2024-25 Annual Report - Student Experience

November 24, 2025

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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



- Operationalize the District's mission throughout the system.
- Collective work across the district aligned to legislation (CACR, Literacy Plan, A&I, CEIS, ADSIS)

WAYZATA PUBLIC SCHOOLS

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.

Data is Information

Student achievement outcomes - how our students are performing

- district and state test scores
- high school graduation

Students experience - conditions, relationships and perceptions of daily life

- course enrollment
- program participation
- student/staff surveys

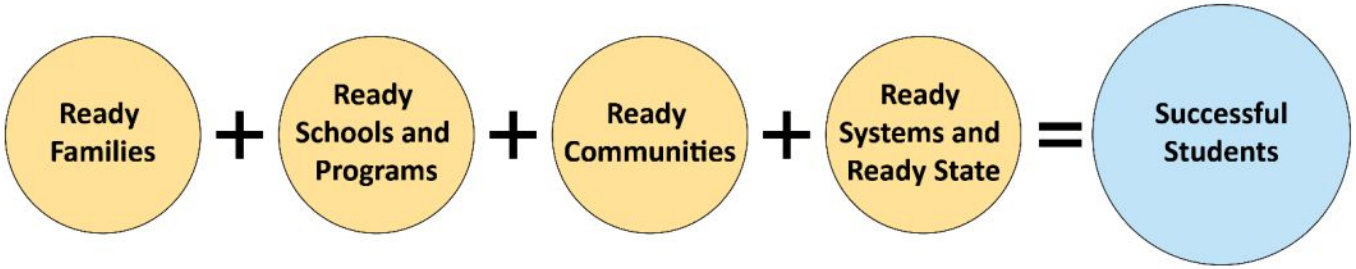
Strategic Direction 1 - Ensure high-quality daily experiences for students

Today, we are looking beyond test scores to the voices and experiences of the students we serve

