2024-25 Annual Report - Academic Achievement

October 27, 2025

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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

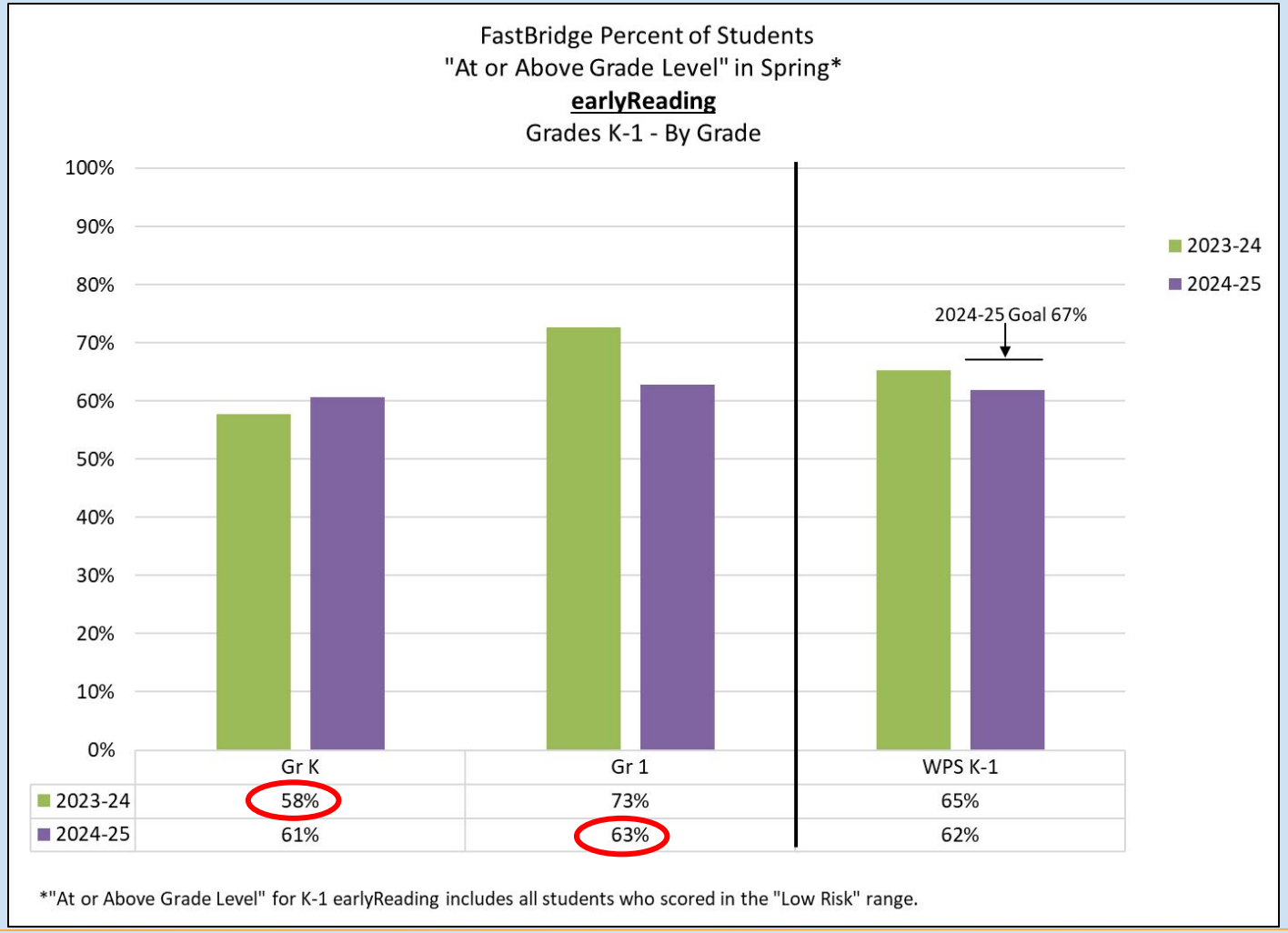
FastBridge earlyReading & aReading

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%*



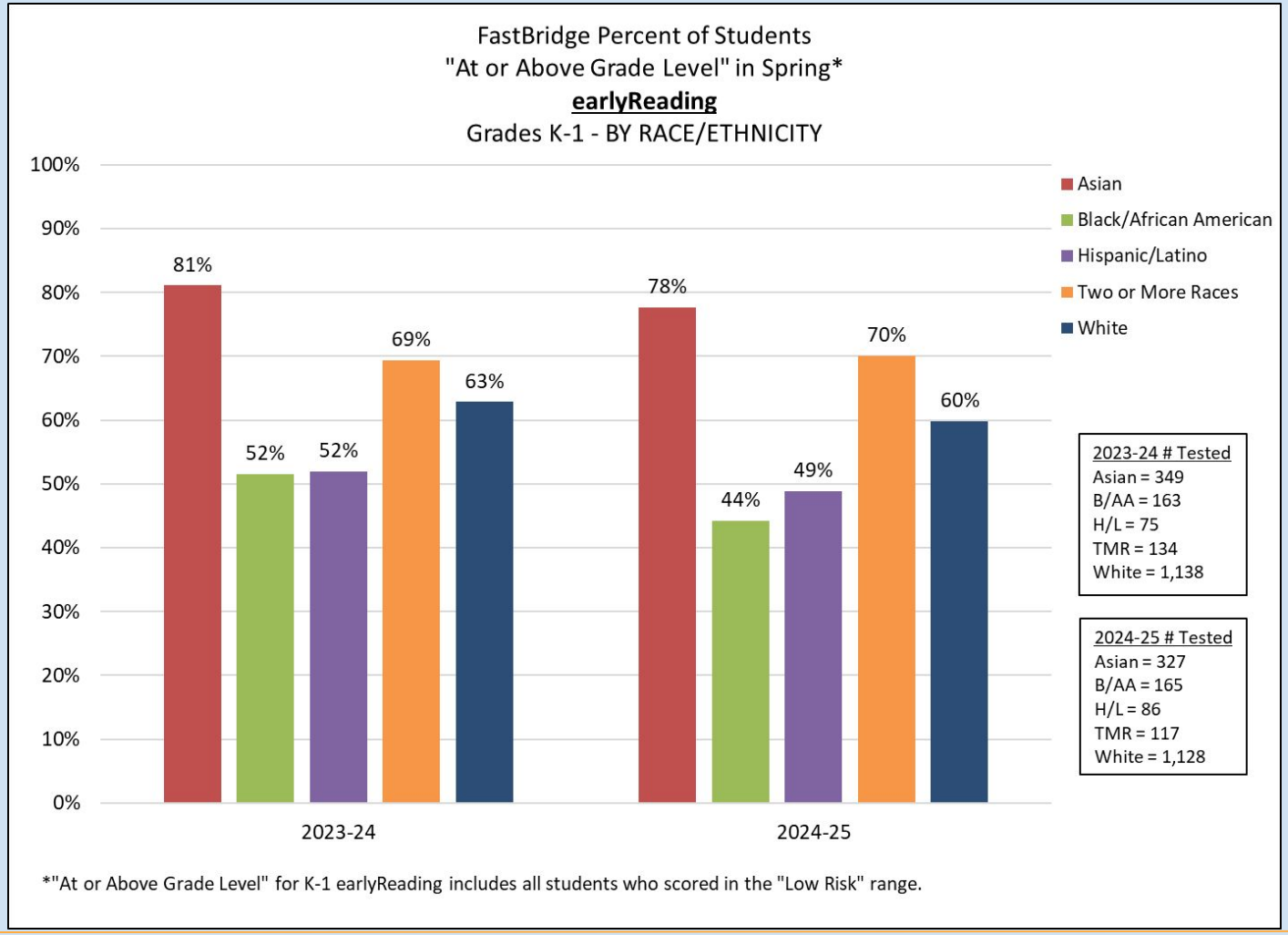
*"At or Above Grade Level" for K-1 earlyReading includes all students who scored in the "Low Risk" range.

"At Grade Level" Grades K-1

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.

Wayzata Public Schools

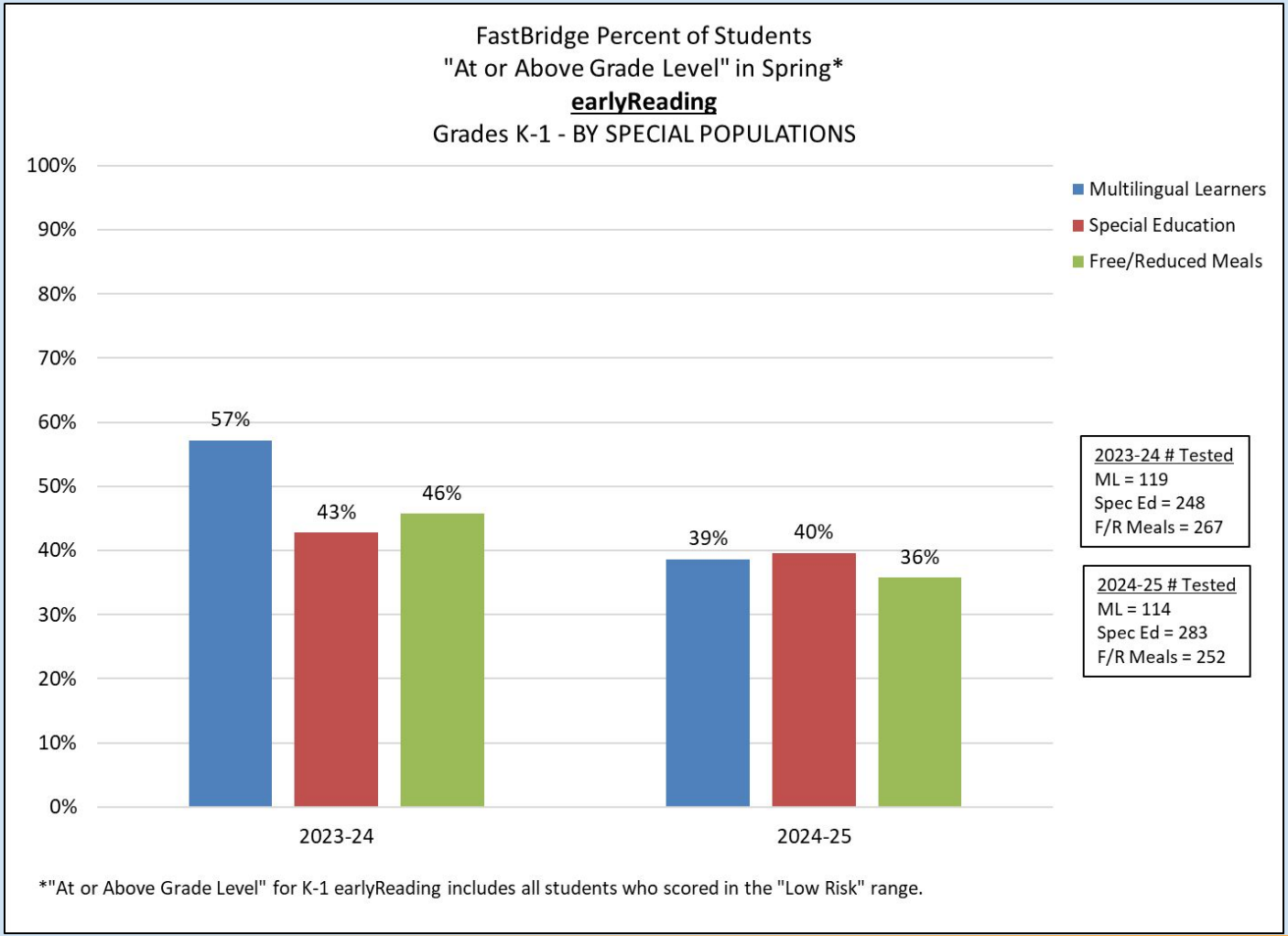


"At Grade Level" Grades K-1 by Race/Ethnicity

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.

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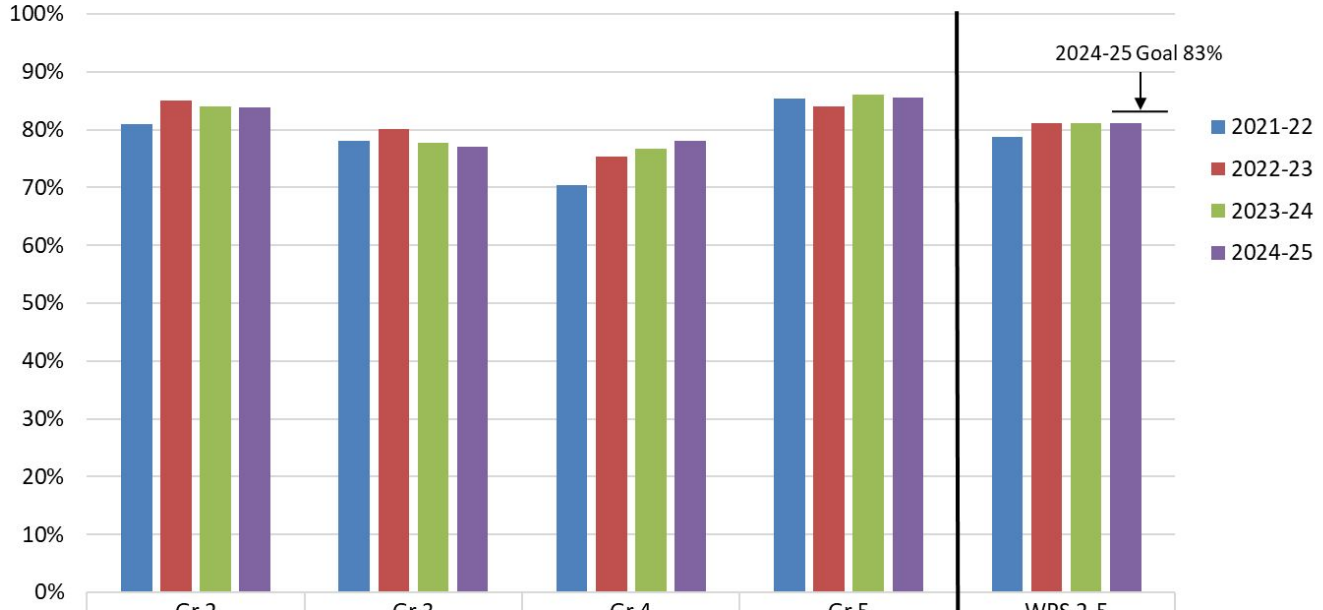
"At Grade Level" Grades K-1 by Special Populations

