



Excellence. For each and every student.

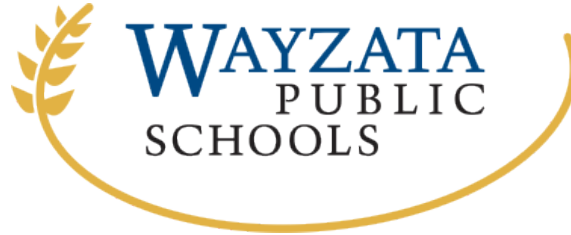
BOARD OF EDUCATION

Working Meeting - January 27, 2025 - 4:00 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

AGENDA

- 1. **ROLL CALL/CALL TO ORDER**
- A. **Teaching and Learning Reports**
 - 1. WIAC Vote of Concurrence Presentation (15 minutes)
 - 2. A & I Plan Annual Report (60 minutes) 2
- 2. **ADJOURN**

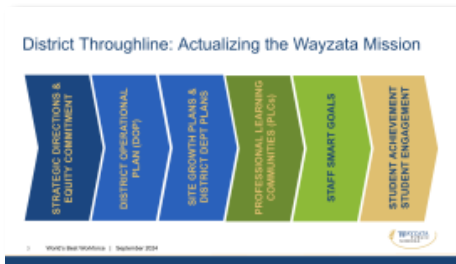
In case of inclement weather, the meeting will be held on the next business day at the same time and same place, unless a quorum of the board is not available.



Note: There is a lot of content per slide. That is on purpose for this presentation to balance limited time and make additional details readily available.

A&I Plan Annual Report

January 27, 2025 — rescheduled from Nov. 24, 2024



General Themes

Interconnected

You will see reference to future links because of this interconnected nature.

1. What
2. Why
3. How
4. Data
5. Ad-Hoc Committee of the Board

1. WHAT

Equity & Inclusion in WPS

Funding

Achievement & Integration along with specialized grants have funded our Equity & Inclusion efforts.

This presentation focuses on the Achievement & Integration plan.

Collaborations

Equity & Inclusion is connected to all things in Wayzata. You heard about this in multiple presentations including the Sunset Hill school spotlight and the T&L presentation on WBWF.

References will be made to highlight some of these links.

Achievement & Integration — Funding Specificity

Focus on racial and economic disparities

These disparities have persisted for decades. This is focused funding to try new approaches to address that as past attempts have been unsuccessful.

Many focuses

This plan and conversation does not dismiss other areas of need. Just as when we focus on math, that does not dismiss the needs around literacy.

Full district mission

The totality of efforts in Wayzata deliver on seeking Excellence for Each and Every. This focus is one part of that work. And while focused, research shows these efforts benefit all students.

Equity Commitment

Wayzata Public Schools Equity Commitment

Systemic racism and many inequities exist in our society. This is not a reflection of who we aspire to be in Wayzata Public Schools. It is essential that we address this to fulfill our mission for each and every member of our community.

We're All In

We commit to:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

We will facilitate the efforts of staff, students and families to act on our six core values.

| Achievement | Collaboration | Community |
|---|--|---|
| <ul style="list-style-type: none"> • Create a system for learning, teaching and measuring success that honors cultural differences. • Give each other space to understand our implicit biases as we seek to free ourselves of them. | <ul style="list-style-type: none"> • Share collective responsibility for empowering all learners to thrive and be their authentic selves. • Build on the strengths we each bring so that together we are more than the sum of our parts. | <ul style="list-style-type: none"> • Understand that we all belong here and are critical to each other's success and well-being. • Being accountable to each other in the pursuit of being our best selves. |
| Equity | Integrity | Respect |
| <ul style="list-style-type: none"> • Work to increase our awareness of inequities so we can grow our capacity to become who we aspire to be. • Study and practice anti-racist | <ul style="list-style-type: none"> • Continually live our shared values, especially when those values are challenged. • Infuse our daily work and planning with equity thinking. | <ul style="list-style-type: none"> • Learn from and through our differences. • Acknowledge that the lives of Black, Indigenous and people of color matter and this is |

We will find ways to create more equitable systems that honor each person's unique mix of overlapping identities, including but not limited to:

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • age • beliefs/religion • class • disability/special needs • ethnicity • family status | <ul style="list-style-type: none"> • gender • gender expression/identity • height/weight • home language • immigration status • issues specific to women/girls | <ul style="list-style-type: none"> • mental health • national origin • poverty • race • sexual orientation |
|--|--|---|

Our mission 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.

“We will find ways to create more equitable systems that honor each person’s unique mix of overlapping identities”

This particular state funding has a particular focus AND we continue to work on approaches that fulfill these needs while supporting all of our students.

Achievement & Integration MDE Requirements

MDE Requirement #1

Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.*

MDE Requirement #2

Increasing racial and economic integration.

We will revisit this in our WHY section

MDE Requirement #3

Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.*

Frequently Asked Question

Why does A&I have the following language in the requirements?

“...excluding the categories of gender, disability, and English learners.”

This is how it is listed in the state statute.

Possible reasons:

- Specialized funding for the focus areas for students with disabilities and English learners already exists
- Significant gender discrepancies have been focuses for the US Education System for decades and significant gains have been made

While this funding focuses on specific disparities, research supports that our strategies lead to benefits for all.

Rooted in Research for All Students: What is Possible



WPS Achievement & Integration Plan

We will revisit this
in our DATA
section

This is simply the “SMART” Goal language naming the groups where the largest gap exists. Our work uses strategies that would positively benefit all.

Goal #1

The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026.

MDE requirement: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #2

Black/African-American student enrollment in enrichment and intervention will be within 2 percentage points of the district enrollment population by May 2026.

MDE requirement: Increasing racial and economic integration.

Goal #3

At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

MDE requirement: Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

A & I Plan — Highlights and Challenges

We will revisit this
in our HOW
section

Goal #1

The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026.

