



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - October 27, 2025 - 5:00 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

AGENDA

- 1. **ROLL CALL/CALL TO ORDER**
- A. **Superintendent's Reports**
 - 1. Community Survey Results (45 minutes) 2
- B. **Teaching and Learning Reports**
 - 1. Comprehensive Achievement and Civic Readiness (CACR) Part 1 (45 minutes) 24
- 2. **ADJOURN** **80**

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.

Wayzata Public Schools

September 2025 Residential Study

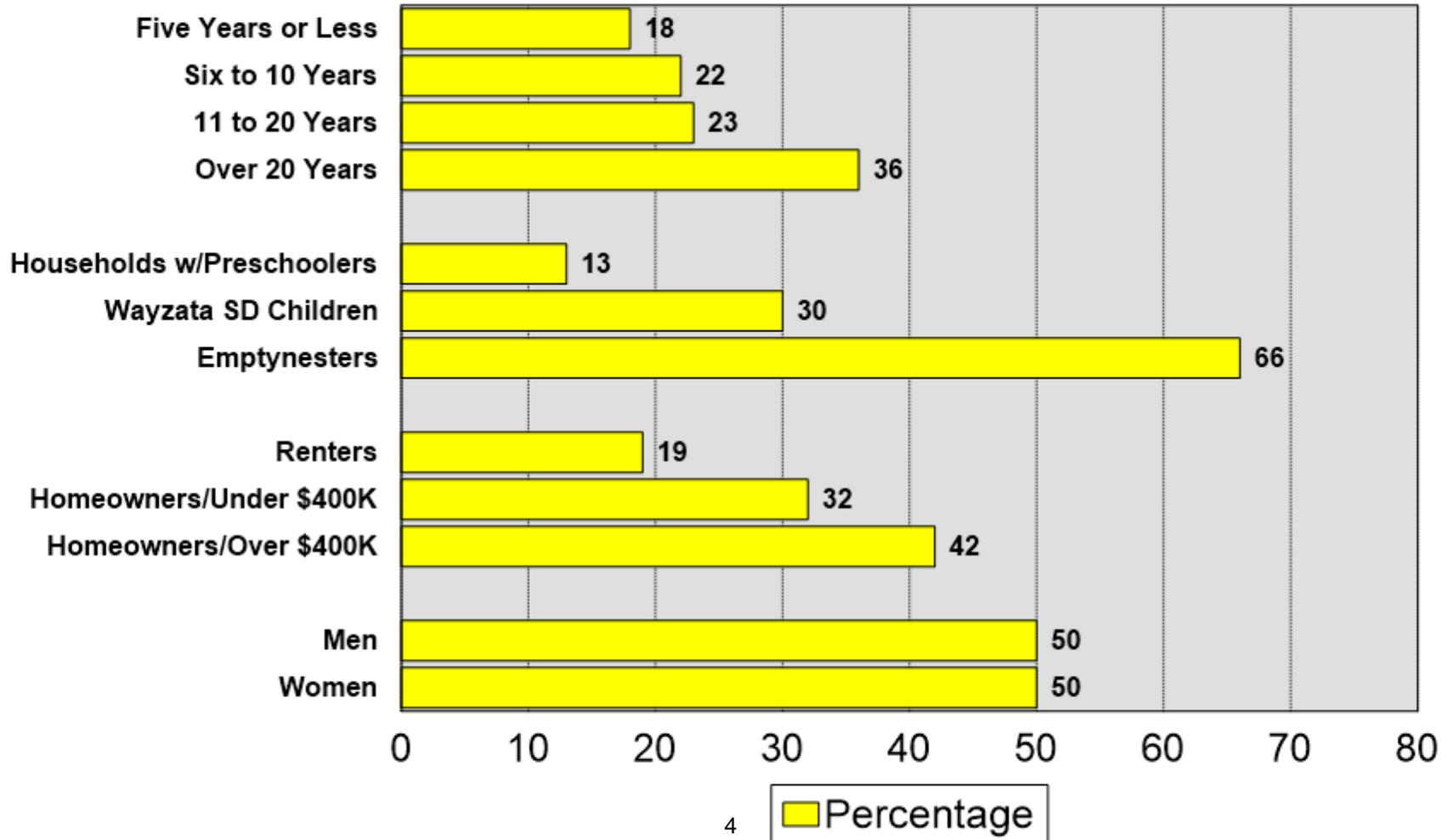
Survey Methodology

September 2025 Wayzata Public Schools

- 4 400 random sample of Wayzata School District residents
- 4 Results projectable within +/- 5.0% in 95 out of 100 cases
- 4 Average interview time of 9 minutes
- 4 Non-response level of 5.5%
- 4 Telephone interviews conducted between September 16th and 26th, 2025