Kindergarten Readiness

MDE Successful Learner Equation

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

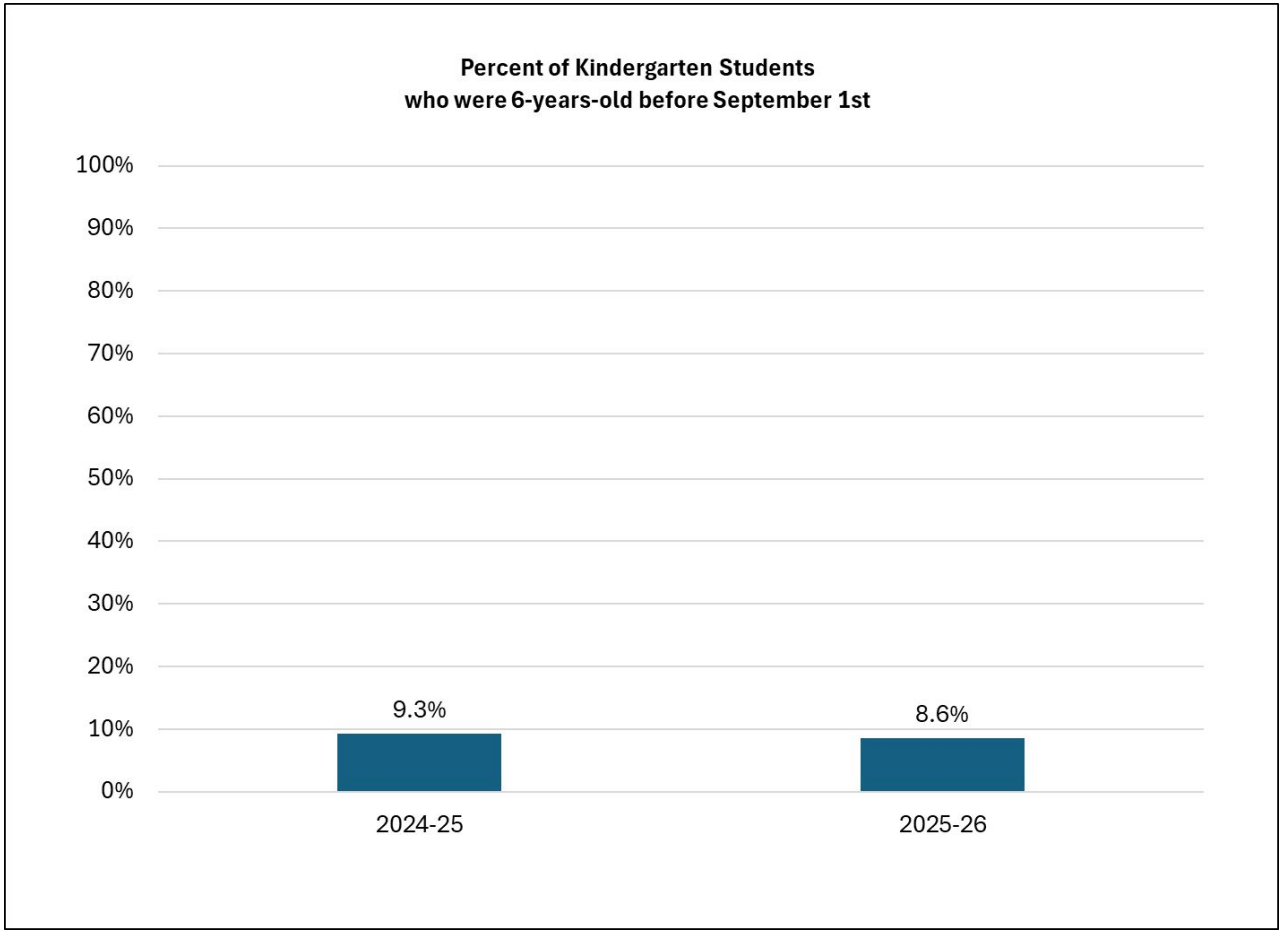


Strategic Direction 1:
All Children are Ready for School

According to Minnesota Statute (Sec. 120A.20), students are ready for kindergarten when they turn 5 yrs old by September 1st.

Kindergarten Readiness and Experience

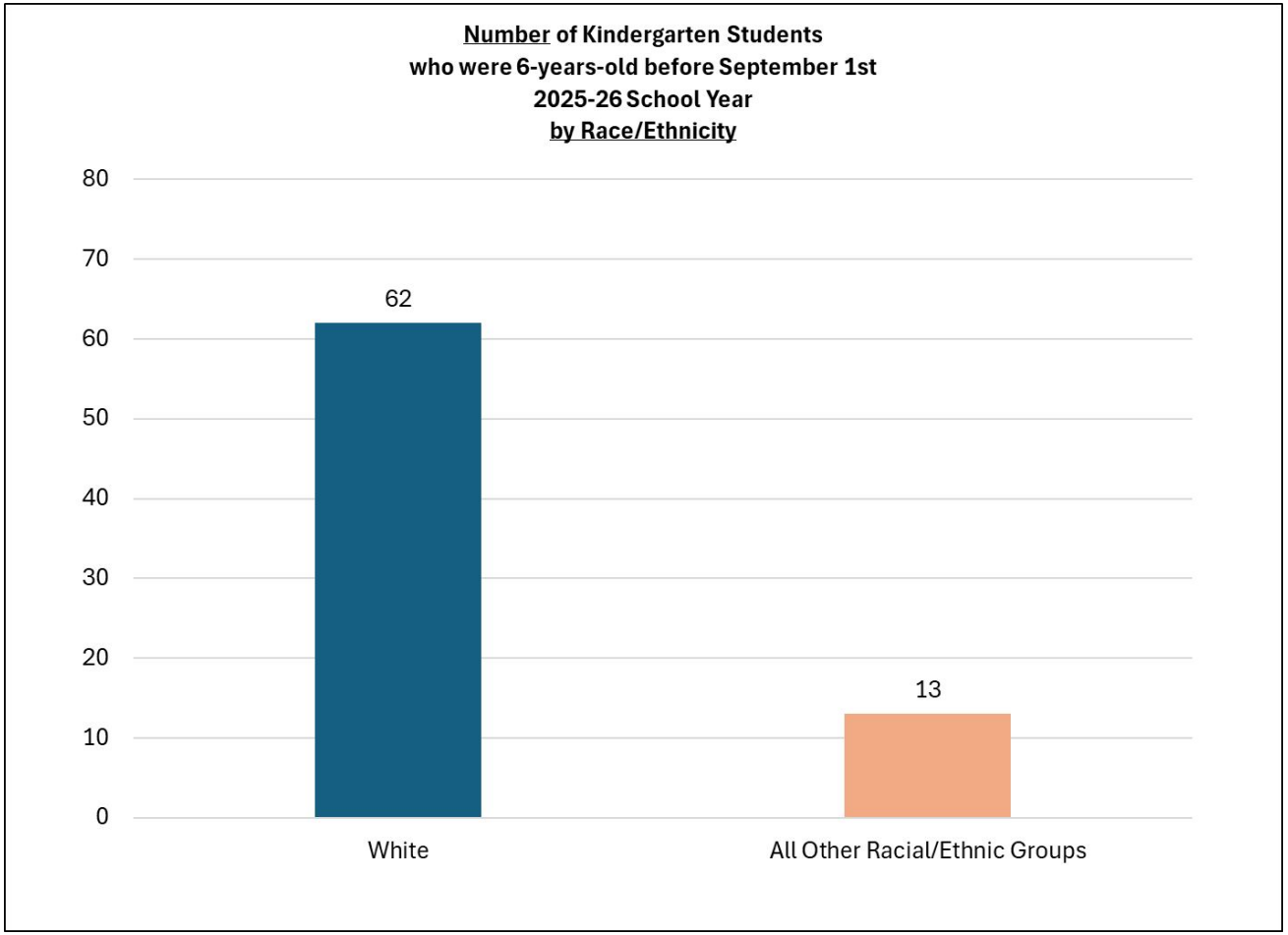
The percentage of students who delay starting or repeat kindergarten, as measured by the percentage of students enrolled in kindergarten who turned 6 yrs old before September 1st, will decrease from 9.3% in September 2024 to 8.3% in September 2025.