Highlight: Collaborations with T&L, MTSS and buildings to embed Culturally Responsive Practices

Challenge: Limited professional learning time makes this harder to shift quickly

Goal #2

Black/African-American student enrollment in enrichment and intervention will be within 2 percentage points of the district enrollment population by May 2026.

Highlight: Civil Rights Research Experience participation and student leadership

Challenge: Staff time to coordinate more student leadership that helps increase belief in student potential

Goal #3

At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Highlight: Teacher leaders at each site helping share resources and lead professional learning

Challenge: Limited professional learning time reduces the time teachers can focus on this

2. WHY

Achievement → WBWF

District Throughline: Actualizing the Wayzata Mission



3 World's Best Workforce | September 2024



World's Best Workforce 2023-24 Goals

Districts are required to create long-term strategic plans that address four WBWF goals.

- All children are ready for school. (*Successful Learner Equation)
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college
- All students graduate from high school.

Student Outcomes Reports

The World's Best Workforce (WBWF) state statute developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts in Minnesota enhance student achievement through teaching and learning supports.

The Achievement & Integration (A&I) program was established in Minnesota statute ([124D.861](#); [124D.862](#)) to "pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools."

Outcomes must be reported publicly each year by December 15th

14 World's Best Workforce | September 2024

15



Disparities Exist and Persist

earlyReading Composite: Grades K & 1

Percent of Students Performing in the "Low Risk" range in Spring 2023-24

- All K & 1 Students = 65%

| | Percent "Low Risk" (On Target) | Count Tested | | Percent "Low Risk" (On Target) | Count Tested |
|---------------------------|--------------------------------|--------------|---------------------------------|--------------------------------|--------------|
| Asian | 81% | 349 | Eligible for EL Services* | 57% | 119 |
| Black or African American | 52% | 165 | Receiving Special Ed. Services | 43% | 245 |
| Hispanic or Latino | 52% | 75 | Eligible for Free/Reduced Meals | 48% | 267 |
| Two or More Races | 68% | 134 | | | |
| White | 83% | 1,138 | | | |

* The appropriateness of participation in testing for English Learners who have an English Proficiency score of Level 1 or 2 was determined by the student's EL teacher.



aReading: Grades 6-8

Percent of Students Performing in the "Low Risk/On Target" range in Spring 2023-24

- All 6-8 Students = 83%

| | Percent "Low Risk/On Target" | Count Tested | | Percent "Low Risk/On Target" | Count Tested |
|---------------------------|------------------------------|--------------|---------------------------------|------------------------------|--------------|
| Asian | 89% | 705 | Eligible for EL Services* | 37% | 105 |
| Black or African American | 52% | 231 | Receiving Special Ed. Services | 51% | 234 |
| Hispanic or Latino | 69% | 165 | Eligible for Free/Reduced Meals | 57% | 432 |
| Two or More Races | 87% | 160 | | | |
| White | 85% | 1,572 | | | |

* The appropriateness of participation in testing for English Learners who have an English Proficiency score of Level 1 or 2 was determined by the student's EL teacher.



aReading: Grades 2-5

Percent of Students Performing in the "Low Risk/On Target" range in the Spring

| | Spring 2021-22 | Count Tested | Spring 2022-23 | Count Tested | Spring 2023-24 | Count Tested |
|---------------------------|----------------|--------------|----------------|--------------|----------------|--------------|
| WPS Grades 2-5 | 73% | | 81% | | 81% | |
| Asian | 89% | 849 | 88% | 842 | 88% | 811 |
| Black or African American | 54% | 268 | 60% | 293 | 60% | 318 |
| Hispanic or Latino | 62% | 179 | 68% | 203 | 66% | 211 |
| Two or More Races | 79% | 216 | 80% | 227 | 81% | 266 |
| White | 89% | 2,069 | 83% | 2,127 | 84% | 2,222 |



Our mission says this is not who we want to be. This is not how we want the experience and outcomes to be, for even one student.

These challenges are complex. This A&I work is about focusing on what IS within our control.

We GET all students here — are WE ready?

There are things outside of our control.
There are also opportunities within our control. How do we learn and do differently where needed?

MDE Successful Learner Equation

- Part of the Governor's Due North Plan to ensure social-emotional and academic needs of early learners are met.
- Highlights that the **responsibility for student success rests with adults who work together to create the conditions necessary for successful students**, including smooth transitions into kindergarten.
- Demonstrates the importance of identifying and leveraging all of the **relationships and resources** necessary to support the development of the **whole child**.



“

Every system is perfectly designed to get the results that it does.

”

— Dr. W. Edwards Deming

If we want different results, something has to shift. That can be done, without removing positives that exist.

Integration → Belonging



School Spotlight - Sunset Hill Elementary

October 14, 2024 Board Meeting

Sunset Hill 2024-25 School Growth Plan

Academic Achievement Goal

By May 31, 2025, 100% of students will meet or exceed literacy goals aligned with grade-level standards, as determined by the skill focus of each Professional Learning Community (PLC)

Student Experience Goal

We will increase the number of students who responded 'yes' in response to the question, 'In school, we have discussions where everyone can share their thoughts and learn from each other' from 74% to 76%.



What is culture?

Culture is the abstract, learned, shared rules, and standards for generating behavior and understanding experience.



We will revisit this in our HOW section

MISSION

Our core purpose

To ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

1. Ensure a high-quality daily experience for each and every student
2. Deliver high-quality instruction that leads to high academic achievement for all students

Integration → Historical Context

Brown v. Board
desegregation efforts did not
lead to true integration.

This is not a question of
shame or blame regarding
the past. It's about learning
from it and deciding **who we
want to be today and
tomorrow.**

History informs. It doesn't have to
define. Ultimately we are faced
with daily choices and decisions
that communicate who we are.

I want to be someone who
contributed to leaving the world
better than I found it. I feel pride,
not shame, in empowering the
maximum potential of others.

Integration → Today's Context

Are our programming and our outcomes data predictable by things such as race and class?