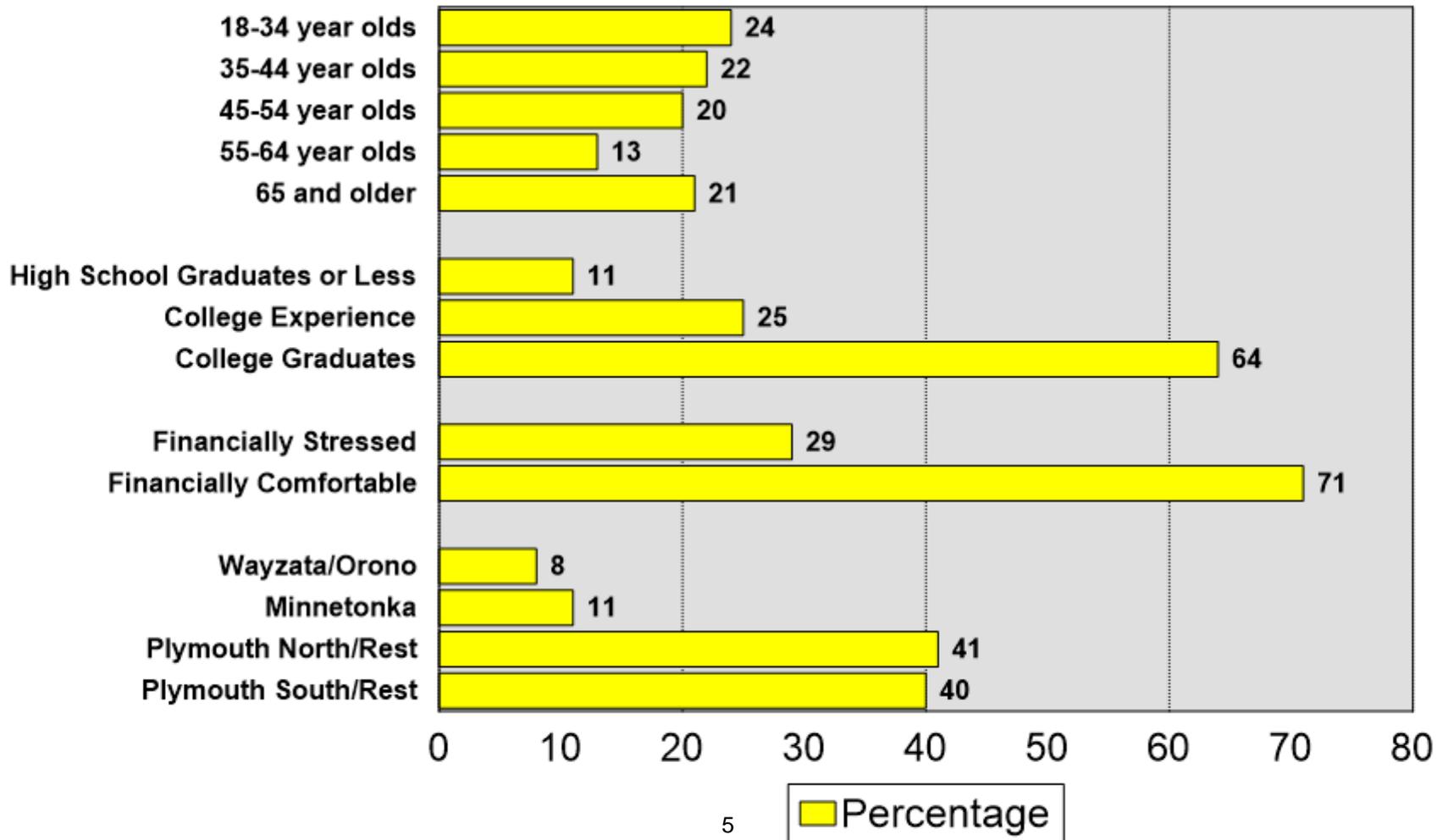
Demographics I

September 2025 Wayzata Public Schools



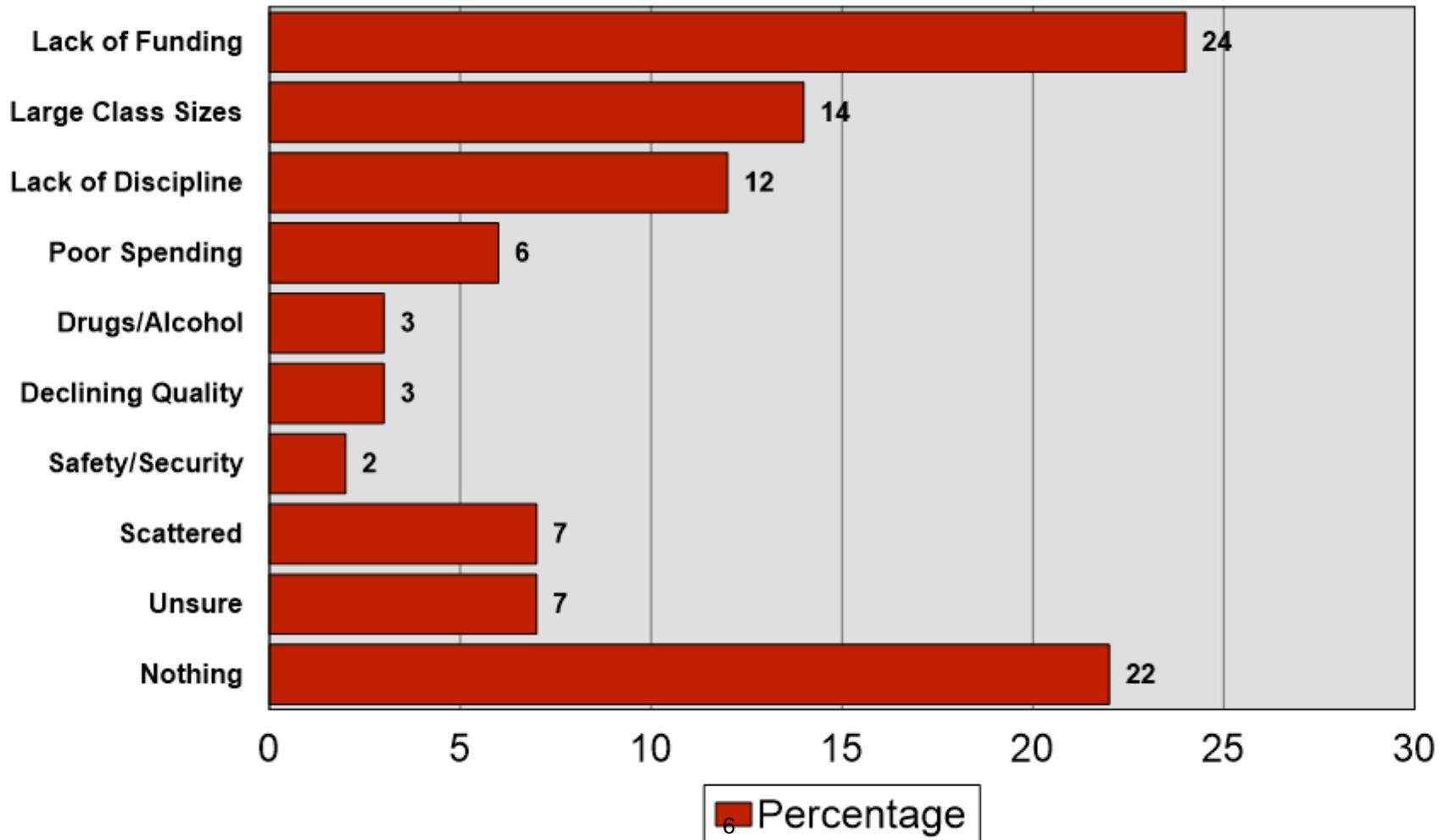
Demographics II

September 2025 Wayzata Public Schools



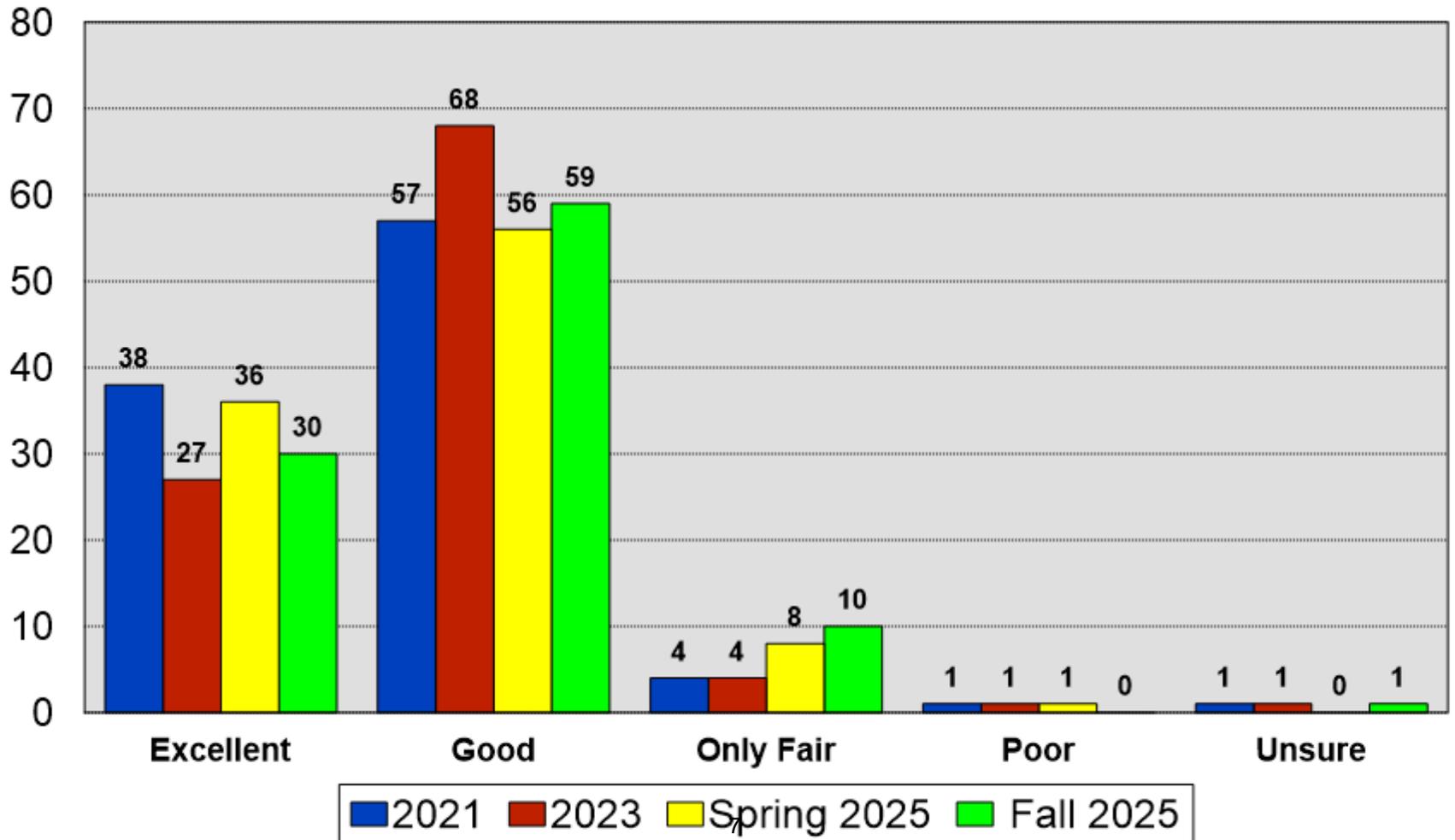
Most Serious Issue

September 2025 Wayzata Public Schools



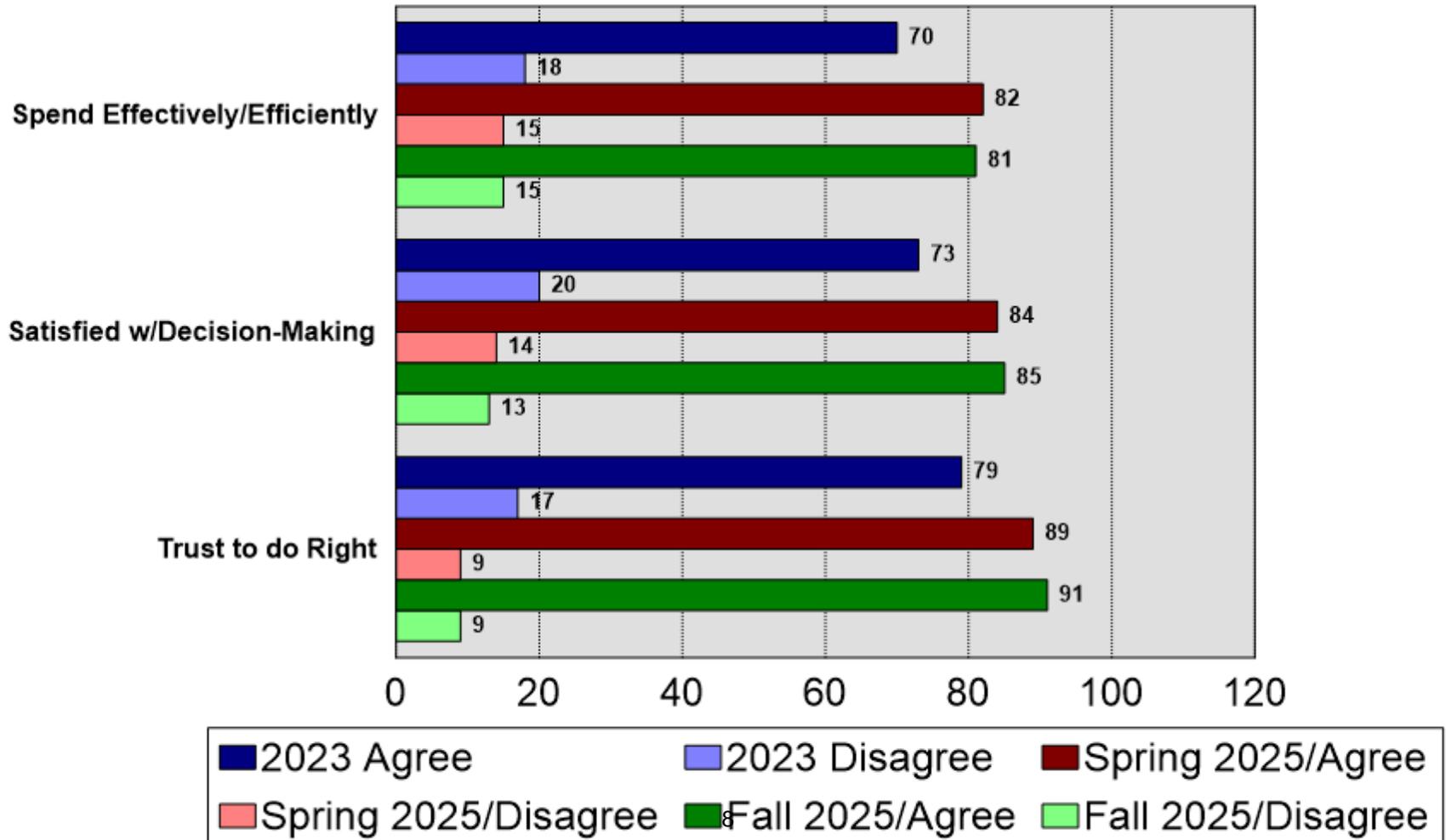
Quality of Education

September 2025 Wayzata Public Schools



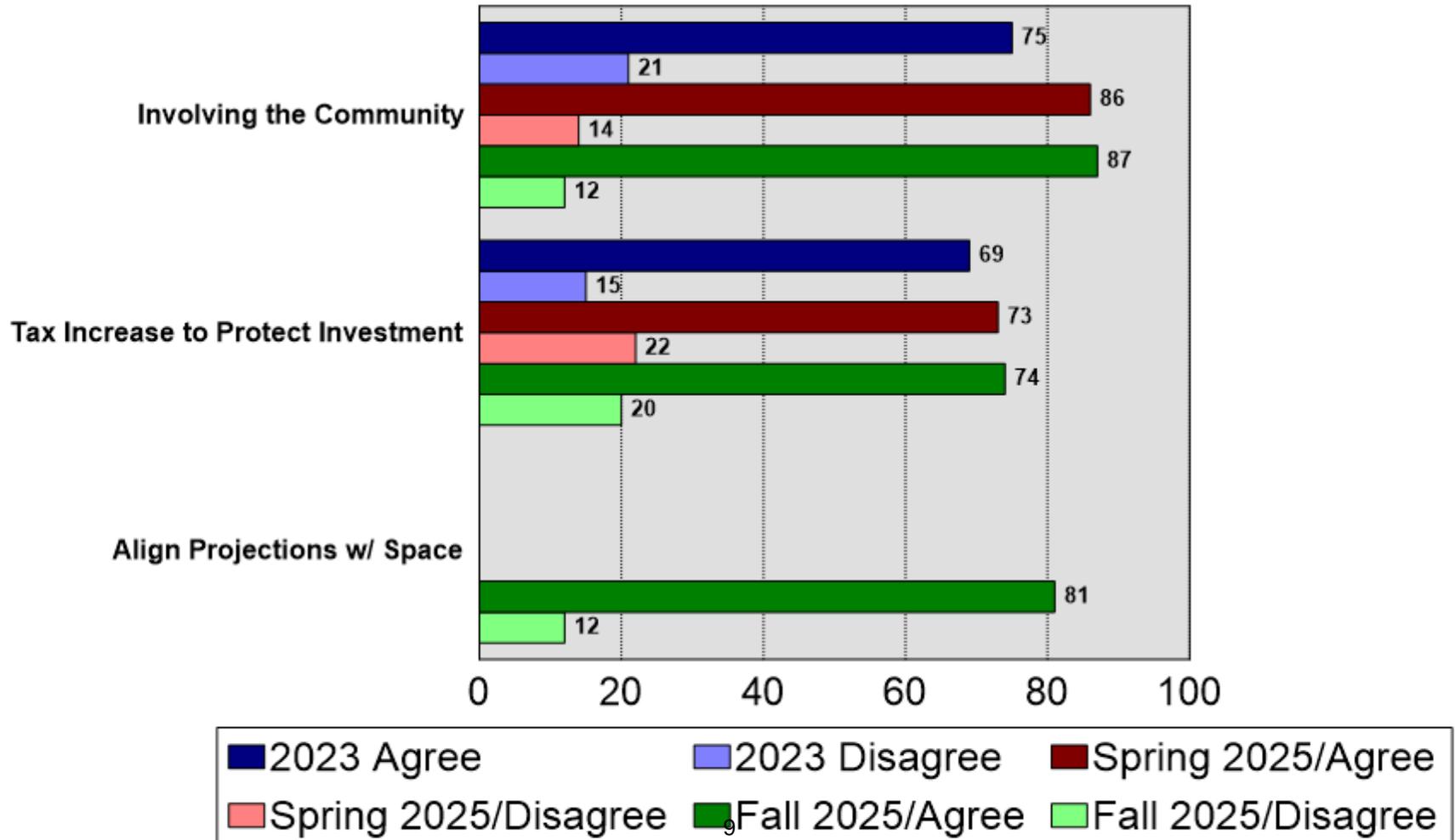
Specific Perceptions I

September 2025 Wayzata Public Schools



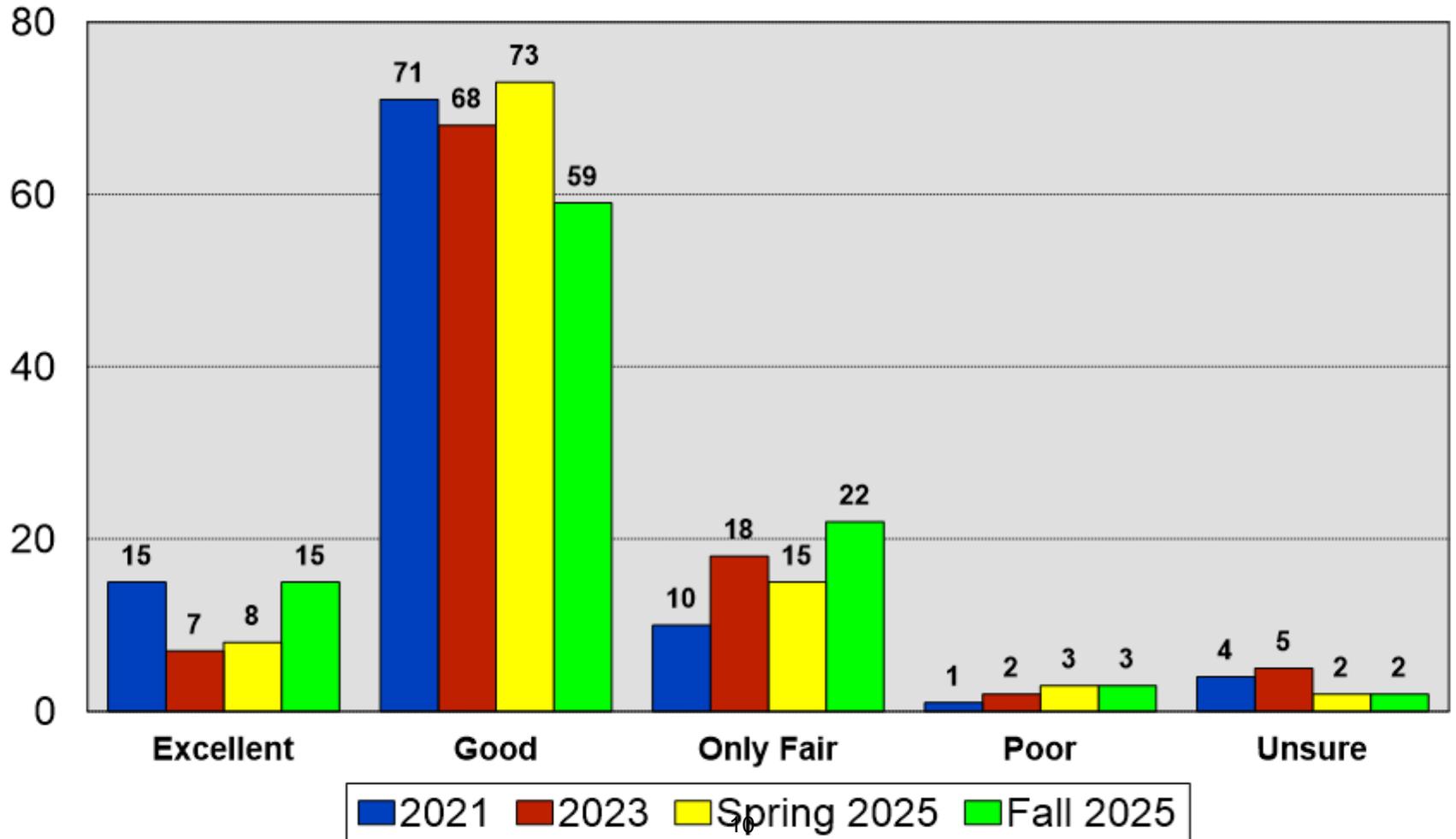
Specific Perceptions II

September 2025 Wayzata Public Schools



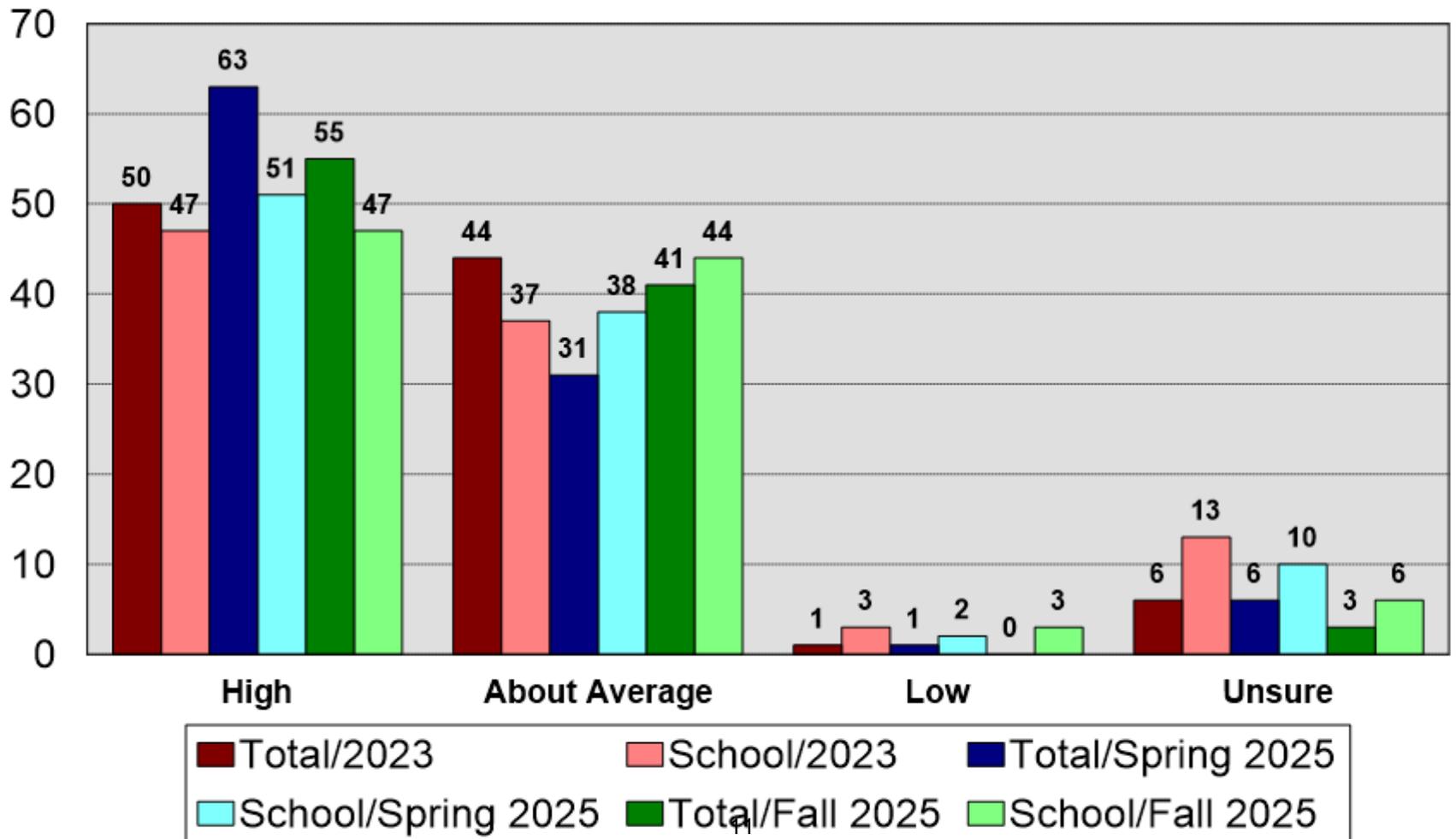
Financial Management

September 2025 Wayzata Public Schools



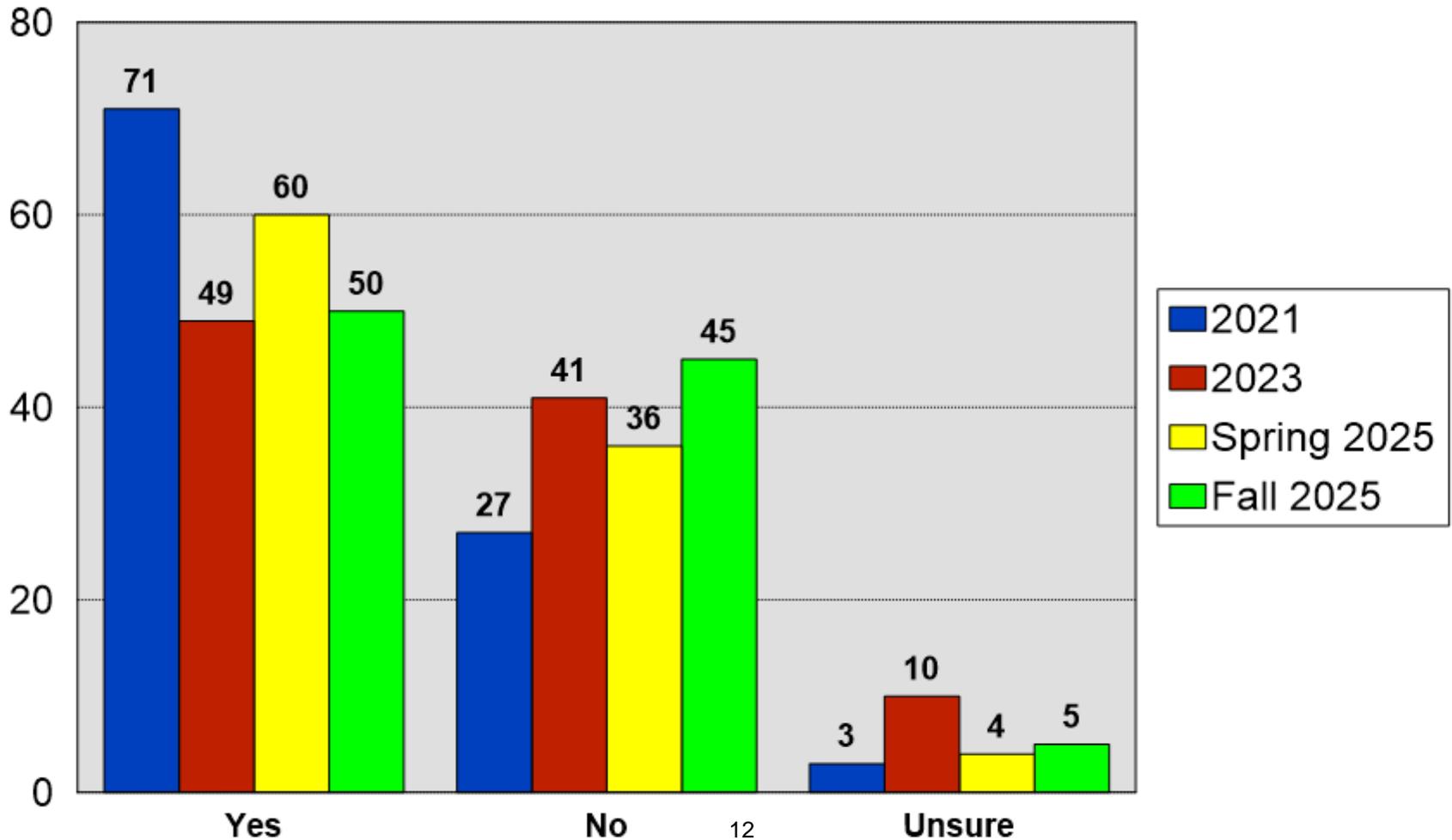
Property Tax Climate

September 2025 Wayzata Public Schools



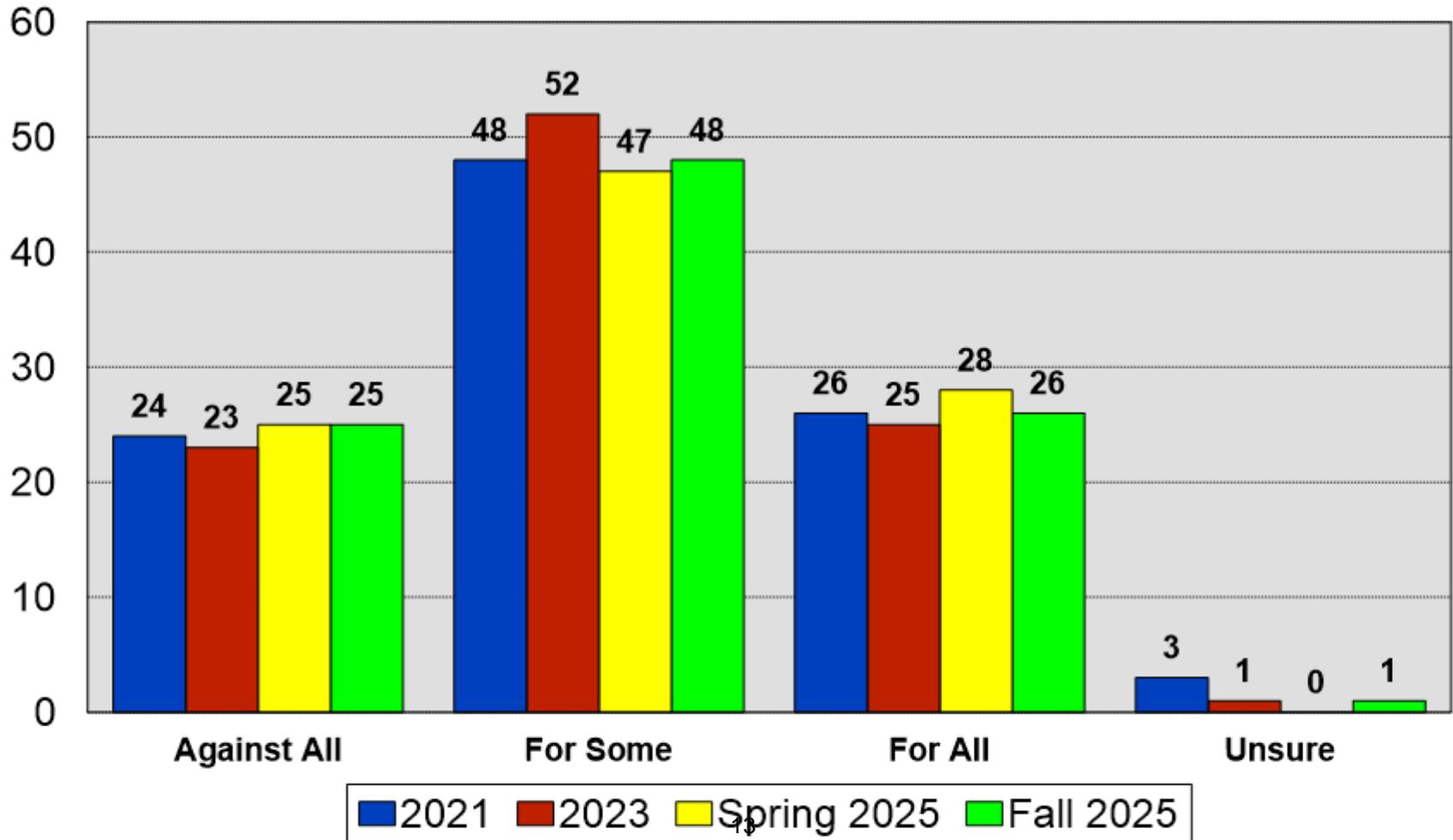
Adequately Funded

September 2025 Wayzata Public Schools



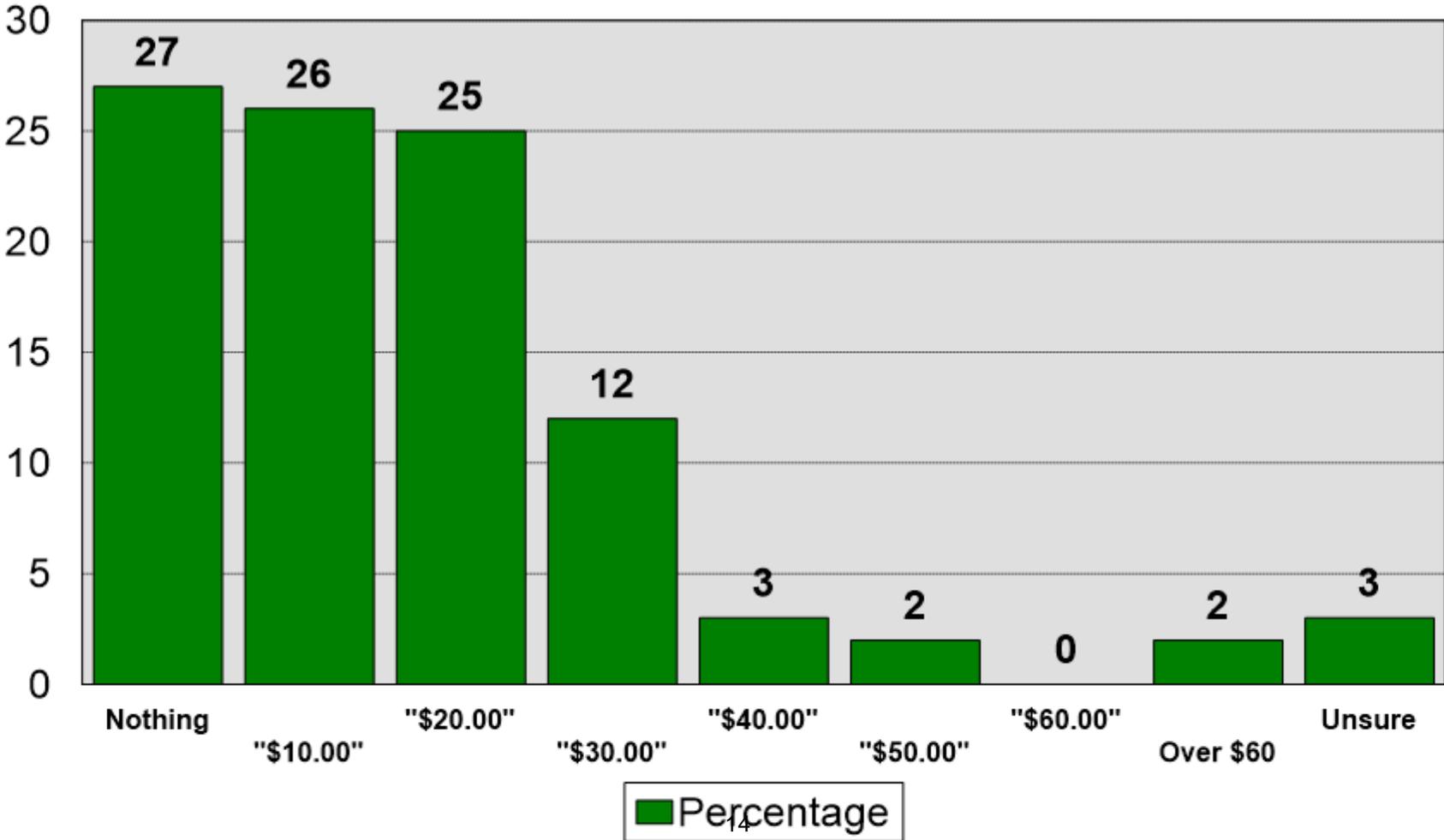
Tax Increase Predisposition

September 2025 Wayzata Public Schools



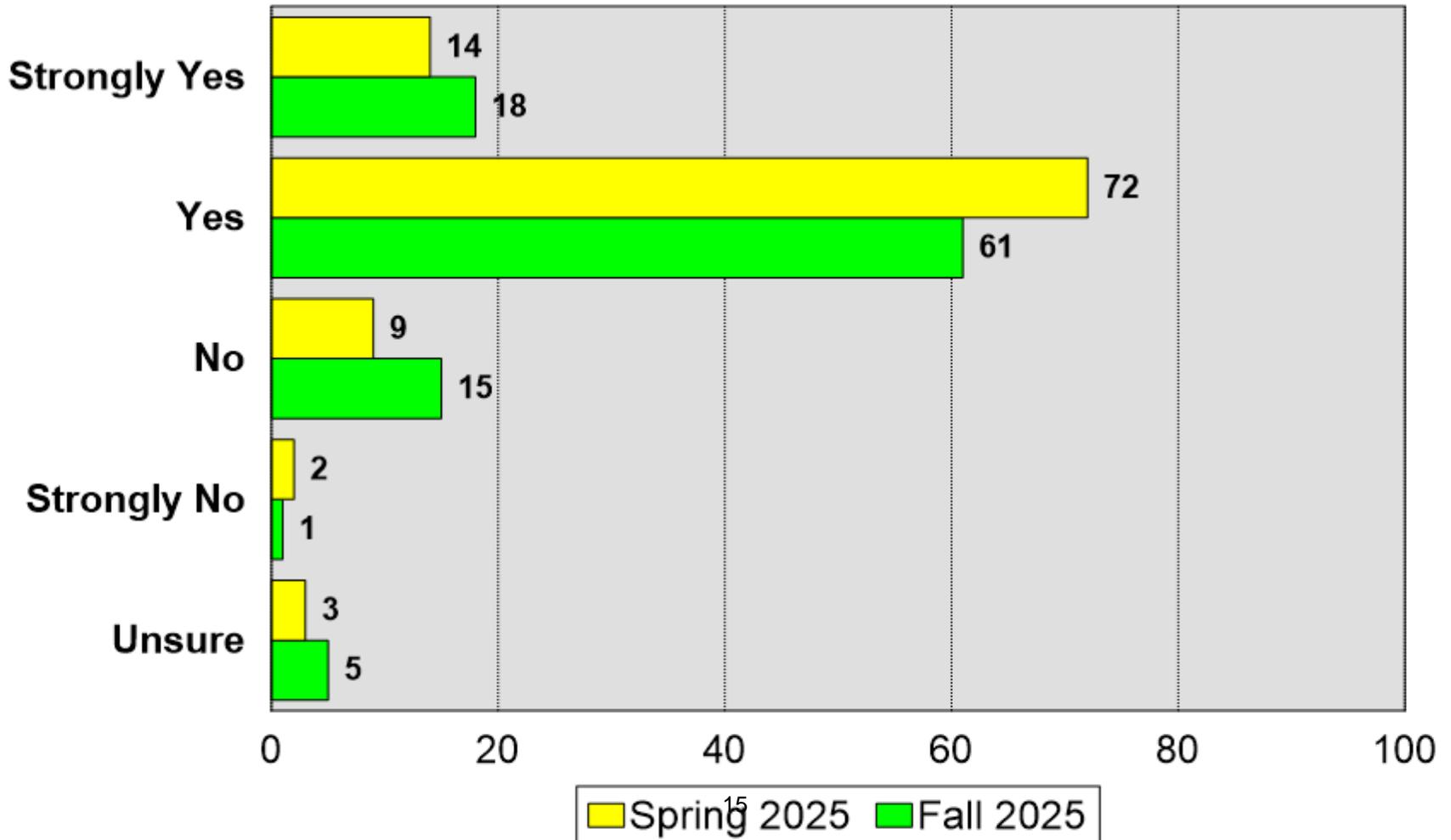
Tax Increase for Bond Referendum

September 2025 Wayzata Public Schools



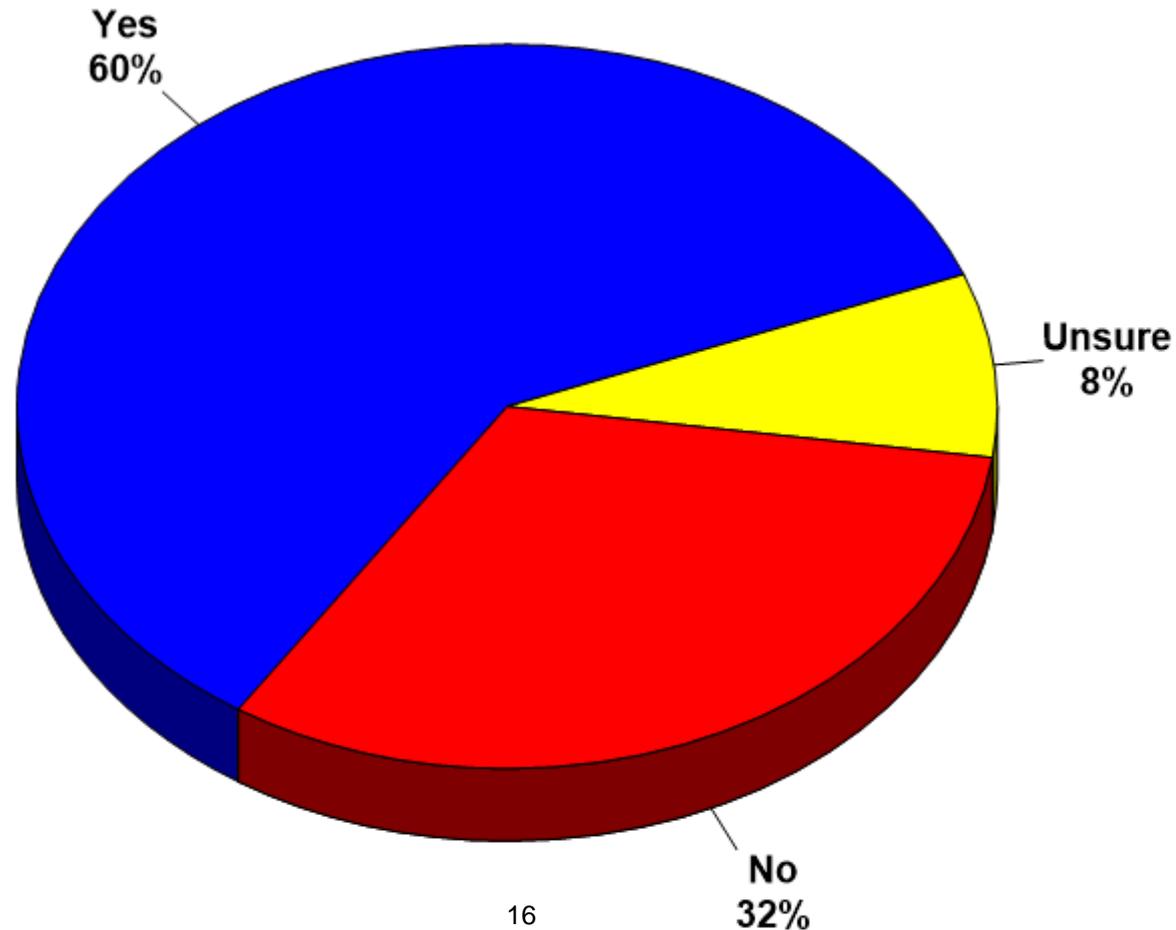
Buildings & Facilities Meet the Needs of Educating Today's Children