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.**

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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%

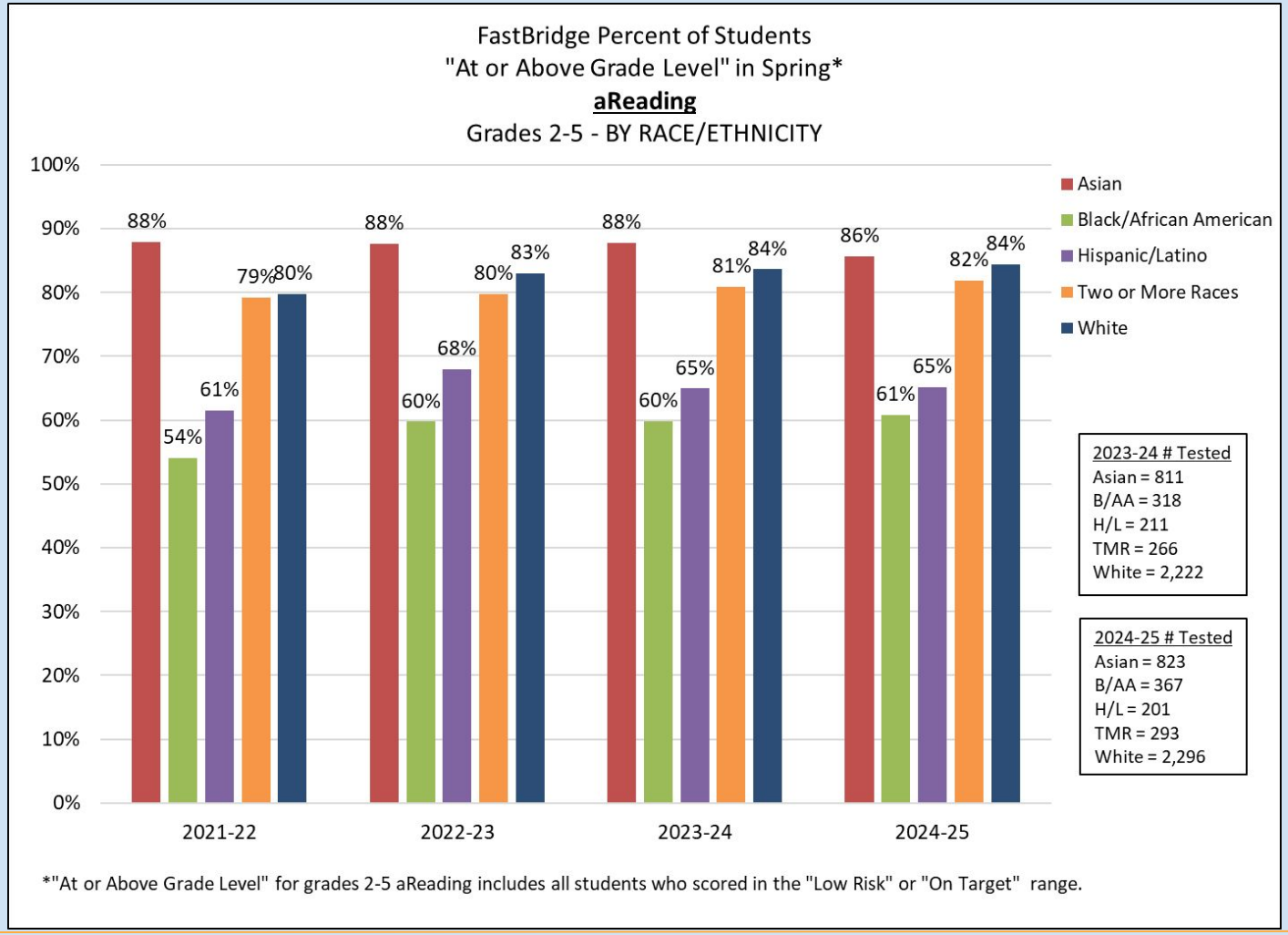
*"At or Above Grade Level" for grades 2-5 aReading includes all students who scored in the "Low Risk" or "On Target" range.

"At Grade Level"
Grades 2-5

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.

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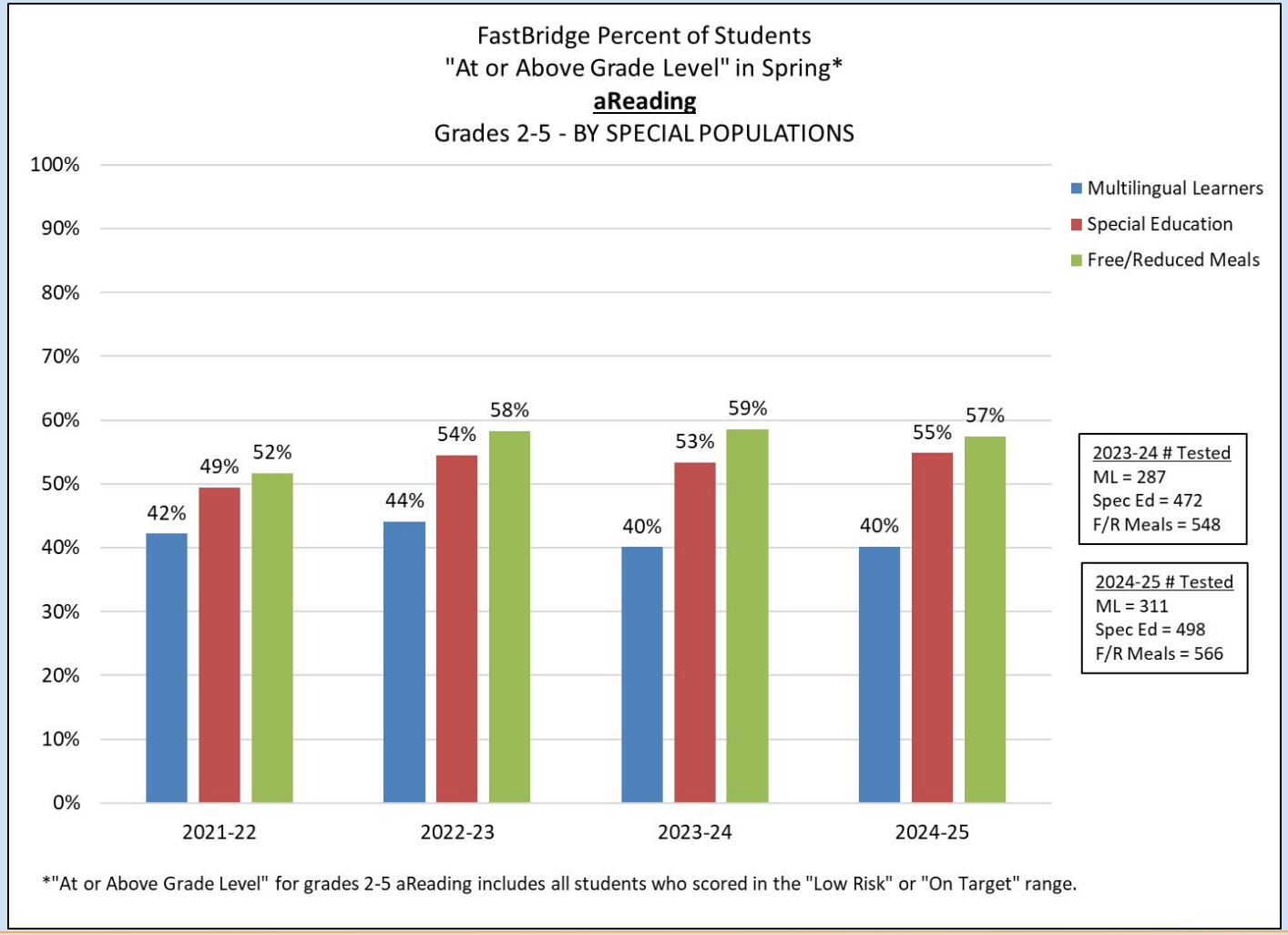
*"At or Above Grade Level" for grades 2-5 aReading includes all students who scored in the "Low Risk" or "On Target" range.

"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.

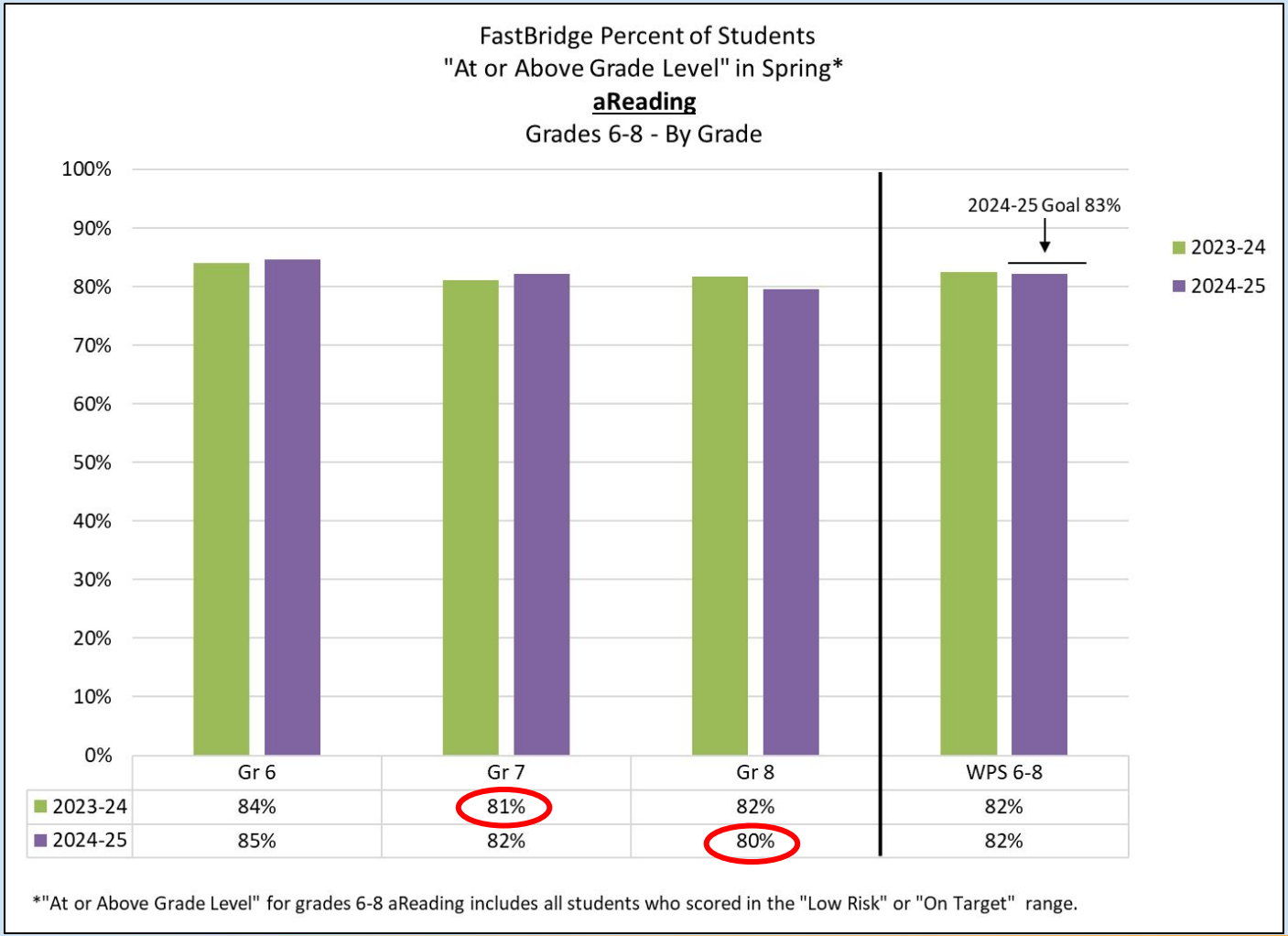
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"At Grade Level"
Grades 2-5
by Special Populations