Right now, yes.

As our high school reminds us of our why...

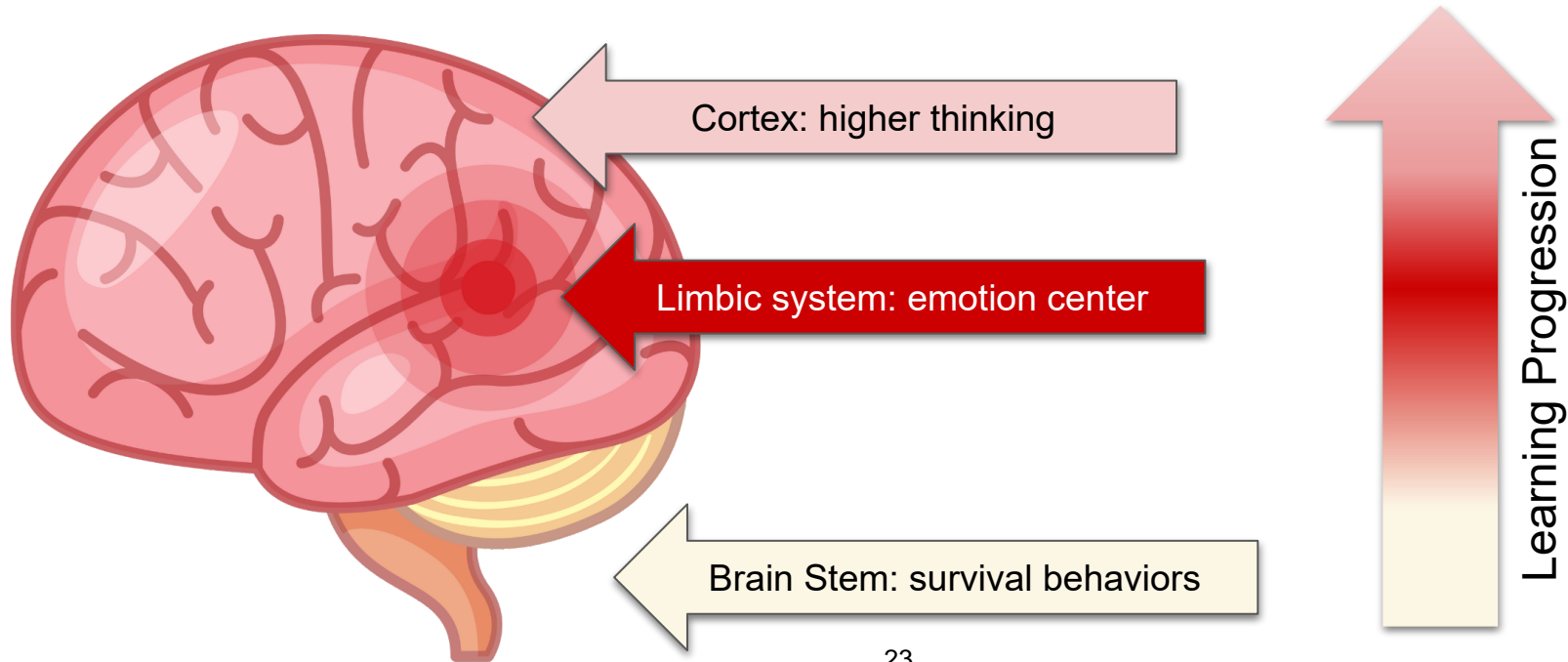
Each and every student will graduate Wayzata High School prepared for post-secondary success regardless of race, class, gender or ability.

Integration → Achievement

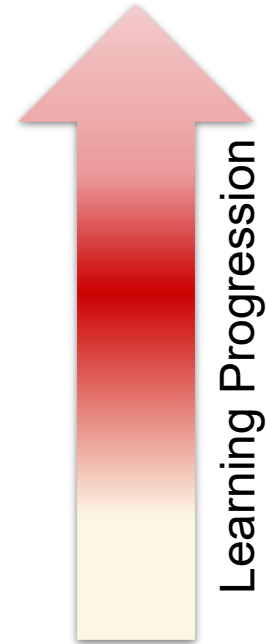
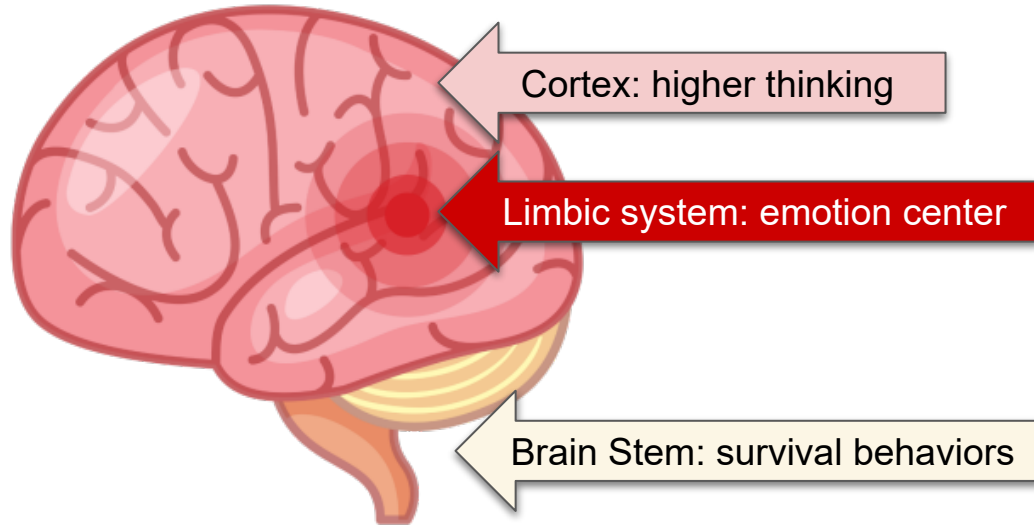
Belonging is important for maximizing achievement.