2025-26 School Year

8.6% of Kindergarten students had already turned 6-yrs old before September 1st

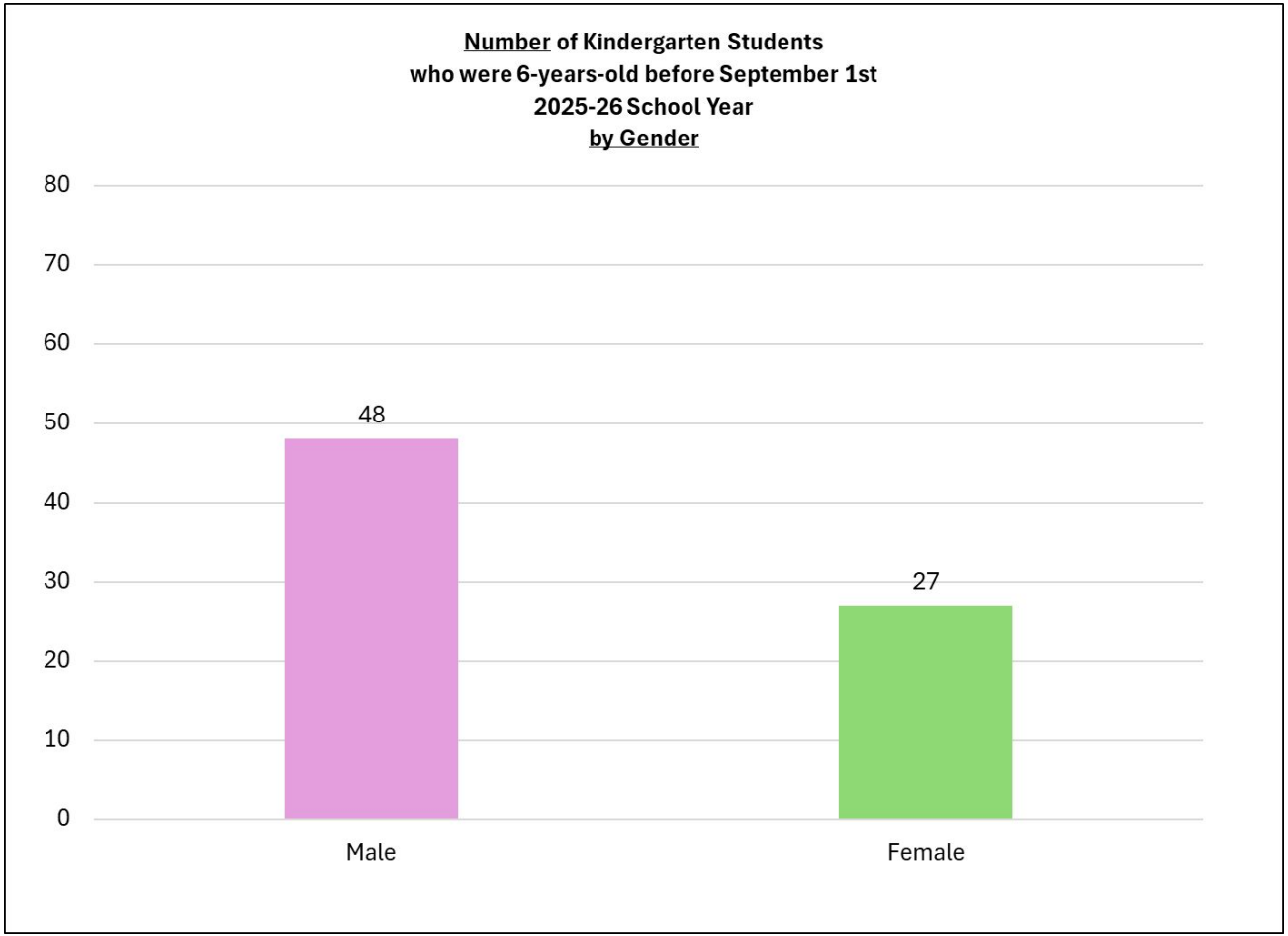
Total Count = 75



2025-26 School Year

Number of students who delayed starting kindergarten by **Race/Ethnicity**

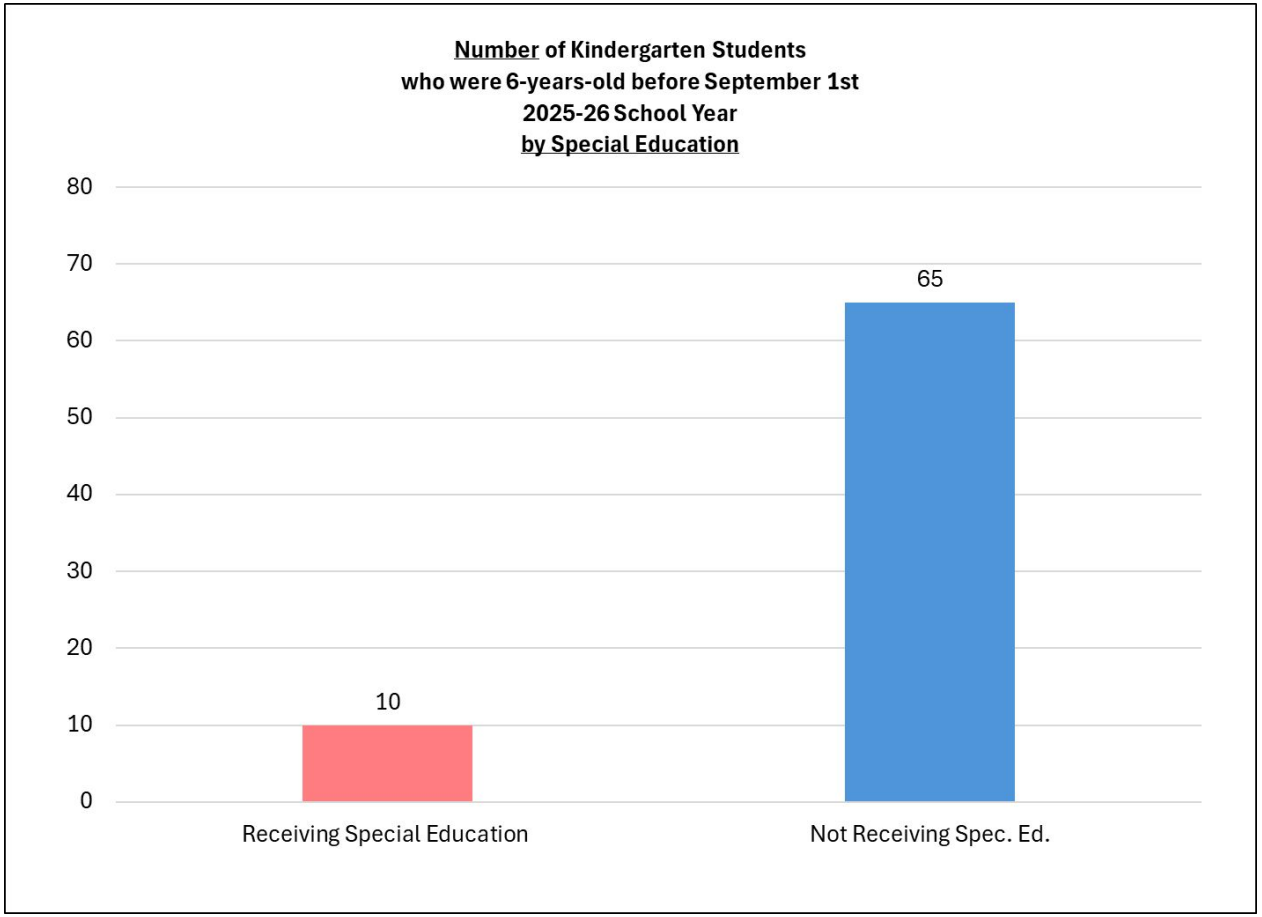
62 of the 75 students are White



2025-26 School Year

Number of students who delayed starting kindergarten by **Gender**

48 of the 75 students are Male



2025-26 School Year

Number of students who delayed starting kindergarten by **Special Education**

10 of the 75 students have an IEP

Systems of Response

There are many reasons that parents may choose to delay entry.

We have an overrepresentation of white families in the numbers of students who delay starting kindergarten

Curious about the why?

We should review our district communications and focus on information about our K classrooms, programs, and supports to ensure all families have the tools they need if considering a delayed entry to K.