September 2025 Wayzata Public Schools



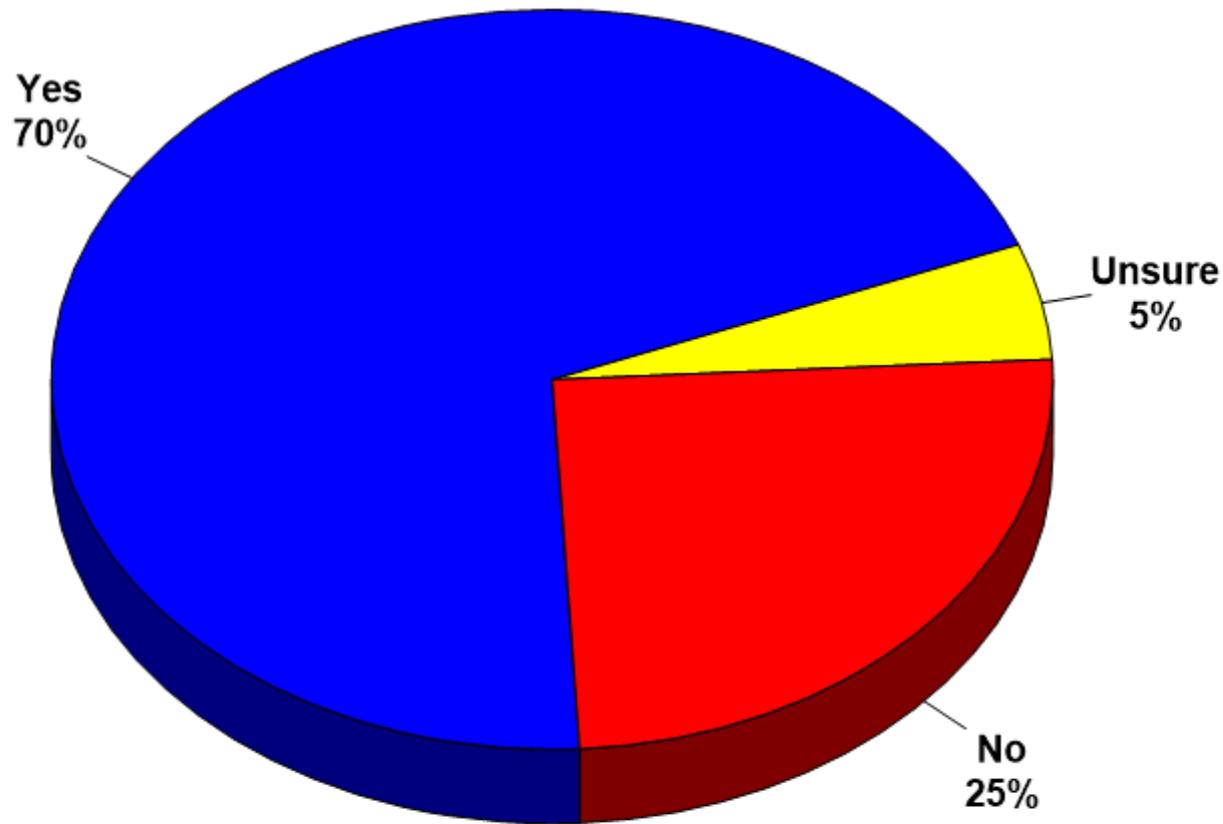
Enough Space to Accommodate Future Student Enrollment

September 2025 Wayzata Public Schools



Buildings currently provide for sufficient flexible learning spaces

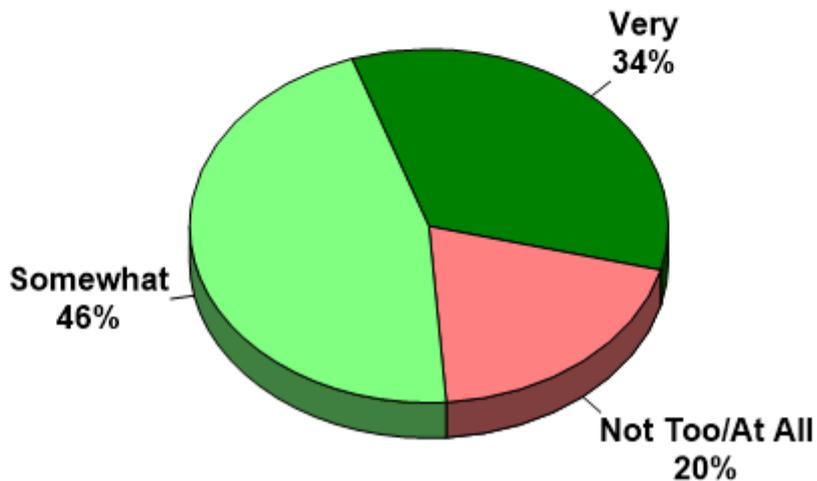
September 2025 Wayzata Public Schools



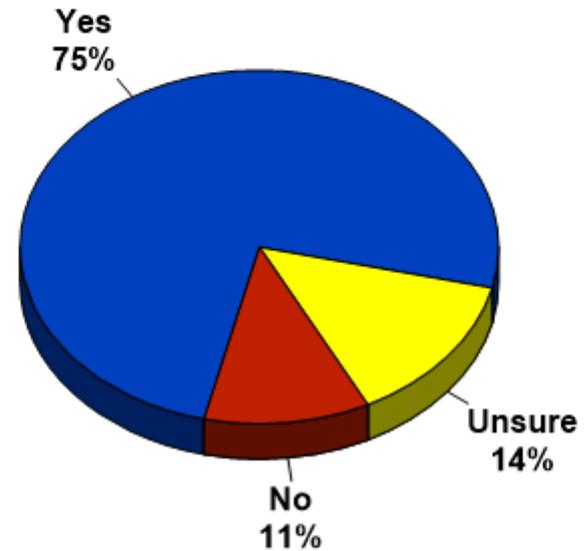
17

Comparable Spaces

September 2025 Wayzata Public Schools



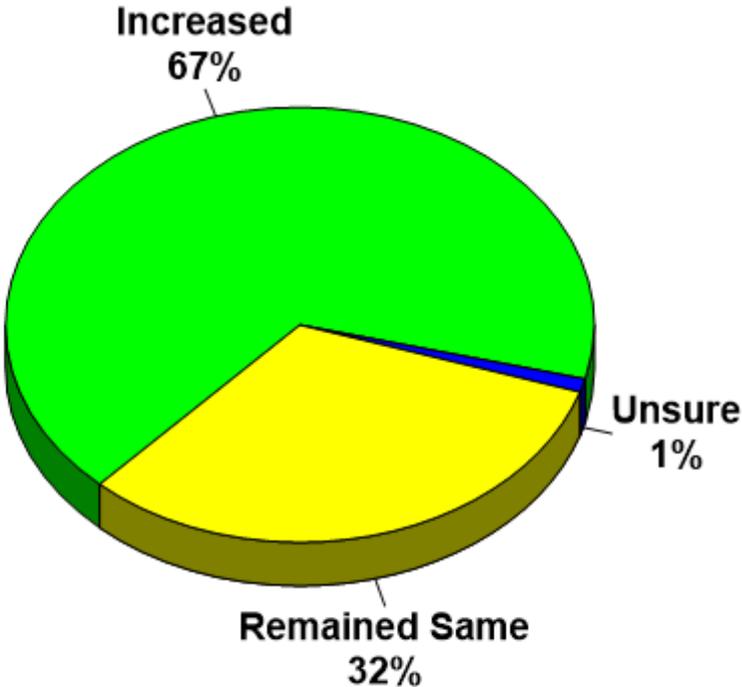
Importance to Ensure



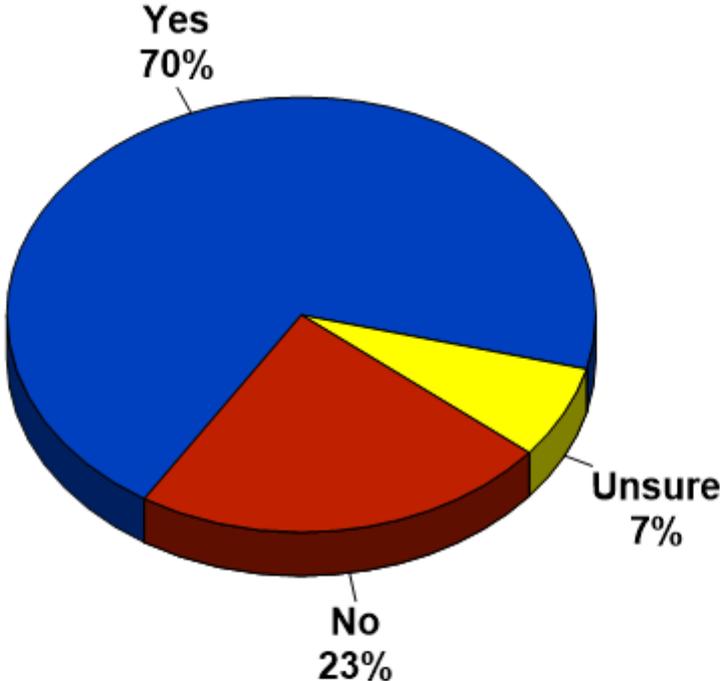
**Between school buildings in
Wayzata Public Schools**

New Housing Construction

September 2025 Wayzata Public Schools



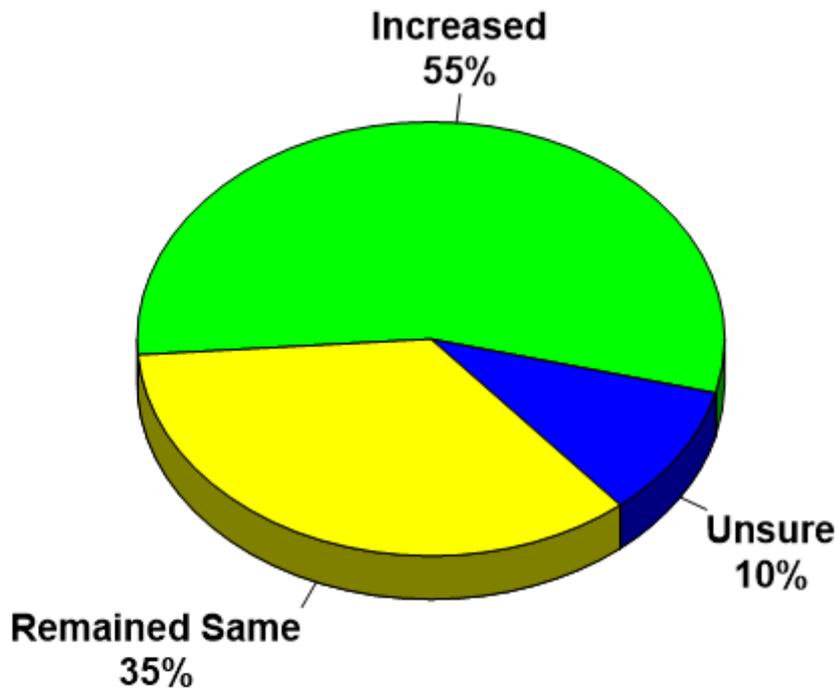
Over the past five years....



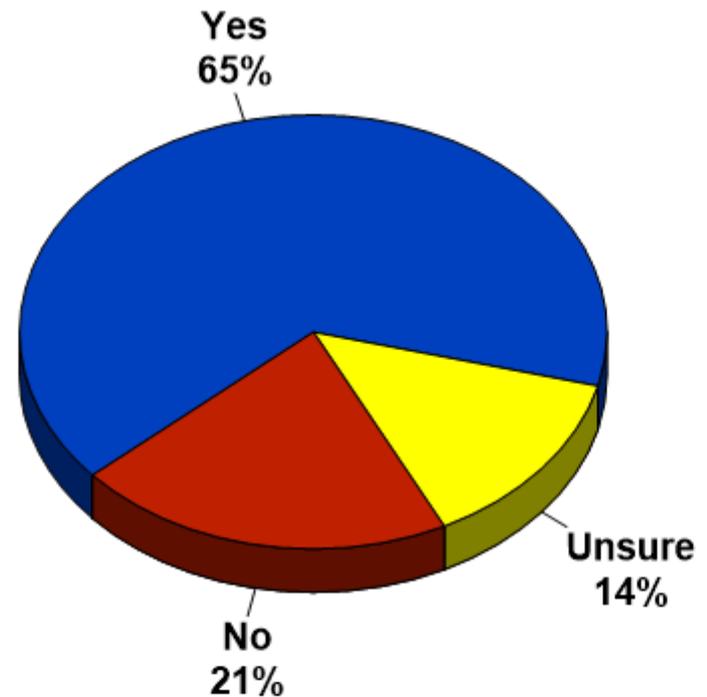
Increase over the next five years....

Student Enrollment

September 2025 Wayzata Public Schools



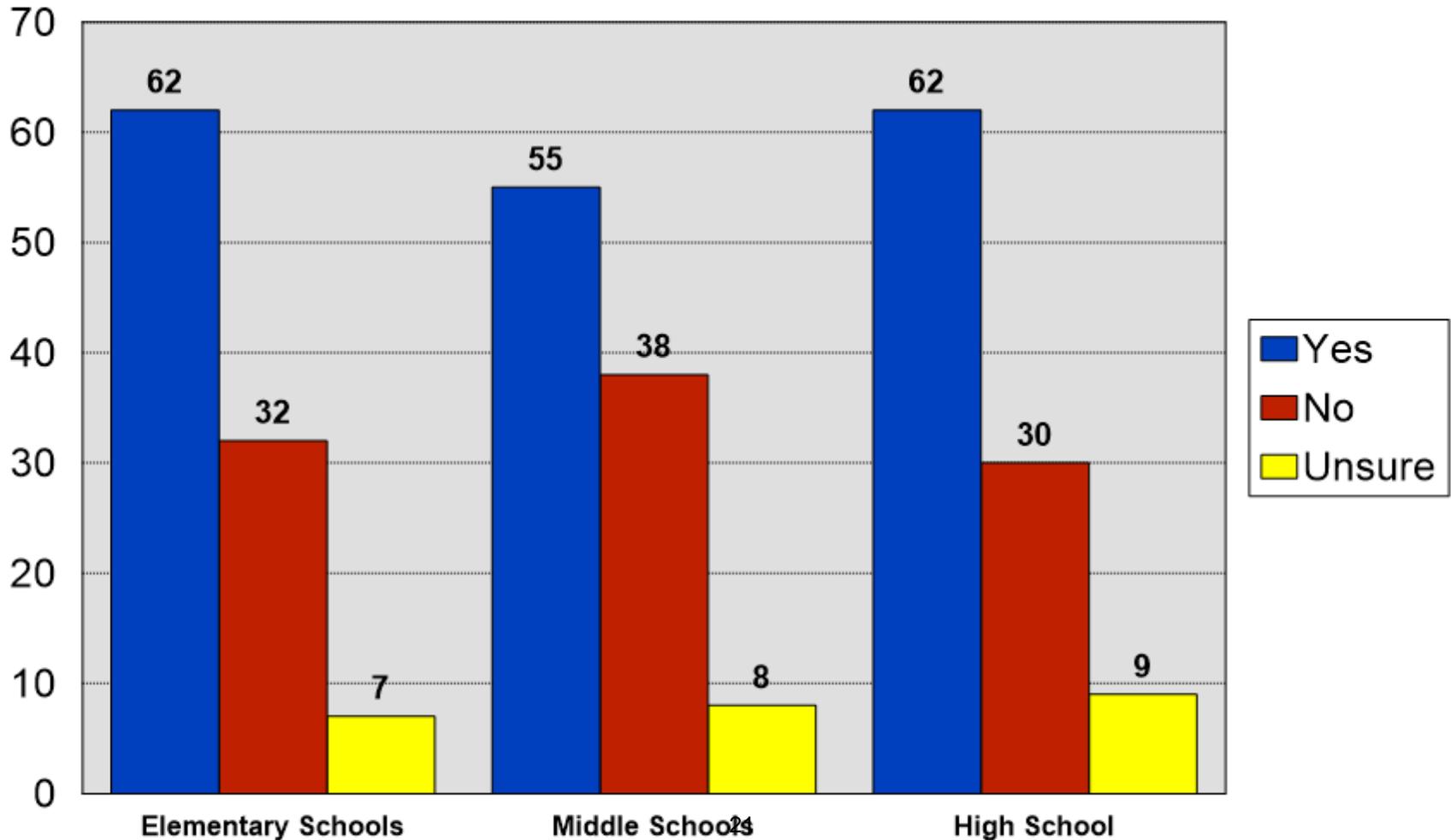
Over the past five years....



Increase over the next five years....

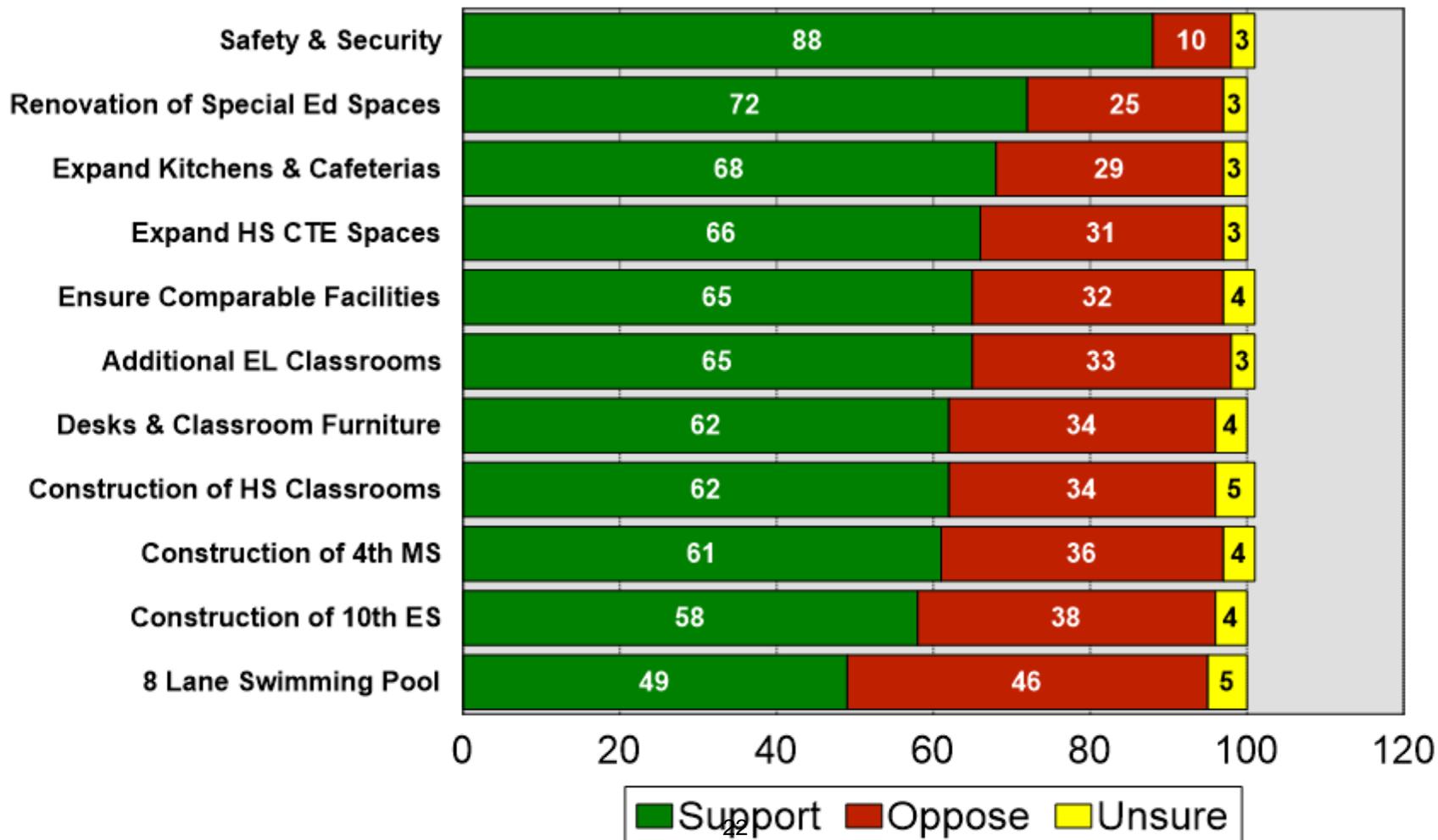
Enough Space to Accommodate Growth

September 2025 Wayzata Public Schools



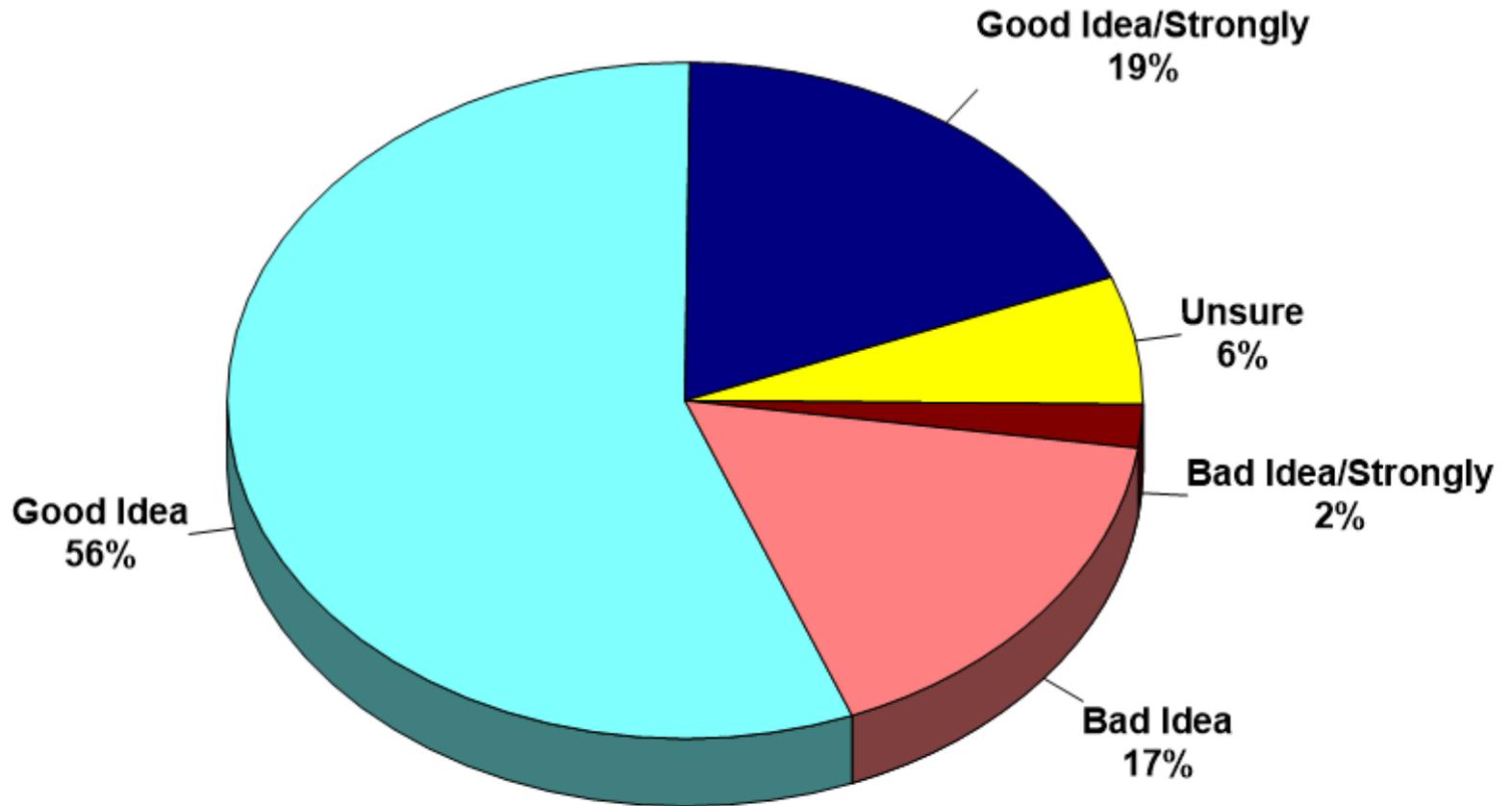
Support a Property Tax Increase for....