We also have new understanding of the link between Integration and Achievement through brain science.

How we learn — Brain Science



How we learn — Brain Science



Dr. Bruce Perry

Reason



Relate



Regulate

Culturally Responsive — Like Operating Systems*

*This is oversimplified,
but provides some insight



Mac OS



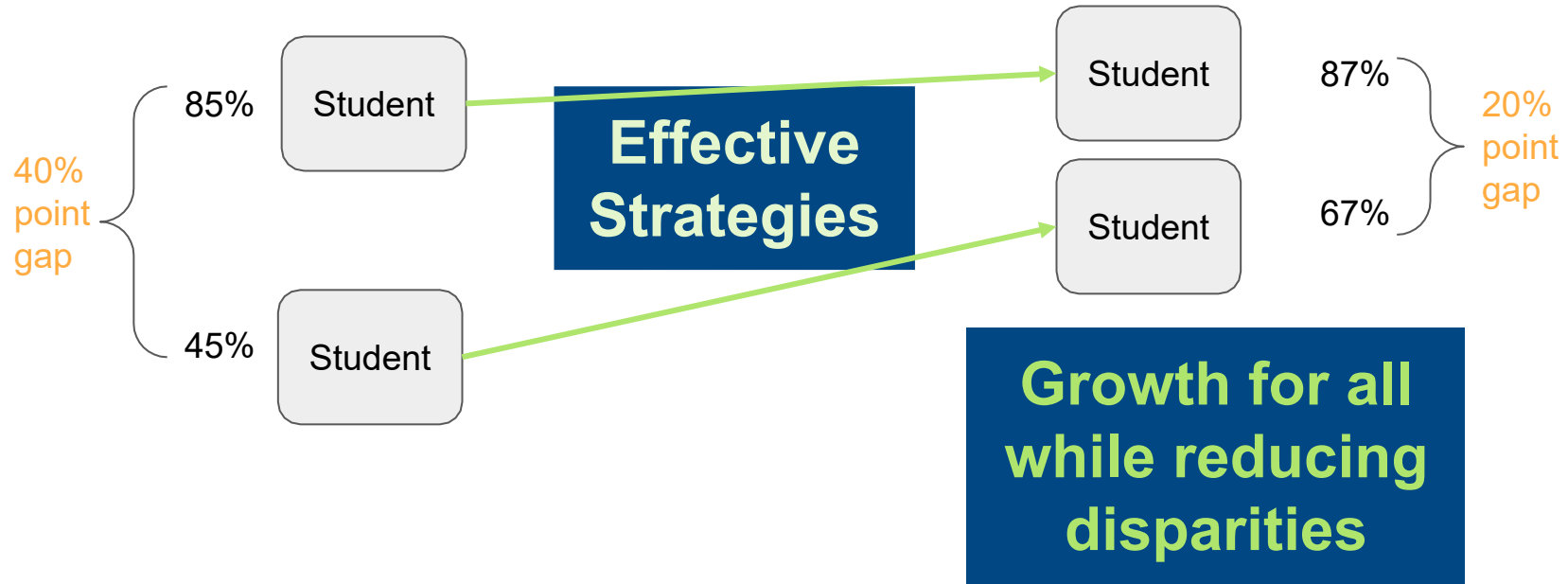
“...in an ever-
changing global
society”

25



Windows

Rooted in Research for All Students: What is Possible



26

“

Every system is perfectly designed to get the results that it does.

”

— Dr. W. Edwards Deming

If we want different results, something has to shift. That can be done, without removing positives that exist.

As good as things are for many students in Wayzata, we believe we can do better.

3. HOW

New Approach: From Technical → to Adaptive + Technical

Systems change is Adaptive Change

Technical change
involves fixing a
problem without
changing the system
~ *Medication for high
blood pressure*

Adaptive change
involves fixing a
problem by disrupting
the system
~ *Changing diet and
lifestyle to address
blood pressure*

29

Source:



Distinguishing Technical and Adaptive Challenges

| Kind of Challenge | Problem Definition | Solution |
|-------------------------------|--------------------------|--------------------------|
| Technical | Clear | Clear |
| Technical and Adaptive | Clear | Requires Learning |
| Adaptive | Requires Learning | Requires Learning |

Source: Heifetz, Grashow, Linsky, 2009



Example — overuse of remediation

If gaps were simply a question of more time needed on foundational knowledge, remedial approaches (a frequent “go-to”) would be consistently successful. They are not.



More complexities are at play. Sometimes it is an enrichment (real world, “relevant” exploration) that makes it connect rather than repeated abstractions. Yet, sometimes remedial skill practice is needed.

- What is truly the root of the problem?
- How do we address that problem?

| Kind of Challenge | Problem Definition | Solution |
|-------------------------------|--------------------------|--------------------------|
| Technical | Clear | Clear |
| Technical and Adaptive | Clear | Requires Learning |
| Adaptive | Requires Learning | Requires Learning |

31

Source: Heifetz, Grashow, Linsky, 2009

Achievement & Integration — Adaptive Innovation

Provides space for innovation and adaptive approaches to be incorporated without taking general fund dollars to explore.

No one has found a singular approach to be entirely effective. Rather, there are complex overlaying approaches to incorporate or shift to. It also takes time.