College and Career Readiness

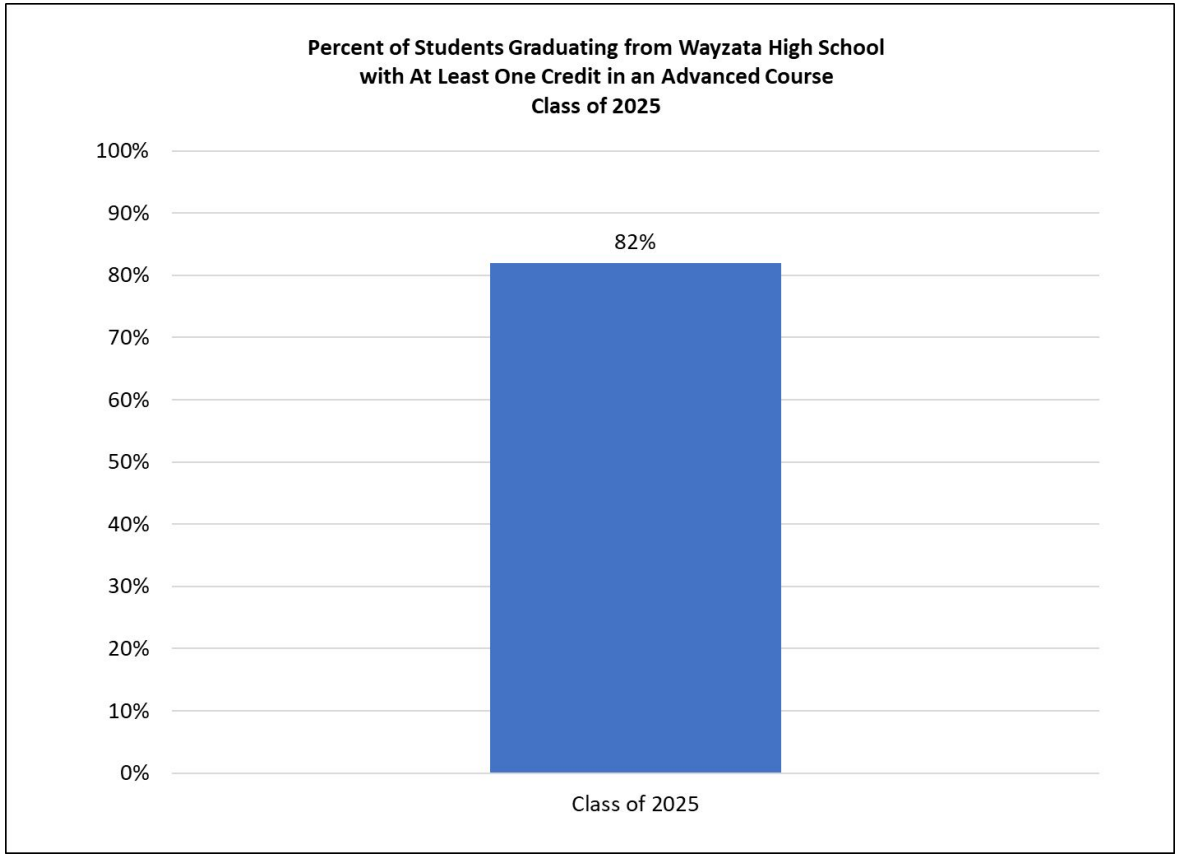
Strategic Direction 1:
Students are College and Career Ready

High School Advanced Courses

Wayzata High School will increase the percentage of students who have earned at least one credit in an advanced course anytime during high school by 2% annually. Data from the 2025 graduating class will serve as the baseline.

