

District Outcomes: School Year 2024-25

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Executive Chief, Equity, Strategy & Innovation

Board of Education
December 18, 2025



Saint Paul
PUBLIC SCHOOLS

Agenda

- Plan Alignment
- School Year 2024-25
- School Years 2020-21 to 2024-25

165



Plan Alignment

166

Plan Alignment

SPPS Achieves Strategic Plan	Comprehensive Achievement and Civic Readiness (CACR) <i>Previously World's Best Workforce (WBWF)</i>	Achievement and Integration (A&I)	Board Initiated Governance Goals (B.I.G.G.)
<ul style="list-style-type: none"> • Five-year • SY21-22 to SY25-26 - reset from pandemic • SY24-25 is year 4 of 5 	<ul style="list-style-type: none"> • Three-year • SY23-24 to SY25-26 • SY24-25 is year 2 of 3 	<ul style="list-style-type: none"> • Three-year • SY23-24 to SY25-26 • SY24-25 is year 2 of 3 	<ul style="list-style-type: none"> • Four-year • SY25-26 to SY29-30 • SY24-25 is baseline
<ul style="list-style-type: none"> • Minnesota Statutes, section 120B.11: School boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. • Approved by Board of Education, Dec. 2018. • Reflects SPPS long-term student outcomes, priorities and initiatives to accomplish them. 	<ul style="list-style-type: none"> • Minnesota Statutes, section 120B.11: School boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. • Approved by Board of Education and MDE, Mar. 2023. 	<ul style="list-style-type: none"> • Reflects requirements included in the current achievement and integration statutes and desegregation/ integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180). • Approved by the Board of Education and MDE, Mar. 2023. • SPPS is identified as a Racially Isolated District - District enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points. • Two schools identified; Txu Ci lower and East African Elementary. 	<ul style="list-style-type: none"> • Emphasizes student outcomes goals, programmatic goals, district • Enables strategic alignment of resources, programs, and initiatives to better serve the educational needs of all students. • Approved by the Board of Education, May 2025.

Timeline

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
SPPS Achieves Rev. ARP Timeline Baseline data collected from SY20-21 (or 2019-20)		Year 1 ARP	Year 2 ARP	Year 3 NO ARP	Year 4 NO ARP	Year 5 NO ARP
CACR/WBWF Baseline data collected from SY22-23				Year 1	Year 2	Year 3 168
A&I Baseline data collected from SY22-23				Year 1	Year 2	Year 3
B.I.G.G Baseline data collected from SY23-24						Year 1

Goals & Outcomes

	SPPS Achieves Strategic Plan	Comprehensive Achievement and Civic Readiness (CACR)	Achievement and Integration (A&I)	Board Initiated Governance Goals (B.I.G.G.)
Kindergarten readiness	X	X		
Academic proficiency in math and reading	X	X	X	X
Decrease disparities, racial achievement gaps	X	X	X	X 169
College & career readiness	X	X		X
Academic achievement for English Language Learners	X			X
Academic achievement of students receiving special education services	X			X
Equitable access to racially/ethnically diverse teachers			X	
Equitable access to magnet school enrollment	X		X	
Programmatic goals				X

School Year 2024-25

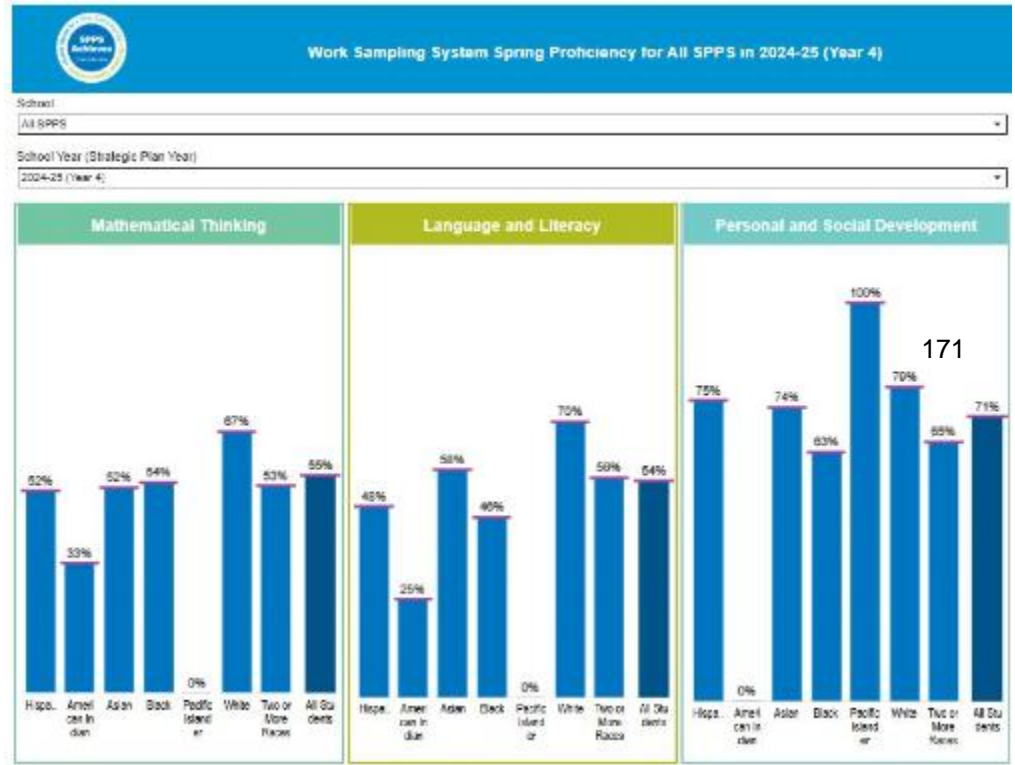
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2