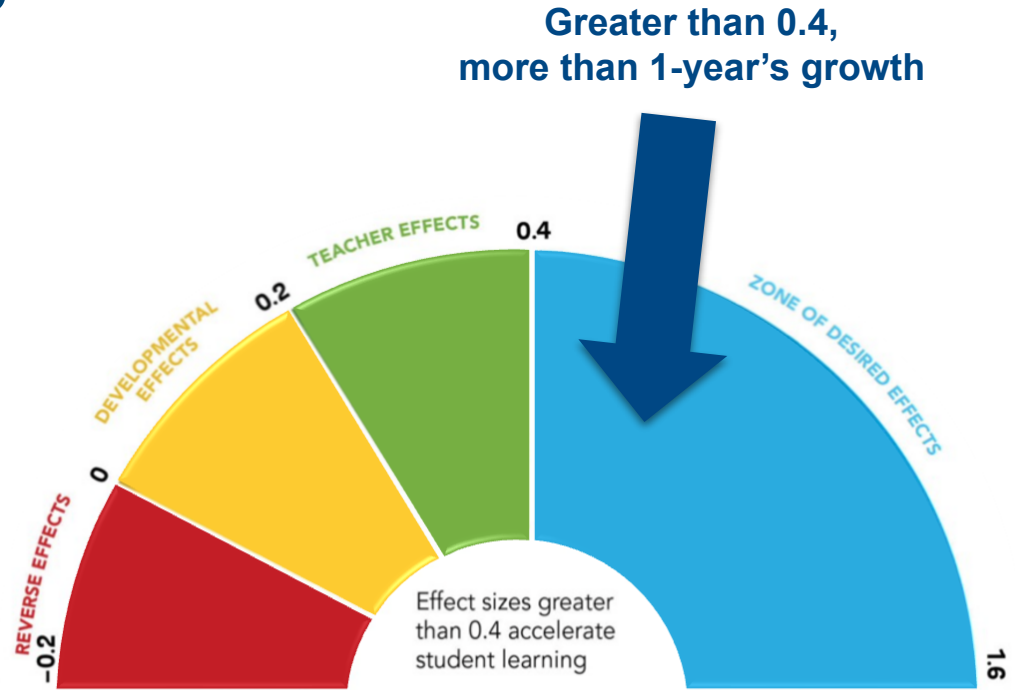
But research provides us with ³²directions to explore...

Research is our Guide

Lean into things with highest data success

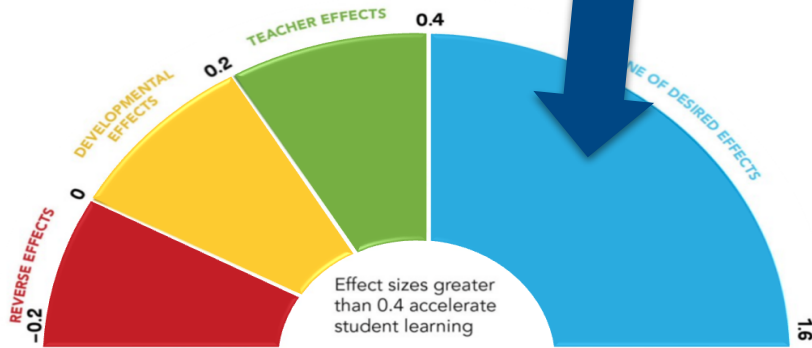
Hattie's research — 0.4
Effect Size is standard
growth

We are targeting things that
can have greater growth in
one year



Research is our Guide

Greater than 0.4,
more than 1-year's
growth



Researched areas connected to our efforts:

- Teacher estimates of achievement — 1.29
- Feedback (cues to prompt next steps) — 1.01
- Integrate with prior knowledge — 0.93
- Classroom discussion — 0.82

Our Journey

2019-2020

Culture, how it appears in our lives and classrooms, small shifts



2020-2021

Learner driven questions for all, continued small shifts

Learner-Driven Questions for All

1. How am I creating and building an meaningful relationship with learners?
2. What assumptions do I have about learners that could be unproductive?
3. How can learners use their strengths and insights as a foundation for learning?
4. How will I encourage, empower, and ensure that every learner recognizes their value in the learning process?

2021-2022

Asset framing, Street-level data use, Connected Autonomy (teacher leaders)



2022-2023

Basic Needs, Reflecting Into Action



"Excellence. For Each and Every Student."



2023-2024

MnMTSS, Family Partnership Leads, Family Liaisons



Ex: Integrate with prior knowledge — 0.93 + Brain science (regulate, relate, reason)

Culturally Responsive Protocols — good for all

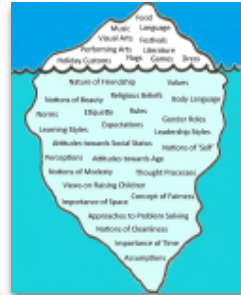
Stationary

Traditional approach to classrooms in the US. Hence the phrase “sit and get”.

Incorporating more movement INTO learning:

- Can reduce conflict over “sit still”
- Physical and cognitive benefits
- Benefits all — though possibly more for male students

Movement



High Movement

Note: this example is about incorporating a more balanced blend rather than being entirely on one end of the continuum. This allows each student to experience some of their default/preference while also building capacity for navigating other approaches.

Culturally Responsive Protocols — good for all

Sociocentric ← **People Bonds** → **Autonomous**

Classroom Discussion Defined:

“...students discussing with each other, often prompted from an open and not closed set of questions. Provides a classroom environment that gives all students the opportunity to speak and learn from each other.”



Traditional approach to classrooms in the US.

More student-to-student talk:

Hattie's meta-analysis research indicates an effect size of 0.82 — more than 2 years growth

Wise Feedback

Blends two researched components that can more than double the growth in one year:

- Teacher estimates of achievement — 1.29

“Teacher judgments...[that] help set expectations...and influence instructional choices”

- Feedback (cues to prompt next steps) — 1.01
- “...cues to advance to next steps in learning”*

Specific research study showed:

- Gains for white students — 40%
- Gains for Black students — 320%

That is good for all and gap closing



Easier said than done... 38

Distinguishing Technical and Adaptive Challenges

| Kind of Challenge | Problem Definition | Solution |
|-------------------------------|--------------------------|--------------------------|
| Technical | Clear | Clear |
| Technical and Adaptive | Clear | Requires Learning |
| Adaptive | Requires Learning | Requires Learning |

Source: Heifetz, Grashow, Linsky, 2009



New Ways of Thinking for Education Systems

Example of how to help staff build new neural pathways for this thinking.

Wouldn't we want this for every student?