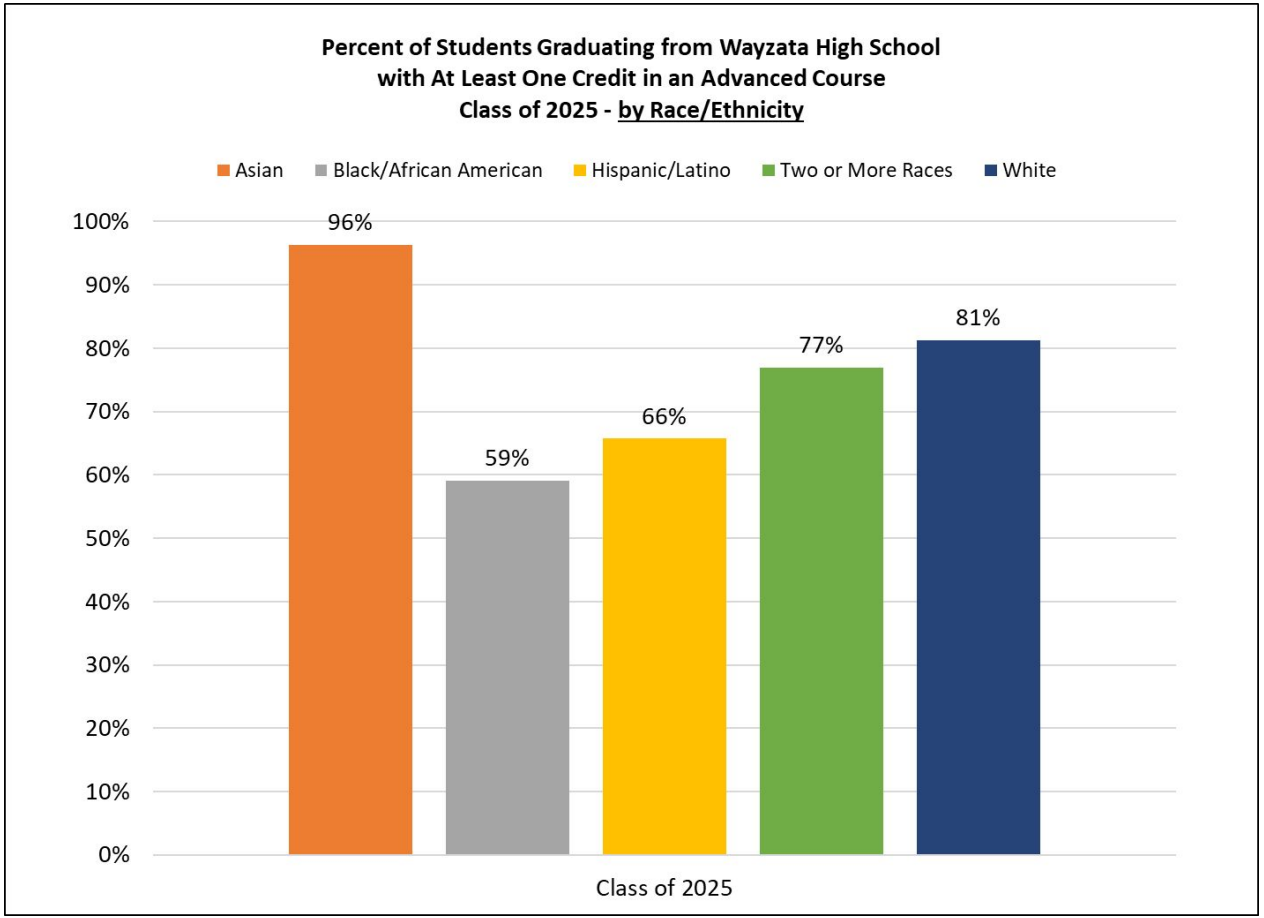
Advanced Courses

- Advanced Placement (AP)
- Concurrent Enrollment
- Other college credit-bearing courses
- "Advanced" Career and Technical Education (CTE)



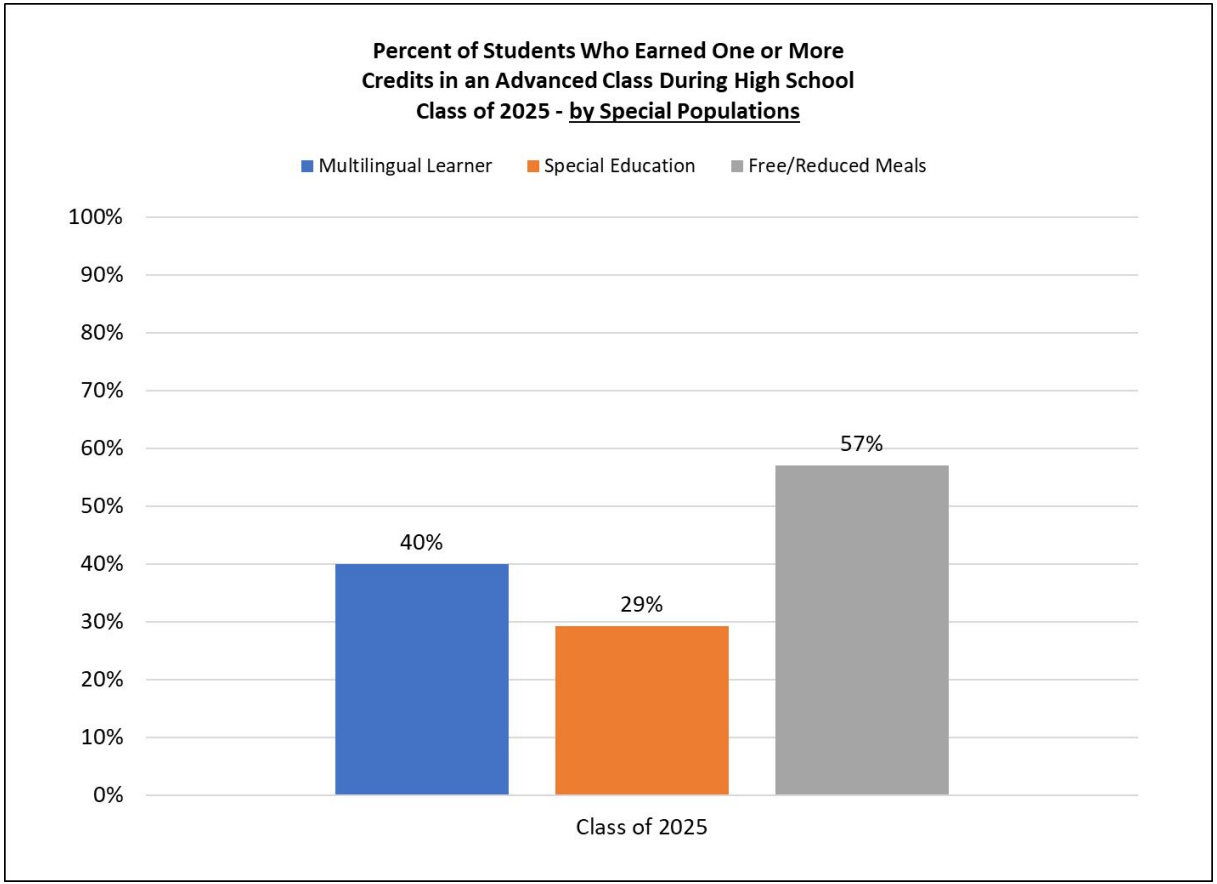
Advanced Course Taking

82% of all graduating seniors earned at least one credit in an advanced course credit while in high school.