Kindergarten Readiness

Most students meet targets in core areas of kindergarten readiness:

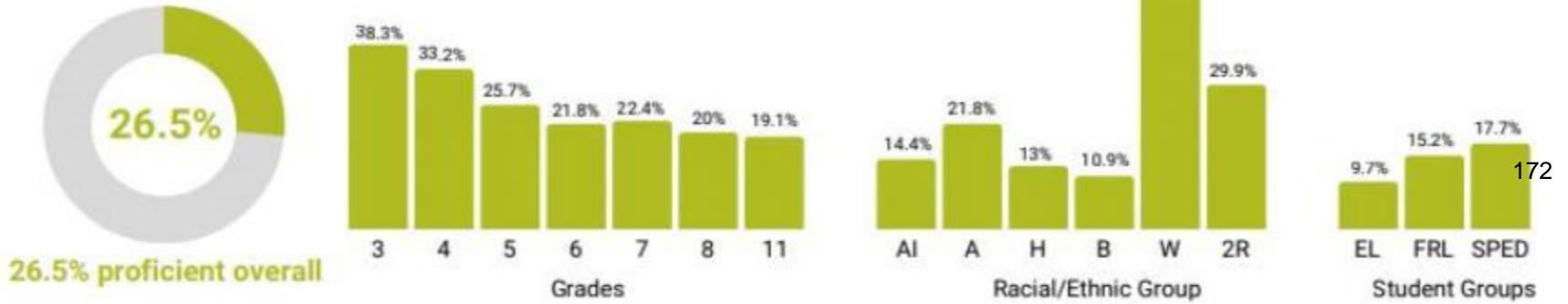
- 55% meet target in math
- 54% meet target in language and literacy
- 71% meet target in personal and social development



Academic Achievement in Mathematics

MCA MATH

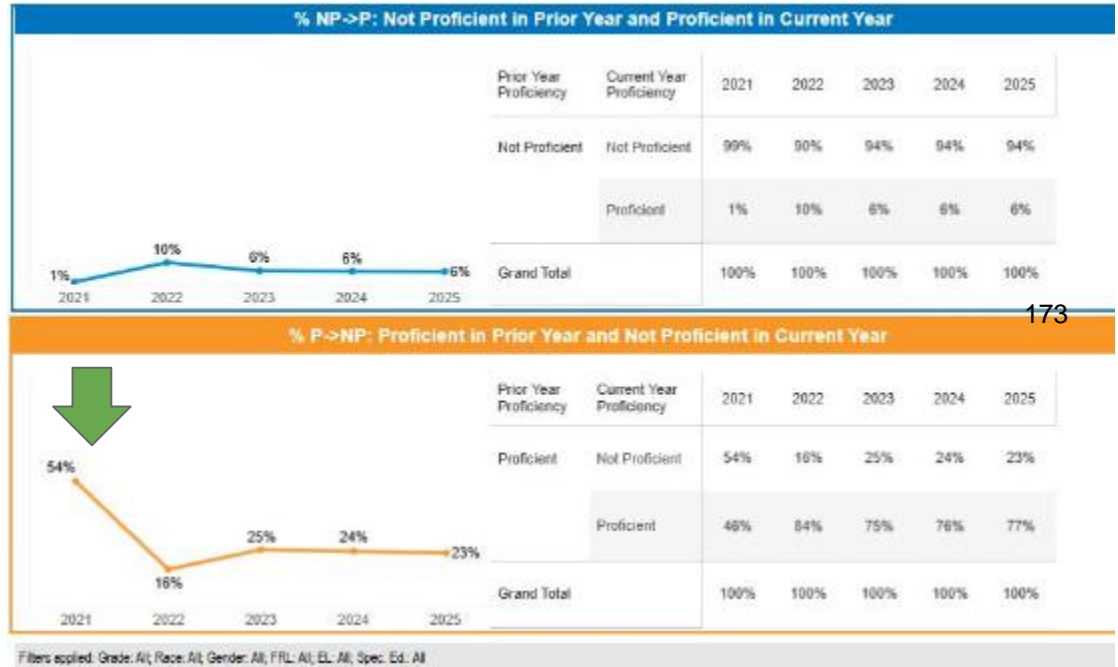
(District-wide grades 3-8 and 11)



- Of the students taking the math MCA/MTAS, 27% are proficient

Academic Progress in Math

- The percentage of students **not proficient in the prior year and proficient in current year** is 6%; third year of no change.
- The percentage of students **proficient in the prior year, now not proficient** decreased by 1% pt.