Learner-Driven Questions for **All**

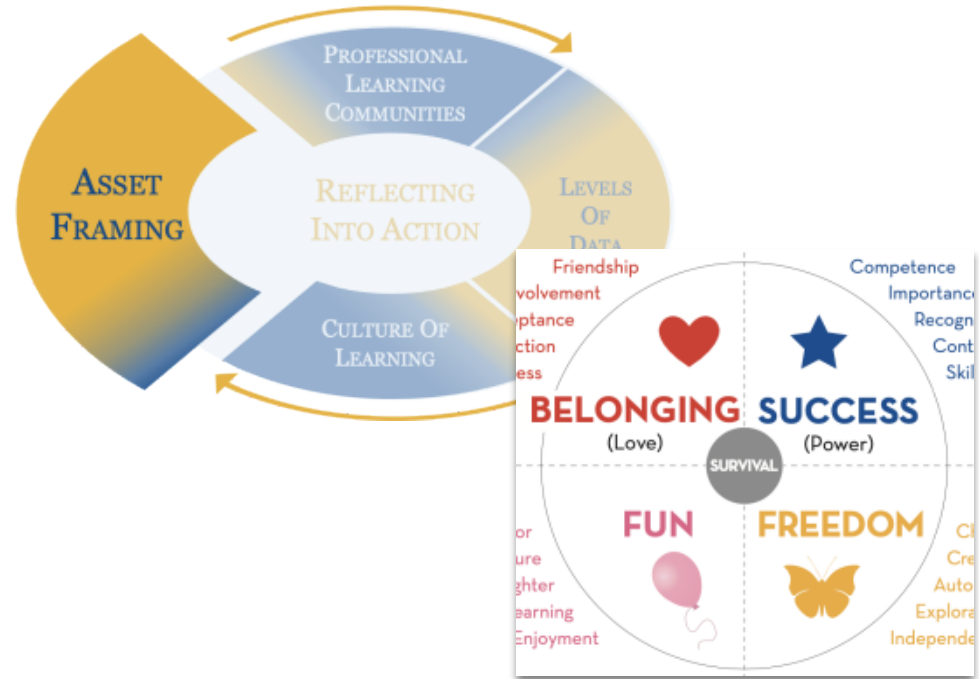
1. How am I creating and building on meaningful relationships with learners?
2. What assumptions do I have about learners that could be misperceptions?
3. How can learners use their strengths and insights as a foundation for learning?
4. How will I encourage, empower, and ensure that every learner incorporates their voice in the learning process?

Asset Framing & Basic Needs

Tools to help staff be open to new ways of examining the problem and then take different approaches based on the root cause.

Basic Needs language further empowers students to identify and articulate their need. Which helps teachers respond more efficiently, rather than speculating.

“Excellence. For Each and Every Student.”



| Kind of Challenge | Problem Definition | Solution |
|--------------------------------------|--------------------|-------------------|
| Technical | Clear | Clear |
| Technical and Adaptive ⁴¹ | Clear | Requires Learning |
| Adaptive | Requires Learning | Requires Learning |

Source: Heifetz, Grashow, Linsky, 2009

Persistent Challenges

Time/prioritization

- Limited PD time and many priorities
- Other focus areas (READ Act)
 - Even with the dedicated funding and focus this will likely take a few years for the data to show the benefits
 - Takes time for staff to learn
 - Takes time for staff to implement

Mindset/Skillset

- Not how most of us were taught or trained
- Neural pathways/habits are time consuming to shift → cross your arms
- 50+ hours to shift one practice (Darling-Hammond research)

Consequence: seeing the gains takes significantly longer

Persistent Effort

We do not have the hyper-focus that is present in the research studies. But we do continue to reinforce this learning wherever we can. This is part of the deep partnership with T&L and Community Ed.

It takes us longer to get to our “50 hours”, but we persist.

That means gains in our data are slower as well.

We are continuing to refine which data will best guide us given the pace and constraints in this work.

Ex: Sunset Hill



School Spotlight - Sunset Hill Elementary

October 14, 2024 Board Meeting

What is culture?

Culture is the abstract, learned, shared rules, and standards for generating behavior and understanding experience.



Sunset Hill 2024-25 School Growth Plan

Academic Achievement Goal

By May 31, 2025, 100% of students will meet or exceed literacy goals aligned with grade-level standards, as determined by the skill focus of each Professional Learning Community (PLC)

Student Experience Goal

We will increase the number of students who responded 'yes' in response to the question, 'In school, we have discussions where everyone can share their thoughts and learn from each other' from 74% to 76%.



First referenced in our WHY section

Ex: Sunset Hill



School Spotlight - Sunset Hill Elementary

October 14, 2024 Board Meeting

Family Partnership Lead

Collaborate and co-teach with licensed staff to leverage student strengths and knowledge in an effort to support the child's academic growth focusing on culturally responsive teaching practices.

Co-teach
Lessons

Circle
Practice

Basic
Needs
Lessons

Culturally
Responsive
Strategies

Connecting with families — supports building the bridge between school and home

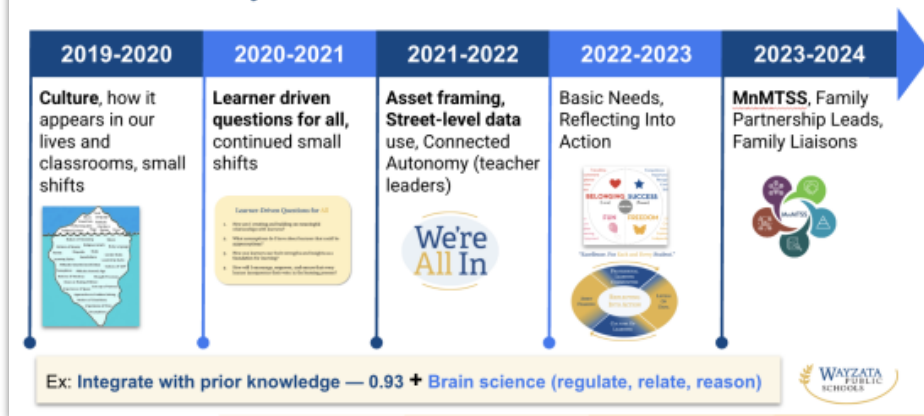
Quick Links to Each Specific Whole Group Protocol Slide

