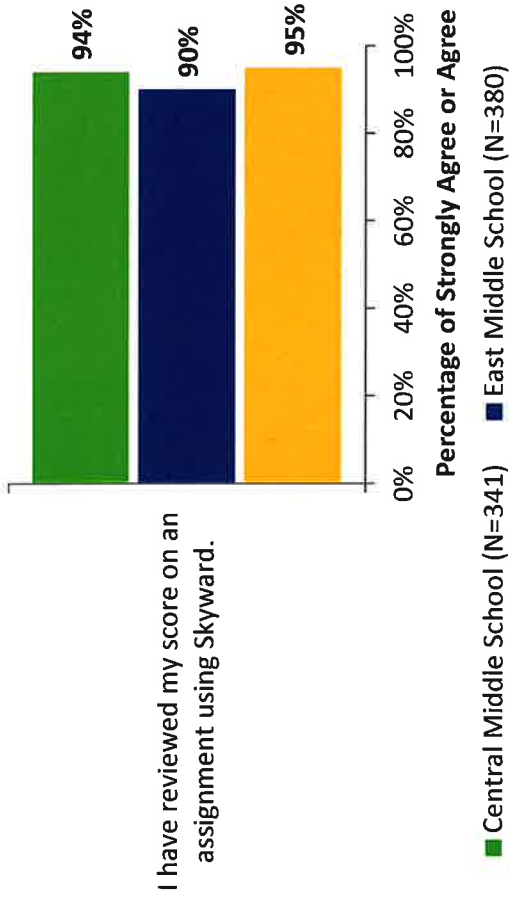
Middle School Students (Continued)

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



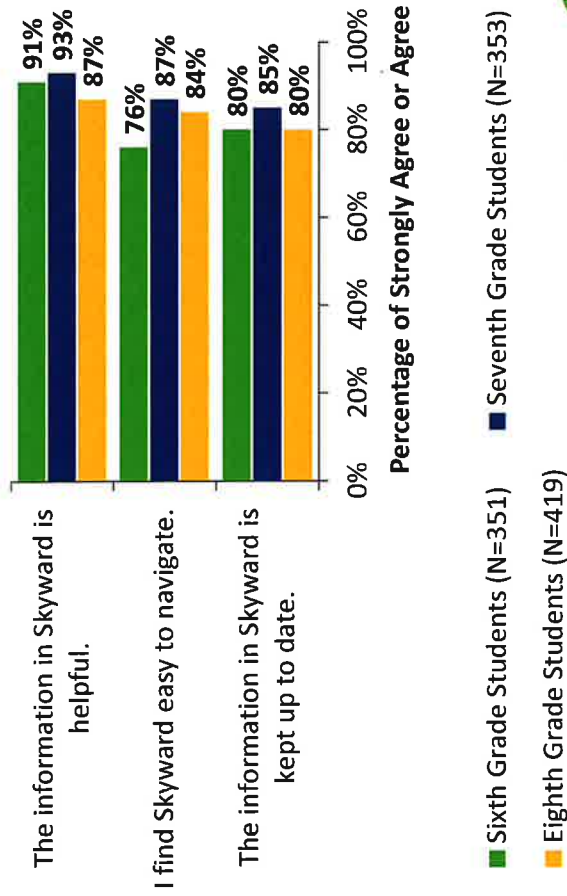
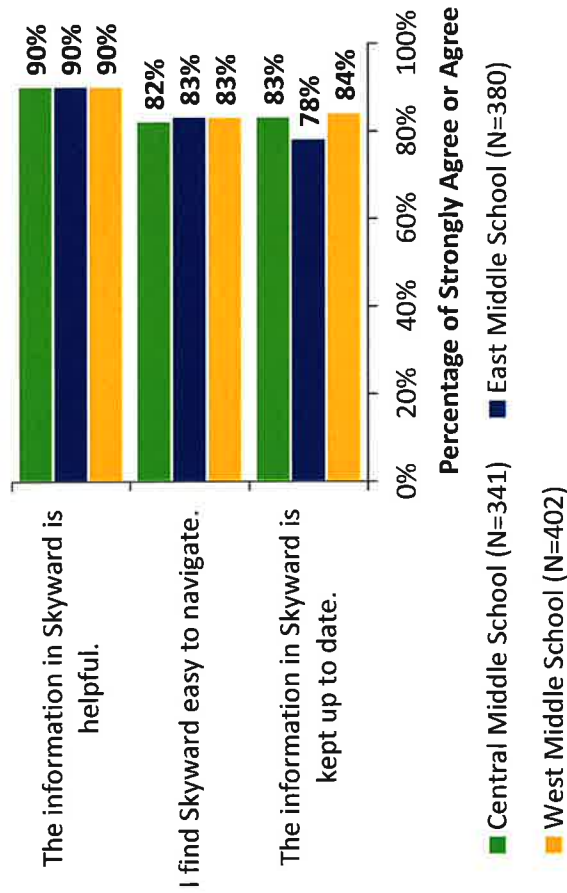
Middle School Students (Continued)

Feedback about Skyward



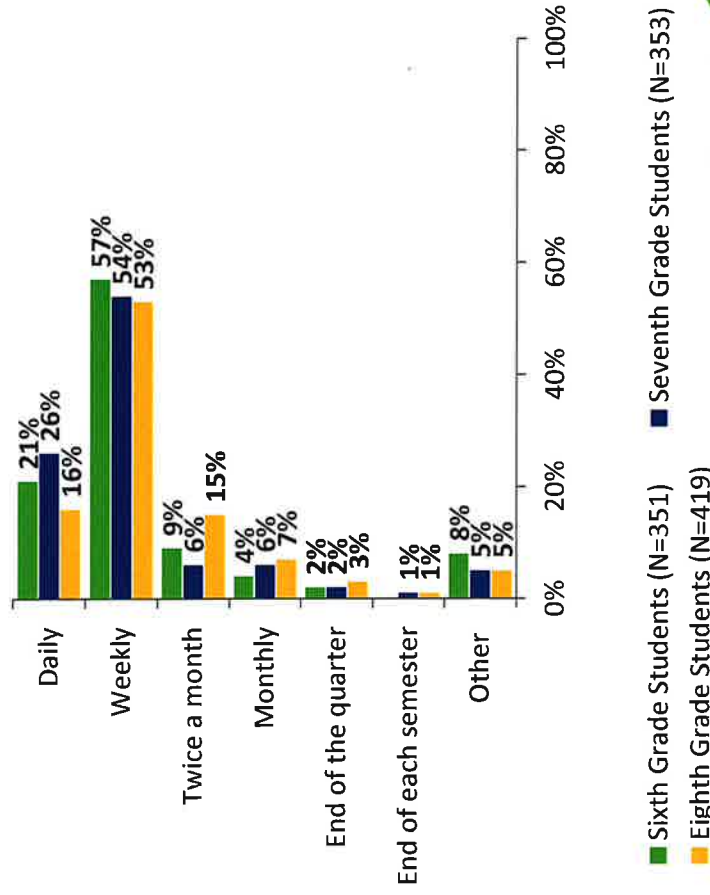
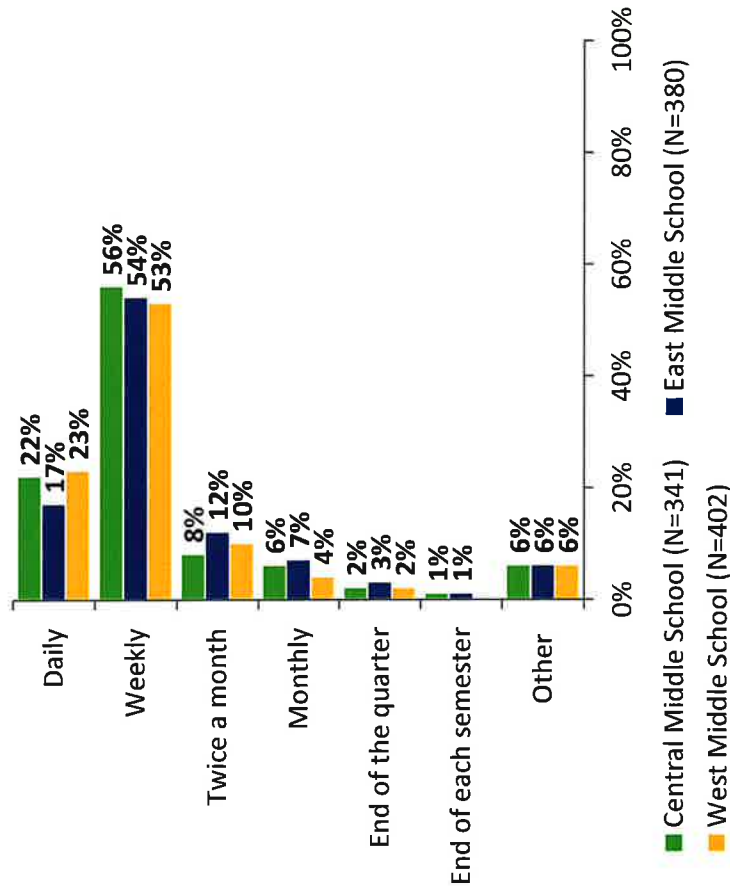
Middle School Students (Continued)

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



Middle School Students (Continued)

How frequently do your teachers give you feedback on your assignments, assessments, and other coursework so that you can improve?



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Participant Details

This section of this report shows the participation details for the four respondent groups. Please note that demographic information for middle school teachers was self-reported; whereas, demographic information for students was pre-populated. Demographic information from ninth grade parents was not pre-populated or collected from that respondent group.

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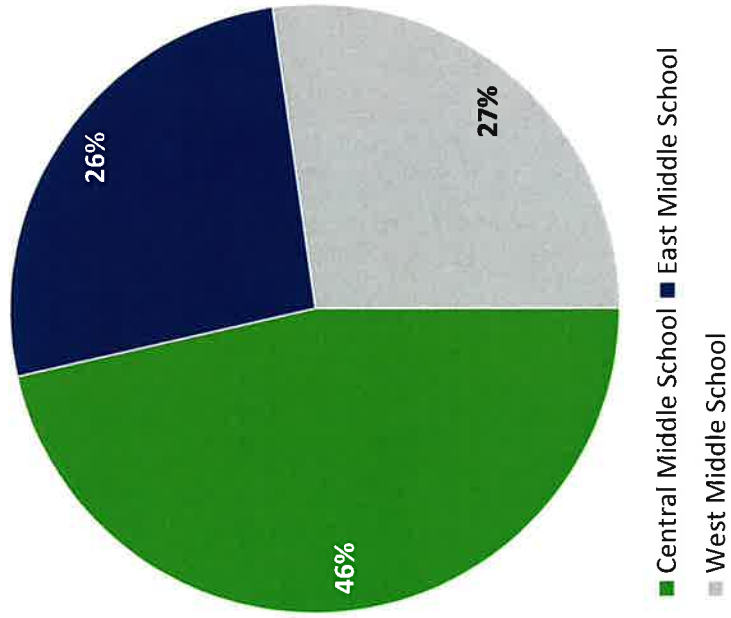
School Site

School (N=286)	Middle School Parents (N Count)	Middle School Students (N Count)	Middle School Teachers (N Count)
Central Middle School	376	341	46
East Middle School	182	380	26
West Middle School	262	402	27
Total	820	1,123	99

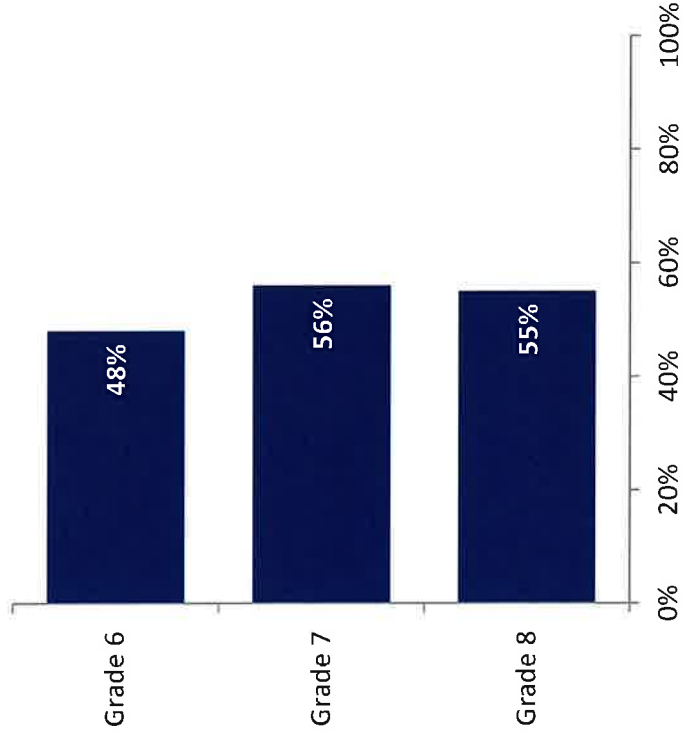
Note: School information was not collected from ninth-grade students or their parents, so they are not included in the table above.

Participant Details — Middle School Teachers

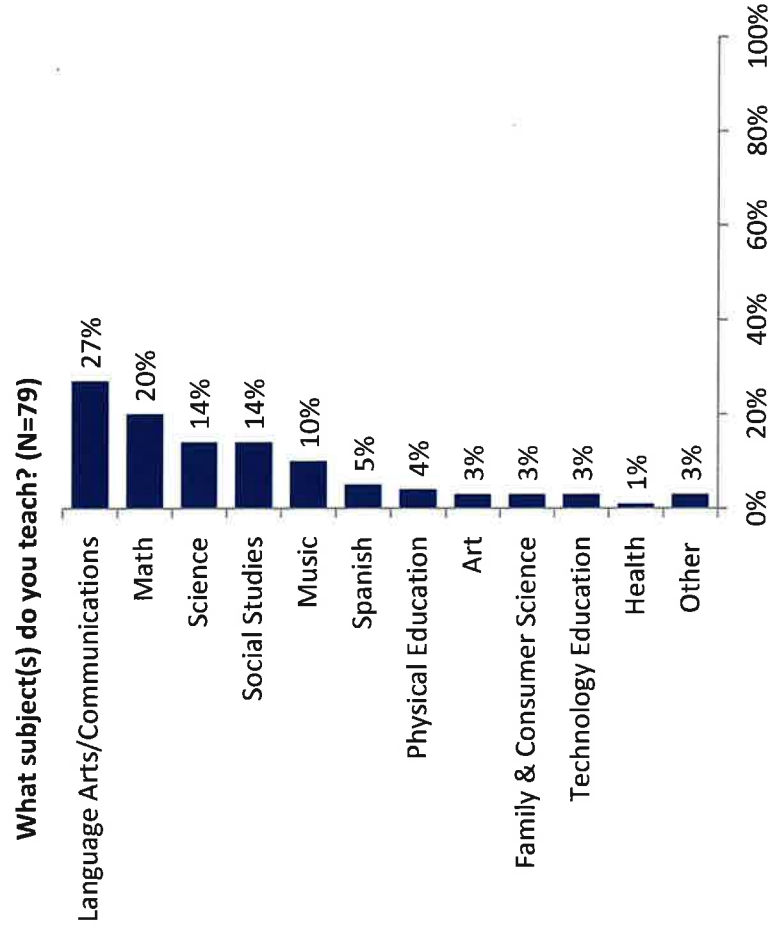
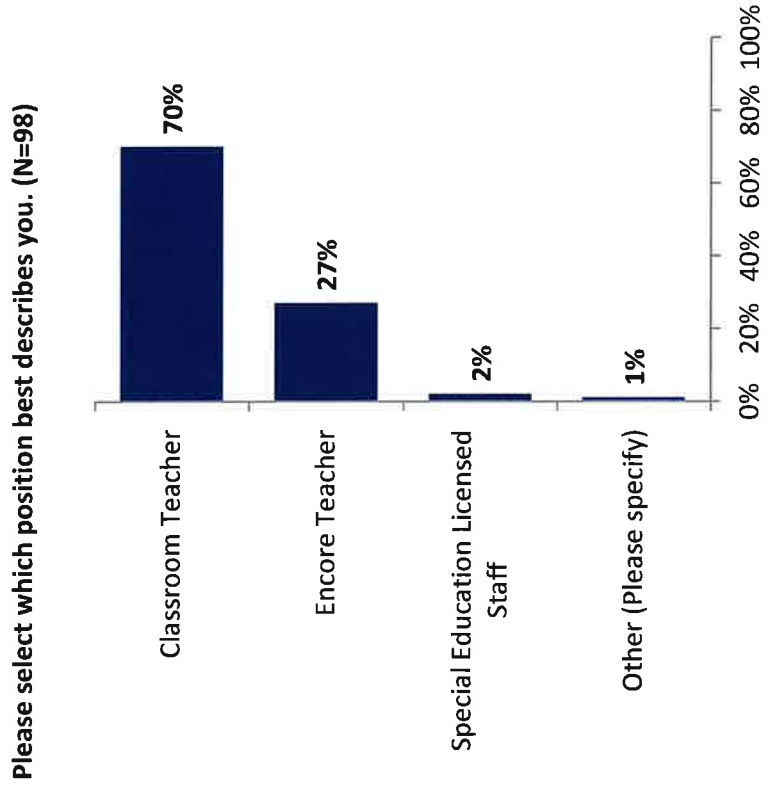
Please select your primary work location. (N=99)



Please select the primary grade(s) you teach. (N=85)



Participant Details — Middle School Teachers (Continued)

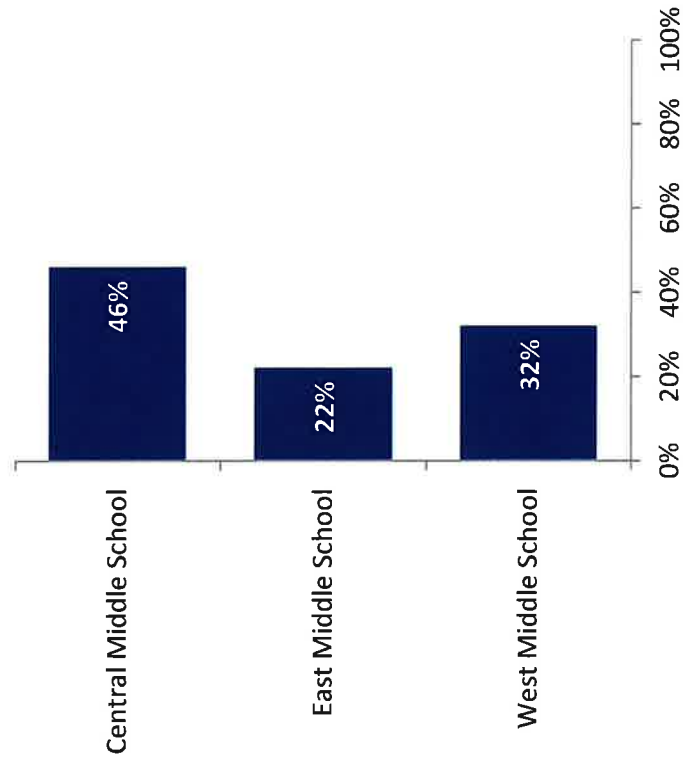


Note: The sum may exceed 100 percent since participants could select more than one answer.

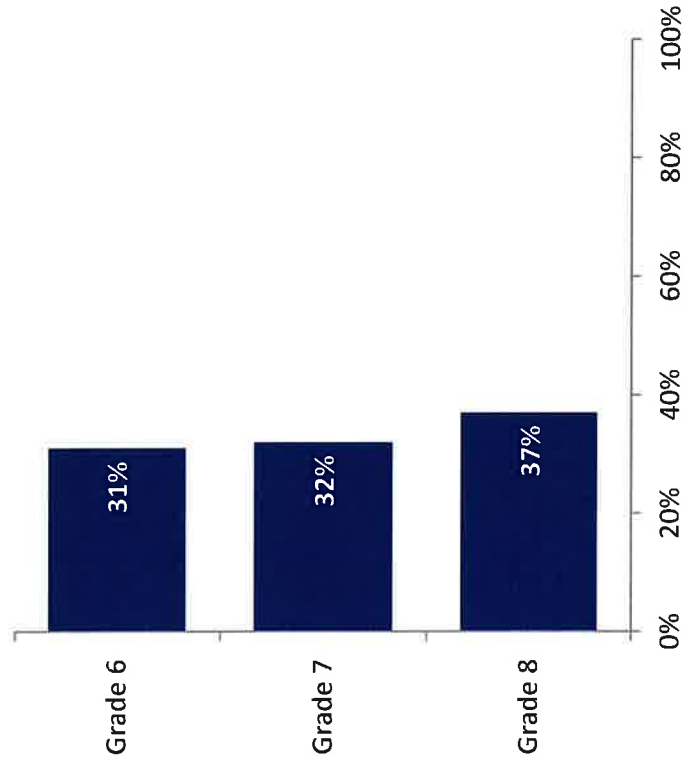
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Participant Details — Middle School Parents

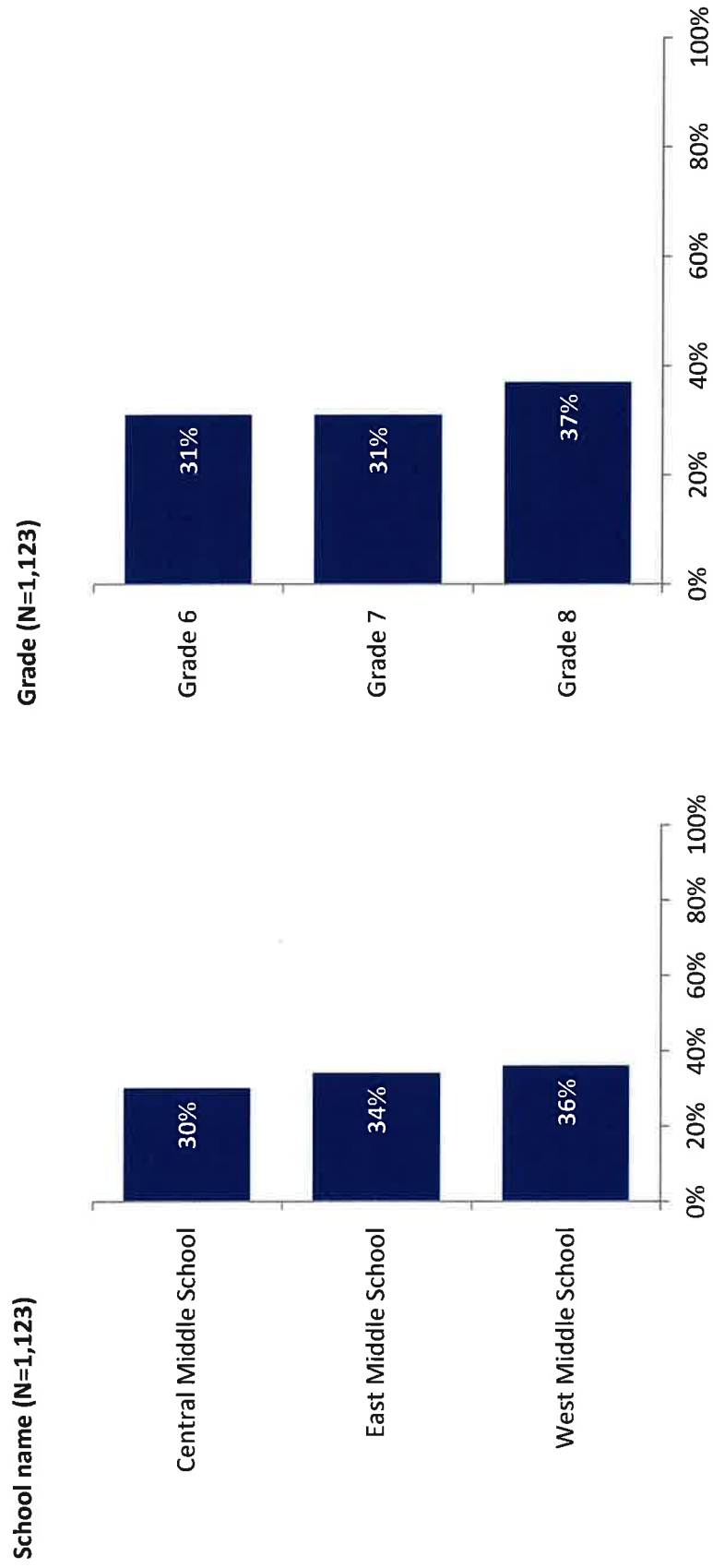
Please select your child's school. (N=820)



Please select your child's grade. (N=820)

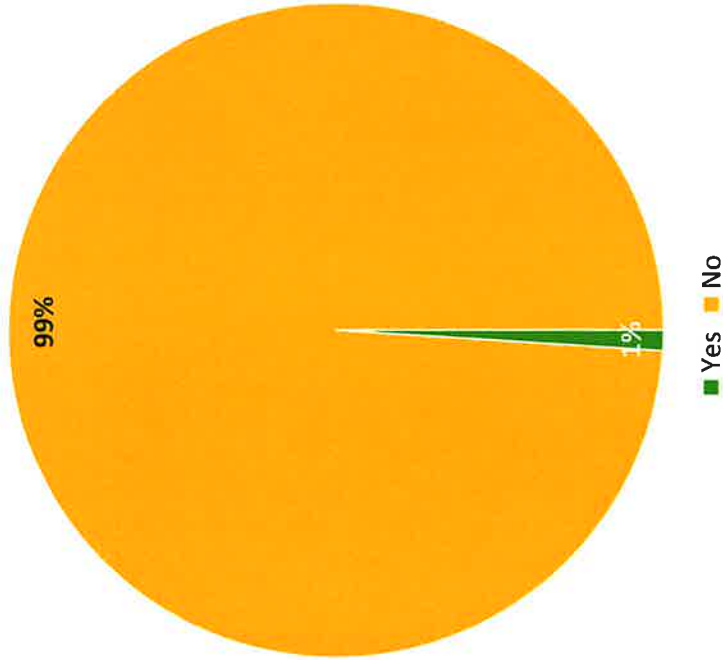


Participant Details — Middle School Students

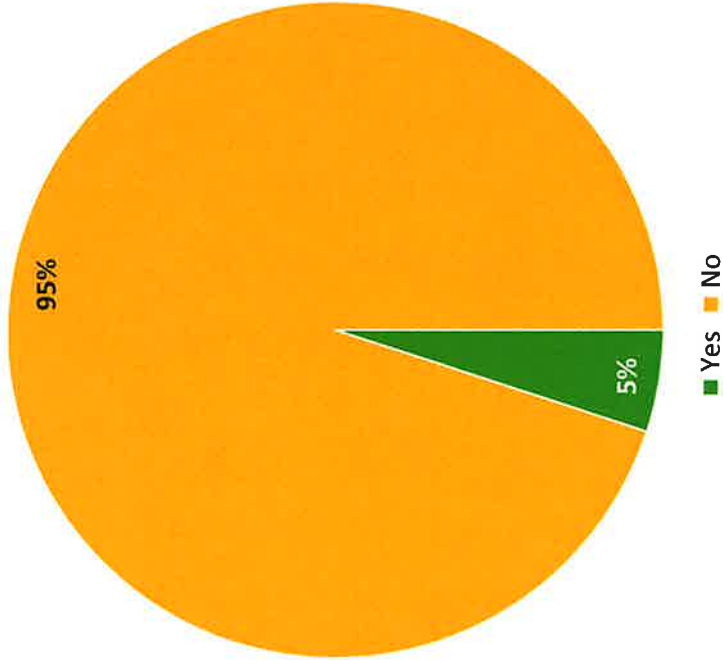


Participant Details — Middle School Students (Continued)

Student is an English Language Learner. (N=1,123)

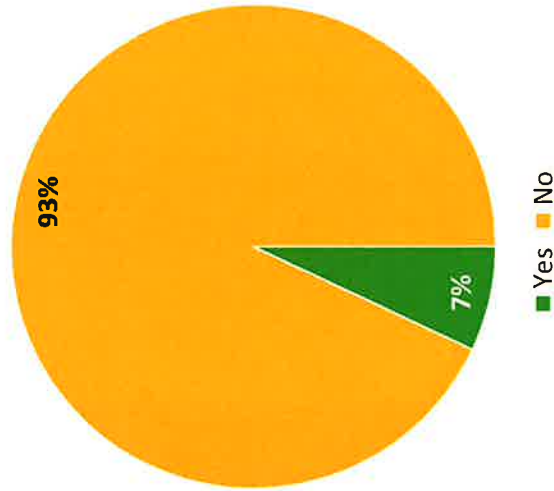


Student receives special education services. (N=1,123)

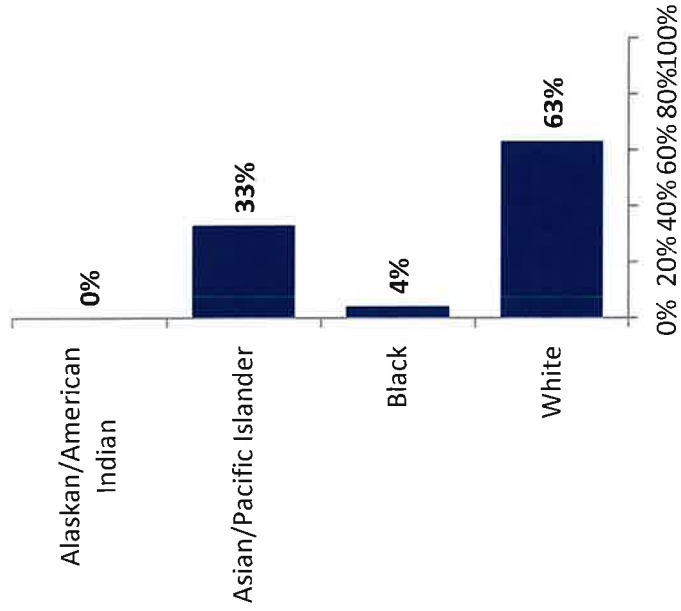


Participant Details — Middle School Students (Continued)

Student receives free or reduced-priced meals. (N=1,123)

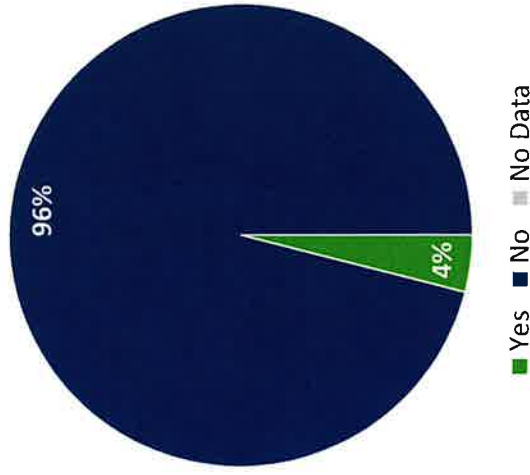


Race/Ethnicity (N=1,122)



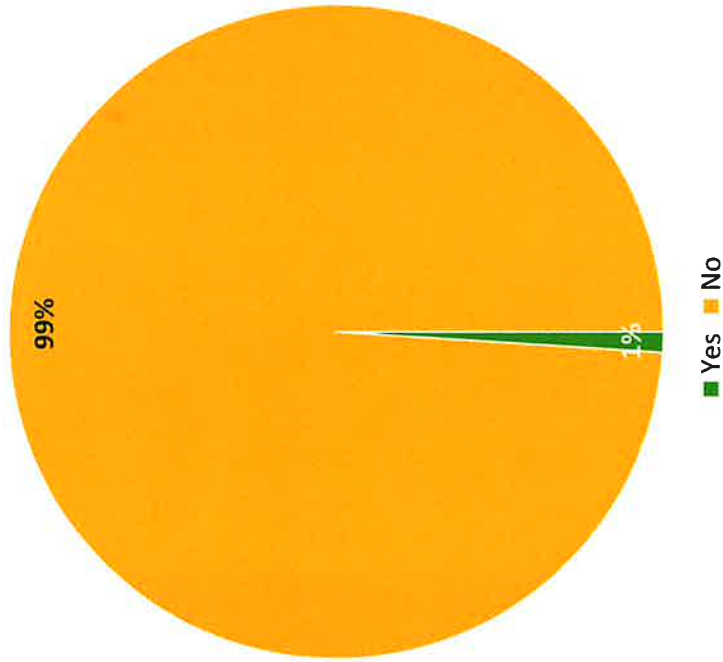
Note: No one selected Alaska Native/American Indian.

Student is Hispanic (N=1,123)

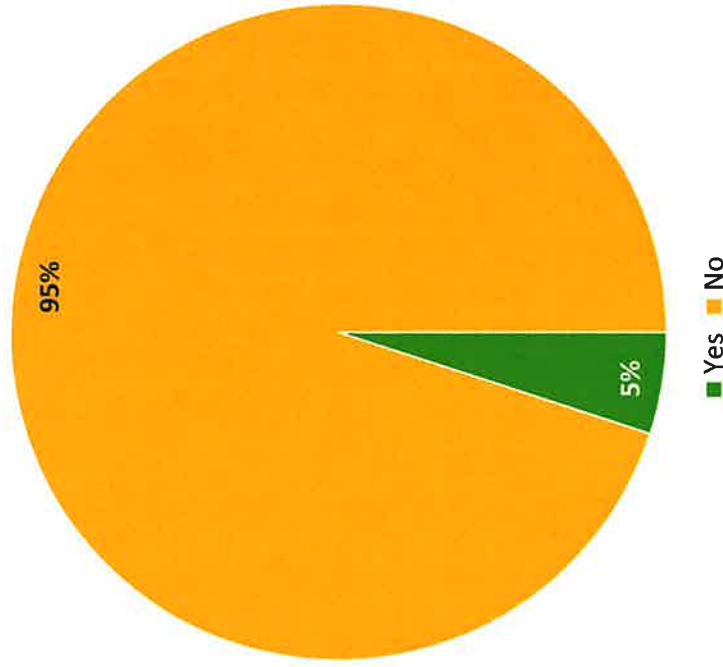


Participant Details — Ninth-Grade Students

Student is an English Language Learner. (N=516)

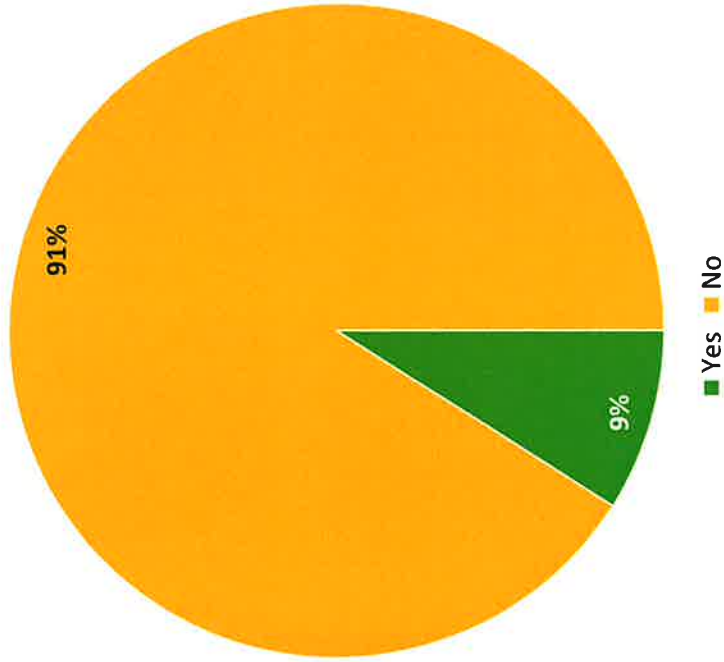


Student receives special education services. (N=516)

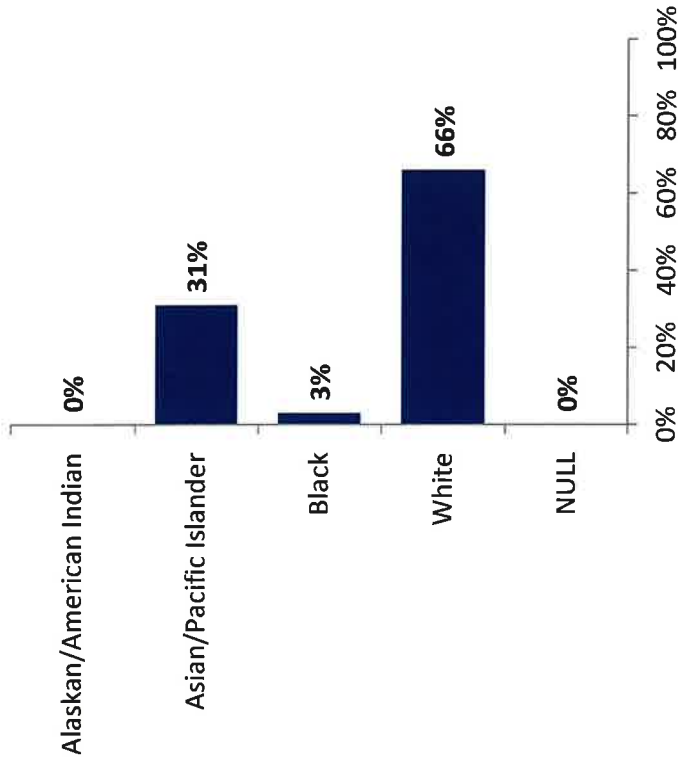


Participant Details — Ninth-Grade Students (Continued)

Student receives free or reduced-price meals. (N=516)

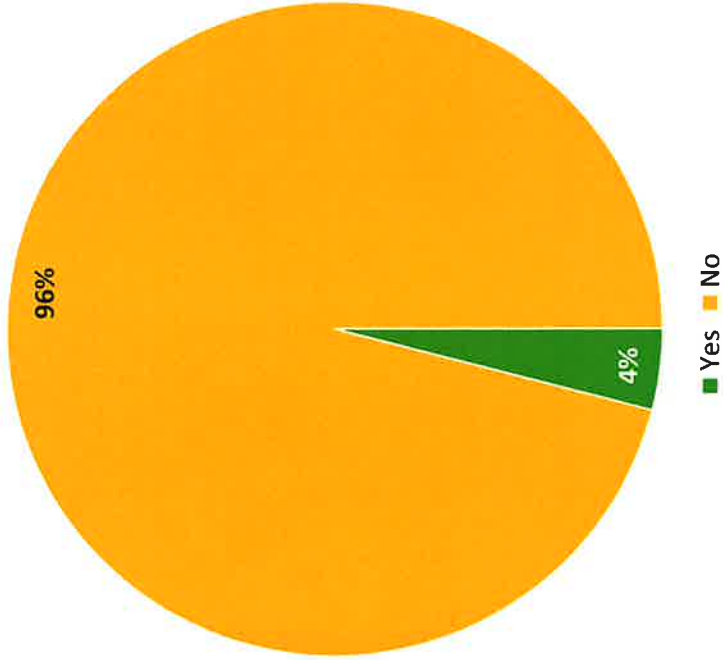


Race/Ethnicity (N=516)

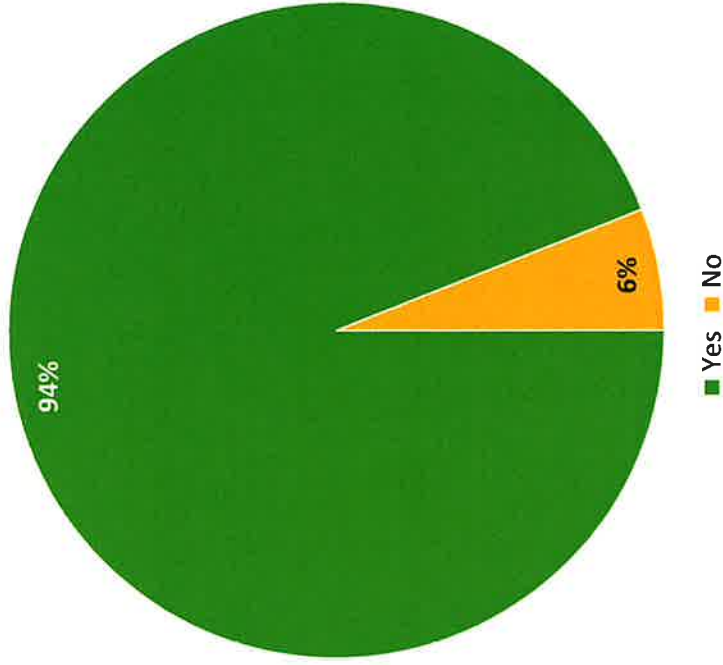


Participant Details – Ninth-Grade Students (Continued)

Ninth-grade student is Hispanic. (N=516)



Did you attend Wayzata Public Schools last year? (N=516)





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Grading for Learning Survey – Central Middle School

Results and Analysis

Wayzata Public Schools

2018-2019 School Year



Project Overview

Wayzata Public Schools is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation and reporting model, that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is referred to as Grading For Learning (GFL).

The Wayzata Public Schools (WPS) district asked middle school and 9th grade parents, middle school teachers, and students in grades 6-9 for feedback on GFL to better understand how the model is working. Results will be used to identify strengths and areas in need of improvement.

K12 *Insight* partnered with members of the district executive leadership team to develop the survey, which addressed the following topics:

- Perception of GFL
- Feedback on the Middle School Report card
- Information management systems (Canvas and Skyward Family Access)
- Feedback on types of information provided on the middle school report card
- Frequency of feedback

The survey was open from Oct. 31-November 14. Email invitations with unique survey links were sent to parents, teachers, and students. Parents could take the survey again if they had more than one child via a public URL link which was embedded within the thank you message. Paper surveys were available on request. Reminders were sent Nov. 7, 12, and 14 to parents and teachers. Reminders were sent on X for students.

The district created and disseminated all pre-survey communications.

Understanding the Results

This report summarizes survey results for Central Middle School and breaks down the responses by grade level by respondent group.

Results do not reflect random sampling; therefore, they should not be generalized to all WPS parents, teachers, and students in grades 6-9. Rather, results reflect only the perceptions and opinions of survey participants. Parents of 9th grade students had to indicate they had a child who attended middle school in WPS last year. Ninth grade student participants had to indicate they attended WPS last year.

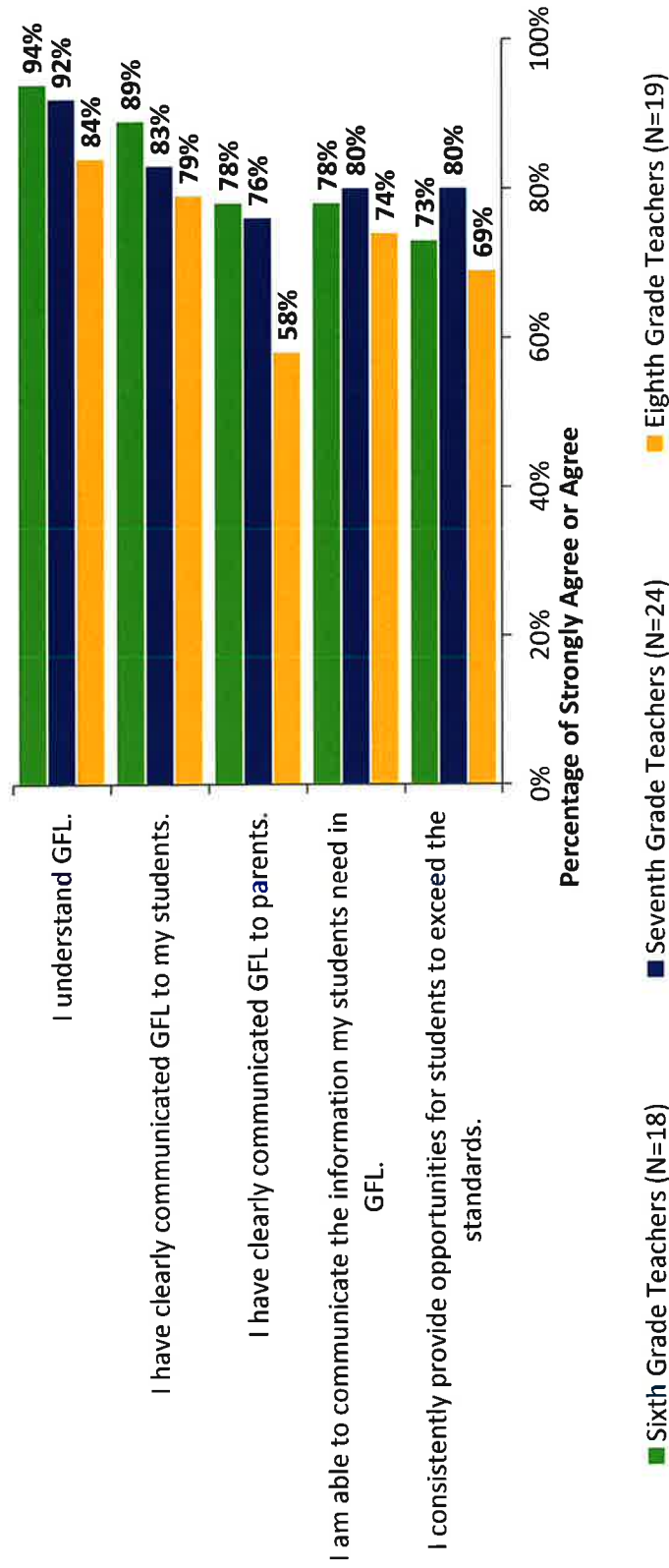
Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

Several open-ended questions were asked in the survey. The WPS leadership team requested that one open-ended item (...) be reviewed. Ten percent of randomized open-ended responses were analyzed for common themes via the constant comparative analysis (CCA) technique.

School-level reports will be provided to WPS.

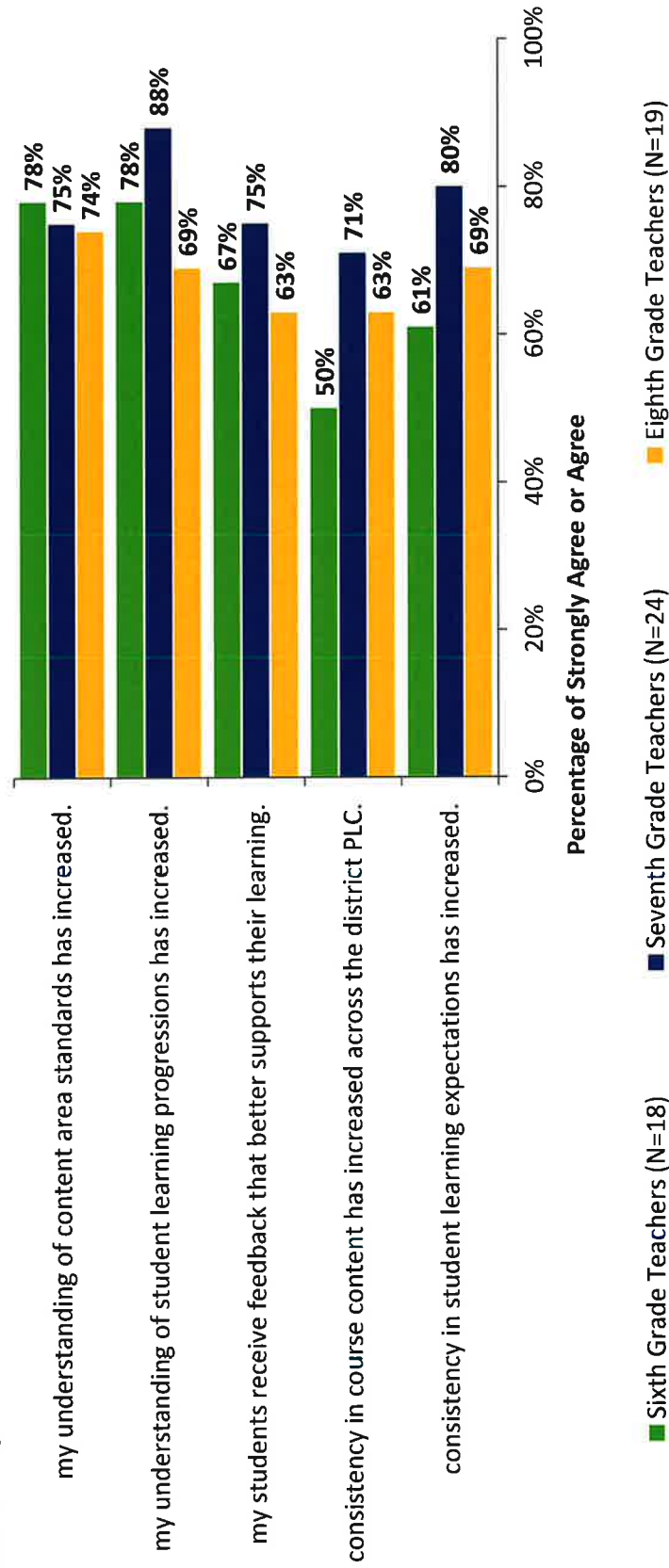
Middle School Teachers – Grade Level

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



Middle School Teachers – Grade Level

How strongly do you agree or disagree with the following statements?
Since the implementation of GFL . . .



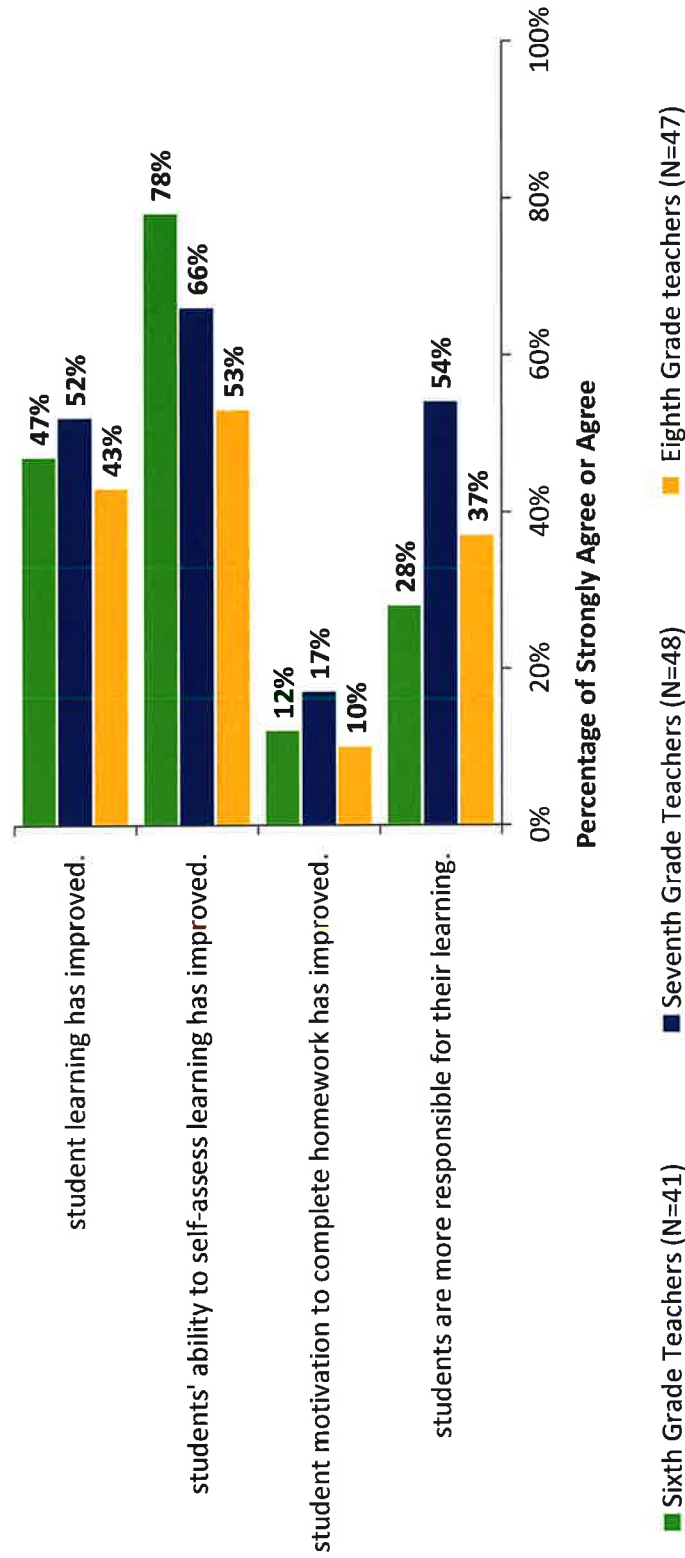
■ Sixth Grade Teachers (N=18)

■ Seventh Grade Teachers (N=24)

■ Eighth Grade Teachers (N=19)

Middle School Teachers – Grade Level (Continued)

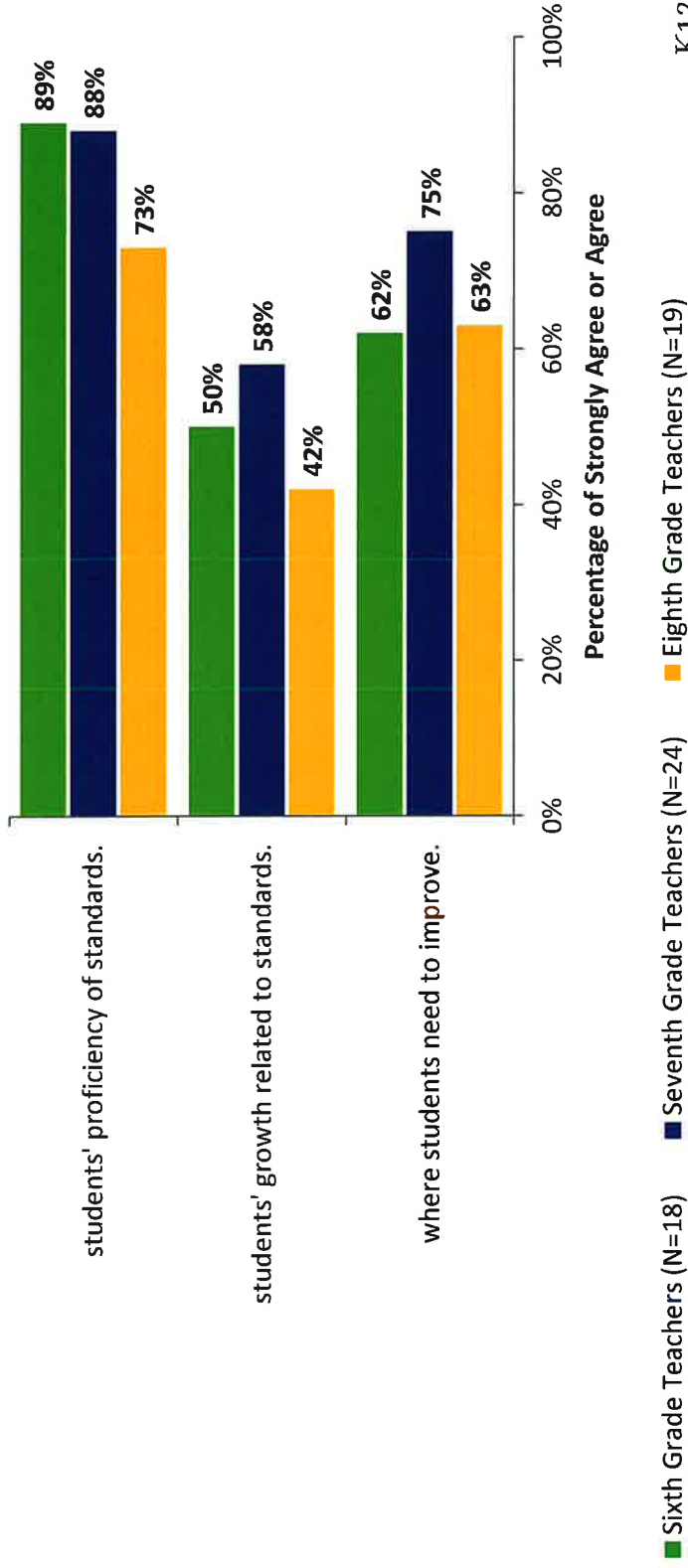
How strongly do you agree or disagree with the following statements?
Since the implementation of GFL . . .



Middle School Teachers – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about the middle school report cards?

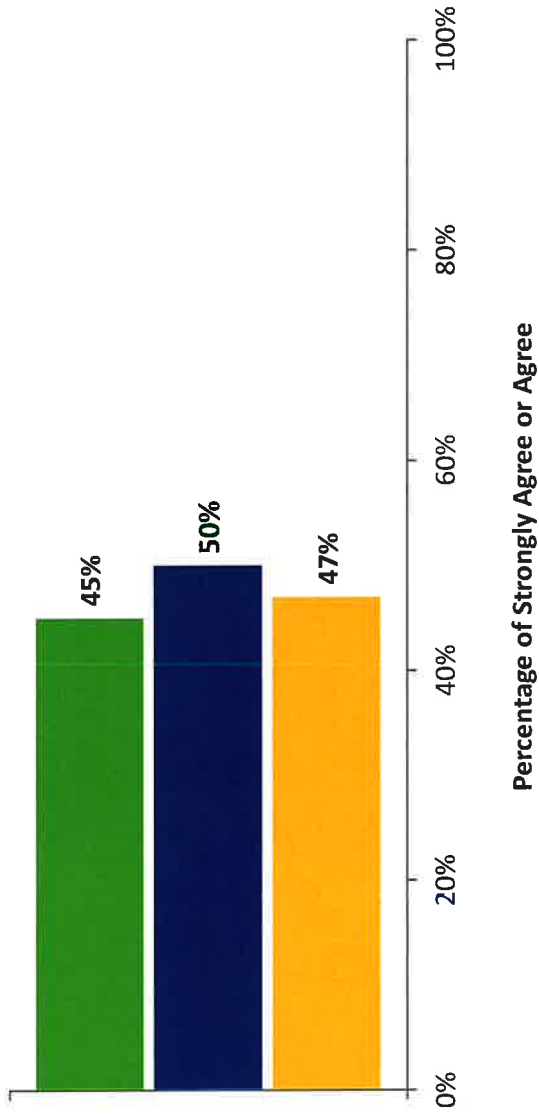
The middle school report card shows . . .



Middle School Teachers – Grade Level (Continued)

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

Overall, the middle school report card helps students understand their progress.