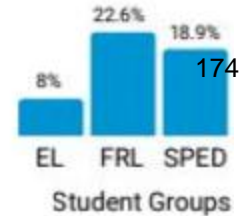
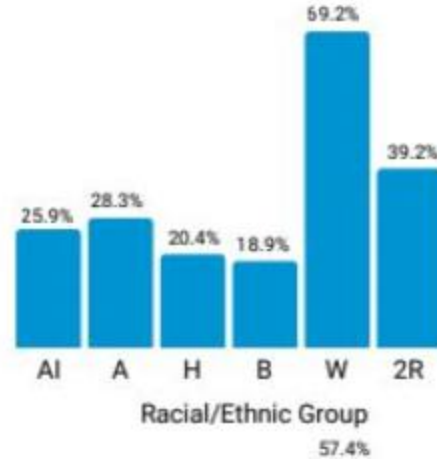
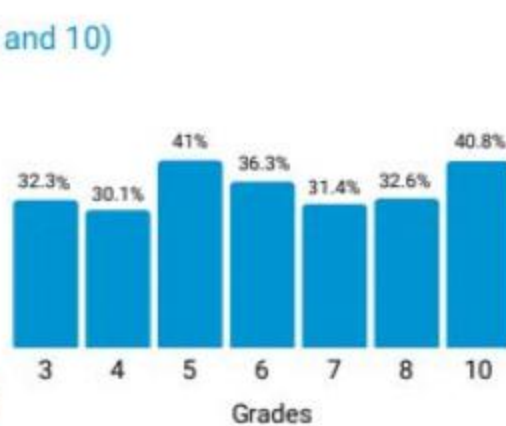




Academic Achievement in Reading

MCA READING

(District-wide grades 3-8 and 10)

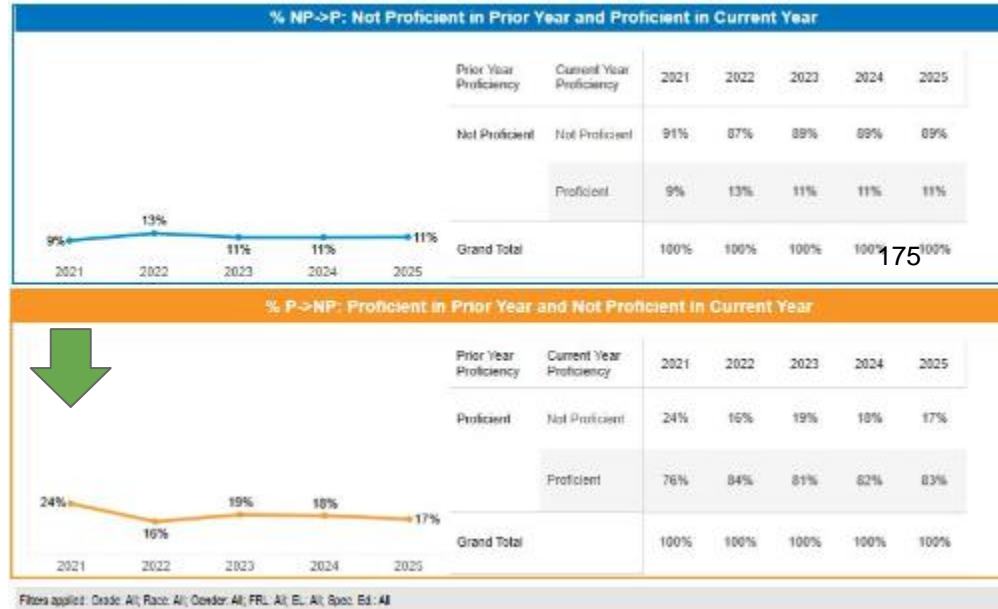


- Of the students taking the reading MCA/MTAS, 35% are proficient

Academic Progress in Reading

Of the students taking the 2025 reading MCA/MTAS, 35% are proficient

- The percentage of students **not proficient in the prior year and proficient in current year** is 11%; third year of no change
- The percentage of students **proficient in the prior year, now not proficient** decreased by 1 % pt
- The percentage of students (aReading grades 2-8) achieving typical/aggressive growth increased from 50% to 56%



Students Receiving Special Education Services




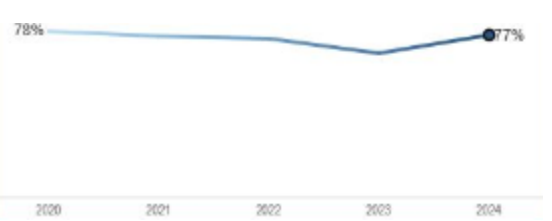
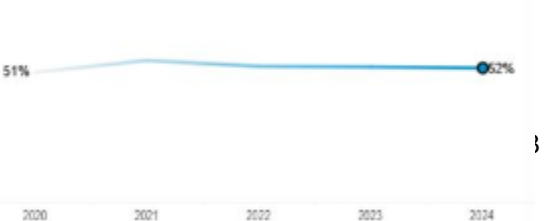
- 18% of students receiving special education services are proficient in math
- 19% of students receiving special education services are proficient in reading

Students Learning English as a Second Language

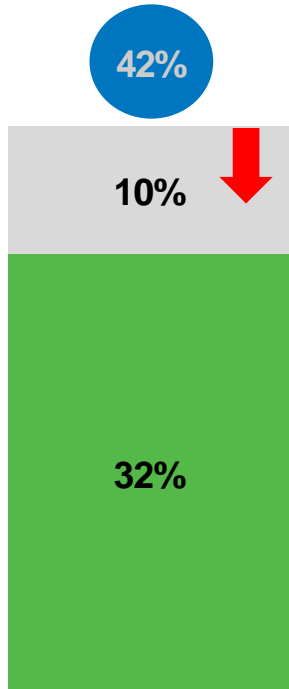
- 34% of former English language learners proficient in math
- 48% of former English language learners proficient in reading
- 8% of English language learners meet English language proficiency