September 2025 Wayzata Public Schools



Idea of Improvements

September 2025 Wayzata Public Schools





2024-25 Annual Report - Academic Achievement

October 27, 2025

Dana Miller - Executive Director of Teaching & Learning

Stacey Lackner, Ph.D. - Director of Research & Evaluation

STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution,
we achieve excellence and realize our vision.

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
3. Recruit, hire, support, develop and retain the highest quality staff
4. Build awareness and capacity to improve the health and well being of our school district community
5. Learn and improve from community engagement and strategic partnerships
6. Ensure the efficient and effective use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence

District Throughline: Actualizing the Wayzata Mission





- Operationalize the District's mission throughout the system.
- Collective work across the district aligned to legislation (CACR, Literacy Plan, A&I, CEIS, ADSIS)
- FastBridge (reading screeners) can provide a source of information about student learning and growth
- MCAs and high school graduation readiness provide us system-level information
- These are all data points in a larger story: Providing a snapshot of performance across student groups; informing - not defining - student success; and are best used alongside multiple measures of learning.



Data Review/Planning Process

Summer - Principal Data Workshops

August - Leadership Institute - School BILT Teams

September - Professional Learning Communities (PLCs)

On-going - PLCs, Coaches, TDE, CEL Leading for Teacher Learning/Learning Labs

Winter Assessment Results/Spring Assessment Results

Site Growth Plan Example



QComp Goal - The percentage of all students in grades K-5 at ____ Elementary whose Fall to Spring growth is in the “Typical” or “Aggressive” ranges on the FastBridge earlyReading and aReading test will increase from 55.7% in spring 2025 to 60.0% in spring 2026.

Building Goal - By May 29, 2026, 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) at ____ Elementary

Action Steps

- Each team will create team norms, working agreements and accountability procedures, and use an agenda aligned with the 4 PLC questions.
- Each team will review three Essential Standard Benchmarks that were selected last year and create Learning Targets that are aligned, and discuss instructional strategies. (PLC Q1)
- Each team will create one SMART goal closely aligned with our school goal.
- After fall fastbridge assessments, each team will identify students in the High/Some Risk category.
- Each team will meet consistently to review data connected to students’ progress on Essential Standards Benchmarks. (PLC Q2)
- Each team will engage in professional learning/coaching to strengthen Tier 1 instruction.

Culturally Responsive data literacy necessitates:

“identifying and interrogating bias in analysis and interpretation of the information they collect and using those understandings about students to design learning experiences, choose instructional materials, and implement appropriate interventions as necessary to support learning.”

- Warner, S (2021)

**Culturally
Responsive
Data**

Teaching & Learning Annual Reports

October 27, 2025

Strategic Direction 2: Deliver high-quality instruction that leads to high academic achievement for all students

- All K-12 students reading at or above grade level.
- Increase the district's overall performance on MCAs
- All students graduate from high school
- All racial and economic achievement gaps between students are closed.

November 24, 2025

Strategic Direction 1: Ensure a high-quality daily experience for each and every student

- All Children are Ready for School (Successful Learner Equation)
- All Students are College and Career Ready
- All Students are Prepared to be Lifelong Learners
- Decrease disproportional enrollment by race in intervention and enrichment programs.
- Increase staff self-assessment of providing culturally responsive learning experiences in the classroom.

SMART Goals

Specific - clear and identifies “who”

Measurable - has a metric with a baseline and outcome

Achievable - realistic and achievable within the timeframe

Relevant - important and aligned to the district mission

Time-bound - has a specific timeframe for completion

FastBridge earlyReading & aReading

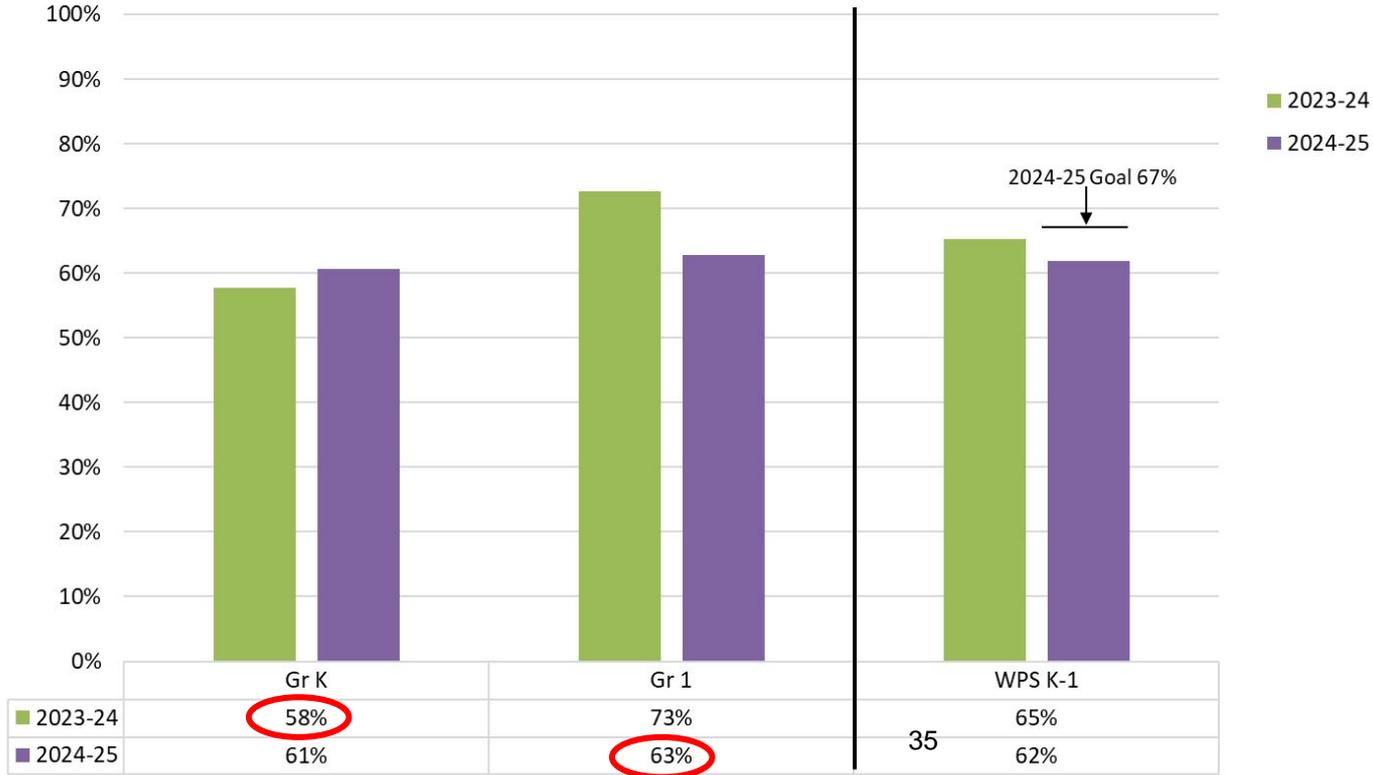
**All K-12 students reading at or above grade level.
2024-25 SMART Goals**

FastBridge Spring Performance Level

The percentage of all students in grades K-8 who score “At or Above Grade Level” on the spring FastBridge Reading Screening assessments will increase from Spring 2024 to Spring 2025 as follows:

- *Grades K-1 earlyReading: 65% to 67%*
- *Grades 2-5 aReading: 81% to 83%*
- *Grades 6-8 aReading: 82% to 84%*

FastBridge Percent of Students
 "At or Above Grade Level" in Spring*
earlyReading
 Grades K-1 - By Grade



**“At Grade Level”
 Grades K-1**

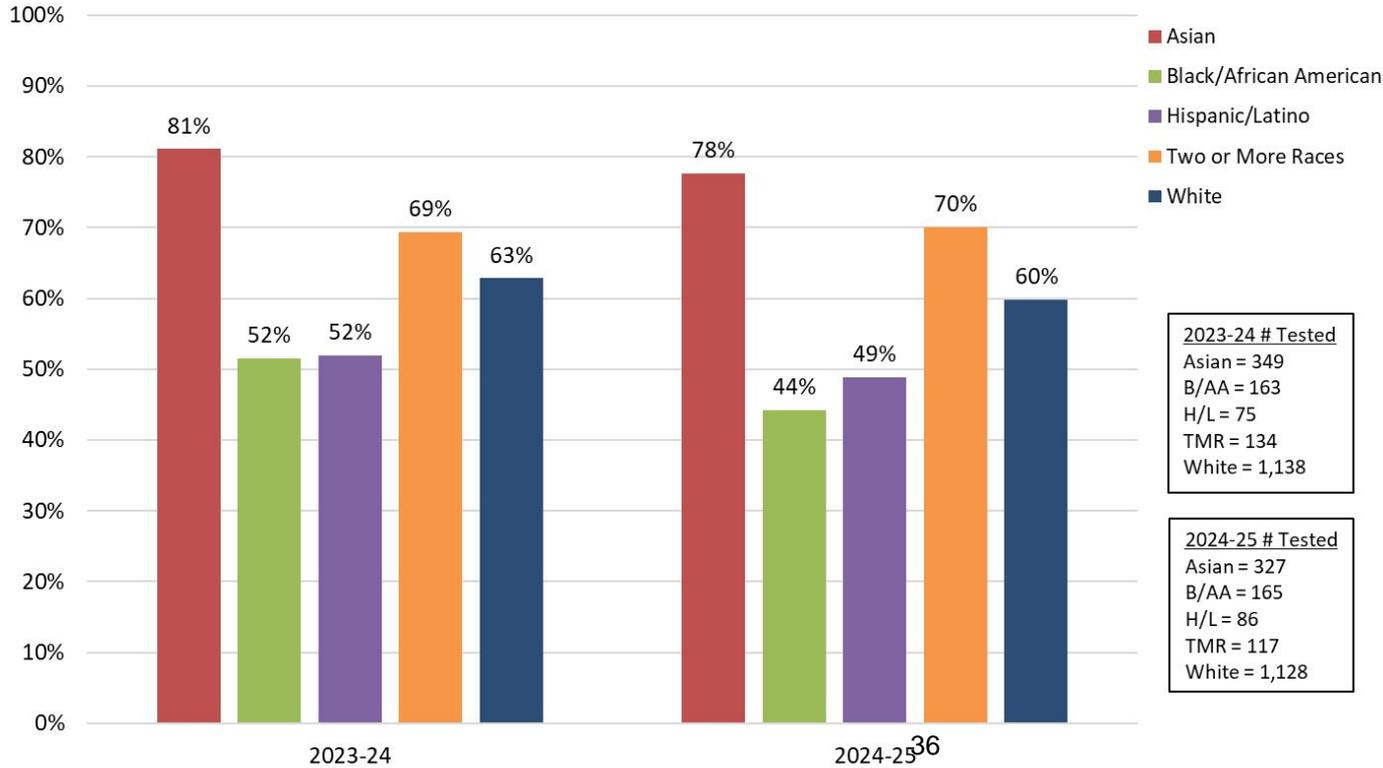
The percent of all students K-1 At or Above Grade Level in the spring decreased slightly from spring 2024 to spring 2025.

The 2023-24 Kindergarten cohort increased from 58% At or Above Grade Level at the end of Kindergarten to 63% at the end of 1st grade.

*"At or Above Grade Level" for K-1 earlyReading includes all students who scored in the "Low Risk" range.



FastBridge Percent of Students
 "At or Above Grade Level" in Spring*
earlyReading
 Grades K-1 - BY RACE/ETHNICITY



*"At or Above Grade Level" for K-1 earlyReading includes all students who scored in the "Low Risk" range.

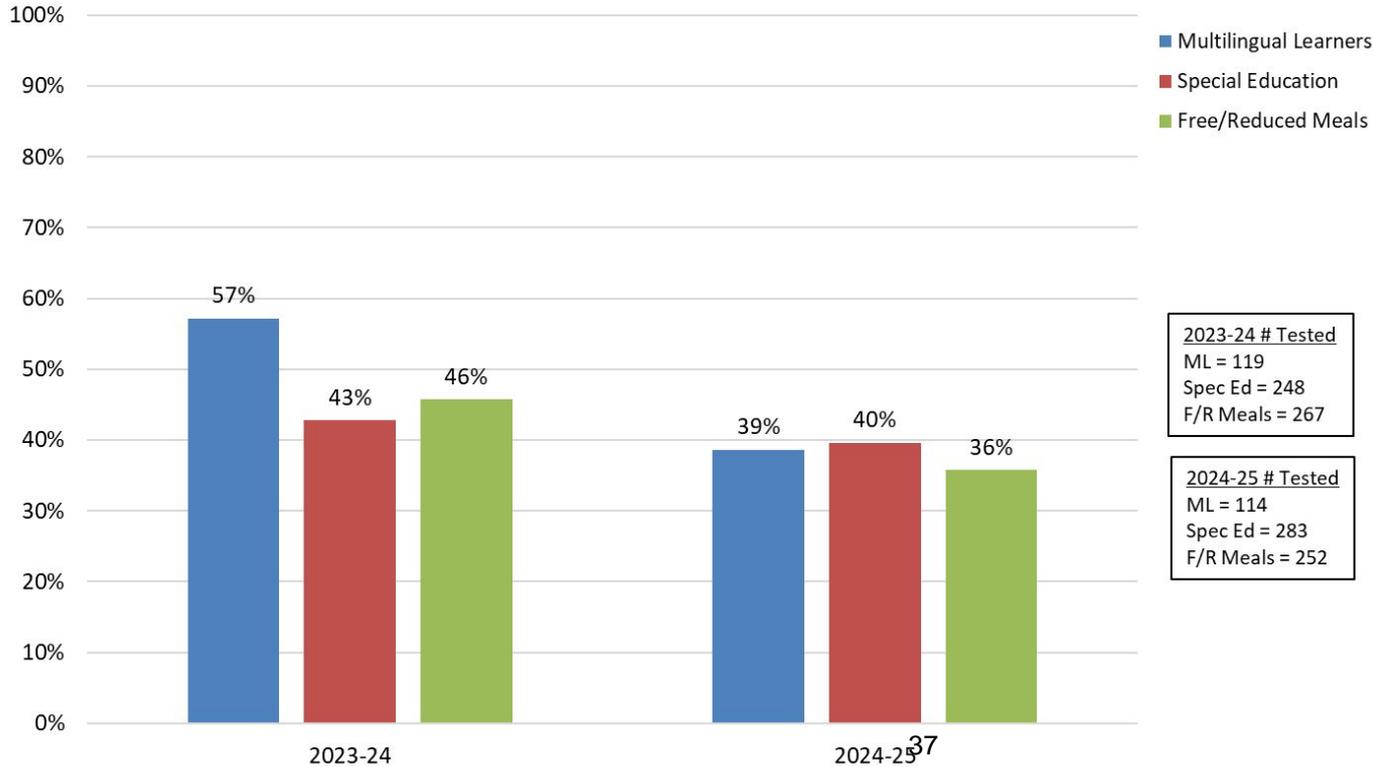
**"At Grade Level"
 Grades K-1
 by Race/Ethnicity**

There was a decrease in all groups, except the Two or More races group, from Spring 2024 to Spring 2025.

The largest gap was between the Asian and Black/African American student group both years, at approximately 30 pts.



FastBridge Percent of Students
 "At or Above Grade Level" in Spring*
earlyReading
 Grades K-1 - BY SPECIAL POPULATIONS



*"At or Above Grade Level" for K-1 earlyReading includes all students who scored in the "Low Risk" range.

**"At Grade Level"
 Grades K-1
 by Special Populations**

There was a decrease in the percent At or Above Grade Level in all groups from Spring 2024 to Spring 2025. This is similar to the trend for all students.

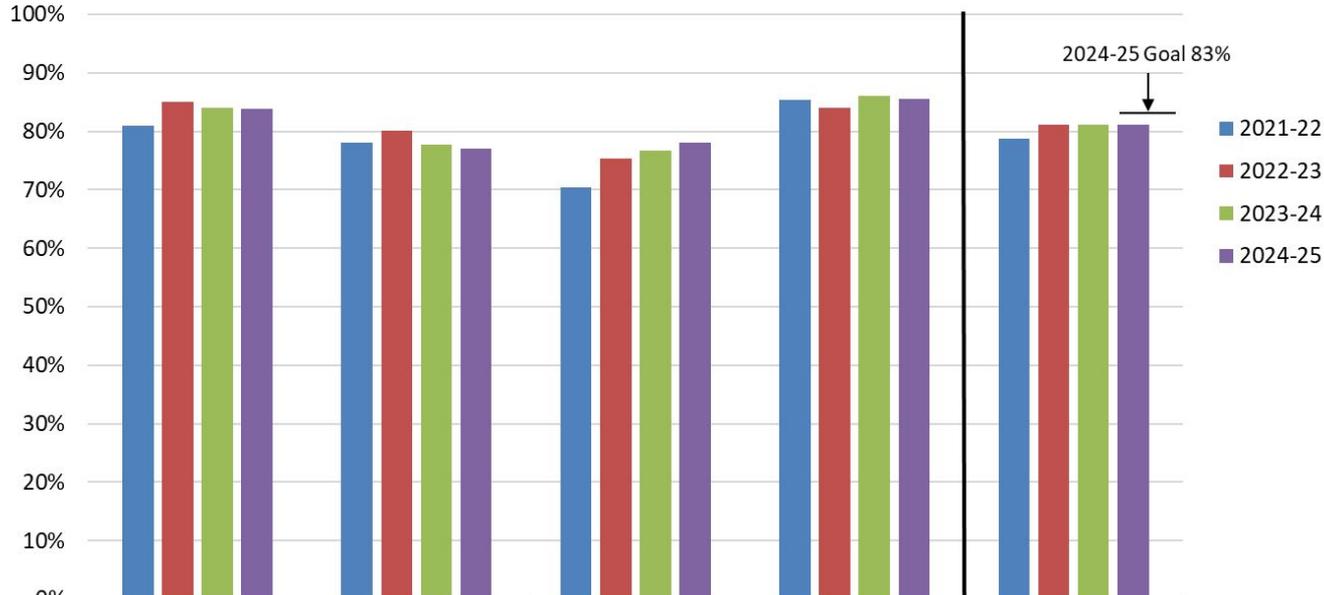
2024-25 was the first year all ML students were required to test regardless of English Proficiency level. This establishes a **new baseline for all three groups.**



FastBridge Percent of Students
"At or Above Grade Level" in Spring*

aReading

Grades 2-5 - By Grade



| | Gr 2 | Gr 3 | Gr 4 | Gr 5 | WPS 2-5 |
|---------|------|------|------|------|---------|
| 2021-22 | 81% | 78% | 70% | 85% | 79% |
| 2022-23 | 85% | 80% | 75% | 84% | 81% |
| 2023-24 | 84% | 78% | 77% | 86% | 81% |
| 2024-25 | 84% | 77% | 78% | 86% | 81% |

**"At Grade Level"
Grades 2-5**

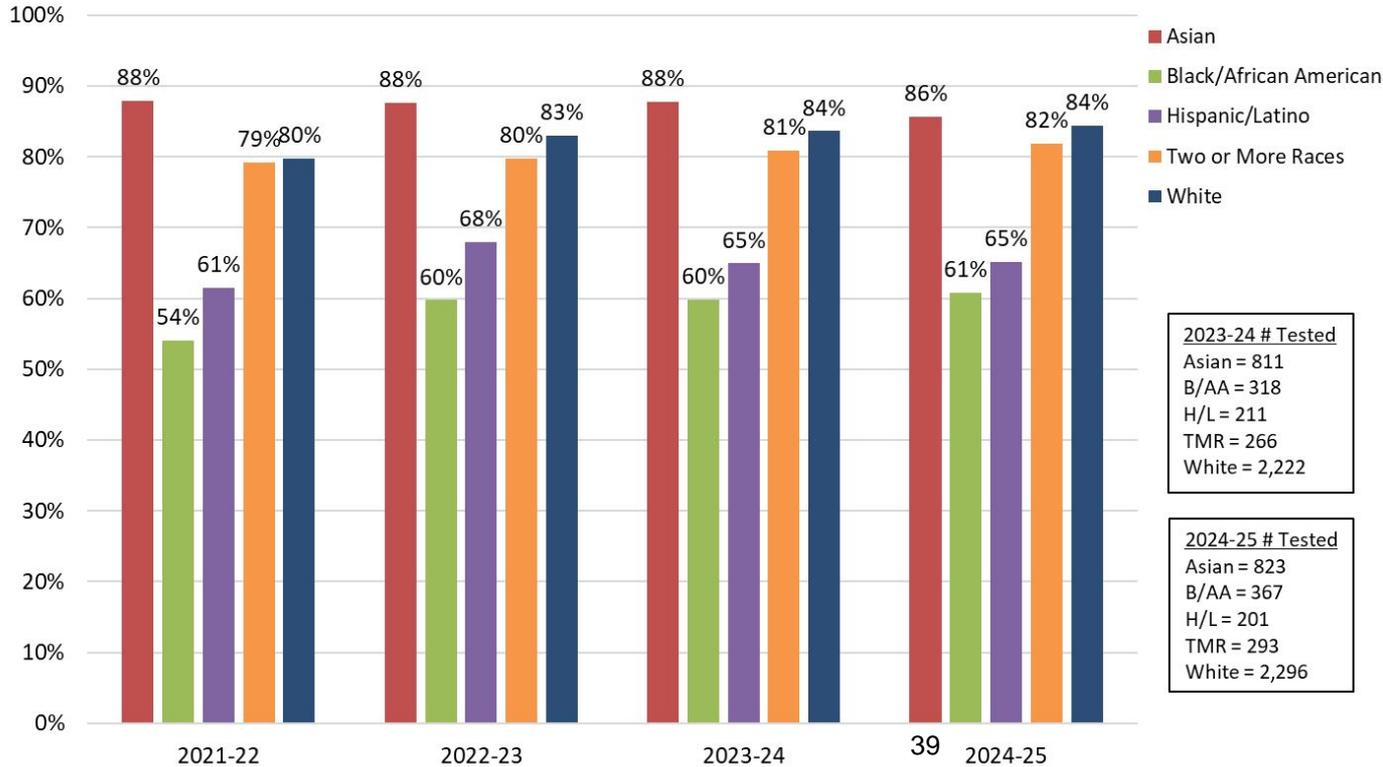
The percent At or Above Grade Level in the spring remained at 81% for the last three years.

There was steady increase in 4th grade from 2021-22 to 2024-25.



*"At or Above Grade Level" for grades 2-5 aReading includes all students who scored in the "Low Risk" or "On Target" range.

FastBridge Percent of Students
 "At or Above Grade Level" in Spring*
aReading
 Grades 2-5 - BY RACE/ETHNICITY



*"At or Above Grade Level" for grades 2-5 aReading includes all students who scored in the "Low Risk" or "On Target" range.

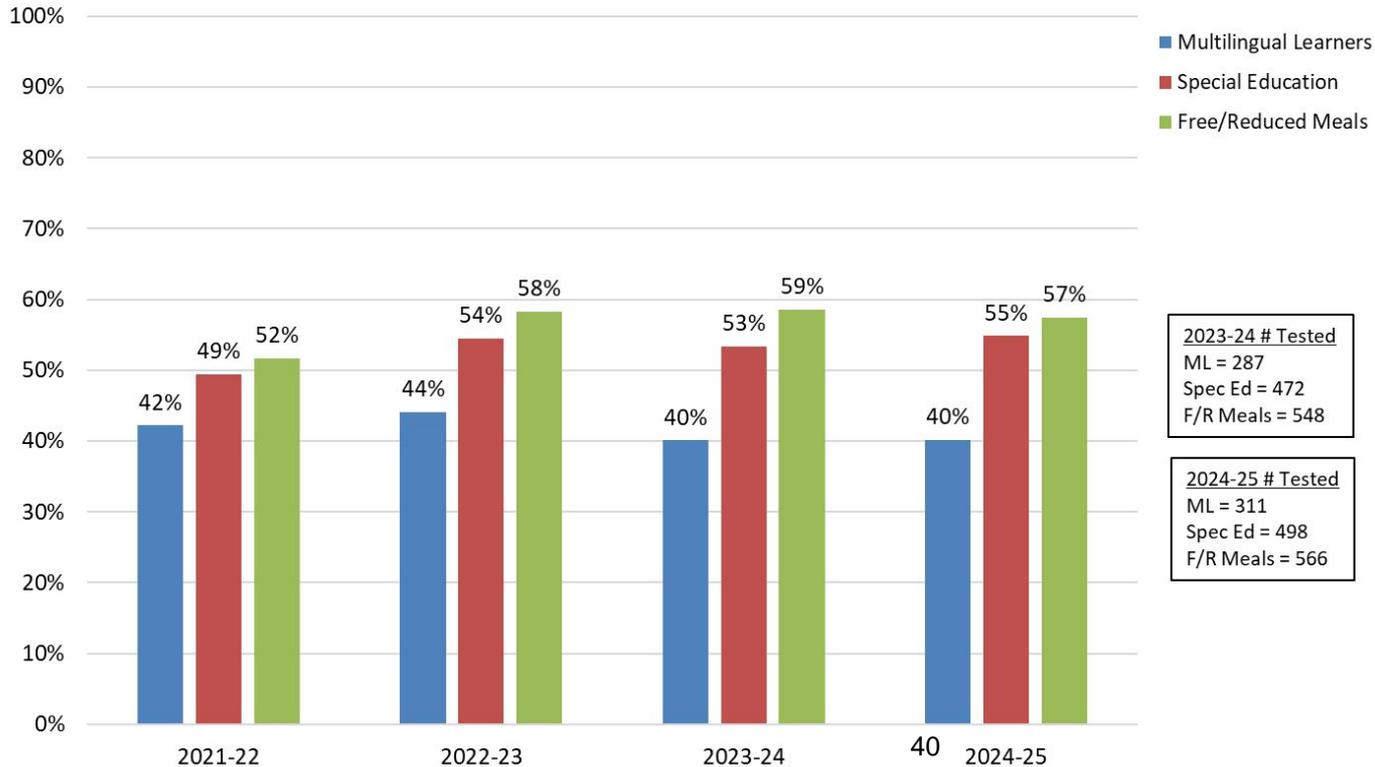
**“At Grade Level”
 Grades 2-5
 by Race/Ethnicity**

The percent of grade 2-5 students At or Above Grade Level in the spring over the past four years shows a trend of closing achievement gaps.