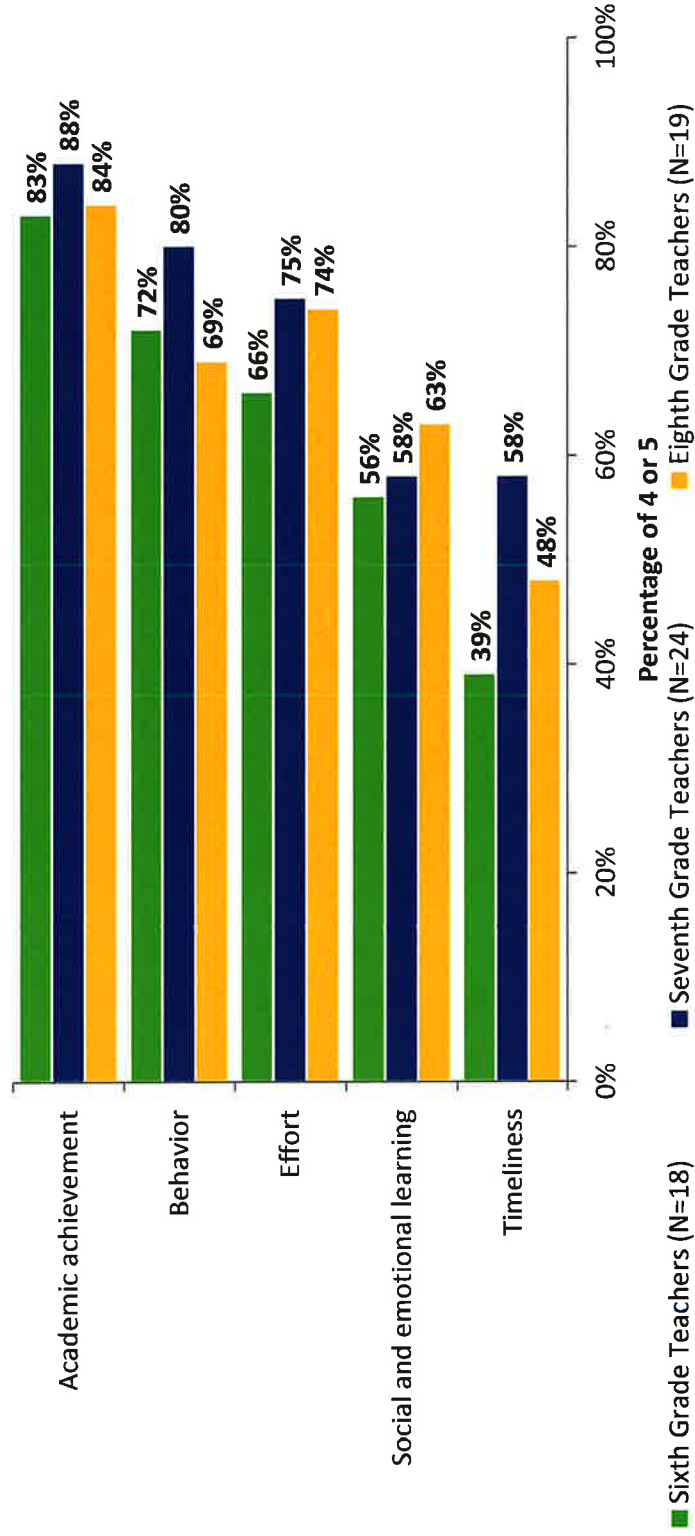


■ Sixth Grade Teachers (N=18) ■ Seventh Grade Teachers (N=24) ■ Eighth Grade Teachers (N=19)

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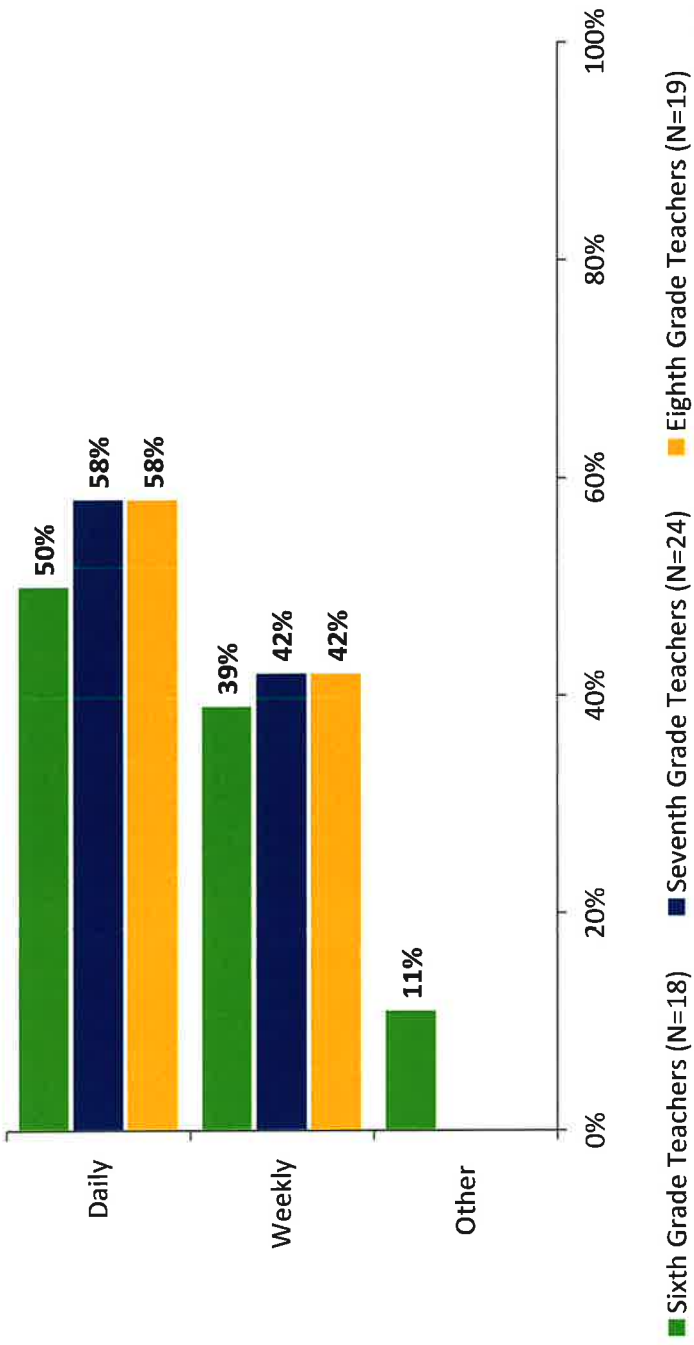
Middle School Teachers – Grade Level (Continued)

On a scale of 0 to 5, how important is each of these types of feedback to you, with 0 being Not at All and 5 being Extremely Important.



Middle School Teachers – Grade Level (Continued)

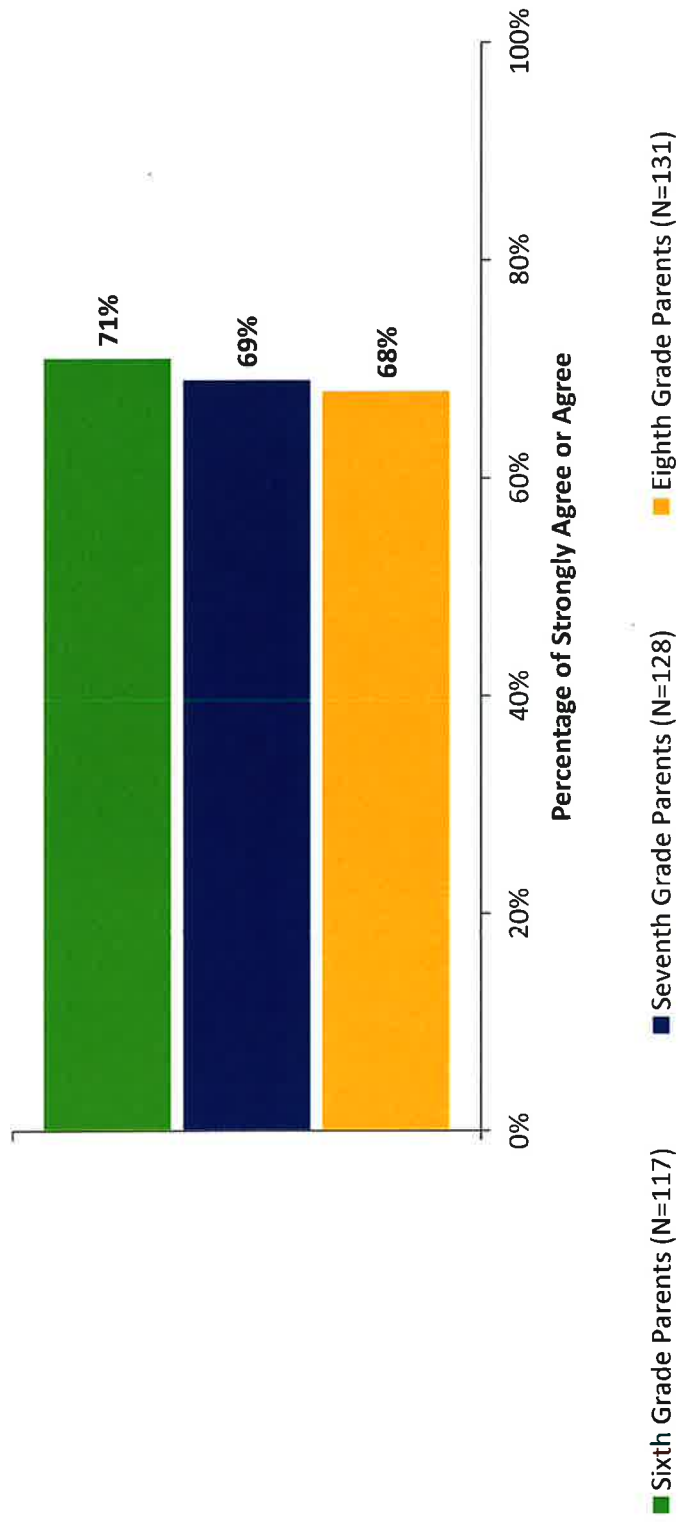
How frequently do you provide feedback to your students?



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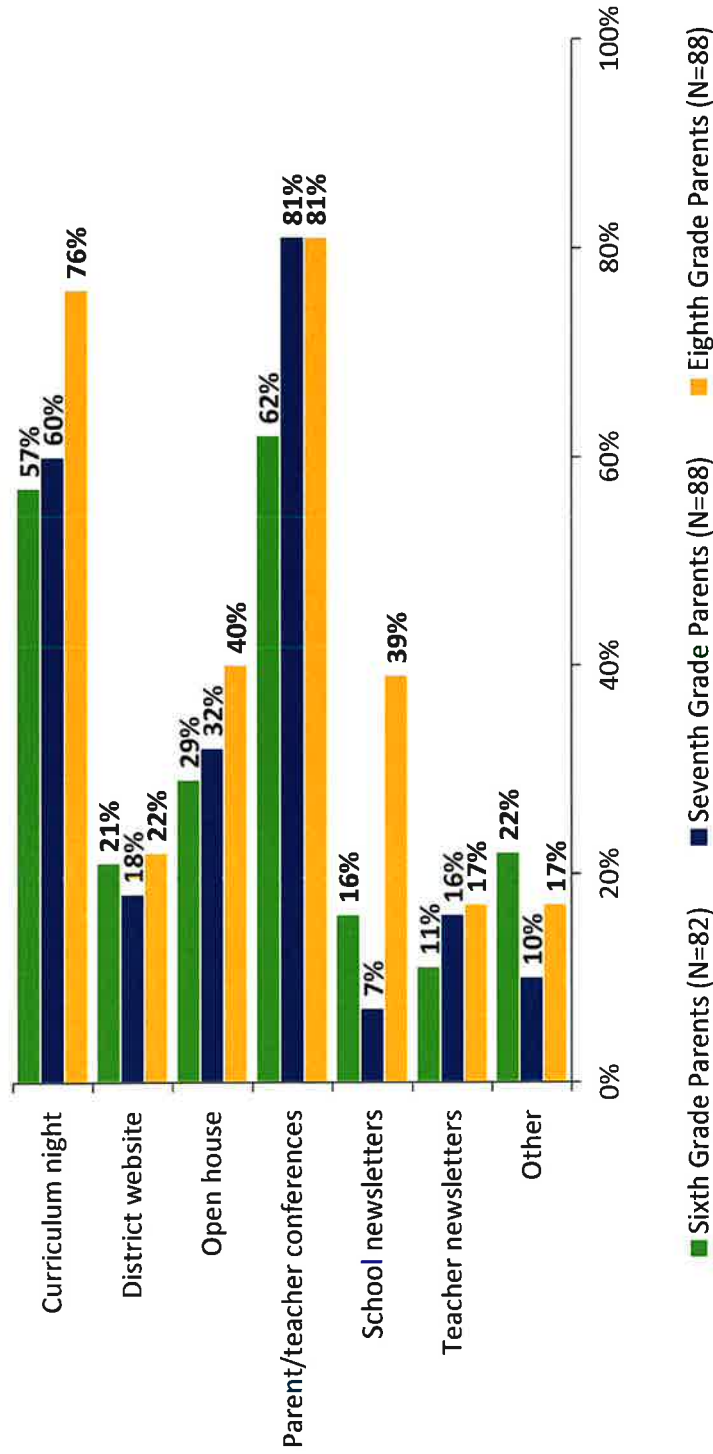
Middle School Parents – Grade Level

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning grading model.



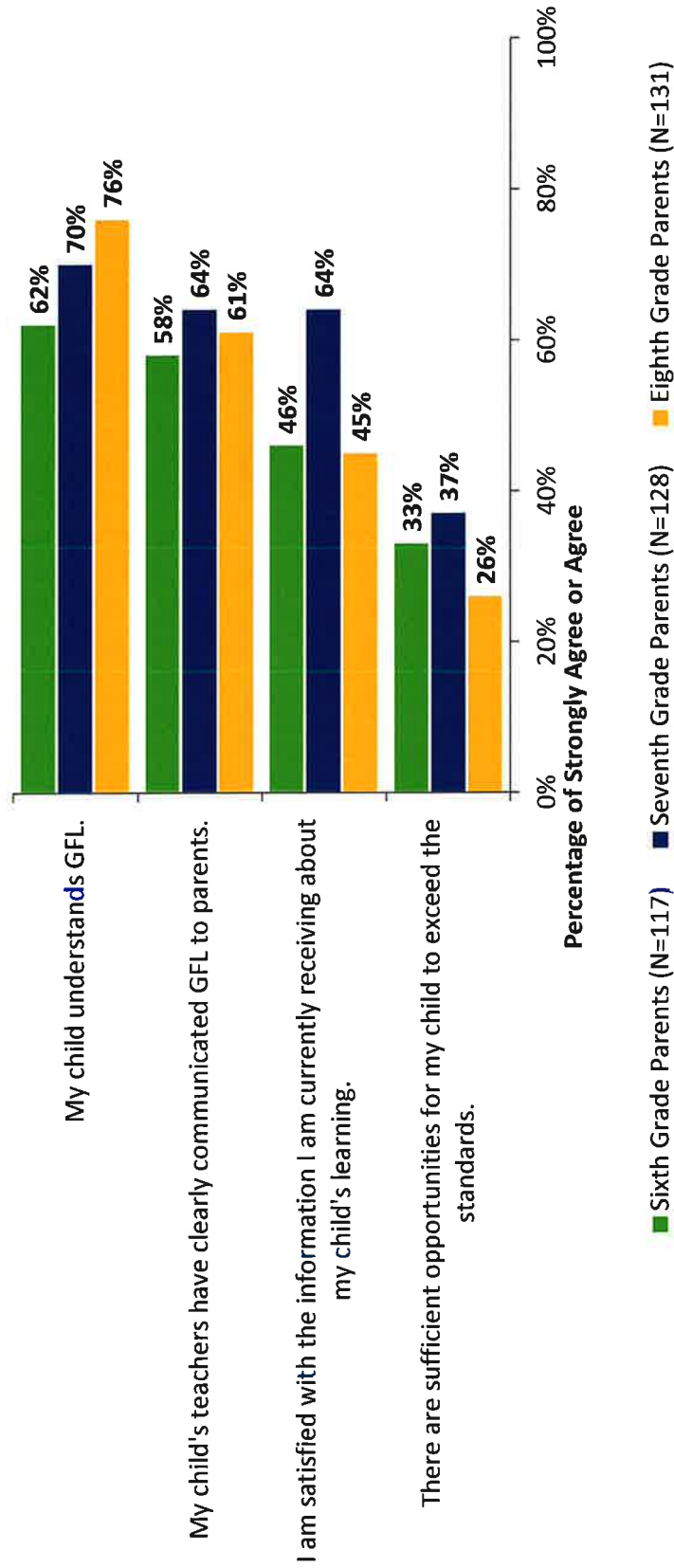
Middle School Parents – Grade Level (Continued)

What resources have helped you understand the Grading for Learning model?



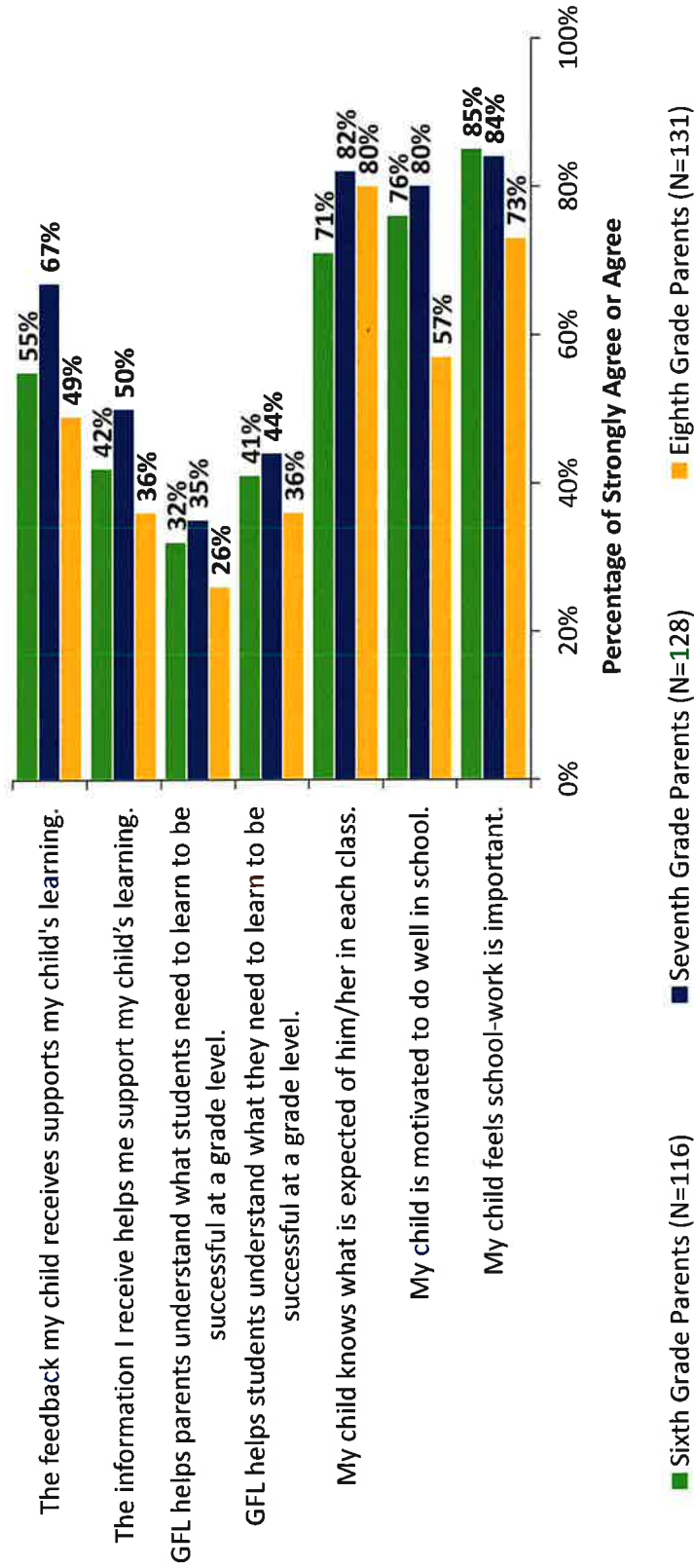
Middle School Parents – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



Middle School Parents – Grade Level (Continued)

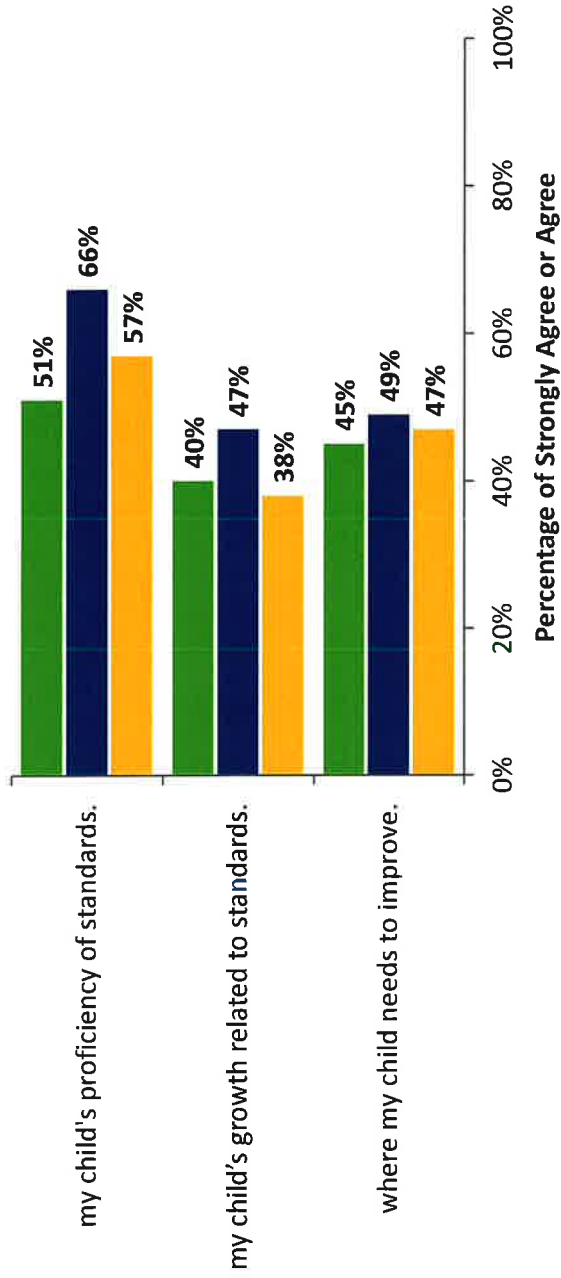
How strongly do you agree or disagree with the following statements?



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Middle School Parents – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about the middle school report cards?
The middle school report card shows . . .

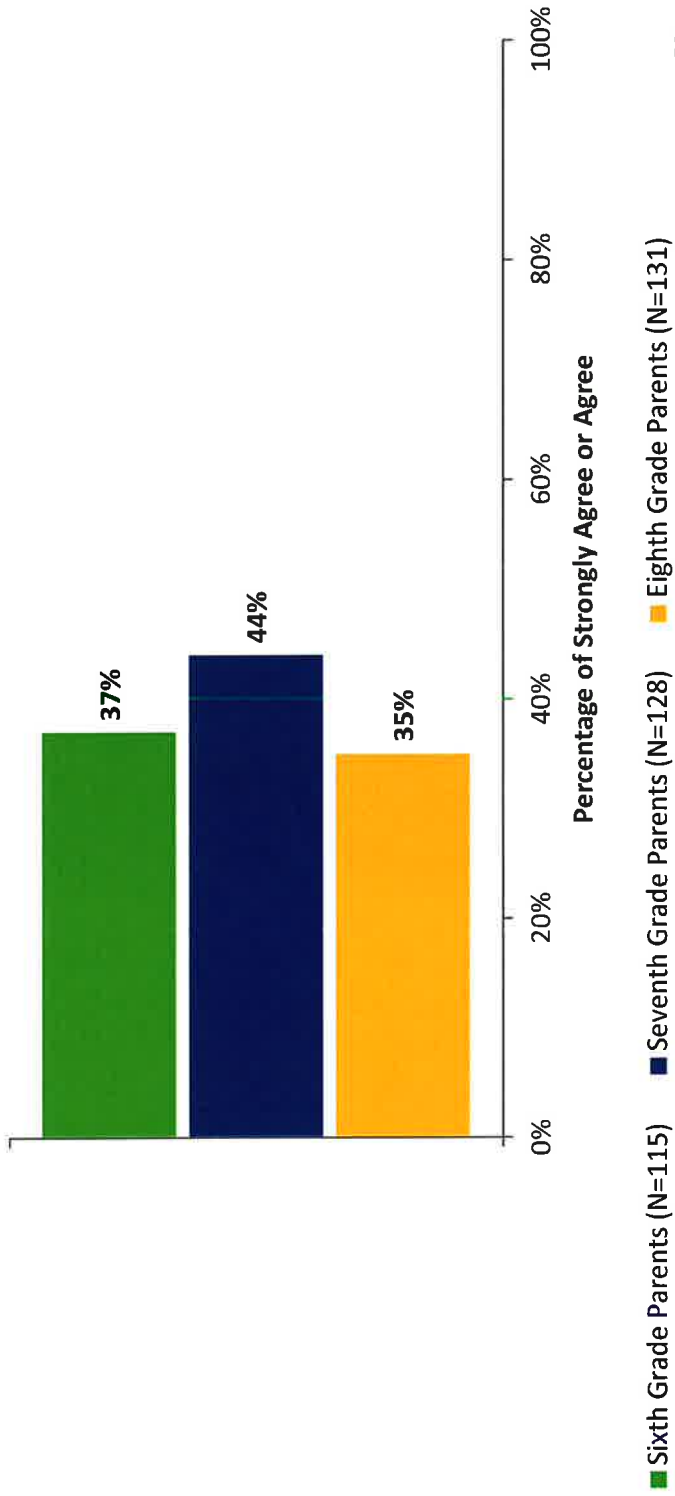


■ Sixth Grade Parents (N=115) ■ Seventh Grade Parents (N=128) ■ Eighth Grade Parents (N=131)

Middle School Parents – Grade Level (Continued)

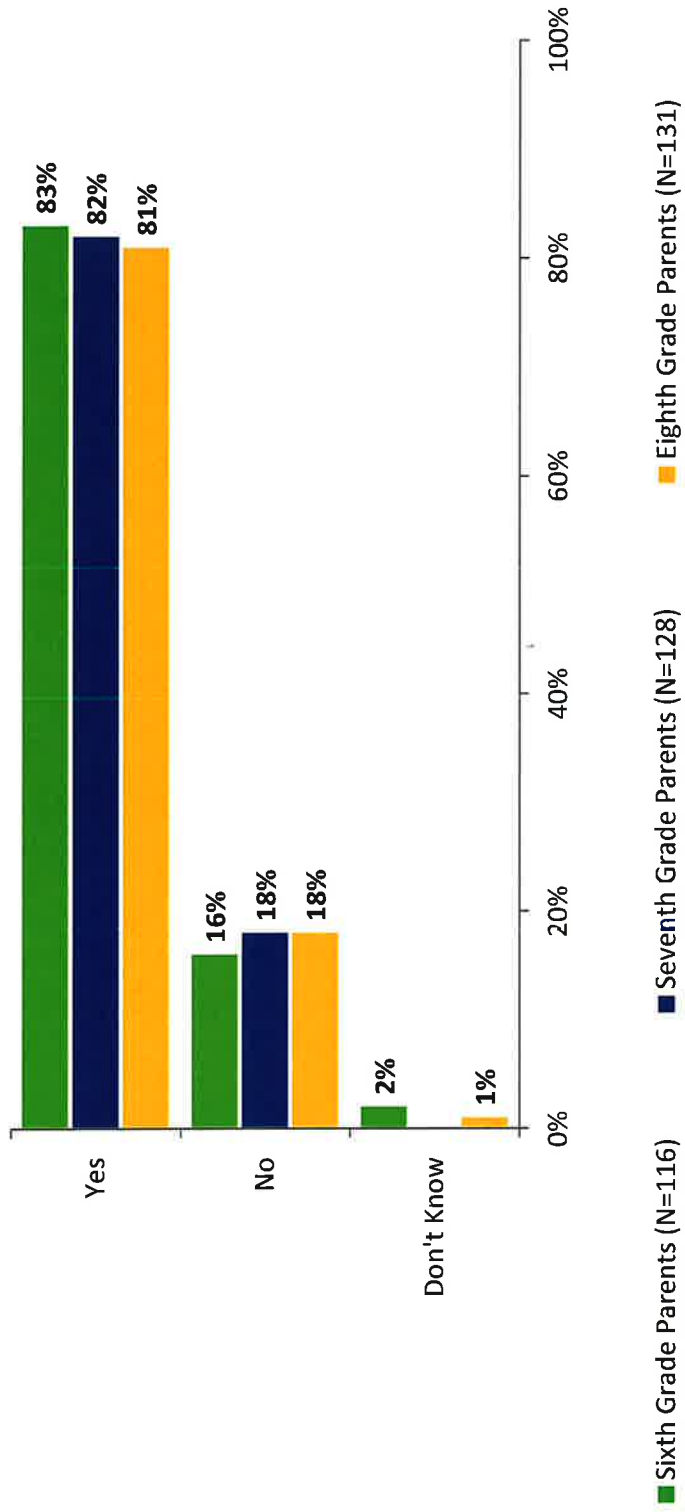
How strongly do you agree or disagree with the following statement?

Overall, the middle school report card helps me understand my child's progress.



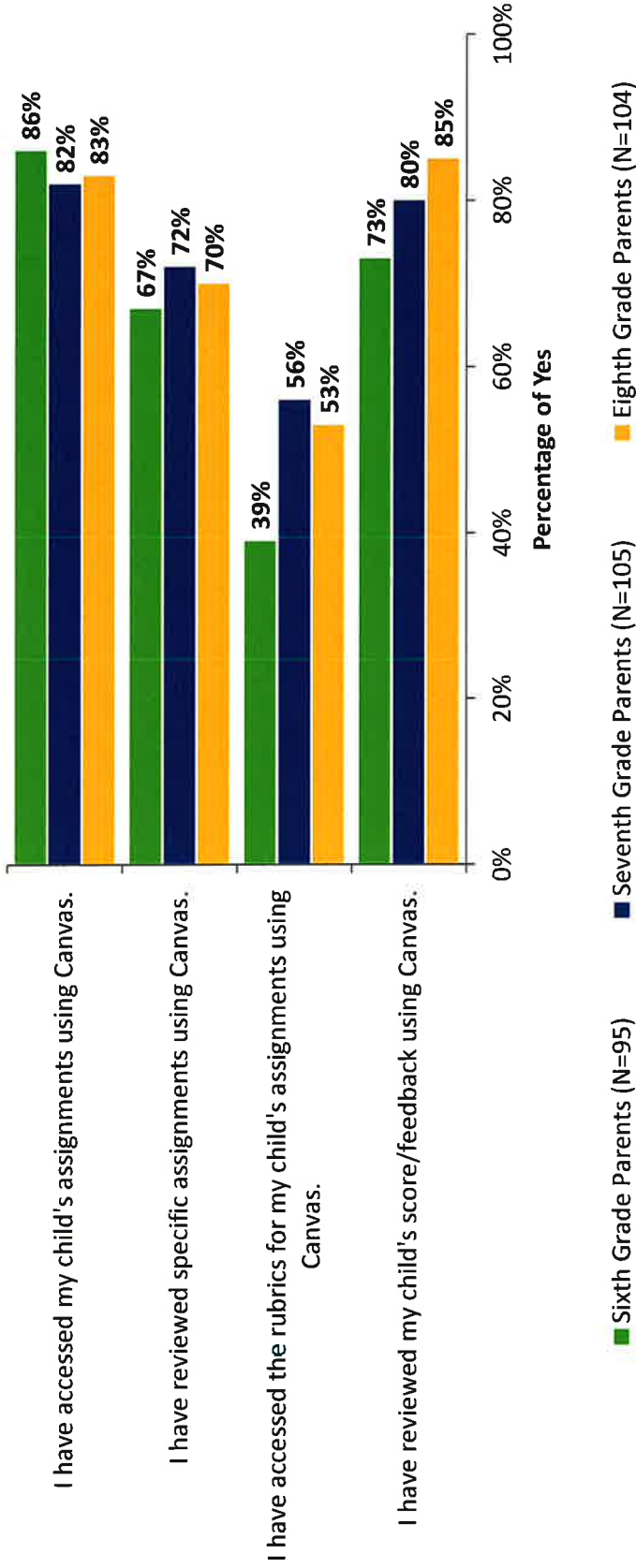
Middle School Parents – Grade Level (Continued)

Canvas is a learning management system that teachers use to assign student work and provide feedback. I have accessed Canvas during the 2017-2018 or 2018-2019 school year.



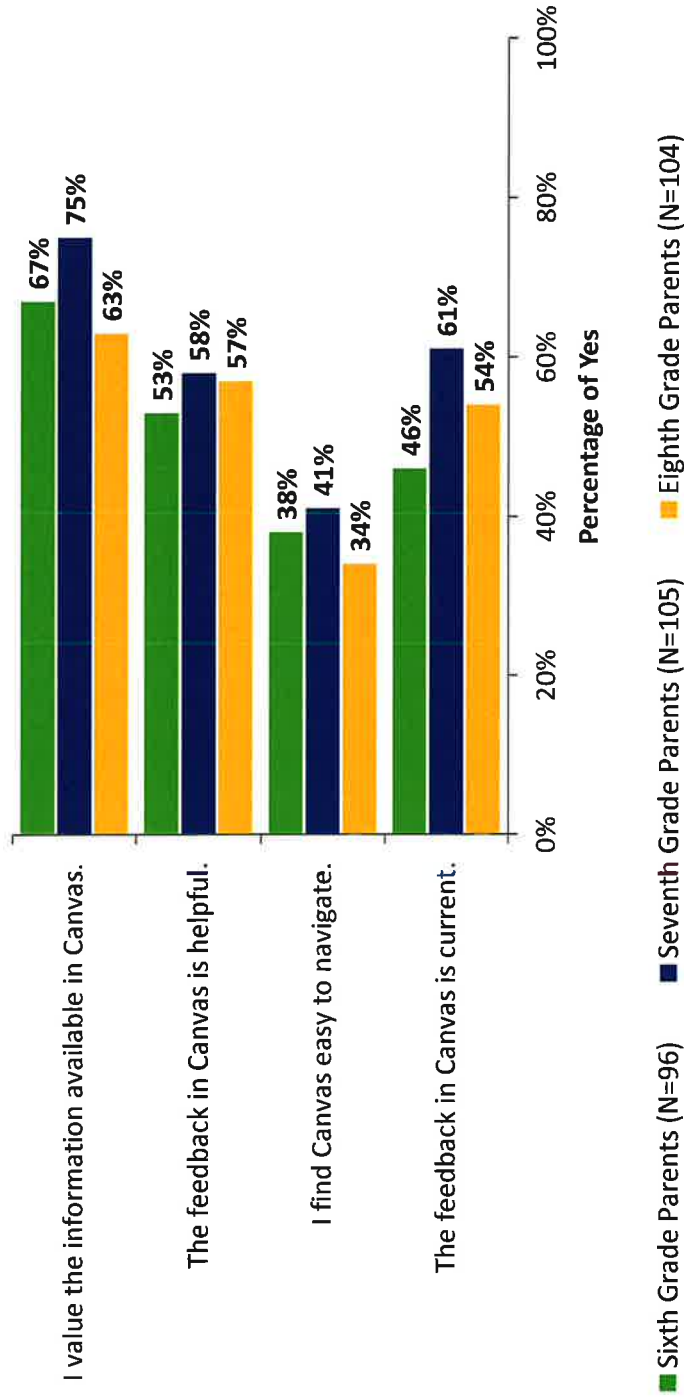
Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



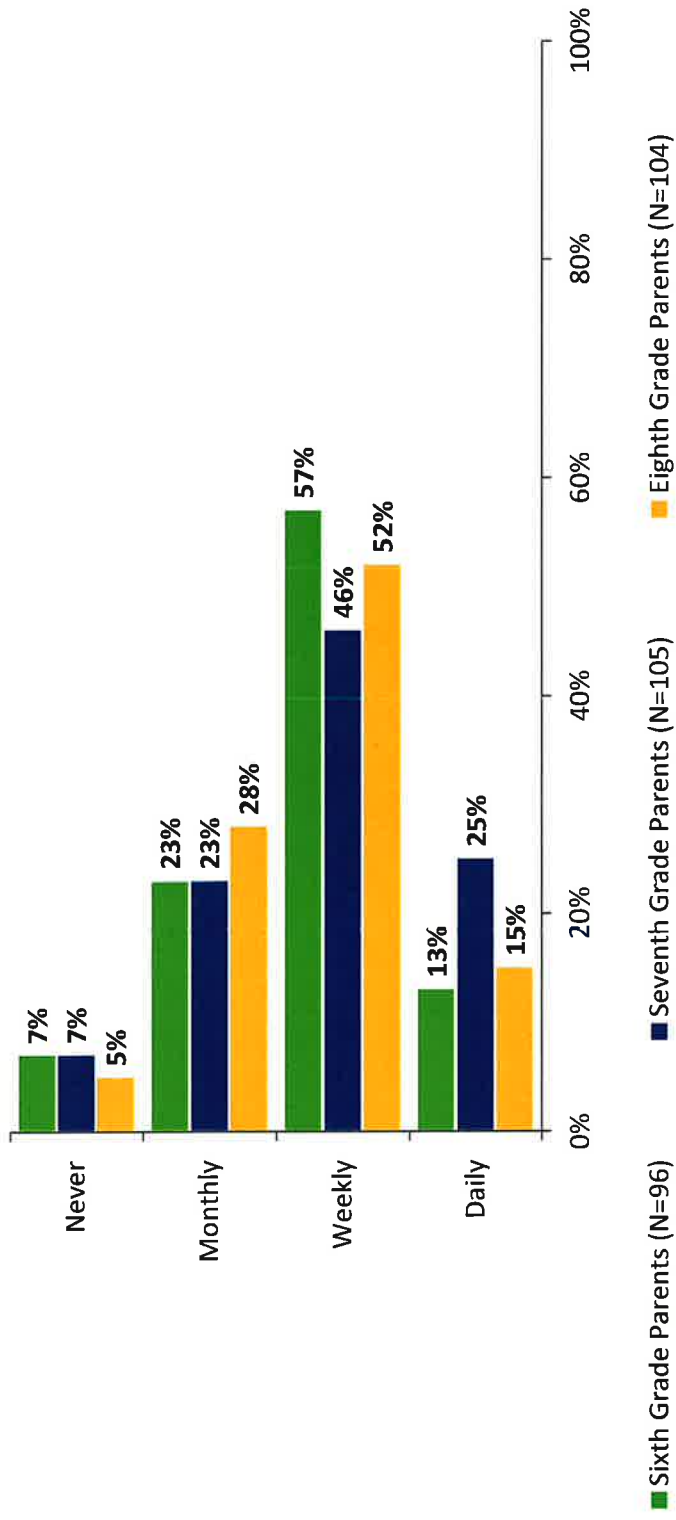
Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



Middle School Parents – Grade Level (Continued)

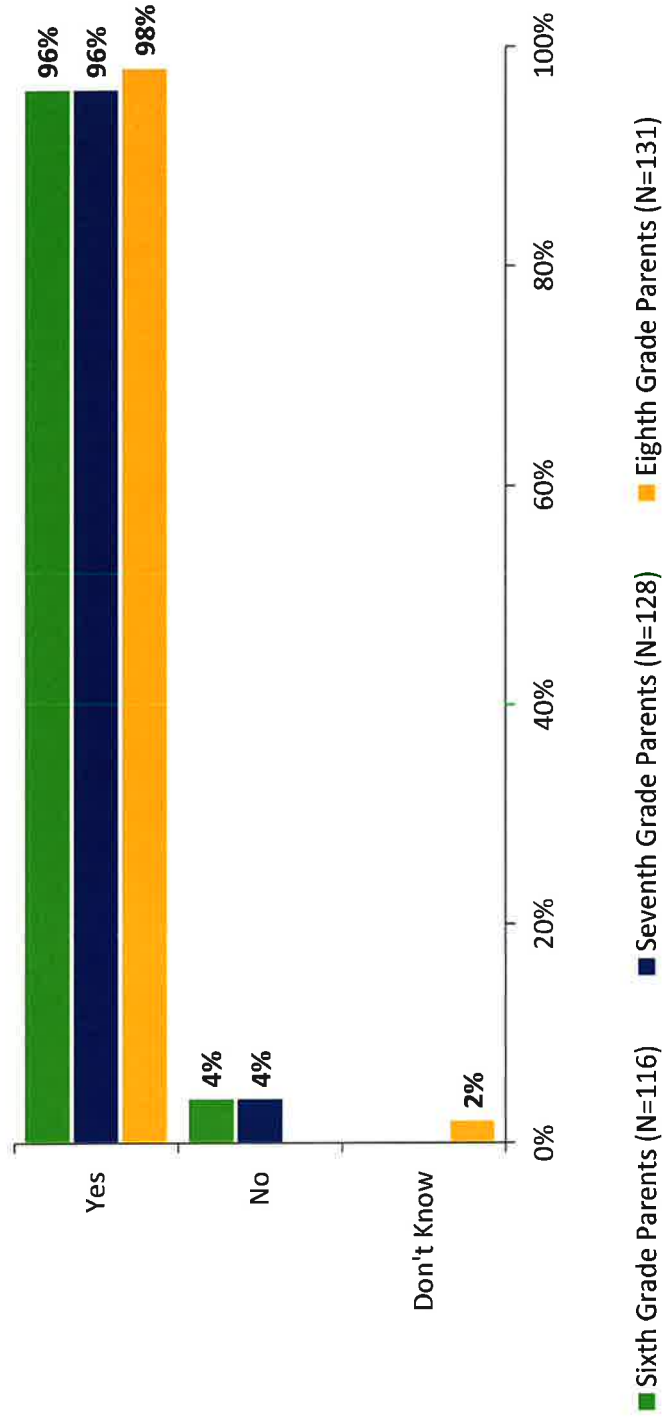
How often do you check your child's progress in Canvas?



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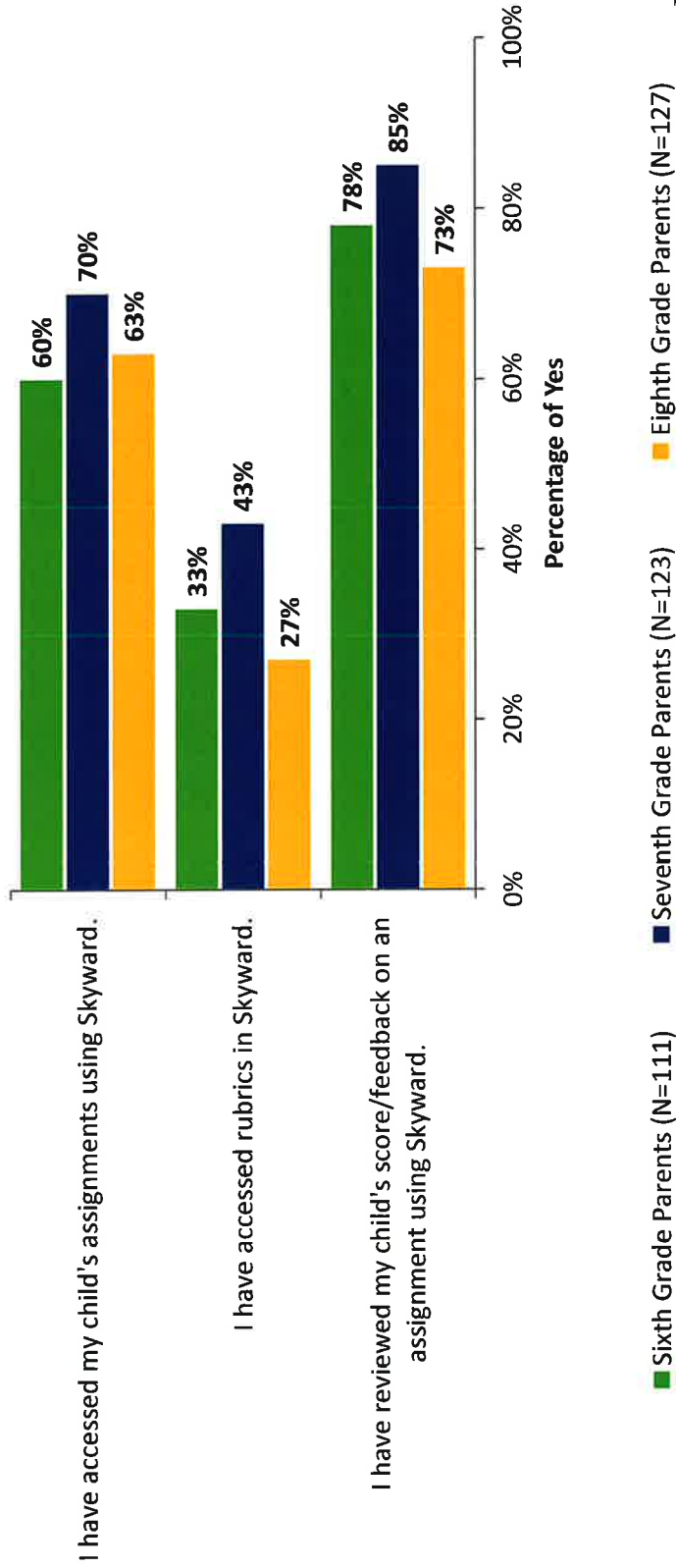
Middle School Parents – Grade Level (Continued)

I have accessed Skyward Family Access during the 2017-2018 or 2018-2019 school year.



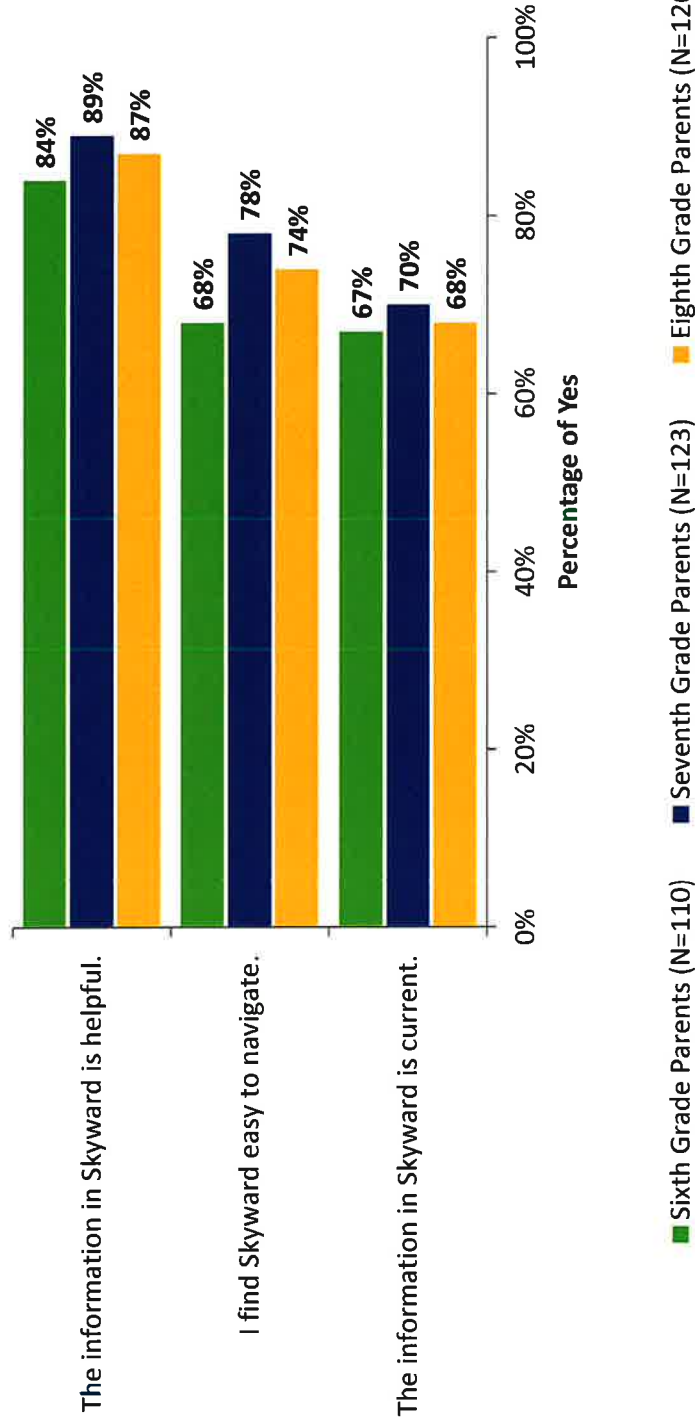
Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Skyward last school year and this school year.



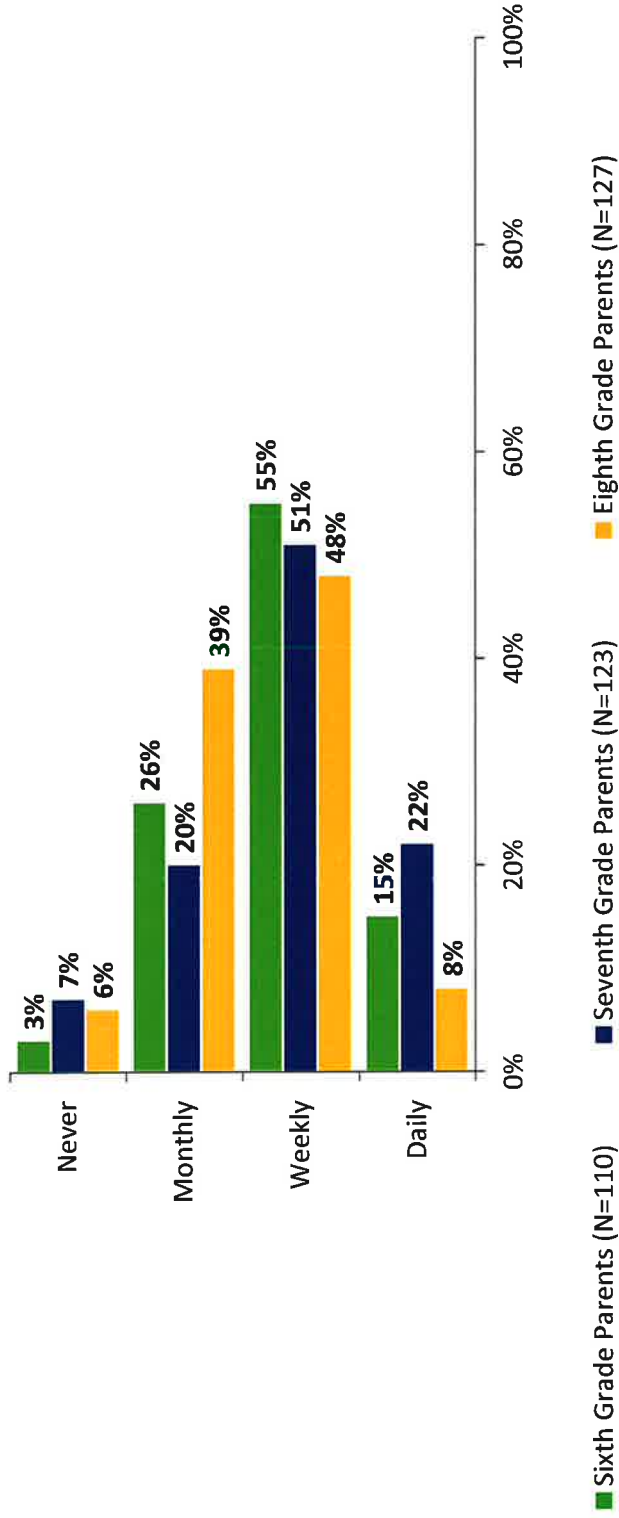
Middle School Parents – Grade Level (Continued)

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



Middle School Parents – Grade Level (Continued)

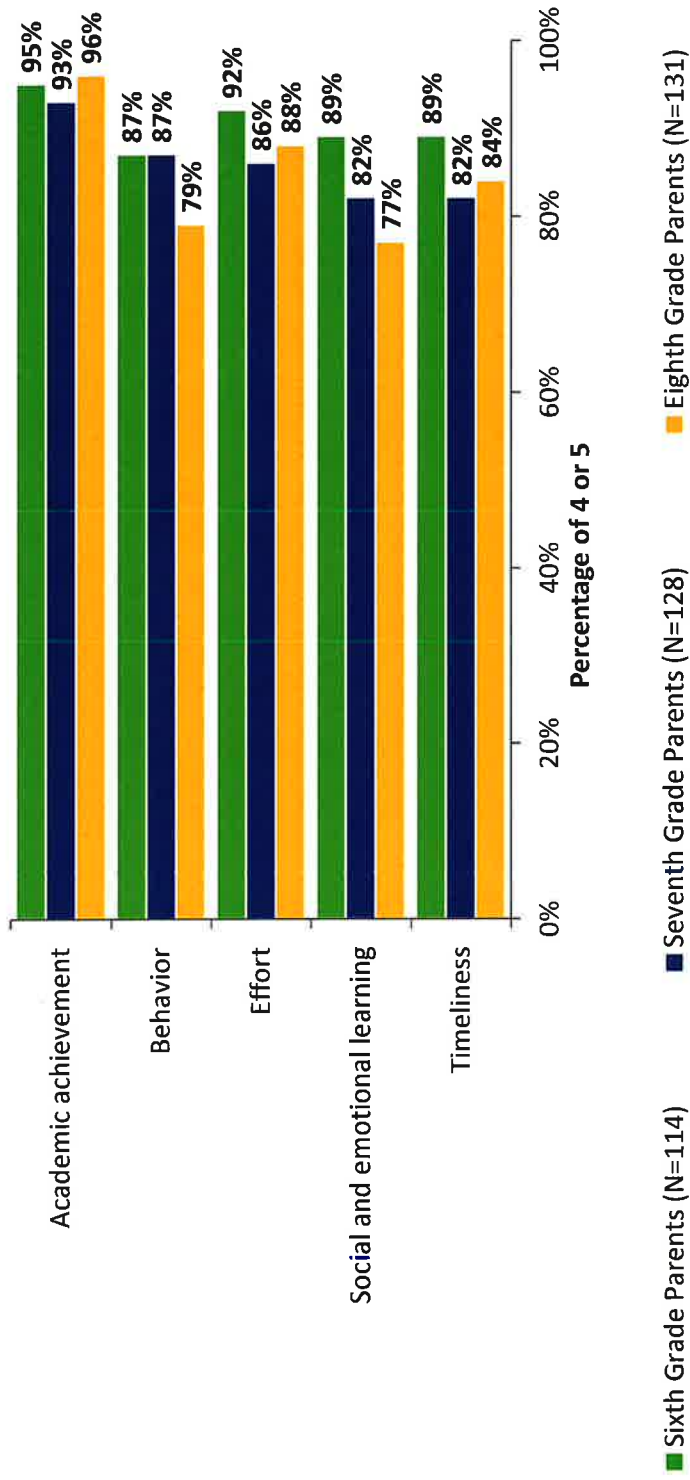
How often do you check your child's progress in Skyward?



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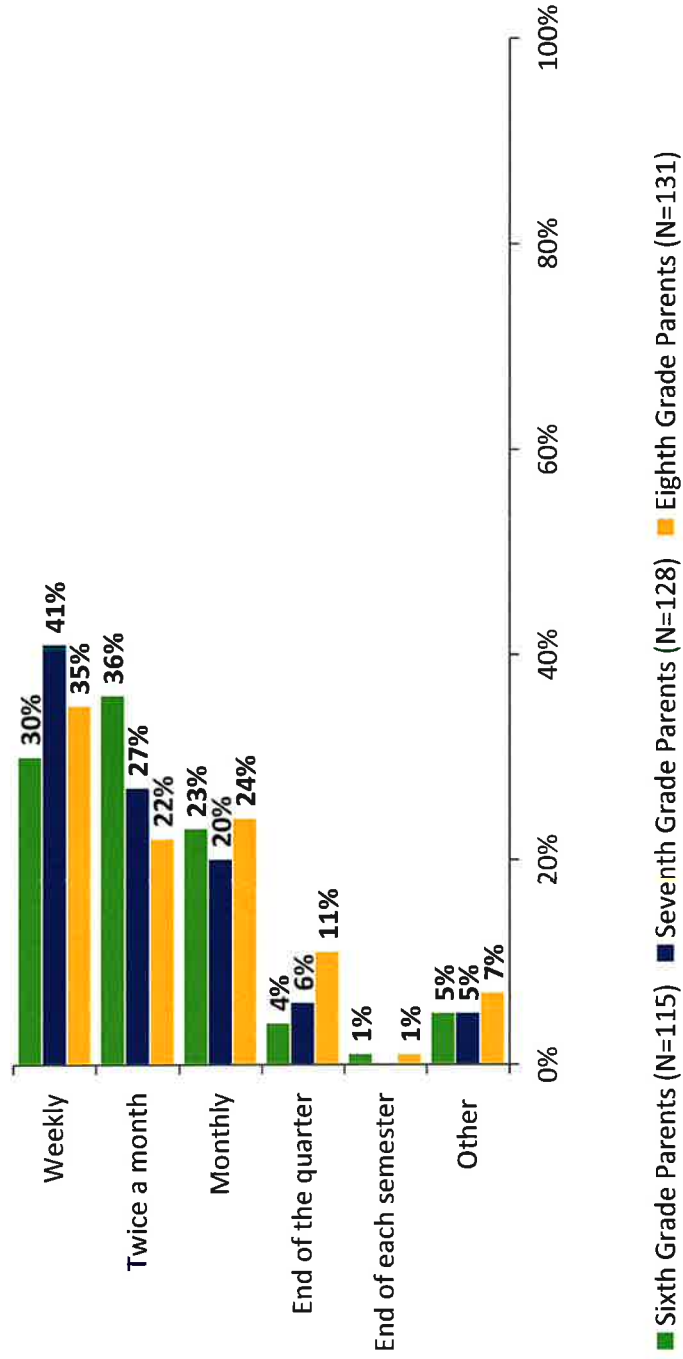
Middle School Parents – Grade Level (Continued)

On a scale of 0-5, how important is each of these types of information to you, with 0 being Not at All and 5 being Extremely Important?



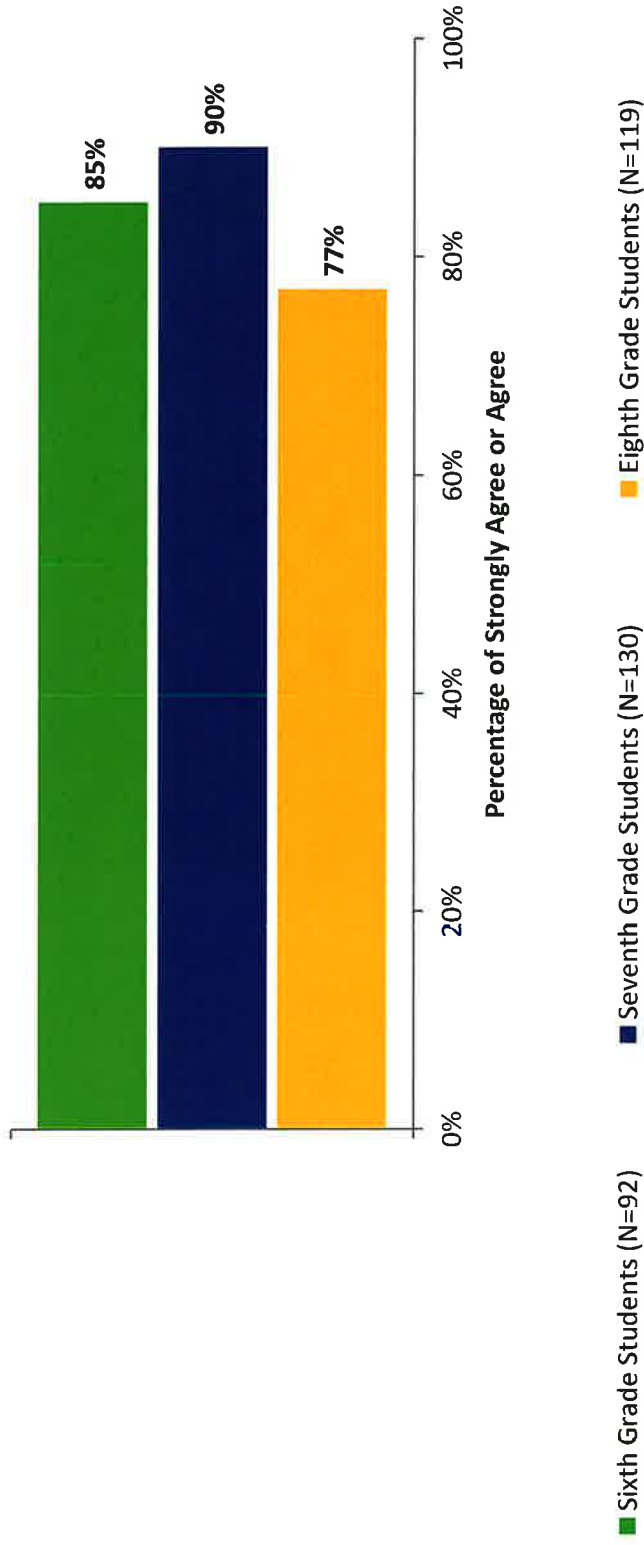
Middle School Parents – Grade Level (Continued)

How frequently would you like to receive information from your child's teachers regarding your child's progress?



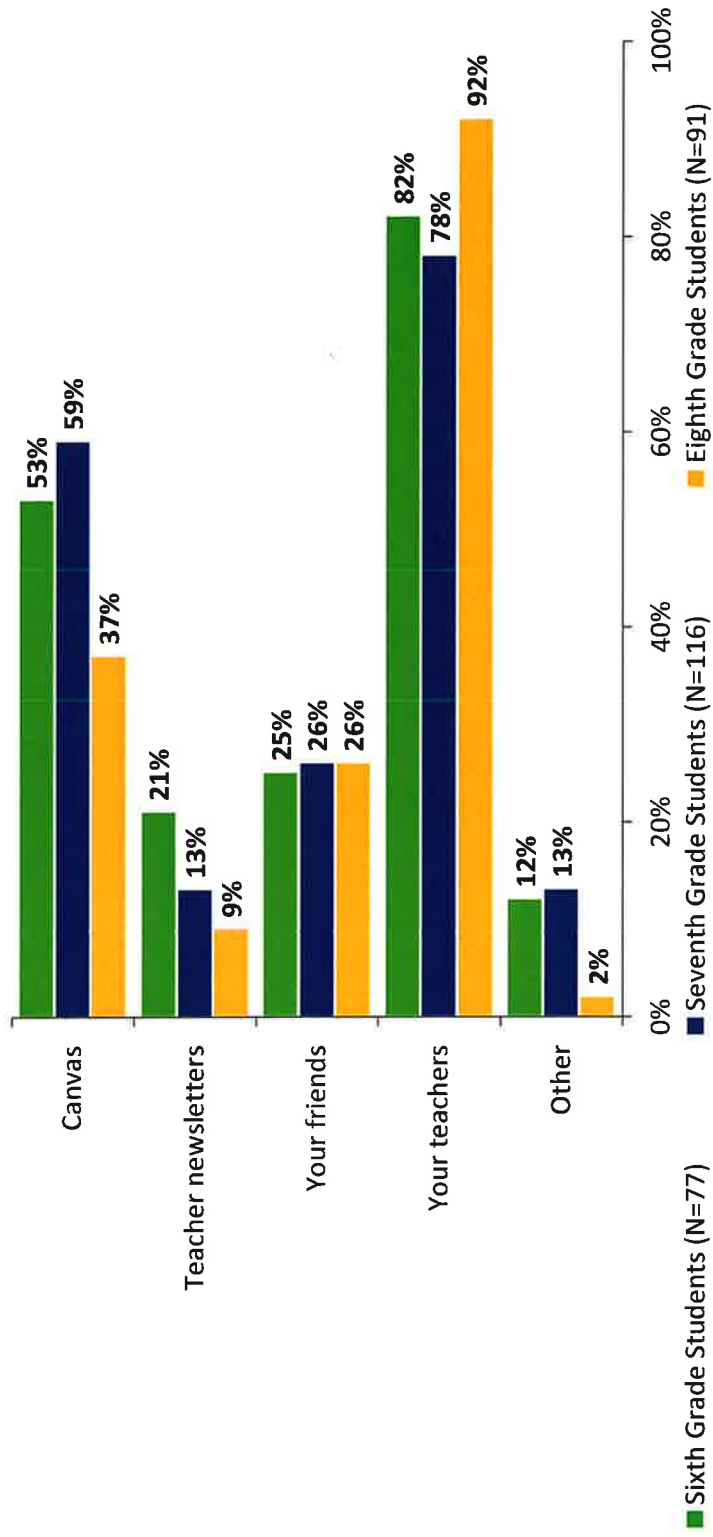
Middle School Students – Grade Level

How strongly do you agree or disagree with the following statement?
I understand the Grading for Learning (GFL) model.