College, Career & Life

Percentage of ACT Scores that Met the College Benchmark	All Student Graduation Rates	High School Graduate Postsecondary Enrollment Status																																																	
 <table border="1"> <caption>ACT Scores Meeting College Benchmarks</caption> <thead> <tr> <th>Subject</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>21%</td> <td>21%</td> <td>21%</td> <td>21%</td> </tr> <tr> <td>Reading</td> <td>27%</td> <td>34%</td> <td>34%</td> <td>34%</td> </tr> <tr> <td>Science</td> <td>21%</td> <td>21%</td> <td>21%</td> <td>21%</td> </tr> <tr> <td>English</td> <td>31%</td> <td>41%</td> <td>41%</td> <td>41%</td> </tr> </tbody> </table>	Subject	2021	2022	2023	2024	Math	21%	21%	21%	21%	Reading	27%	34%	34%	34%	Science	21%	21%	21%	21%	English	31%	41%	41%	41%	 <table border="1"> <caption>All Student Graduation Rates</caption> <thead> <tr> <th>Year</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>78%</td> </tr> <tr> <td>2021</td> <td>77%</td> </tr> <tr> <td>2022</td> <td>76%</td> </tr> <tr> <td>2023</td> <td>76%</td> </tr> <tr> <td>2024</td> <td>77%</td> </tr> </tbody> </table>	Year	Rate	2020	78%	2021	77%	2022	76%	2023	76%	2024	77%	 <table border="1"> <caption>High School Graduate Postsecondary Enrollment Status</caption> <thead> <tr> <th>Year</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>51%</td> </tr> <tr> <td>2021</td> <td>52%</td> </tr> <tr> <td>2022</td> <td>52%</td> </tr> <tr> <td>2023</td> <td>52%</td> </tr> <tr> <td>2024</td> <td>52%</td> </tr> </tbody> </table>	Year	Rate	2020	51%	2021	52%	2022	52%	2023	52%	2024	52%
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<ul style="list-style-type: none"> 21% of graduates met math ACT college benchmarks 34% of graduates met reading ACT benchmark 27% of graduates met science ACT benchmark 	<ul style="list-style-type: none"> 77% of the class of 2024 graduated in four years; an increase from the previous year 	<ul style="list-style-type: none"> 52% of graduates enroll in post secondary directly from high school 																																																	

Decreasing Disparities: Student Outcome Index



Overall Outcome- Achievement outcome, not considering impact of racial/ethnic differences/disparities

Adjustment Amount- The penalty applied to the outcome due to the existing racial disparity

Student Outcome Index (SOI)- The percentage of students achieving an overall outcome adjusted for existing racial disparity

Decreasing Disparities: Student Outcome Index

When examining ...	The overall outcome is...	When the outcome is adjusted for the racial/ethnic differences in achievement
Math proficiency	27% proficient	19%
Reading proficiency	35% proficient	27%
PreK language & literacy	54% on target	51%
PreK mathematical thinking	55% on target	53%
PreK personal & social development	71% on target	68%
Aggressive literacy growth	56%	55%
ACT English	47% met benchmark	36%
ACT math	20% met benchmark	13%
ACT science	29% met benchmark	20%
4 Year graduation	77% graduated	72%
Postsecondary	52% enrolled	49%

Achievement & Integration

Goal 1: The percentage of students meeting the college readiness benchmark in reading after calculating the difference in size of student racial groups will go from 22.3% to 31%.

In **2024-25**, **25%** of students met the college readiness benchmark

Goal 2: The number of student groups enrolling in SPPS magnet schools at the same rate they enroll into the district +/- 2 pct. pts. will increase from 3 to 7 student groups.

In **2024-25**, **6 of 7** race/ethnicity¹⁸¹ student groups in magnets within 2% of district enrollment

Goal 3: Increase students' equitable access to racially and ethnically diverse teachers to 26%.

In **2024-25**, **26%** of teachers are racially and ethnically diverse



Inspire students to think critically, pursue their dreams and change the world.