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

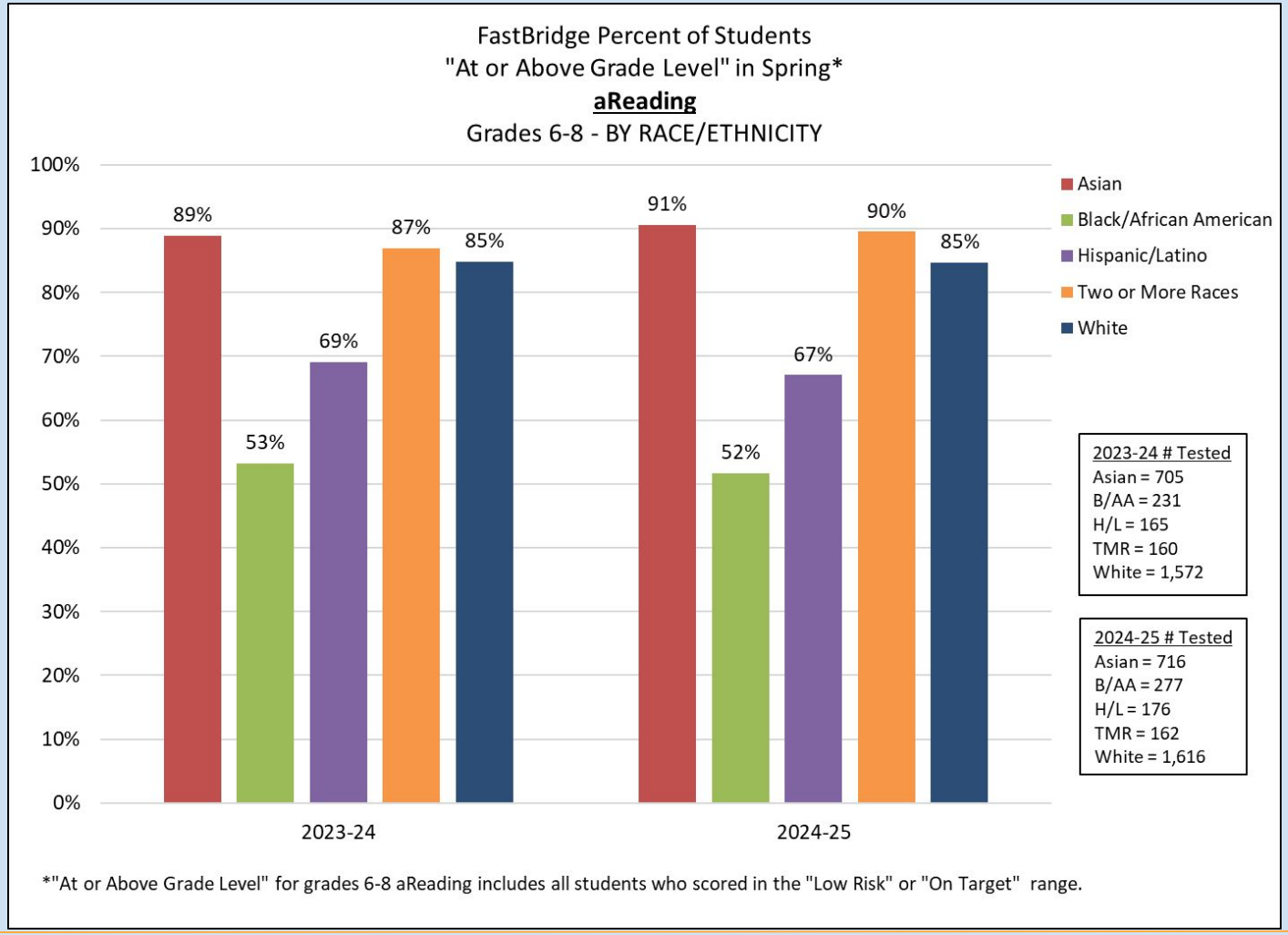
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"At Grade Level"
Grades 6-8

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%

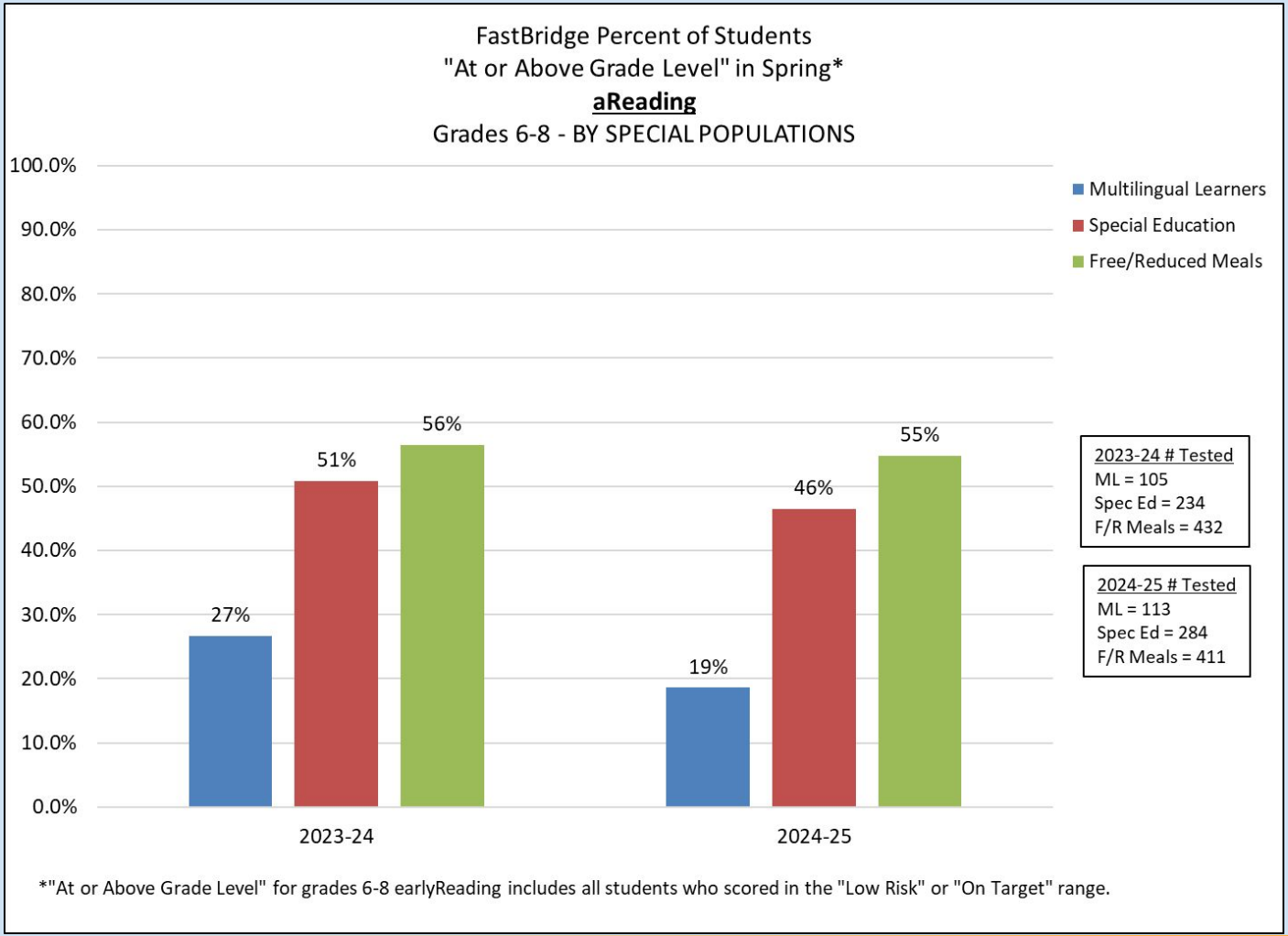
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"At Grade Level"
Grades 6-8
by Race/Ethnicity

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

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"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.

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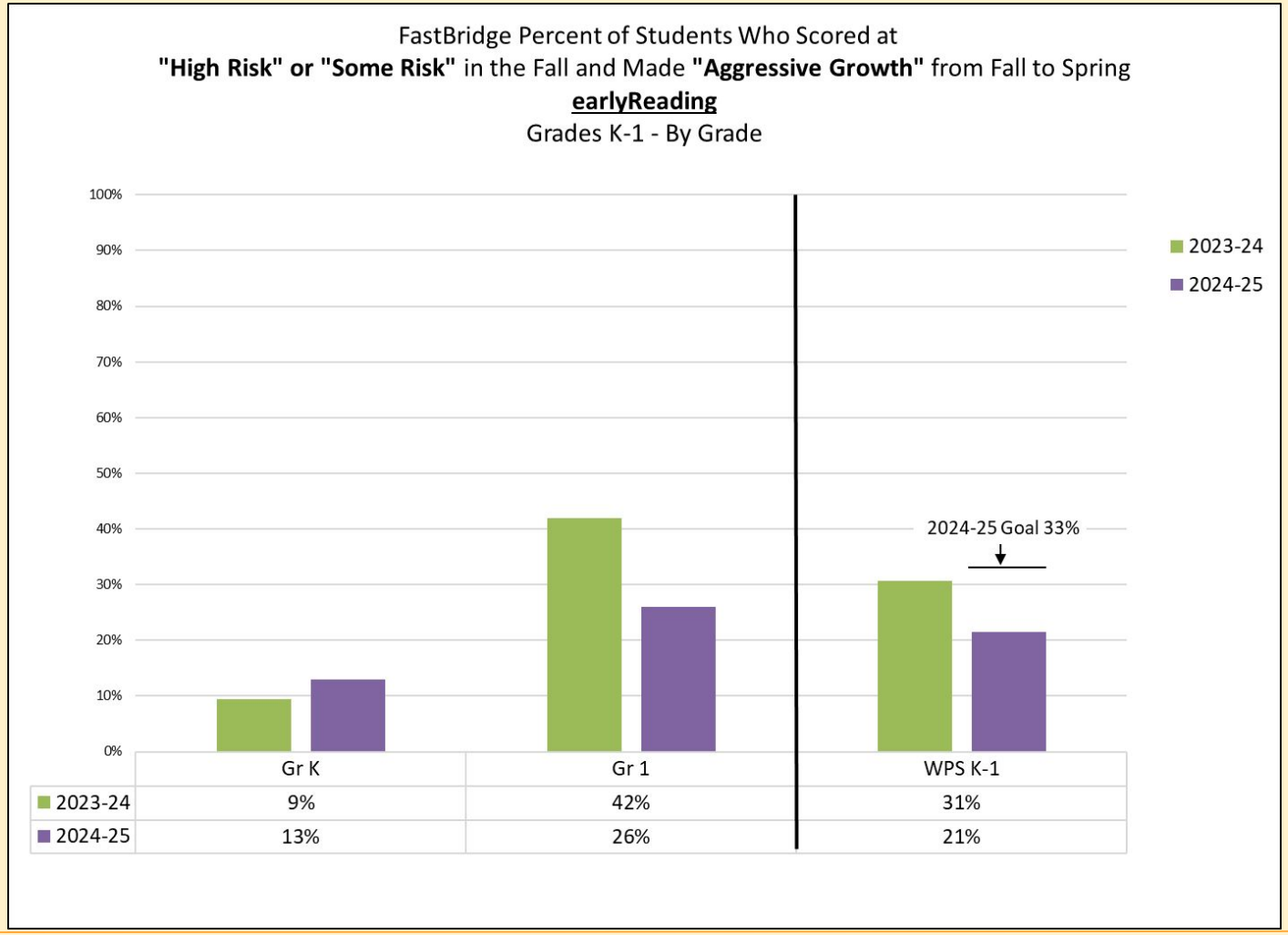
All K-12 students reading at or above grade level.
2024-25 SMART Goals

"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 a follows:

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

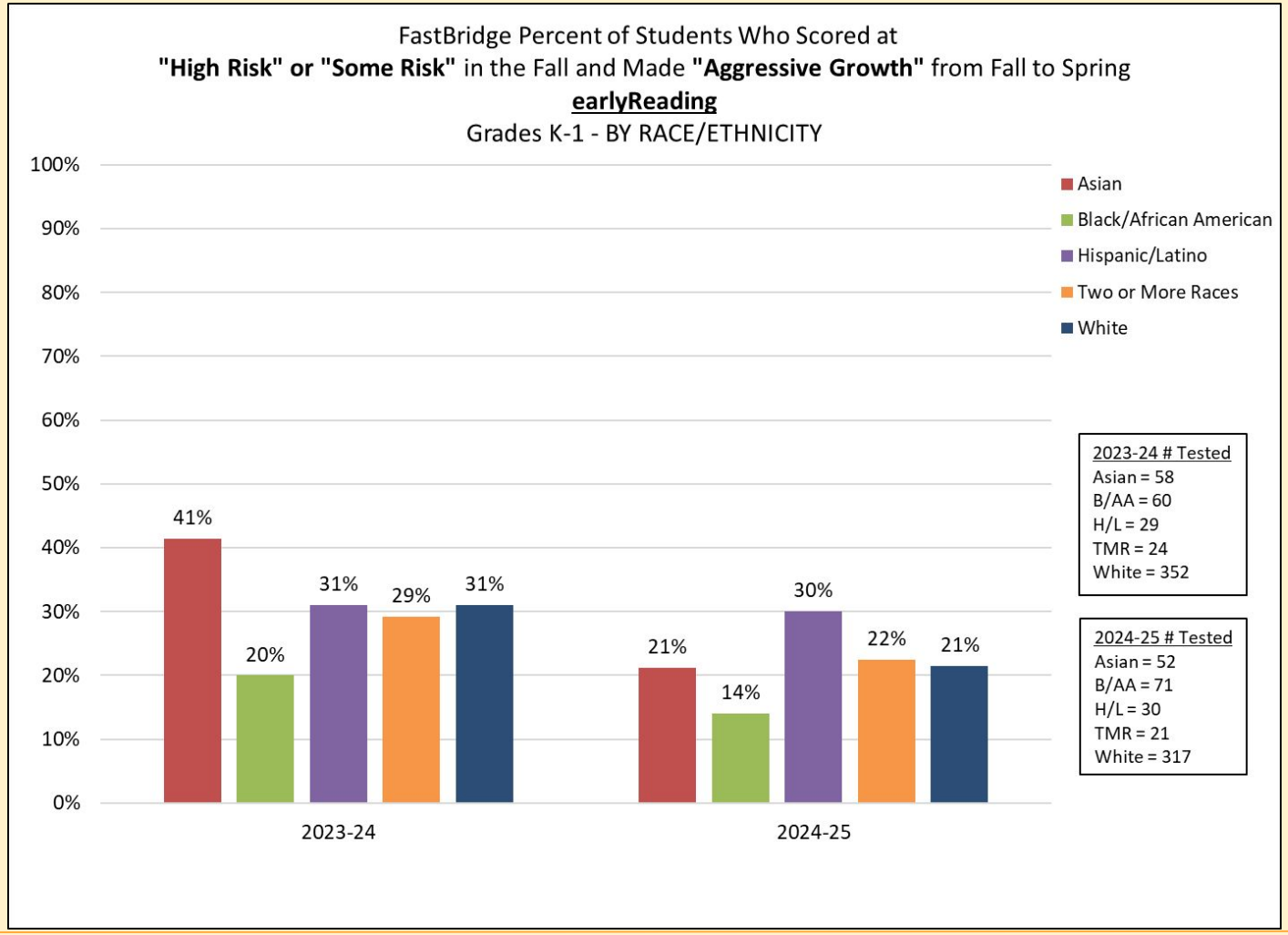
** "Aggressive Growth" - more than a year's growth in a year's time*



“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.