Middle School Students – Grade Level (Continued)

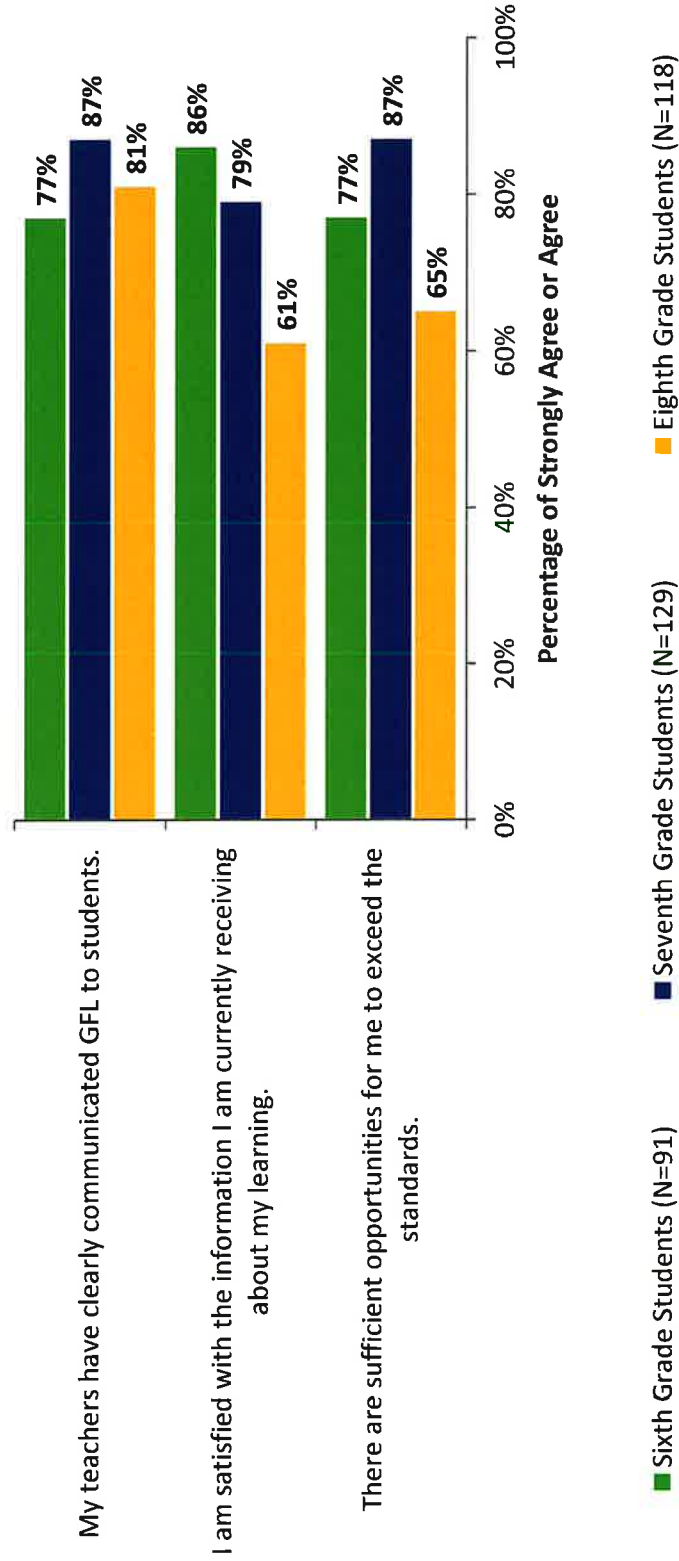
Which of the following have helped you understand the Grading for Learning (GFL) model?



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

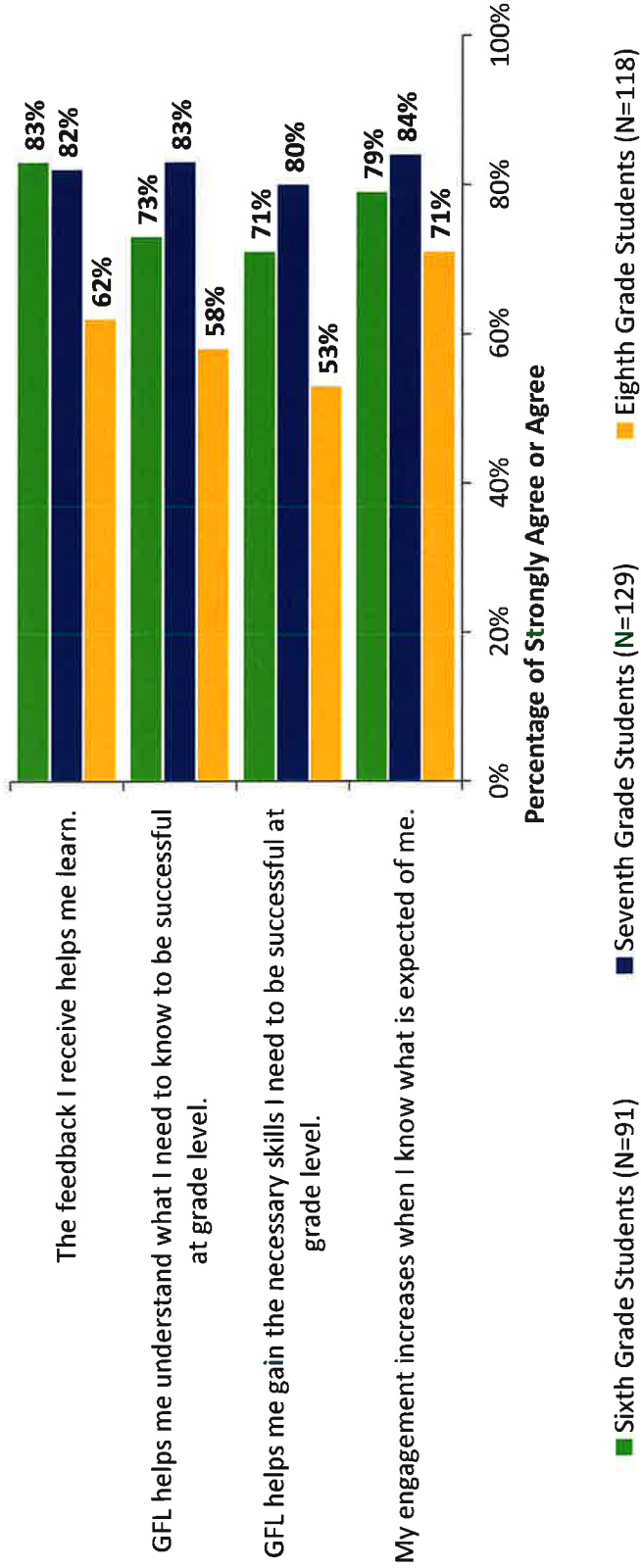
Middle School Students – Grade Level (Continued)

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



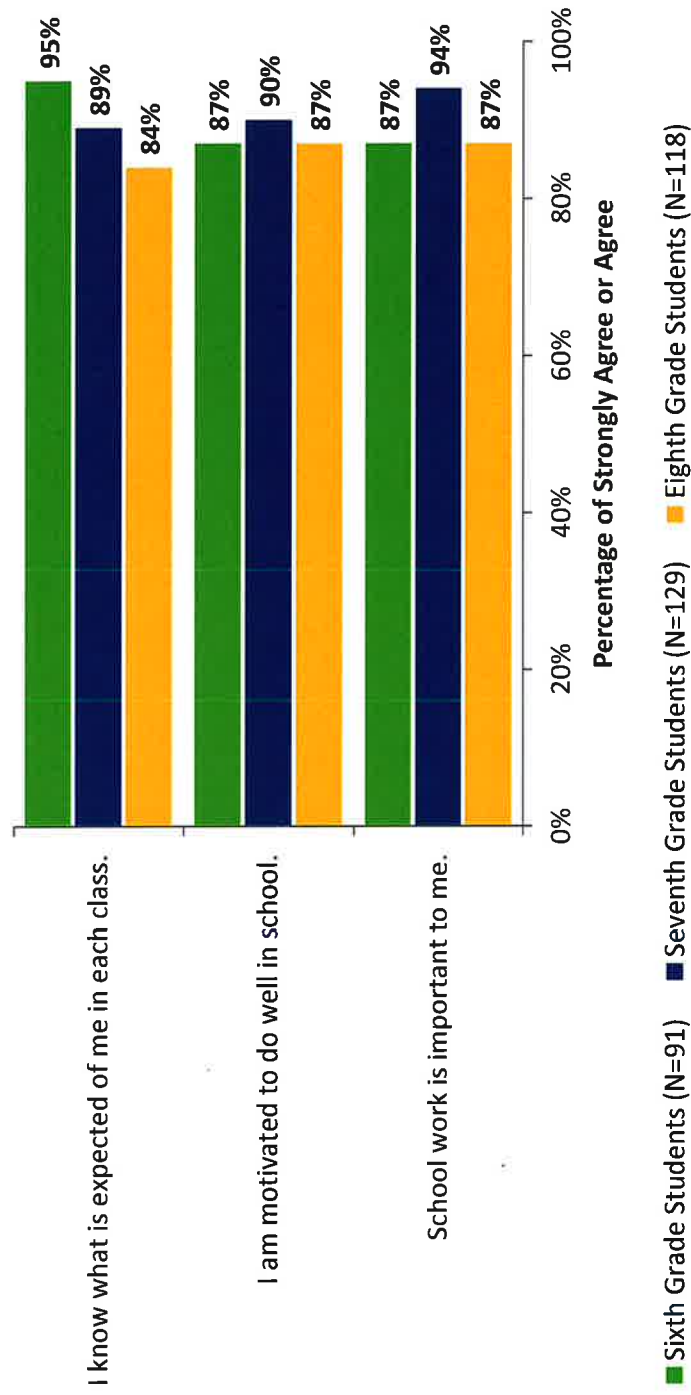
Middle School Students – Grade Level (Continued)

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



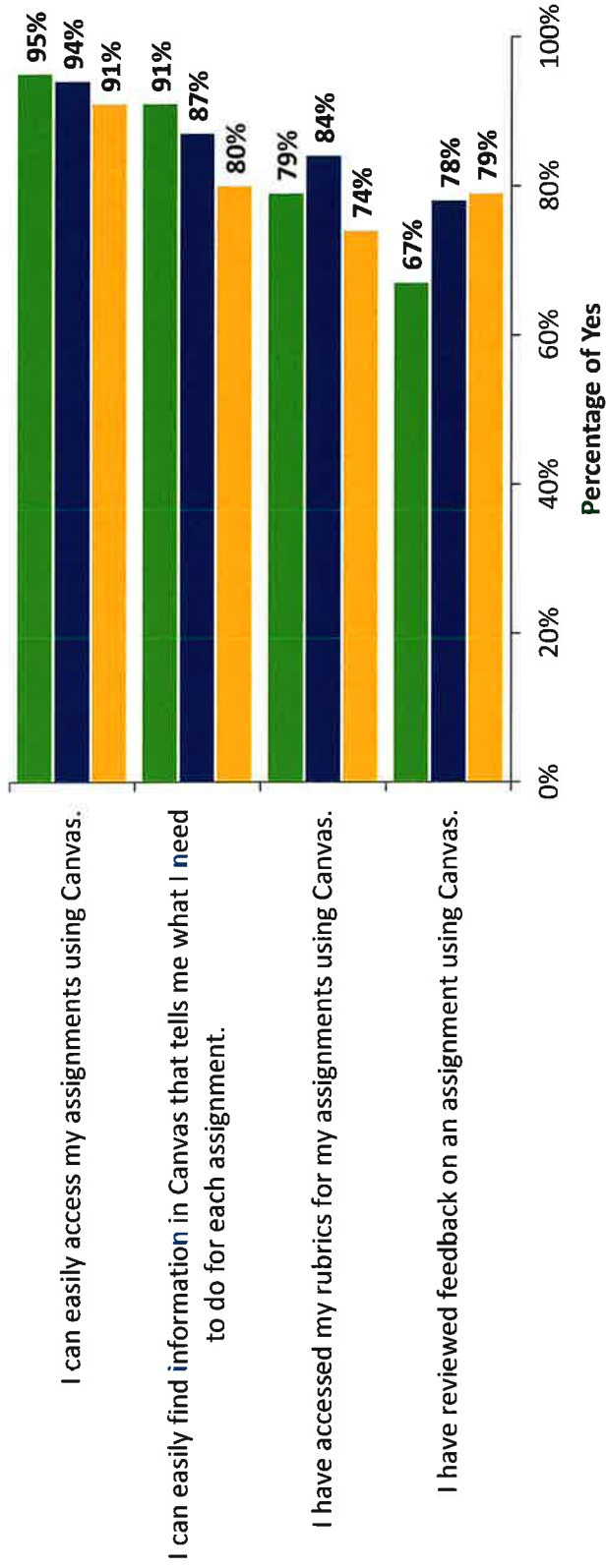
Middle School Students – Grade Level (Continued)

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



Middle School Students – Grade Level (Continued)

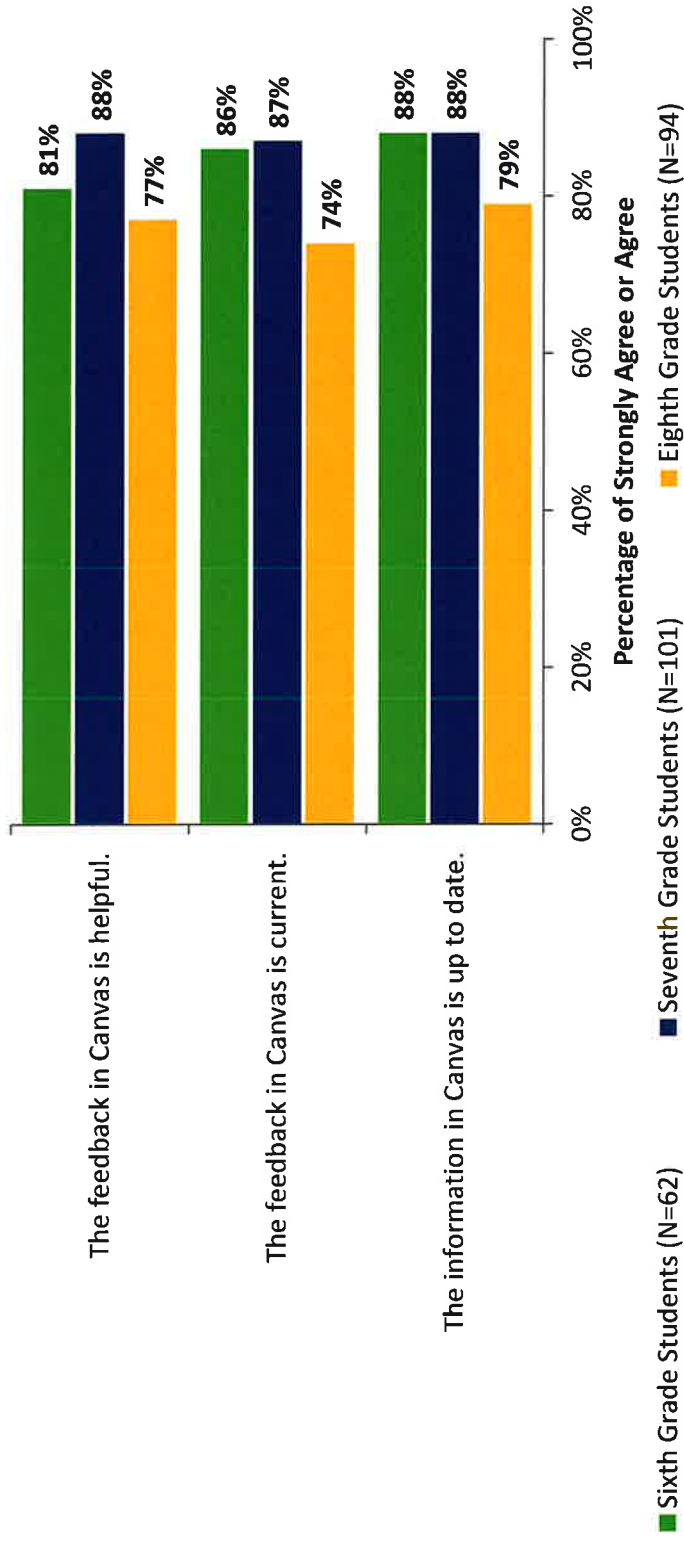
Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



■ Sixth Grade Students (N=92) ■ Seventh Grade Students (N=130) ■ Eighth Grade Students (N=119)

Middle School Students – Grade Level (Continued)

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

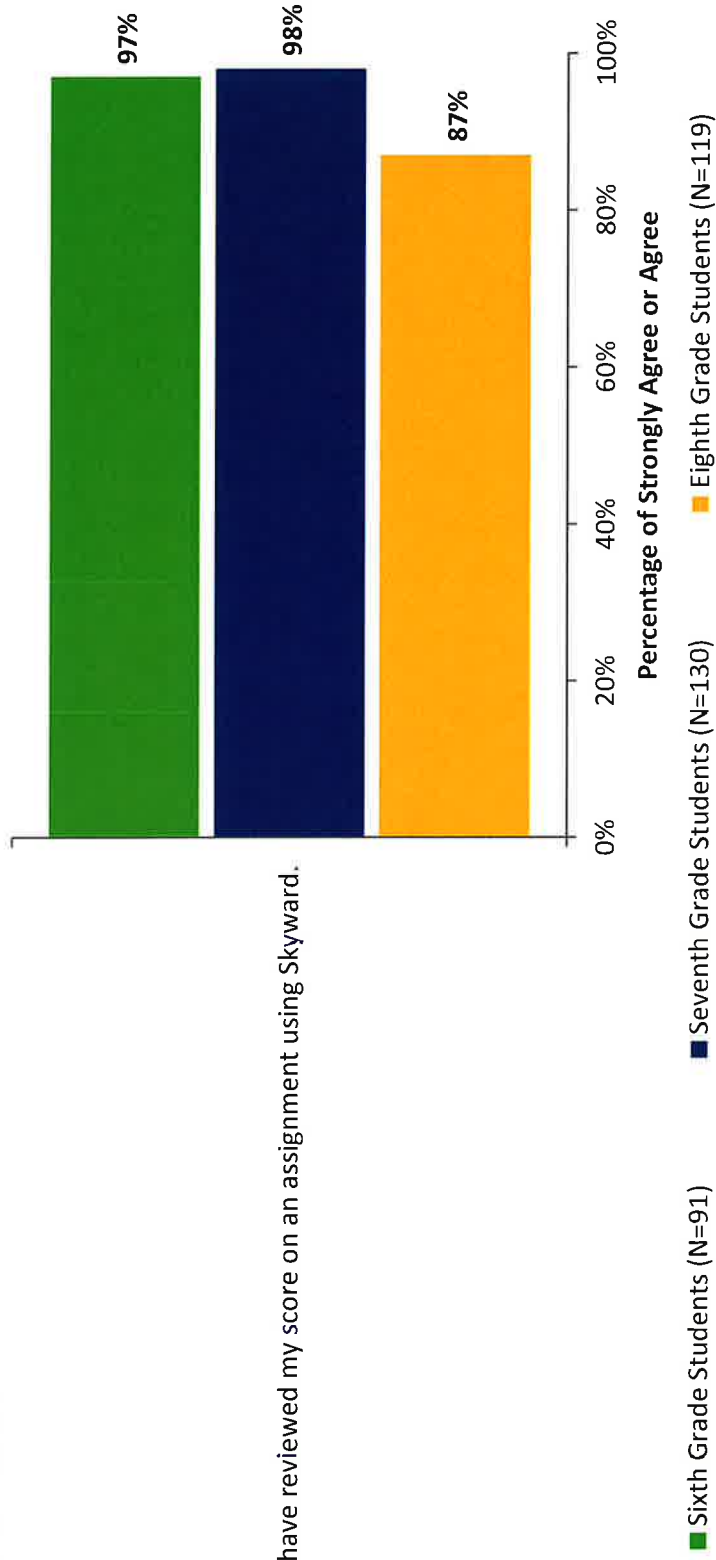


Middle School Students – Grade Level (Continued)

Feedback about Skyward

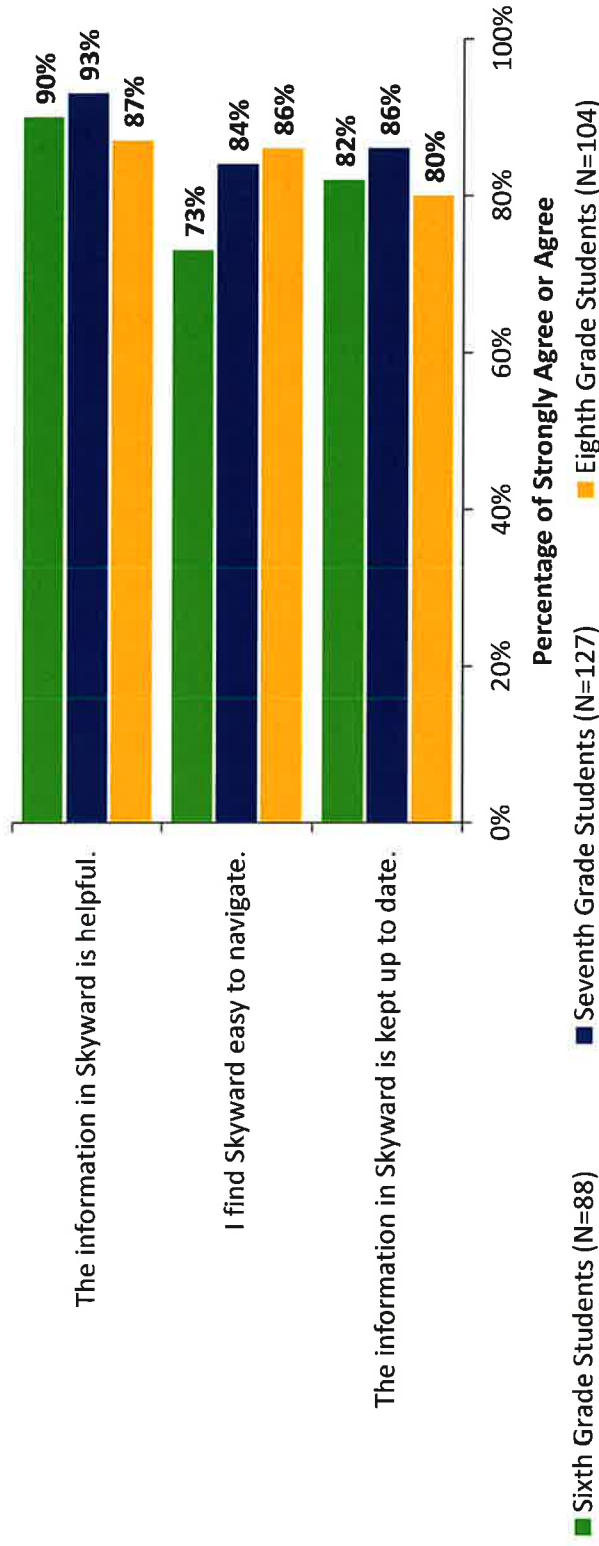
169

I have reviewed my score on an assignment using Skyward.



Middle School Students – Grade Level (Continued)

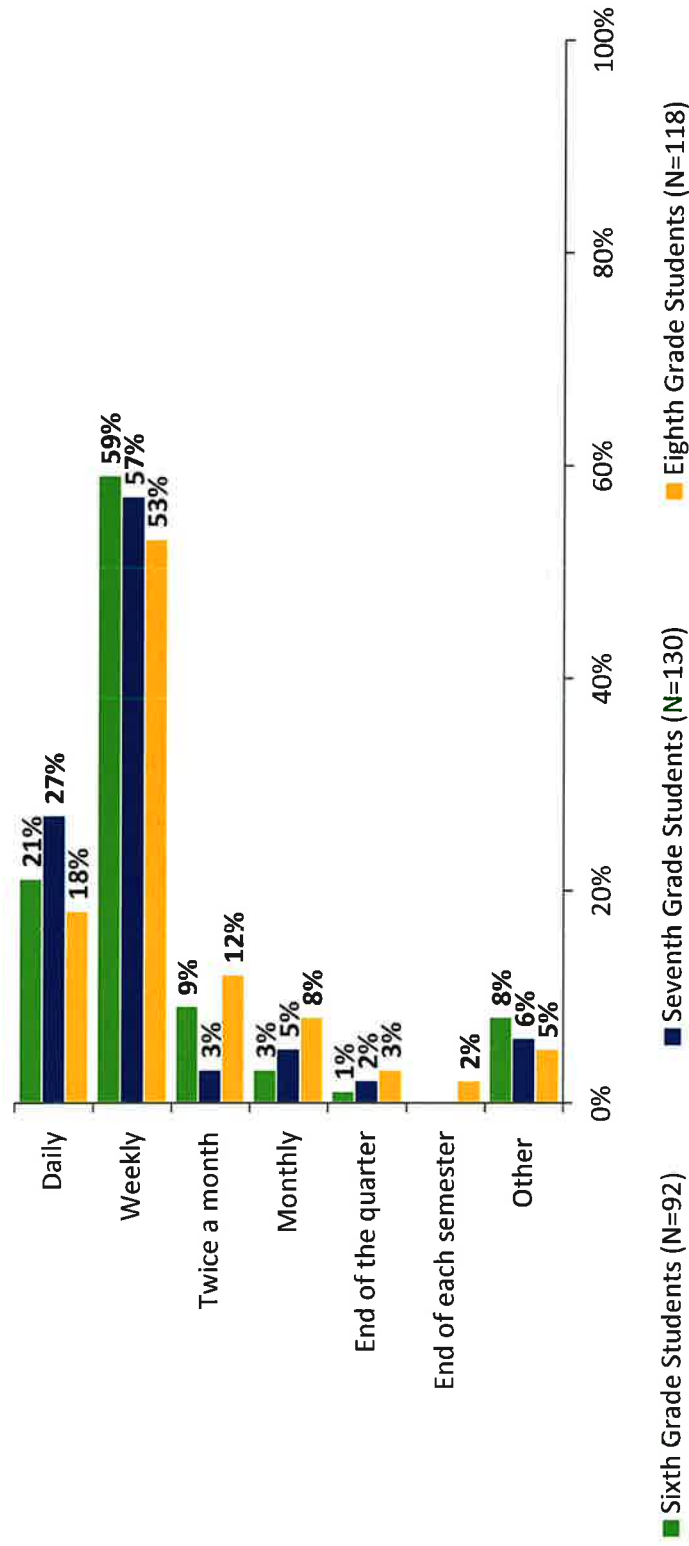
How strongly do you agree or disagree with the following statements about Skyward?



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Middle School Students – Grade Level (Continued)

How frequently do your teachers give you feedback on your assignments, assessments, and other coursework so that you can improve?





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Grading for Learning Survey – West Middle School

Results and Analysis

Wayzata Public Schools

2018-2019 School Year



Project Overview

Wayzata Public Schools is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation and reporting model, that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is referred to as Grading For Learning (GFL).

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- Perception of GFL
- Feedback on the Middle School Report card
- Information management systems (Canvas and Skyward Family Access)
- Feedback on types of information provided on the middle school report card
- Frequency of feedback

The survey was open from Oct. 31-November 14. Email invitations with unique survey links were sent to parents, teachers, and students. Parents could take the survey again if they had more than one child via a public URL link which was embedded within the thank you message. Paper surveys were available on request. Reminders were sent Nov. 7, 12, and 14 to parents and teachers. Reminders were sent on X for students.

The district created and disseminated all pre-survey communications.

Understanding the Results

This report summarizes survey results for West Middle School and breaks down the responses by grade level by respondent group.

Results do not reflect random sampling; therefore, they should not be generalized to all WPS parents, teachers, and students in grades 6-9. Rather, results reflect only the perceptions and opinions of survey participants. Parents of 9th grade students had to indicate they had a child who attended middle school in WPS last year. Ninth grade student participants had to indicate they attended WPS last year.

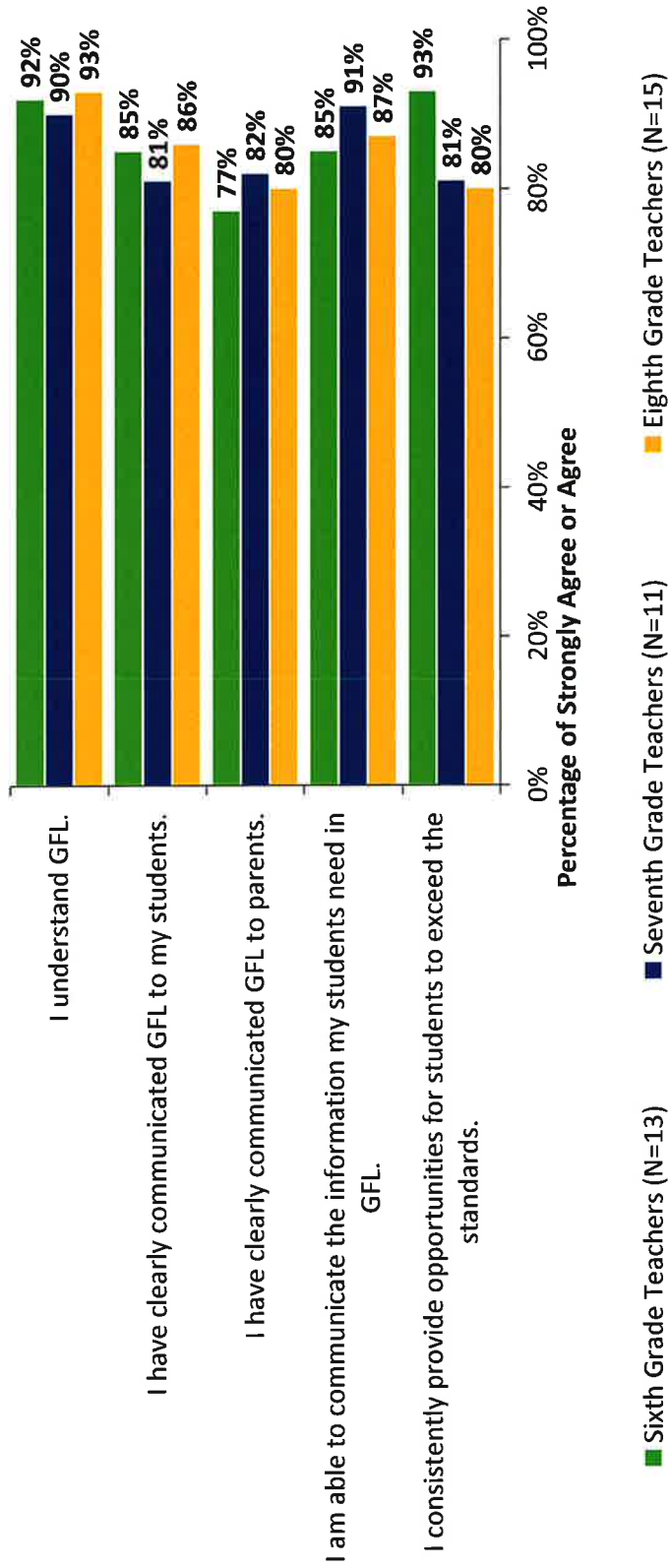
Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

Several open-ended questions were asked in the survey. The WPS leadership team requested that one open-ended item (...) be reviewed. Ten percent of randomized open-ended responses were analyzed for common themes via the constant comparative analysis (CCA) technique.

School-level reports will be provided to WPS.

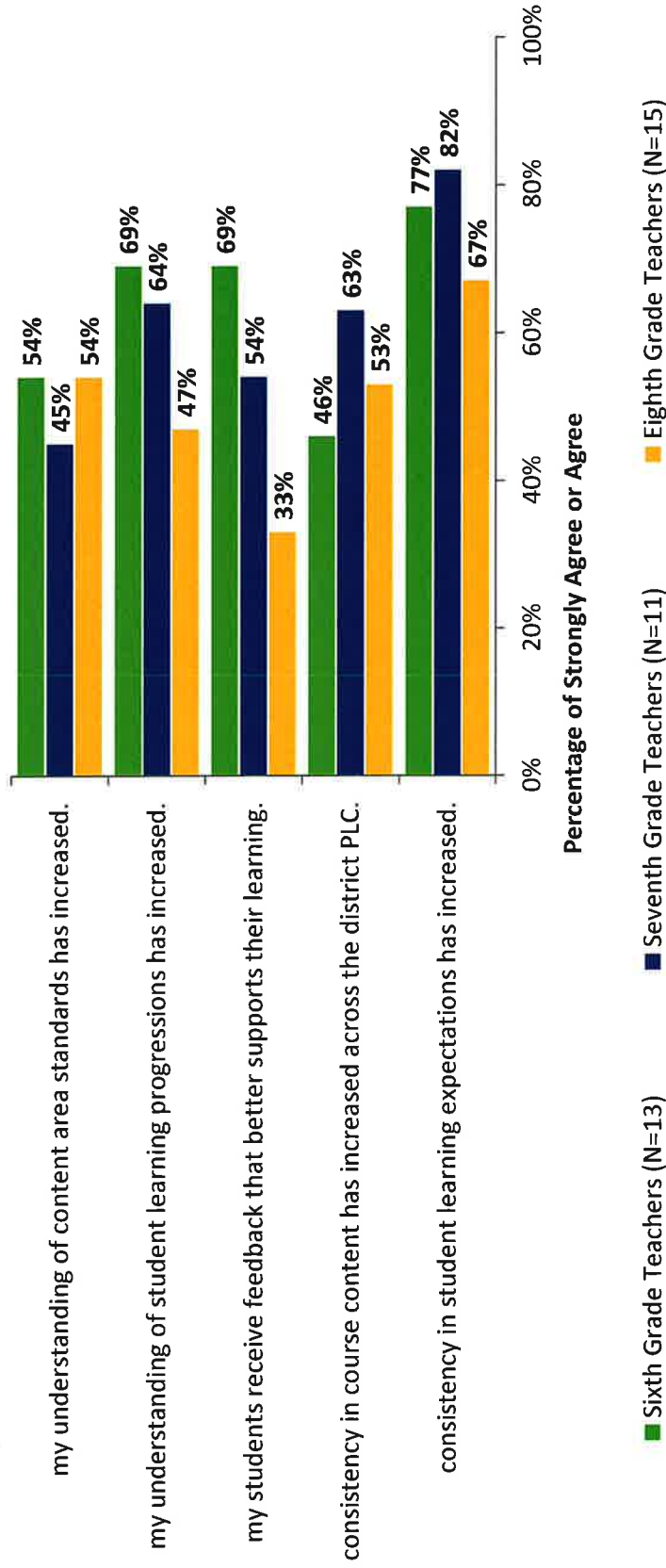
Middle School Teachers – Grade Level

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



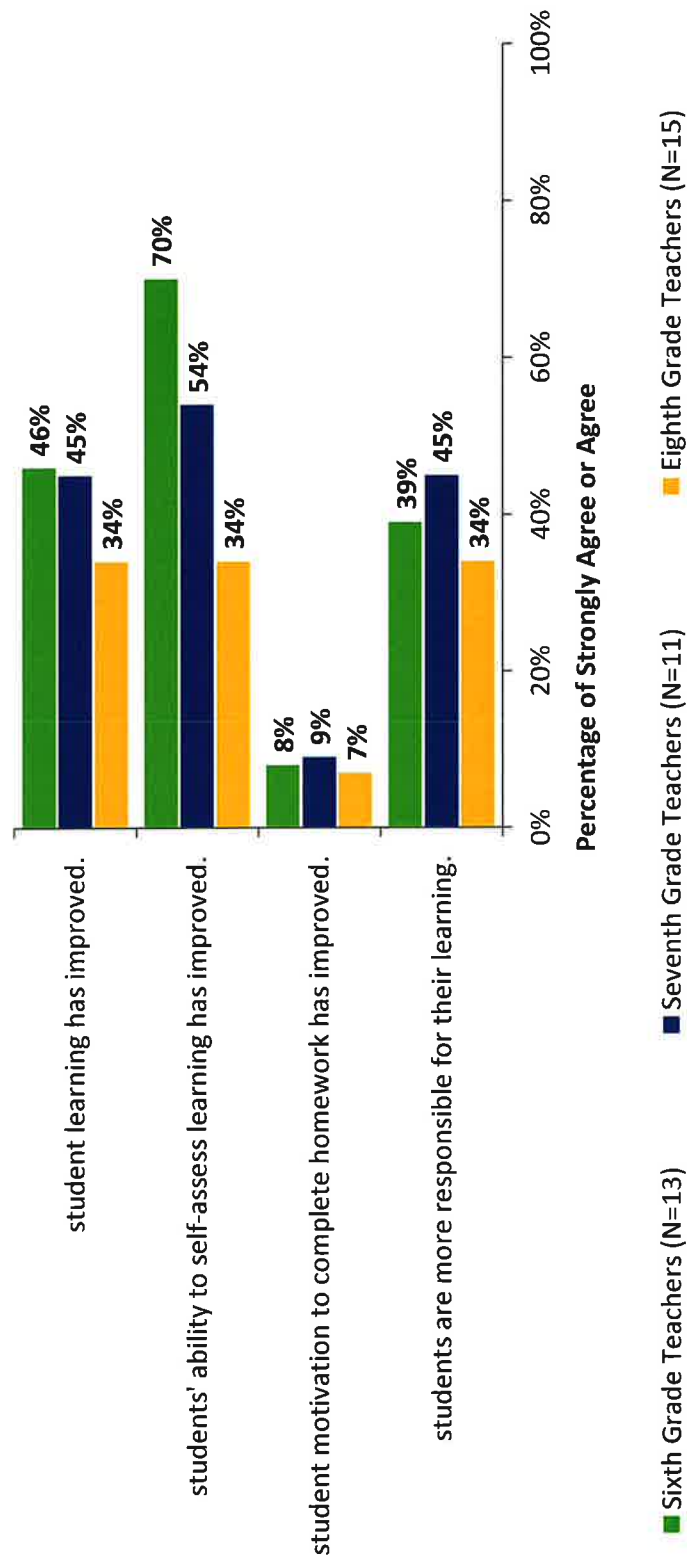
Middle School Teachers – Grade Level

How strongly do you agree or disagree with the following statements?
Since the implementation of GFL . . .



Middle School Teachers – Grade Level (Continued)

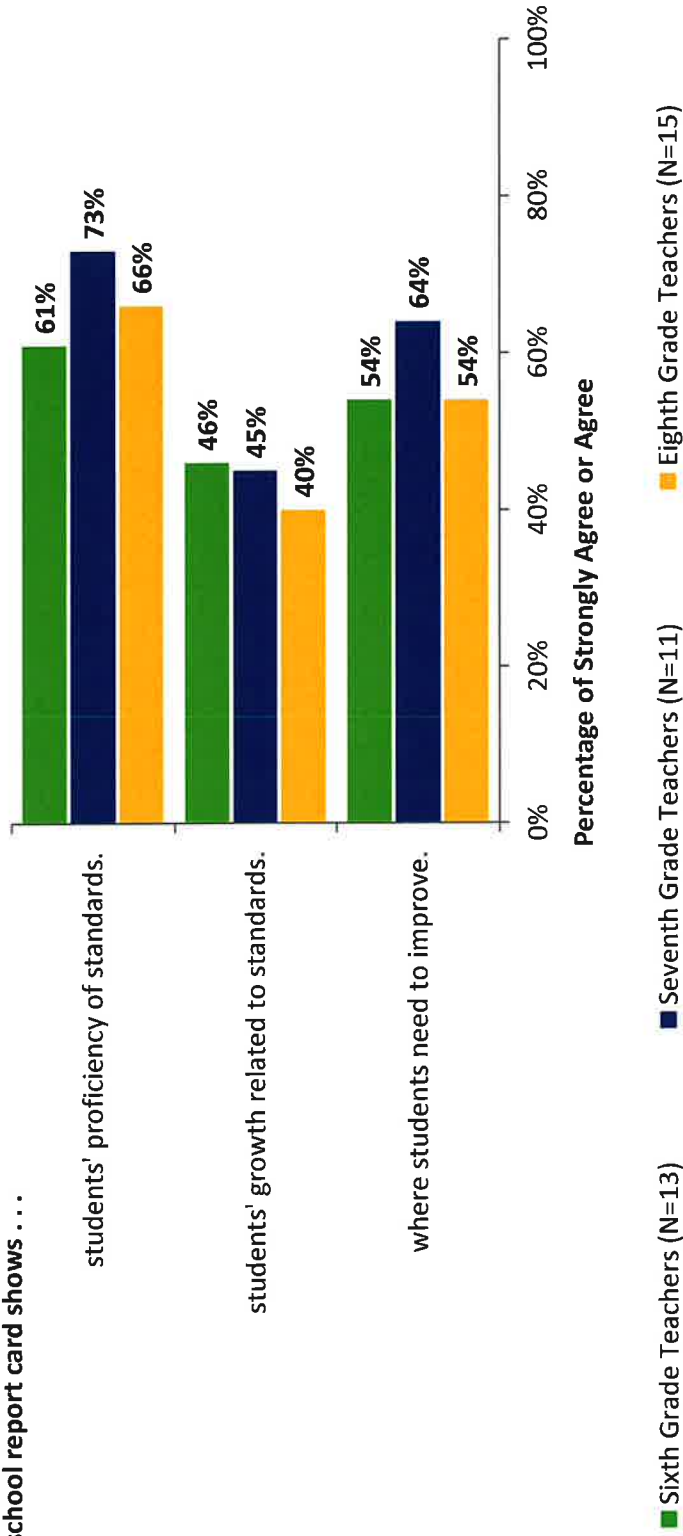
How strongly do you agree or disagree with the following statements?
Since the implementation of GFL . . .



Middle School Teachers – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about the middle school report cards?

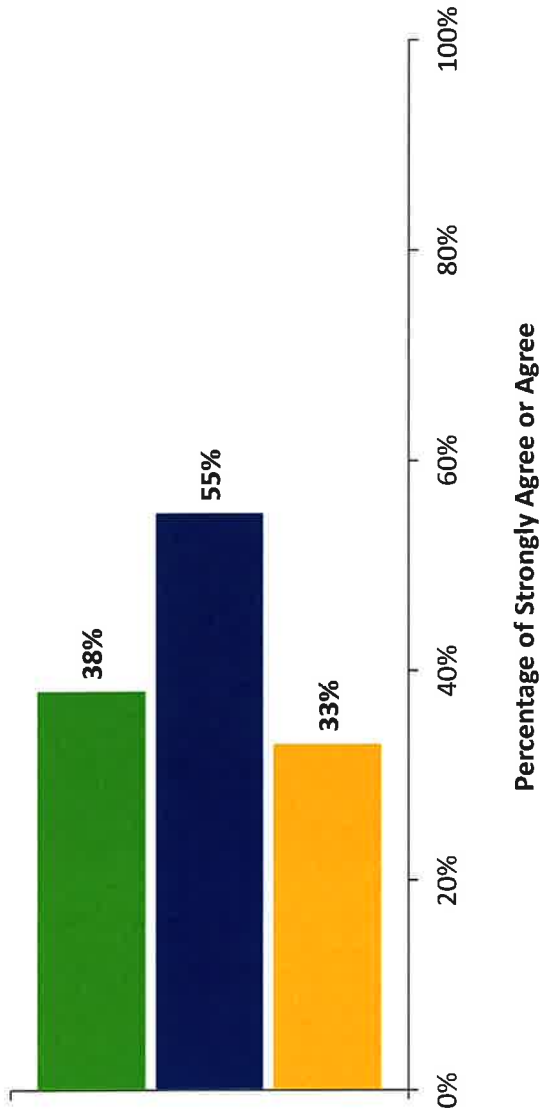
The middle school report card shows . . .



Middle School Teachers – Grade Level (Continued)

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

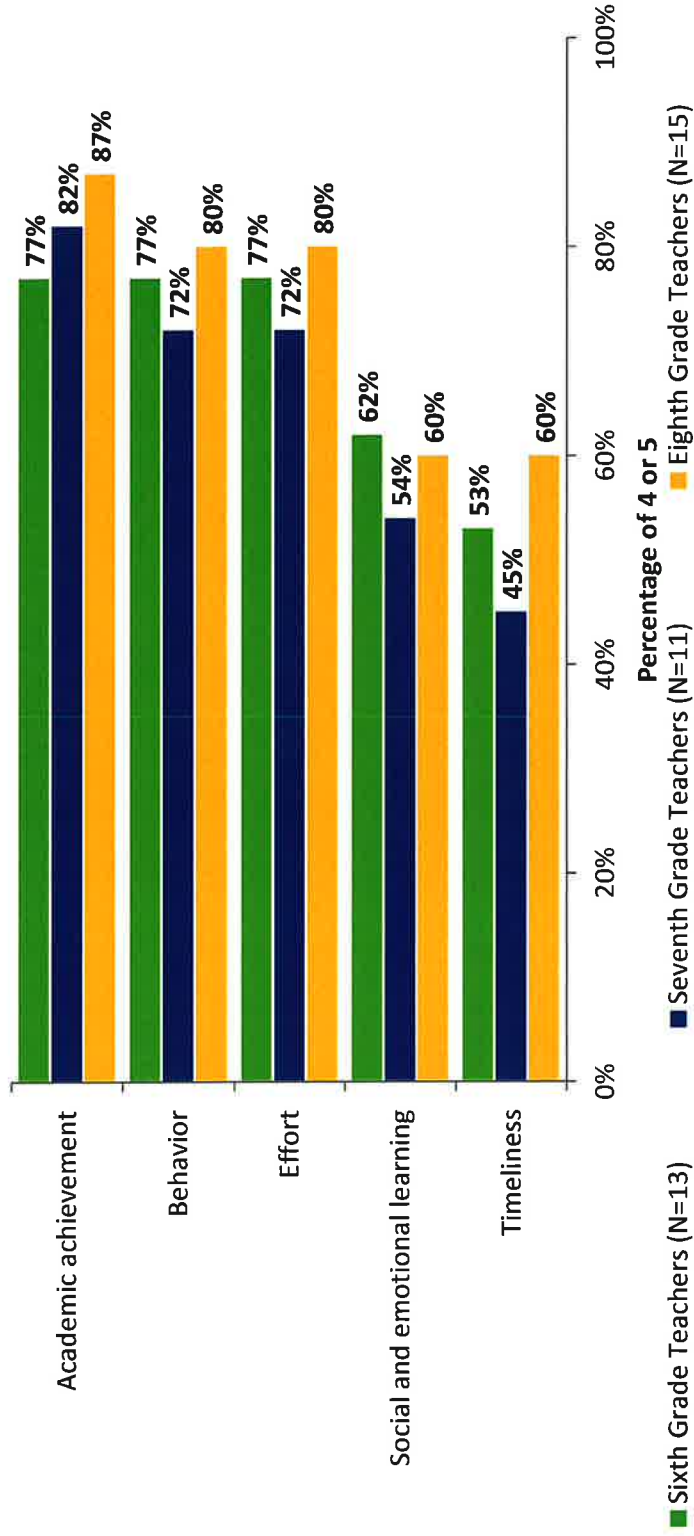
Overall, the middle school report card helps students understand their progress.



■ Sixth Grade Teachers (N=13) ■ Seventh Grade Teachers (N=11) ■ Eighth Grade Teachers (N=15)

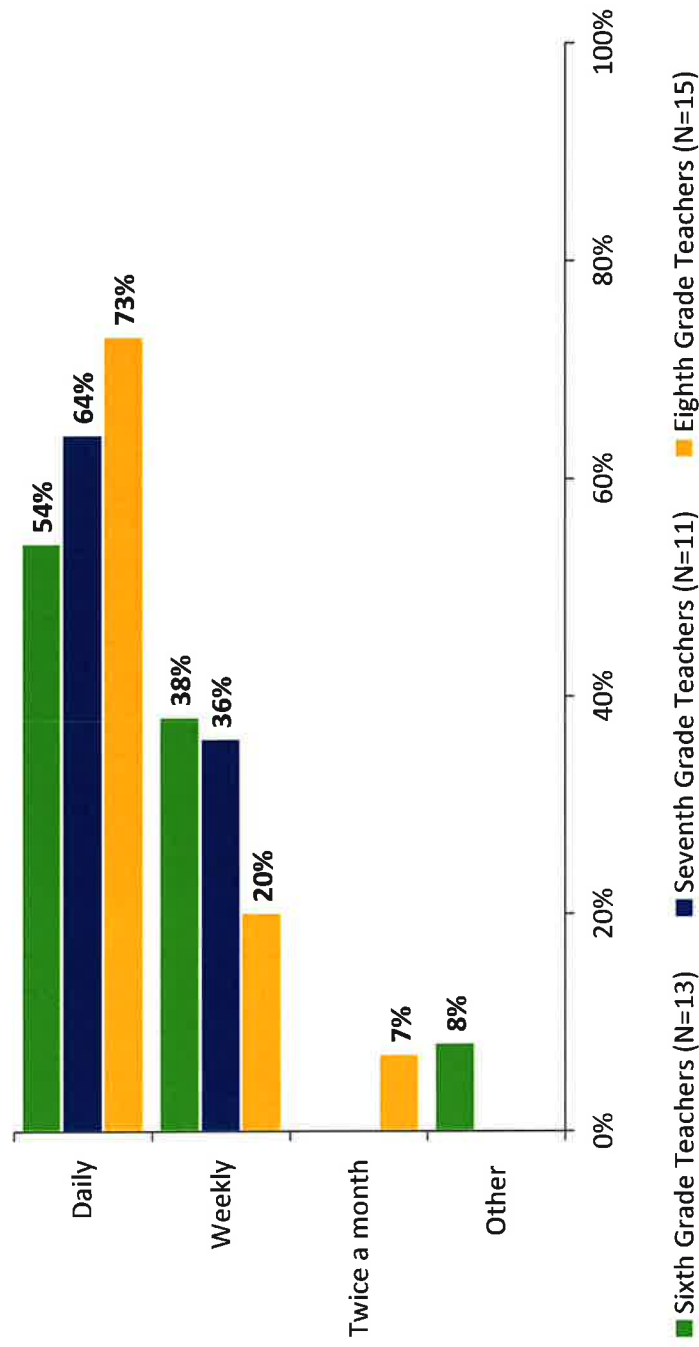
Middle School Teachers – Grade Level (Continued)

On a scale of 0 to 5, how important is each of these types of feedback to you, with 0 being Not at All and 5 being Extremely Important.



Middle School Teachers – Grade Level (Continued)

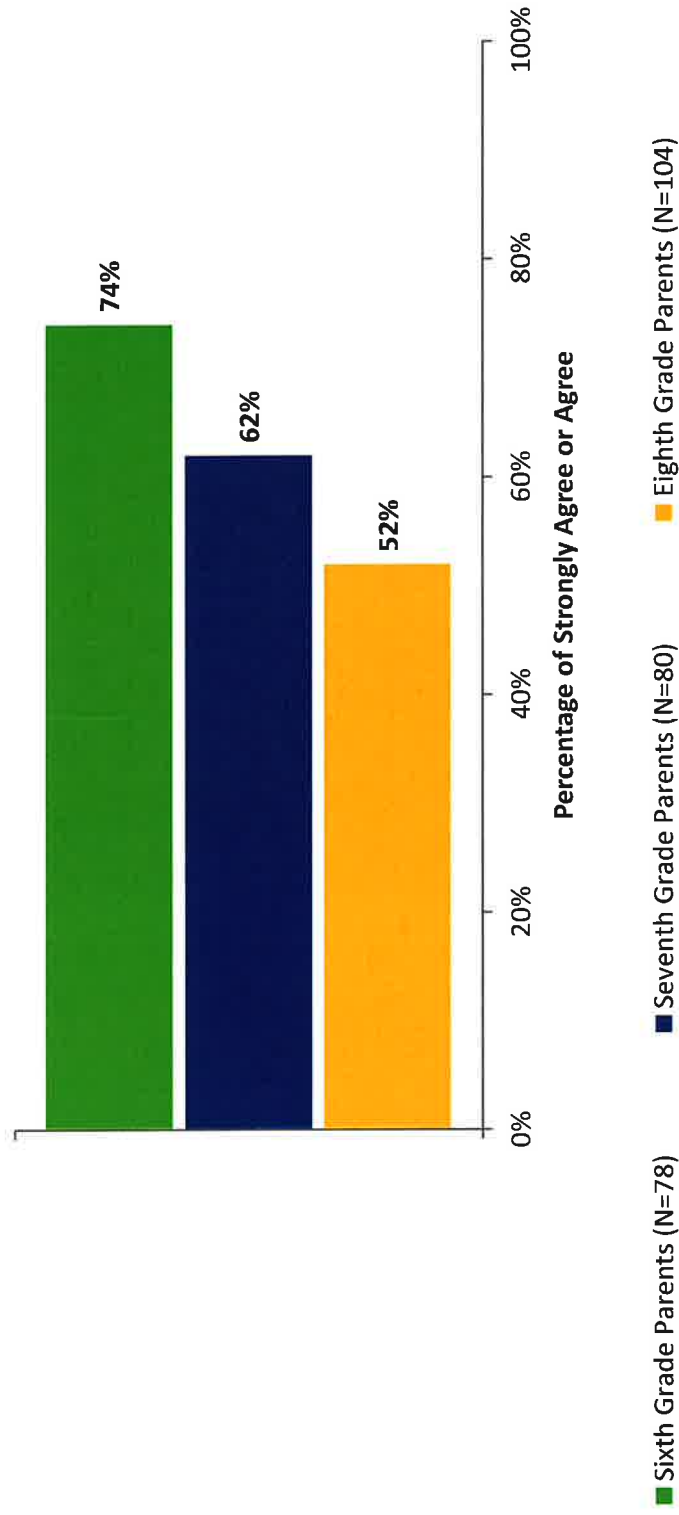
How frequently do you provide feedback to your students?



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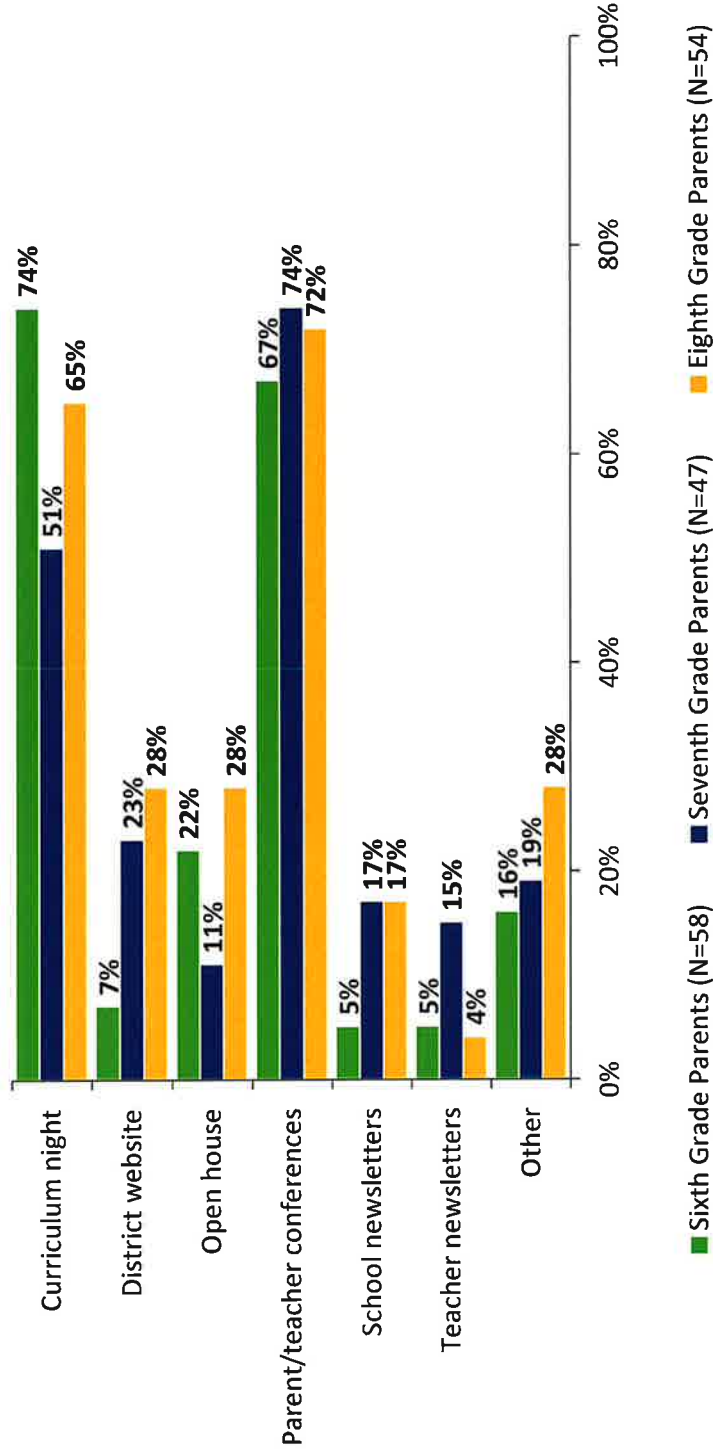
Middle School Parents – Grade Level

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning grading model.



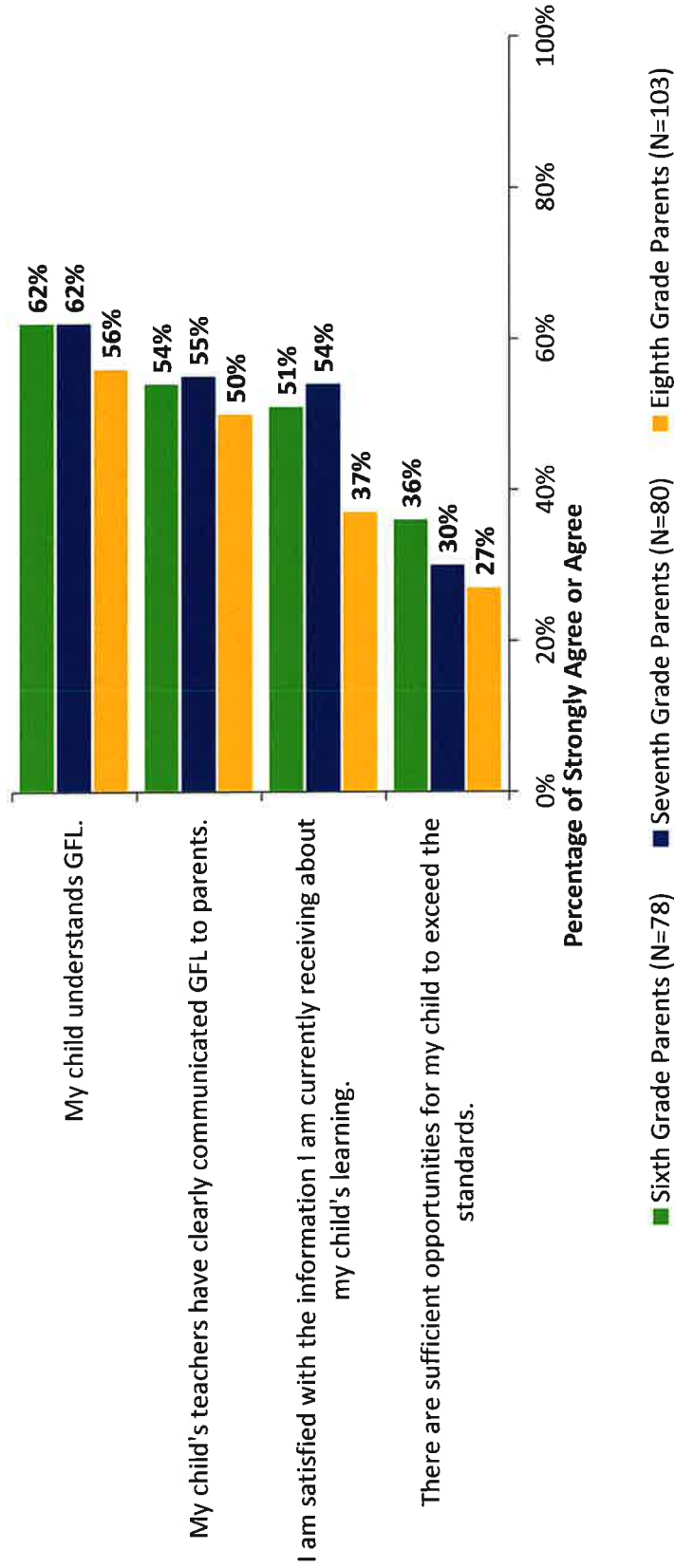
Middle School Parents – Grade Level (Continued)

What resources have helped you understand the Grading for Learning model?