Trend: School Years 2020-21 to 2024-25

182



Measures of Success

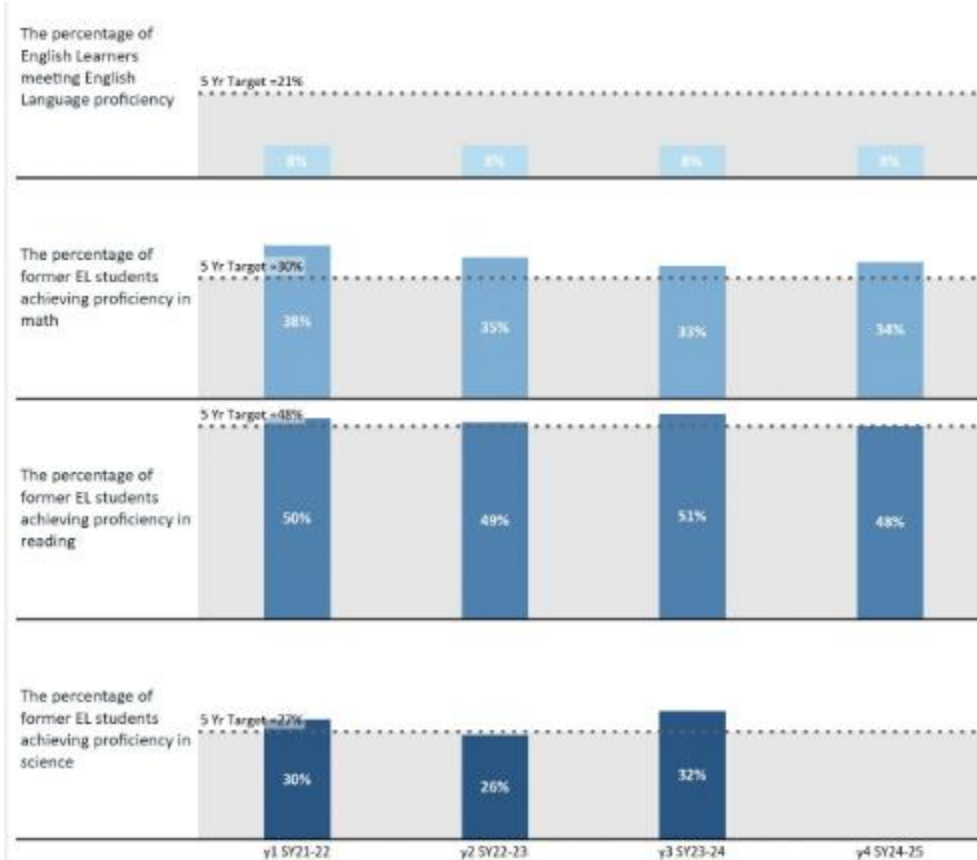
7 long term student outcomes

32 metrics

Increase achievement of English learners						
Metric	Baseline SY 2020-21	SPPS Achieves year 1v2 SY 2021-22	SPPS Achieves year 2v2 SY 2022-23	SPPS Achieves year 3v2 SY 2023-24	SPPS Achieves year 4v2 SY 2024-25	5 Yr Target
The percentage of English Learners meeting English Language proficiency	7%	8%	8%	8%	8%	21%
The percentage of former EL students achieving proficiency in math	19%	38%	35%	33%	34%	30%
The percentage of former EL students achieving proficiency in reading	38%	50%	49%	51%	48%	48%
The percentage of former EL students achieving proficiency in science	17%	30%	26%	32%	NA (test change)	27%
Increase achievement of students receiving special education services						
Metric	Baseline SY 2020-21	SPPS Achieves year 1v2 SY 2021-22	SPPS Achieves year 2v2 SY 2022-23	SPPS Achieves year 3v2 SY 2023-24	SPPS Achieves year 4v2 SY 2024-25	5 Yr Target
The percentage of special education students achieving proficiency in math	12%	14%	16%	16%	18%	26%
The percentage of special education students achieving proficiency in reading	15%	18%	18%	18%	19%	27%
The percentage of special education students achieving proficiency in science	15%	18%	16%	17%	14%	23%
Improve kindergarten readiness						
Metric	Baseline SY 2020-21	SPPS Achieves year 1v2 SY 2021-22	SPPS Achieves year 2v2 SY 2022-23	SPPS Achieves year 3v2 SY 2023-24	SPPS Achieves year 4v2 SY 2024-25	5 Yr Target
The percentage of Pre-K students meeting target in math	50%	53%	54%	53%	55%	60%
The percentage of Pre-K students meeting target in language and literacy	45%	50%	52%	53%	54%	53%
The percentage of Pre-K students meeting target in personal and social development	88%	65%	72%	70%	71%	90%

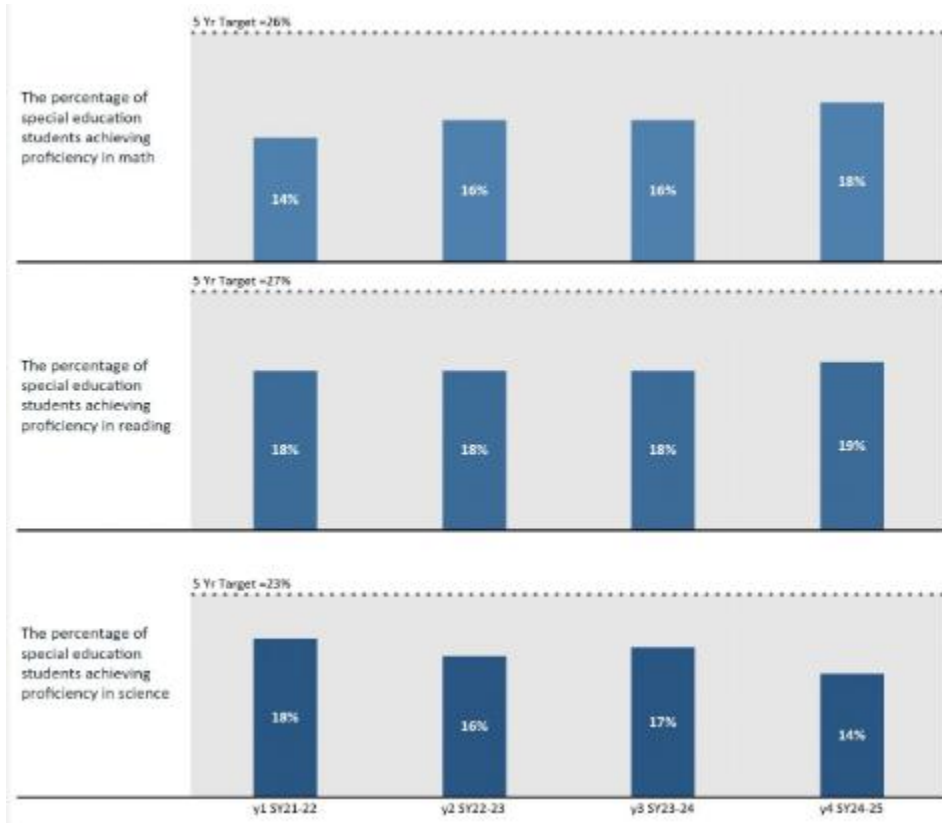
183

Trend: Students Learning English as a Second Language



- No change in English language proficiency; substantially far from 5 year target
- Modest decrease for math¹⁸⁴ proficiency; 5-year target met
- Modest decrease for reading proficiency; 5-year target met