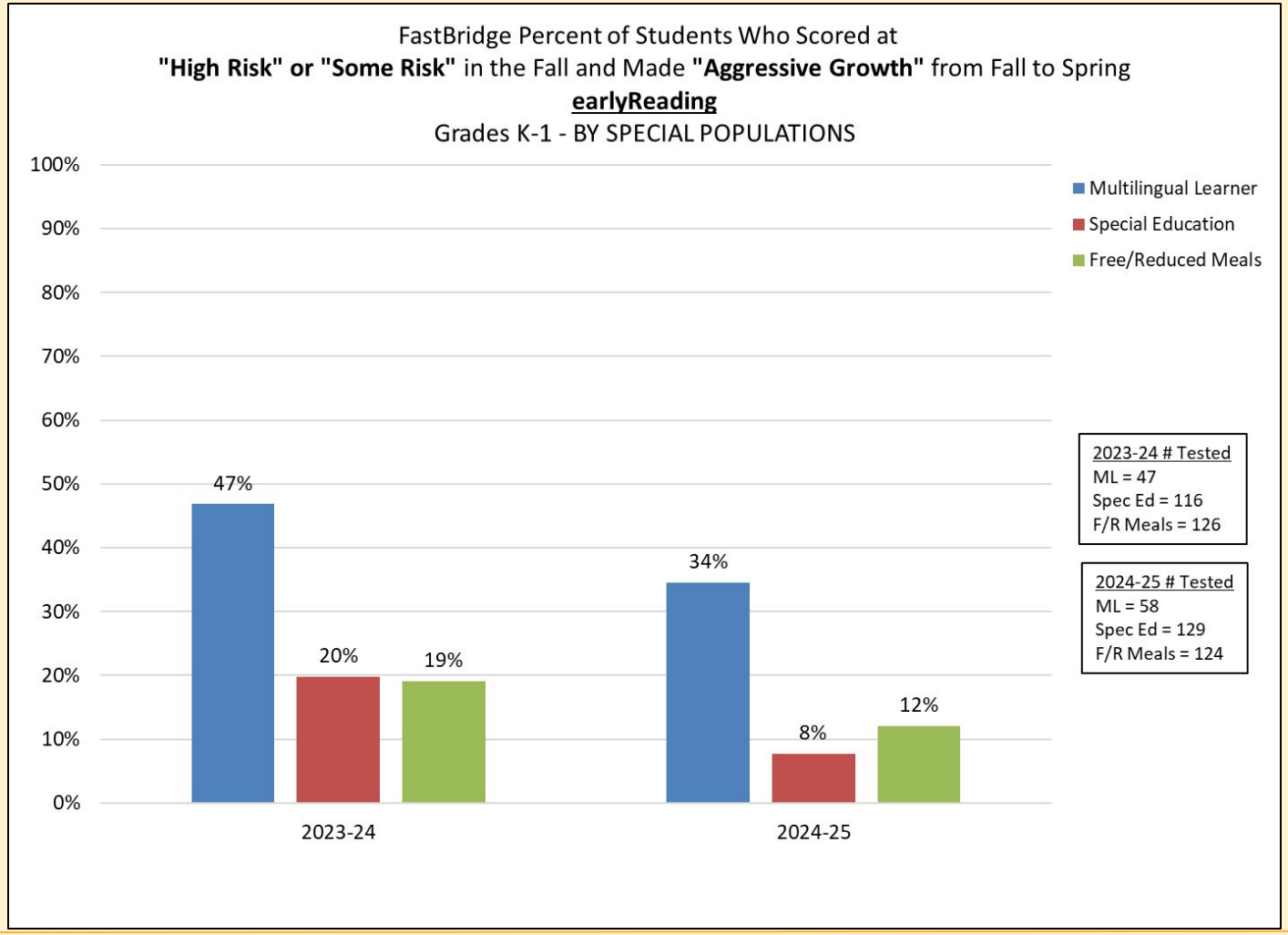
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"Aggressive Growth"
Grades K-1
by Race/Ethnicity

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

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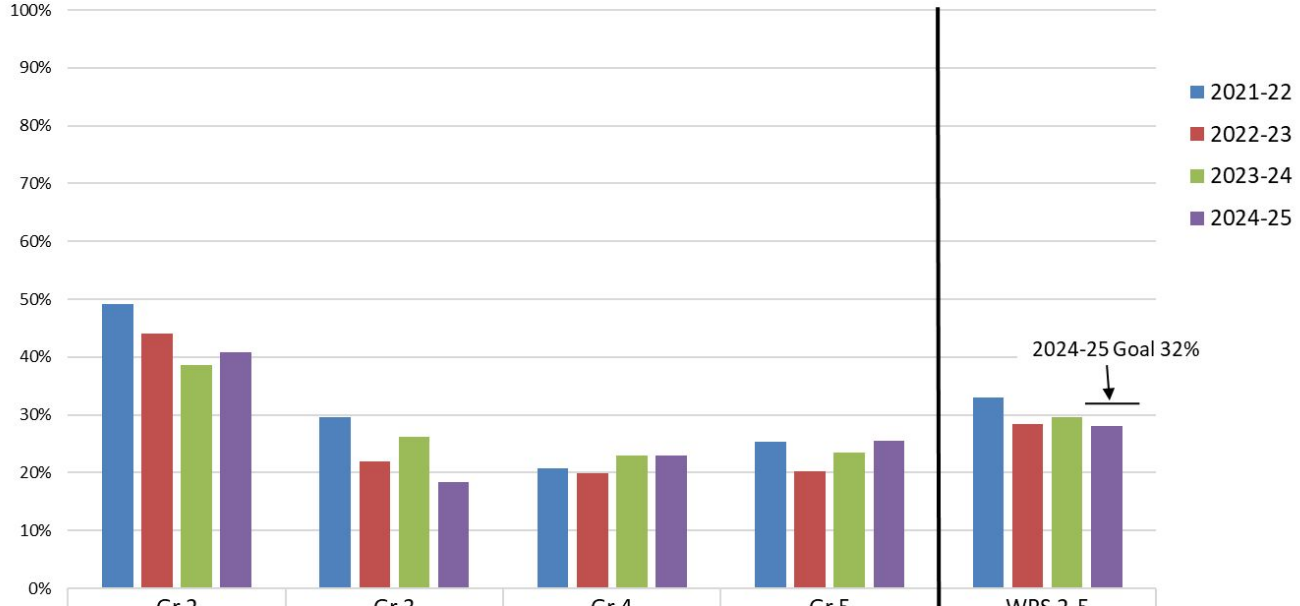


"Aggressive Growth"
Grades K-1
by Special Populations

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

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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

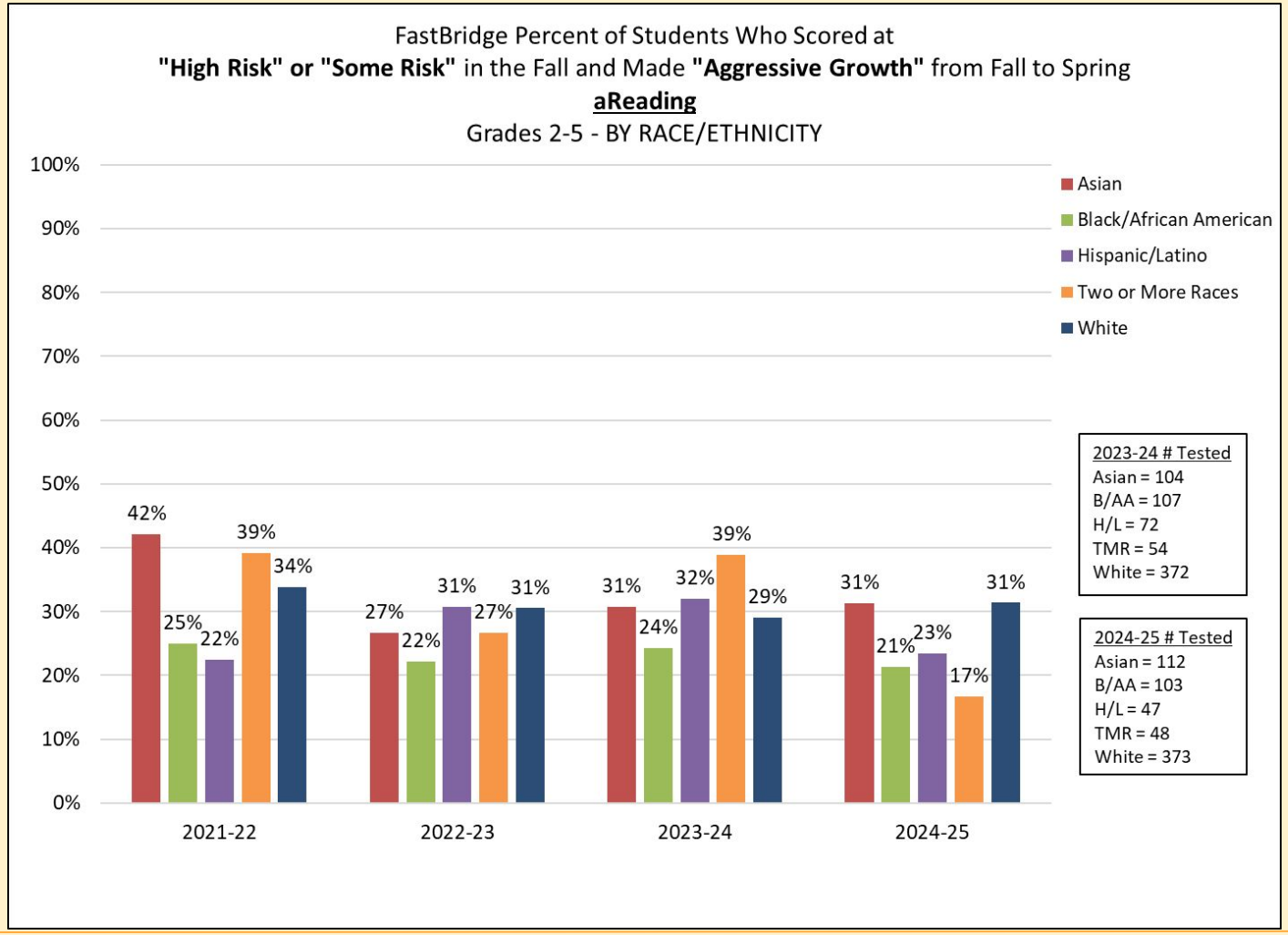


	Gr 2	Gr 3	Gr 4	Gr 5	WPS 2-5
2021-22	49%	30%	21%	25%	33%
2022-23	44%	22%	20%	20%	28%
2023-24	39%	26%	23%	23%	30%
2024-25	41%	18%	23%	25%	28%

"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.

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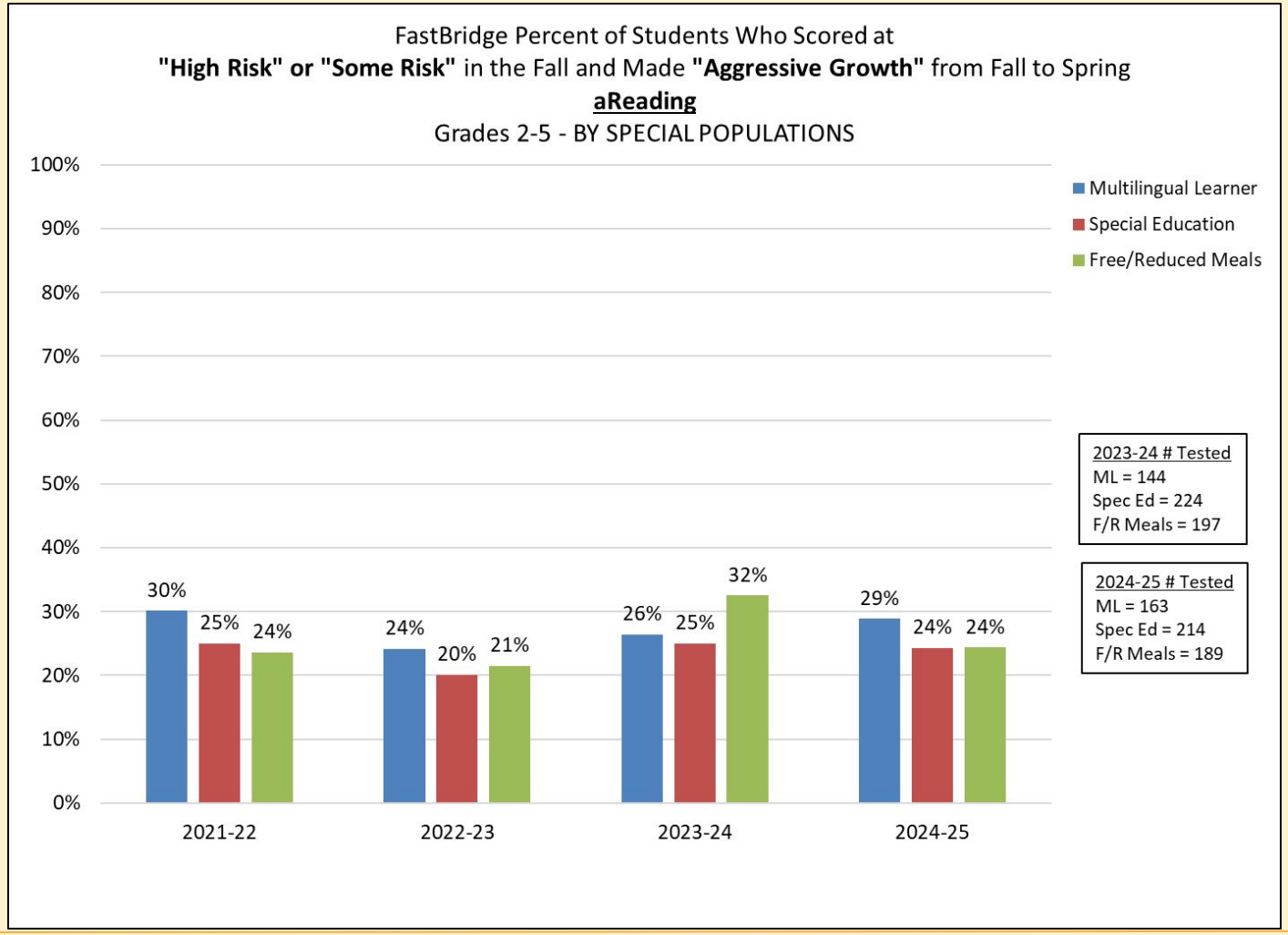


"Aggressive Growth" Grades 2-5 by Race/Ethnicity

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.