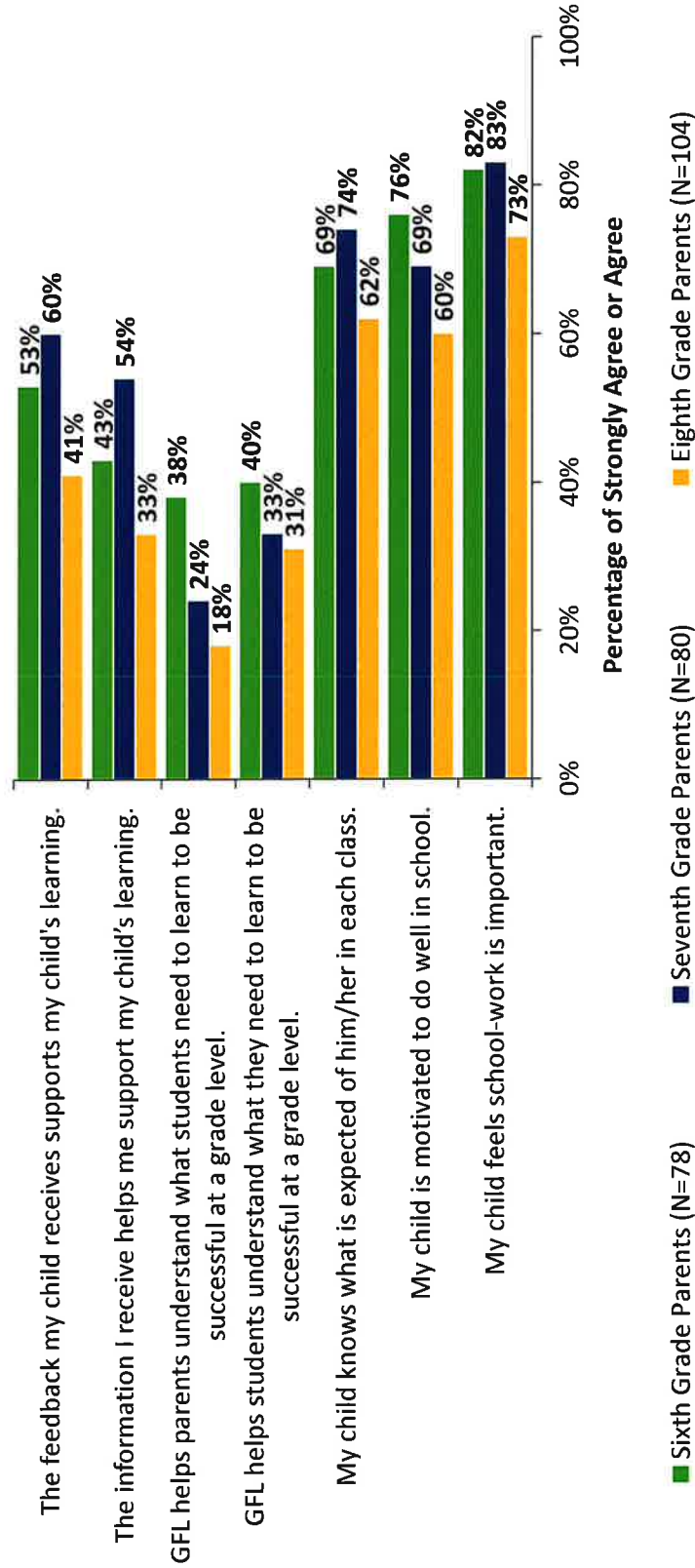
Middle School Parents – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



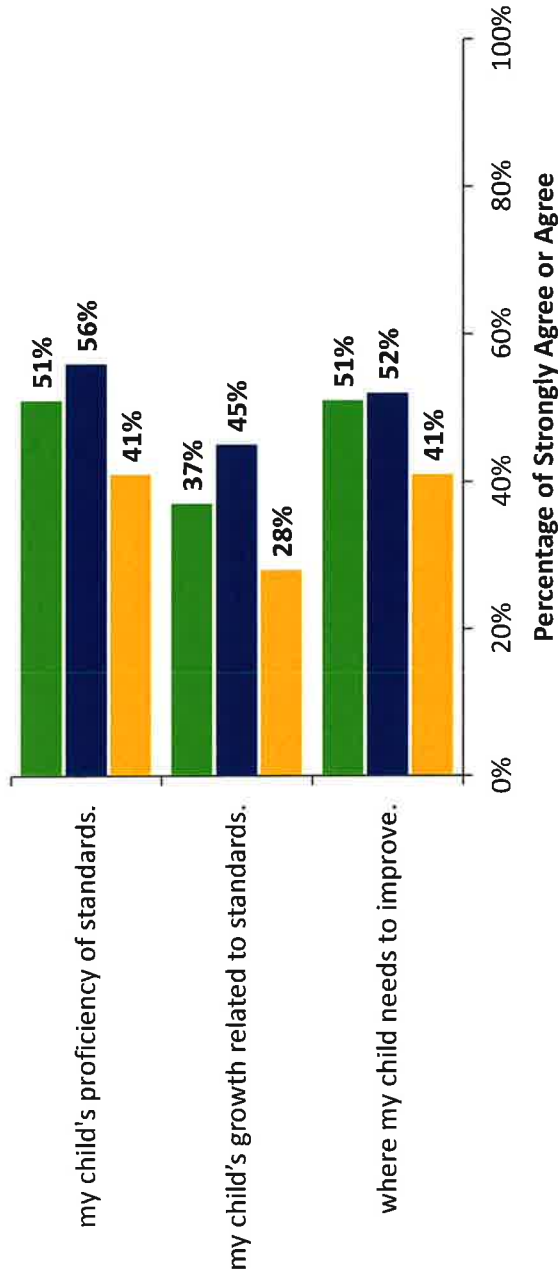
Middle School Parents – Grade Level (Continued)

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



Middle School Parents – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about the middle school report cards?
The middle school report card shows . . .



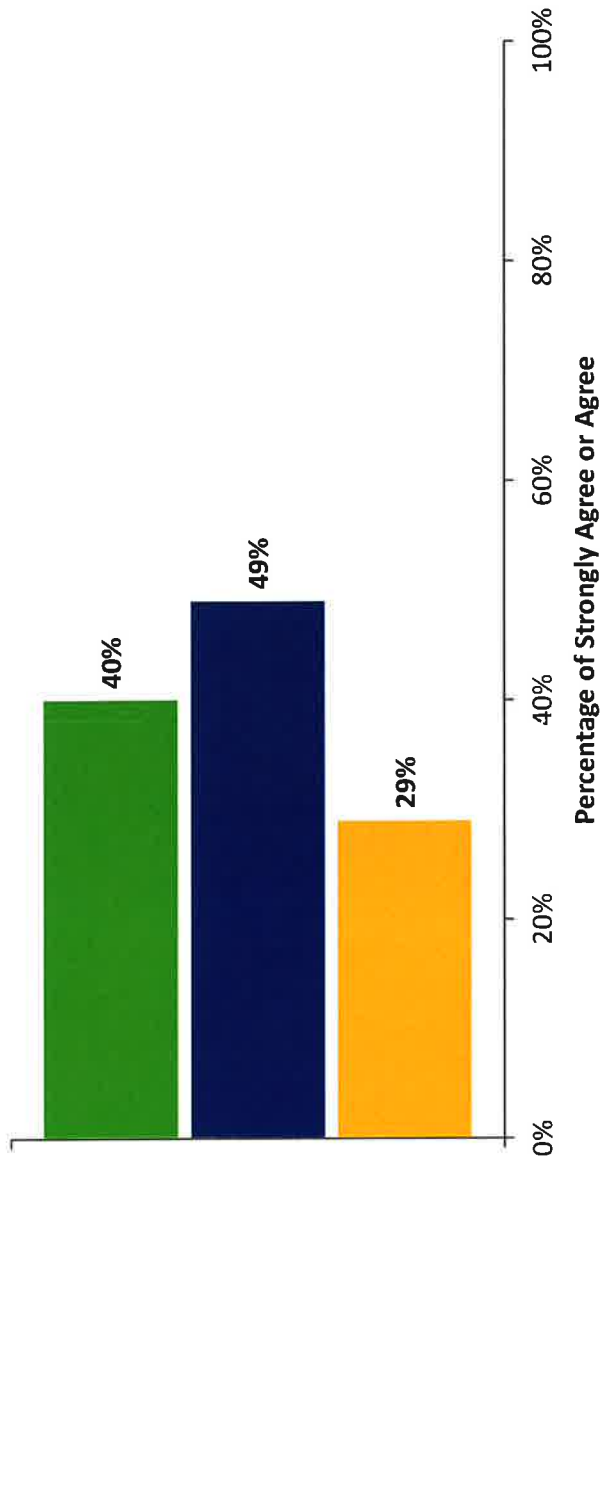
■ Sixth Grade Parents (N=78) ■ Seventh Grade Parents (N=80) ■ Eighth Grade Parents (N=104)

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Middle School Parents – Grade Level (Continued)

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

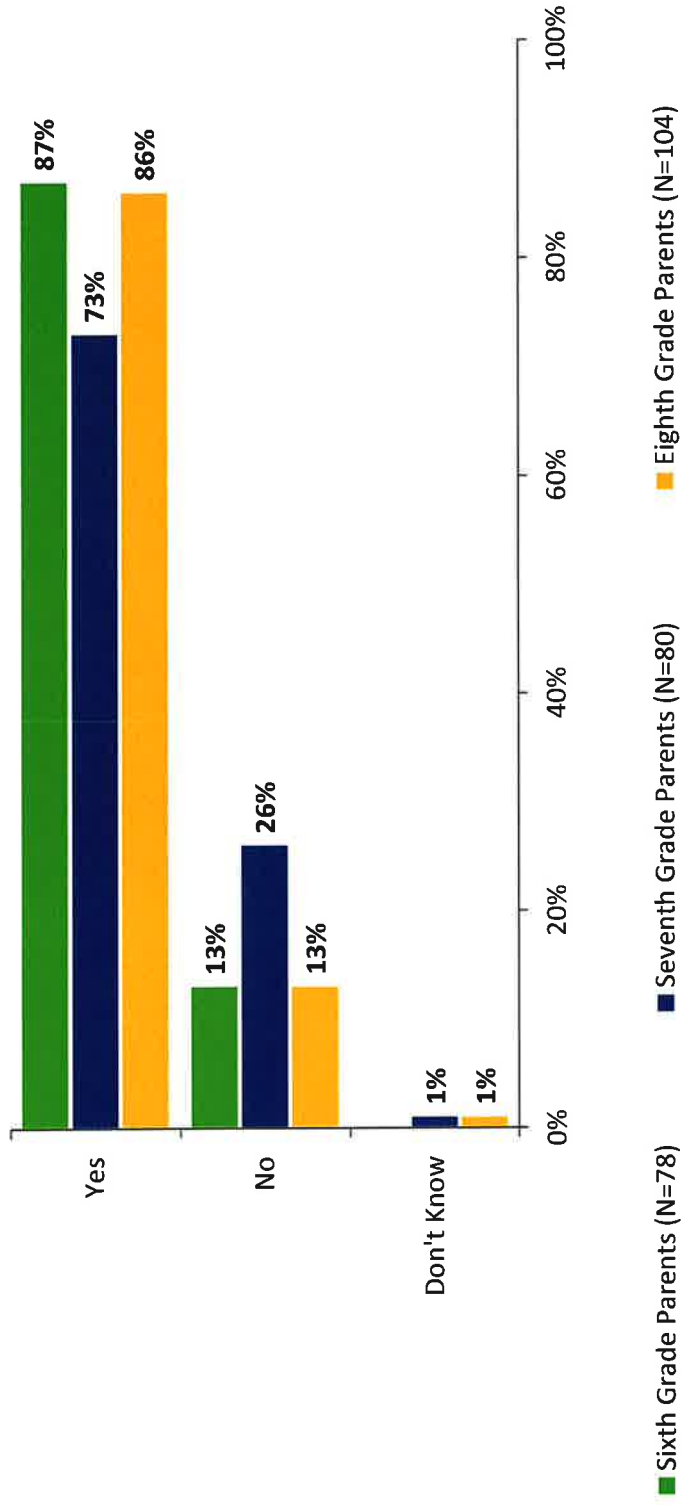
Overall, the middle school report card helps me understand my child's progress.



■ Sixth Grade Parents (N=78) ■ Seventh Grade Parents (N=79) ■ Eighth Grade Parents (N=104)

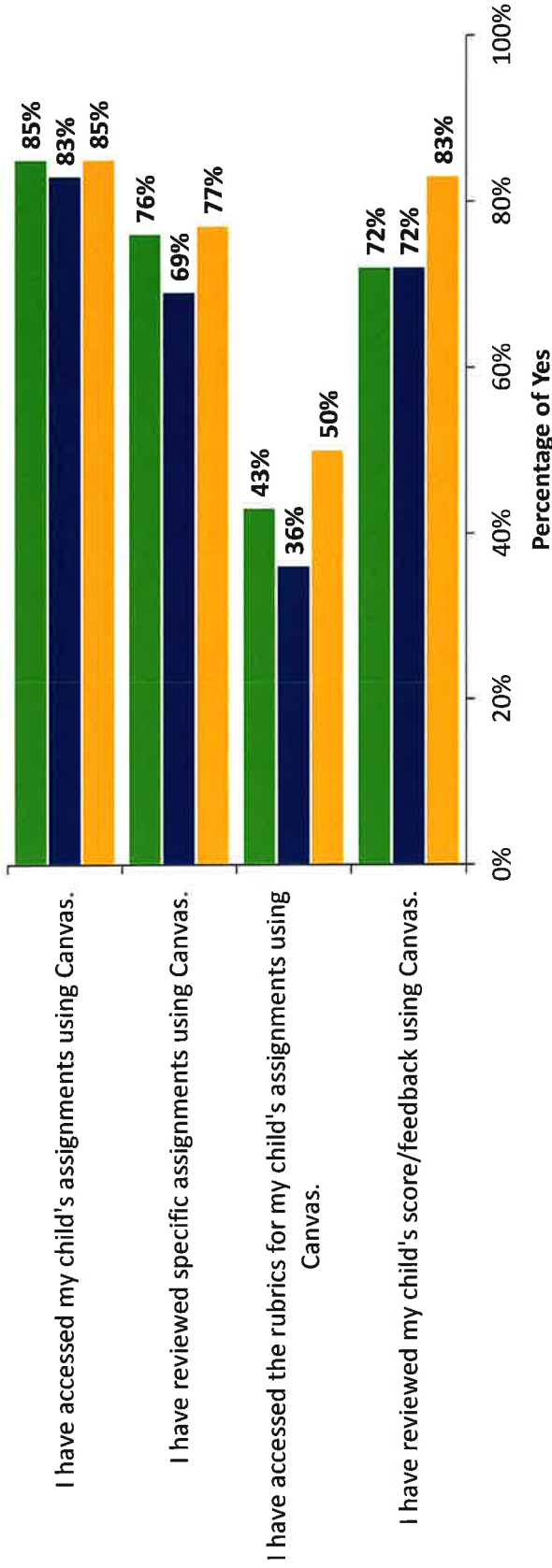
Middle School Parents – Grade Level (Continued)

Canvas is a learning management system that teachers use to assign student work and provide feedback. I have accessed Canvas during the 2017-2018 or 2018-2019 school year.



Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



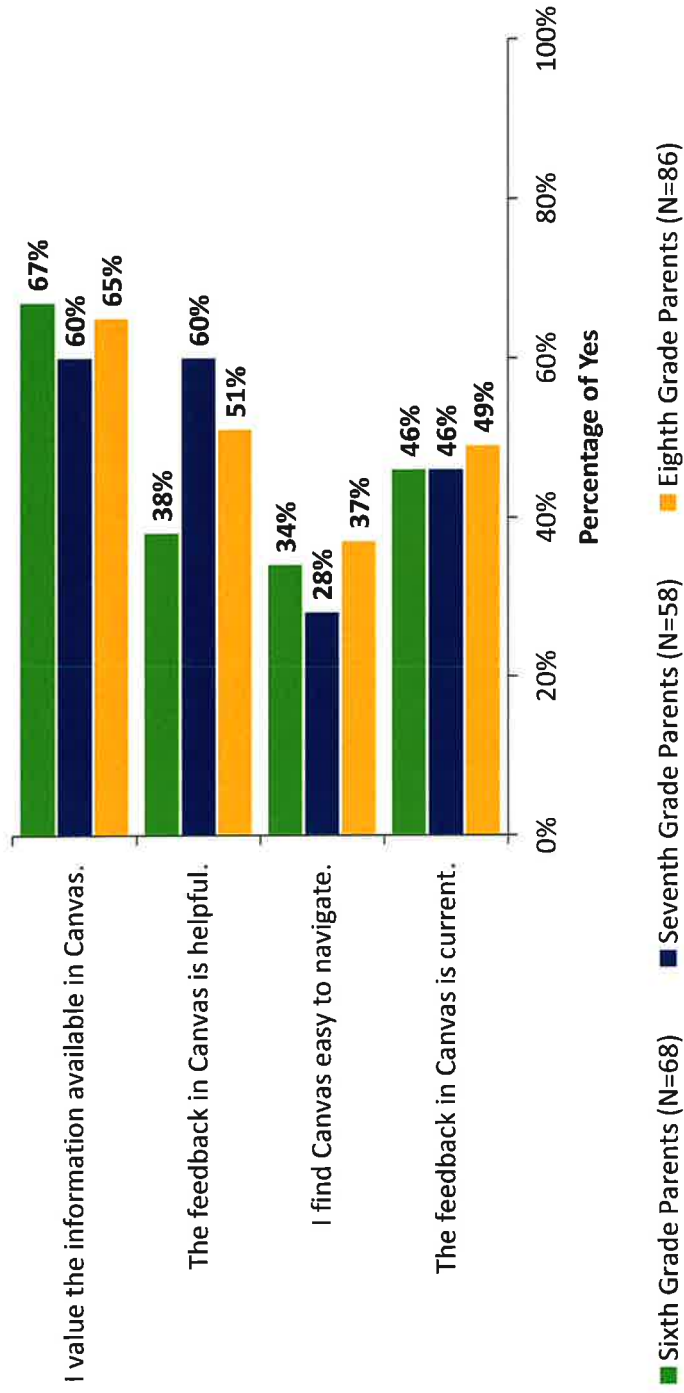
■ Sixth Grade Parents (N=68)

■ Seventh Grade Parents (N=58)

■ Eighth Grade Parents (N=88)

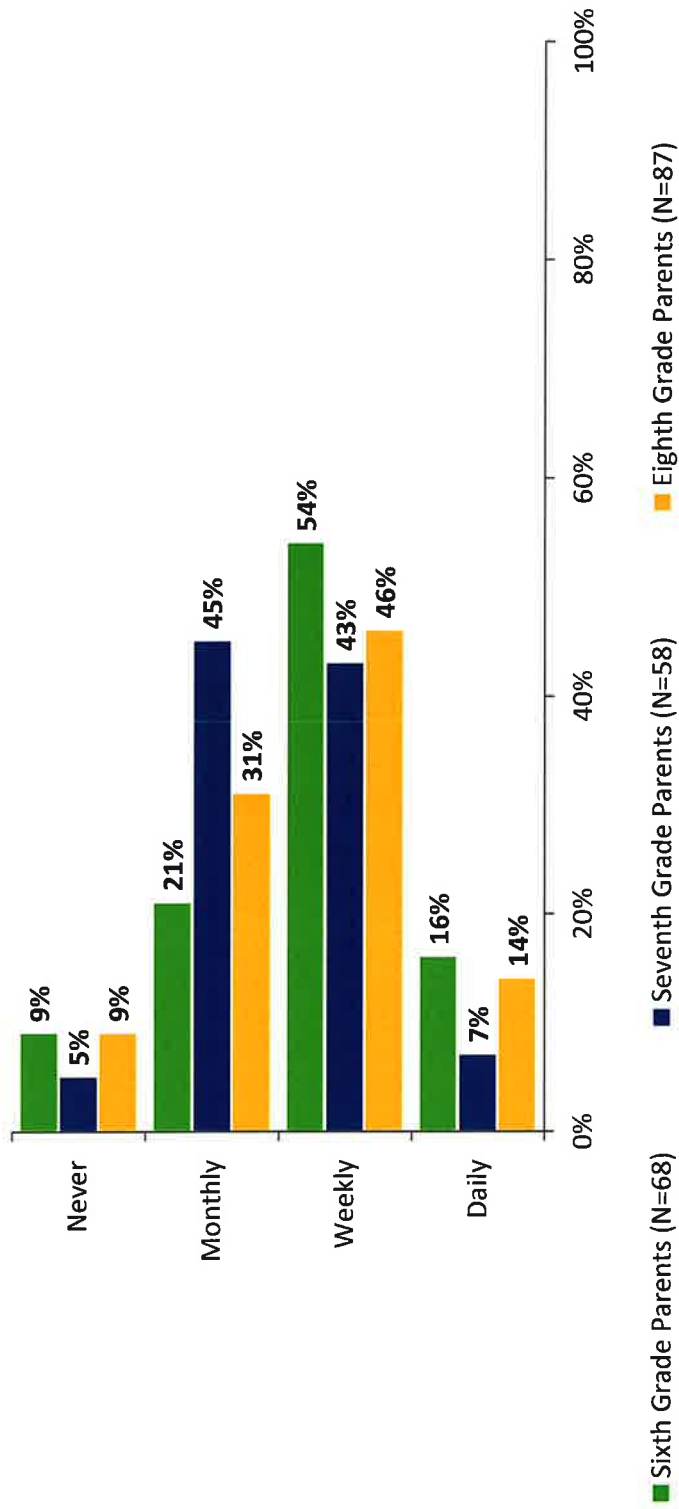
Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



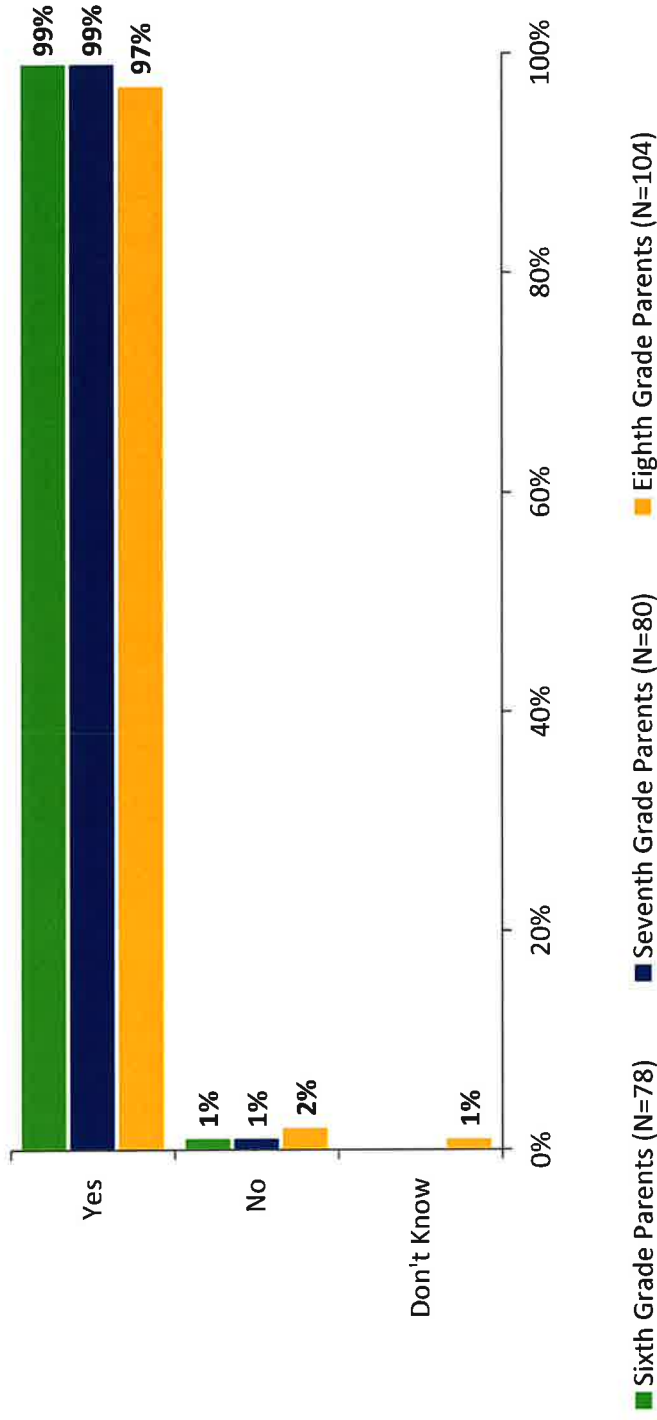
Middle School Parents – Grade Level (Continued)

How often do you check your child's progress in Canvas?



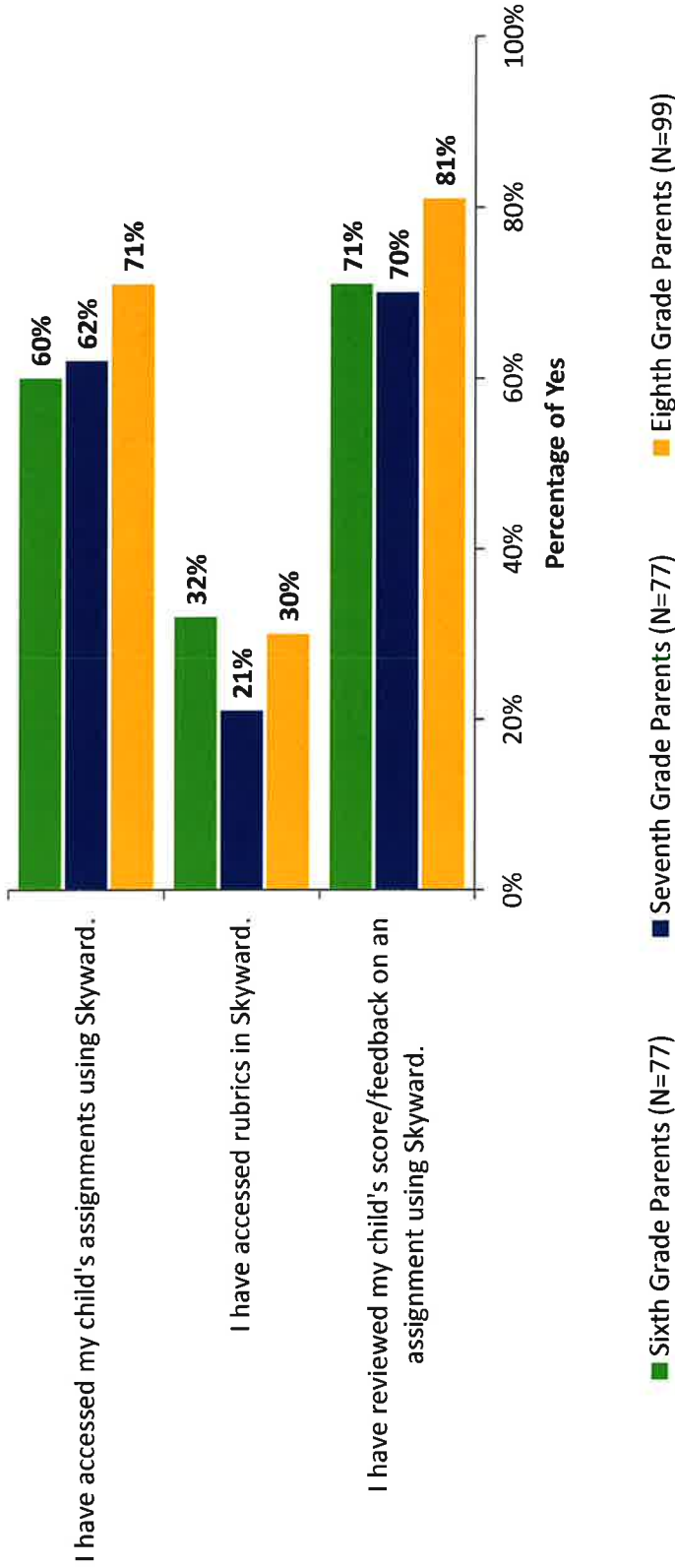
Middle School Parents – Grade Level (Continued)

I have accessed Skyward Family Access during the 2017-2018 or 2018-2019 school year.



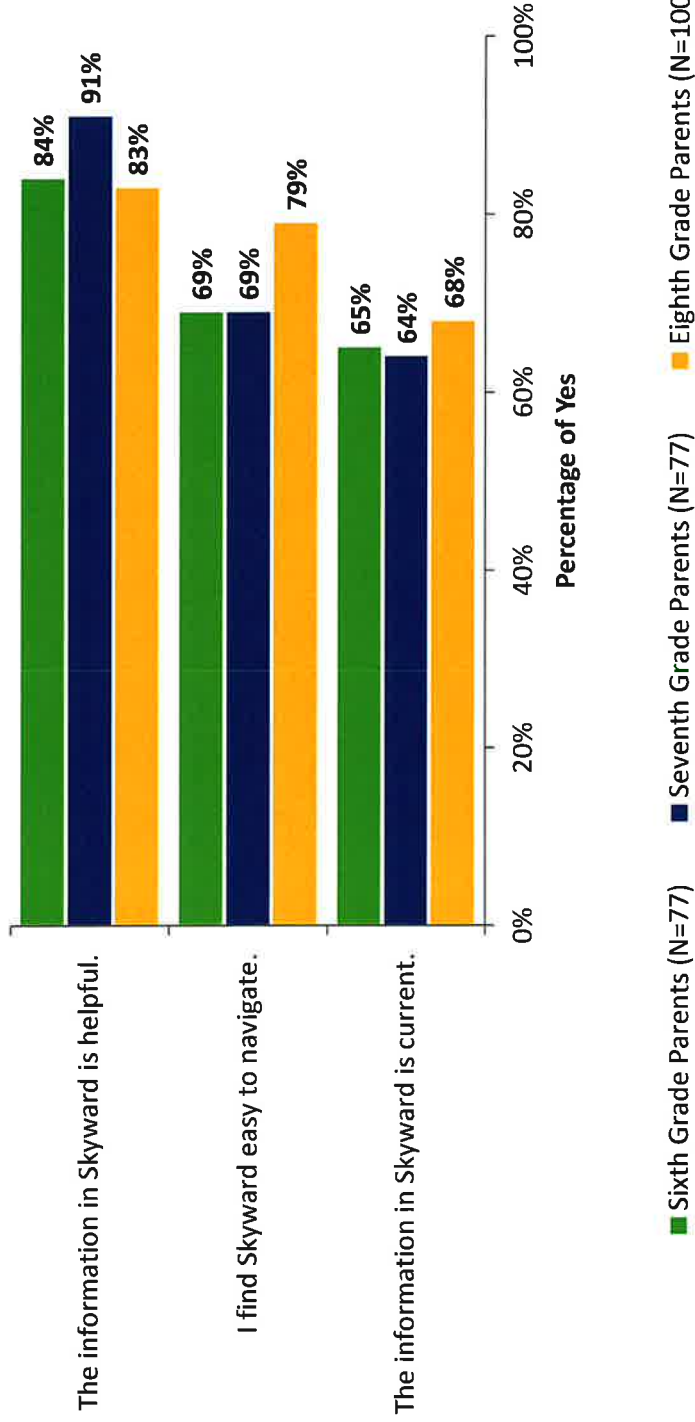
Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Skyward last school year and this school year.



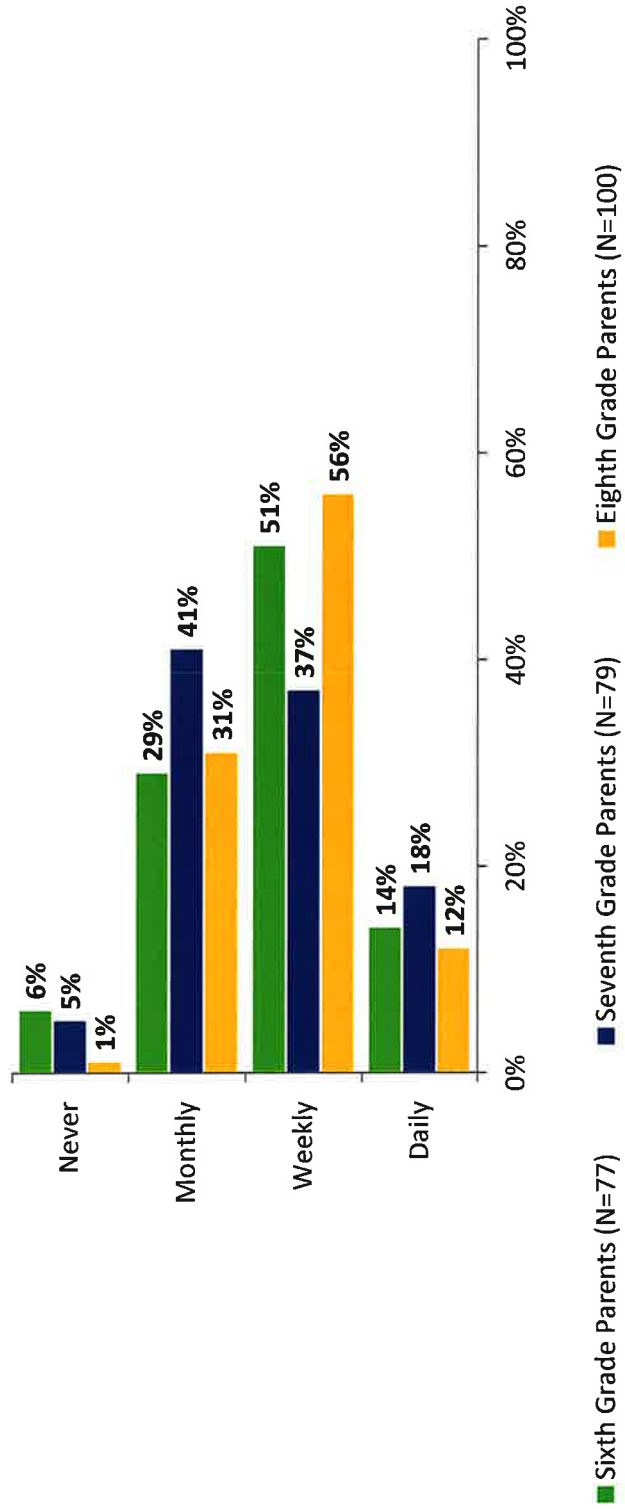
Middle School Parents – Grade Level (Continued)

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



Middle School Parents – Grade Level (Continued)

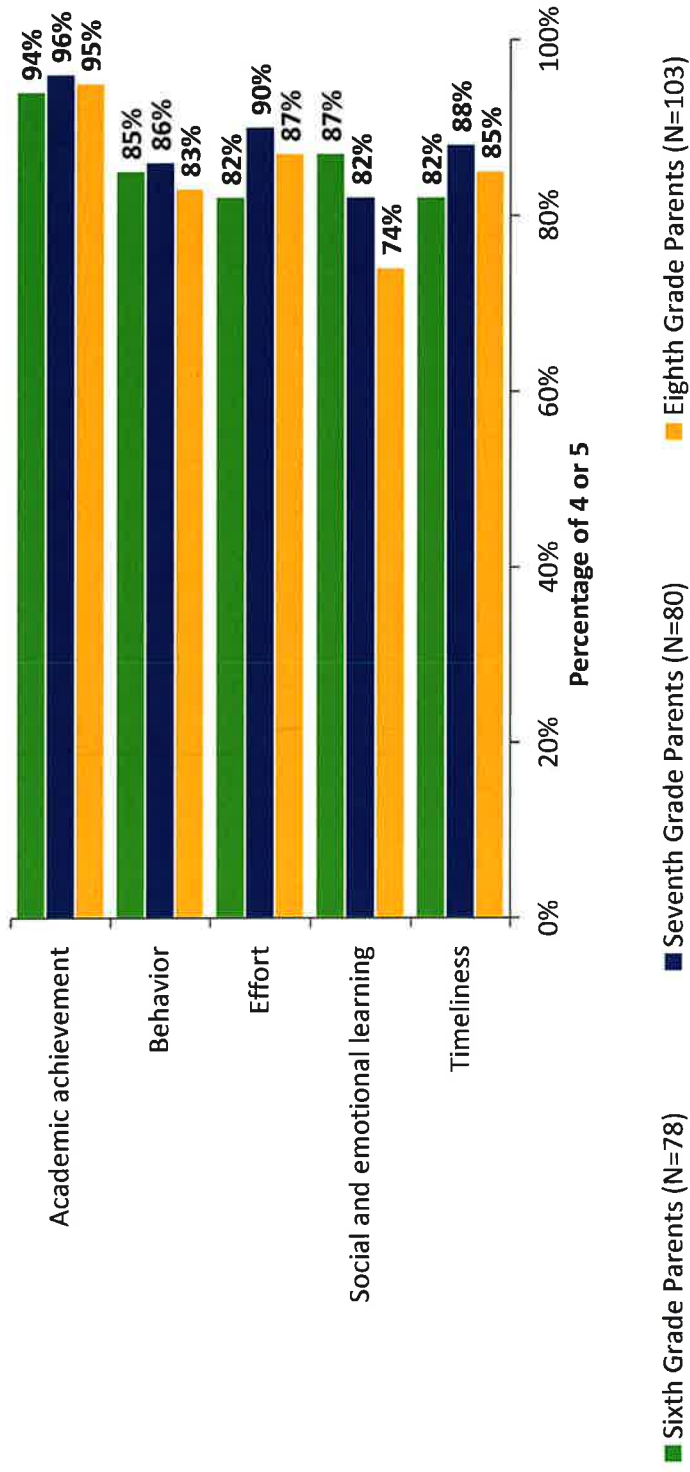
How often do you check your child's progress in Skyward?



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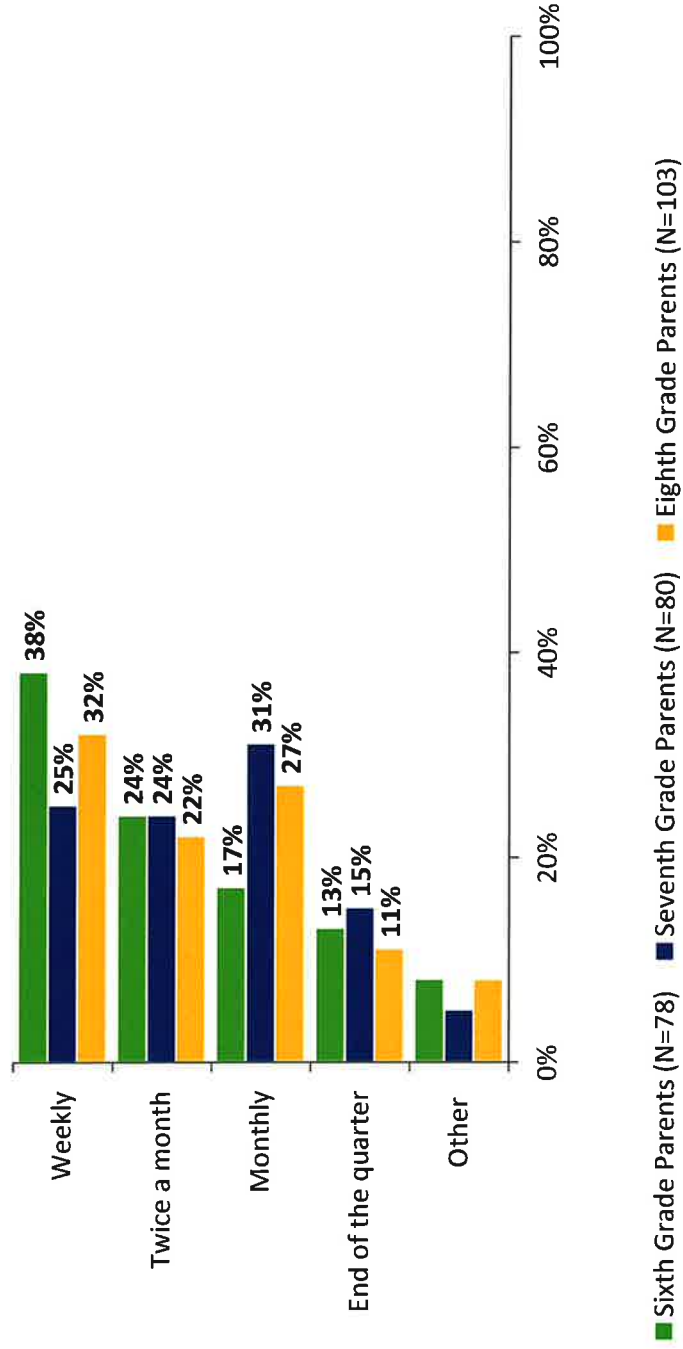
Middle School Parents – Grade Level (Continued)

On a scale of 0-5, how important is each of these types of information to you, with 0 being Not at All and 5 being Extremely Important?



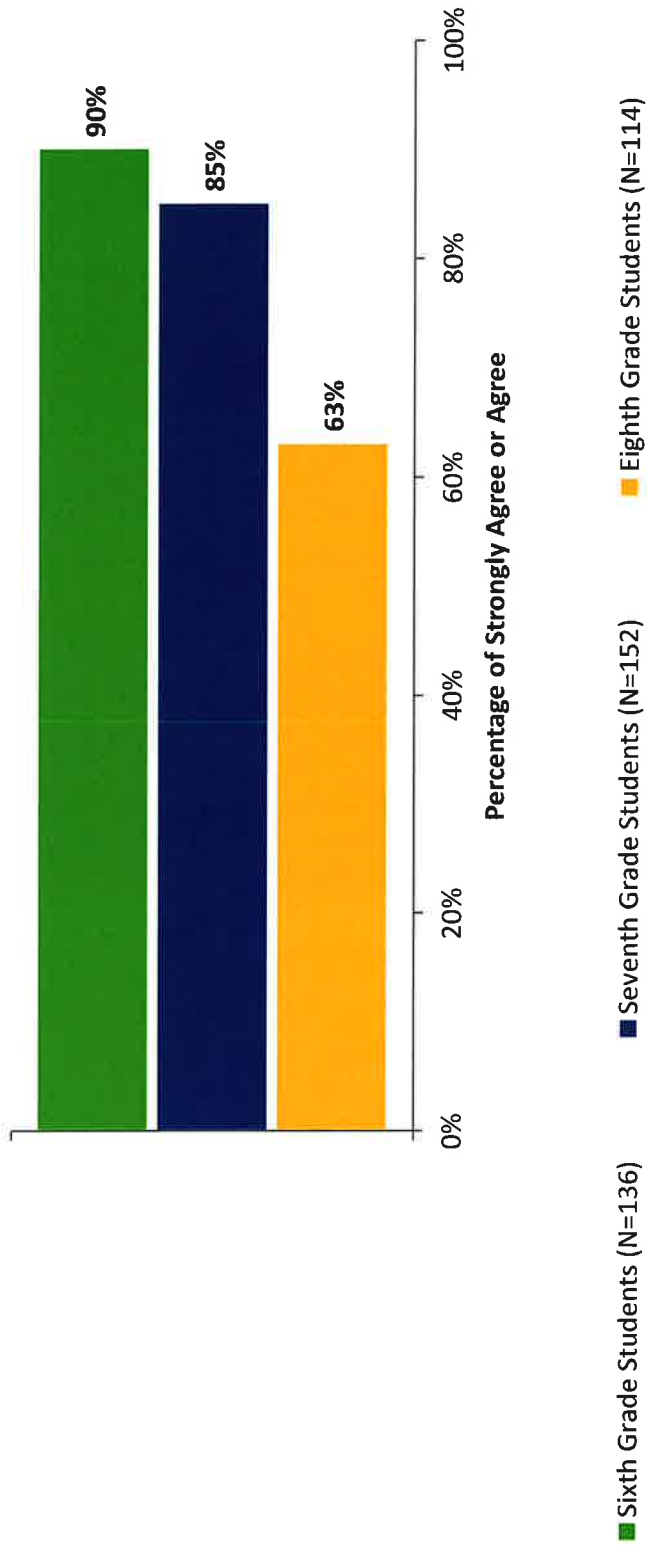
Middle School Parents – Grade Level (Continued)

How frequently would you like to receive information from your child's teachers regarding your child's progress?



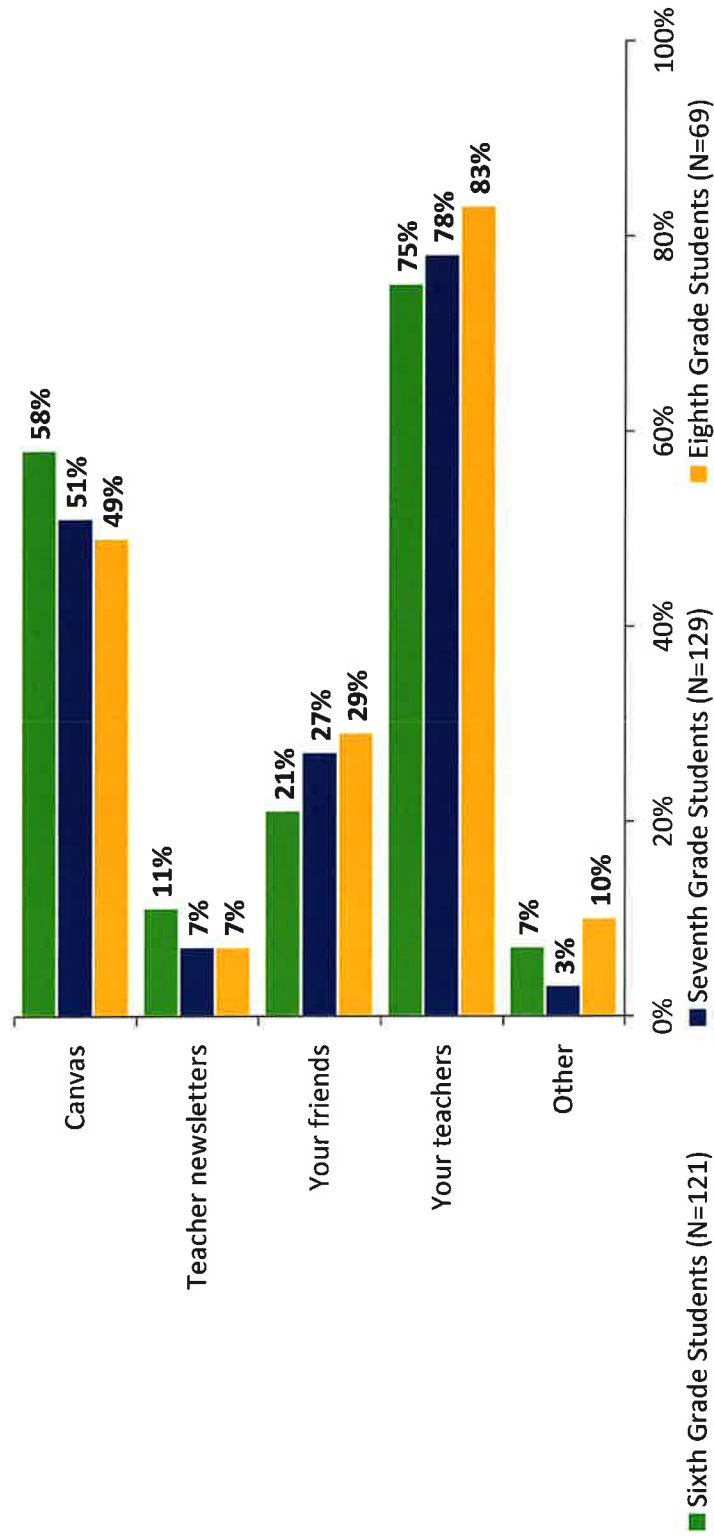
Middle School Students – Grade Level

How strongly do you agree or disagree with the following statement?
I understand the Grading for Learning (GFL) model.



Middle School Students – Grade Level (Continued)

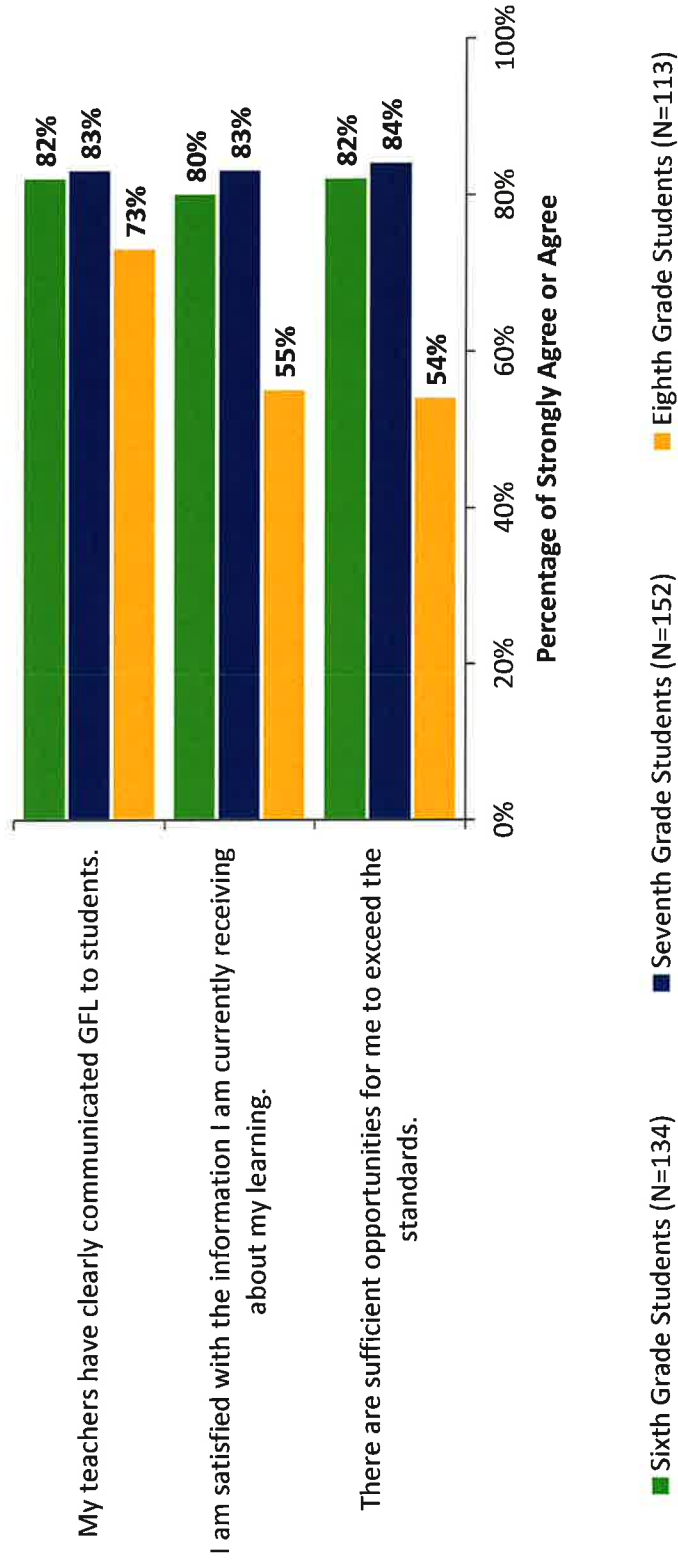
Which of the following have helped you understand the Grading for Learning (GFL) model?