The highest performing group stayed stable, while all the other groups increased.



FastBridge Percent of Students
 "At or Above Grade Level" in Spring*
aReading
 Grades 2-5 - BY SPECIAL POPULATIONS



2023-24 # Tested
 ML = 287
 Spec Ed = 472
 F/R Meals = 548

2024-25 # Tested
 ML = 311
 Spec Ed = 498
 F/R Meals = 566

*"At or Above Grade Level" for grades 2-5 aReading includes all students who scored in the "Low Risk" or "On Target" range.

**“At Grade Level”
 Grades 2-5
 by Special Populations**

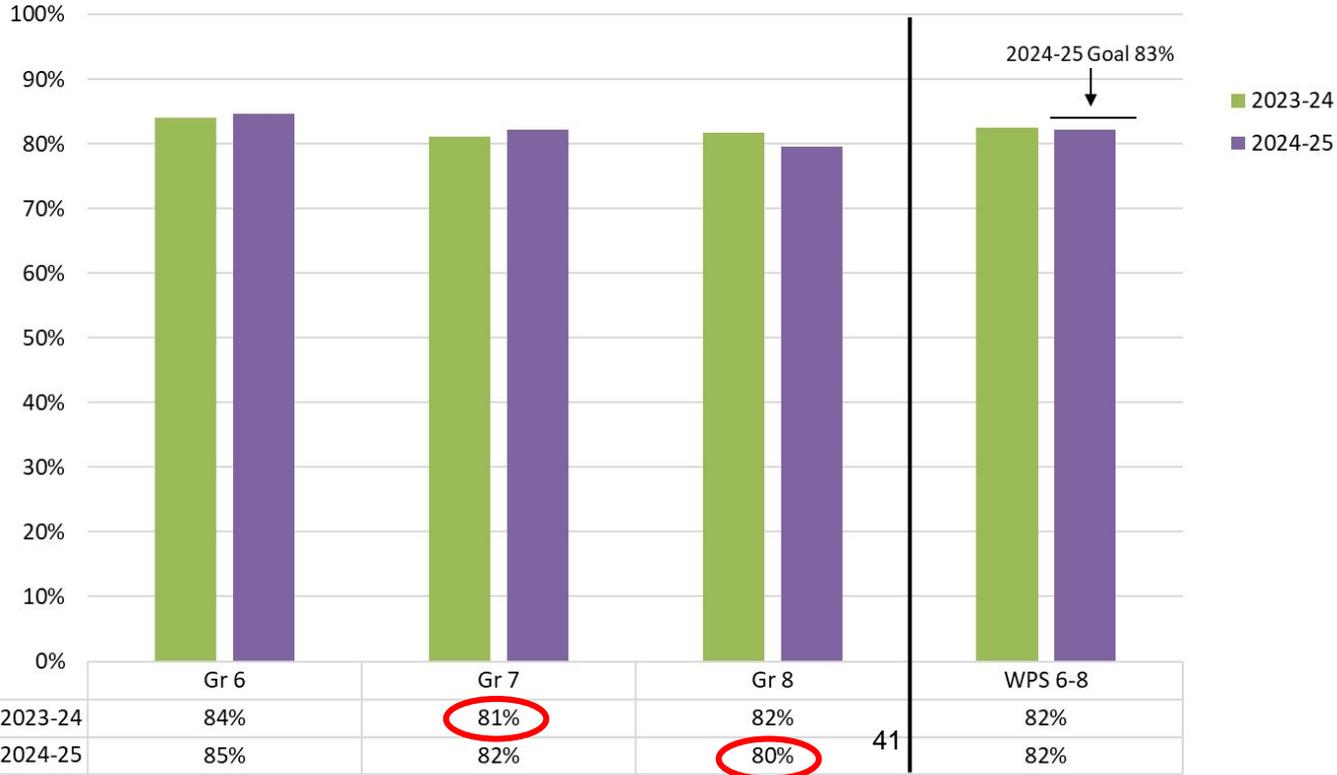
There were increases in the Special Education and Free/Reduced Meals groups over the four years.



FastBridge Percent of Students
"At or Above Grade Level" in Spring*

aReading

Grades 6-8 - By Grade

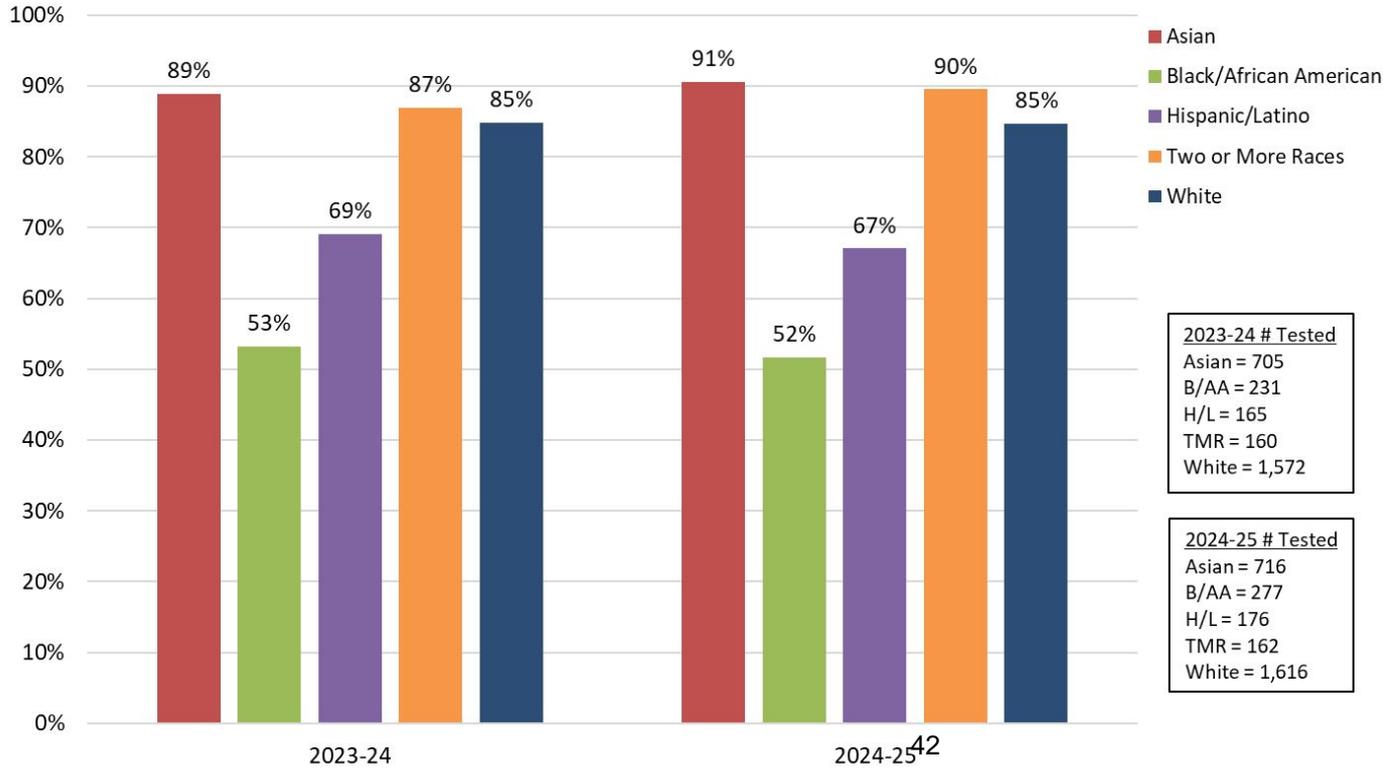


**“At Grade Level”
Grades 6-8**

The percent of students in grades 6-8 At or Above Grade Level in the spring stayed the same the last two years, at 82%

*"At or Above Grade Level" for grades 6-8 aReading includes all students who scored in the "Low Risk" or "On Target" range.

FastBridge Percent of Students
 "At or Above Grade Level" in Spring*
aReading
 Grades 6-8 - BY RACE/ETHNICITY



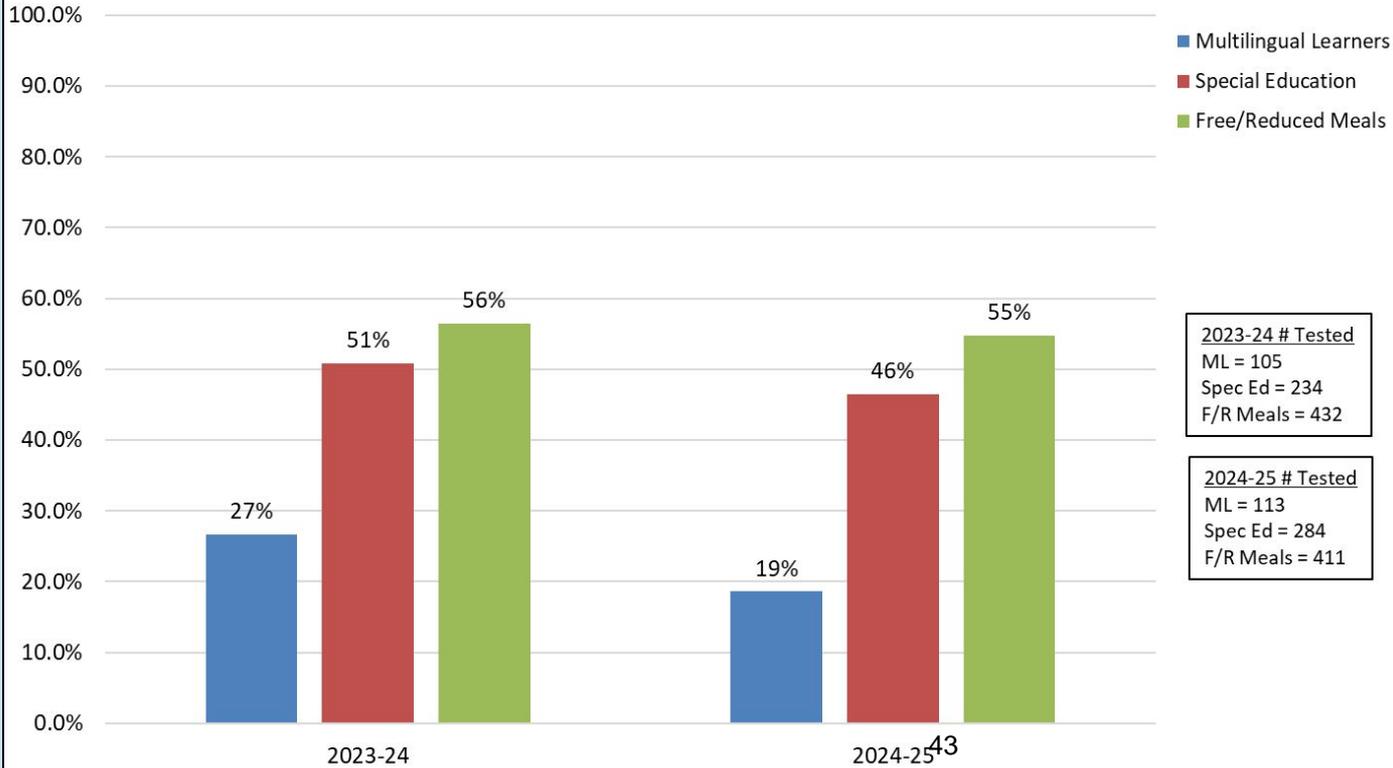
*"At or Above Grade Level" for grades 6-8 aReading includes all students who scored in the "Low Risk" or "On Target" range.

**“At Grade Level”
 Grades 6-8
 by Race/Ethnicity**

The performance by race/ethnicity was relatively the same over the past two years.



FastBridge Percent of Students
 "At or Above Grade Level" in Spring*
aReading
 Grades 6-8 - BY SPECIAL POPULATIONS



*"At or Above Grade Level" for grades 6-8 earlyReading includes all students who scored in the "Low Risk" or "On Target" range.

**“At Grade Level”
 Grades 6-8
 by Special Populations**

There was a decrease in the percent of Multilingual Learners and students receiving Special Education performing At or Above Grade Level from 2023-24 to 2024-25.



**All K-12 students reading at or above grade level.
2024-25 SMART Goals**

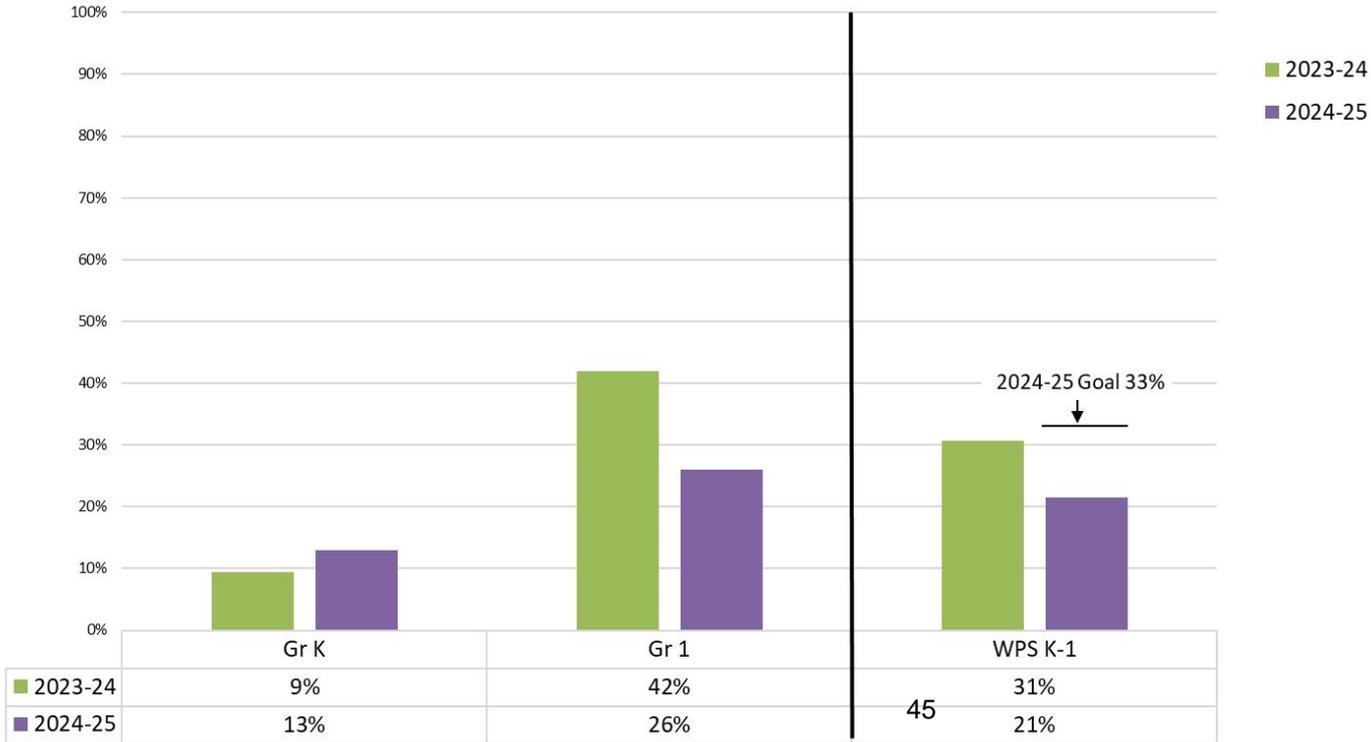
“Aggressive Growth”* for Students Below Grade Level

The percentage of students in grades K-8 who scored in the “Some Risk” or “High Risk” range on the Fall FastBridge Reading Screening assessments and make “Aggressive Growth” from Fall to Spring will increase from 2023-24 to 2024-25 as follows:

- *Grades K-1 earlyReading: 31% to 33%*
- *Grades 2-5 aReading: 30% to 32%*
- *Grades 6-8 aReading: 10% to 12%*

** “Aggressive Growth” - more than a year’s growth in a year’s time*

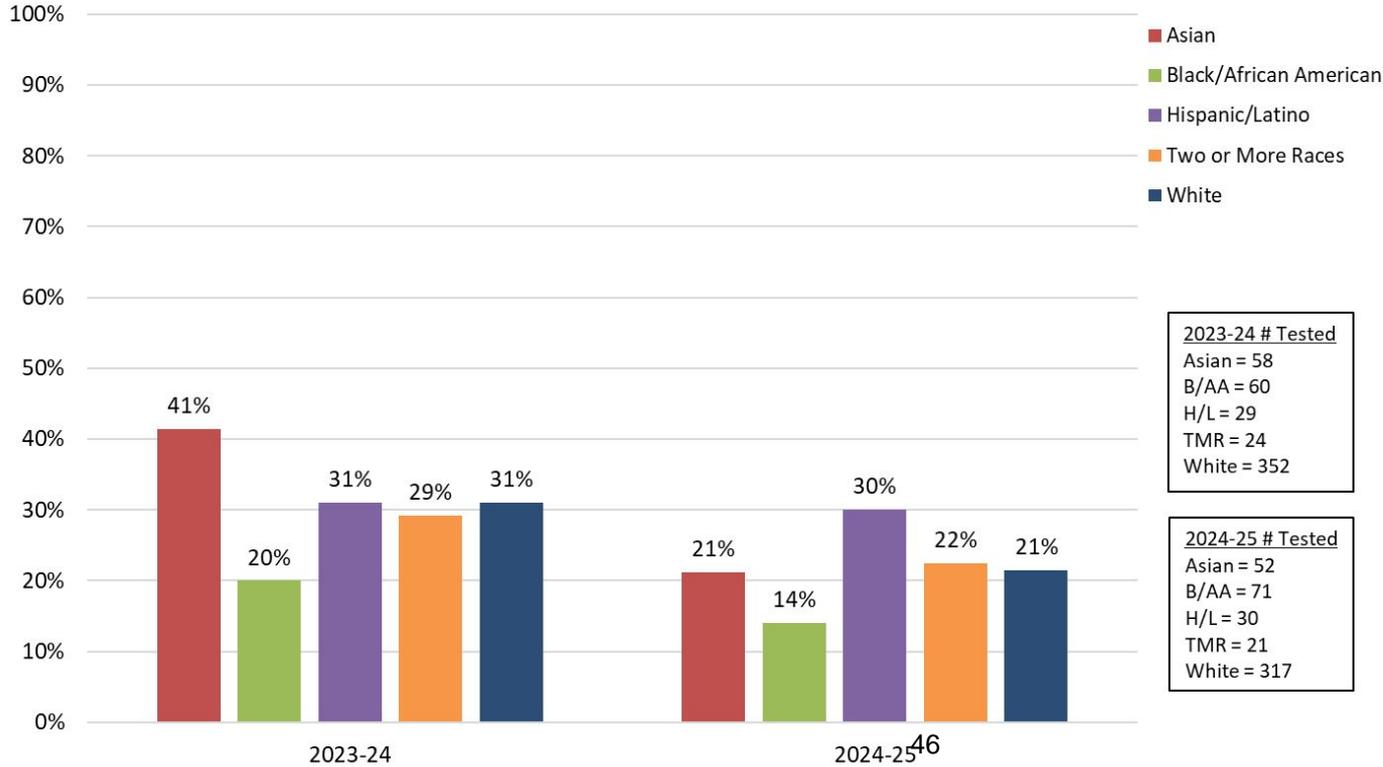
FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made **"Aggressive Growth"** from Fall to Spring
earlyReading
 Grades K-1 - By Grade



"Aggressive Growth"
Grades K-1

The percent of students who started at High/Some Risk and made Aggressive Growth in Kindergarten increased in 2024-25 compared to 2023-24.

FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made "Aggressive Growth" from Fall to Spring
earlyReading
 Grades K-1 - BY RACE/ETHNICITY



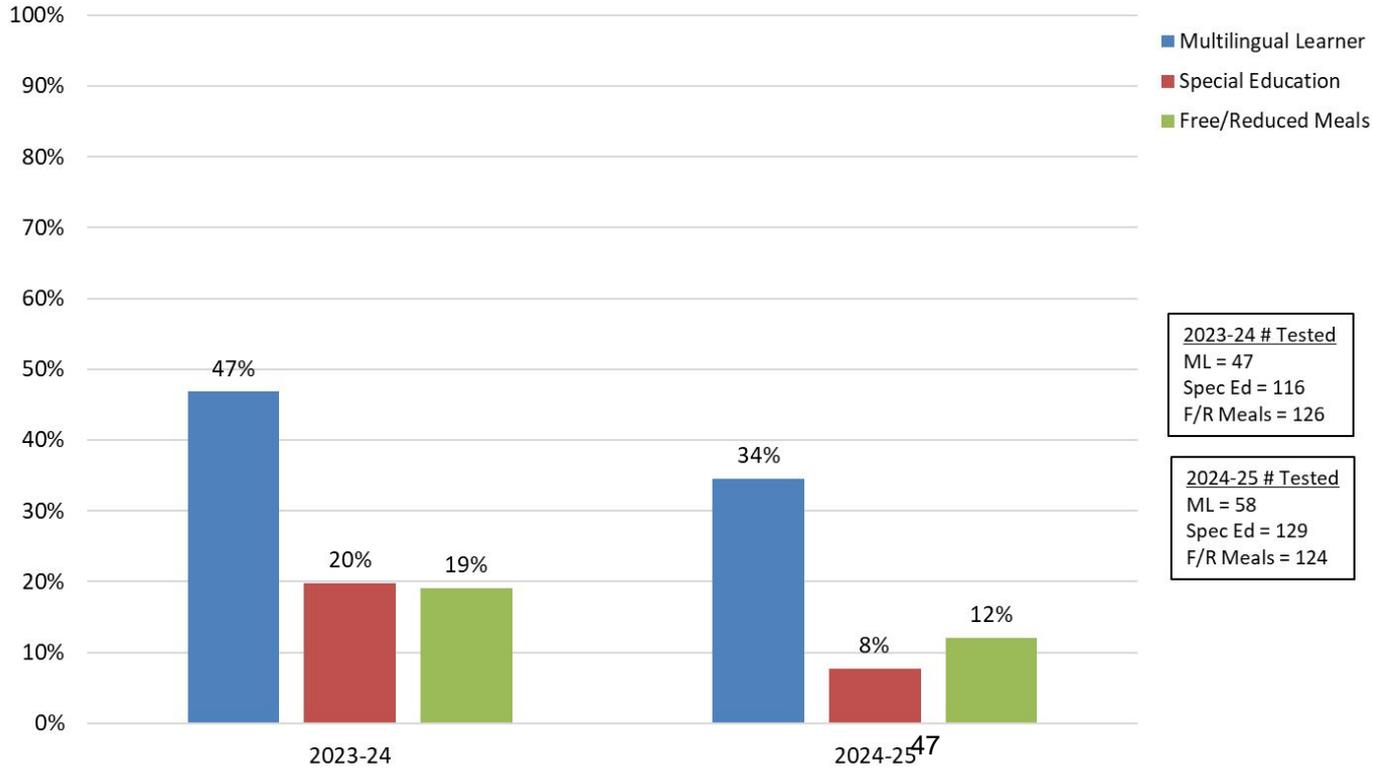
2023-24 # Tested
 Asian = 58
 B/AA = 60
 H/L = 29
 TMR = 24
 White = 352

2024-25 # Tested
 Asian = 52
 B/AA = 71
 H/L = 30
 TMR = 21
 White = 317

**“Aggressive Growth”
 Grades K-1
 by Race/Ethnicity**

Among all K-1 students who started the year at Some/High Risk, the percent who made Aggressive Growth decreased in all groups.