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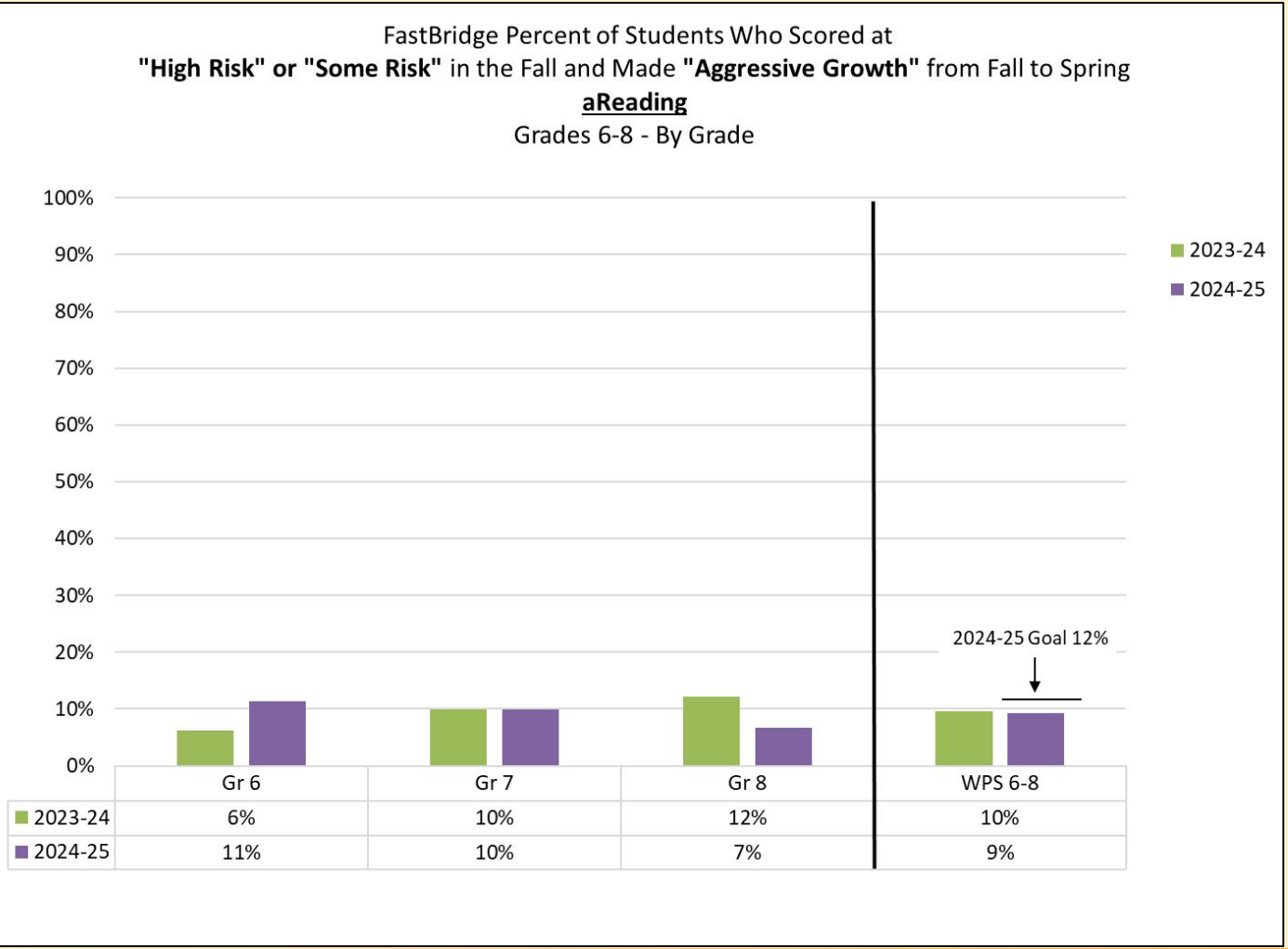


"Aggressive Growth"
Grades 2-5
by Special Populations

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.

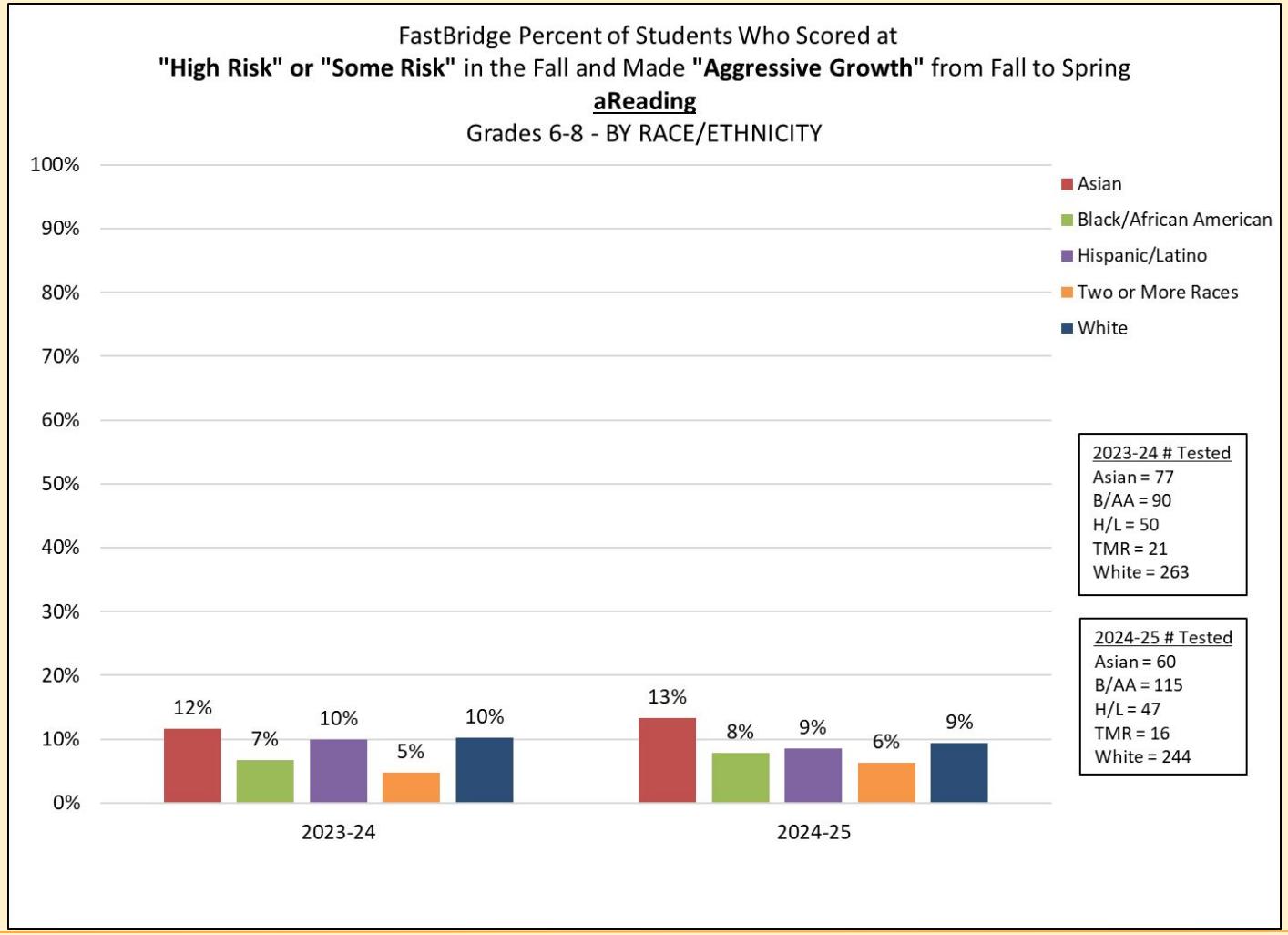
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"Aggressive Growth" Grades 6-8

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

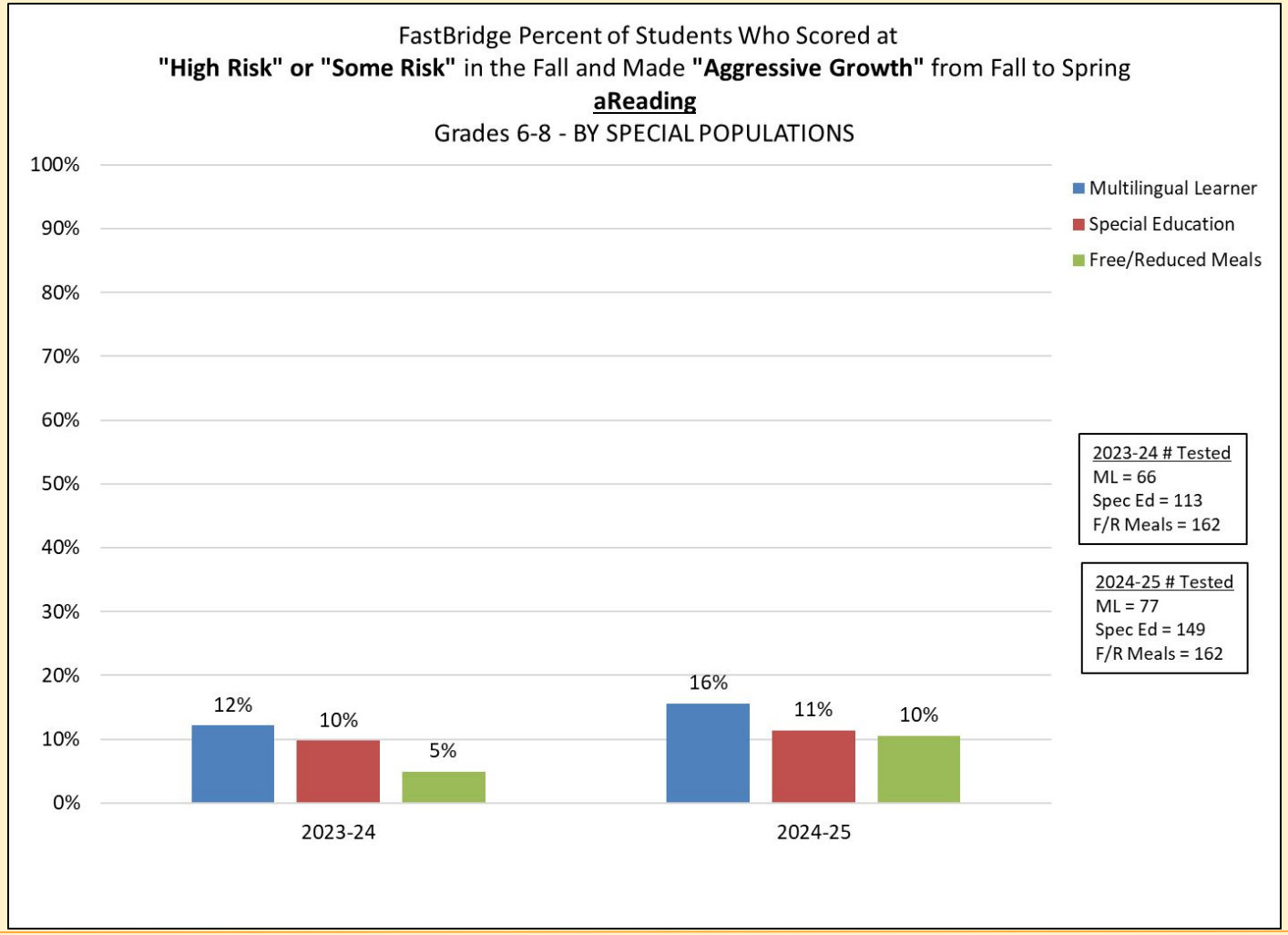
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"Aggressive Growth"
Grades 6-8
by Race/Ethnicity

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

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"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.

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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



- Infrastructure for Continuous Improvement
- Family and Community Engagement
- Multi-Layered Practices and Support
- Assessment
- Data-Based Decision Making

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
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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.