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

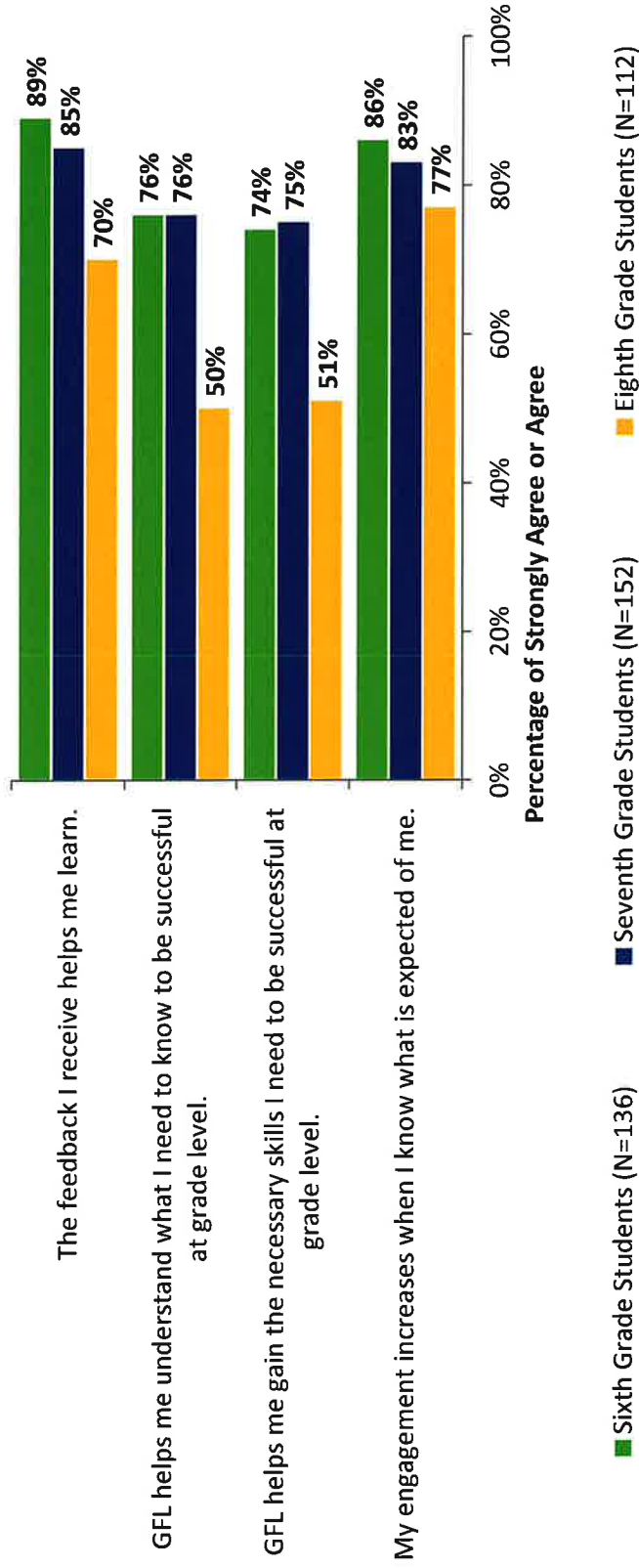
Middle School Students – Grade Level (Continued)

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



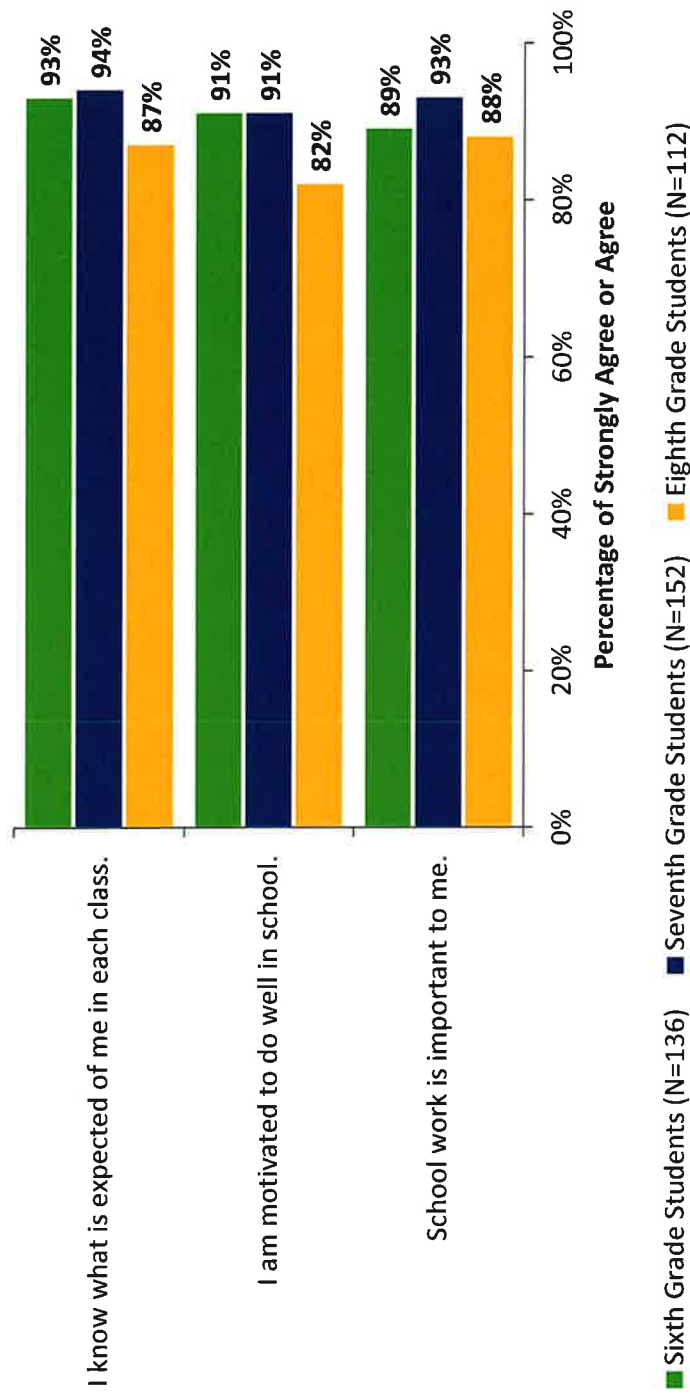
Middle School Students – Grade Level (Continued)

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



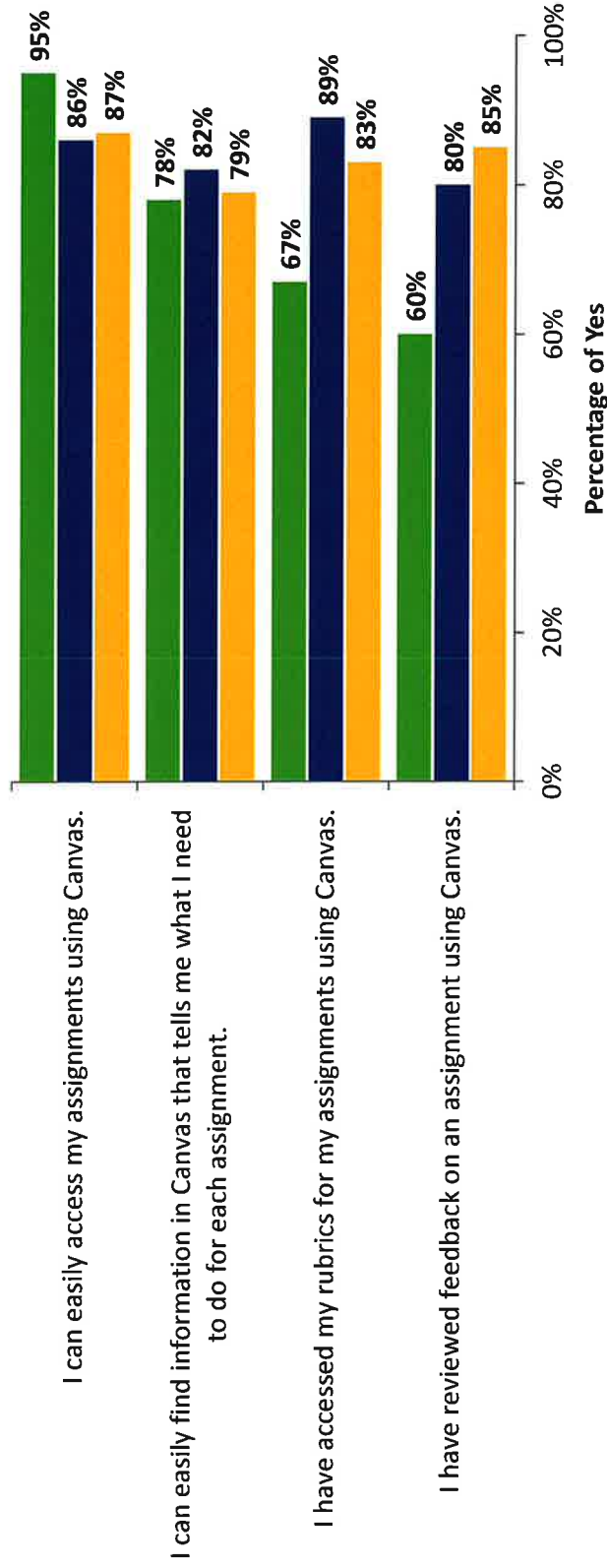
Middle School Students – Grade Level (Continued)

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



Middle School Students – Grade Level (Continued)

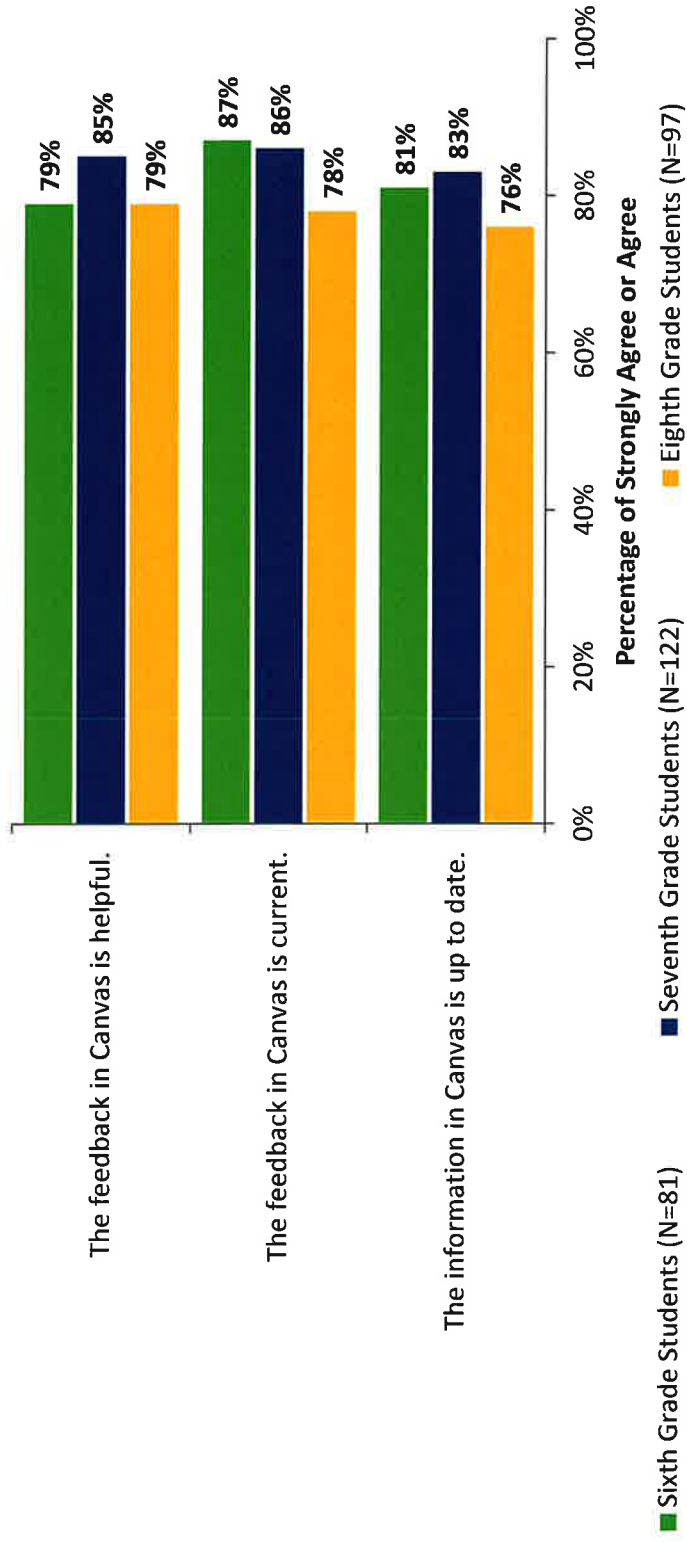
Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



■ Sixth Grade Students (N=136) ■ Seventh Grade Students (N=152) ■ Eighth Grade Students (N=114)

Middle School Students – Grade Level (Continued)

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

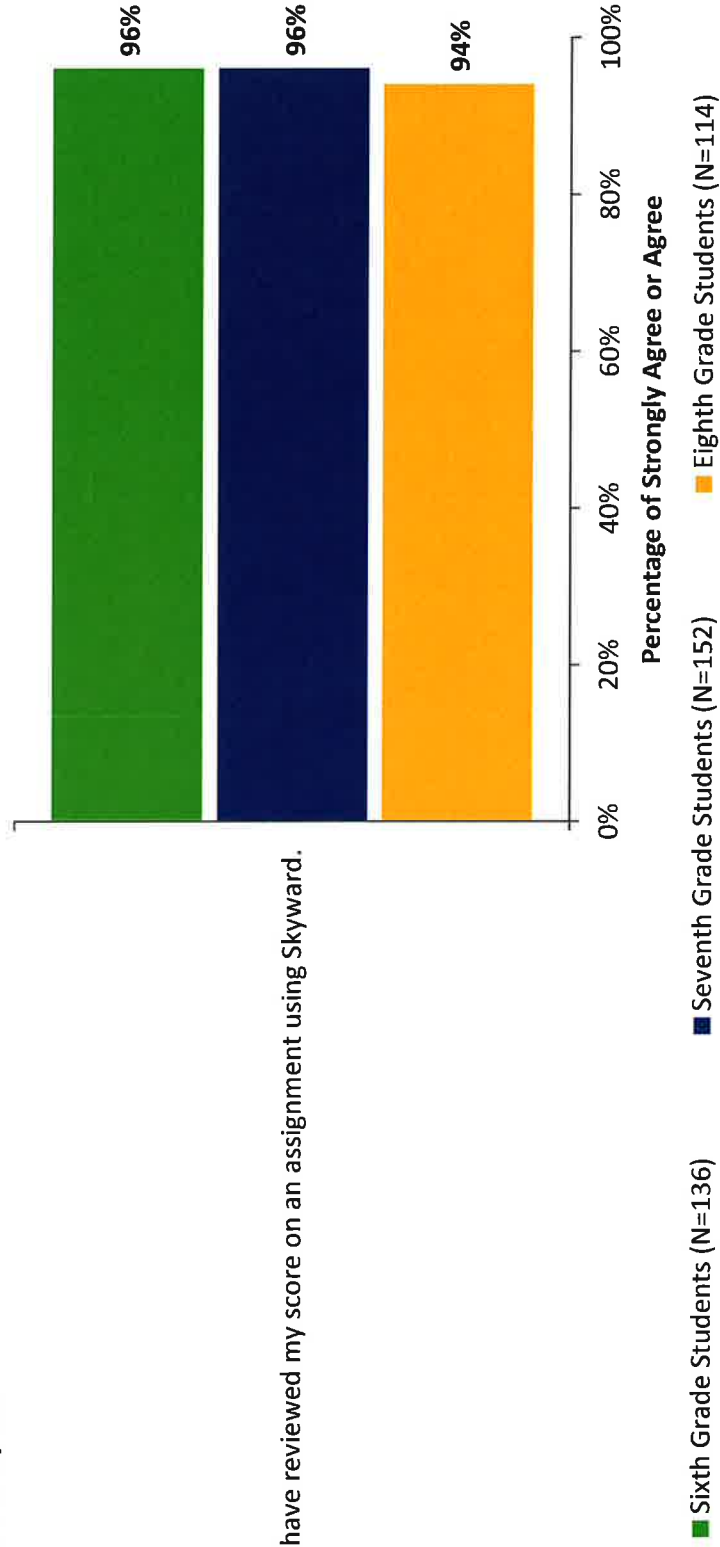


Middle School Students – Grade Level (Continued)

Feedback about Skyward

206

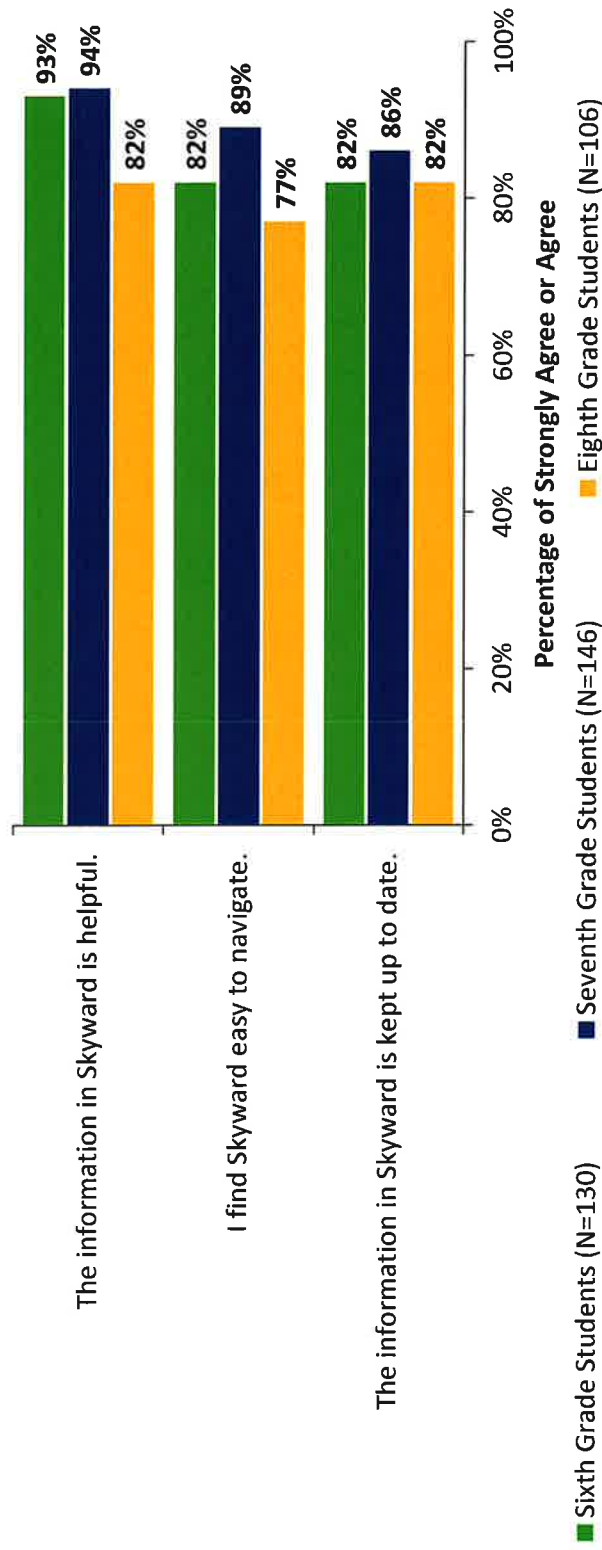
I have reviewed my score on an assignment using Skyward.



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Middle School Students – Grade Level (Continued)

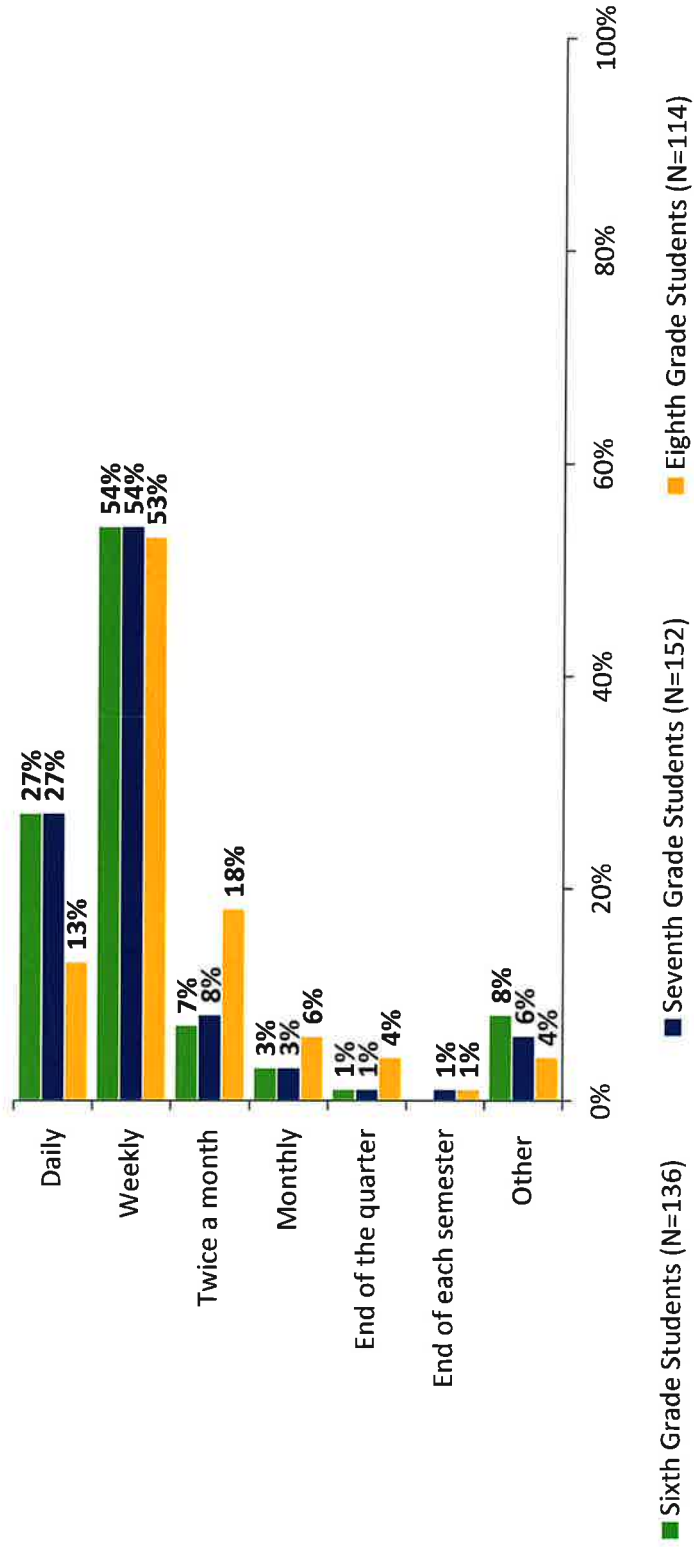
How strongly do you agree or disagree with the following statements about Skyward?



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Middle School Students – Grade Level (Continued)

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Grading for Learning Survey – East Middle School

Results and Analysis

Wayzata Public Schools

2018-2019 School Year



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Understanding the Results

This report summarizes survey results for East Middle School and breaks down the responses by grade level by respondent group.

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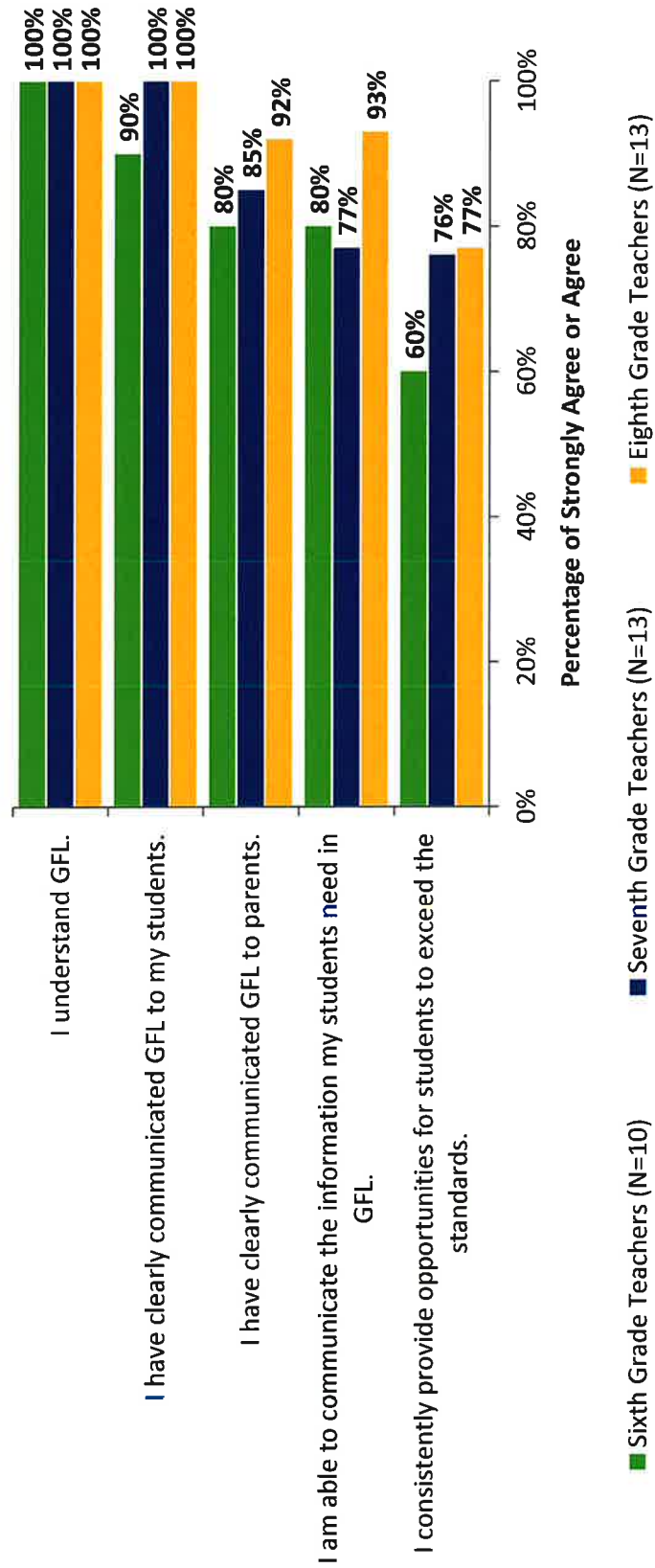
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School-level reports will be provided to WPS.

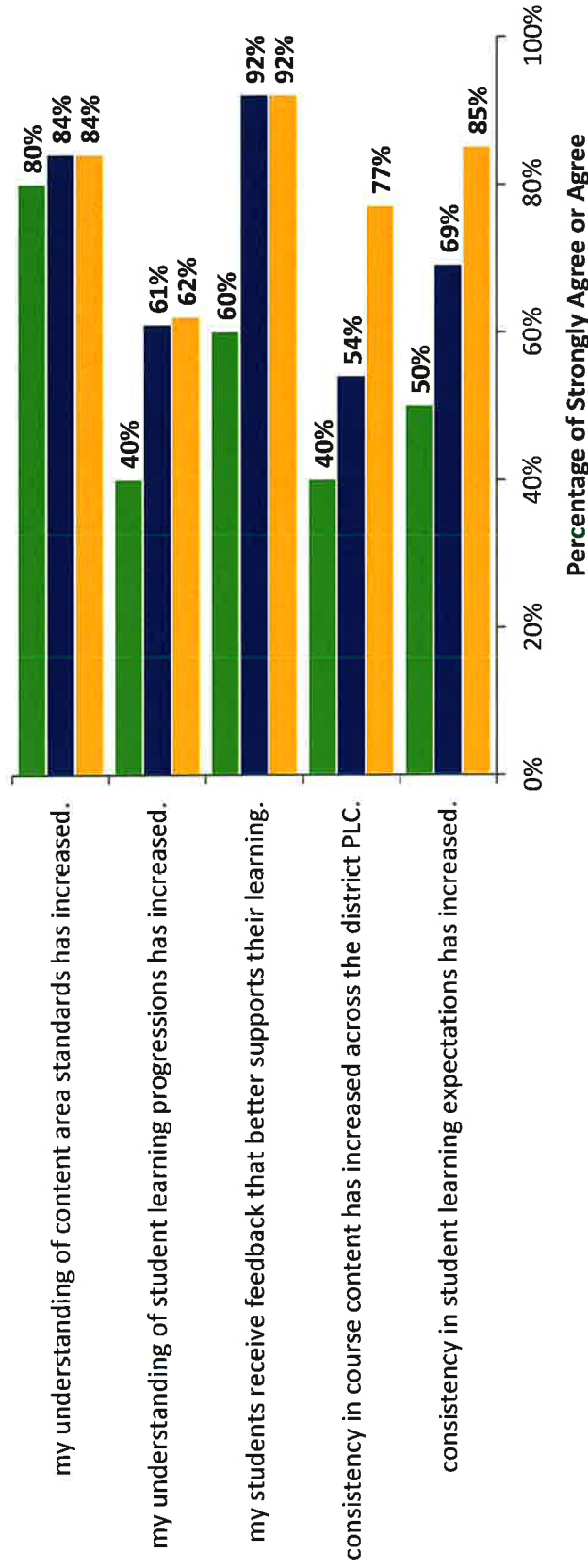
Middle School Teachers – Grade Level

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



Middle School Teachers – Grade Level

How strongly do you agree or disagree with the following statements?
Since the implementation of GFL...



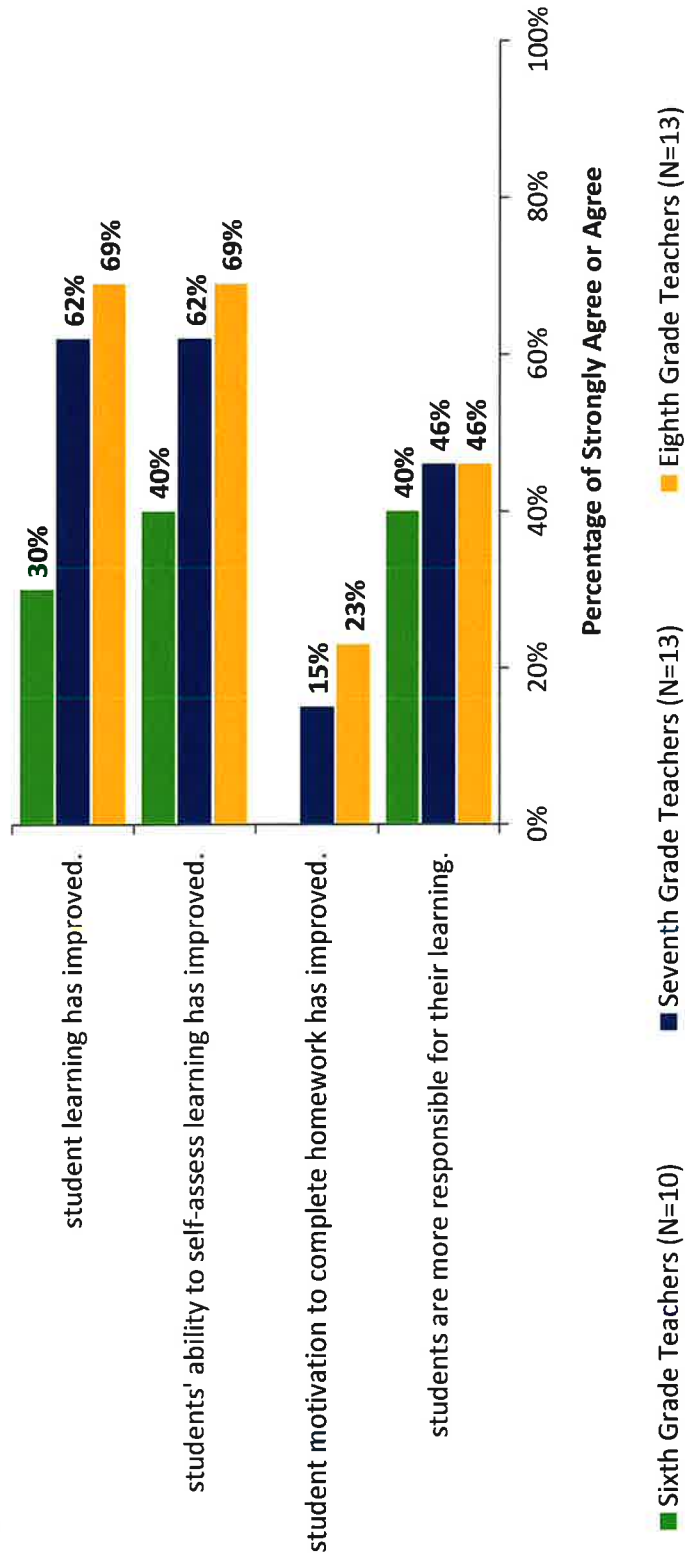
■ Sixth Grade Teachers (N=10)

■ Seventh Grade Teachers (N=13)

■ Eighth Grade Teachers (N=13)

Middle School Teachers – Grade Level (Continued)

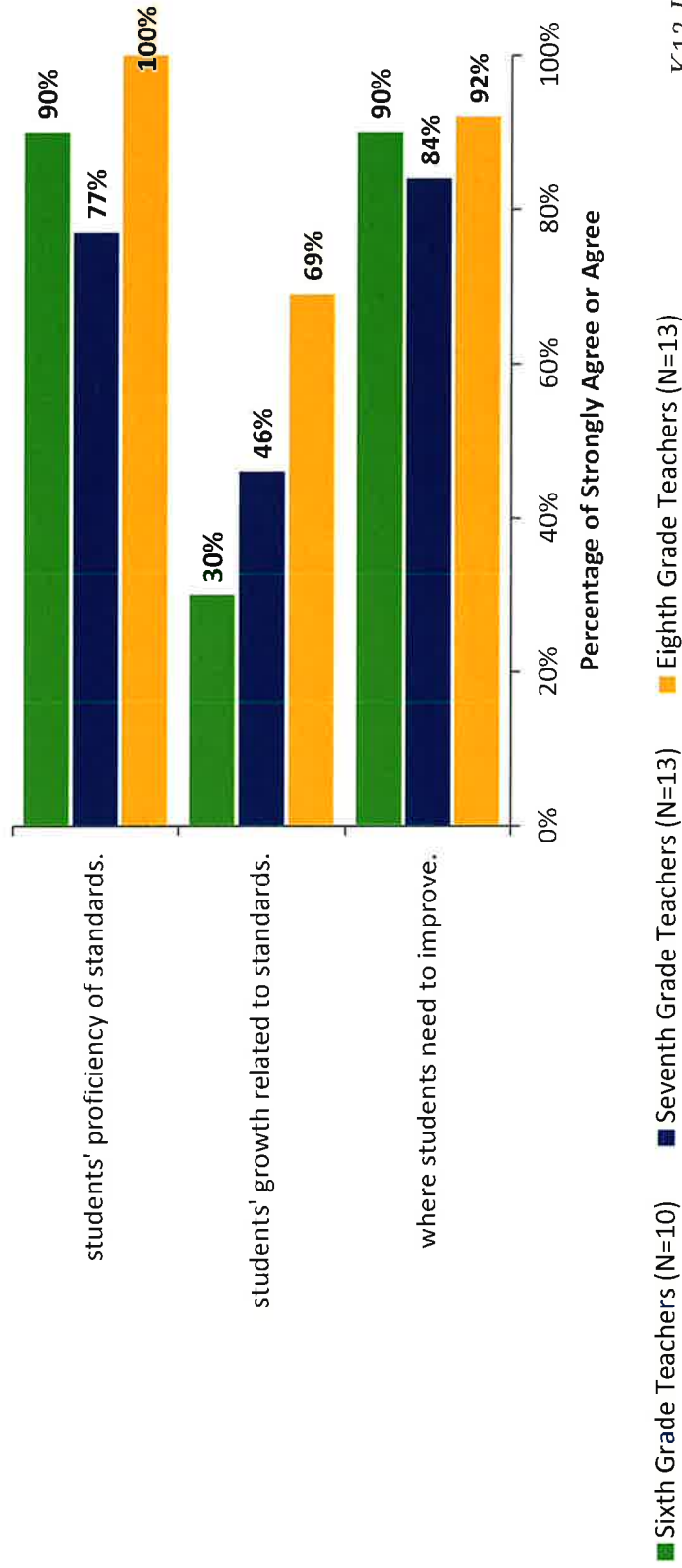
How strongly do you agree or disagree with the following statements?
Since the implementation of GFL . . .



Middle School Teachers – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about the middle school report cards?

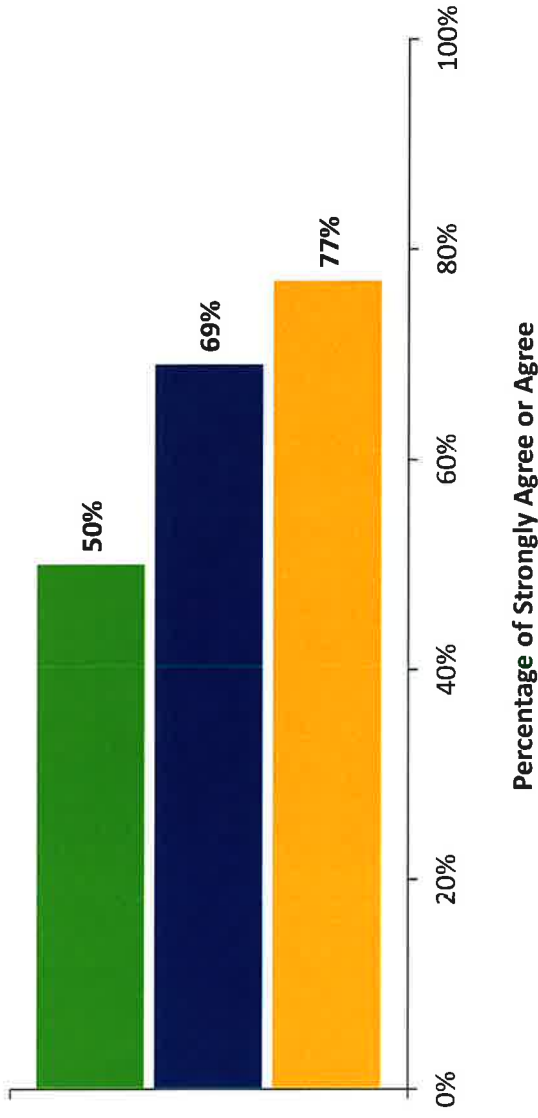
The middle school report card shows . . .



Middle School Teachers – Grade Level (Continued)

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

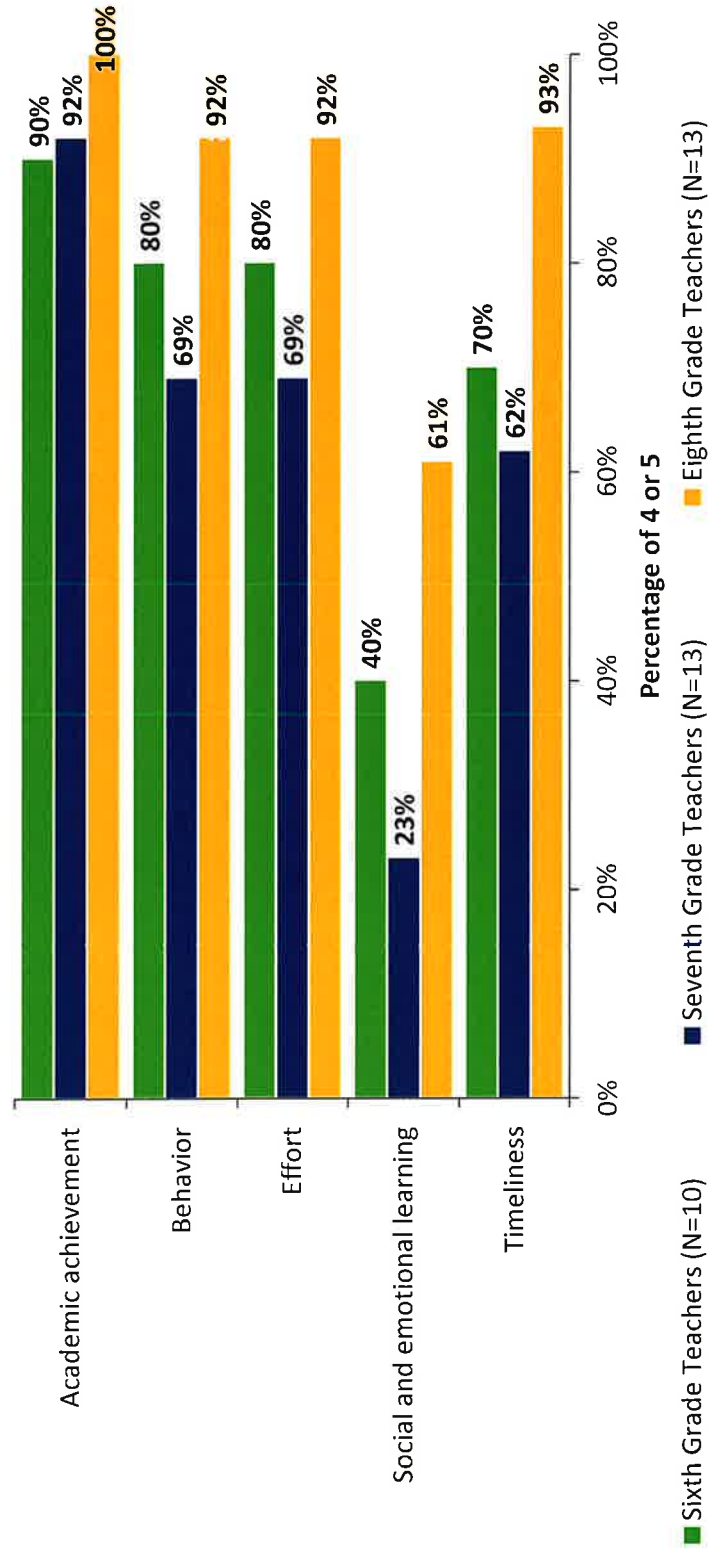
Overall, the middle school report card helps students understand their progress.



■ Sixth Grade Teachers (N=10) ■ Seventh Grade Teachers (N=13) ■ Eighth Grade Teachers (N=13)

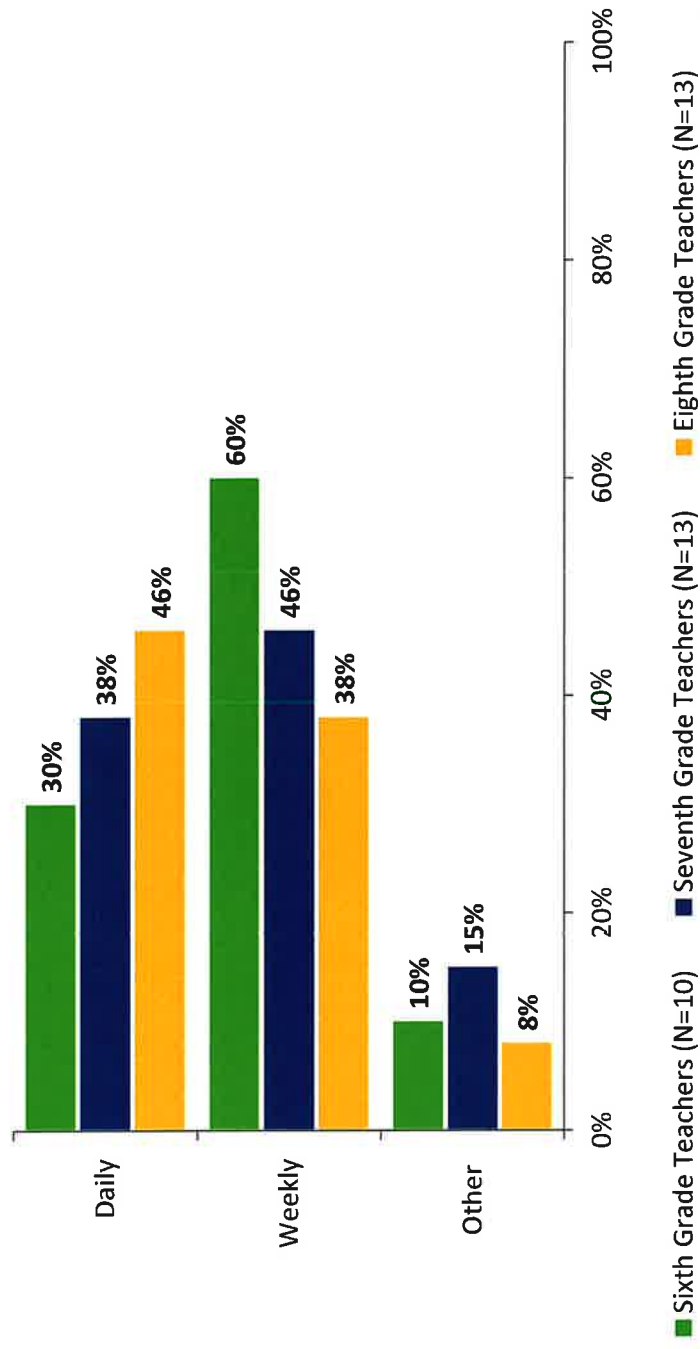
Middle School Teachers – Grade Level (Continued)

On a scale of 0 to 5, how important is each of these types of feedback to you, with 0 being Not at All and 5 being Extremely Important.



Middle School Teachers – Grade Level (Continued)

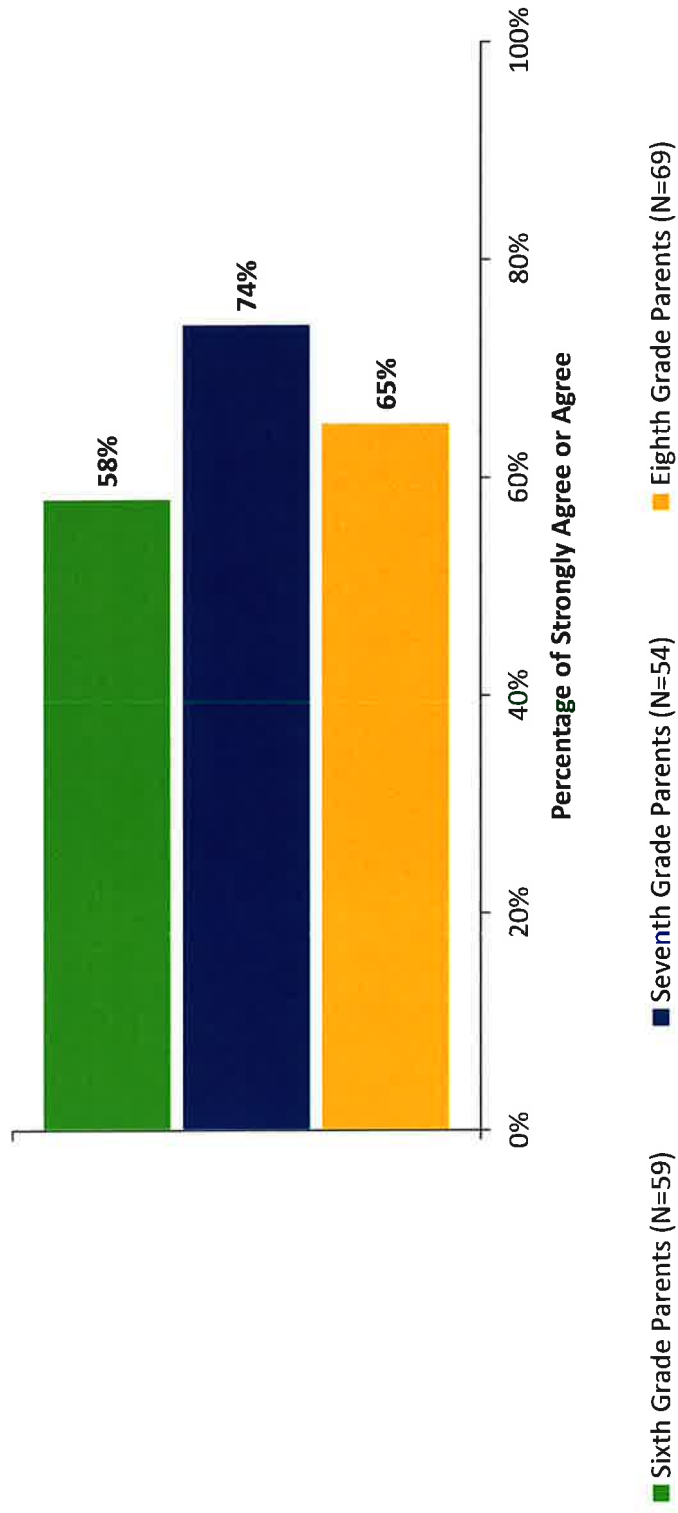
How frequently do you provide feedback to your students?



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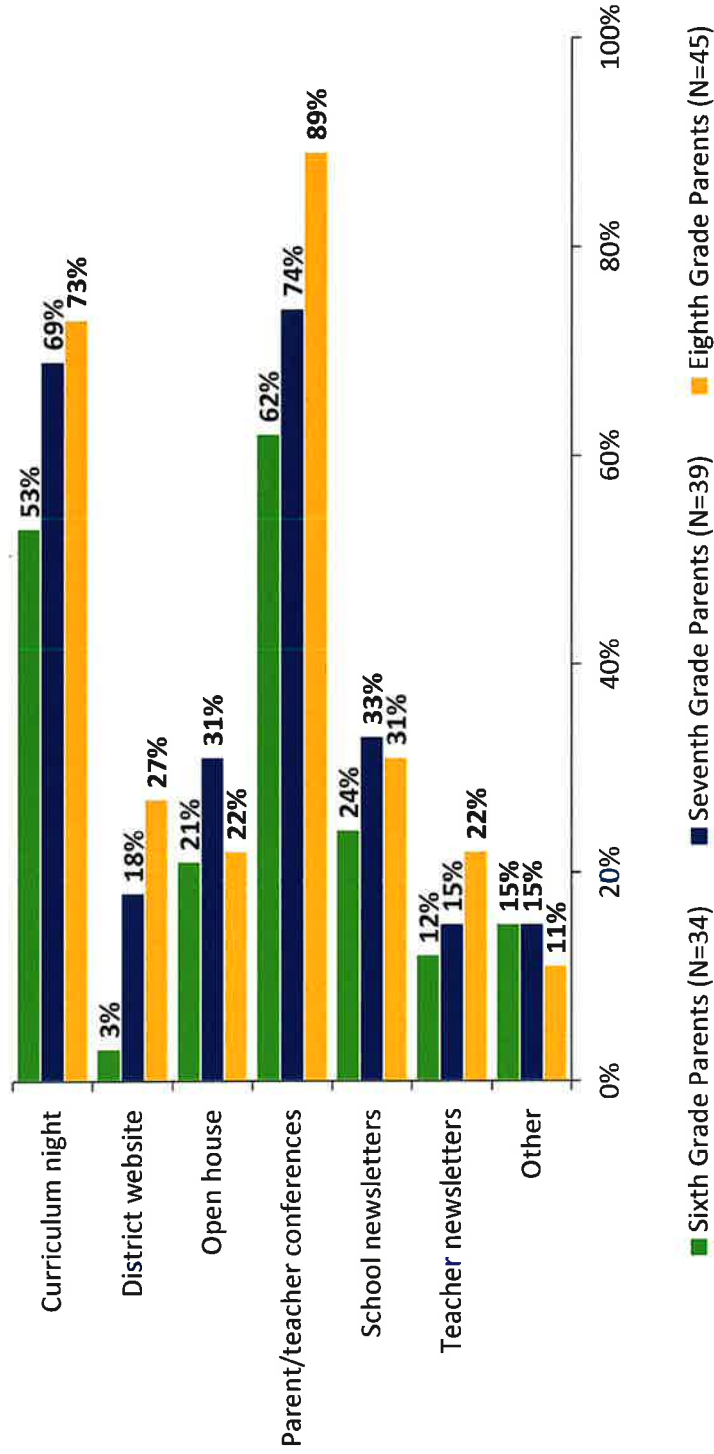
Middle School Parents – Grade Level

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning grading model.



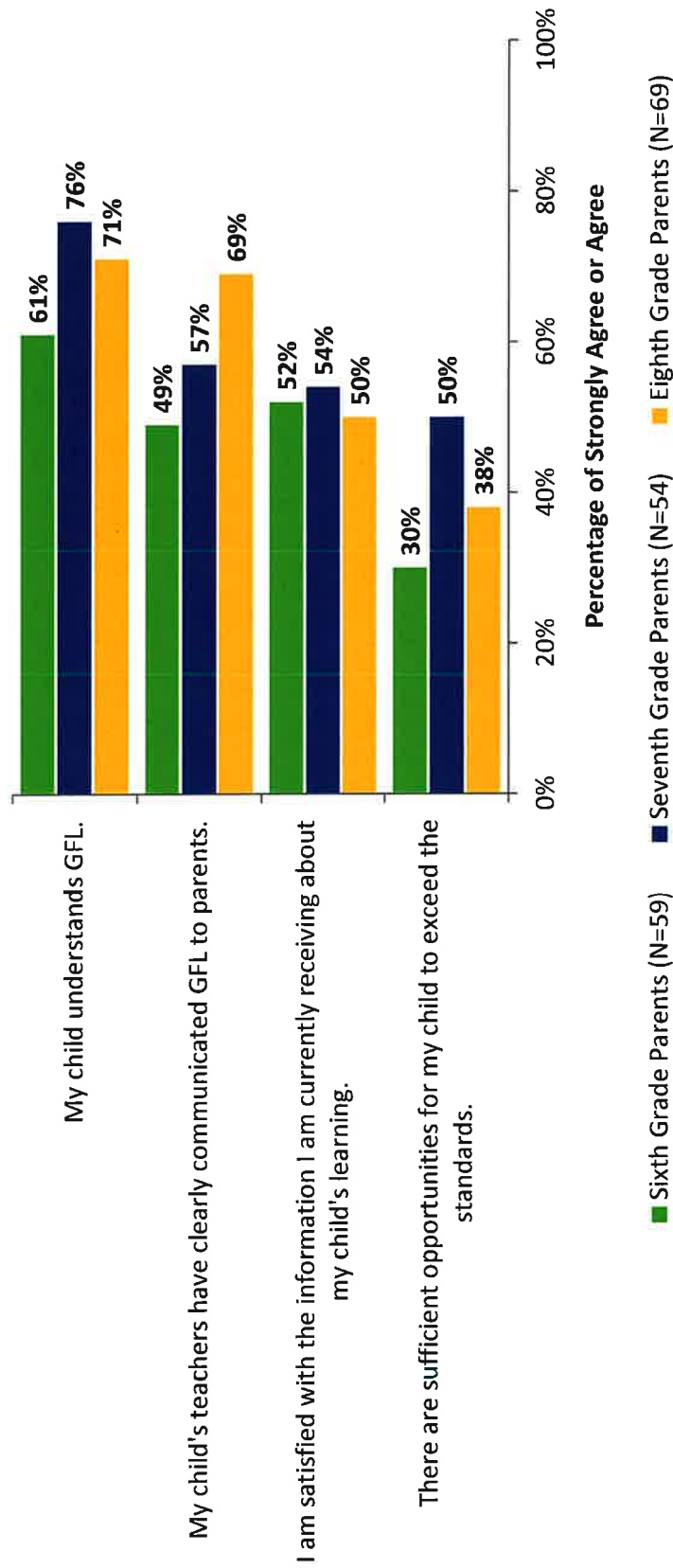
Middle School Parents – Grade Level (Continued)

What resources have helped you understand the Grading for Learning model?



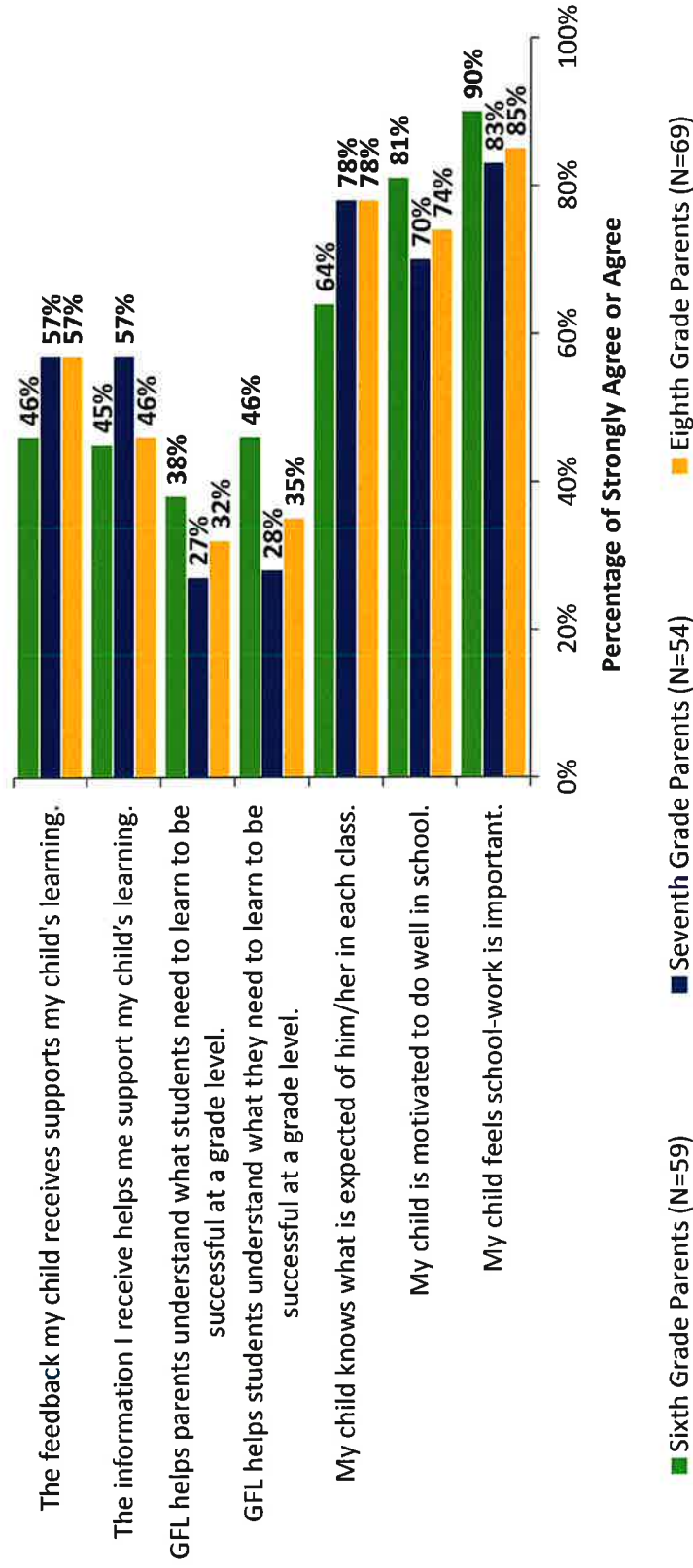
Middle School Parents – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about Grading for Learning (GFL)?



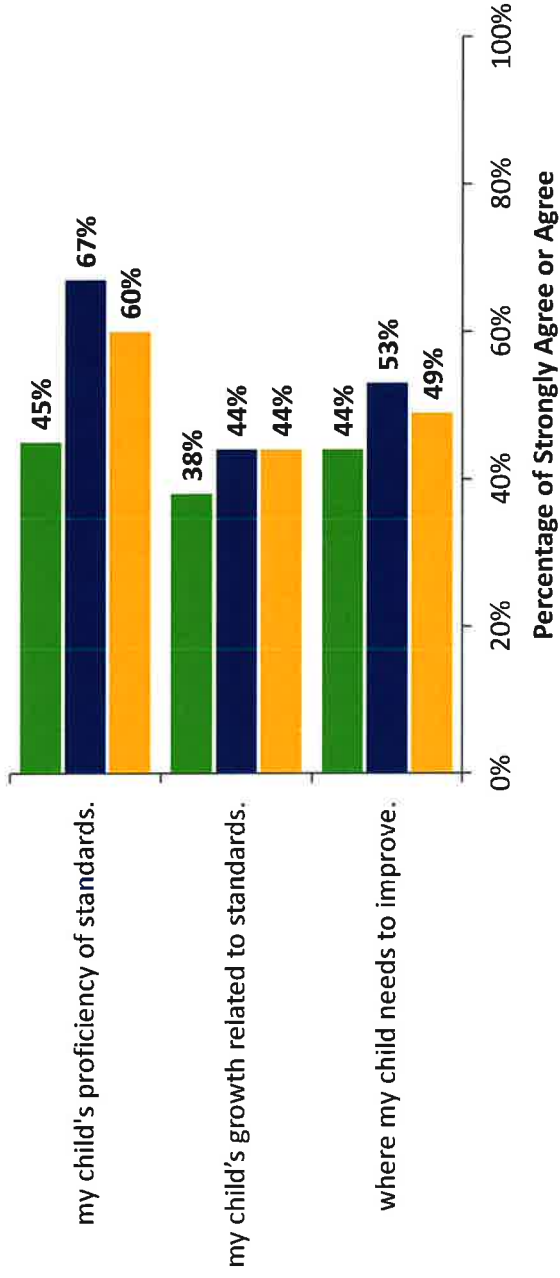
Middle School Parents – Grade Level (Continued)

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



Middle School Parents – Grade Level (Continued)

How strongly do you agree or disagree with the following statements about the middle school report cards?
The middle school report card shows . . .

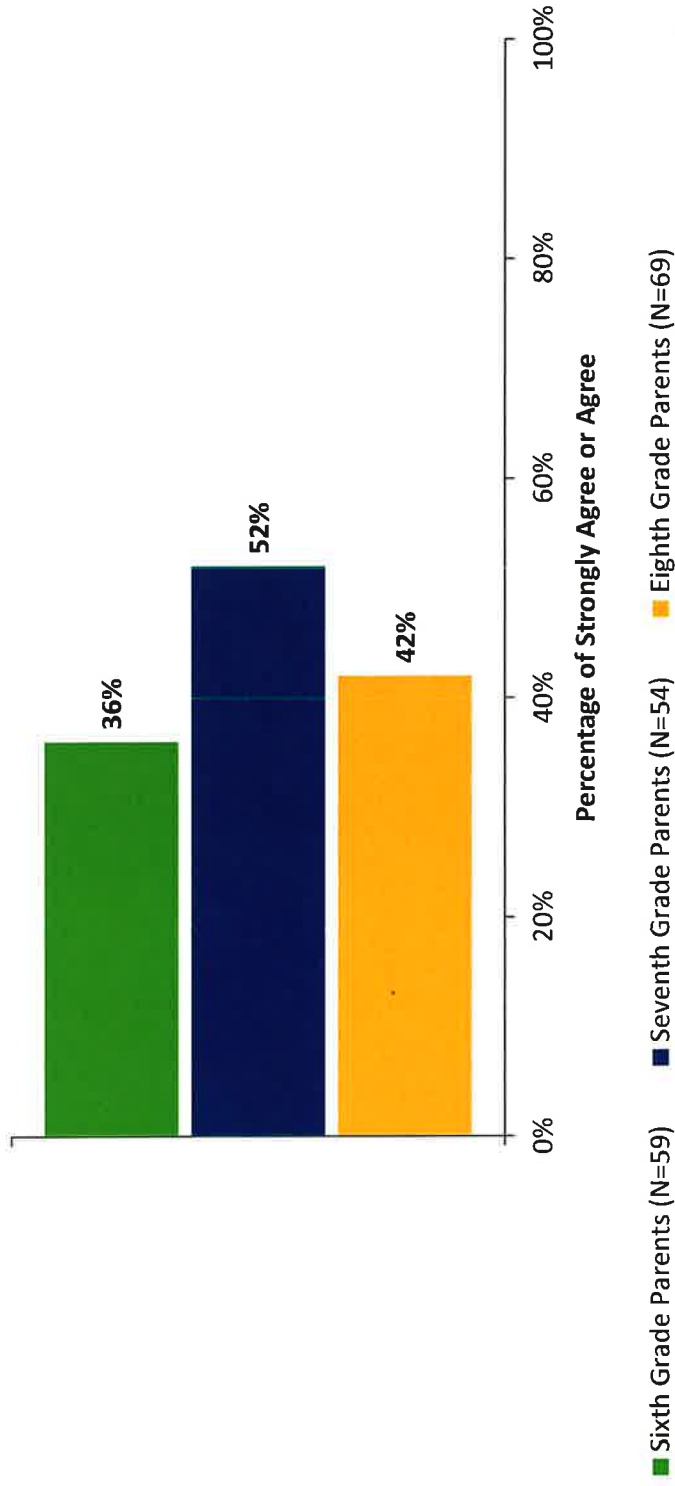


■ Sixth Grade Parents (N=58) ■ Seventh Grade Parents (N=54) ■ Eighth Grade Parents (N=68)

Middle School Parents – Grade Level (Continued)

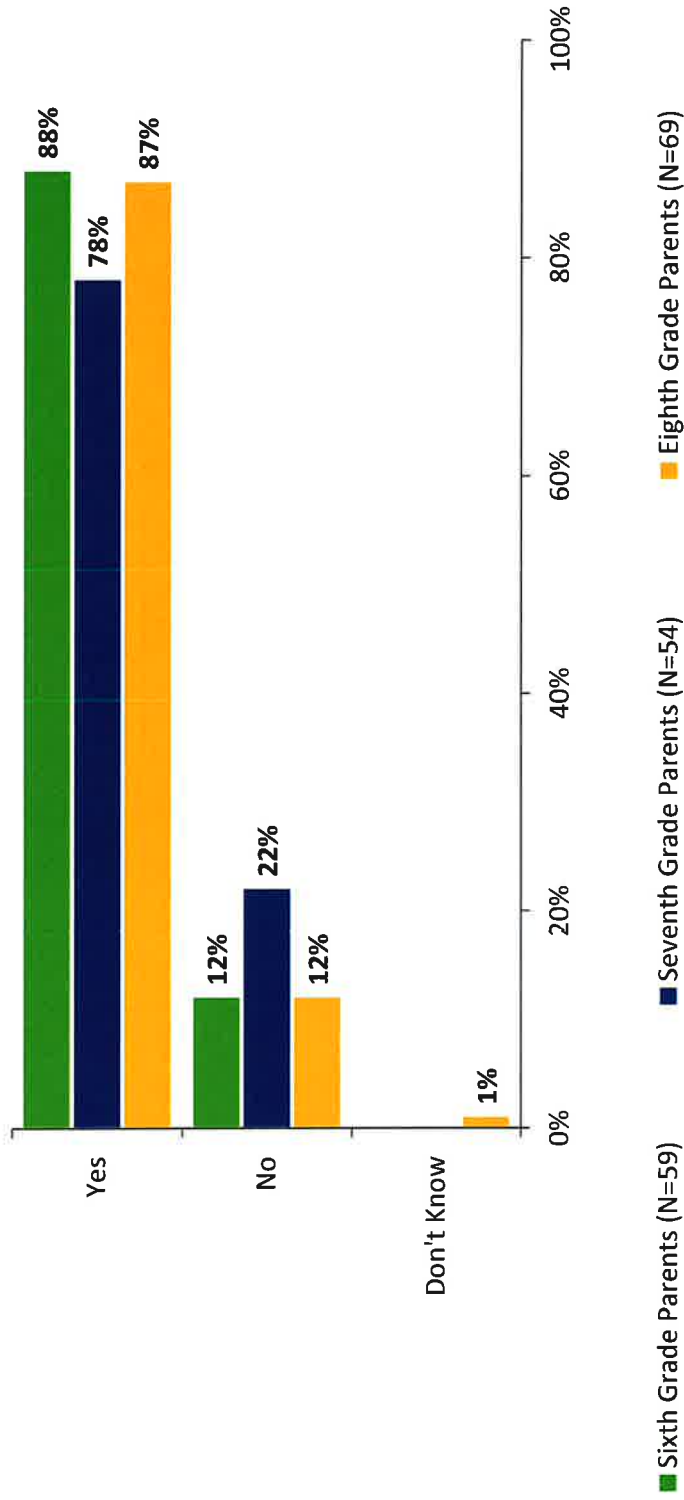
How strongly do you agree or disagree with the following statement?

Overall, the middle school report card helps me understand my child's progress.