| | | | | |
|--|--|--|---|---|
| <p>Affinity Mapping</p> <p>Relativity Subjective / Objective</p> <p>People Bonds Sociocentric / Autonomous</p> <p>Conversational Patterns Verbal overlap / Linear</p> | <p>Picture the Feeling</p> <p>Relativity Subjective / Objective</p> <p>People Bonds Sociocentric / Autonomous</p> | <p>Stand Up-Hand Up-Pair Up</p> <p>Movement Orientation Stationary / High movement</p> <p>Activity Structure Individual / Communal</p> | <p>3-2-1 & Share</p> <p>People Bonds Sociocentric / Autonomous</p> | <p>Imitation</p> <p>People Bonds Sociocentric</p> |
| <p>Journal</p> <p>People Bonds Sociocentric / Autonomous</p> <p>Movement Orientation Stationary / High Movement</p> | <p>Jigsaw</p> <p>Relativity Subjective / Objective</p> <p>People Bonds Sociocentric / Autonomous</p> <p>Conversational Patterns Verbal overlap / Linear</p> | <p>Gallery Walk</p> <p>Activity Structure Innovation / Communal</p> <p>Movement Orientation Stationary / High movement</p> <p>Conversational Patterns Verbal overlap / Linear</p> | <p>Say Something</p> <p>People Bonds Sociocentric / Autonomous</p> <p>Conversational Patterns Verbal overlap / Linear</p> | <p>Link</p> <p>Relativity Subjective / Objective</p> <p>Movement Orientation Stationary / High Movement</p> |
| <p>Walk & Learn</p> <p>People Bonds Sociocentric / Autonomous</p> <p>Movement Orientation Stationary / High Movement</p> | <p>Moment of Silence</p> <p>Activity Structure Individual / Communal</p> <p>Movement Orientation Stationary / High movement</p> | <p>Let Me Hear You</p> <p>Conversational Patterns Verbal overlap / Hear</p> | <p>Mind Streaming</p> <p>People Bonds Sociocentric / Autonomous</p> <p>Movement Orientation Stationary / High movement</p> | <p>Stand Up-Hand Up-Pair Up-TRADE</p> <p>Movement Orientation Stationary / High movement</p> <p>People Bonds Sociocentric / Autonomous</p> |
| | | | | <p>Feet</p> <p>People Bonds Sociocentric / Autonomous</p> <p>Movement Orientation Stationary / High Movement</p> |
| | | | | <p>Visual Organizer</p> <p>Relativity Subjective / Objective</p> <p>People Bonds Sociocentric / Autonomous</p> <p>45 minutes</p> |




Continue Embedding: Professional Learning & Site Plans

Our Journey



| BUILDING SMART Goal #1 (Academic Achievement Goal) Language and Literacy Goal | STATE Q-Comp Goal (Academic Achievement Goal) | Site Growth Plans |
|---|--|-------------------|
| <p>A SMART goal is one that is Specific, Measurable, Attainable, Relevant, and Time-based. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable, including time constraints, such as milestone dates, ensures a realistic approach that supports student success.</p> <p>100% of all 3 and 4 year olds will meet or exceed age expectations on TSG objective 10A (engages in conversations) by Spring 2025.</p> | <p>Official Q-Comp goals must meet specific criteria from the state (see guidelines). If your Q-Comp Goal and your Building Smart Goal (Academic) are the same, simply copy and paste into both boxes.</p> <p>The percentage of all students in Grades K-5 at XXXX elementary whose Fall to Spring growth is in the "Typical Growth" or "Aggressive Growth" range on the FastBridge earlyReading and aReading tests will increase from 58.3% in Spring 2024 to 61.3% in Spring 2025.</p> | |
| <p>BUILDING SMART Goal #1 (Academic Achievement Goal)</p> <p>A SMART goal is one that is Specific, Measurable, Attainable, Relevant, and Time-based. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable, including time constraints, such as milestone dates, ensures a realistic approach that supports student success.</p> <p>The percentage of all students in grades 6-8 at XXX Middle School who scored in the "High Risk" or "Some Risk" range on the Fall aReading test who demonstrate "Aggressive Growth" from Fall-to-Spring will increase from 9.9% in Spring 2023-24 to 13% in Spring 2024-25.</p> <ul style="list-style-type: none"> For students who were in the "High Risk" or "Some Risk" range on the Fall aReading test, 100% will make modest, typical, or aggressive growth by Spring 2024-25. | | |

World's Best Workforce | September 2024



A & I Plan — Supports All of This

First referenced in
our WHAT section

Goal #1

The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026.

Highlight: Collaborations with T&L, MTSS and buildings to embed Culturally Responsive Practices

Research links:

- Brain research
- Prior Knowledge - 0.93
- MTSS - 0.73
- Collective efficacy - 1.34



Goal #2

Black/African-American student enrollment in enrichment and intervention will be within 2 percentage points of the district enrollment population by May 2026.

Highlight: Civil Rights Research Experience participation and student leadership

Research link:

- Brain research
- Teacher estimates - 1.29
- Constructivist teaching - 0.92

Goal #3

At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Highlight: Teacher leaders at each site helping share resources and lead professional learning

Research link:

- Teacher credibility - 1.09
- Collective efficacy - 1.34

4. Data

WPS Achievement & Integration Plan

First referenced in
our WHAT section

This is simply the “SMART” Goal language naming the groups where the largest gap exists. Our work uses strategies that would positively benefit all.

Goal #1

The gap between Asian students and Black students on local assessments will be reduced by at least 50% by May 2026.