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

MCAs
Reading & Math

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

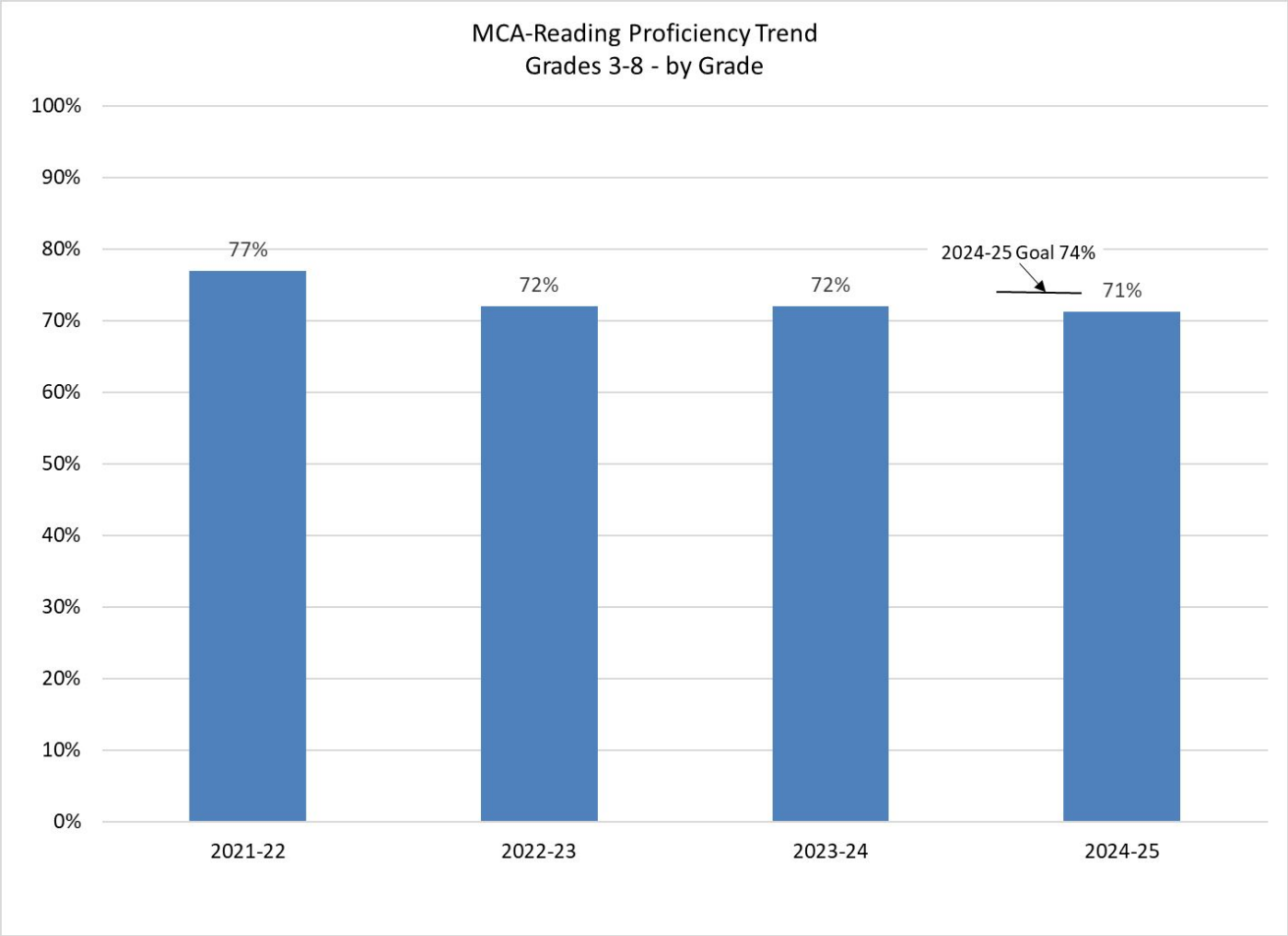
MN Accountability Assessments - MCAs

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:

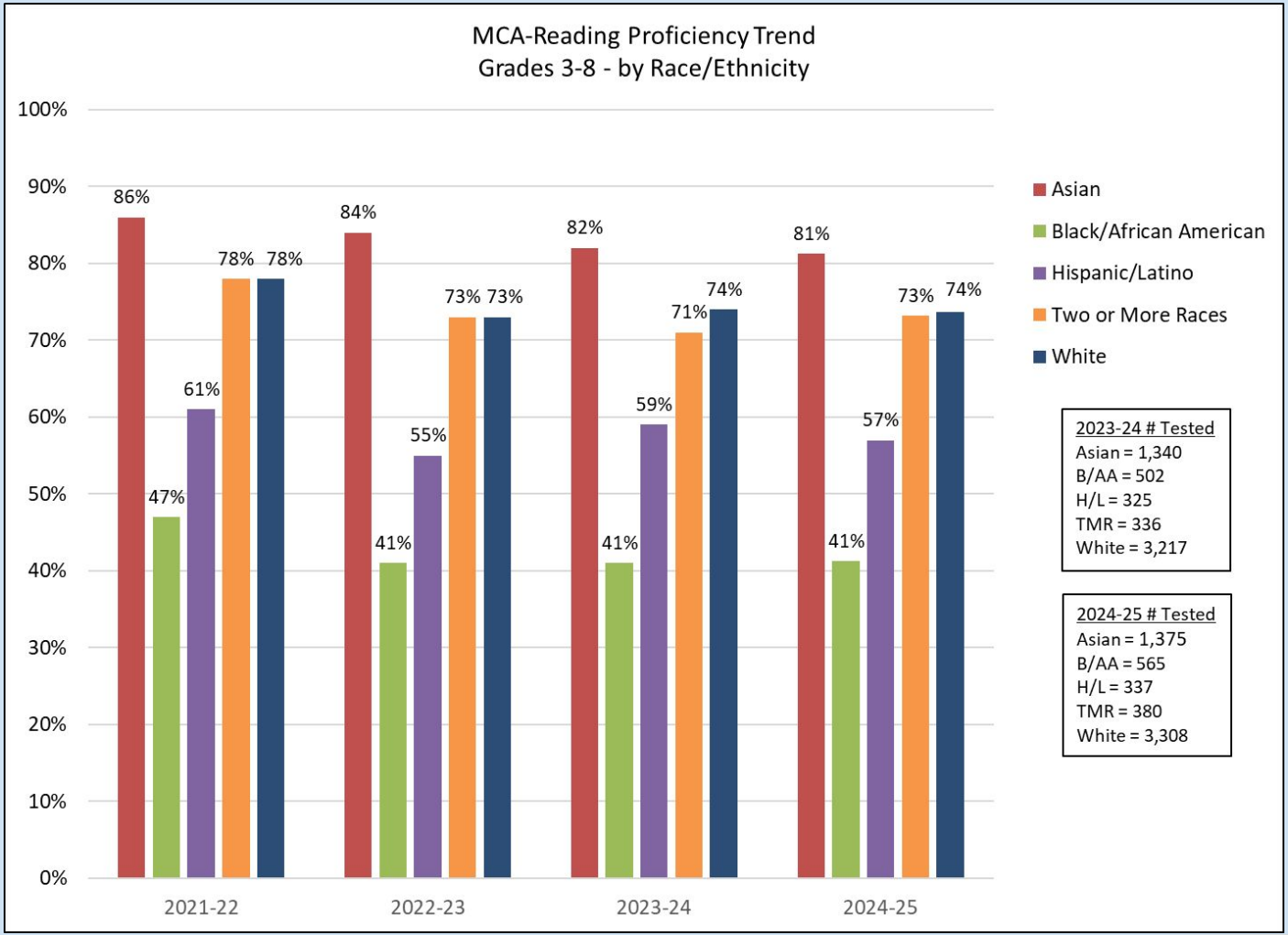
- *Grade 10 - Reading: 83% to 85%*
- *Grade 11 - Math: 69% to 71%*



MCA 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.

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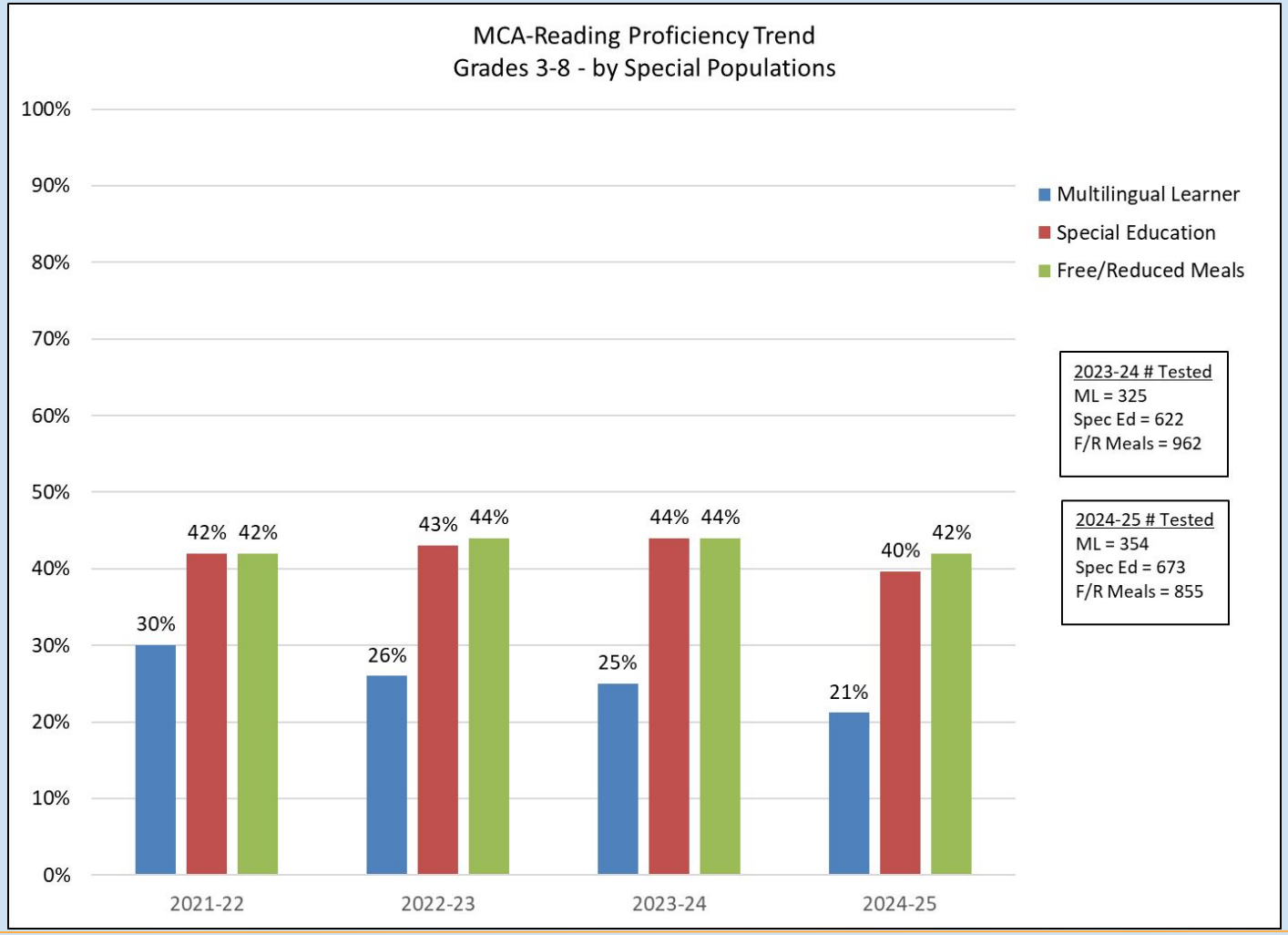


MCA Proficiency
Reading
Grades 3-8
by Race/Ethnicity

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.

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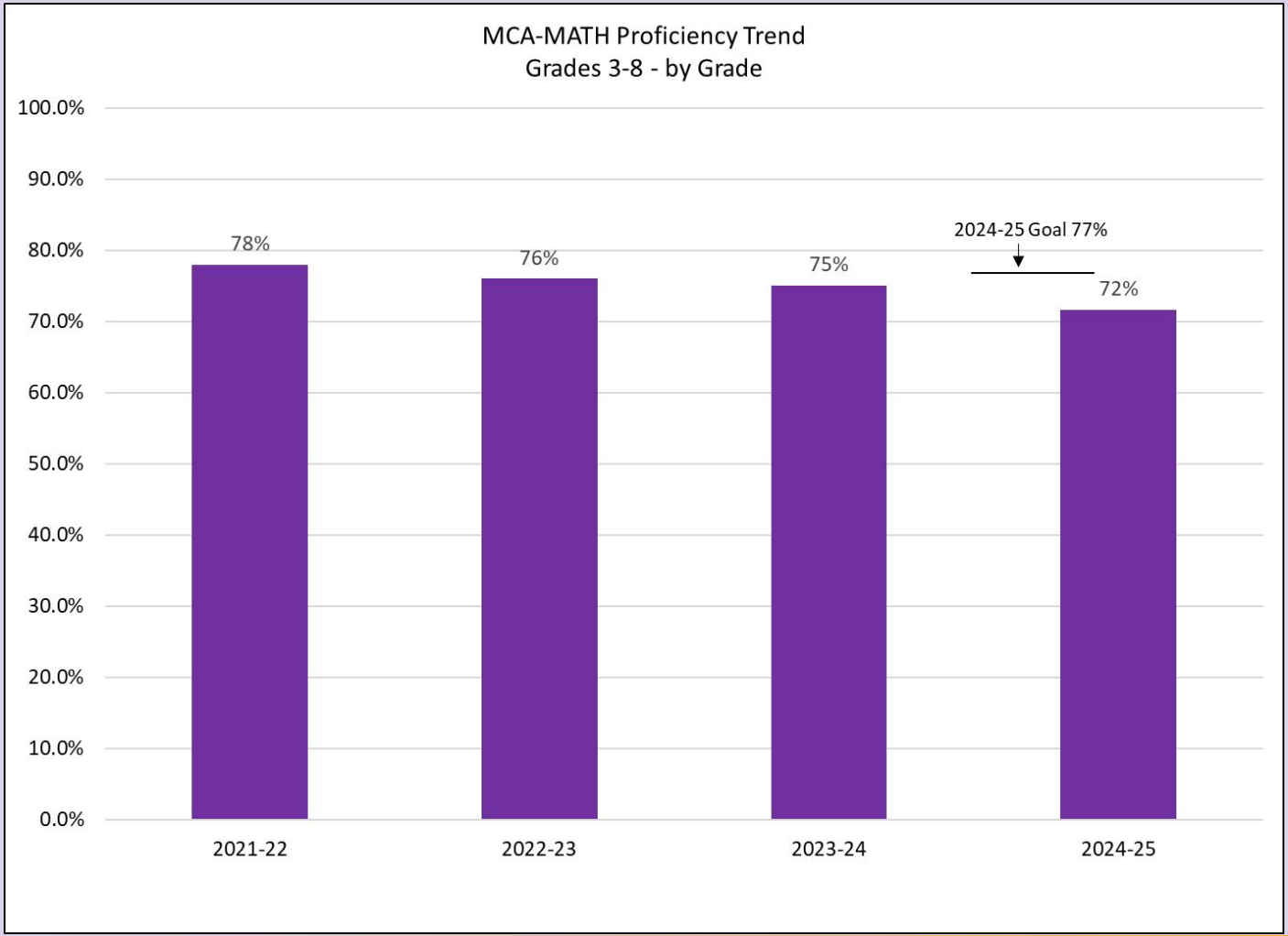


MCA Proficiency
Reading
Grades 3-8
by Race/Ethnicity

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.