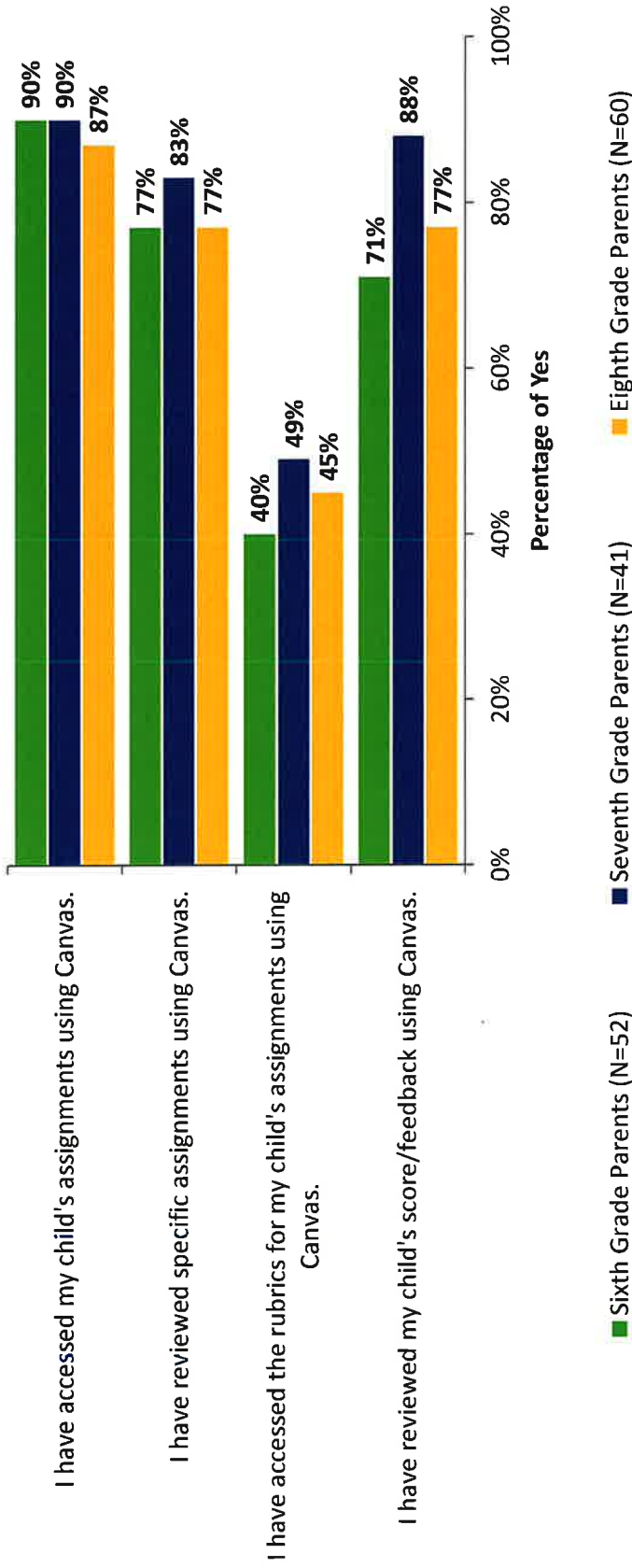
Middle School Parents – Grade Level (Continued)

Canvas is a learning management system that teachers use to assign student work and provide feedback. I have accessed Canvas during the 2017-2018 or 2018-2019 school year.



Middle School Parents – Grade Level (Continued)

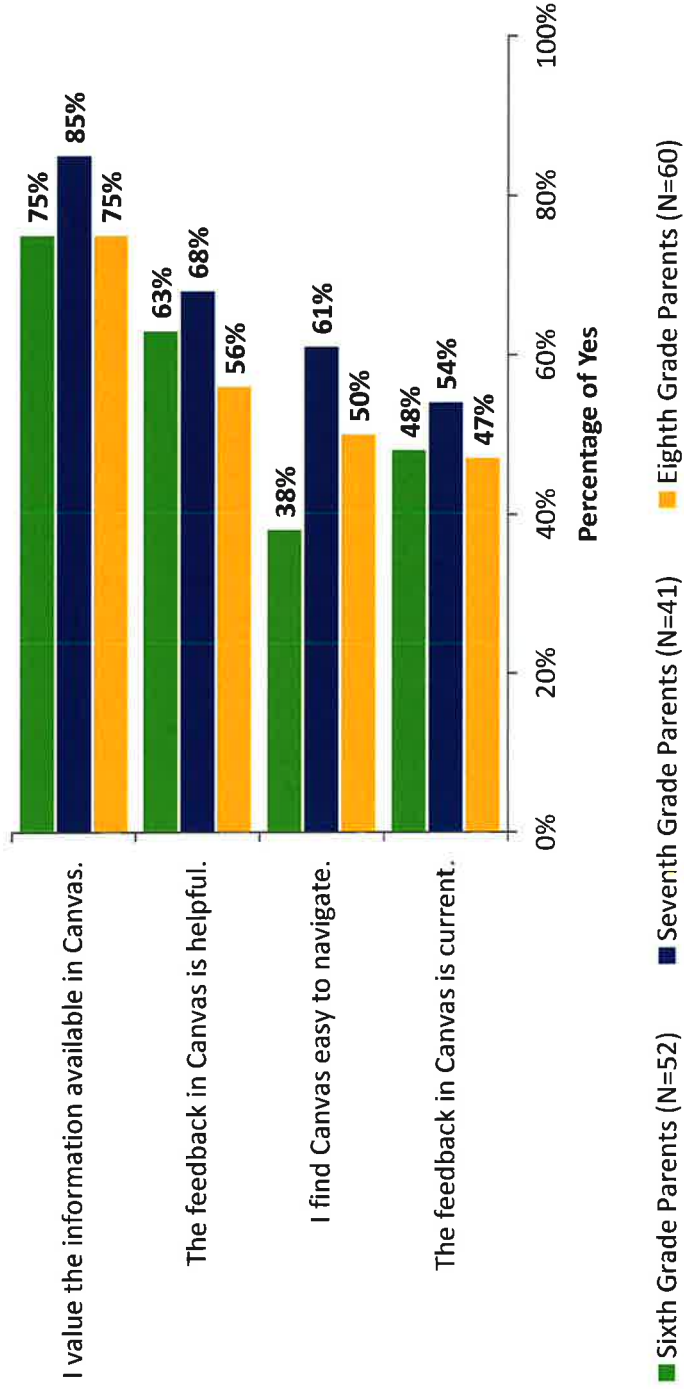
Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



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Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



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Middle School Parents – Grade Level (Continued)

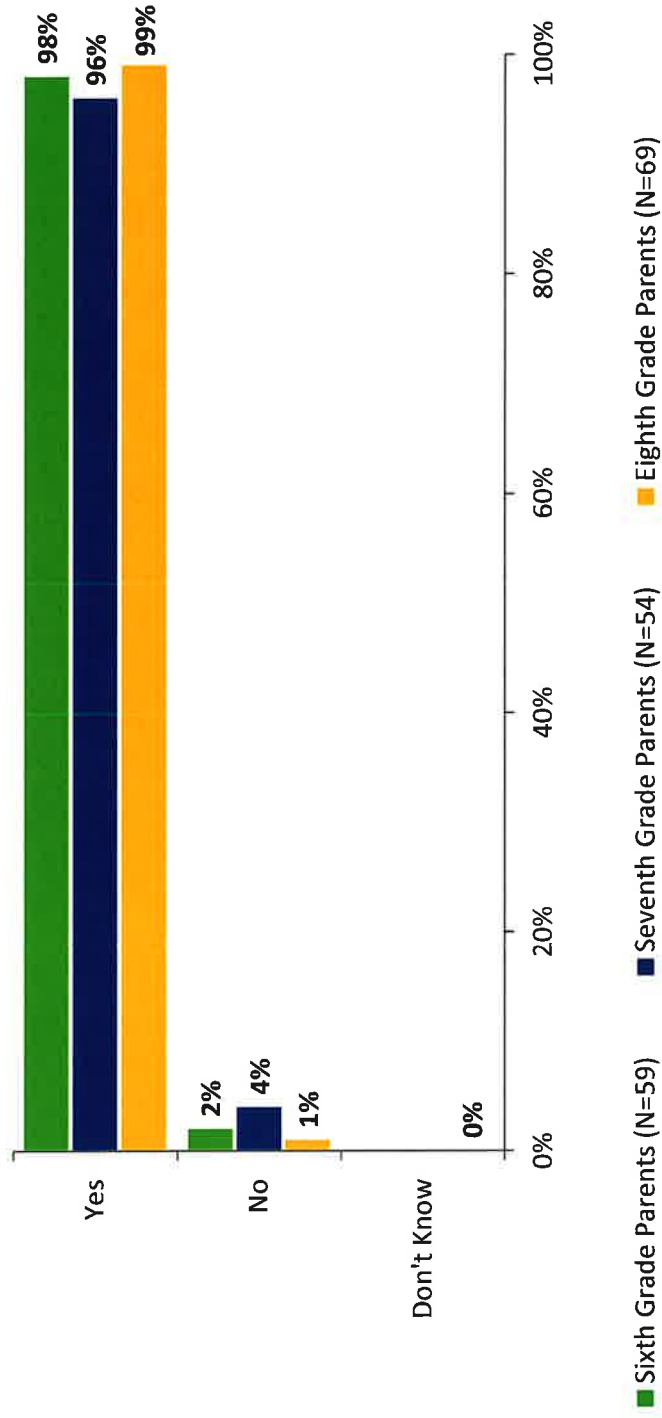
How often do you check your child's progress in Canvas?



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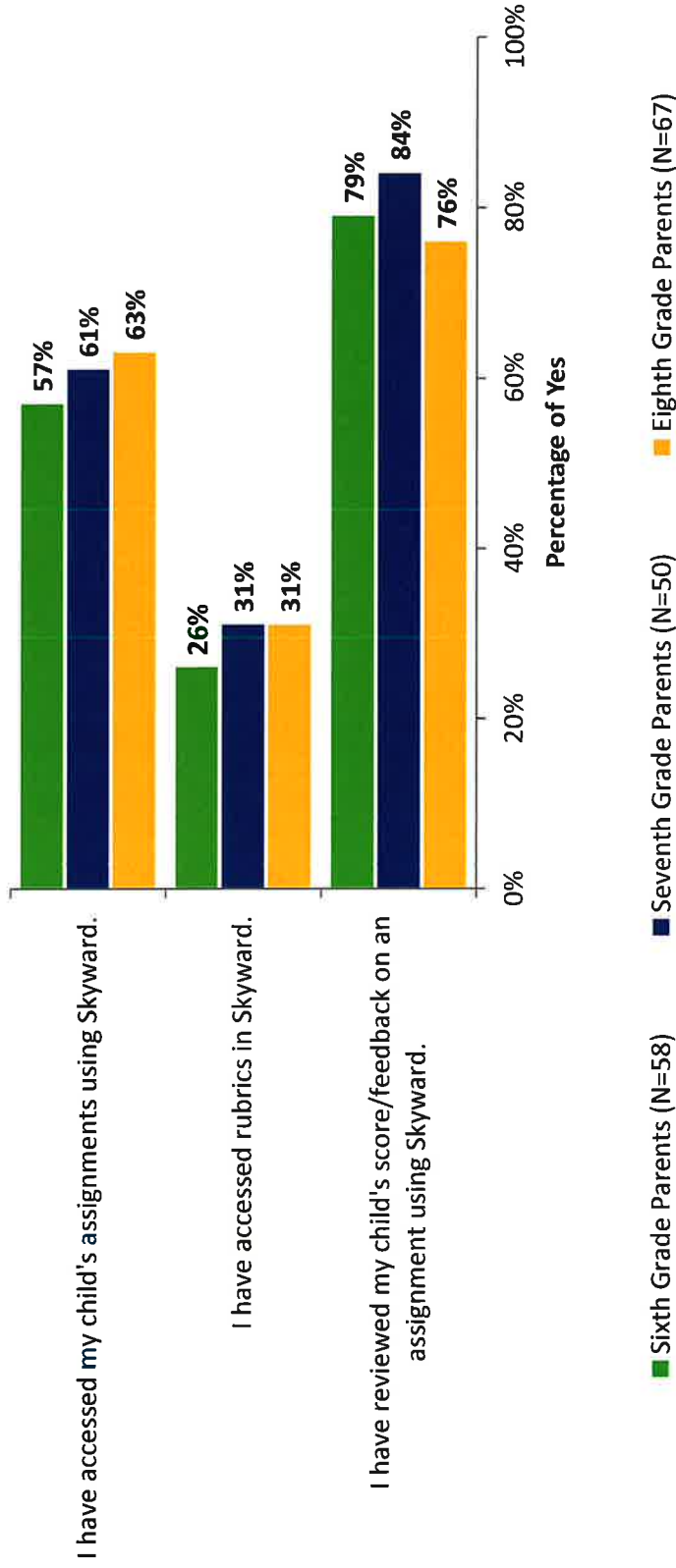
Middle School Parents – Grade Level (Continued)

I have accessed Skyward Family Access during the 2017-2018 or 2018-2019 school year.



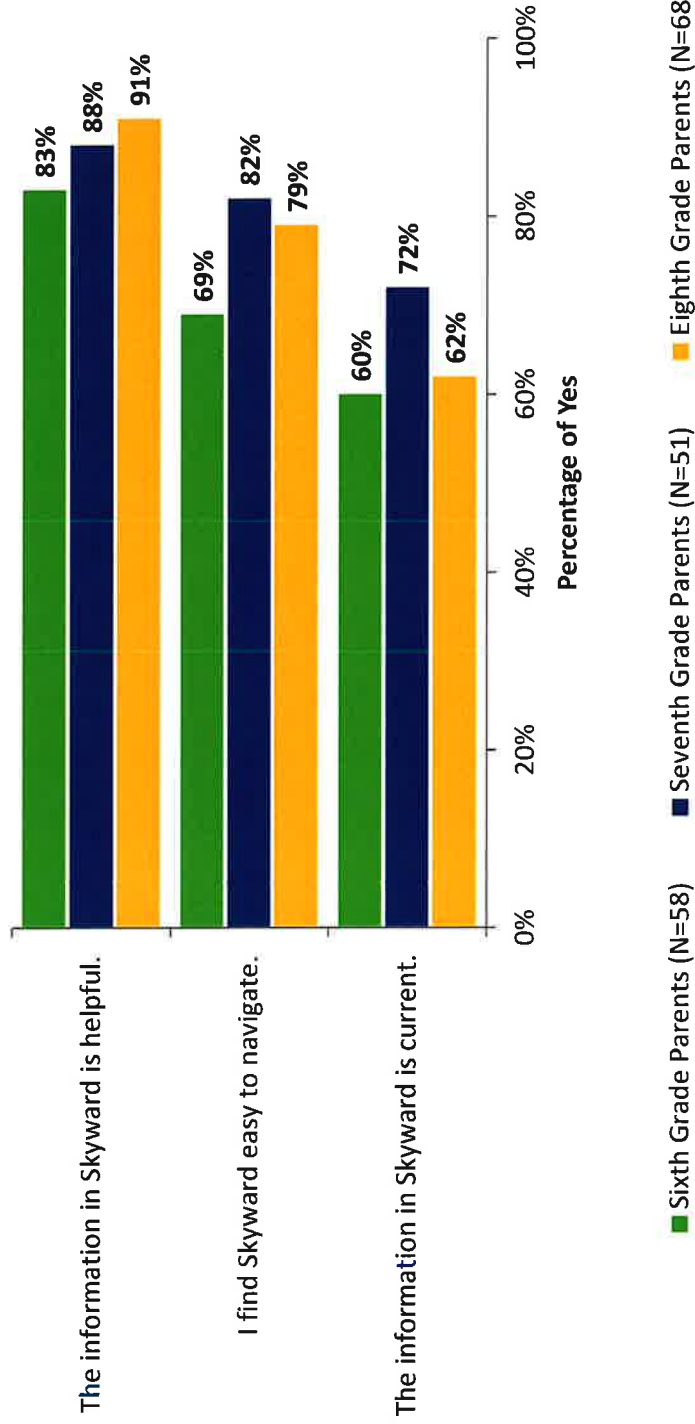
Middle School Parents – Grade Level (Continued)

Please review the following statements and select the best answer based on your experiences with Skyward last school year and this school year.



Middle School Parents – Grade Level (Continued)

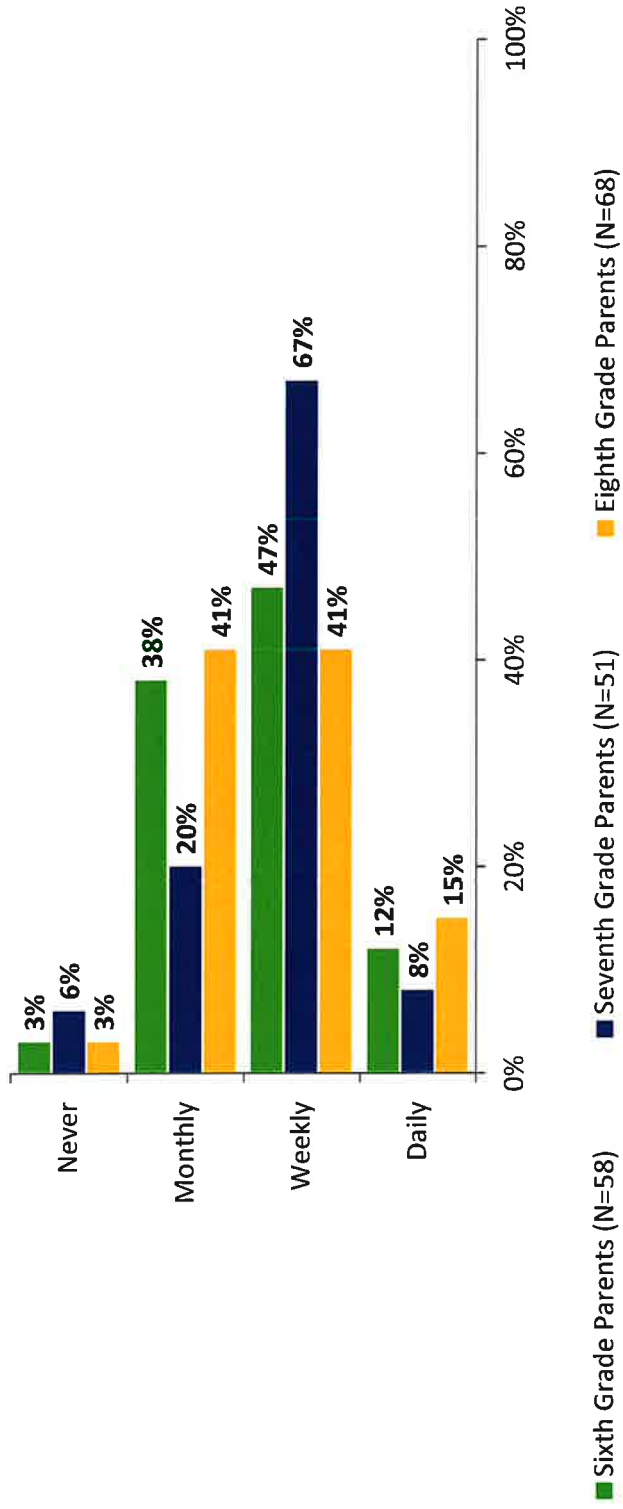
How strongly do you agree or disagree with the following statements about Skyward?



DRAFT – FOR DISCUSSION ONLY

Middle School Parents – Grade Level (Continued)

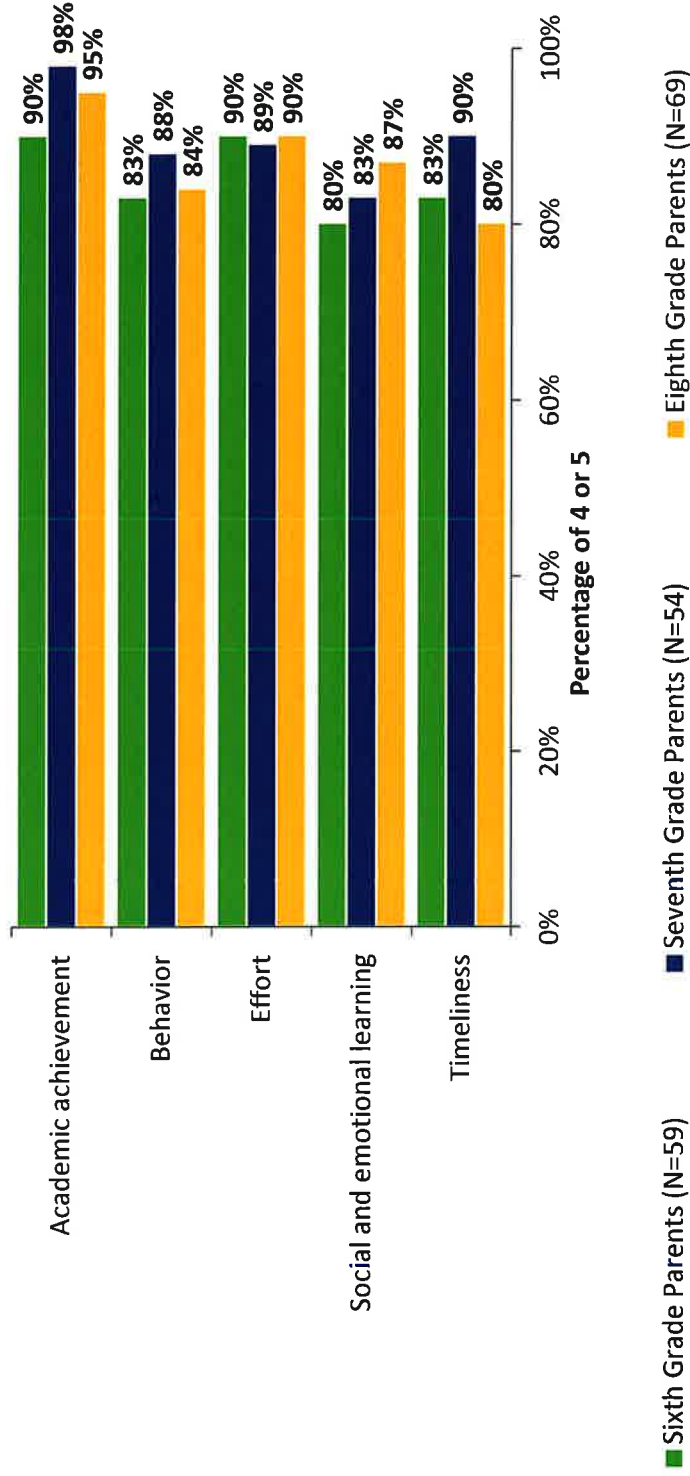
How often do you check your child's progress in Skyward?



DRAFT – FOR DISCUSSION ONLY

Middle School Parents – Grade Level (Continued)

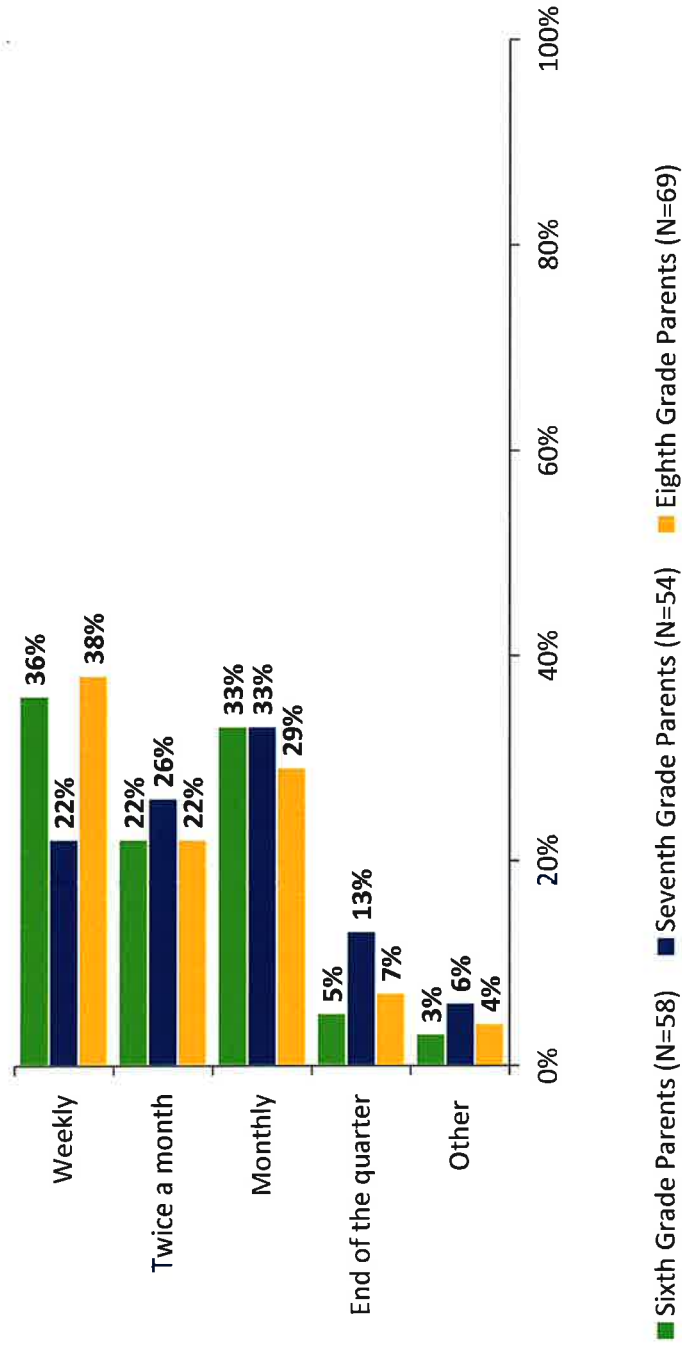
On a scale of 0-5, how important is each of these types of information to you, with 0 being Not at All and 5 being Extremely Important?



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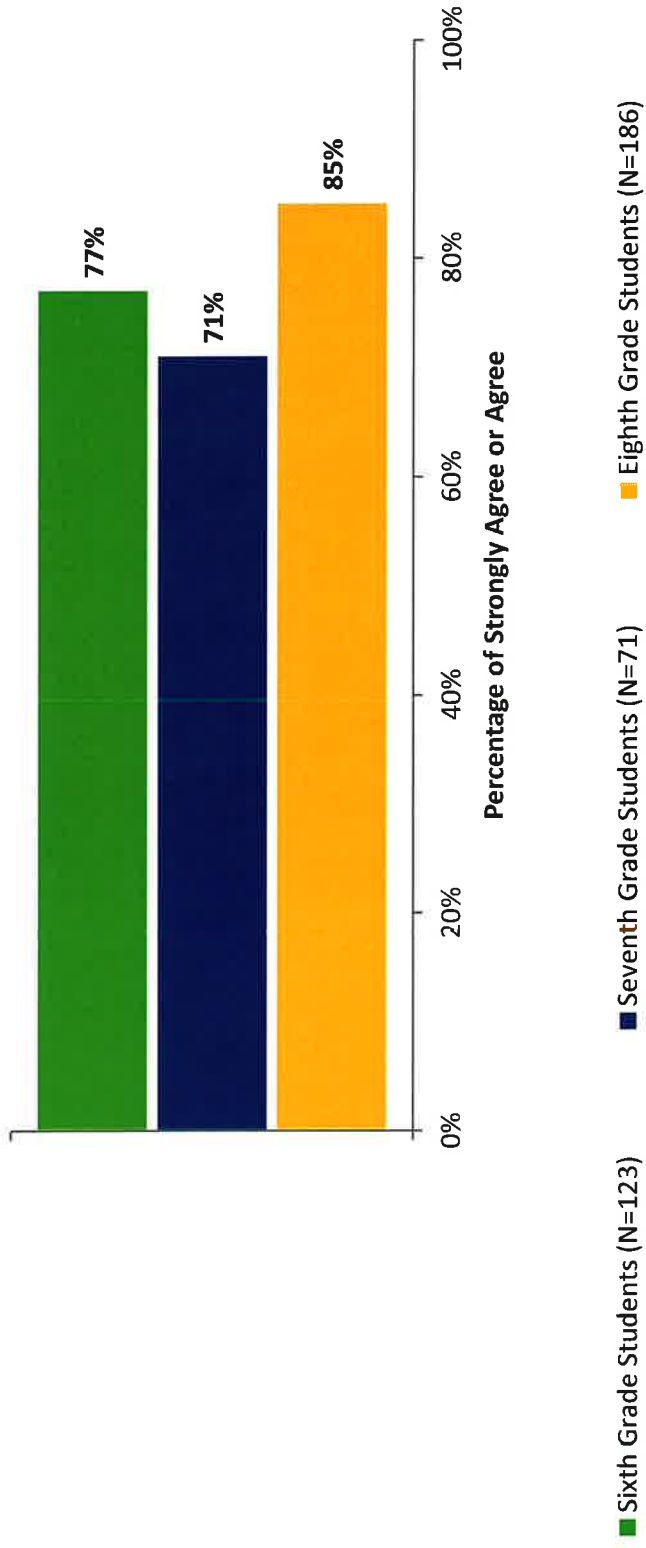
Middle School Parents – Grade Level (Continued)

How frequently would you like to receive information from your child's teachers regarding your child's progress?



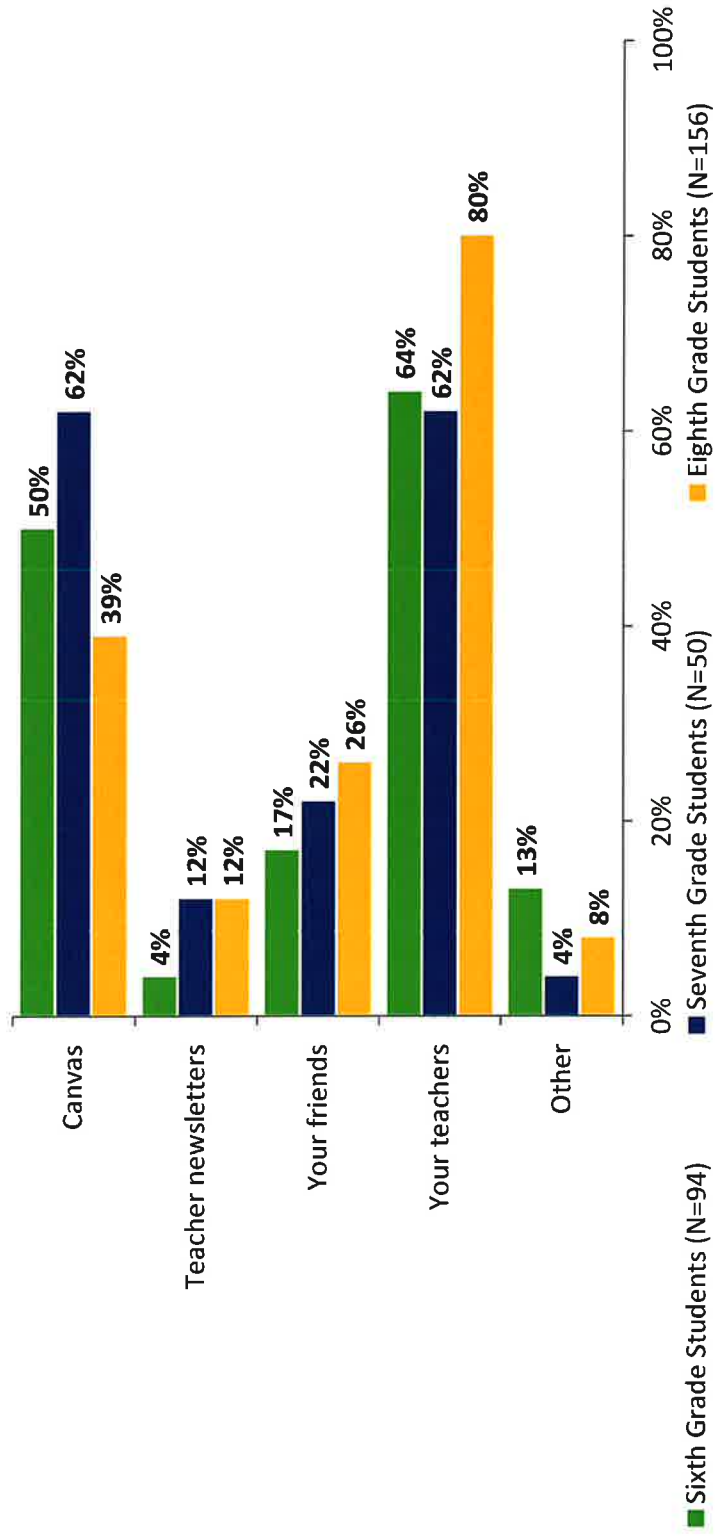
Middle School Students – Grade Level

How strongly do you agree or disagree with the following statement?
I understand the Grading for Learning (GFL) model.



Middle School Students – Grade Level (Continued)

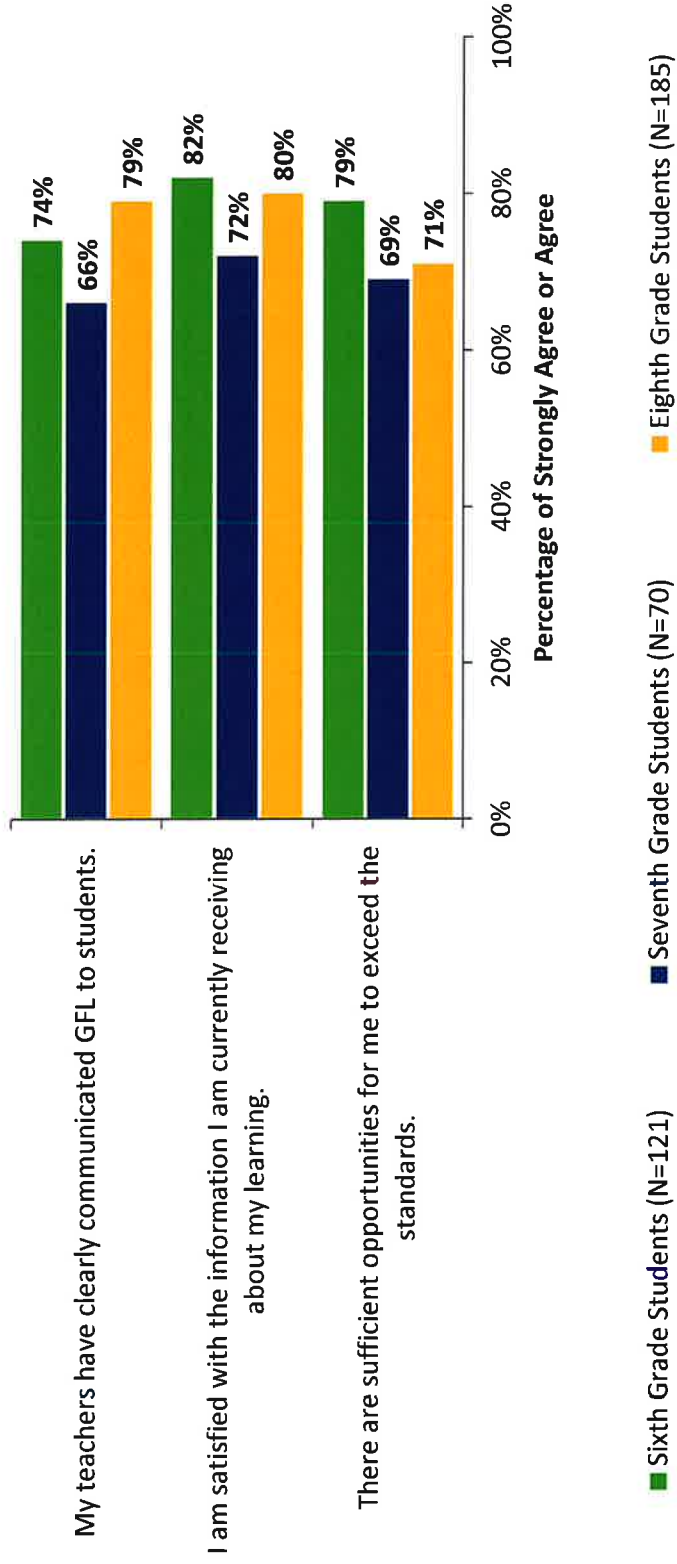
Which of the following have helped you understand the Grading for Learning (GFL) model?



Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

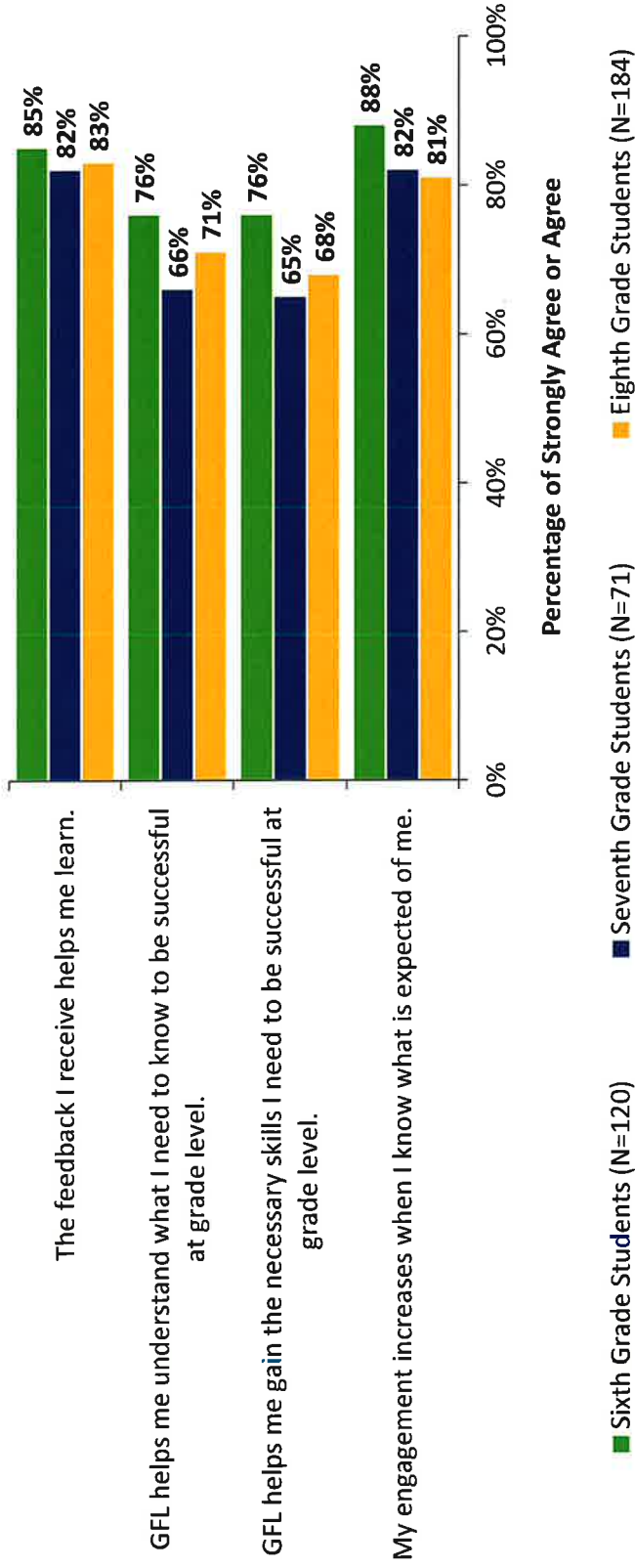
Middle School Students – Grade Level (Continued)

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



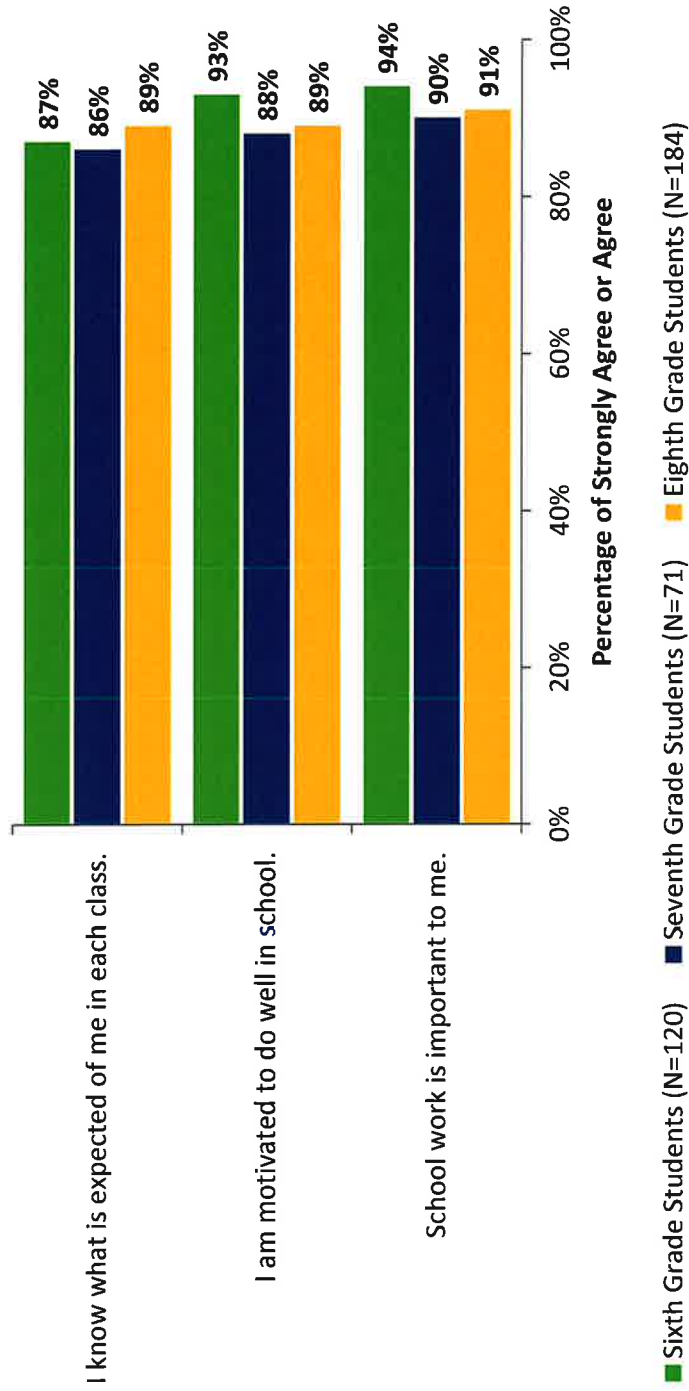
Middle School Students – Grade Level (Continued)

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



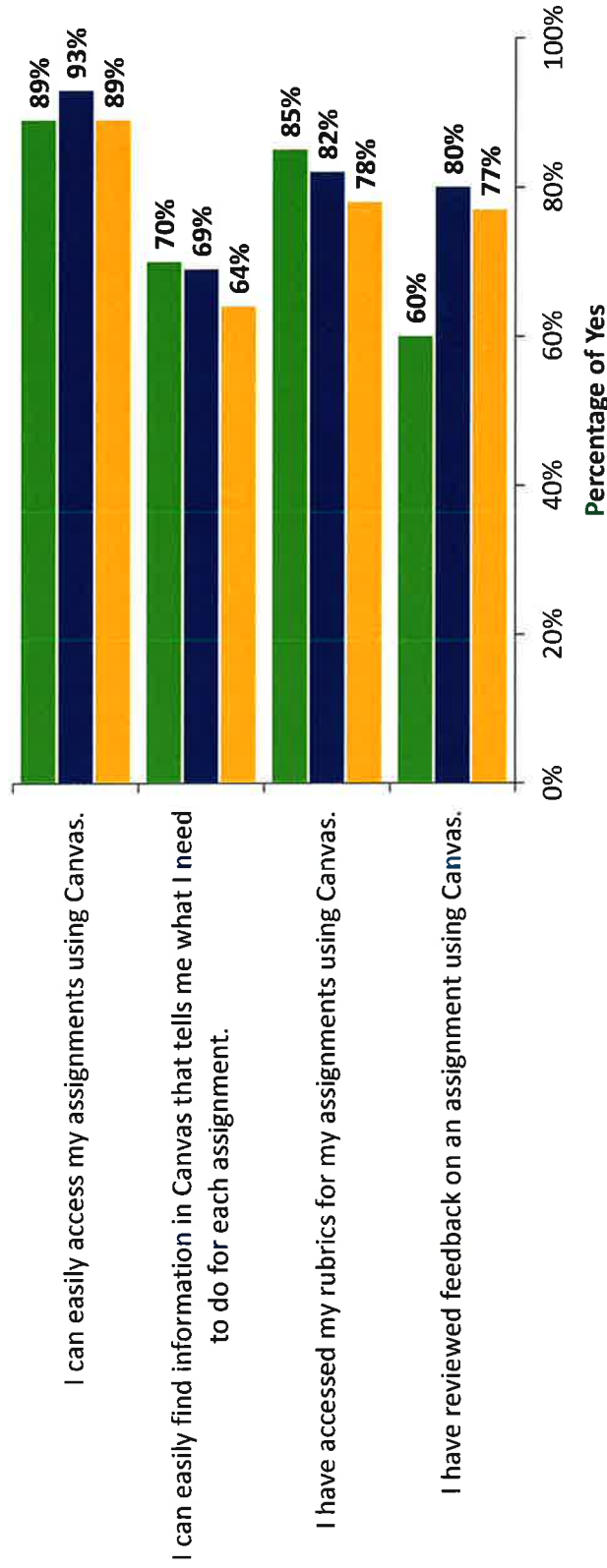
Middle School Students – Grade Level (Continued)

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



Middle School Students – Grade Level (Continued)

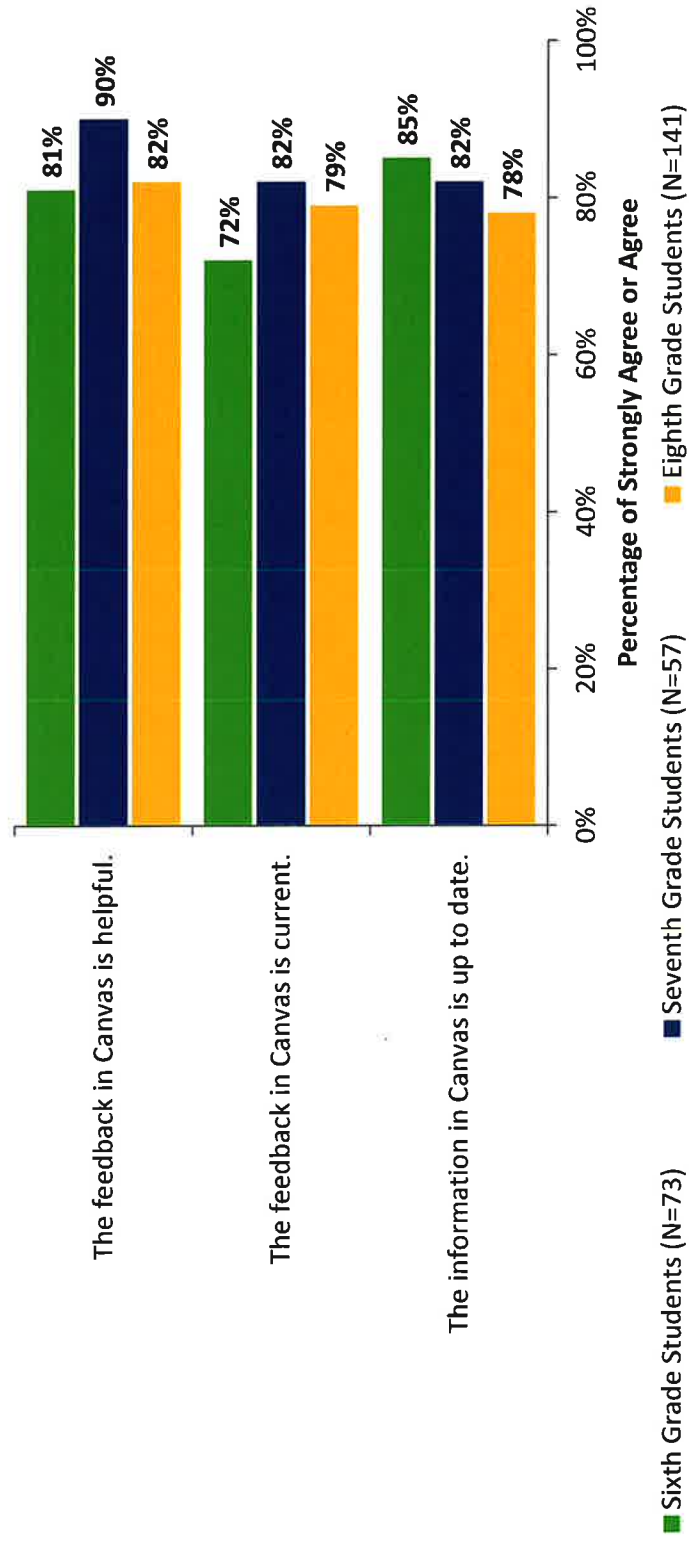
Please review the following statements and select the best answer based on your experiences with Canvas last school year and this school year.



■ Sixth Grade Students (N=121) ■ Seventh Grade Students (N=71) ■ Eighth Grade Students (N=185)

Middle School Students – Grade Level (Continued)

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

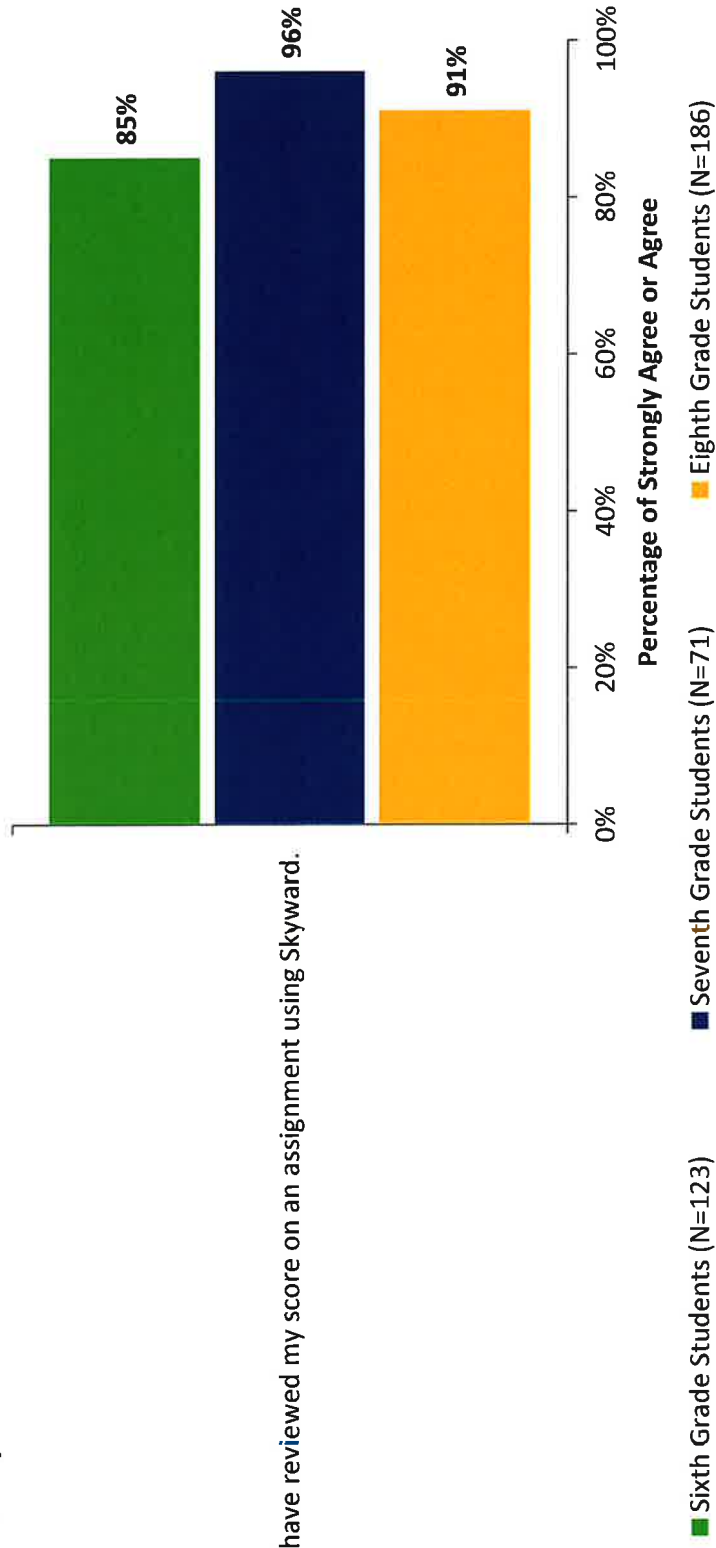


Middle School Students – Grade Level (Continued)

Feedback about Skyward

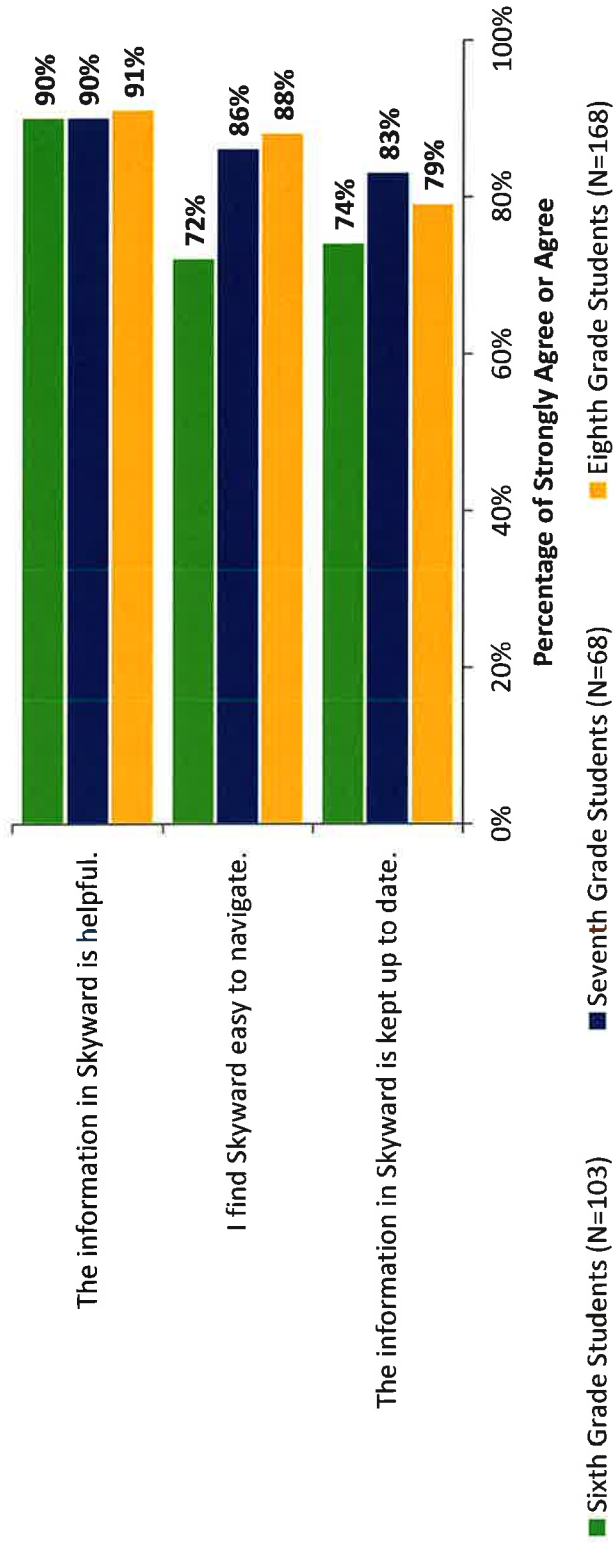
243

I have reviewed my score on an assignment using Skyward.



Middle School Students – Grade Level (Continued)

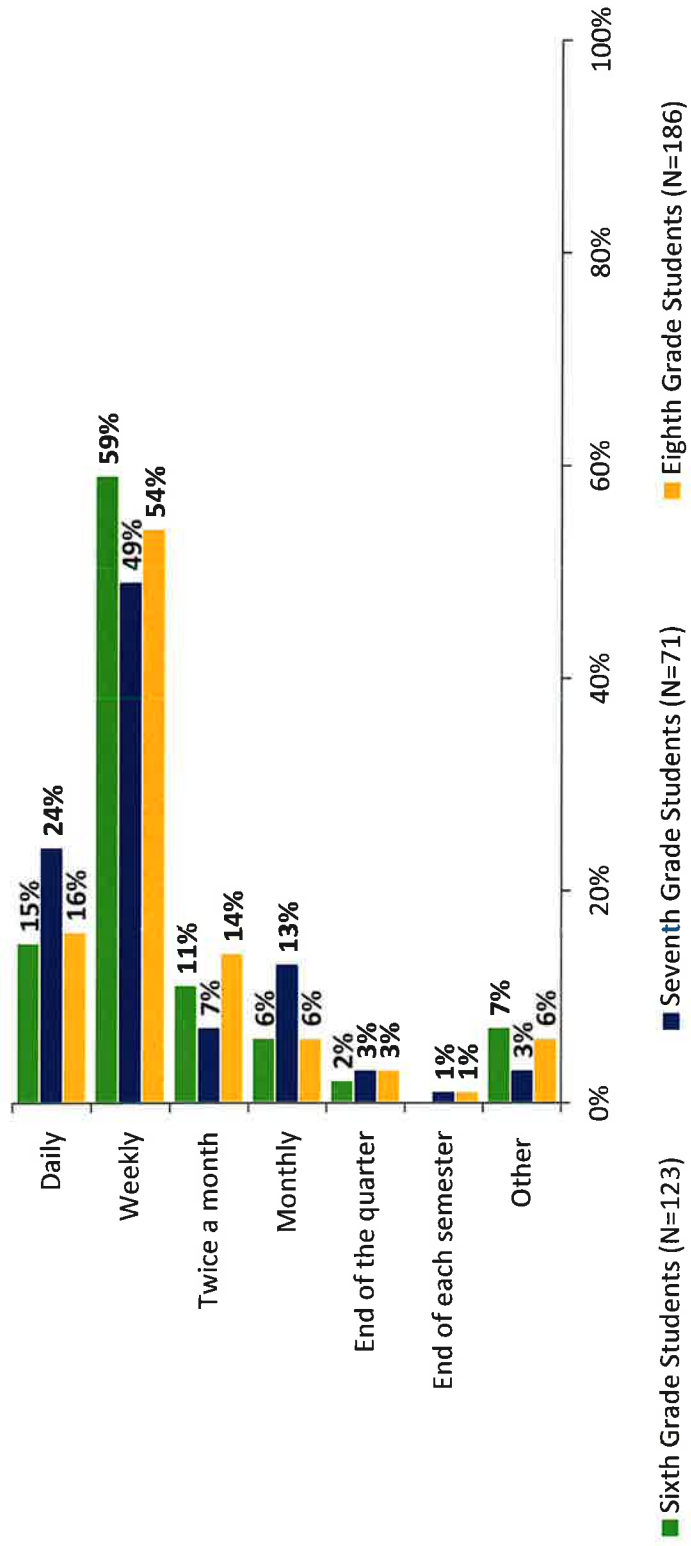
How strongly do you agree or disagree with the following statements about Skyward?



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Middle School Students – Grade Level (Continued)

How frequently do your teachers give you feedback on your assignments, assessments, and other coursework so that you can improve?





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GFL 9th Grade Students - Supplemental Report 9th Grade Students Who Attended West Middle School

Results and Analysis

Wayzata Public Schools
2018-19 SY



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

Wayzata Public Schools asked middle school teachers, students in grades 6-9, and their parents for feedback on GFL to better understand how it is working. Results will be used to identify strengths and areas in need of improvement.

K12 *Insight* partnered with members of the district executive leadership team to develop the survey, which addressed the following topics:

- Perception of GFL
- Feedback on the middle school report card
- Feedback about information management systems (Canvas and Skyward Family Access)
- Feedback on types of information provided on the middle school report card
- Frequency of feedback provided by middle school teachers and frequency of feedback desired by parents

The survey was open from Oct. 31 to Nov. 14. Email invitations with unique survey links were sent to middle school teachers, students in grades 6-9, and their parents. Parents with children attending more than one district school could click a link at the end of the survey to take it again. Paper surveys were available on request. Reminders were sent to parents and teachers on Nov. 7, 12, and 14. Reminders were sent to students on Nov. 5, 7, 12, and 14.

The district created and disseminated all pre-survey communications.