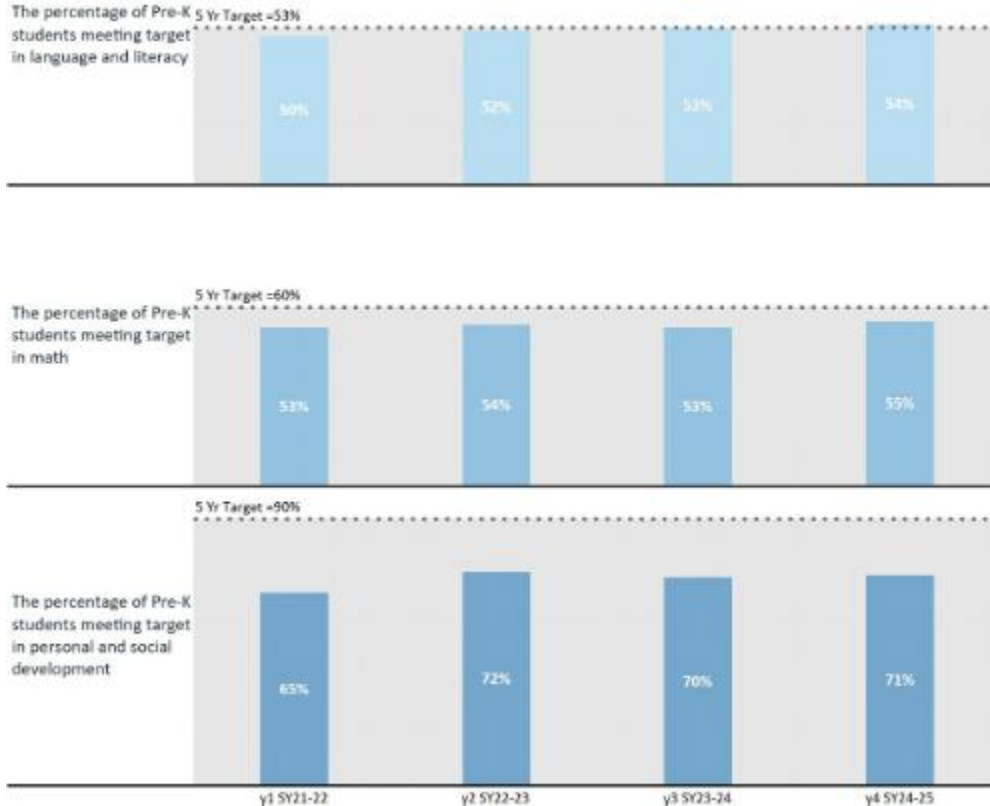
Trend: Students Receiving Special Education Services



- Modest increase in math proficiency; substantially below 5-year target
- Minimal increase in reading; substantially below 5-year target

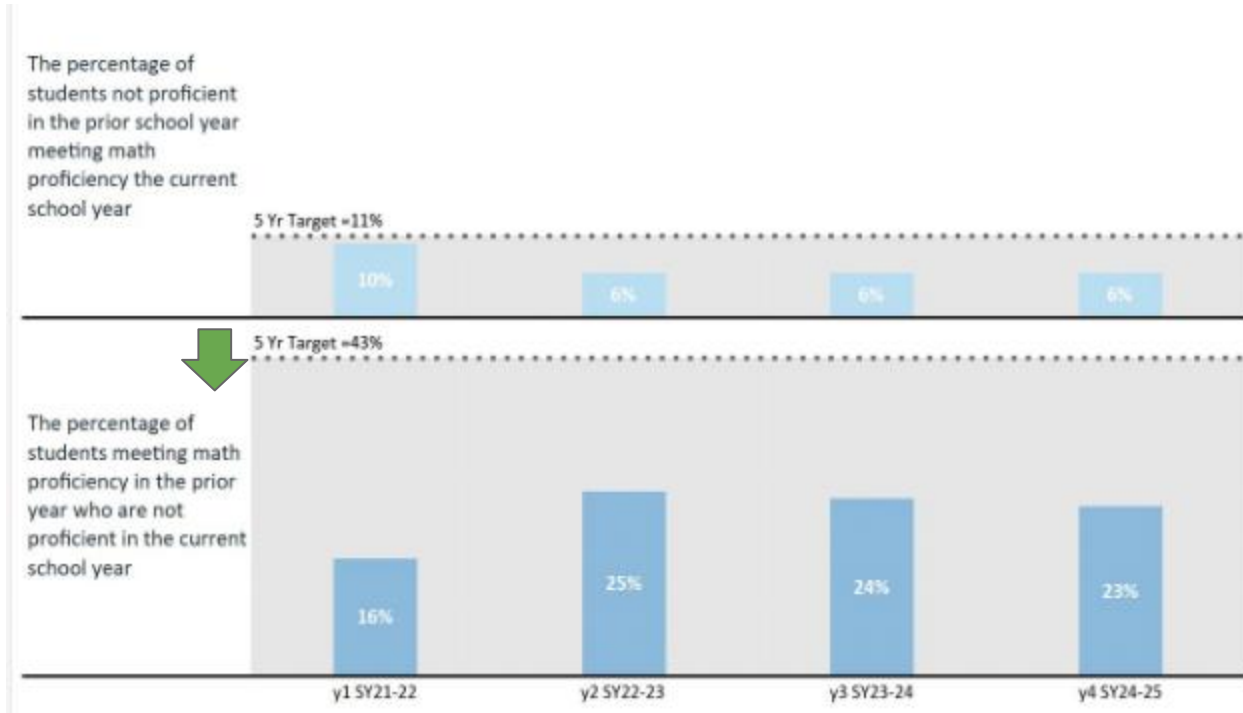
185

Trend: Kindergarten Readiness



- Modest increase in language and literacy; 5-year target met
- Minimal increase in math; 5-year target almost met ¹⁸⁶
- Increase in personal and social development; substantially below target