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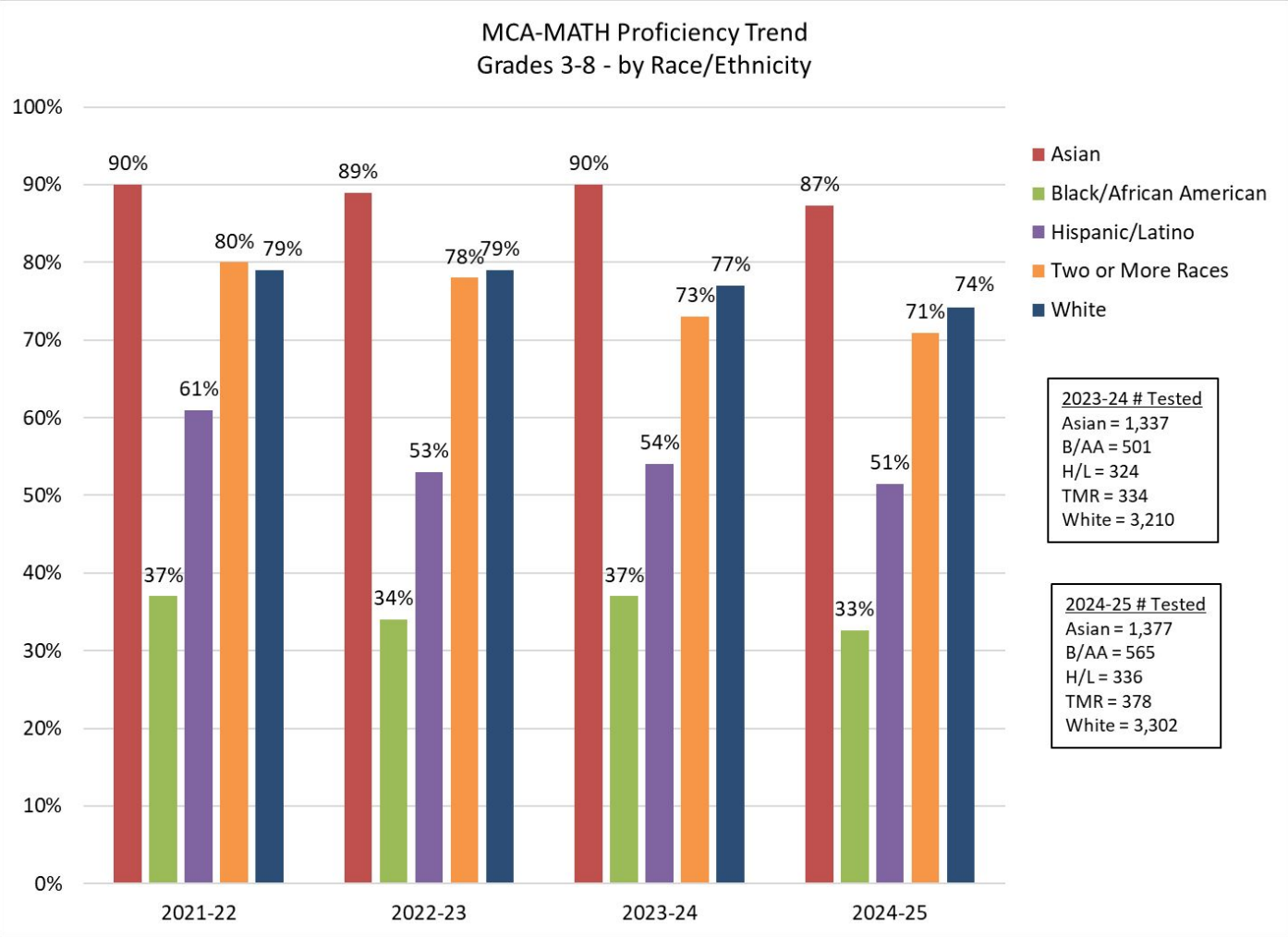


MCA Proficiency
Math
Grades 3-8

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.

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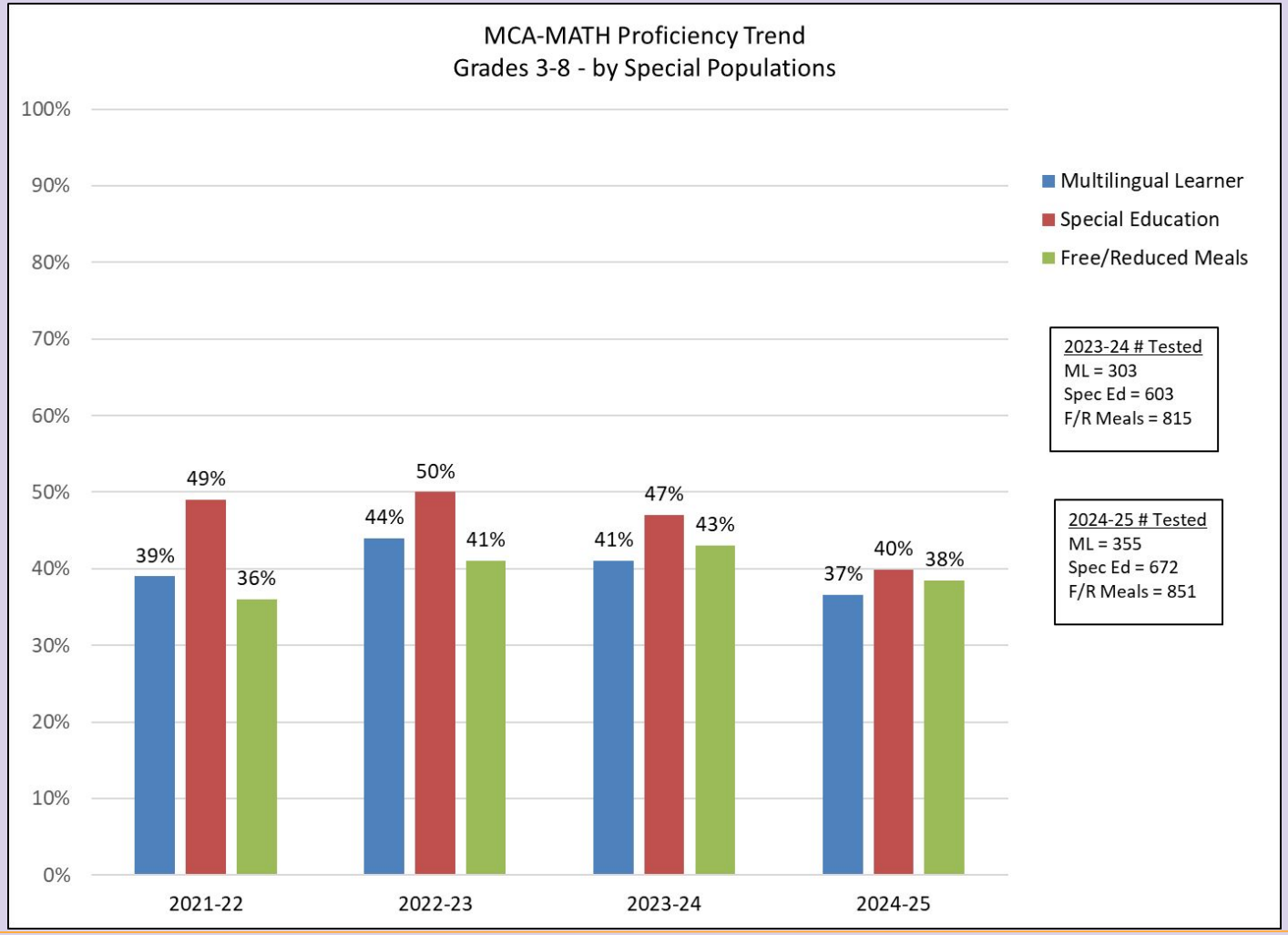


MCA Math Proficiency Grades 3-8 by Race/Ethnicity

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.

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MCA Math Proficiency
Grades 3-8
by Special Populations

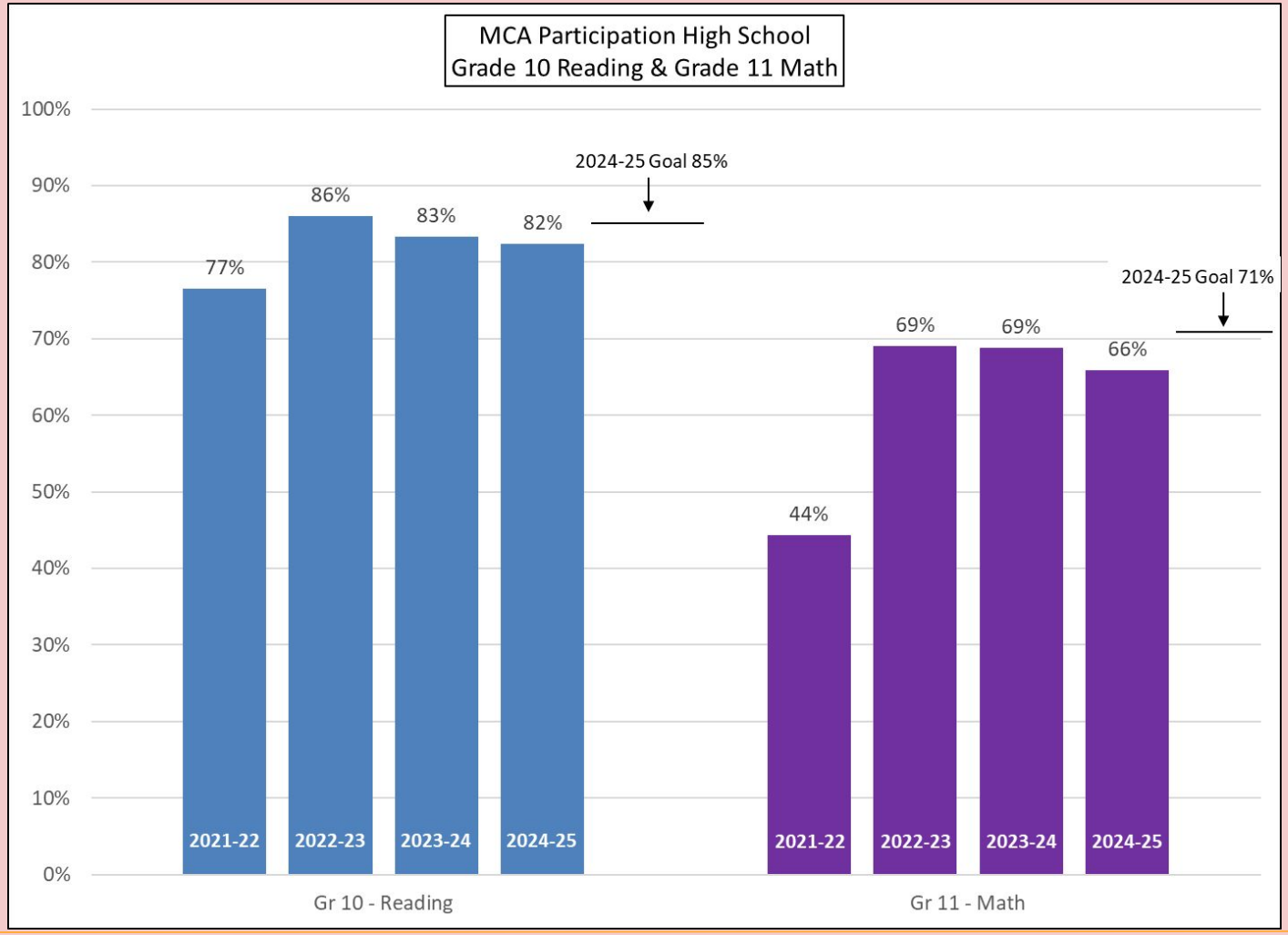
The performance of the Multilingual Learner and Free/Reduced Meals groups in 2024-25 was similar to 2021-22.

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

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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.

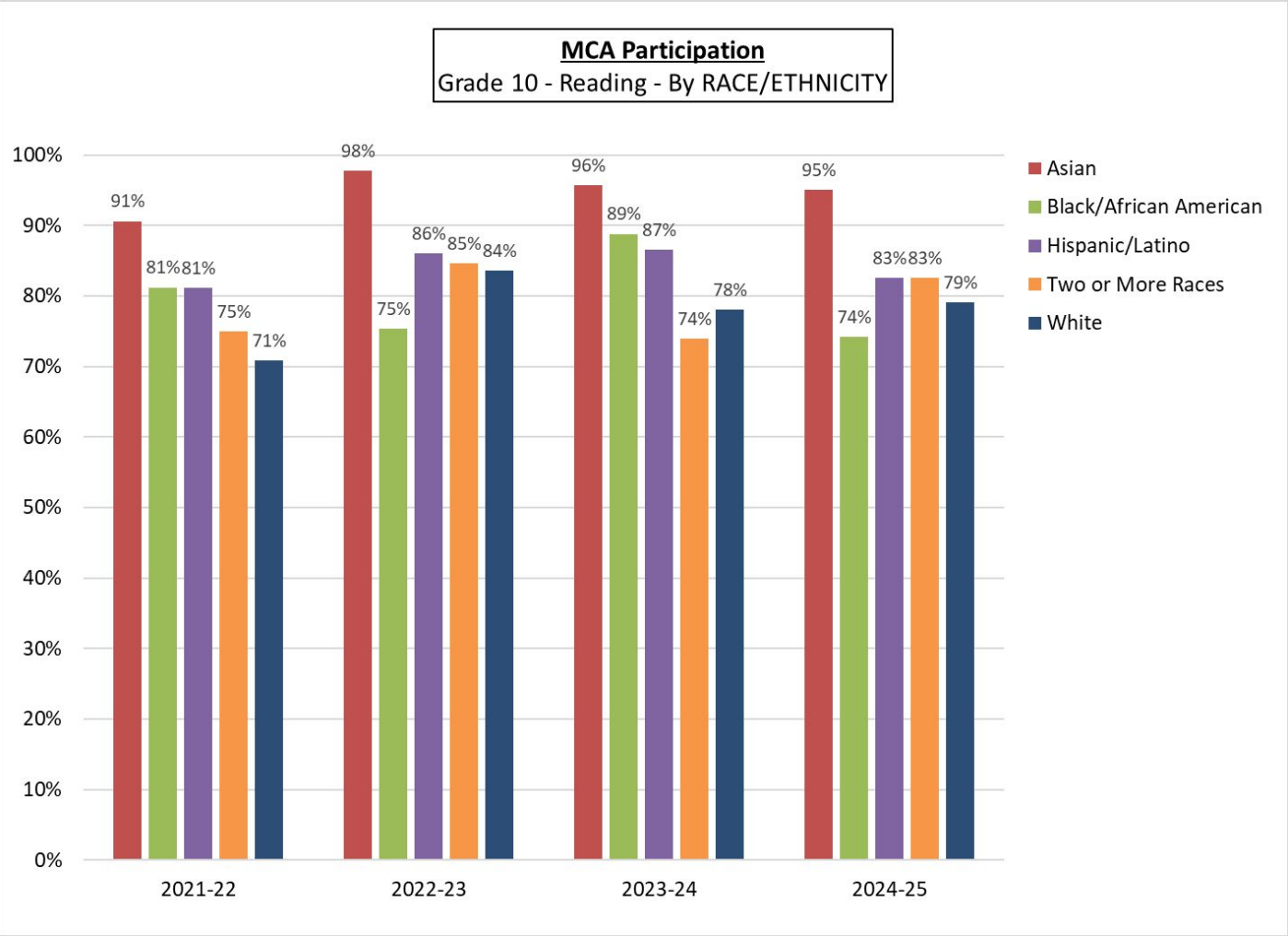


Participation
High School MCAs
Grades 10-11

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.