MDE requirement: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #2

Black/African-American student enrollment in enrichment and intervention will be within 2 percentage points of the district enrollment population by May 2026.

MDE requirement: Increasing racial and economic integration.

Goal #3

At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

MDE requirement: Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Knowing our Constraints, what to measure?

Current KIPs are limited as we know progress will be slow with existing constraints.

Many KIPs are being re-examined so we have data that can better inform next steps and data points that are closest to where the most focused work is occurring.

This work gets embedded when/where possible. See earlier slides for more information.

Data in current KIPS is sometimes a percent, percentage point, or a raw number.

Goal #1

| | 2021-2022 Baseline | Target 2024 | Actual 2024 |
|--|---|---------------------------------|--|
| Local assessment data grade K-1, FastBridge Reading & Math <u>gaps reduced</u> * between Asian and Black students | N/A (was planned but not yet implemented until 2023-2024) | N/A | New Baseline 30% points |
| Local assessment data grade 2-5, FastBridge Reading & Math <u>gaps reduced</u> * between Asian and Black students | aReading, 40% pts; aMath, 45% pts | aR—35% pts aM—40% pts | aR—36% pts aM—40% pts |
| Local assessment data grade 6-8, MAP MCA Prediction for Reading & Math <u>gaps reduced</u>* between Asian and Black students New FastBridge assessment beginning 23-24. | Reading, 45% pts; Math, 50% pts | N/A | New Baseline aR—37%pts aM—56%pts |
| Local assessment data grade 9-12, % of grades A's and B's in English & Math <u>gaps reduced</u> * between Asian and Black | English — 37% pts; Math — 41% pts | E — 32% pts; M — 36% pts | (data by term) E — 38, 34, 38, 42 % pts M — 40, 41, 50, 53 % pts |

51

*The approaches taken are specifically focused on raising the outcomes for those experiencing the lowest outcomes WITHOUT reducing the outcomes for those with the highest outcomes.



Goal #1

| | Baseline | Target 2024 | Actual 2024 |
|--|---|-------------|------------------------------------|
| Reading Intervention <u>disparities reduced</u> ** 1-5 | 8% pts disproportionate gap for Black students | 7% pts | 8% pts |
| Reading Intervention <u>disparities reduced</u> ** grade 6-8 | 19% pts disproportionate gap for Black students | 16% pts | 24% pts |
| Intervention <u>disparities reduced</u> ** grade 9-12 <i>Intervention programming shifts regularly at WHS, so this data has limited reliability.</i> | N/A | N/A | (Possible) New Baseline 24% pts |
| Family Engagement Survey (to be developed) . Survey would not have gotten data specific to this focus area. Working on a new way to collect this such as total number receiving focused outreach and numbers showing bridge building. | N/A | N/A | TBD |

**Black/African-American students are disproportionately overrepresented in intervention.

Goal #2

| | Baseline | Target 2024 | Actual 2024 |
|---|------------------|-------------|---|
| Enrichment*** program enrollment data 2-5 <u>reduce disproportionate** gap</u> for Black students | 2023 — 5% pts | 4% pts | 5% pts |
| Enrichment*** program enrollment data 6-8 <u>reduce disproportionate** gap</u> for Black students | 2023 — 6% pts | 5% pts | 4% pts |
| Enrichment*** program enrollment data 9-12 <u>reduce disproportionate** gap</u> for Black students | 2023 — 5% pts | 4% pts | 5% pts |
| <u>Increase %</u> of Black/African-American students scoring at or above 21 composite on ACT | 2022 Black — 25% | 30% | 24% |
| Increase number of students participating in Orono collaborations enrollment, disaggregated by race/ethnicity and FRP. <i>Note: The disaggregated group sizes are too small to report publicly and protect student data privacy.</i> | N/A | N/A | New Baseline CRRE: 19 Summer College Visits: 4 |

**Black/African-American students are disproportionately overrepresented in intervention and disproportionately underrepresented in enrichment.

***Enrichment is specific to school-day offerings such as honors, AP, etc.

Goal #3

| | Baseline | Target 2024 | Actual 2024 |
|--|------------------------------------|-------------|--|
| Innovation Configuration map for Culturally Responsive Learning Experiences – first implemented in the Peer Coach Survey spring 2024 | N/A | N/A | Q1 Protocols: N=278, 78% Q2 Classroom Community: N=274, 76% Q3 Student Voice: N=278, 76% |
| Peer Coach Survey <u>increase %</u> of teachers selecting “strongly agree” taking risks. <i>Survey updated, establishing a new baseline.</i> | 2022 (N=470) 52% Strongly Agree | 55% | “new teaching practices” (N=321) 37% Strongly Agree |
| Elementary intervention referral data — establish baseline and monitor to <u>reduce disproportionality</u> of Black students | N/A | N/A | 14% pts |
| <u>Increase percentage</u> of licensed BIPOC staff (2022-2023: 4%) | 4% | 5% | 6% |
| <u>Increase number</u> of non-licensed BIPOC staff participating in optional learning to support future Grow Your Own programming (2022-2023: 2) | 2 54 | 5 | 3 |

5. Ad-Hoc Committee of the Board

Purpose

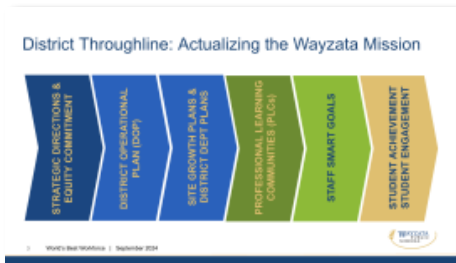
There are two main purposes of this committee:

- Learn about the work and how we're delivering on the WPS Equity Commitment
- Share questions from the community

Both of these purposes remain important. Consequently, it was recommended that the committee continue.

A&I Plan Annual Report

January 27, 2025



1. What
2. Why
3. How
4. Data
5. Ad-Hoc Committee of the Board