Understanding the Results

This report summarizes survey results for current ninth grade students who attended West Middle School during the 2017-2018 school year

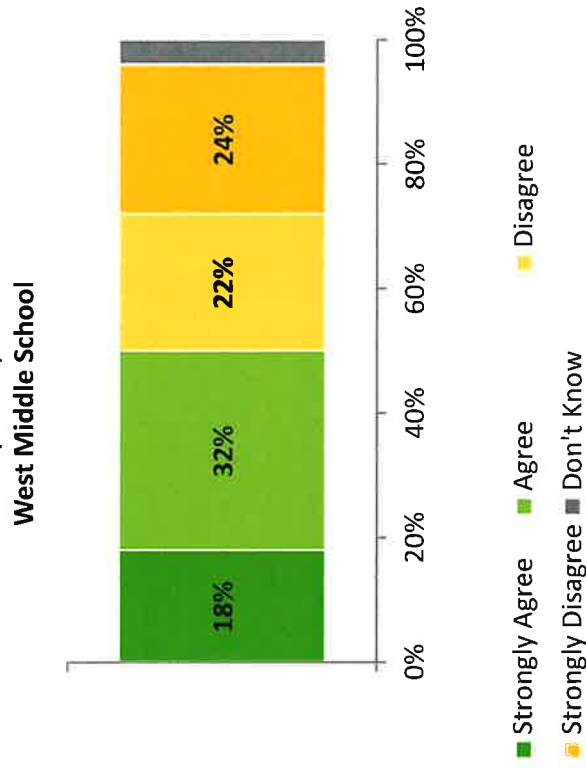
Results do not reflect random sampling; therefore, they should not be generalized to all WPS middle school teachers, students in grades 6-9, and their parents. Rather, results reflect only the perceptions and opinions of survey participants. Participating parents of ninth-grade students had to indicate they had a child who attended middle school in WPS last school year. Ninth-grade student participants had to indicate they attended WPS last school year.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

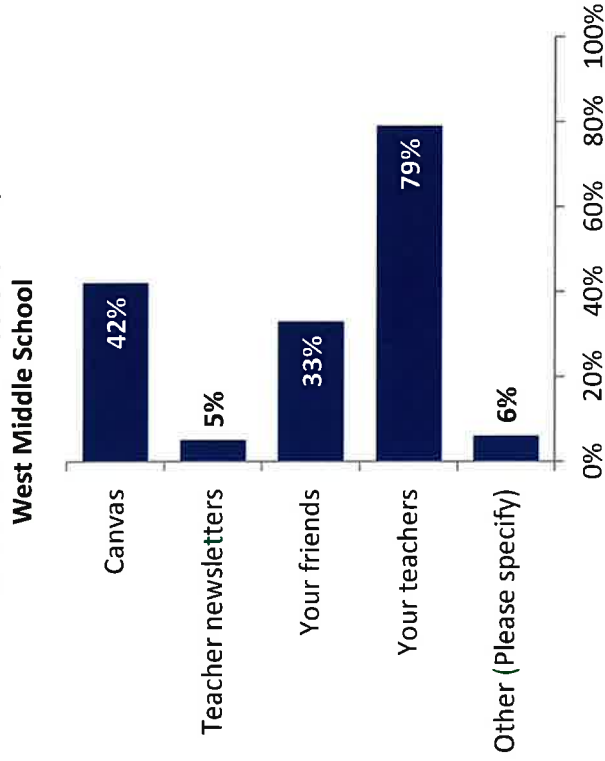
School reports will be provided to WPS.

Understanding GFL

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning (GFL) model that was used in middle school. (N=135)



Which of the following helped you understand GFL? Please select all that apply. (N=66)

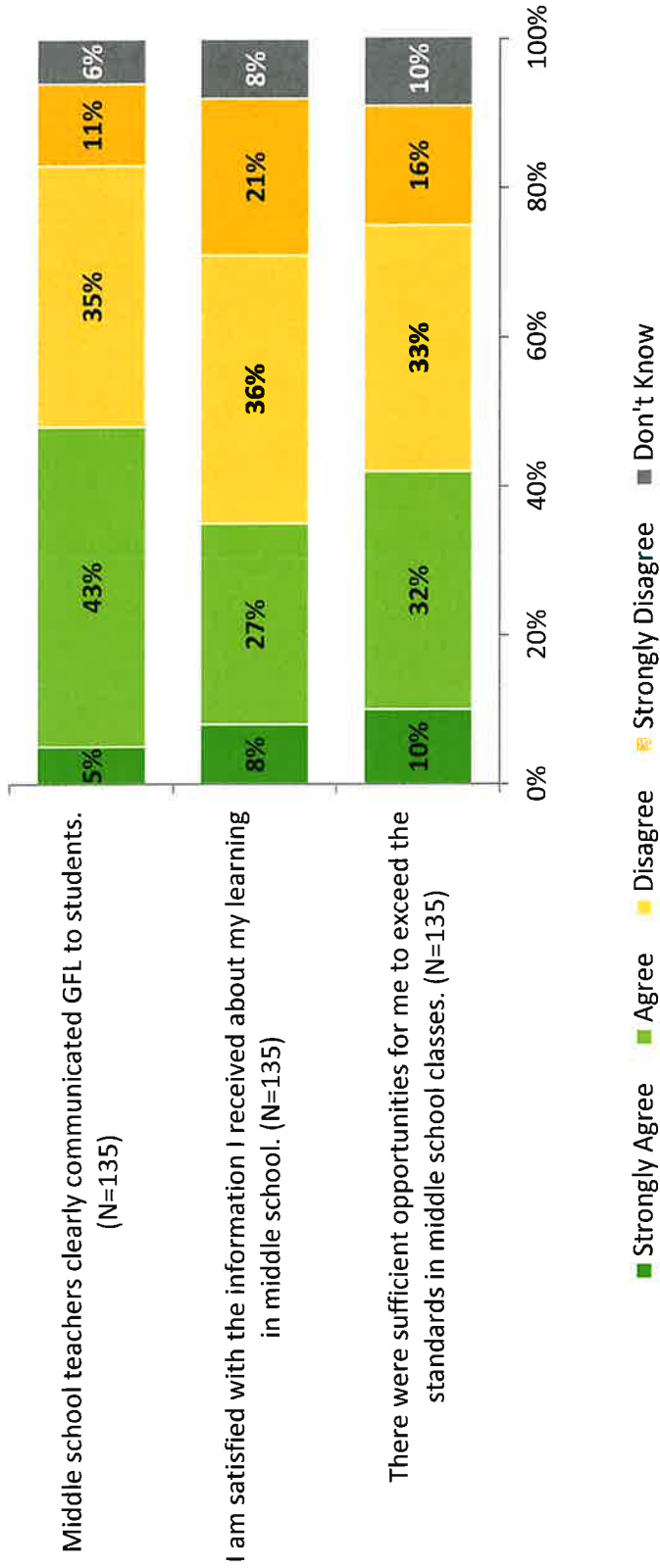


4 The sum of percentages may exceed 100% because participants could select more than one response option.

Communication about GFL

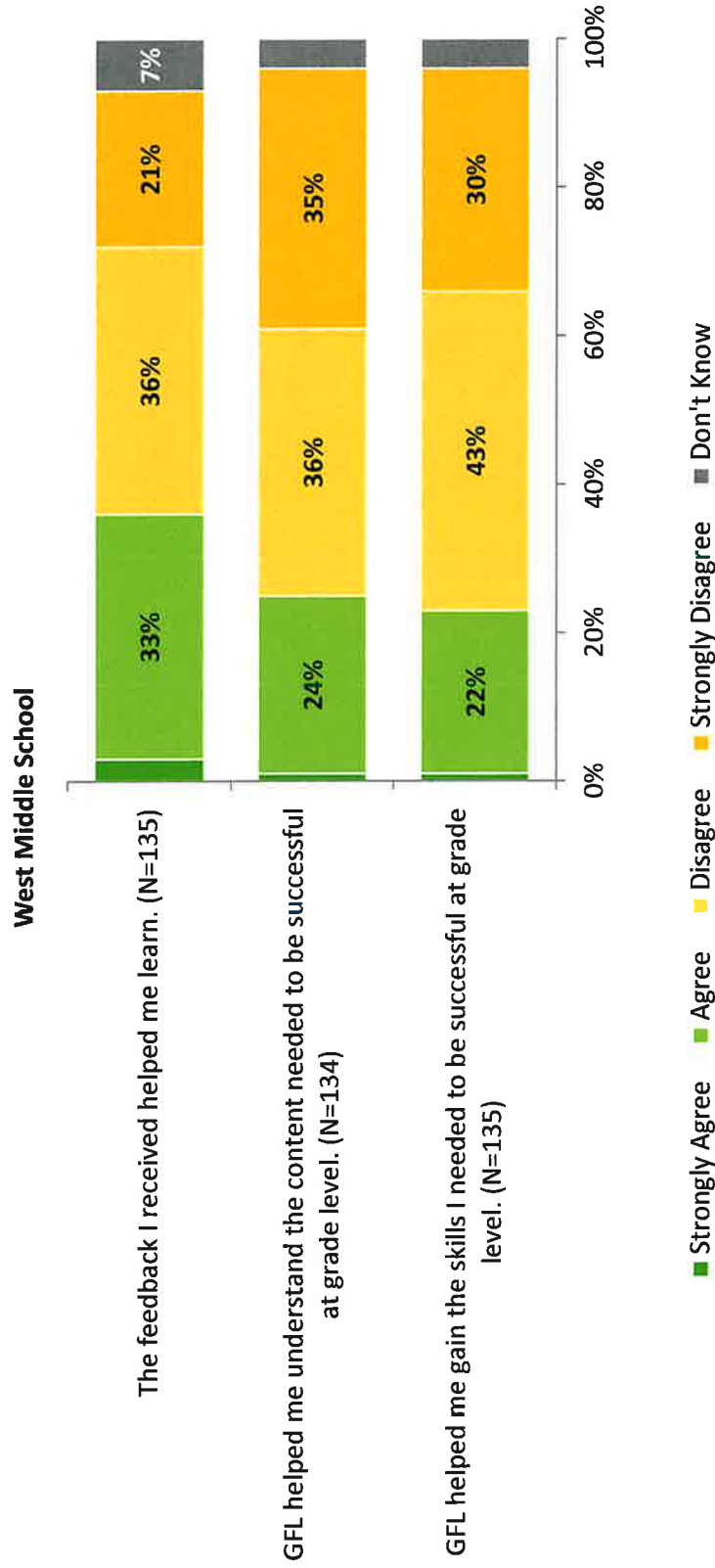
How strongly do you agree or disagree with the following statements?

West Middle School



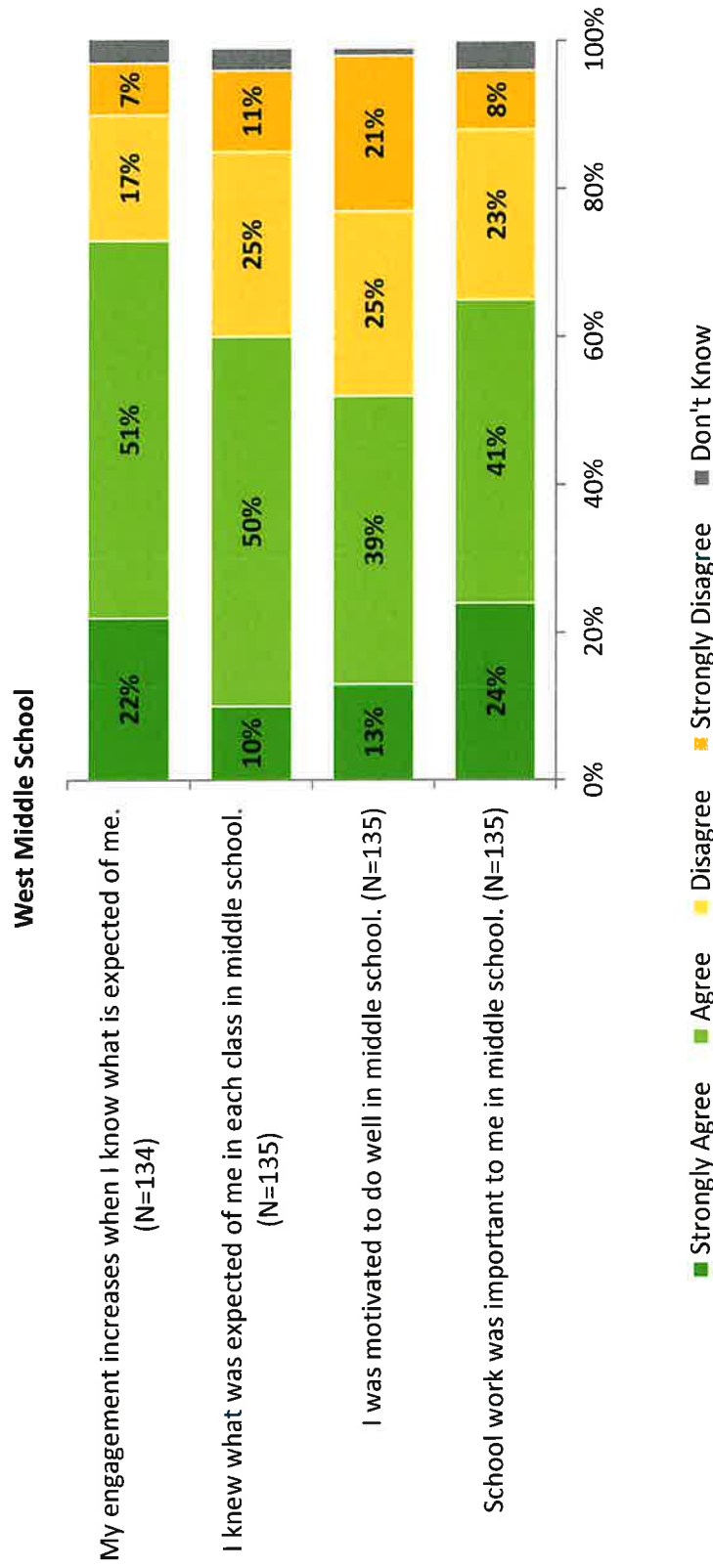
Communication about GFL (Continued)

How strongly do you agree or disagree with the following statements about your experience with GFL in middle school?



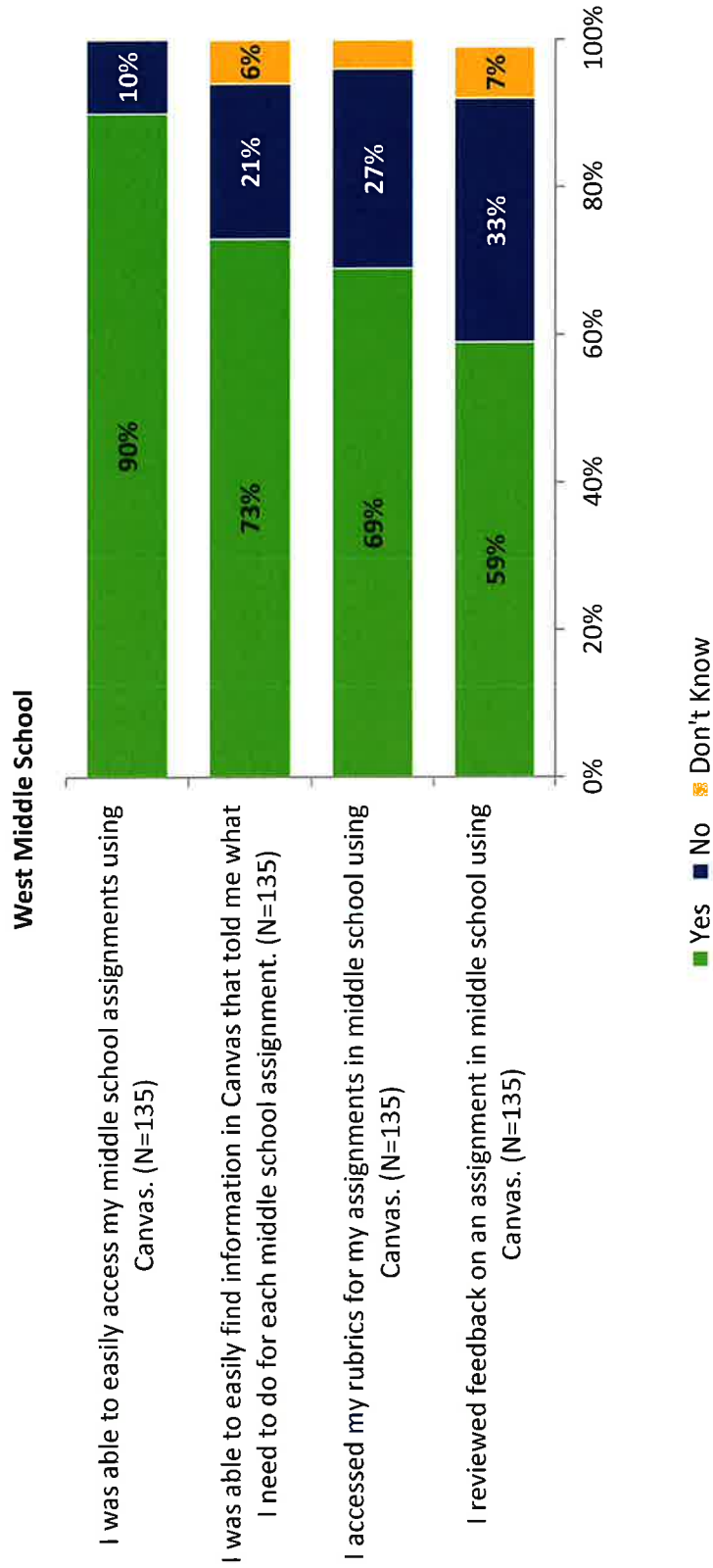
Communication about GFL (Continued)

How strongly do you agree or disagree with the following statements about your experience with GFL in middle school?



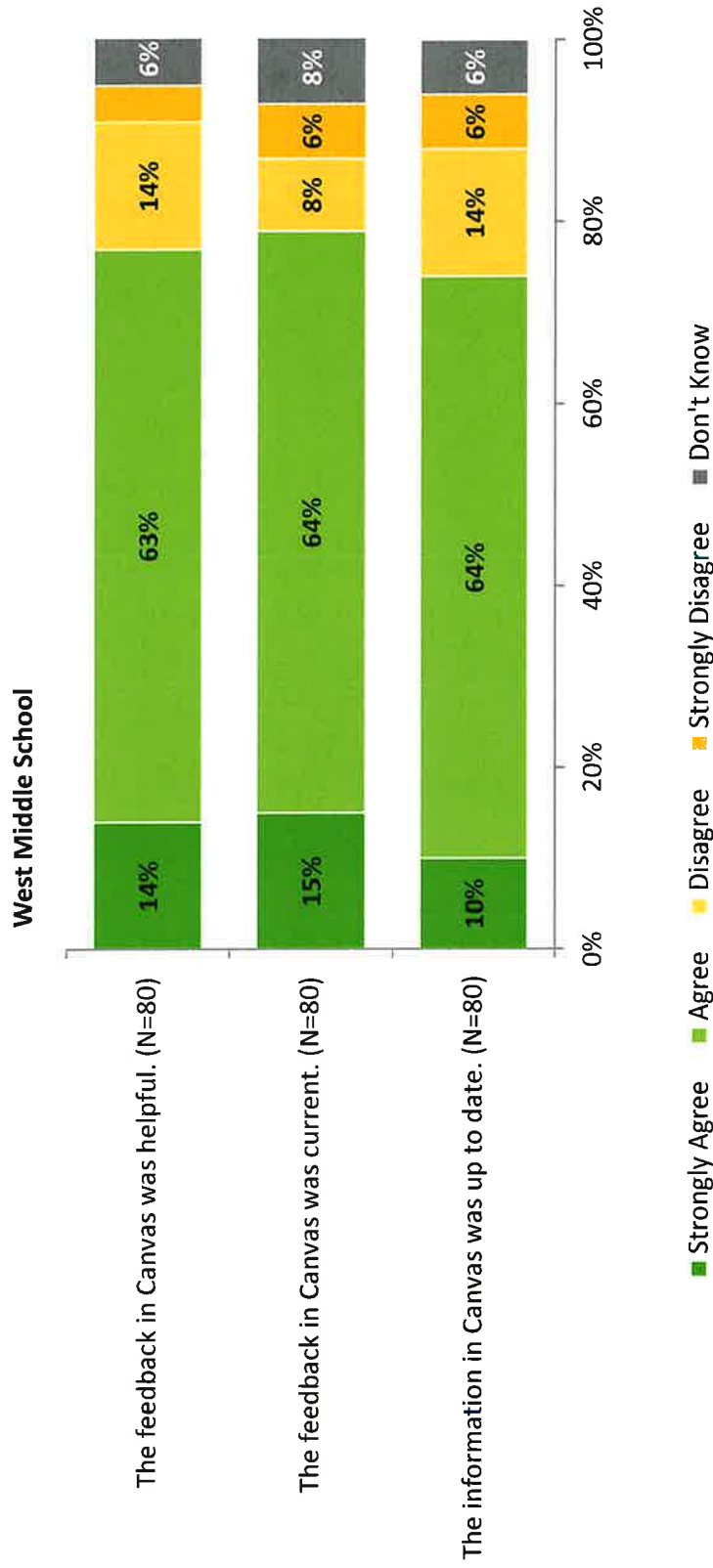
Canvas

Please review the following statements and select the best answer based on your experiences with Canvas last school year in middle school.



Canvas (Continued)

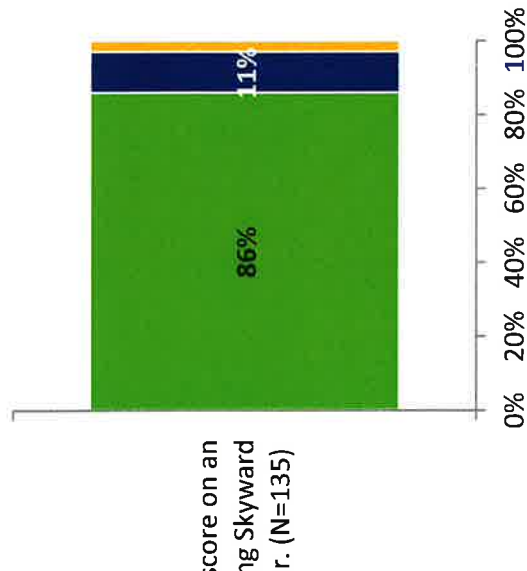
How strongly do you agree or disagree with the following statements based on your experiences with Canvas last year in middle school?



Skyward Family Access

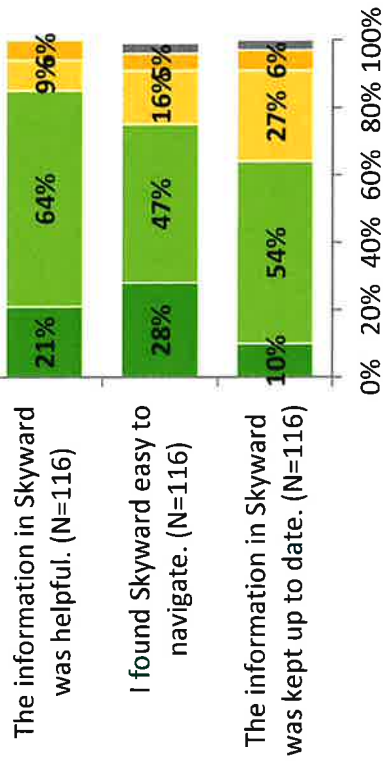
Feedback about Skyward
West Middle School

I reviewed my score on an assignment using Skyward last school year. (N=135)



■ Yes ■ No ■ Don't Know

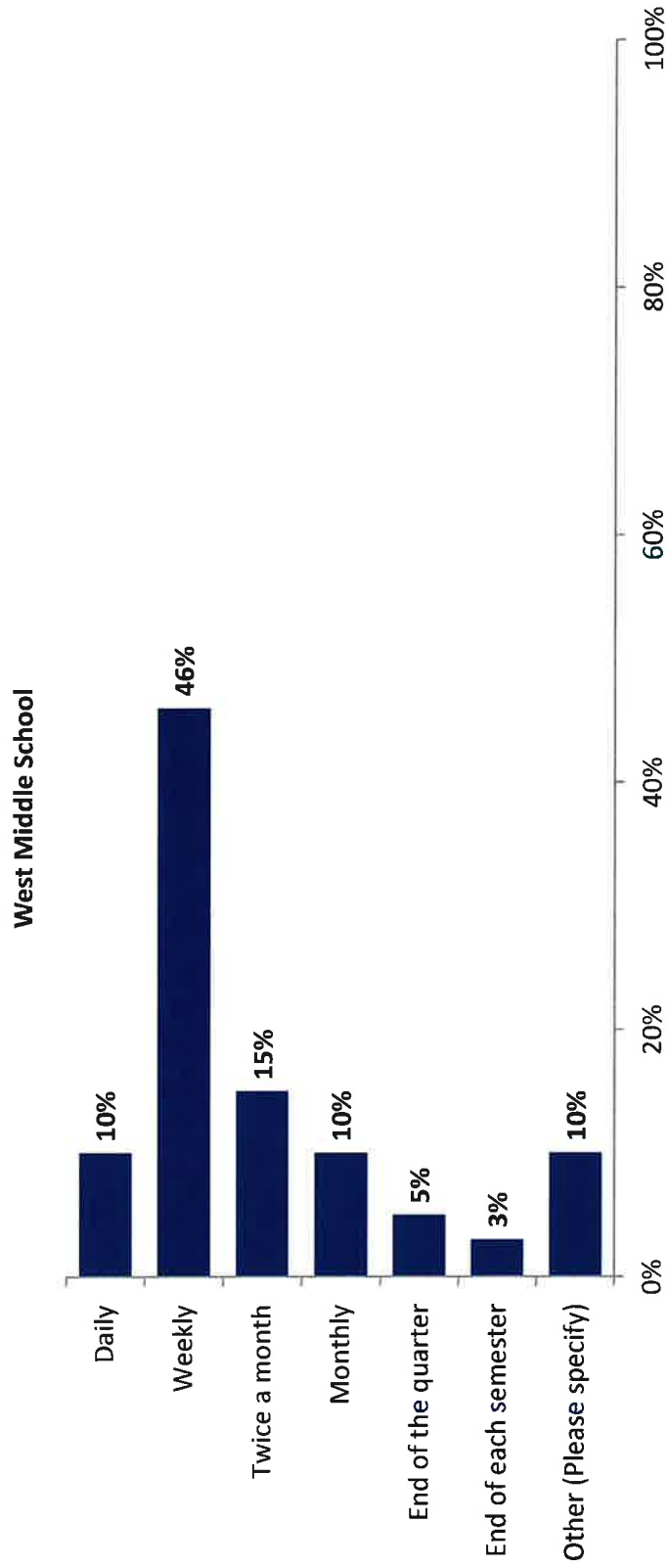
How strongly do you agree or disagree with the following statements based on your experiences with Skyward last year in middle school?
West Middle School



■ Strongly Agree ■ Agree ■ Strongly Disagree ■ Disagree ■ Don't Know

Frequency of Providing Feedback

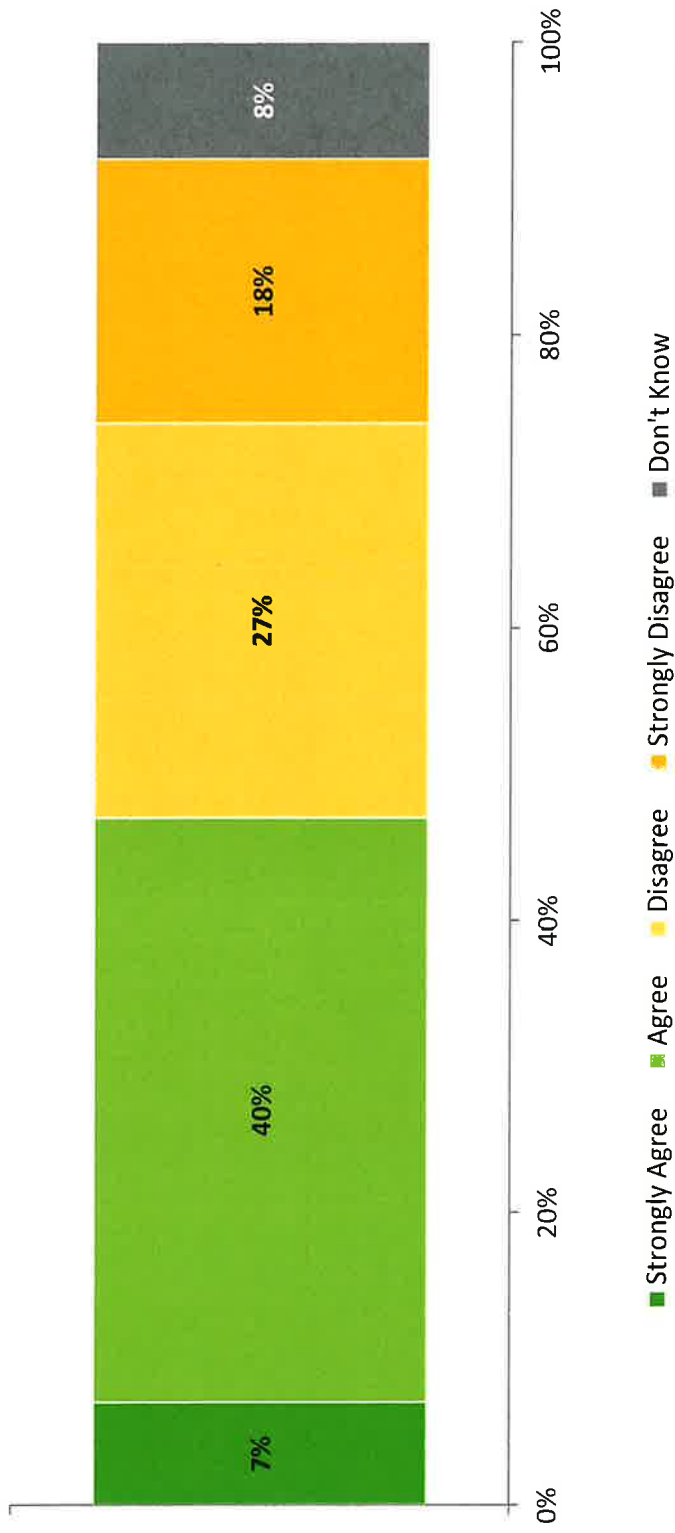
How frequently did your teachers in middle school give you feedback on your assignments, assessments, and other coursework so that you could improve? (N=135)



Transition to Ninth Grade

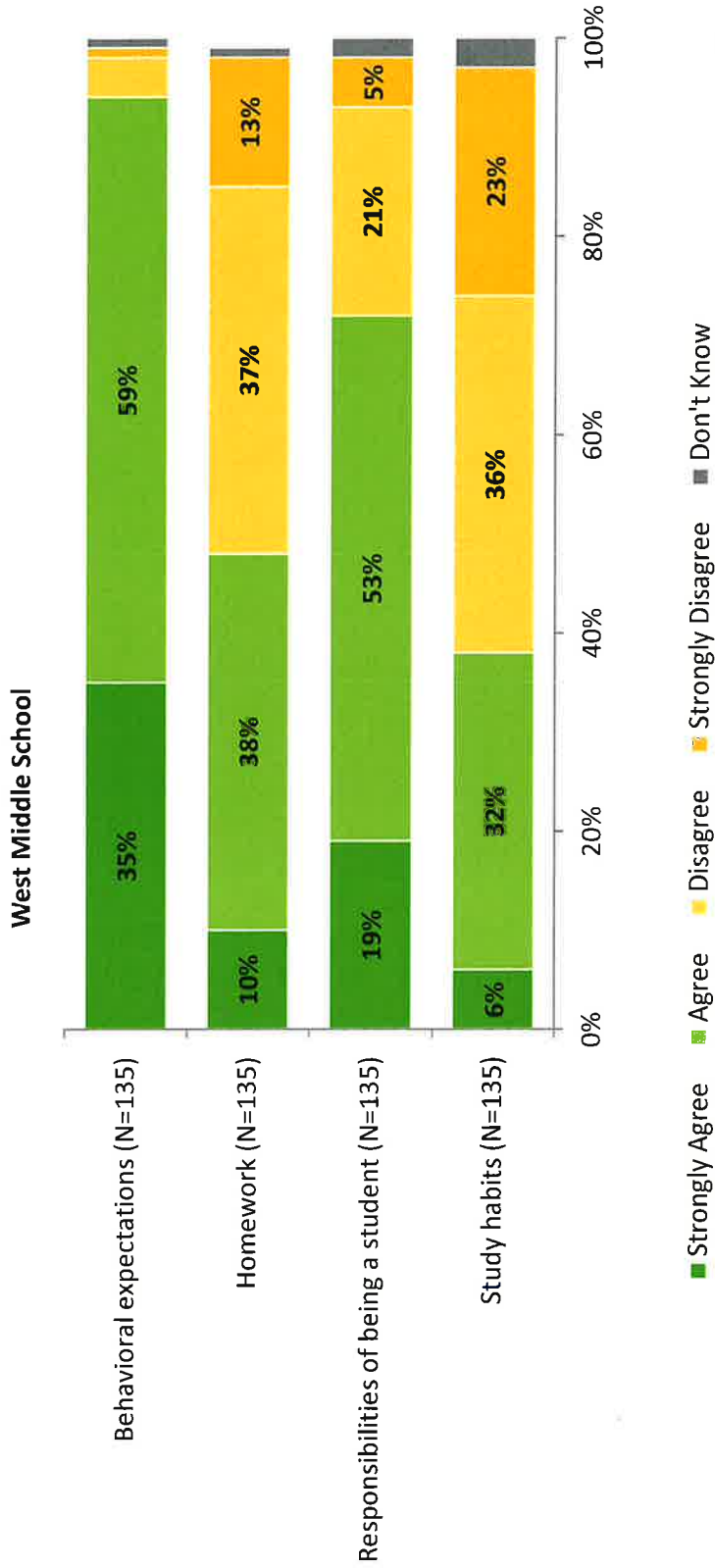
How strongly do you agree or disagree with the following statement? I was academically prepared for the transition from middle school to high school. (N=134)

West Middle School



Transition to Ninth Grade (Continued)

How strongly do you agree or disagree with the following statement? I was prepared for the transition from middle school to high school in the following areas:



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GFL 9th Grade Students - Supplemental Report 9th Grade Students Who Attended Central Middle School

Results and Analysis

Wayzata Public Schools
2018-2019 SY



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

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The district created and disseminated all pre-survey communications.

Understanding the Results

This report summarizes survey results for current ninth grade students who attended Central Middle School during the 2017-2018 school year

Results do not reflect random sampling; therefore, they should not be generalized to all WPS middle school teachers, students in grades 6-9, and their parents. Rather, results reflect only the perceptions and opinions of survey participants. Participating parents of ninth-grade students had to indicate they had a child who attended middle school in WPS last school year. Ninth-grade student participants had to indicate they attended WPS last school year.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

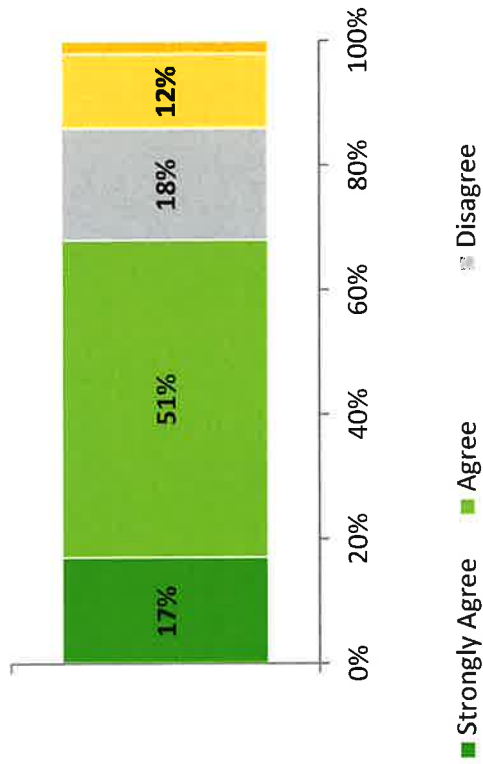
School reports will be provided to WPS.

Understanding GFL

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning (GFL) model that was used in middle school.

(N=233)

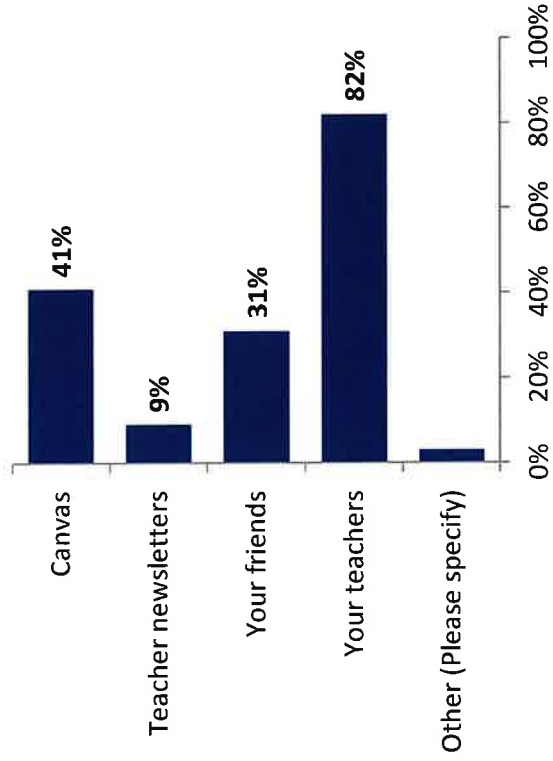
Central Middle School



Which of the following helped you understand GFL?

Please select all that apply. (N=157)

Central Middle School

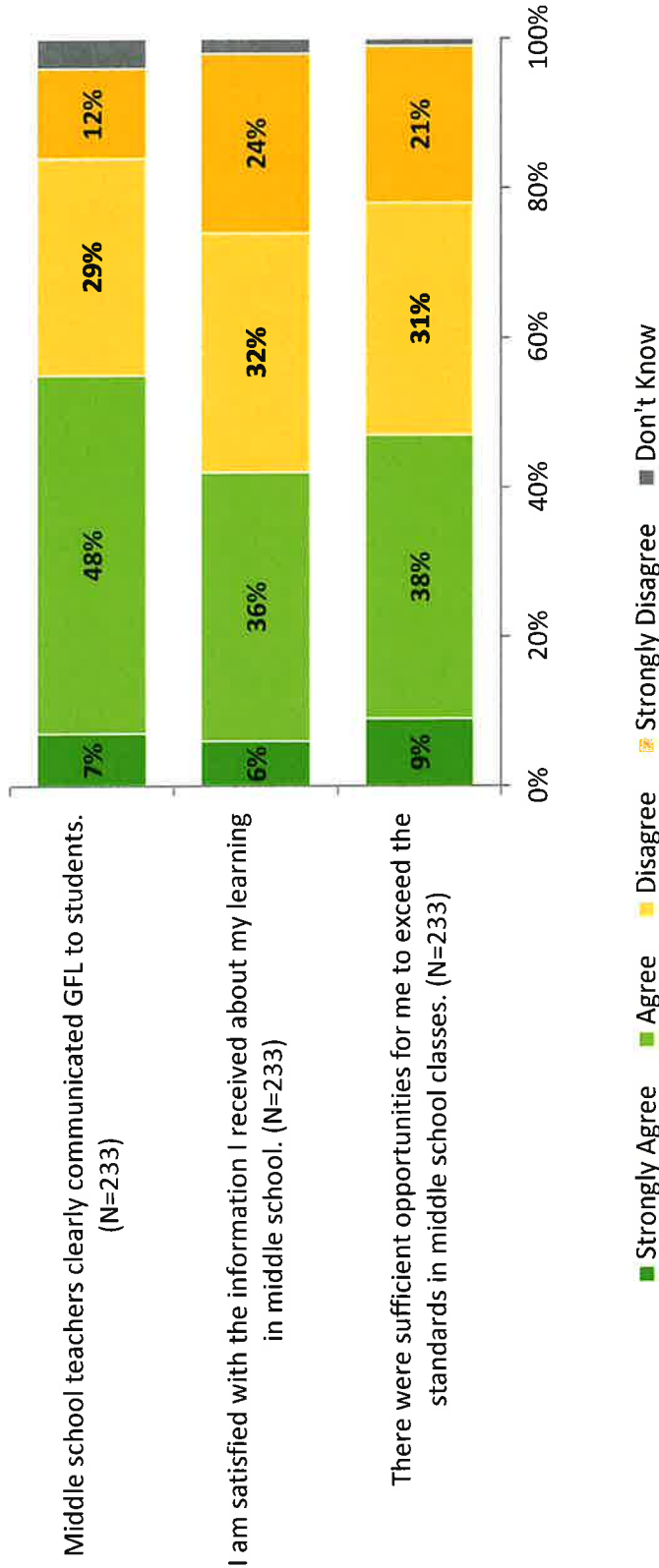


4 The sum of percentages may exceed 100% because participants could select more than one response option.

Communication about GFL

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

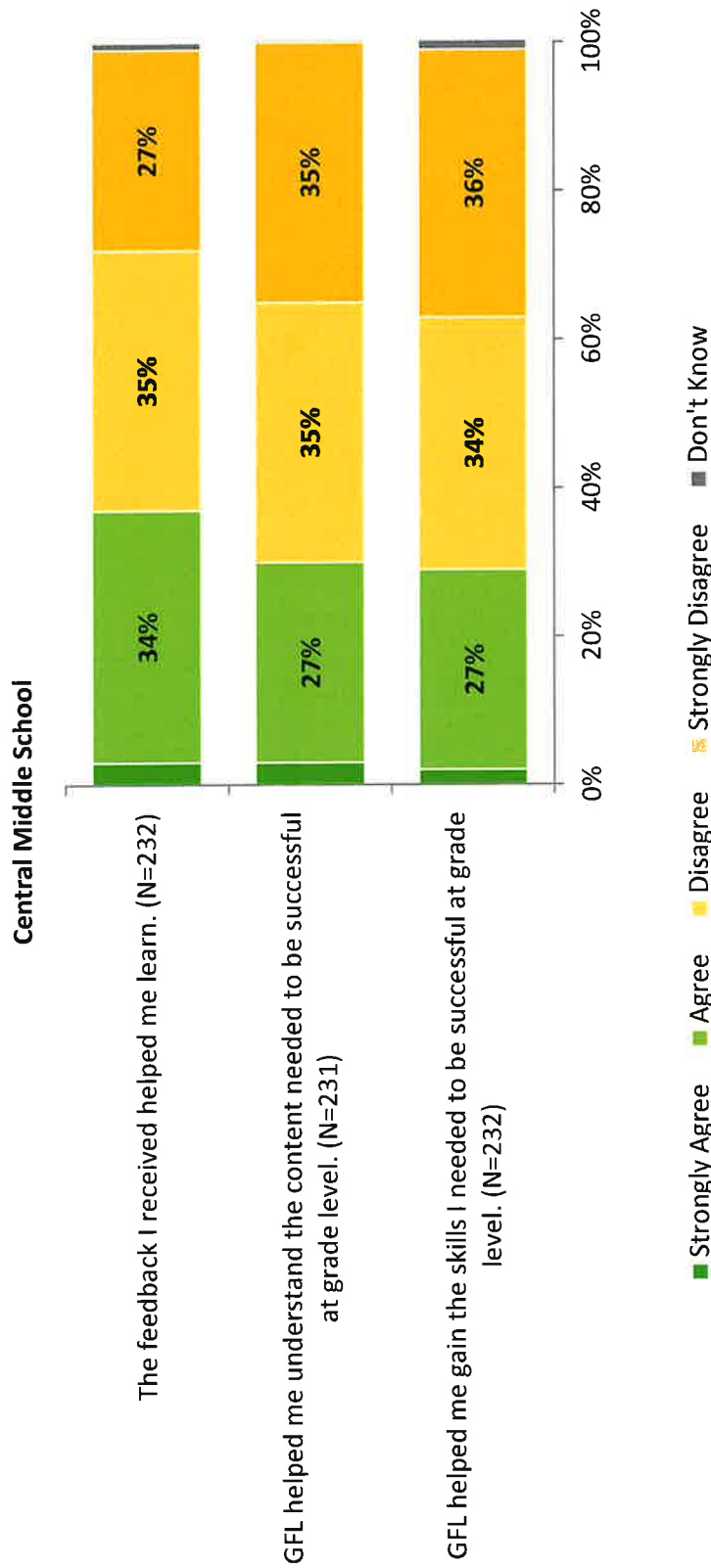
Central Middle School



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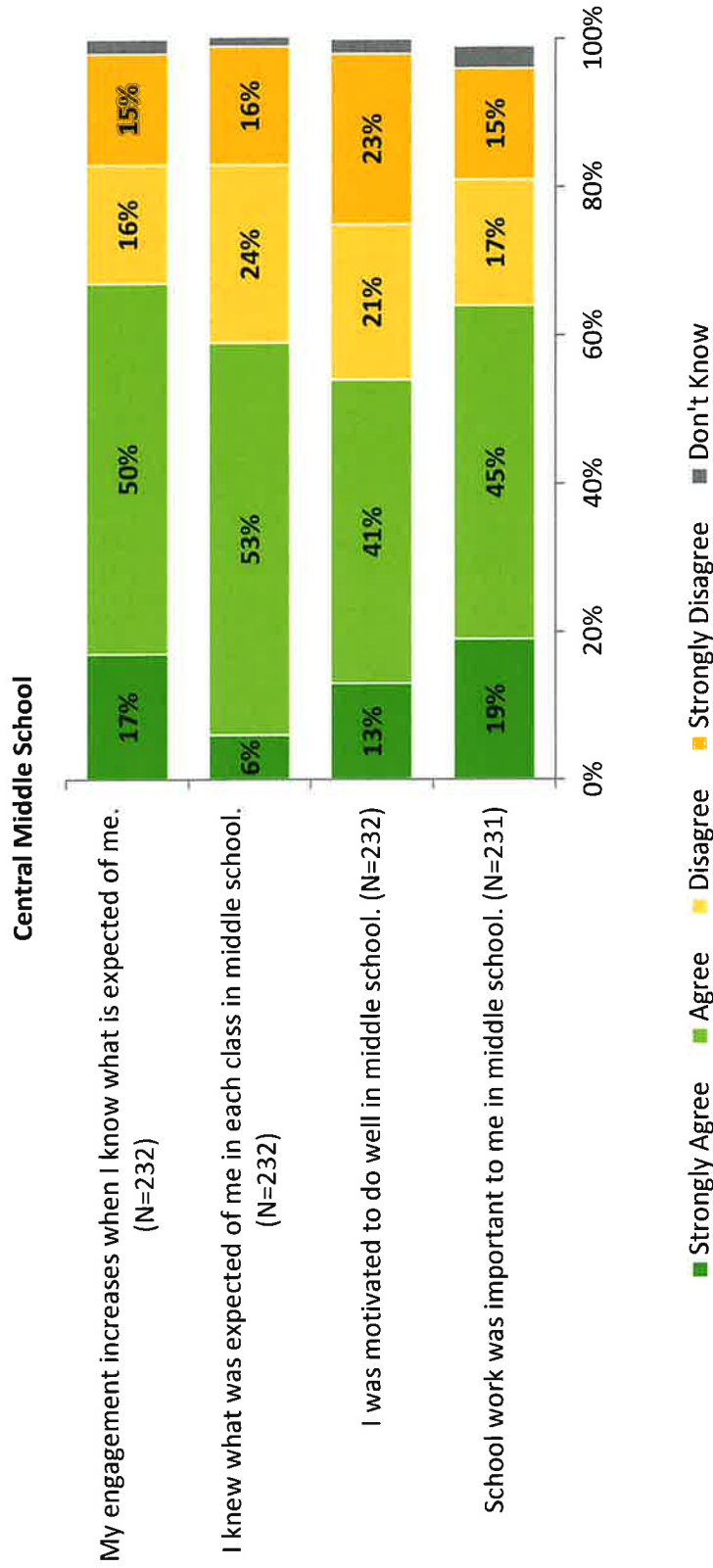
Communication about GFL (Continued)

How strongly do you agree or disagree with the following statements about your experience with GFL in middle school?



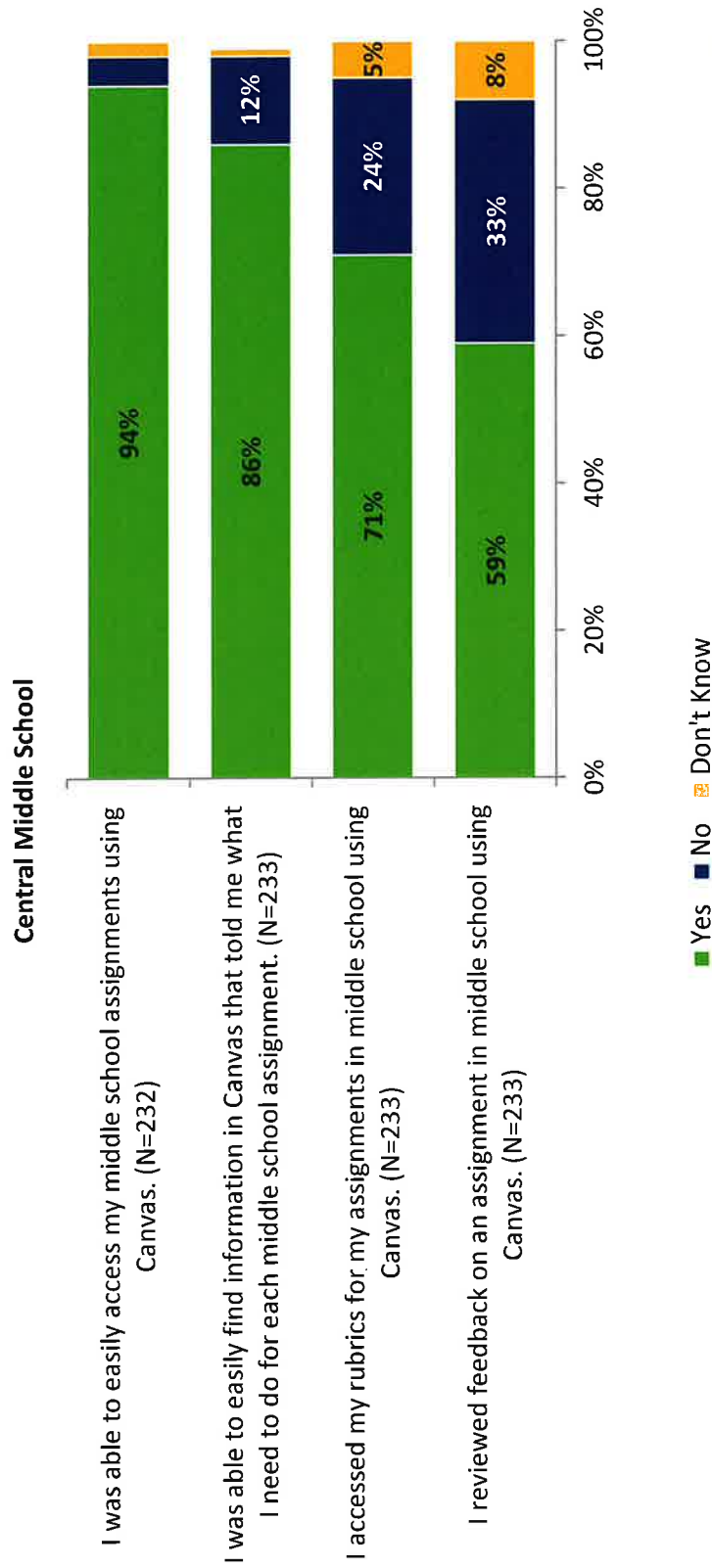
Communication about GFL (Continued)

How strongly do you agree or disagree with the following statements about your experience with GFL in middle school?



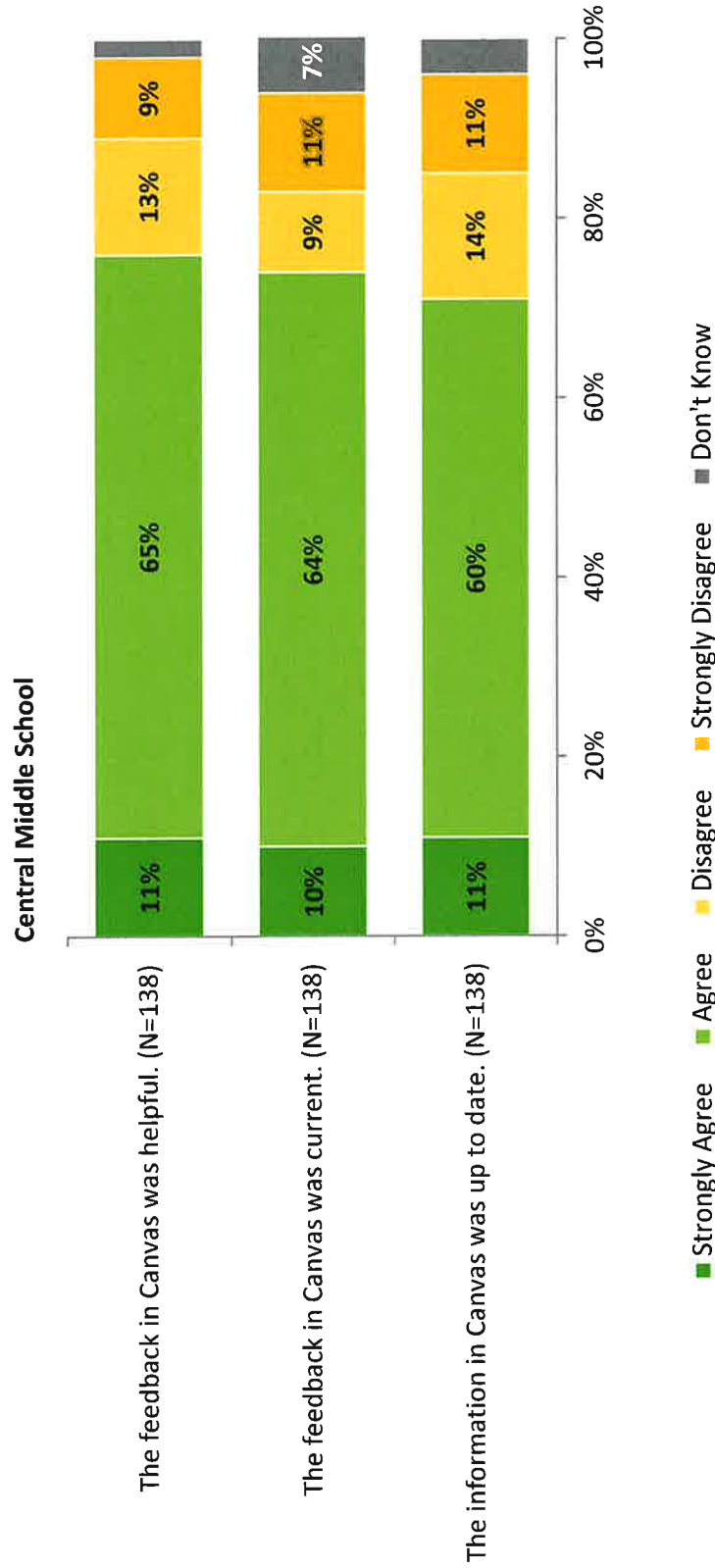
Canvas

Please review the following statements and select the best answer based on your experiences with Canvas last school year in middle school.



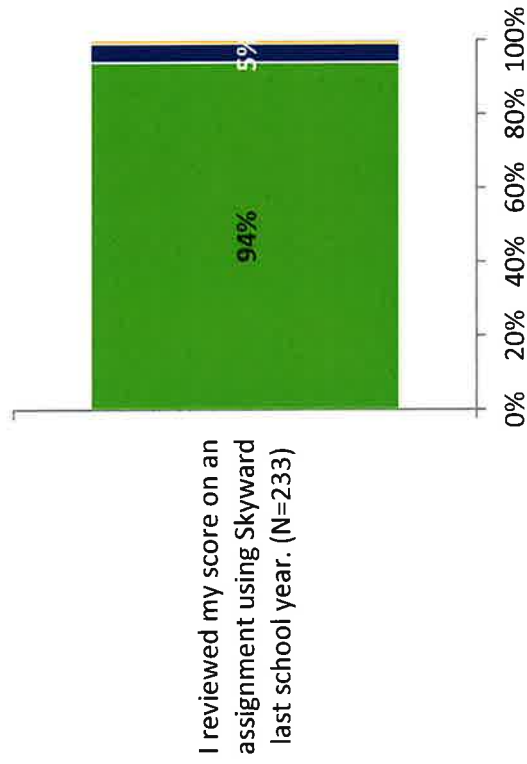
Canvas (Continued)

How strongly do you agree or disagree with the following statements based on your experiences with Canvas last year in middle school?