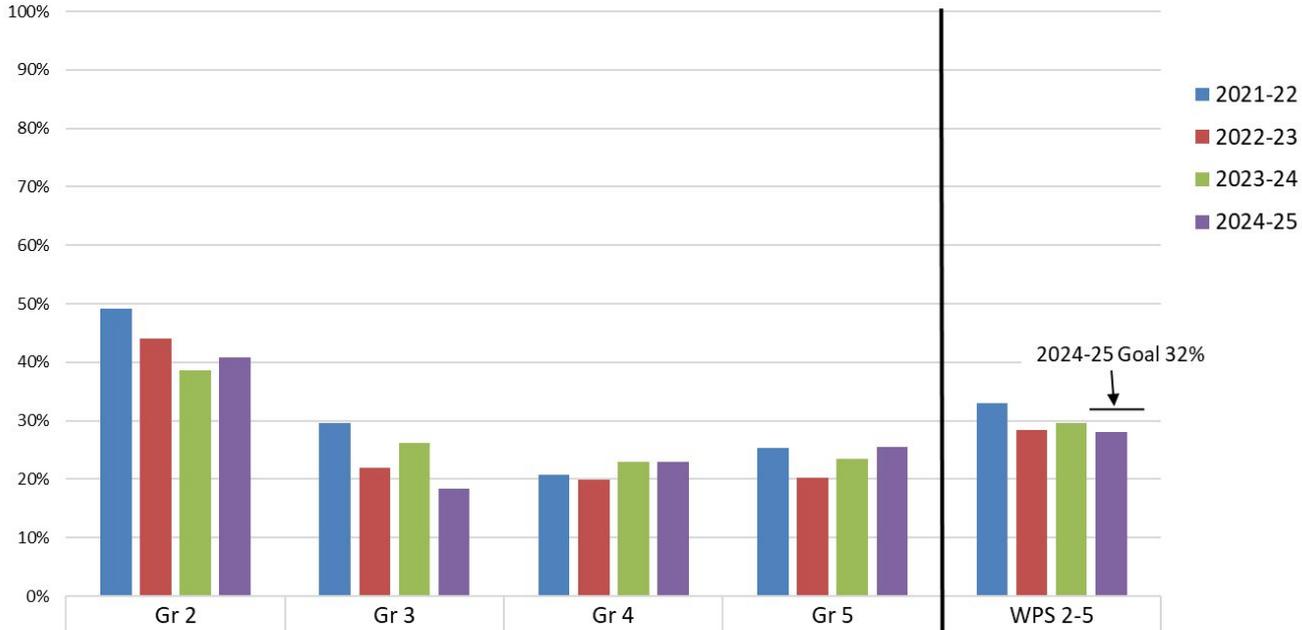
FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made "Aggressive Growth" from Fall to Spring
earlyReading
 Grades K-1 - BY SPECIAL POPULATIONS



**“Aggressive Growth”
 Grades K-1
 by Special Populations**

There was a decrease in results for all special population groups.

FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made "Aggressive Growth" from Fall to Spring
aReading
 Grades 2-5 - By Grade



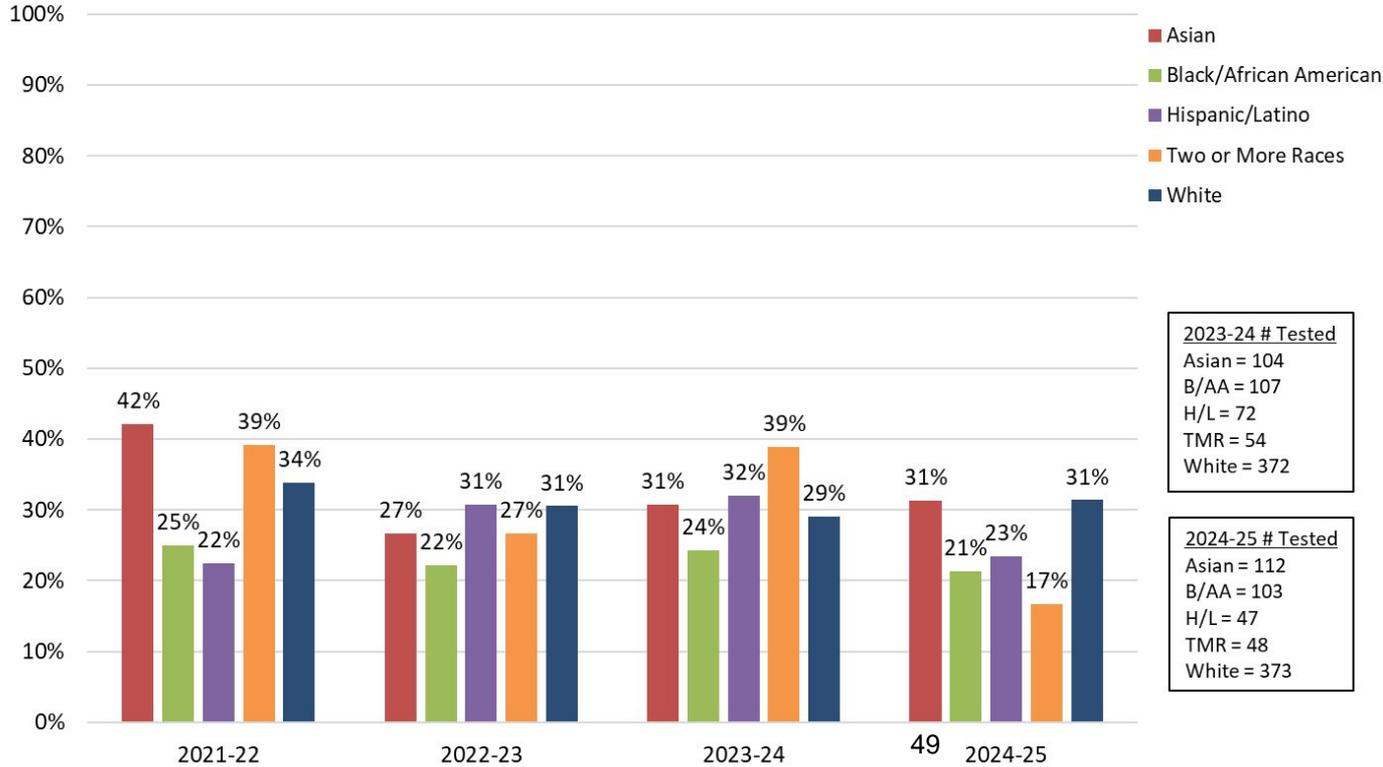
| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| ■ 2021-22 | 49% | 30% | 21% | 25% | 33% |
| ■ 2022-23 | 44% | 22% | 20% | 20% | 28% |
| ■ 2023-24 | 39% | 26% | 23% | 23% | 30% |
| ■ 2024-25 | 41% | 18% | 23% | 25% | 28% |

**“Aggressive Growth”
 Grades 2-5**

The percent of students who started at High/Some Risk and made Aggressive Growth decreased in 2nd and 3rd grade, increased in 4th grade.



FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made "Aggressive Growth" from Fall to Spring
aReading
 Grades 2-5 - BY RACE/ETHNICITY

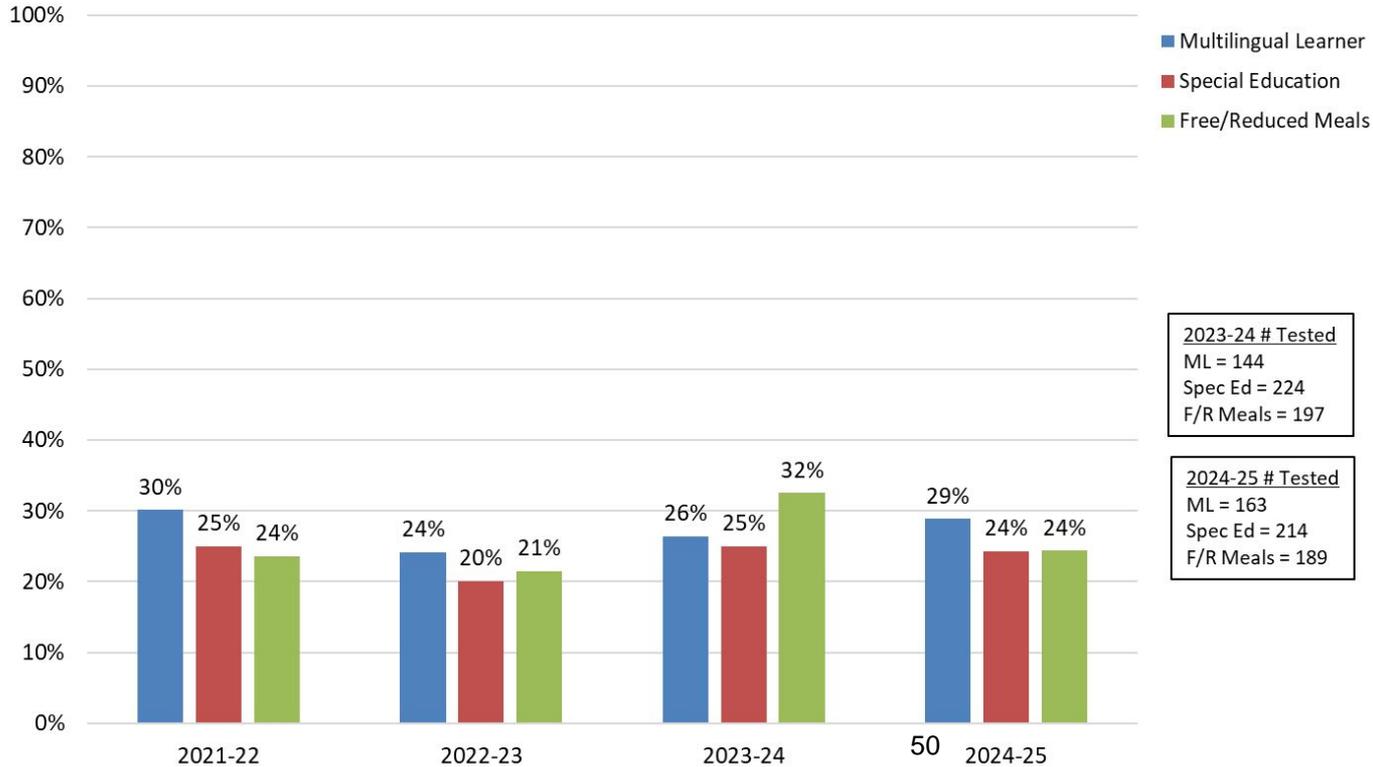


**“Aggressive Growth”
 Grades 2-5
 by Race/Ethnicity**

The group with the highest percent of students at High/Some Risk who made Aggressive Growth varied across years.

Then smallest gaps between groups were in the 2022-23 school year.

FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made **"Aggressive Growth"** from Fall to Spring
aReading
 Grades 2-5 - BY SPECIAL POPULATIONS

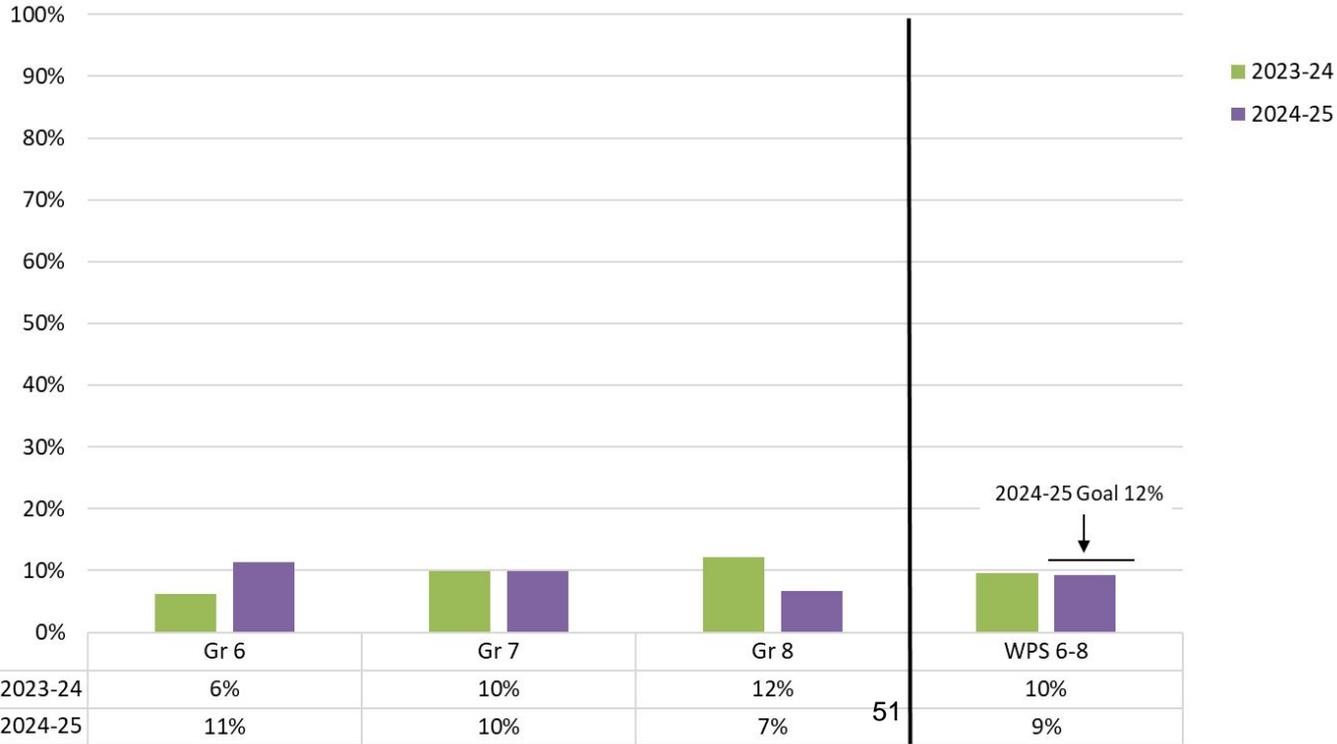


**“Aggressive Growth”
 Grades 2-5
 by Special Populations**

The percent making Aggressive Growth was relatively the same for the ML and Special Education groups.

The results for the Free/Reduced Meals group were highest in 2023-24 compared to the other three years.

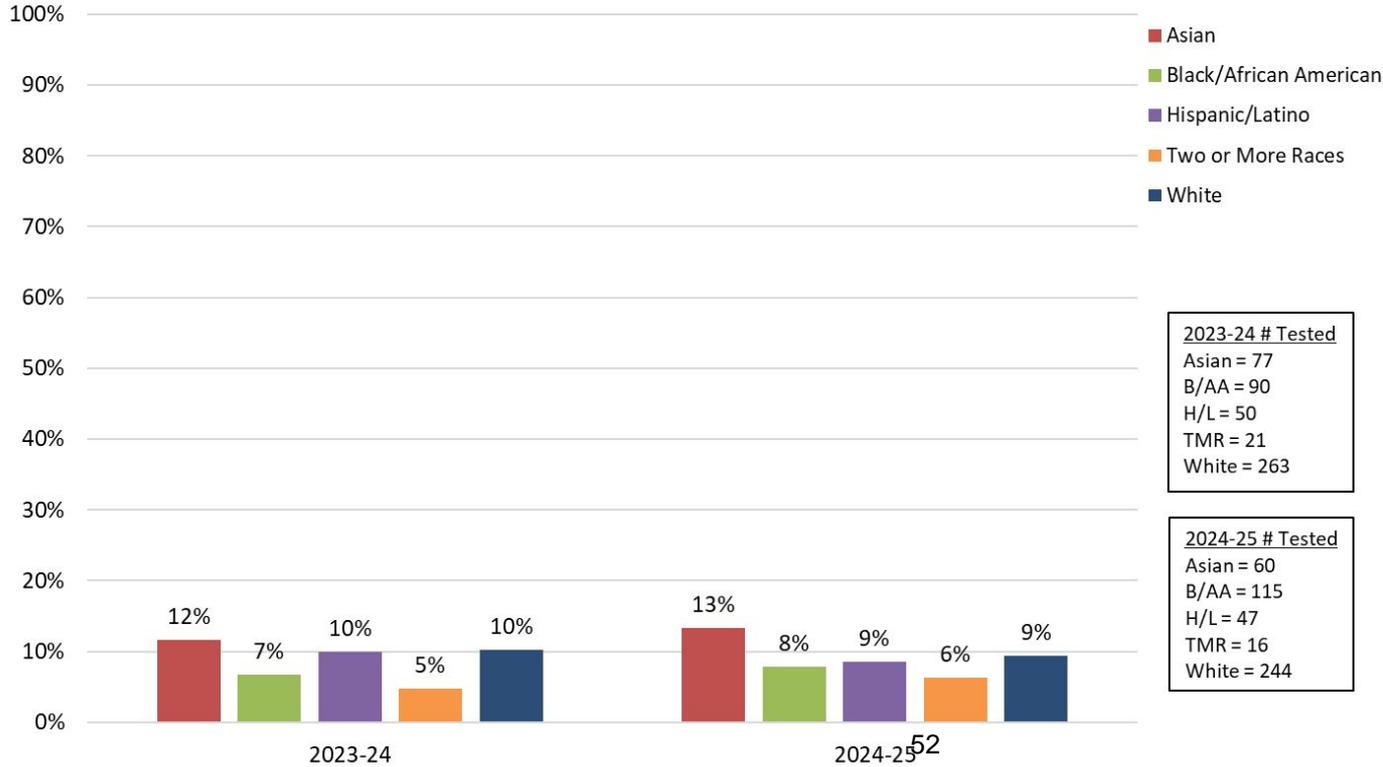
FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made **"Aggressive Growth"** from Fall to Spring
aReading
 Grades 6-8 - By Grade



“Aggressive Growth”
Grades 6-8

There was an increase in the percent of students who started at High/Some Risk and made Aggressive Growth in 6th grade (5pts).

FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made "Aggressive Growth" from Fall to Spring
aReading
 Grades 6-8 - BY RACE/ETHNICITY



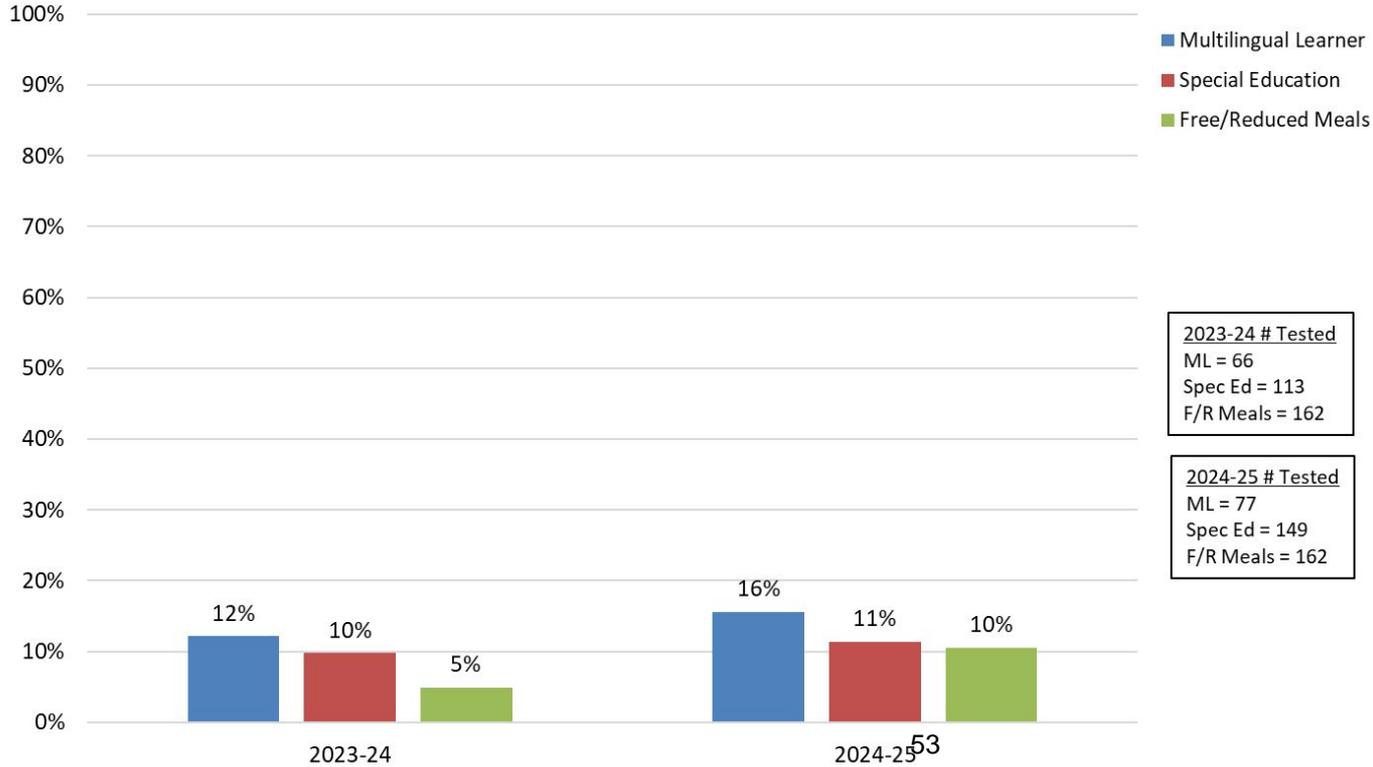
2023-24 # Tested
 Asian = 77
 B/AA = 90
 H/L = 50
 TMR = 21
 White = 263

2024-25 # Tested
 Asian = 60
 B/AA = 115
 H/L = 47
 TMR = 16
 White = 244

**“Aggressive Growth”
 Grades 6-8
 by Race/Ethnicity**

There was relatively no change in percent making Aggressive Growth for all groups.

FastBridge Percent of Students Who Scored at
"High Risk" or "Some Risk" in the Fall and Made **"Aggressive Growth"** from Fall to Spring
aReading
 Grades 6-8 - BY SPECIAL POPULATIONS



**“Aggressive Growth”
 Grades 6-8
 by Special Populations**

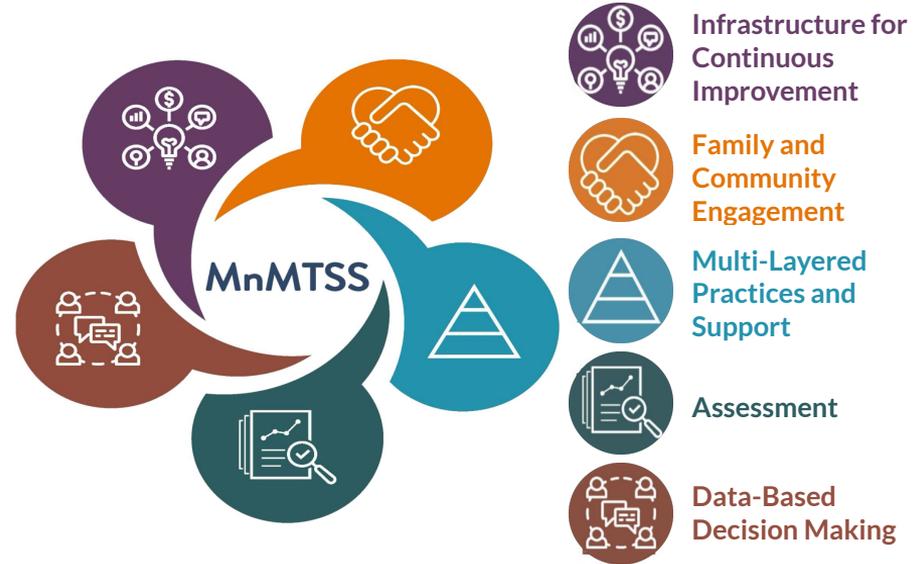
The percent of students who started at High/Some Risk and making Aggressive Growth increased in the ML and Free/Reduced Meals groups.

STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution, we achieve excellence and realize our vision.

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
3. Recruit, hire, support, develop and retain the highest quality staff
4. Build awareness and capacity to improve the health and well being of our school district community
5. Learn and improve from community engagement and strategic partnerships
6. Ensure the efficient and effective use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence

Five Fundamental Components of MnMTSS



Our WHY for MTSS in Wayzata Public Schools:

We want to see and celebrate each and every student. To ensure success for all, we commit to continual improvement of our system so it best supports teachers, builds upon the strengths of students and their families, and responds to their needs.

STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution, we achieve excellence and realize our vision.



-  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
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Systems of Response: Reading K-5

- **BILT Teams** identify students with low or limited growth through regular data reviews.
- **Instructional Coordinators** partner with principals and PLCs for data analysis and instructional planning.
- **Literacy Coaches (Orton-Gillingham (OG) trained)** partner with PLC teams for data analysis and instructional planning.
- **Literacy Specialists (OG trained)** deliver targeted interventions for students performing below the 25th percentile.
- **PLC Teams** engage in deep data dives to identify student needs and design responsive instruction.
- **K–5 Teachers & Principals** trained in data literacy and use student growth/risk data to plan adjustments in instruction and grouping.
- **Professional Learning Focus** on formative assessment, essential standards, and success criteria
- **Early Literacy Focus (K-2):** All K-1 OG trained and piloting intensive reading curricula; Grade 2 with OG training offered as optional; exploring additional structured literacy tools.