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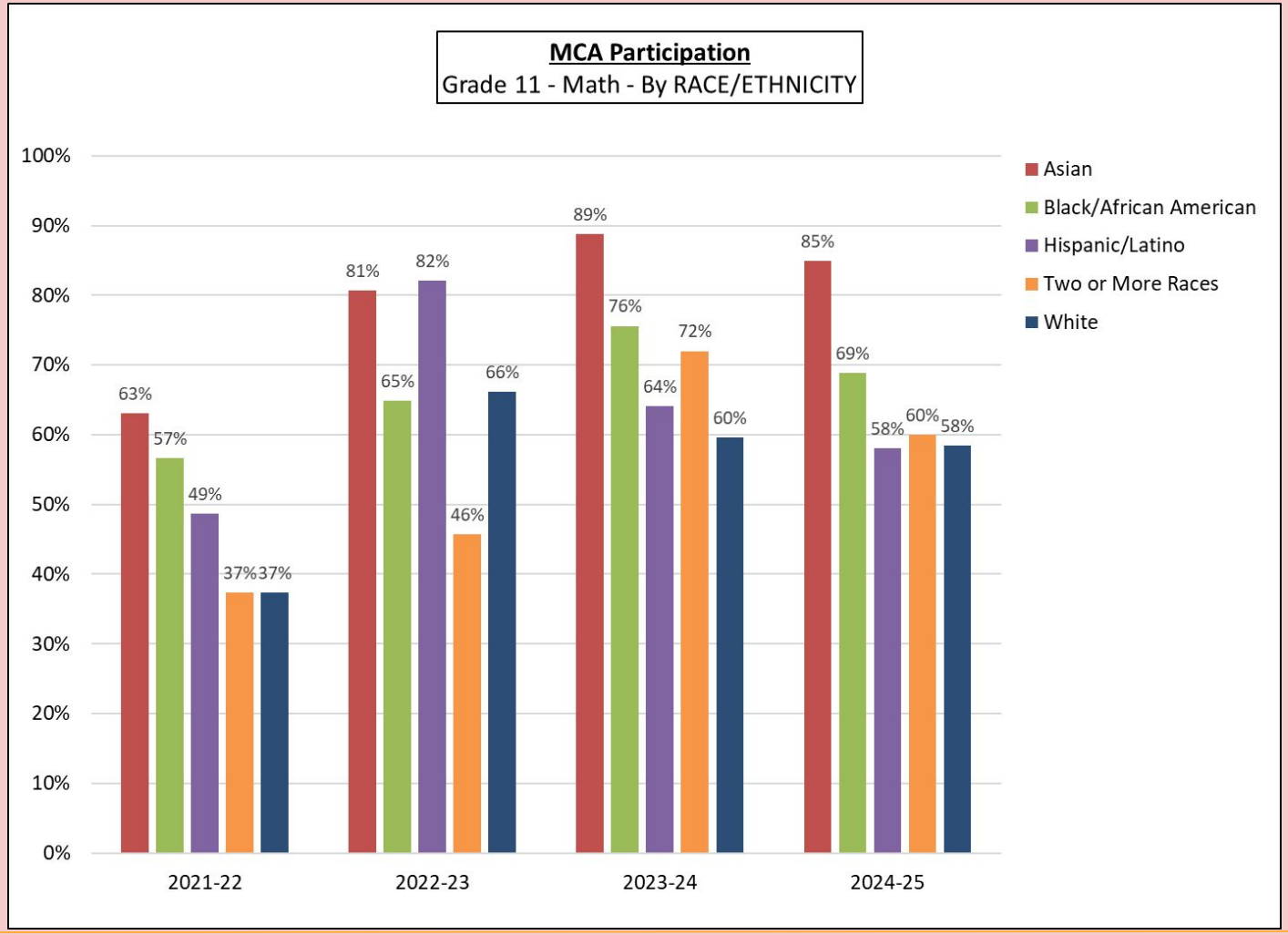


Participation
High School MCAs

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.

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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.

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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

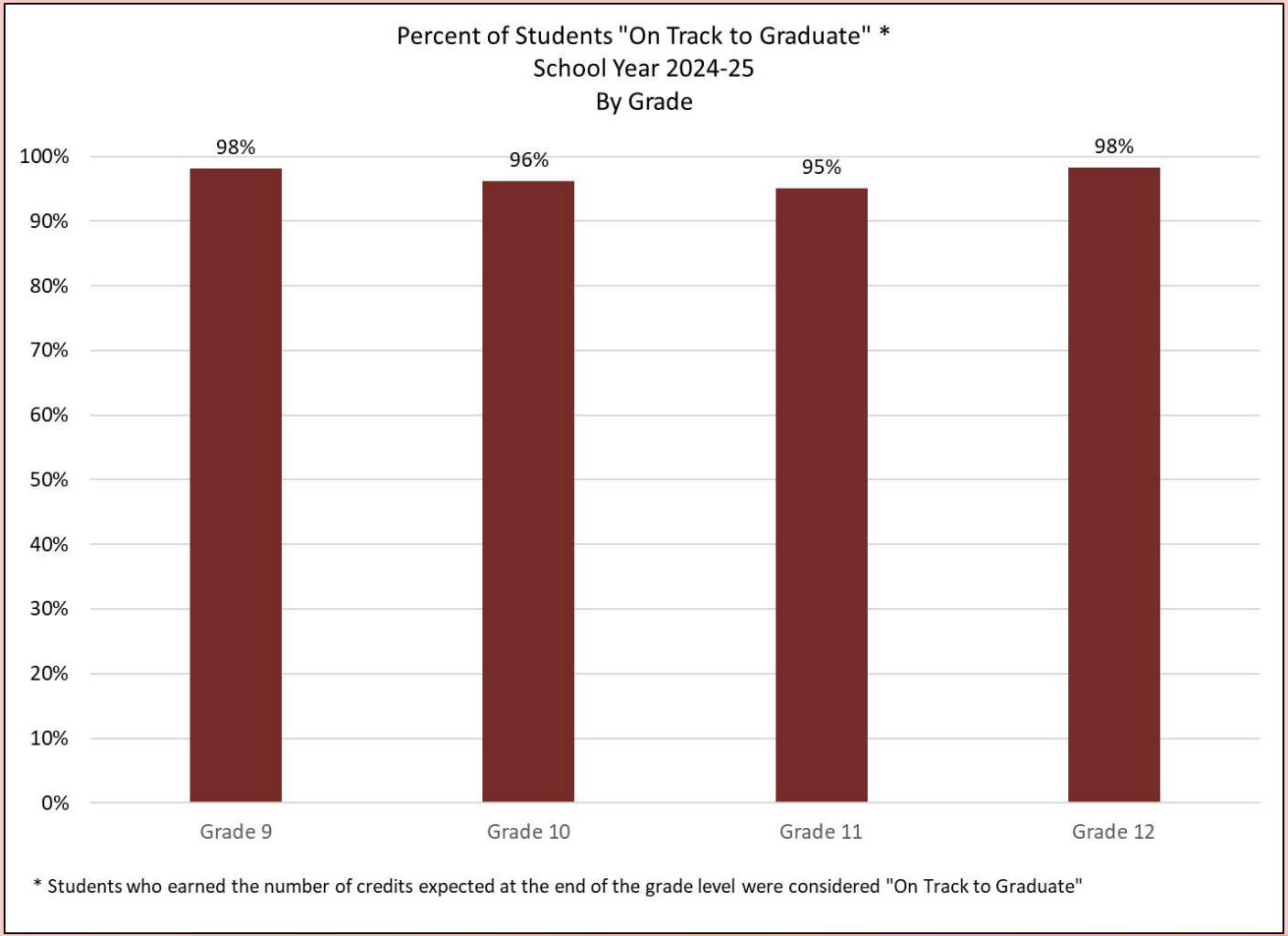
On Track to Graduate

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*

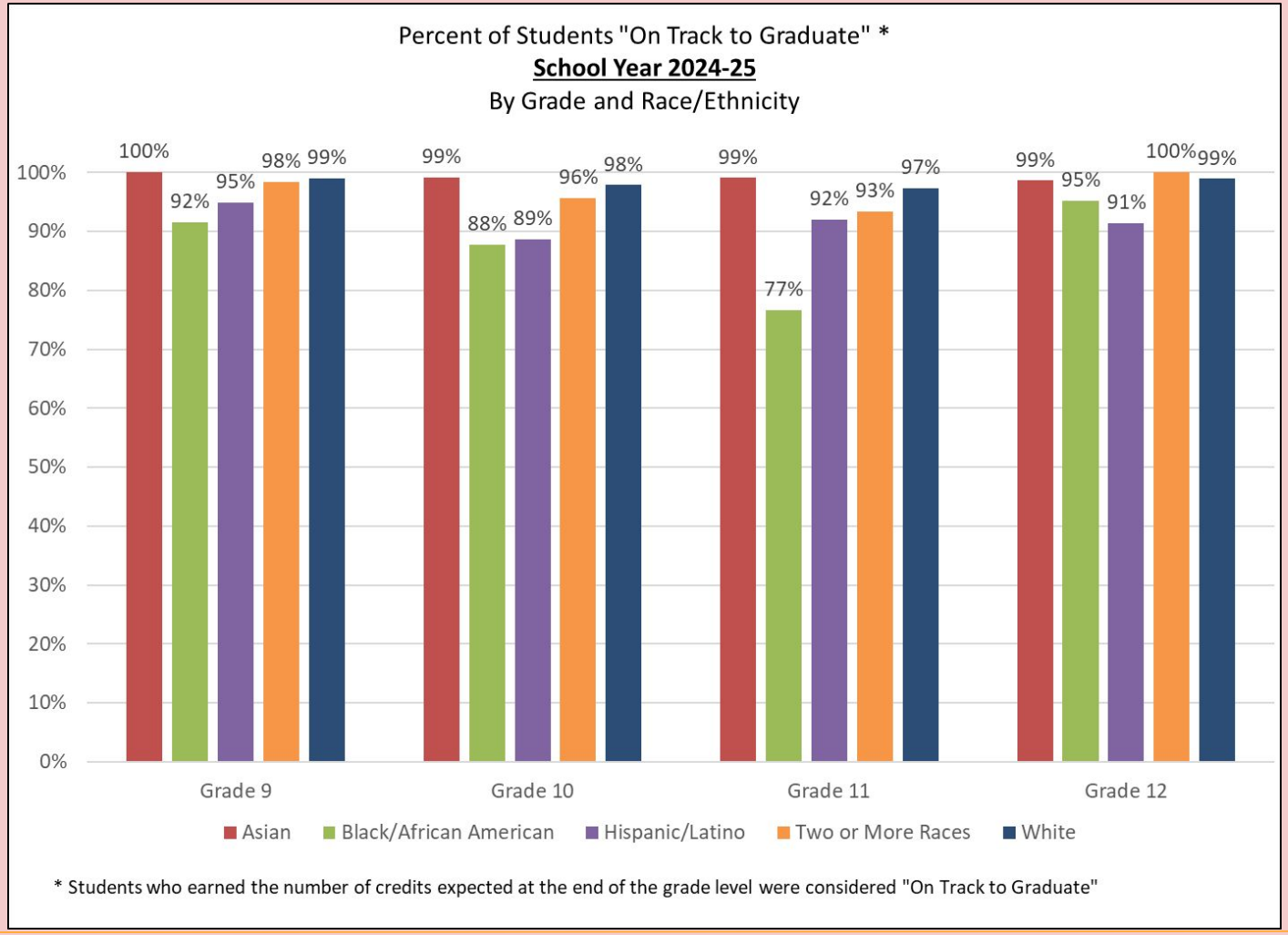


"On Track to Graduate" Grades 9-12

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

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

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"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.

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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.

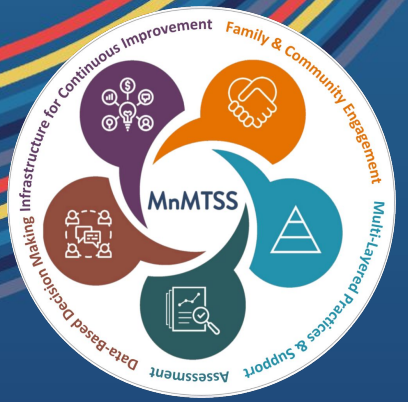
Decrease gaps while maintaining the performance of the highest performing group

Technical Change & Transformational Change

STRATEGIC DIRECTIONS

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

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



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.





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

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