Trend: Academic Progress in Math



- Modest decline in getting students not proficient to proficiency; 2025 is further away from 2022
- Minimal progress¹⁸⁷ in maintaining math proficiency; several years of meeting 5-year target

Trend: Academic Progress in Reading

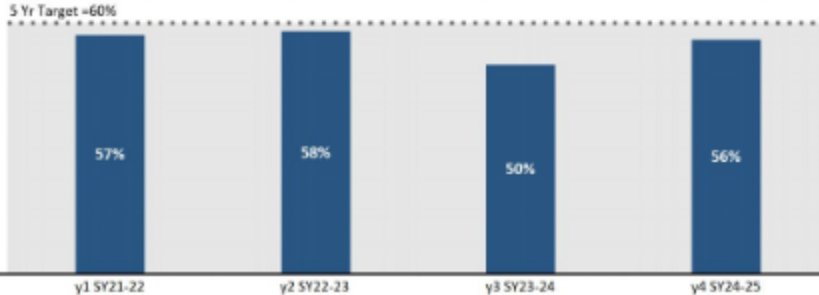
The percentage of students not proficient in the prior school year meeting reading proficiency in the current school year



The percentage of students meeting reading proficiency in the prior school year who are not proficient in the current school year



The percentage of students achieving typical or aggressive growth in literacy



- Modest decline in getting students not proficient to proficient in reading; 2025 is further away from 2022
- No progress in maintaining literacy proficiency; 2025 is further away from 5-year target than year 1
- Little overall change in literacy growth; 5-year target not met

Trend: College, Career & Life



- Minimal decline in meeting math college benchmark; 2025 is further away from target than year 1
- Minimal decline in meeting reading college benchmark; 2025 is further away from target than year 1
- Minimal decline in meeting science college benchmark; 2025 is further away from target than year 1
- Minimal increase in 4-year graduation; class of 2024 substantially far from 5-year target
- Minimal decrease for postsecondary enrollment; 5-year target not met

Trend: Decreasing Disparities

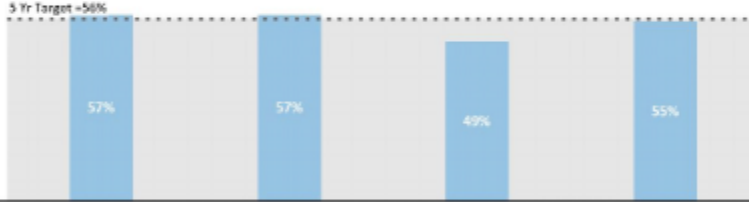
The percentage of all students proficient in math adjusted for existing racial disparity



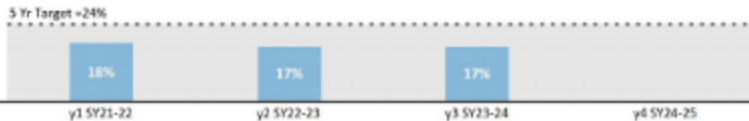
The percentage of all students proficient in reading adjusted for existing racial disparity



The percentage of students achieving typical or aggressive growth in literacy adjusted for existing racial disparity