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Systems of Response: Reading 6-8

- **BILT Teams** identify students with low or limited growth through regular data reviews.
- **Instructional Coordinators** partner with principals and PLCs for data analysis and instructional planning.
- **Reading Intervention Teacher** collaborates with Instructional Coordinator, Teaching & Learning, and building principal to guide staff support. Implementation of research based interventions and progress monitoring tools including a new program, Lexia, this year
- **Building-Level PL** led by Instructional Coordinator and/or Reading Intervention teacher to strengthen Tier 1 and Tier 2 literacy strategies schoolwide.
- **Classroom Strategies:** Word walls, explicit content vocabulary instruction, and literacy supports during MyTime.

All K-12 students reading at or above grade level.

2025-26 Goals Focus

Performance of students in grades K-8 on the FastBridge Reading Screeners
(earlyReading/aReading)

- Increase the percentage of students “At or Above Grade Level” in the spring
- Increase the percentage of students who start at “High Risk” or “Some Risk” and make “Aggressive Growth”
- Increase the percentage of students who start at “High Risk” or “Some Risk” who move up at least one performance level by the spring
- Decrease gaps while maintaining the performance of the highest performing group

MCA's Reading & Math

Increase the district's overall performance on MCAs
2024-25 SMART Goals

MN Accountability Assessments - MCAs

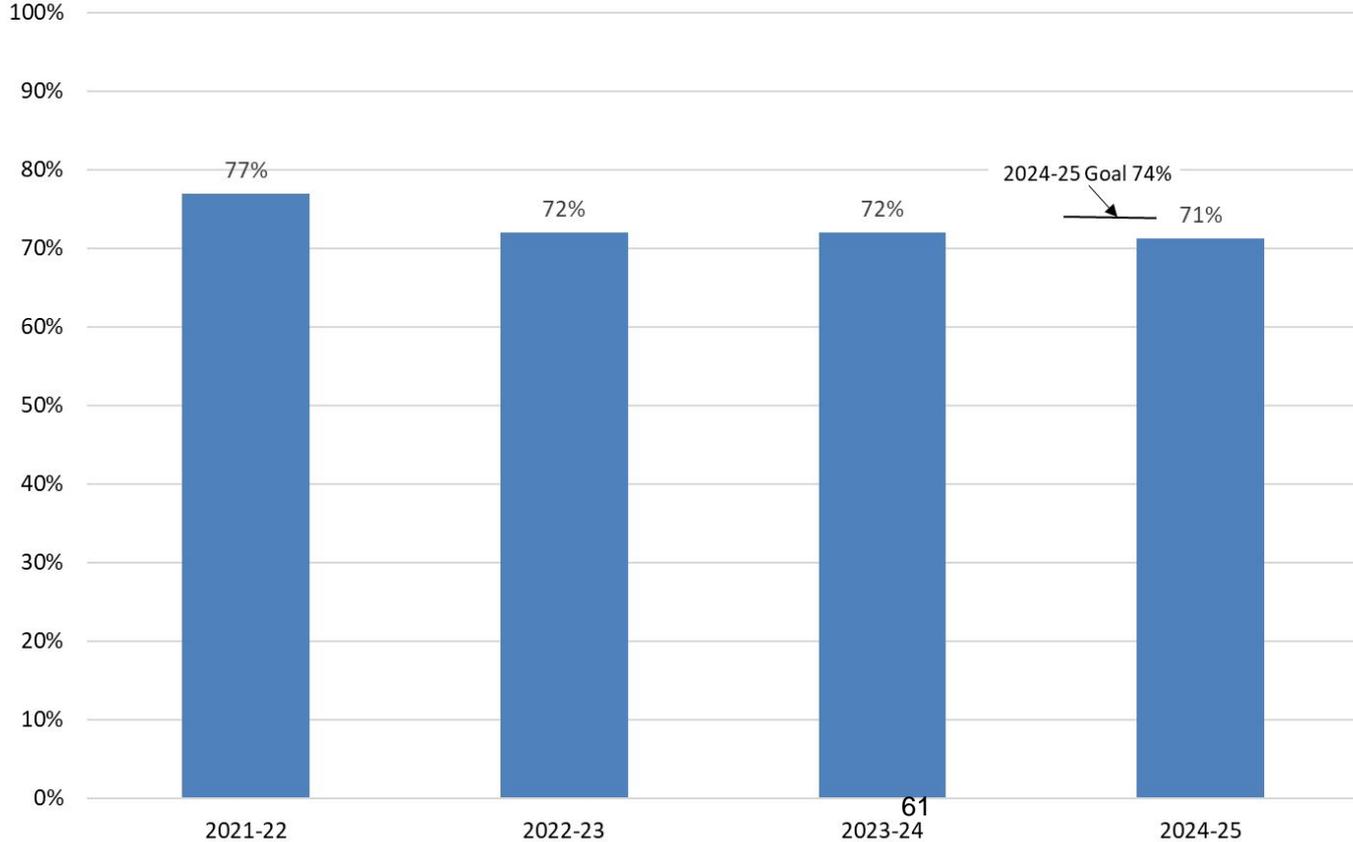
The percentage of students in grades 3-8 who score proficient on the MN Accountability Assessments MCAs will increase from 2023-24 to 2024-25 as follows:

- *Grades 3-8 Reading: 72% to 74%*
- *Grades 3-8 Math: 75% to 77%*

The percentage of students in grades 10 & 11 who participate in the MN Accountability Assessments MCAs will increase from 2023-24 to 2024-25 as follows:

- *Grade 10 - Reading: 83% to 85%*
- *Grade 11 - Math: 69% to 71%*

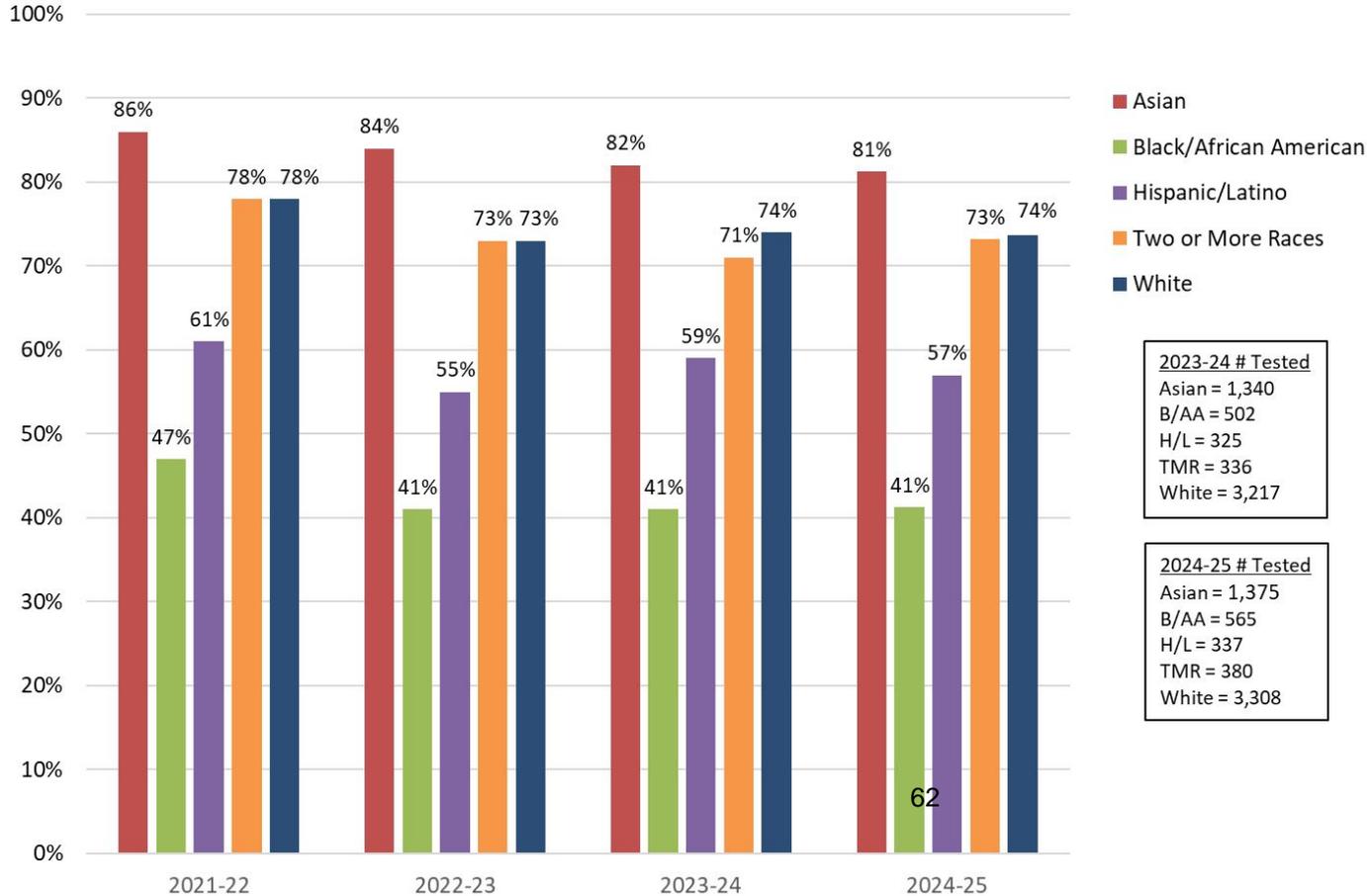
MCA-Reading Proficiency Trend Grades 3-8 - by Grade



MCA Proficiency Reading Grades 3-8

The percent of students proficient on the MCA Reading went down in 2022-23 and has stayed relatively the same the past three years.

MCA-Reading Proficiency Trend
Grades 3-8 - by Race/Ethnicity



2023-24 # Tested
 Asian = 1,340
 B/AA = 502
 H/L = 325
 TMR = 336
 White = 3,217

2024-25 # Tested
 Asian = 1,375
 B/AA = 565
 H/L = 337
 TMR = 380
 White = 3,308

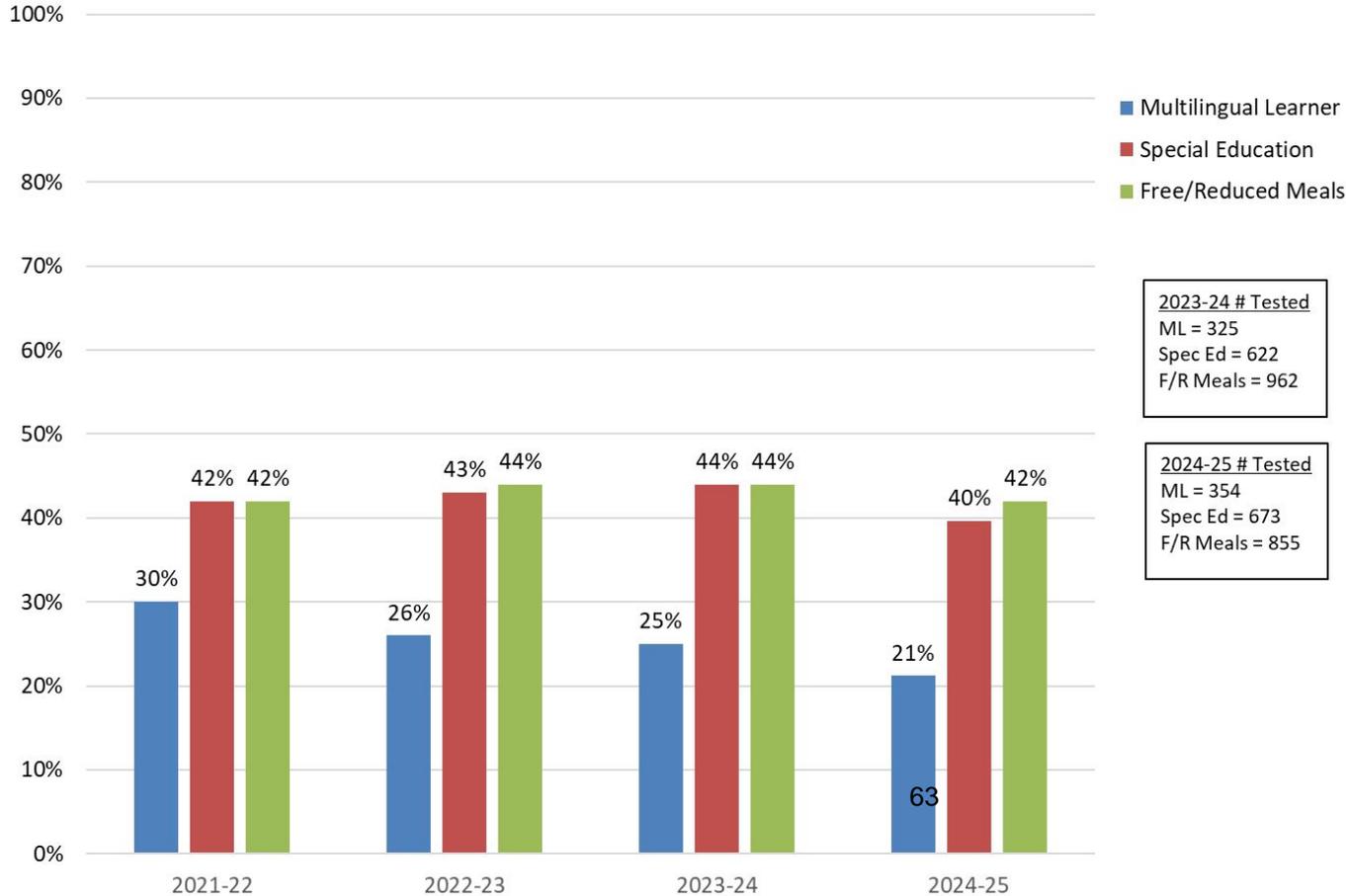
MCA Proficiency Reading Grades 3-8 by Race/Ethnicity

The performance for all groups in 2024-25 was down 4-6 pts compared to 2021-22.

The gap the gap between the highest and lowest groups has stayed the same at about 40 pts all four years.



MCA-Reading Proficiency Trend Grades 3-8 - by Special Populations

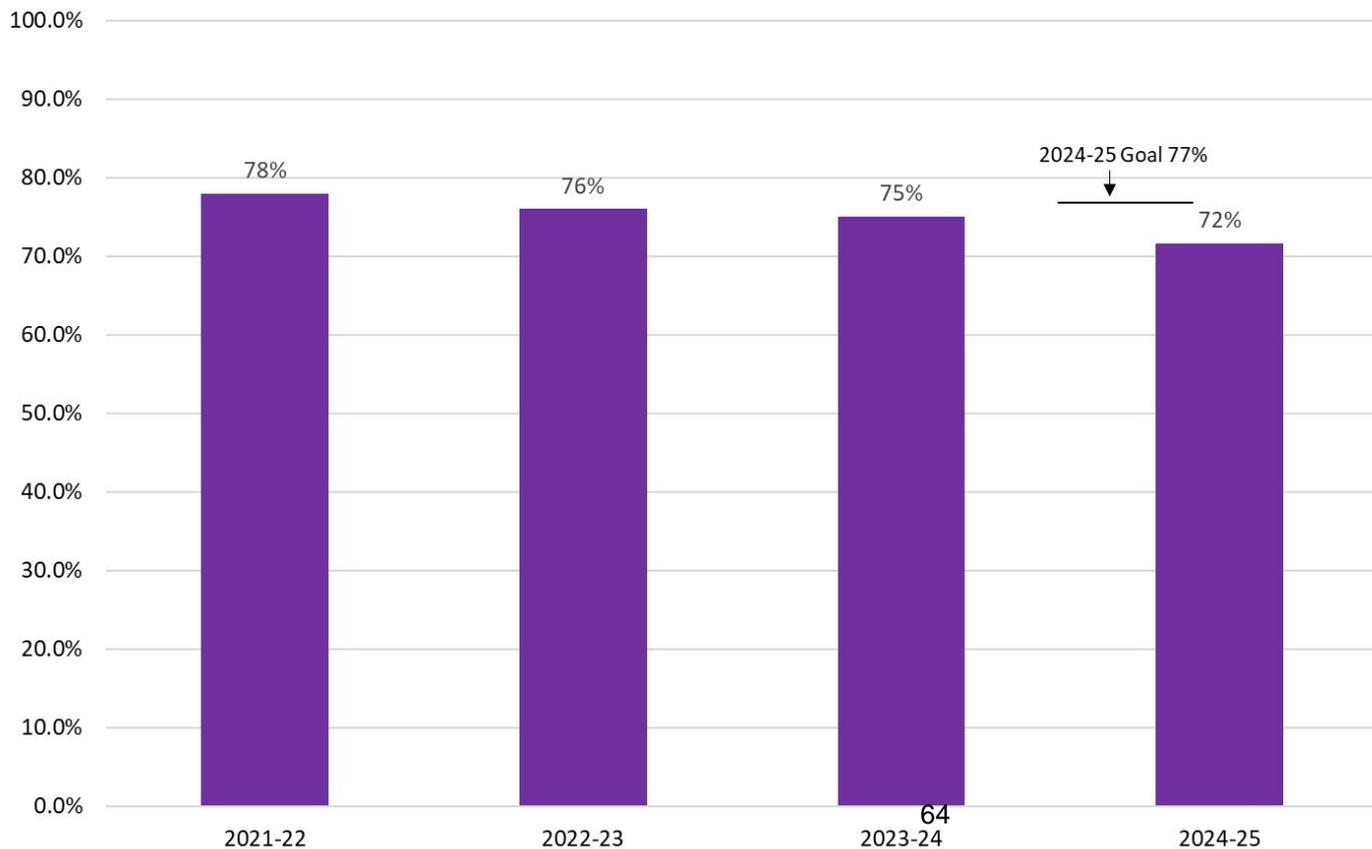


MCA Proficiency Reading Grades 3-8 by Race/Ethnicity

The performance of students in the Special Education and Free/Reduced Meals groups has stayed the same over the last four years.

The performance of the Multilingual Learners group has gone down each year.

MCA-MATH Proficiency Trend Grades 3-8 - by Grade



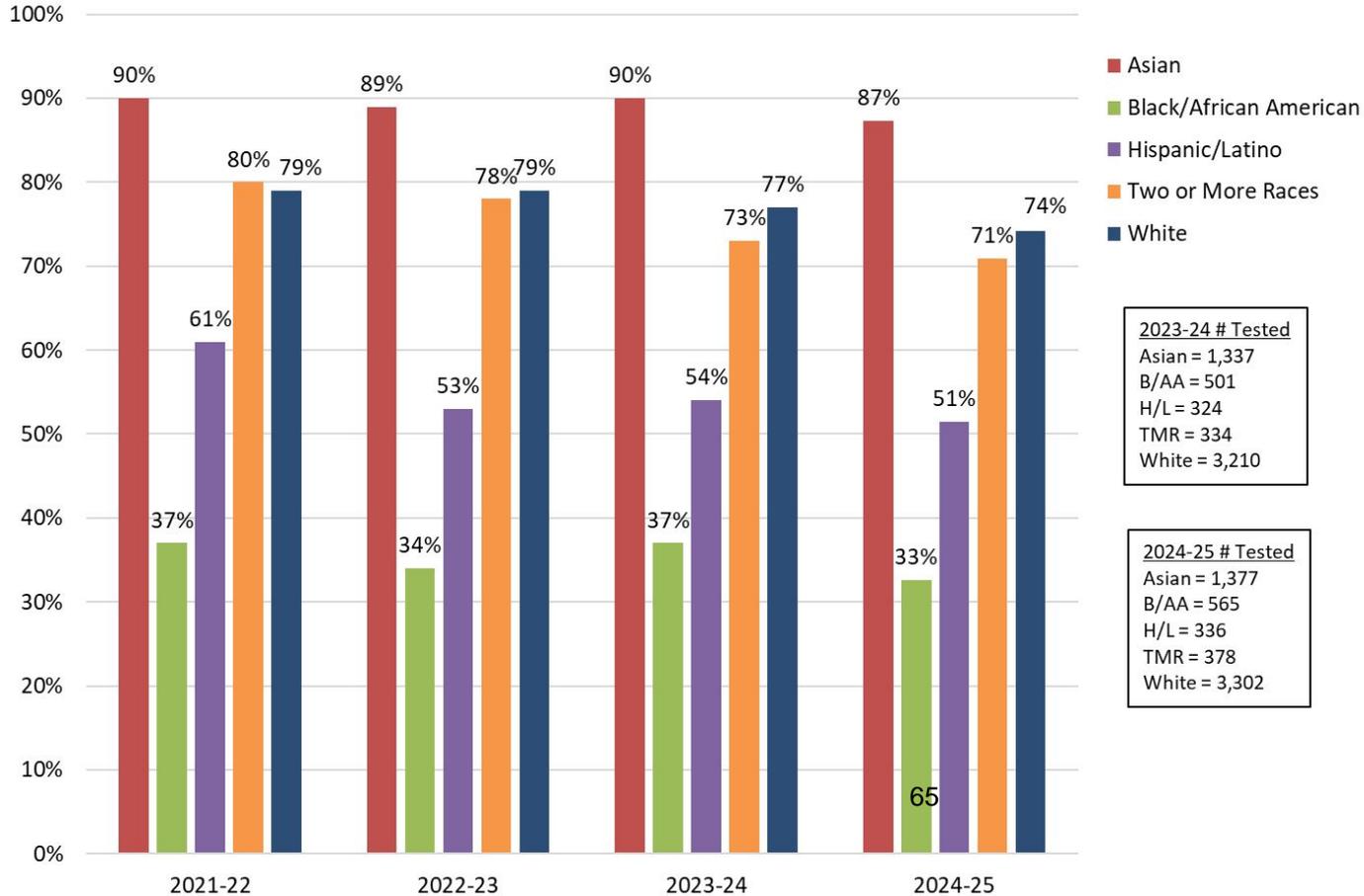
MCA Proficiency Math Grades 3-8

The overall performance of 3-8 grade students on the Math MCA-III has gone down the past four years.

We will start the implementation of the 2022 Math Standards in 2025-26 school year. The Math MCA-IV will reflect the new standards and will be administered in the 2027-28 school year.



MCA-MATH Proficiency Trend Grades 3-8 - by Race/Ethnicity

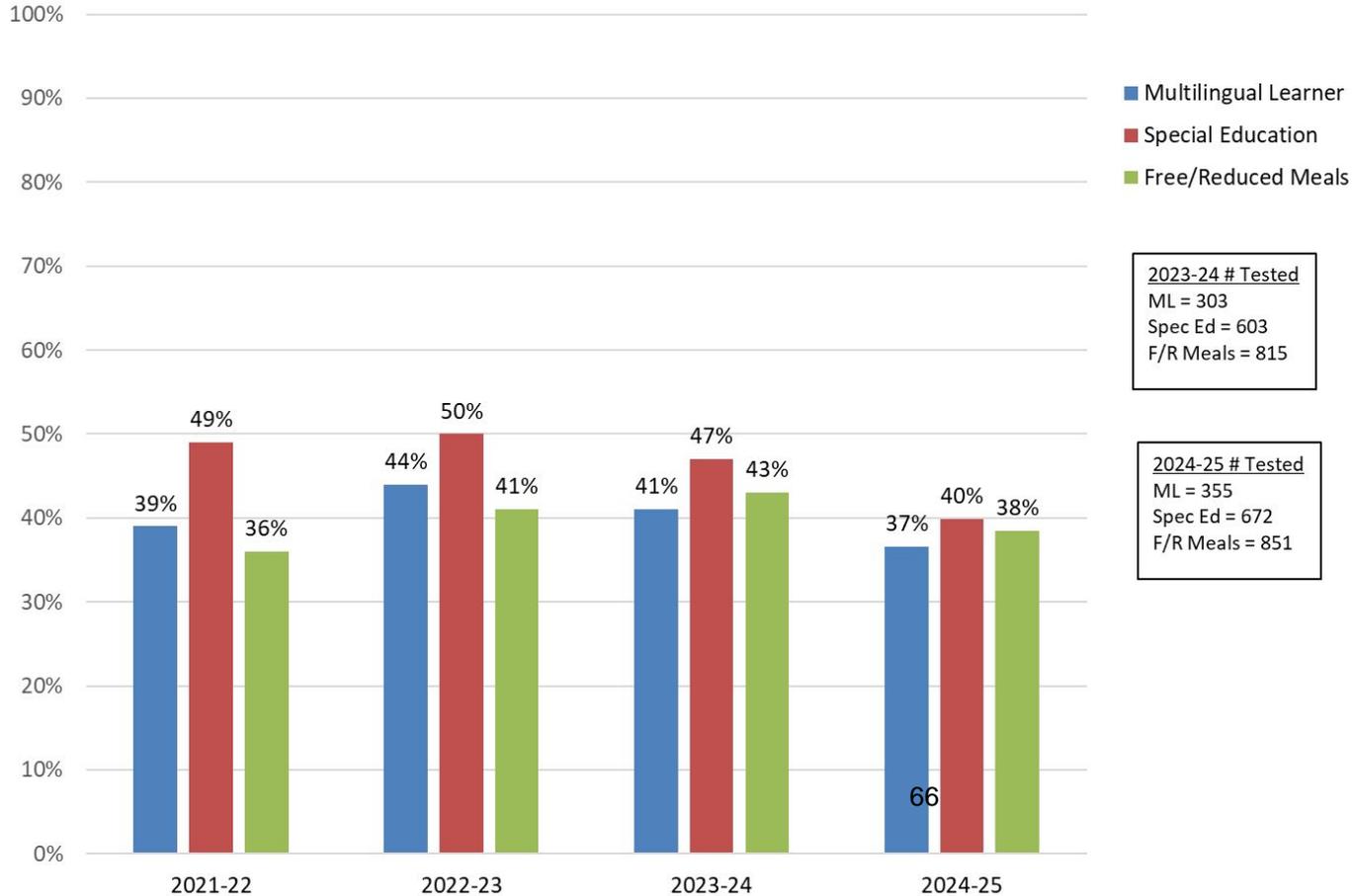


MCA Math Proficiency Grades 3-8 by Race/Ethnicity

All groups performed lower in 2024-25 compared to 2021-22.