Advanced Course Taking **by Race/Ethnicity**

There are substantial Racial/Ethnic gaps in the percent of students in the Class of 2025 who earned at least one credit in an advanced course.



Advanced Course taking **by Special Populations**

The percent of students in special populations who took an advanced course was between 29% - 57%.

Systems of Response-Interconnected

1. Data Review and Identification
2. Student Support Team Outreach
3. Teacher Recommendations and Collaboration
4. Targeted Communication With Students and Families
5. Structured On-Ramps and Academic Supports
6. Monitoring, Reflection, and Adjustment

Additional WHS Data Points

CTE-related Accomplishments, 2024-2025

- 1,344 concurrent enrollment credits earned in: Personal Financial Planning, Business Operations Management, Exploring Careers in Education, Graphic Design Tools 1, Basic Case Construction, Principles of Management, and Computer Forensics
- 77 students successfully passed the knowledge and skills testing and are certified as MN Certified Nursing Aides (many already employed, some prior to clinicals!)
- 12 students OSHA certified in Advanced Construction
- 18 students certified in PC Servicing/Troubleshooting (computer repair)

AP Participation, 2017-2025

	2025	2024	2023	2022	2021*	2020*	2019	2018	2017
Total AP Students Testing	1706	1330	1217	1092	1059	1117	1024	971	948
Number of Exams Given	3657	3128	2635	2257	2272	2373	2083	1992	1822
AP Students 3+	1523	1168	1025	937	882	1007	929	863	872
% Total 3+	89.27%	87.82%	84.22%	85.81%	83.29%	90.15%	90.72%	88.88%	91.98%
% of Seniors earning a 3+ on at least one AP Exam at any point during HS	55.30%	51.30%	49.50%	53%	49.30%	54.40%	55.30%	49.20%	NA
* Covid Administration									

Lifelong Learners

Strategic Direction 1:
Prepare Students to be Lifelong Learners

WHS Student Experience

The percentage of Wayzata High School students who “Strongly Agree” or “Somewhat Agree” that their experiences in their classes help them improve in the seven characteristics of the Portrait of a Wayzata Graduate will increase by 2% each year. Data collected in the 2024-25 school year will be used as the baseline.



WHS Student Experience Survey

Aligned to WHS Portrait of a Graduate

7 Characteristics

Questions about teacher support related to each characteristic

One question about support during WIN Time within class

All grade 9-12 students

End of Term 2 & Term 4

Survey Questions

Characteristics	Questions
	• During this class, I am provided opportunities to take responsibility for my learning, the results of my learning, and the choices I make. • My teacher supports me in learning from my mistakes and taking ownership of my work. • The amount of work in this class is fair and manageable.
	• My teacher gives me opportunities to actively listen, ask questions, and to share my ideas clearly and thoughtfully. • The communication from my teacher is clear and respectful. • Classroom discussions among peers are generally respectful and empathetic.
	• My teacher creates a welcoming environment for all students where everyone can share opinions and feel valued, even when experiencing discomfort or during disagreements. • I feel like my ideas and opinions are respected in class discussions.

Survey Questions

Characteristics	Questions
	• My teacher encourages me to ask questions and to think more deeply about the topics in this class. • I am given opportunities to think outside the box, solve problems creatively or in challenging ways • My teacher supports me in expressing new ideas and being creative in my work.
	• I have had multiple opportunities to help, encourage, and work with my classmates on projects and assignments. • My teacher helps me understand how to be a good teammate during group activities.
	• When I struggle with the course content, my teacher supports me in bouncing back and relearning. • My teacher encourages me to keep trying, even when things are challenging or difficult.

Survey Questions

Characteristic	Questions
	• My teacher gives me opportunities to reflect on my strengths and how I have grown during this course.
WIN Time Question	• I benefited personally and/or academically from how WIN Time was incorporated in this class.

Survey Results

2024-25 Results

- The percent of students who strongly agreed or somewhat agreed with each statement was between 87-94% for each question at the end of both semesters.

2025-26 High School Growth Plan

Believes in Their Ability to Succeed: The amount of work in this class is fair and manageable - increase from 90% to 92%.

Demonstrates Learning Agility and Resilience: When I struggle with the course content, my teacher supports me in bouncing back and relearning - increase from 90% to 92%.

WIN Time: I benefited personally and/or academically from how WIN Time was incorporated in this class — increase from 87% to 89%.

Systems of Response

Through the PLC and BILT process at the high school:

- PLCs will write a collaborative inquiry question related to the selected student survey questions.
- PLCs will identify the current state of their work along with understanding the ideal state of targeted and flexible supports using the 5D+ Rubric as a reference.
- use WIN Time to increase student ownership of learning and to address Critical PLC Questions 3&4.
- PLCs will identify, develop and implement specific and targeted and flexible supports for students needing greater support.
- BILT will showcase how teachers are considering the Cultural Behaviors Continuums of their students when ideating solutions for Questions 3 and 4.