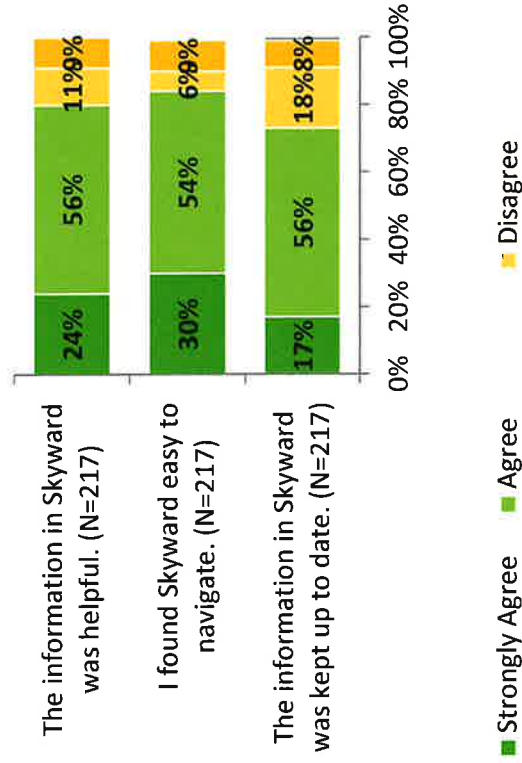


Skyward Family Access

Feedback about Skyward
Central Middle School



How strongly do you agree or disagree with the following statements based on your experiences with Skyward last year in middle school?
Central Middle School

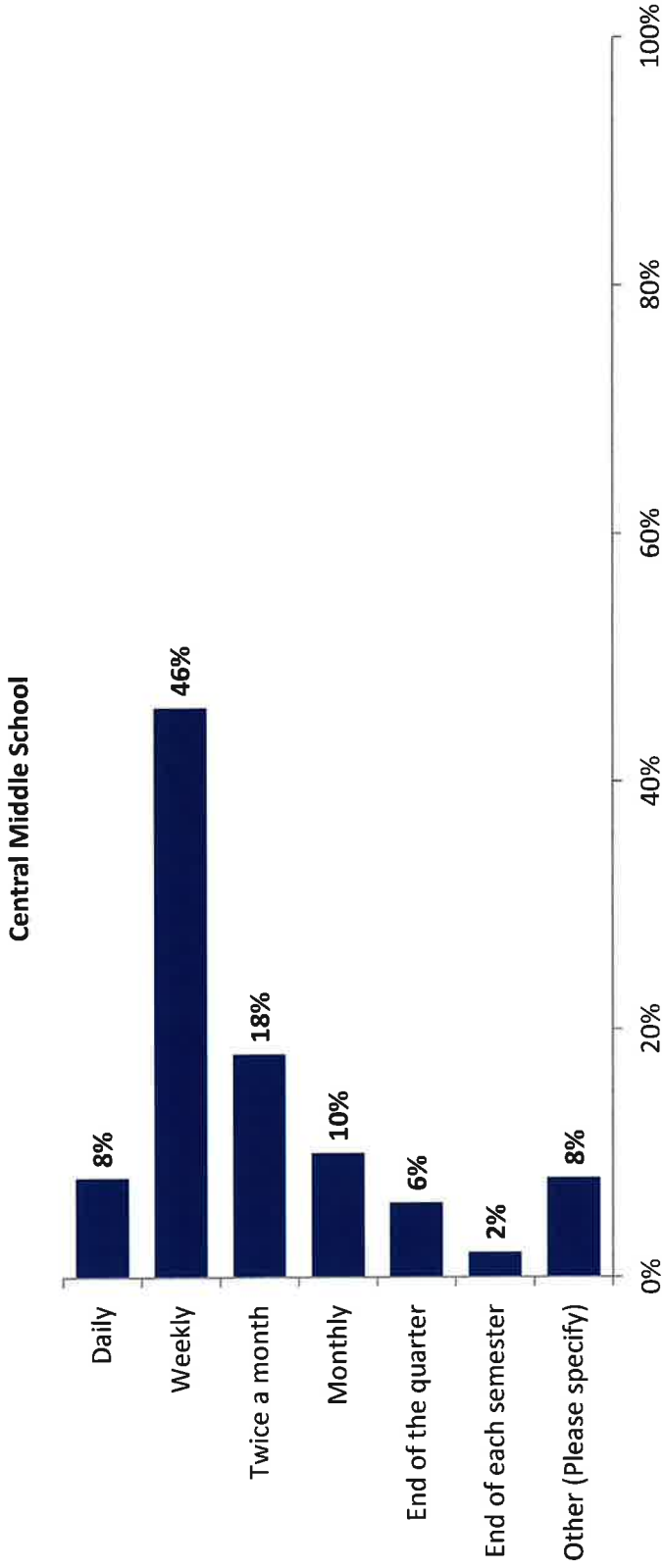


■ Yes ■ No ■ Don't Know

■ Strongly Agree ■ Agree ■ Strongly Disagree ■ Disagree

Frequency of Providing Feedback

How frequently did your teachers in middle school give you feedback on your assignments, assessments, and other coursework so that you could improve? (N=233)

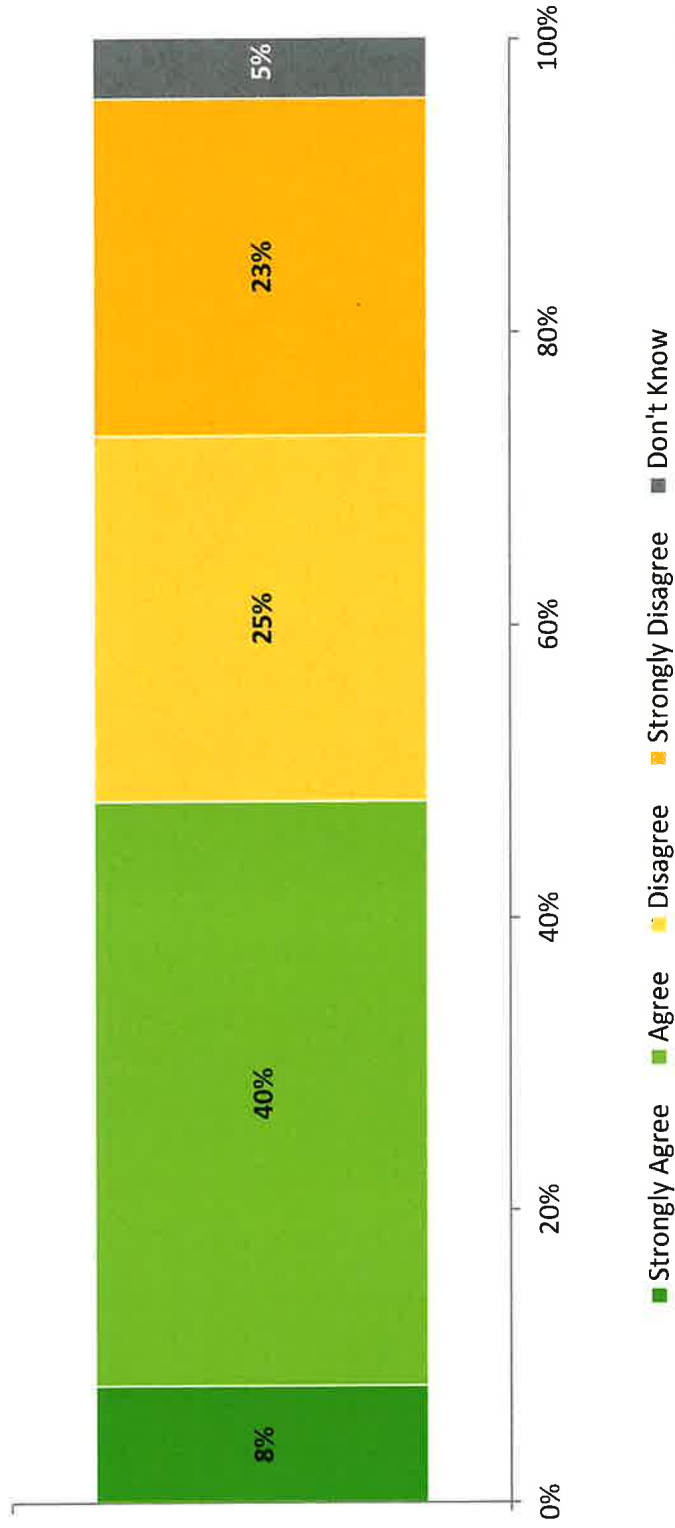


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Transition to Ninth Grade

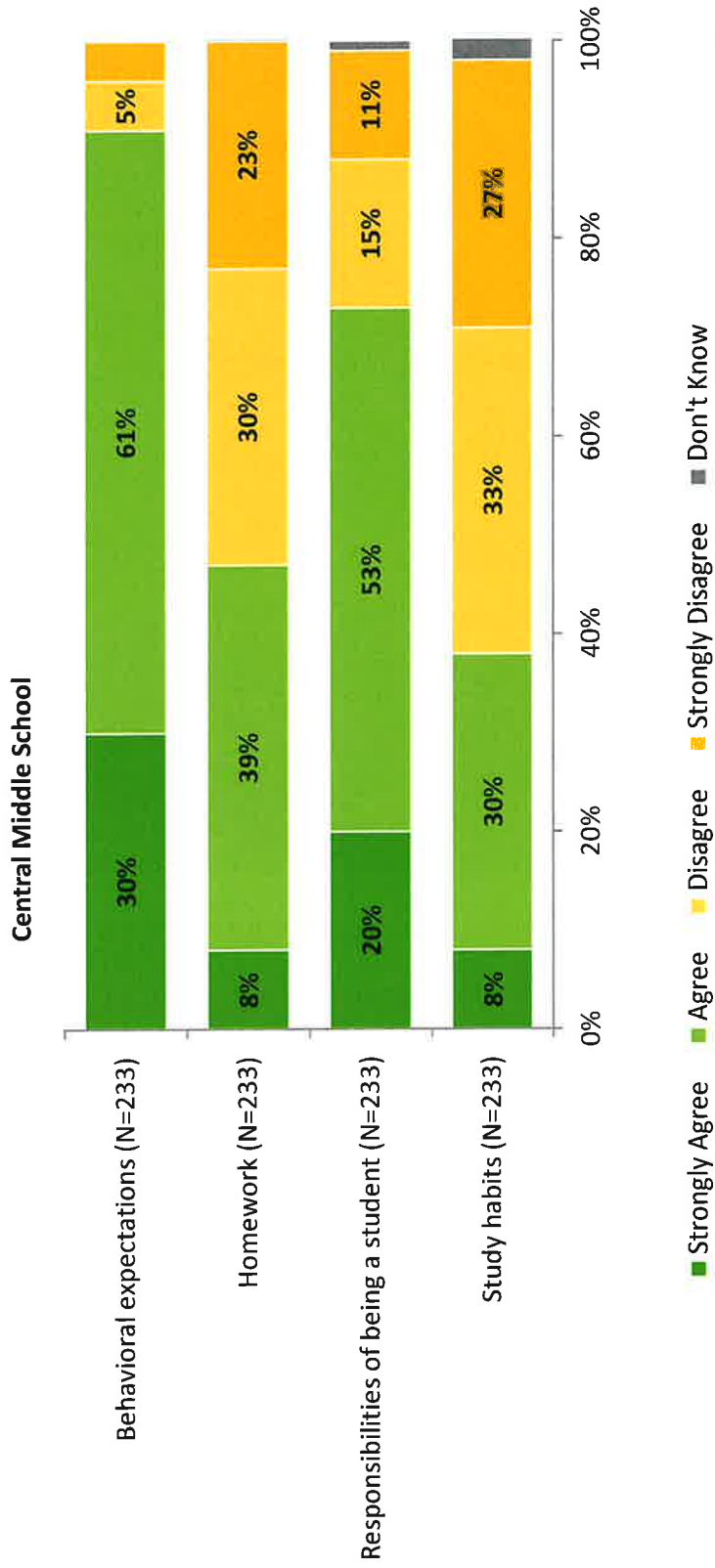
How strongly do you agree or disagree with the following statement? I was academically prepared for the transition from middle school to high school. (N=233)

Central Middle School



Transition to Ninth Grade (Continued)

How strongly do you agree or disagree with the following statement?1 was prepared for the transition from middle school to high school in the following areas:





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GFL 9th Grade Students - Supplemental Report 9th Graders Who Attended East Middle School

Results and Analysis

Wayzata Public Schools
2018-2019 SY



Project Overview

Wayzata Public Schools (WPS) is committed to providing children with an excellent education. As part of that ongoing commitment, the district recognized the need to provide a clear, standards-based assessment, evaluation, and reporting model that illuminates student progress in learning and responds to the developmental needs of the young adolescent learner. The standards-based assessment, evaluation, and reporting model is called Grading for Learning (GFL).

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- Feedback on types of information provided on the middle school report card
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The district created and disseminated all pre-survey communications.

Understanding the Results

This report summarizes survey results for current ninth grade students who attended East Middle School during the 2017-2018 school year

Results do not reflect random sampling; therefore, they should not be generalized to all WPS middle school teachers, students in grades 6-9, and their parents. Rather, results reflect only the perceptions and opinions of survey participants. Participating parents of ninth-grade students had to indicate they had a child who attended middle school in WPS last school year. Ninth-grade student participants had to indicate they attended WPS last school year.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In charts and graphs, data labels less than 5 percent are not shown.

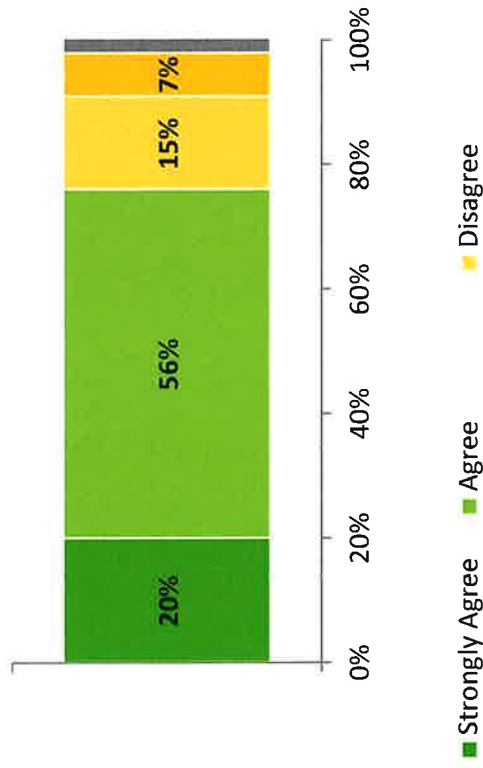
School reports will be provided to WPS.

Understanding GFL

How strongly do you agree or disagree with the following statement? I understand the Grading for Learning (GFL) model that was used in middle school.

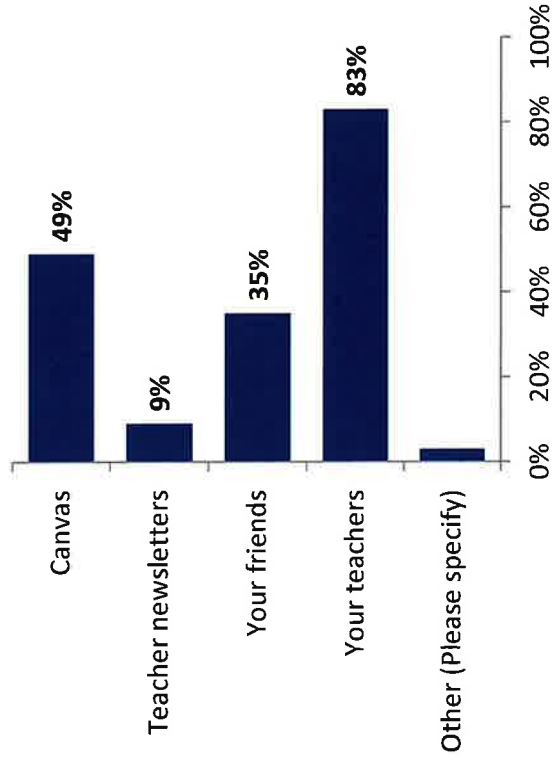
(N=116)

East Middle School



Which of the following helped you understand GFL? Please select all that apply. (N=88)

East Middle School



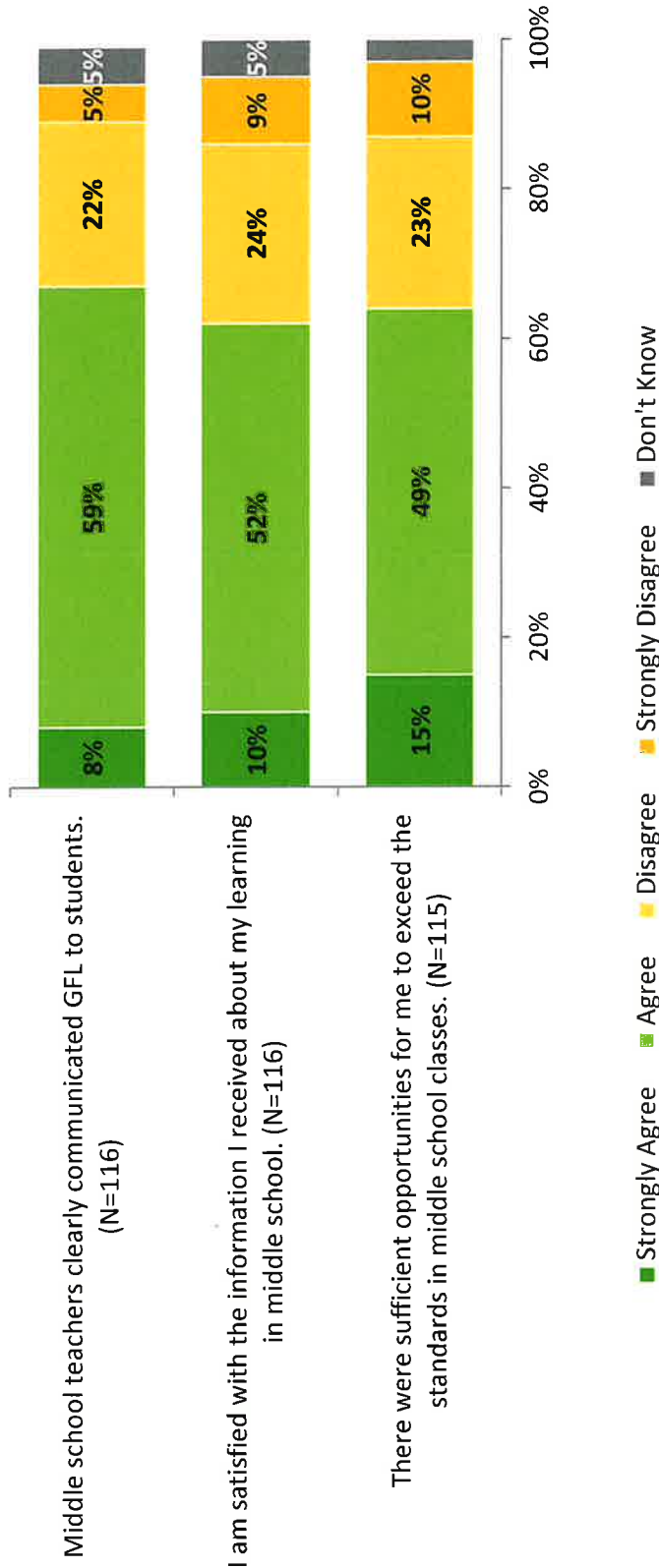
Strongly Agree Agree Disagree
 Strongly Disagree Don't Know

4 The sum of percentages may exceed 100% because participants could select more than one response option.

Communication about GFL

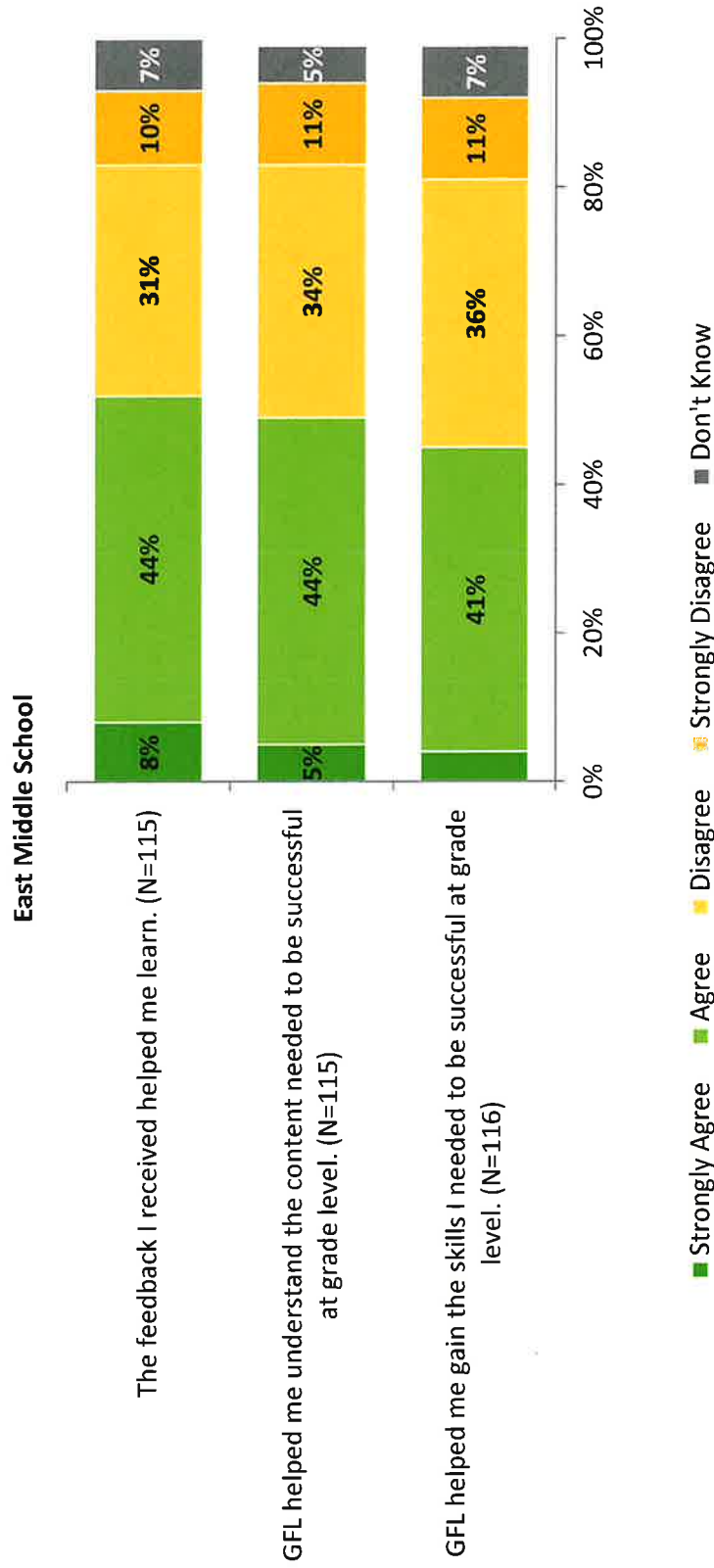
How strongly do you agree or disagree with the following statements?

East Middle School



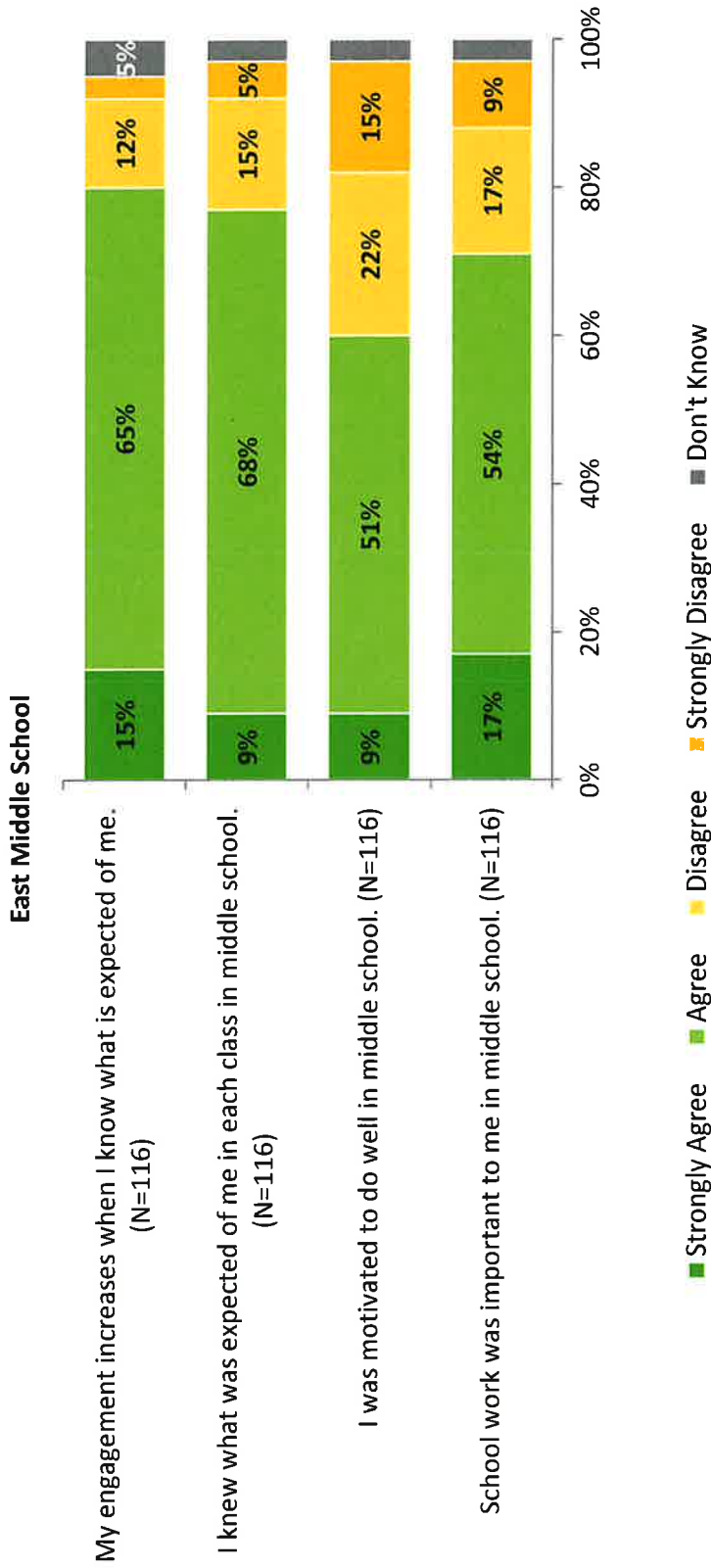
Communication about GFL (Continued)

How strongly do you agree or disagree with the following statements about your experience with GFL in middle school?



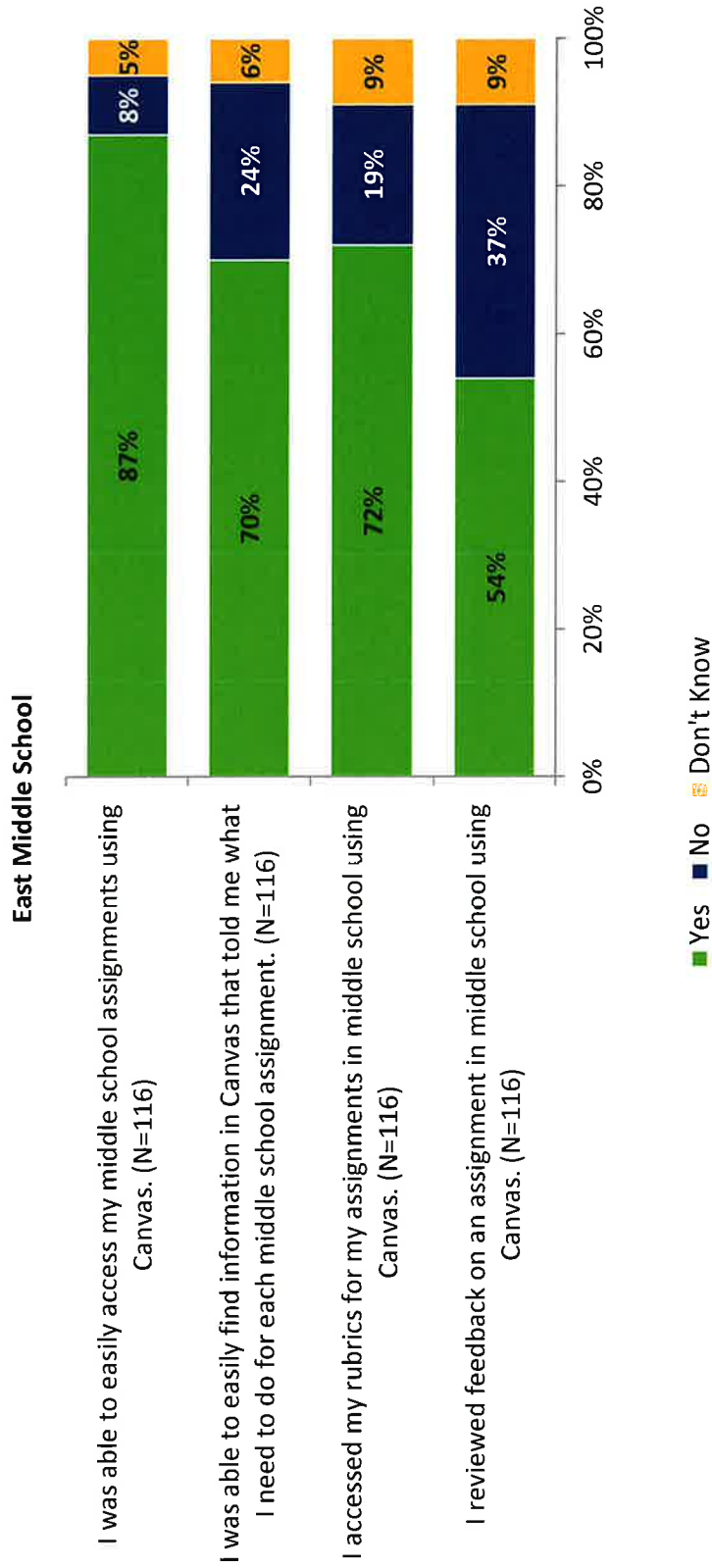
Communication about GFL (Continued)

How strongly do you agree or disagree with the following statements about your experience with GFL in middle school?



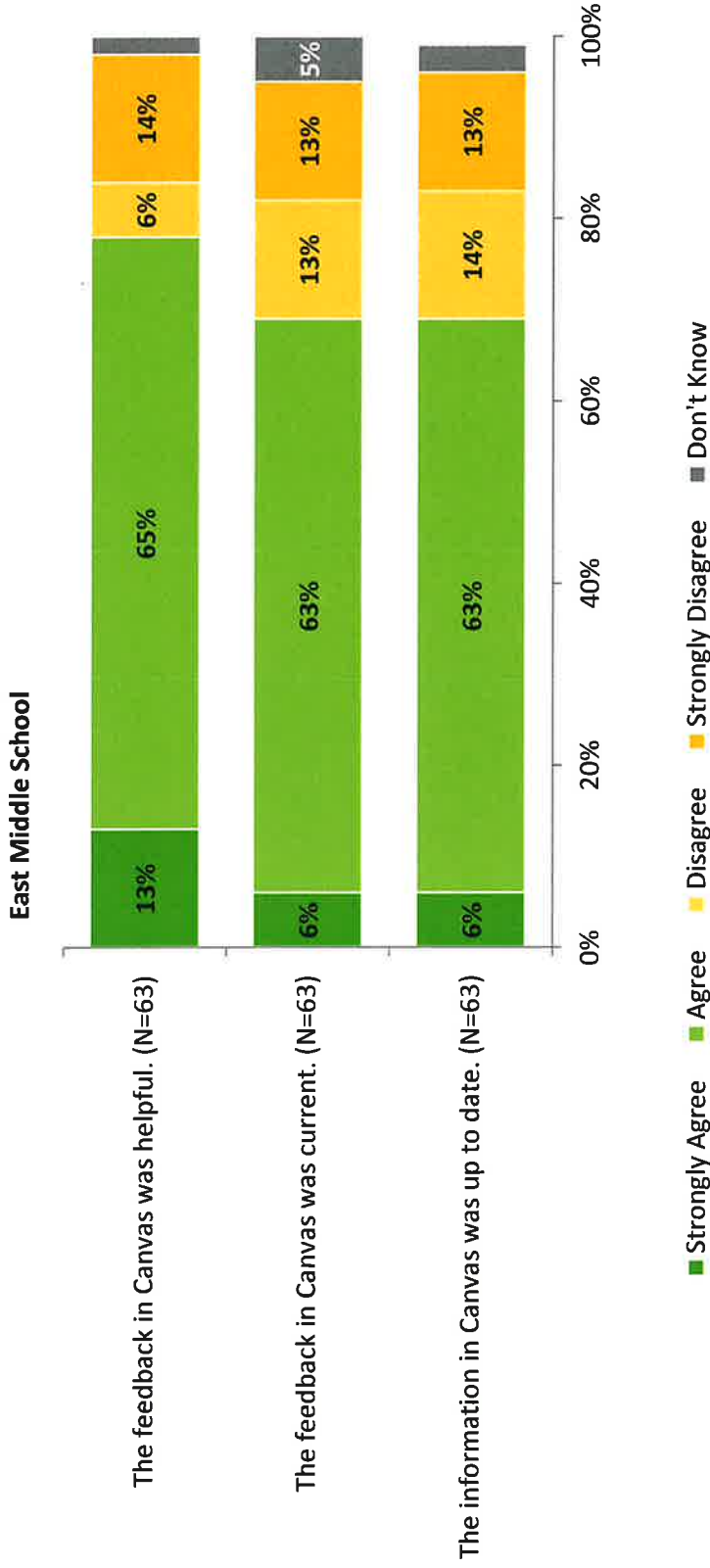
Canvas

Please review the following statements and select the best answer based on your experiences with Canvas last school year in middle school.



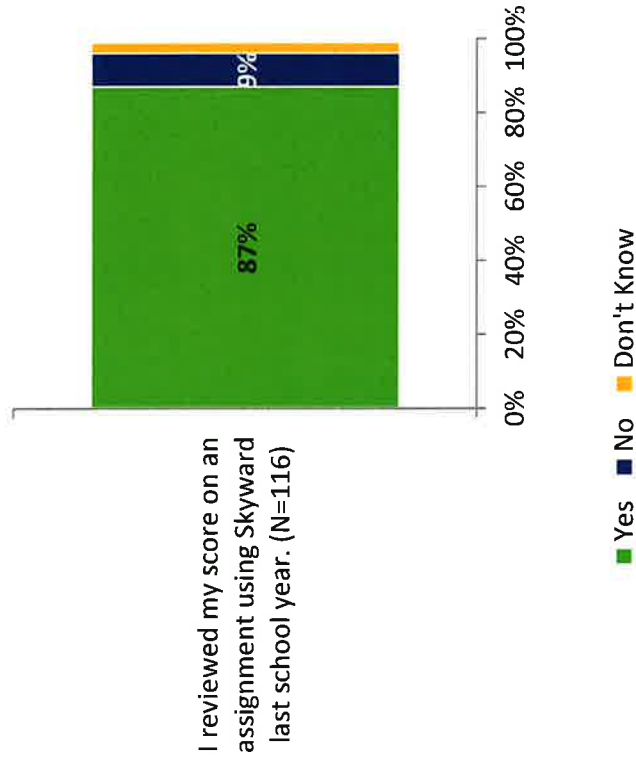
Canvas (Continued)

How strongly do you agree or disagree with the following statements based on your experiences with Canvas last year in middle school?

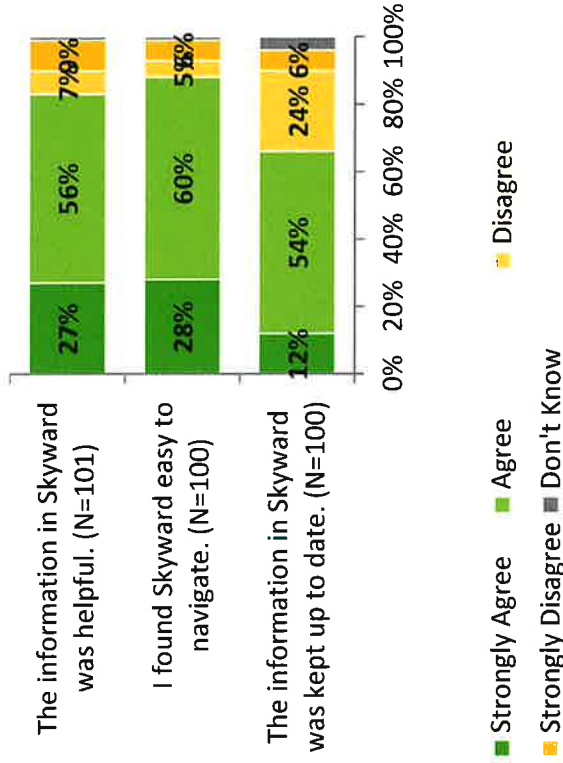


Skyward Family Access

Feedback about Skyward
East Middle School

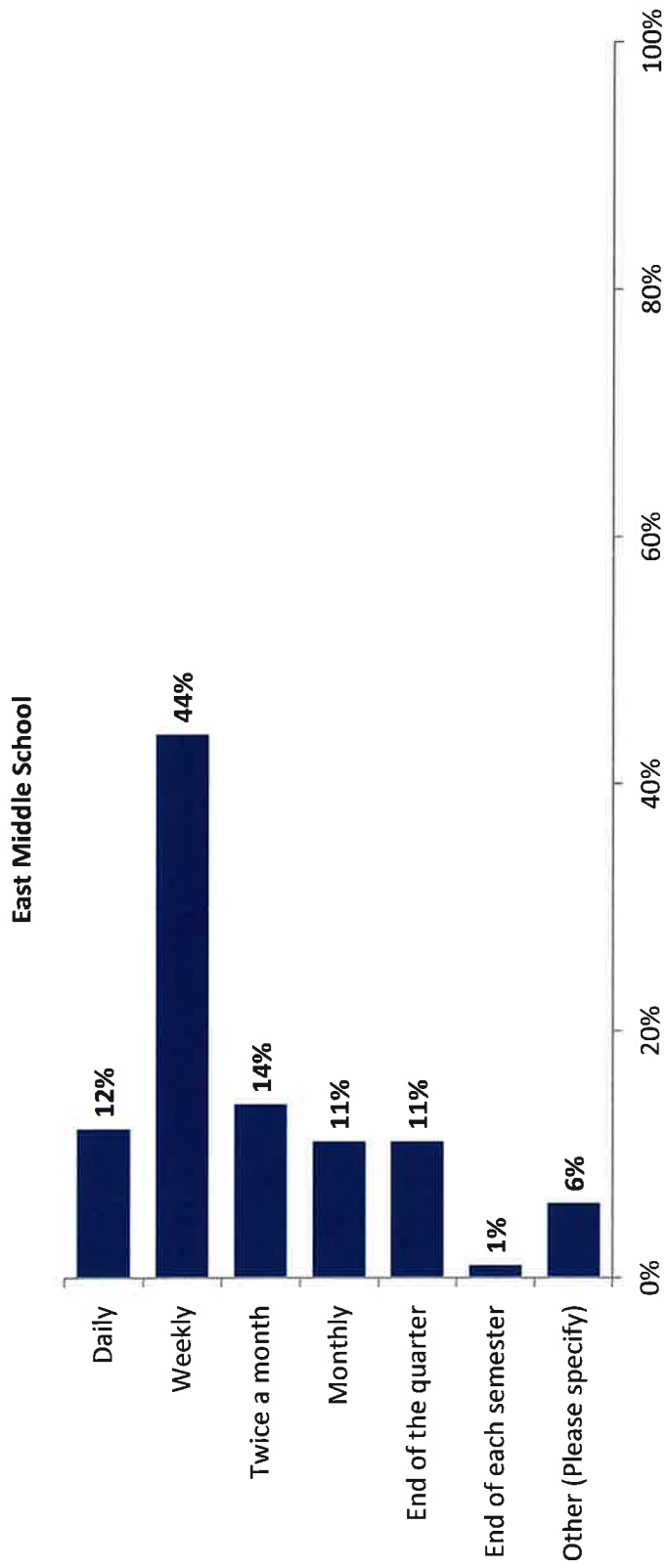


How strongly do you agree or disagree with the following statements based on your experiences with Skyward last year in middle school?
East Middle School



Frequency of Providing Feedback

How frequently did your teachers in middle school give you feedback on your assignments, assessments, and other coursework so that you could improve? (N=115)



Transition to Ninth Grade

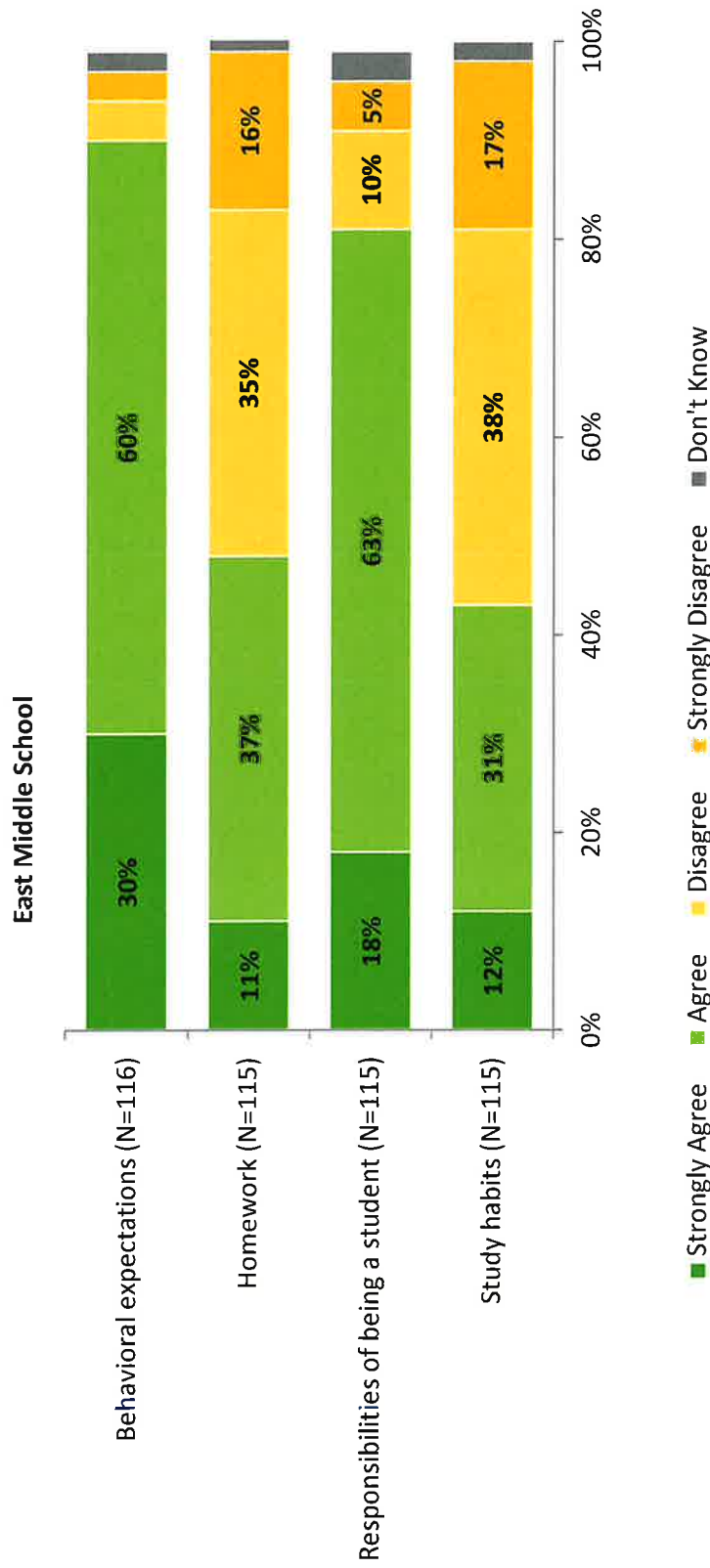
How strongly do you agree or disagree with the following statement? I was academically prepared for the transition from middle school to high school. (N=116)

East Middle School



Transition to Ninth Grade (Continued)

How strongly do you agree or disagree with the following statement? I was prepared for the transition from middle school to high school in the following areas:



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Jim Westrum, Executive Director of Finance & Business Services
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 763.745.5023 | Fax: 763.745.5091 | www.wayzata.k12.mn.us

To: Dr. Chace B. Anderson
From: Jim Westrum
Date: March 20, 2019
Re: Summer 2019 Construction Projects

At the School Board Facility Committee meeting today, it was deemed appropriate to provide a brief summary of major construction projects that will take place over the summer of 2019. In addition to completing the construction of Northwoods elementary school, the following includes the largest projects taking place this summer.

East Middle School	Media Center and Performing Arts including addition of fitness Center
Central Middle School	Media Center and Performing Arts including auditorium refresh Cafeteria and Kitchen Site safety including parking lot and bus/parent drop off Dome including turf replacement
Sunset Hill	Site safety including parking lot and bus/parent drop off
Elm Creek Clubhouse	Slight renovation to service disable transition students

In addition to construction projects, the following elementary schools are scheduled for phase one furniture replacement and final completion of the first and second floors of the high school will be completed:

- Sunset Hill
- Kimberly Lane
- Oakwood

The Oakwood addition design phase continues with construction anticipated to begin in Fall 2019.

All other construction projects are projected to proceed in the original timelines as proposed in 2017 and are included in the timeline prepared by WOLD. You may recall that while consideration was given to accelerating the Sunset Hill and Greenwood media centers to the summer of 2019, the construction duration will exceed the ten week construction window needed to complete the projects in time for the opening of school. Thus, the district will be exploring other timing options of these projects.



**Wold Architects
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Project Updates

March 2019

**PLANNERS
ARCHITECTS
ENGINEERS**



Upcoming Project Updates

- Oakwood Addition
- Central Middle School Site Safety
- Central Middle School Media Center/Cafeteria/LTFM
- East Middle School Media Center/Performance/LTFM
- Upcoming Projects Timeline
- Sunset Hill Site Safety



Oakwood - Guiding Principles



- This campus should be a community resource that is a student centered environment for children and learners of all ages.
- Oakwood site is a good geographic location and larger acreage than any other District owned sites to offer this unique opportunity.
- Create a facility that can flex for early childhood needs, elementary needs, and/or adult needs.
- Leverage financial opportunity of lease expiration to provide an early childhood, ABE facility, and adult space owned by the District.
- Lease replacement needs to be “like for like” to meet MDE funding rules.
- This new campus will utilize portions of Oakwood to fulfill space needs. Synergies between the two schools will be a benefit for both operations.



Oakwood Guiding Principles (cont.)

- Continue to acknowledge and support our customer focus - convenience is of high value.
- The campus and Welcome Center should have a “family feel” and be very welcoming.
- Layout should assist way-finding including signage (also after hours); total facility should be family/ stroller friendly.
- Design with age appropriate solutions that are flexible and for multiple purpose use.



Oakwood Design Criteria

- Eight existing Oakwood classrooms are available for redevelopment as part of this project.
- The new gym addition is intended for primary use by Oakwood and as such, the existing Oakwood gym is available for redevelopment as part of this project.
- Consider options that share a front entrance.
- Healthcare, culinary, and custodial services on site should be considered to potentially support both schools.
- All staff of the new addition shall share a common break room(?).
- Oakwood's existing kitchen should be considered to potentially support both schools.
- Age appropriate playgrounds/playground equipment and green space should be designed to support both schools.

Oakwood Design Criteria (cont.)



- Plan for water/ sinks in every classroom.
- Follow accreditation/ licensing requirements where applicable.
- Consider ways to accommodate large groups on occasion.
- Design should minimize hallway congestion at entrance to rooms.
- Site and building design shall consider traffic flow and parking (coming and going).
- Maximize exterior windows/ natural daylight wherever possible.
- Provide space for our waiting parents.
- Provide private space for nursing mothers.
- This is the desired location for P.C.I.T.
- Design separate but co-located play areas for 0-2, 2-5 (provide shade),
Peppermint Fence, Oakwood, Adaptable.

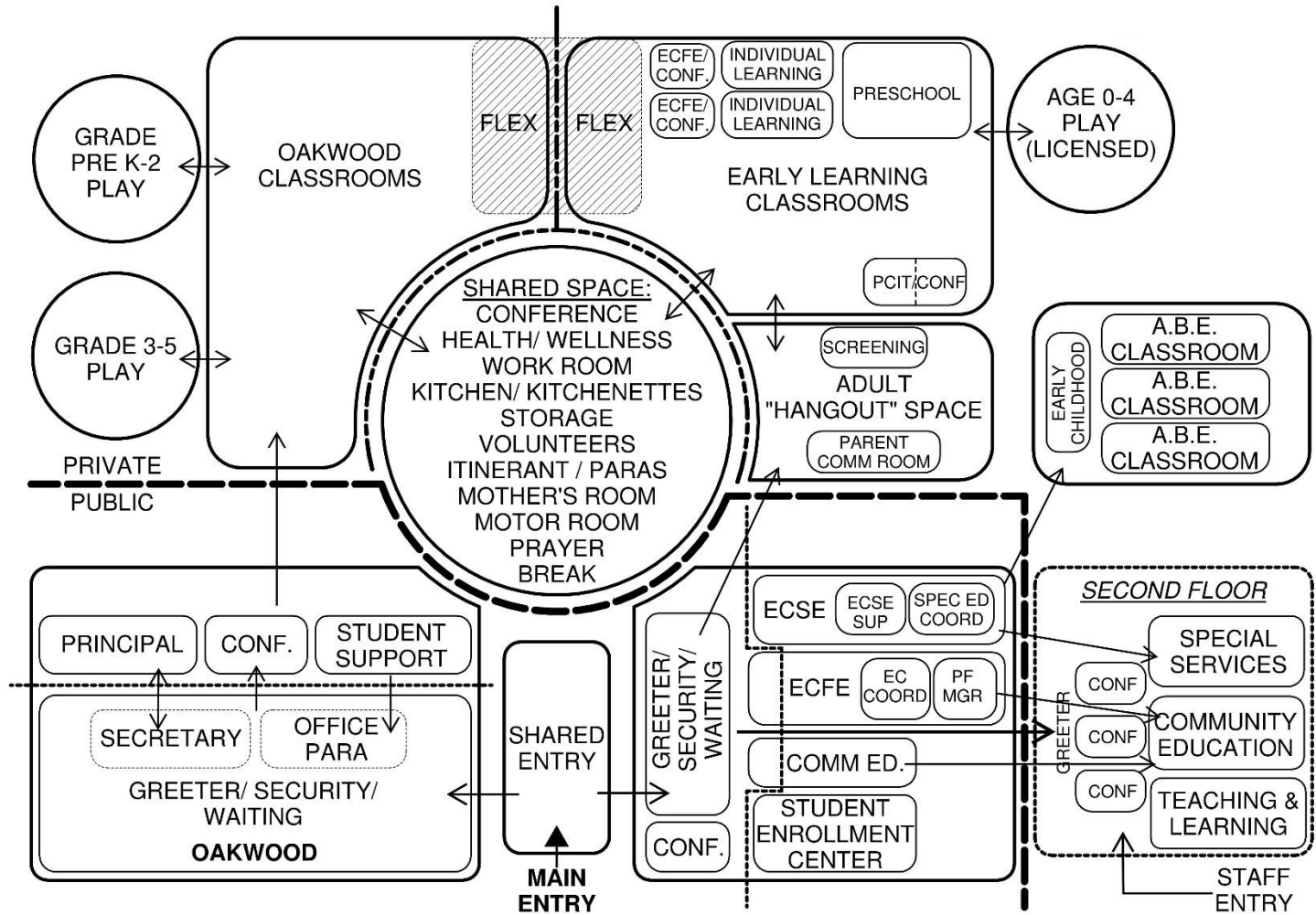
Oakwood Design Criteria (cont.)



- Promote sharing of space where possible.
- Include preschool screening space that serves 1,000/ year(?).
- Organize the facility into public and private zones.
- Classrooms should be organized by age groupings (0-2, 3-4, etc.).
- Aesthetics of additions should be cohesive with the existing Oakwood building.
- Maintain the positive K-5 experience.



Oakwood Space Relationship Diagram



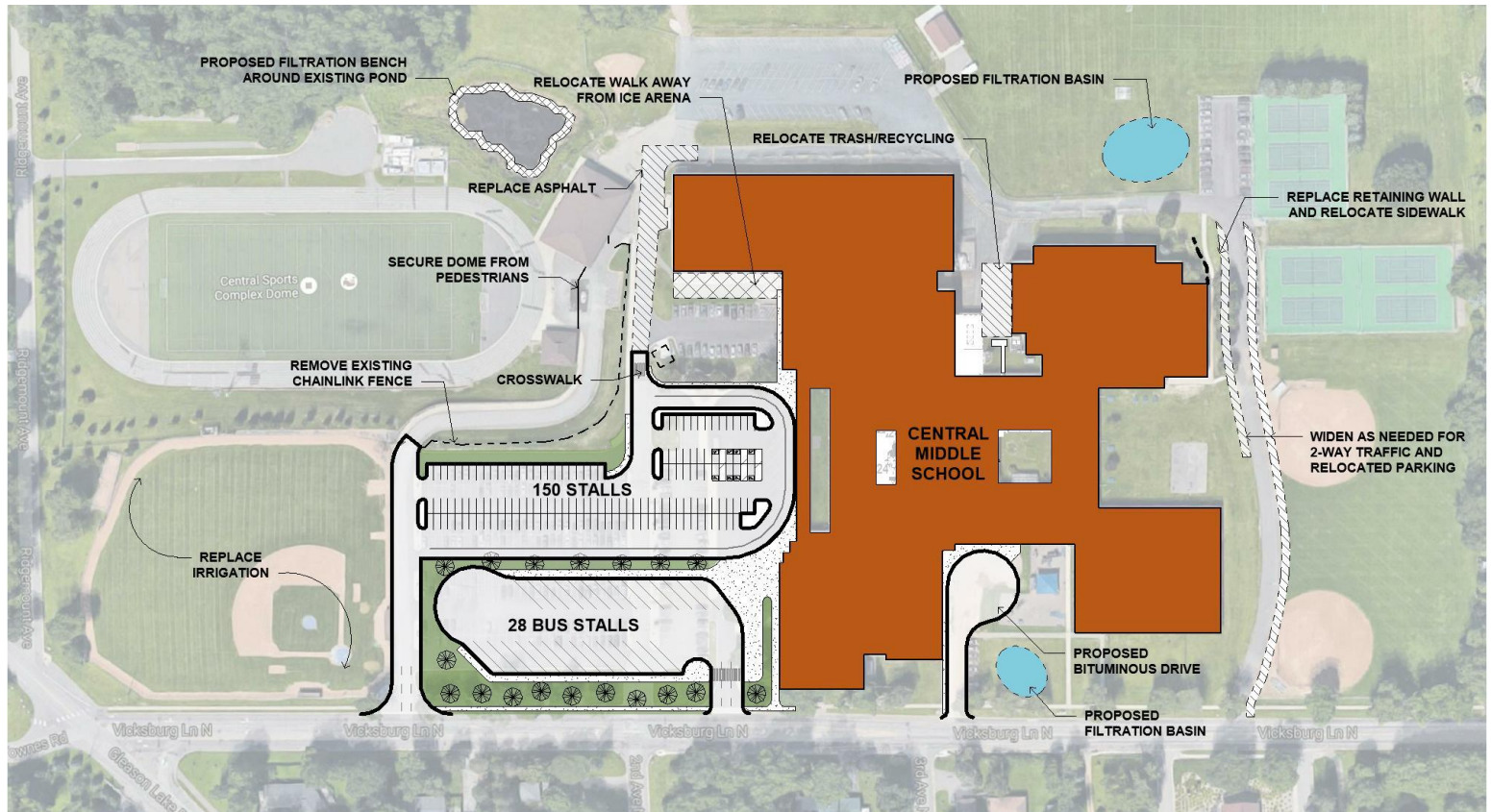


Oakwood DRAFT Site Concept Diagram





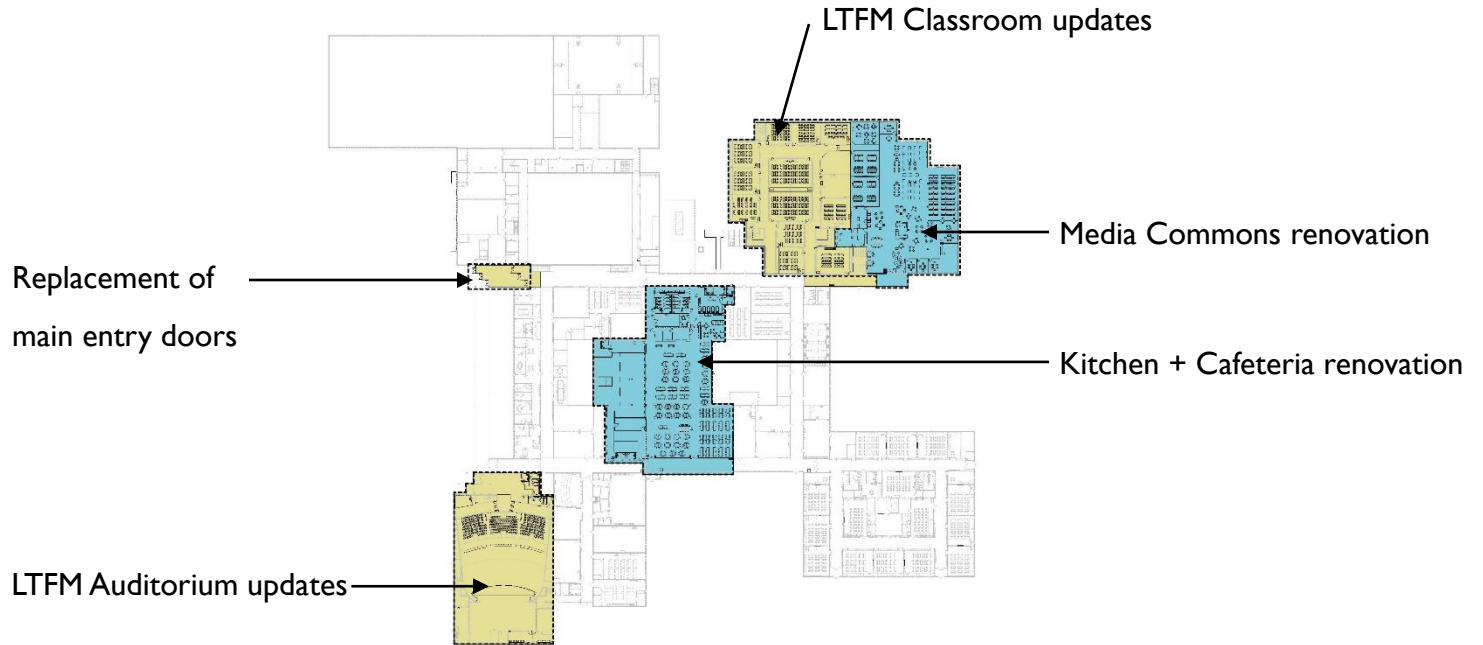
CMS Site Safety Diagram





CMS Overall Plan

Main Level Floor Plan



Lower Level Floor Plan





Media Commons Design Principles

- The “Media Commons” shall be the **hub/heart** of the school.
- Be a **point of pride** for students, staff and the community.
- Have the **ability to adjust** to various uses for direct instruction, multipurpose activities and acoustic separation.
- Maintain the opportunity for a simultaneous variety of functions.
- Include **mobile/flexible/purposeful** storage capacity and furniture.
- **Integrate technology**: space for support, repair, use, training and storage.
- Offer opportunities for individual work as well as small group and large group collaboration.
- Provide a variety of both print and digital media.
- Be a **warm** and **welcoming** environment that includes **natural light** and aesthetically pleasing spaces that encourage creativity and innovation.
- **Showcase** student-created work.
- Respond to the professional needs of the staff that are stationed in the Media Commons.
- Be designed with an emphasis on durability and age/size appropriateness.



CMS Media Commons





CMS Media Commons





CMS Cafeteria





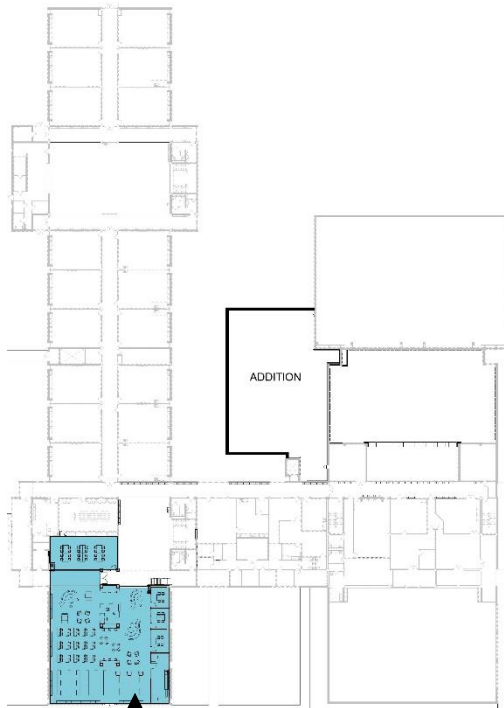
CMS Cafeteria





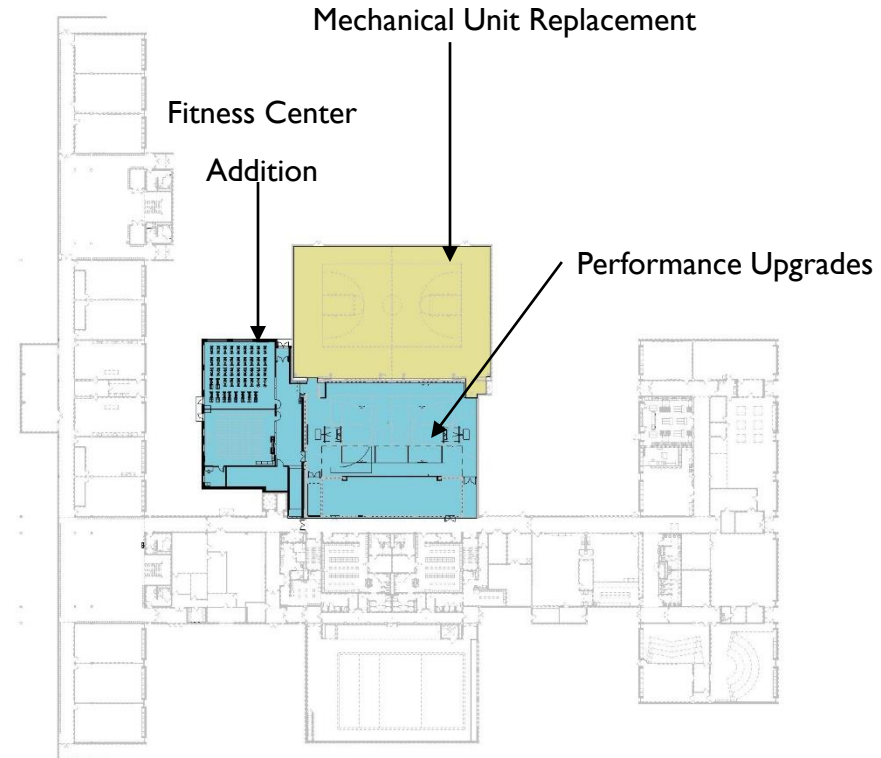
EMS Overall Plan



Main Level Floor Plan



Media Commons renovation

Lower Level Floor Plan



	Bond work
	LTFM work





EMS Media Commons





EMS Media Commons





EMS Performance Space





EMS Fitness Center





Upcoming Projects - Timeline



UPCOMING PROJECT TIMELINE

	LTFM	MEDIA COMMONS - BOND	SITE - BOND	PERFORMANCE - BOND
2019 Construction				
EMS	X	X	X	X
CMS	X	X	X	
Sunset Hill			X?	
Oakwood WELS - Addition			X	

2020 Construction

Meadow Ridge			X	
Sunset Hill		X	X?	
Kimberly Lane		X	X	
WMS	X	X		X
EMS	X			
Greenwood		X		

2021 Construction

Birchview		X	X	
Plymouth Creek	X	X	X	
Gleason Lake	X	X	X	
EMS	X			

2022 Construction

Gleason Lake	X			
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Sunset Hill DRAFT Site Concept Diagram



LEGEND	
BUS CIRCULATION	--- --
CAR CIRCULATION	====
BUS	■
MINI BUS	■
ENTRANCE	→
RETAINING WALL	—

PARKING	
EXISTING STALLS	106
PROPOSED STALLS	136
EXISTING BUSES	13
EXISTING MINI BUSES	—



Sunset Hill DRAFT Site Concept Diagram



LEGEND

- BUS CIRCULATION - - - - -
- CAR CIRCULATION - - - - -
- BUS - - - - -
- MINI BUS - - - - -
- ENTRANCE - - - - -
- RETAINING WALL - - - - -

PARKING

EXISTING STALLS	106
PROPOSED STALLS	119
EXISTING BUSES	13
EXISTING MINI BUSES	-





Thank You