The gap between the highest and lowest group was 54 pts in 2024-25.

MCA-MATH Proficiency Trend Grades 3-8 - by Special Populations



MCA Math Proficiency Grades 3-8 by Special Populations

The performance of the Multilingual Learner and Free/Reduced Meals groups in 2024-25 was similar to 2021-22.

The performance of the Special Education group decreased in 2024-25 compared to 2021-22.

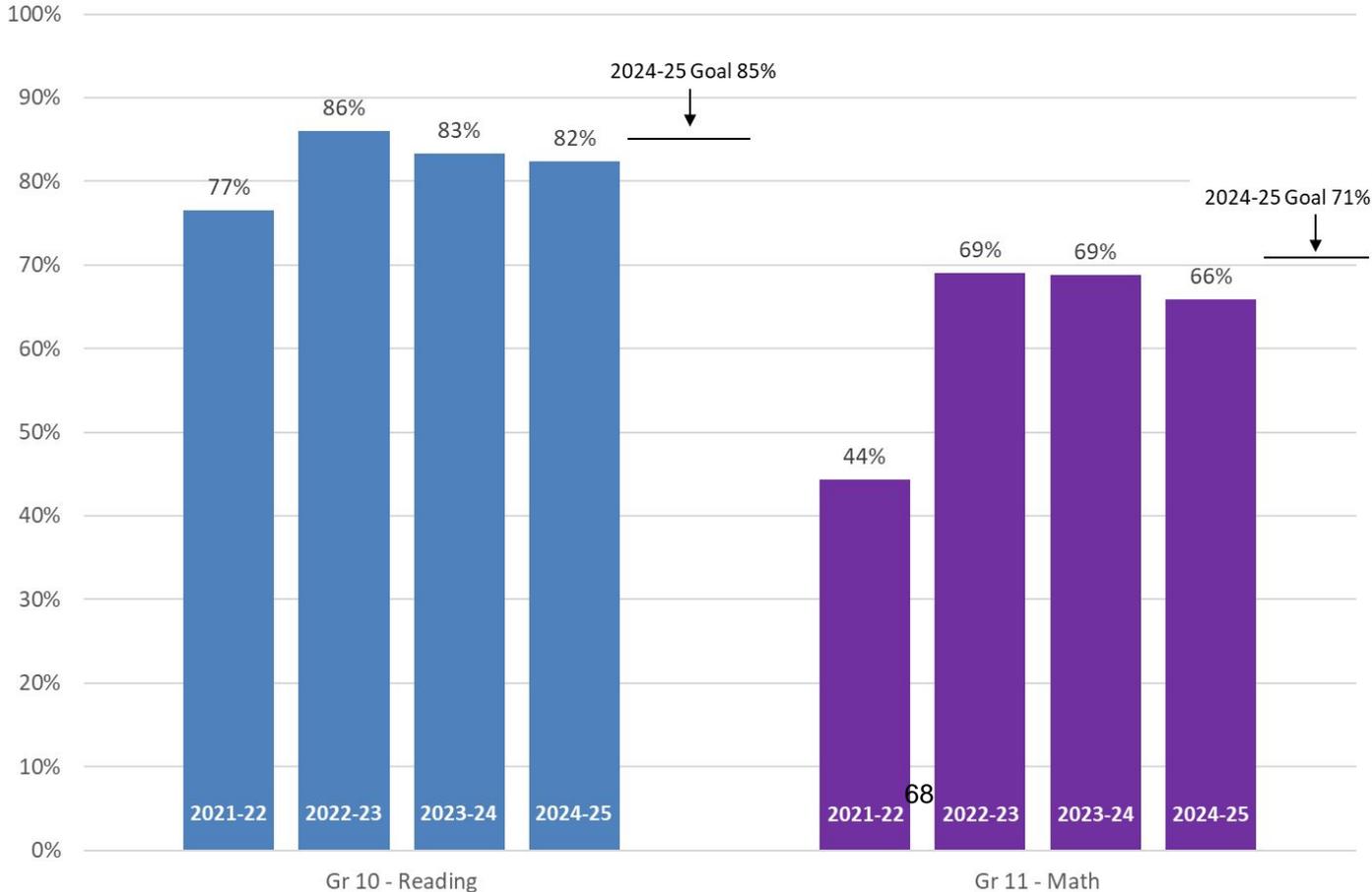


Systems of Response: Math

- **Instructional Coordinators** partner with principals and PLCs for data analysis and instructional planning.
- **Implementation of 2022 Math Standards**
 - Includes a greater focus on math instructional practices
 - Math Rigor (Procedural Fluency, Conceptual Understanding, Real World Connections)
- **Professional learning focus** on formative assessment, essential standards, and success criteria to engage deeper in the PLC process
- **Intervention Programming:**
 - Elementary Math Specialists: Tier 2 & Tier 3 programming (increase to 5.0 FTE staffing)
 - Middle school: Specialized math support (Math 180) during MyTime
- **MDE Performance Level & Achievement Level** reports to focus on specific skill areas indicated as needing improvement on MCAs.

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MCA Participation High School
Grade 10 Reading & Grade 11 Math



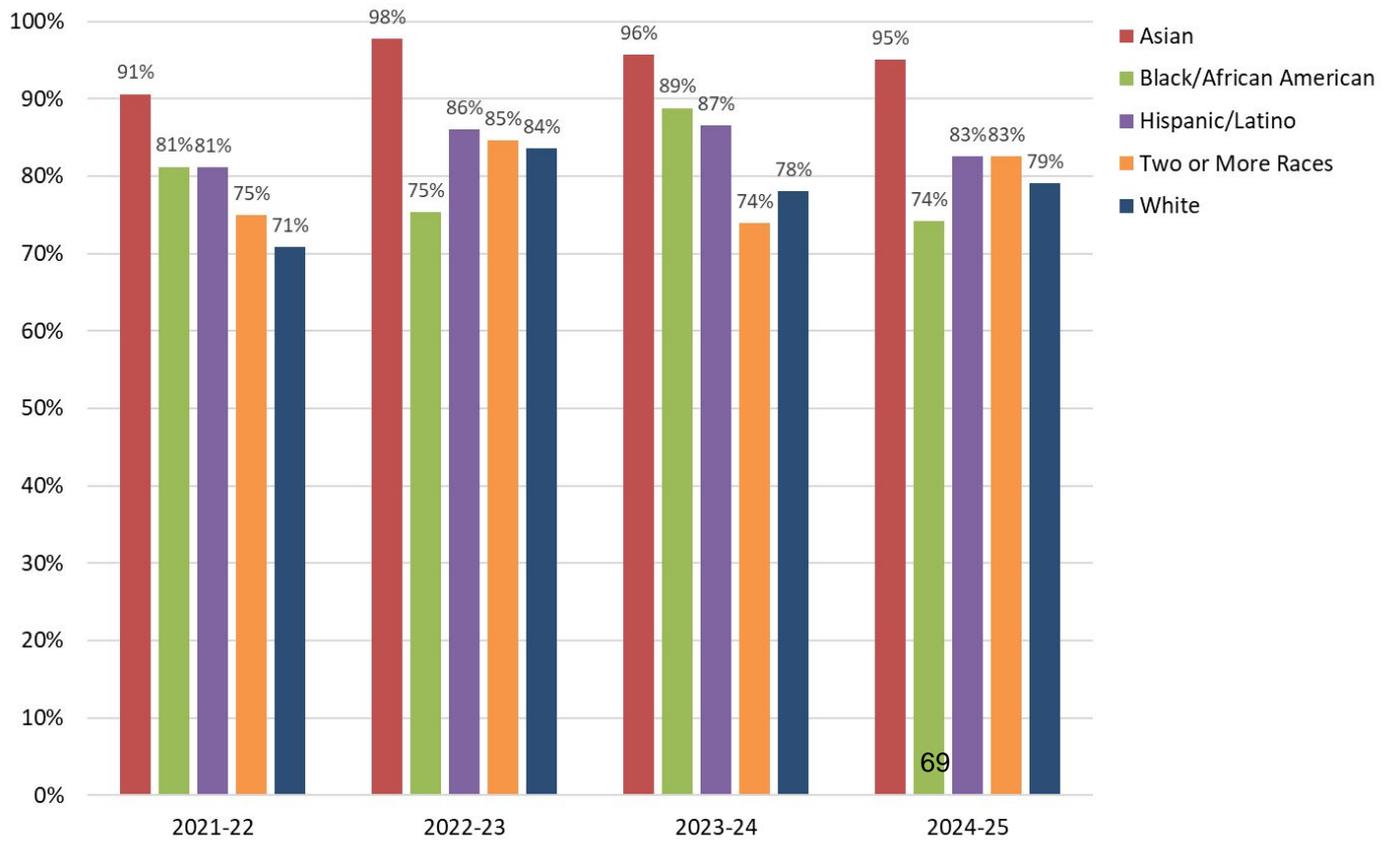
**Participation
High School MCAs
Grades 10-11**

Participation in the MCAs at the high school level has been a challenge over the past several years across the state.

WHS participation increased after 2021-22. It declined slightly from 2023-24 to 2024-25.



MCA Participation
Grade 10 - Reading - By RACE/ETHNICITY



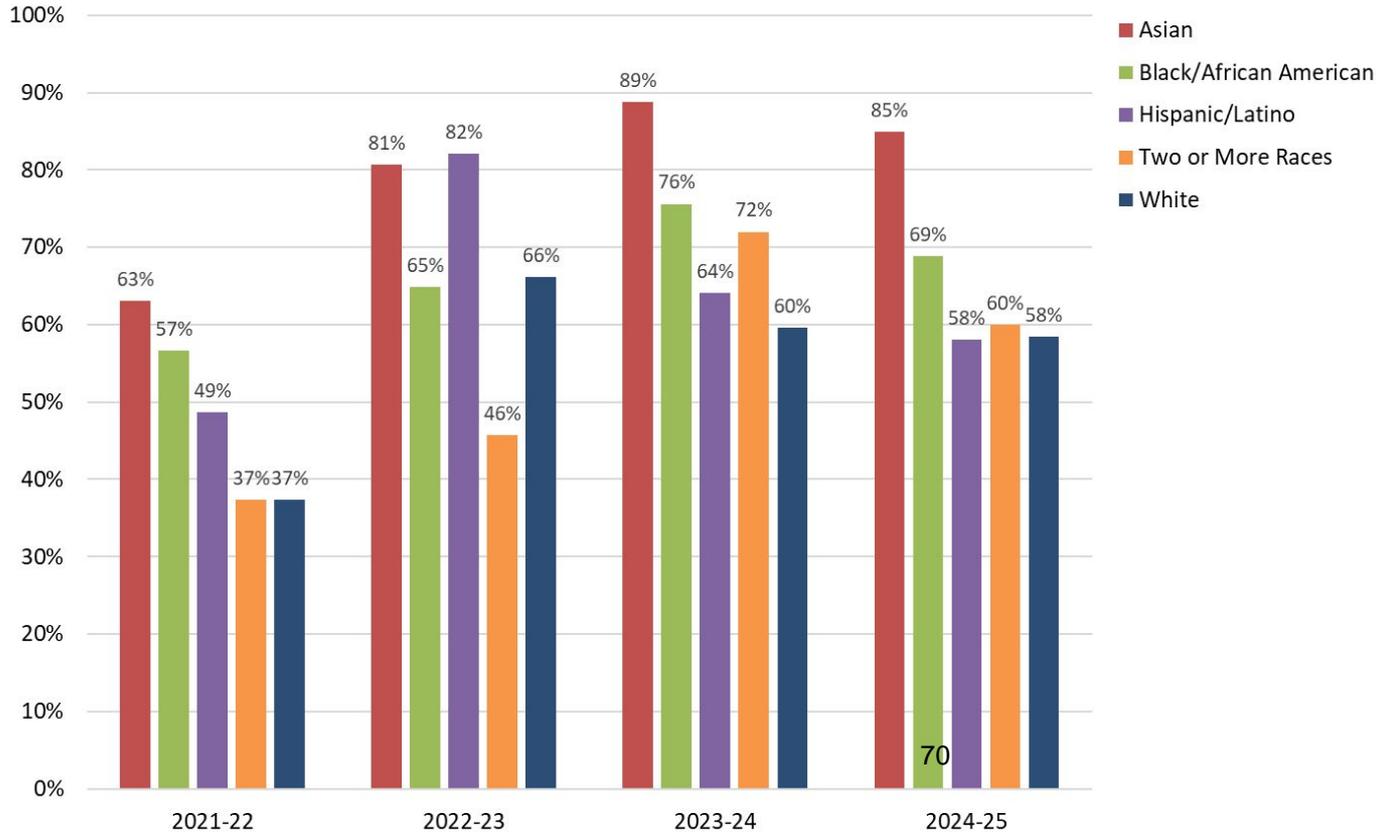
**Participation
High School MCAs**

**Grade 10 - Reading
by Race/Ethnicity**

Participation rates on the 2024-25 Grade 10 Reading MCA were highest for the Asian group (95%) and lowest for the Black/African American (74%) and White (79%) groups.



MCA Participation
Grade 11 - Math - By RACE/ETHNICITY



Participation High School MCAs

Grade 11 - Math by Race/Ethnicity

Participation rates on the 2024-25 Grade 11 Math MCA were highest for the Asian group (85%) and lowest for the White (58%) and Hispanic/Latino (58%) groups.

Increase the district's overall performance on MCAs

2025-26 Goals Focus

Increase performance of students in grades 3-8 on MN Accountability Assessments MCAs

- MCA-III - Reading & Math
- MCA-IV - Science

Increase participation of high school students in the MN Accountability Assessments MCAs

- Grade 10: MCA-III - Reading
- Grade 11: MCA-III - Math
- HS Biology: MCA-IV - Science

Decrease gaps while maintaining the performance of the highest performing group

On Track to Graduate

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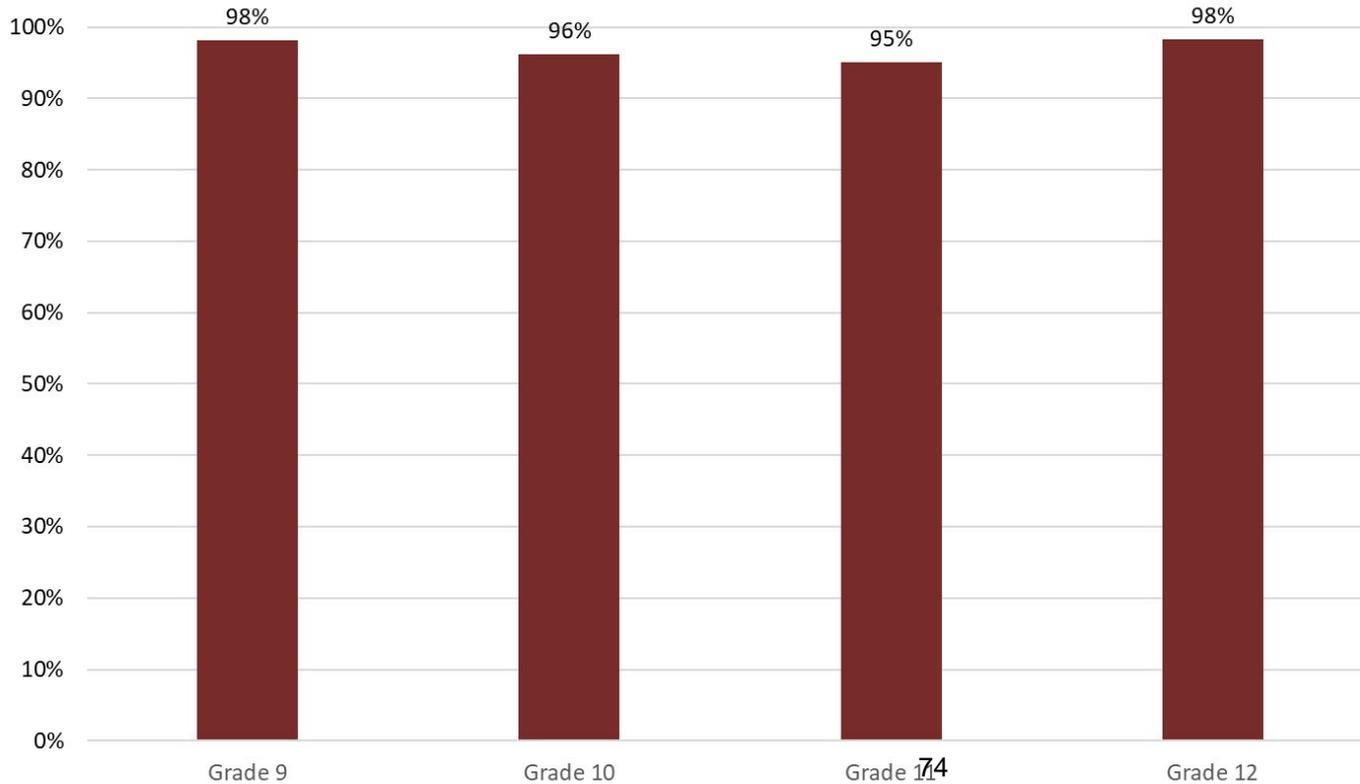
**All students graduate from high school
2024-25 SMART Goal**

On Track to Graduate *

The percentage of WHS students in grades 9-12 who are On Track to Graduate at the end of each grade level will increase by 2% each year.

** “On Track to Graduate” - students who earned the number of cumulative credits expected at the end of the grade level*

Percent of Students "On Track to Graduate" *
School Year 2024-25
By Grade



* Students who earned the number of credits expected at the end of the grade level were considered "On Track to Graduate"

**"On Track to Graduate"
Grades 9-12**

In the 2024-25 school year, 98% of 9th grade and 12th grade students had earned the number of credits expected at the end of that grade level.

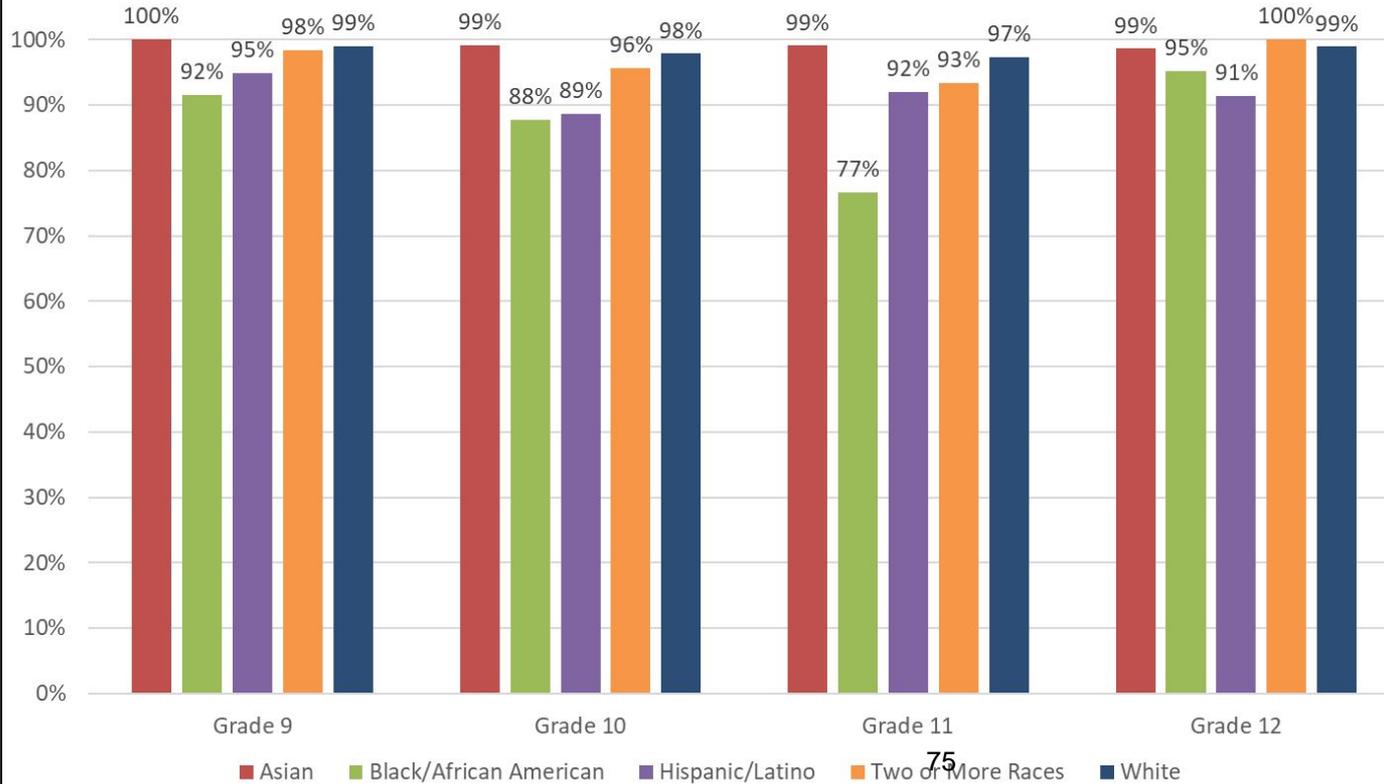
10th and 11th grade were lower at 96% and 95% on track.



Percent of Students "On Track to Graduate" *

School Year 2024-25

By Grade and Race/Ethnicity



“On Track to Graduate” Grades 9-12 by Race/Ethnicity

There were gaps in the percent of students On Track to Graduate in credits earned.

The largest gaps were in grades 10 and 11.

* Students who earned the number of credits expected at the end of the grade level were considered "On Track to Graduate"

Systems of Response: High School



- Two anchors, **presence and purpose**, guide the daily interactions and help ensure that every student feels seen, supported, and capable of success.
 - a. **Focus on “being present”**: A foundational effort WHS has implemented to strengthen relationships and foster connection across the school community.
 - b. **Portrait of a Wayzata Graduate**: Provides a shared language and common vision for the qualities and skills WHS aims to cultivate in every student.
- **Student Support Teams**: Review key data points, grades, attendance, and credit progress, so we can identify concerns early and intervene before students fall too far behind.
 - a. **Intensive Reading Support**: *Read 180* offered as a scheduled course for students with the greatest reading needs.
 - b. **Support Programs**: Academic Resource Center (ARC) Learning Lab, Writing Exploration Center (WEC), Math Exploration Center (MEC), Academic Mentors (Student Tutors), Credit Recovery, Summer School, Independent Study, Gateway Academy
 - c. **Personalized Learning Plans**: 9th grade counselor and parent/guardian meeting to develop a comprehensive high school plan.



All students graduate from high school
2024-25 SMART Goal

2025-26 Goals Focus

Increase the percentage of WHS students in grades 9-12 who are “On Track to Graduate” at the end of each grade level.

Decrease gaps while maintaining the performance of the highest performing group

Technical Change & Transformational Change

STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution, we achieve excellence and realize our vision.

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Collect

Collect data natively and significantly reduce data silos.



Centralize

Centralize data automatically via a modern pipeline.



Visualize

Visualize critical student, staff, and operations data for all stakeholders.



Act

Act on synthesized data insights to improve effectiveness and efficiency.



Evaluate

Evaluate and measure impact in data to confidently know what is or isn't working.



Thank You

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



Board of Education

Regular Meeting – October 27, 2025

AGENDA SECTION: Adjourn

ITEM: Adjourn

COMMENTS BY: Milind Sohoni, Board Chair

This agenda item brings closure to the School Board meeting.

Recommended Action: Call the meeting to a close.

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Time of Adjournment: _____ 80 _____