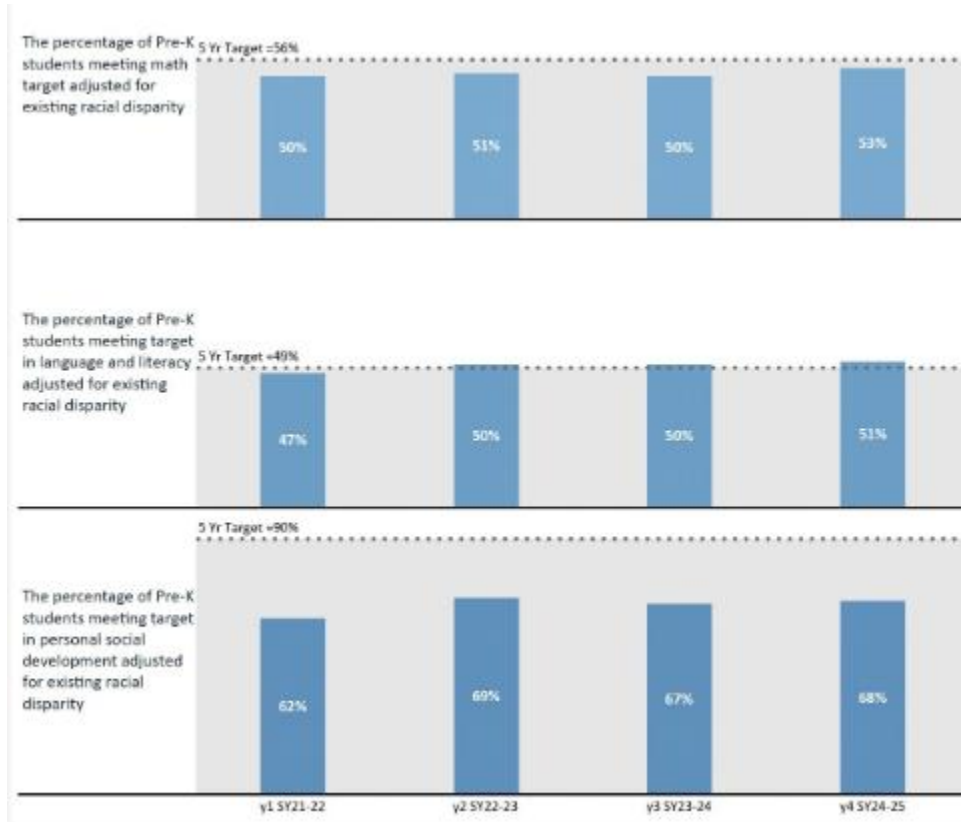


The percentage of all students proficient in science adjusted for existing racial disparity



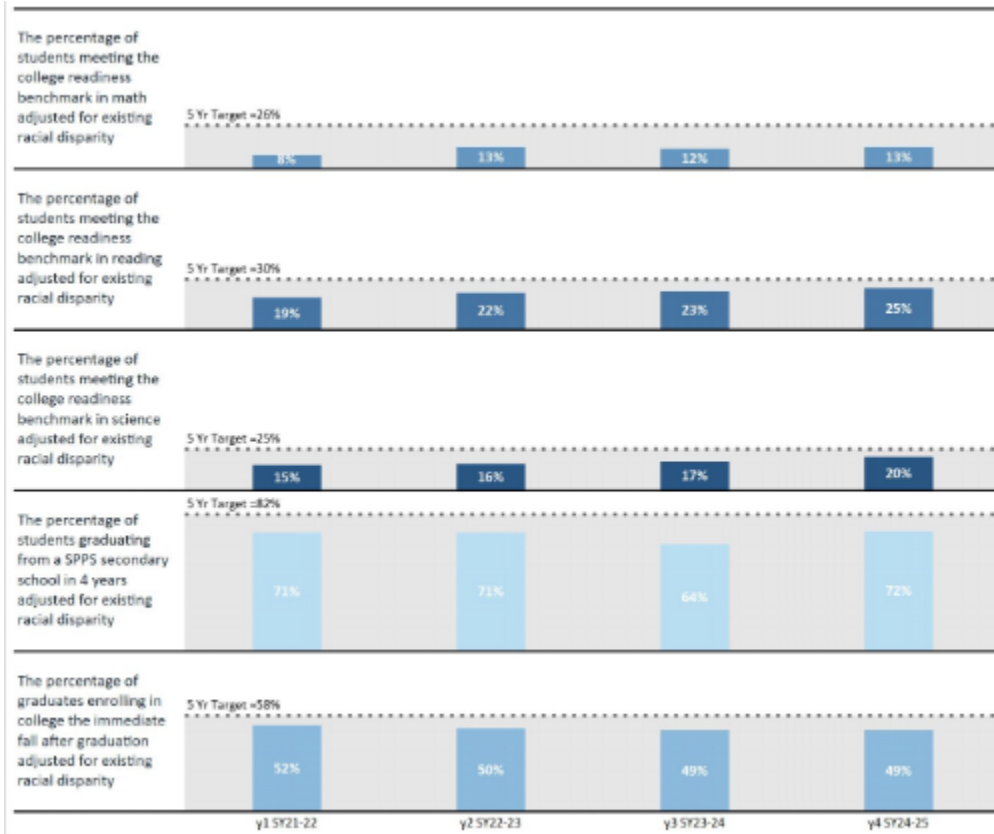
- No change in disparities for math or reading proficiency; 5-year target not met
- Minimal progress in reducing literacy growth disparities; 190 5-year target almost met

Trend: Decreasing Disparities



- Minimal progress in reducing Pre-K math disparities; 5-year target almost met
- Progress in reducing Pre-K language and literacy disparities; 5-year target met 191
- Progress in reducing Pre-K personal social development disparities; 2025 is substantially far from 5-year target

Trend: Decreasing Disparities



- Minimal progress in reducing math college benchmark disparities; 2025 is substantially far from 5-year target
- Considerable progress in reducing reading college benchmark disparities; 5-year target met
- Progress in reducing science college¹⁹² benchmark disparities; 5-year target almost met
- Minimal progress in reducing graduation disparities; 5-year target not met
- No progress in reducing postsecondary enrollment disparities; class of 2024 is lower than class of 2021.

Trend Summary

	Regression & High Risk	Regression	No Change	Progress	Progress & Target
Students learning English as 2nd language		Former EL math proficiency - Former EL reading proficiency			
Students receiving Special Education				Math proficiency - Reading proficiency	
Kindergarten Readiness				Math Reducing math disparities - Reducing personal social development disparities	Language and literacy Reducing language & literacy disparities ¹⁹³
Math	Getting students not proficient to proficient		Reducing disparities		Maintaining proficiency
Literacy	Getting students not proficient to proficient		Reducing disparities - maintaining proficiency aggressive growth	Reducing aggressive growth disparities	
College, Career & Life		Math college benchmark Reading college benchmark Science college benchmark	Reducing post secondary enrollment disparities	4-yr graduation Post secondary enrollment Reducing math college benchmark disparities Reducing 4-yr graduation disparities	Reducing reading college benchmark disparities - Reducing science college benchmark disparities

Questions?