Intervention / Enrichment Enrollment

Strategic Direction 1:
Decrease Disproportionality in Intervention and Enrichment

Enrollment in Literacy Intervention and Enrichment

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

Literacy Support Services - Grades K-5

Elementary Literacy Support Services

Total Students Served = 532	2024-25 Percent of **Total Enrollment**	2024-25 Percent of **Reading Support**
Asian	21%	11%
Black or African American	10%	15%
Hispanic or Latino	5%	8%
Two or More Races	7%	6%
White	56%	59%

Enrichment Services - Grades 2-5

Elementary Enrichment Services - Students must meet the program criteria receive enrichment services.

Total Students Served = 910	2024-25 Percent of **Total Enrollment**	2024-25 Percent of **Enrichment Services**
Asian	21%	33%
Black or African American	10%	4%
Hispanic or Latino	5%	3%
Two or More Races	7%	8%
White	56%	52%

Enrichment Participation - Grades 6-8

Middle School Enrichment Participation - Students self-select enrollment in Accelerated Math and advanced academic clubs. Students must meet the program criteria to be in Seminar class.

Total Participation = 1,273	2024-25 Percent of **Total Enrollment**	2024-25 Percent of **Enrichment Service/Participation**
Asian	24%	39%
Black or African American	10%	3%
Hispanic or Latino	6%	4%
Two or More Races	6%	6%
White	54%	48%

Enrichment Participation - Grades 9-12

High School Enrichment Participation - Students self-select enrollment in advanced academic courses or advanced academic clubs.

Total Participation = 2,351	2024-25 Percent of **Total Enrollment**	2024-25 Percent of **Enrichment Participation**
Asian	23%	35%
Black or African American	11%	5%
Hispanic or Latino	6%	4%
Two or More Races	5%	5%
White	55%	51%

Systems of Response

MTSS Systems work: Focus on strengthening our Tier 1 & Tier 2 Instruction in the classroom

- Continuing OL/LA & OG Training
- PLC Question 2 - “How will we know if they’ve learned it?
  - Identifying essential standards
  - Creating Success Criteria
  - Developing assessments
  - Reviewing results and taking action
- Data Literacy/Abre implementation
- Enrichment-Under current review

Culturally Responsive Learning Experiences

Strategic Direction 1:
Increase Culturally Responsive Learning Experiences

Culturally Responsive Learning Experiences

At least 85% of Wayzata staff will assess the “Embracing” or “Living/Ideal” level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Culturally Responsive Learning Experiences

Annual Staff Survey - Peer Coaching (Q-Comp)

Self-assessment areas

1. Culturally Responsive Protocols with Intention and Automaticity
2. Community, Basic Needs, and Interdependence
3. Student Voice, Self-reflection, and Self-direction

Innovation Configuration Map (Rubric)

- Discovering
- Emerging
- Embracing
- Living/Ideal

Culturally Responsive Learning Experiences

Culturally Responsive Protocols with Intention and Automaticity

Living/Ideal	Embracing	Emerging	Discovering
I regularly implement protocols based on a deep understanding of who my learners are, considering their basic needs and cultural behaviors. I select and implement protocols considering academic and social outcomes. I make real-time adjustments and switch between protocols in order to respond to the needs in the moment. I engage in ongoing reflection that ensures use of a wide-variety of protocols.	I use many protocols based on student needs. I select and implement protocols considering academic and social outcomes. I plan for use of these protocols and practice with them often. I engage in reflection that ensures use of a wide-variety of protocols.	I use some protocols based on student needs.	I use protocols to expand my toolbox.

Culturally Responsive Learning Experiences

Community, Basic Needs, and Interdependence

Living/Ideal	Embracing	Emerging	Discovering
I teach and embed the basic needs into learning throughout each day which allows students to make decisions based on the needs of the community while having awareness of their own individual needs. I facilitate learning activities where there is both individual accountability and group interdependence. Students always have a way to learn more together. Student learning and students' social impact are interconnected throughout the day.	I use basic needs to coach students to reflect on their needs, their choices and their impact on the classroom community. I facilitate a variety of community building activities that have students cultivating deep relationships. These activities involve all voices in our space.	I've taught students the basic needs. I lead community building activities throughout the year/term. These activities may highlight one student at a time.	I have attended training on the basic needs. I use community building activities at the beginning of the year/term.

Culturally Responsive Learning Experiences

Student Voice, Self-reflection, and Self-direction

Living/Ideal	Embracing	Emerging	Discovering
I have embedded routines that we can use at any time to have students reflect on their learning so they can choose the next best step for them in working toward our learning goals. I structure activities to allow students to transition through activities based on these reflections. I facilitate these structures so that students are able to support themselves and each other as a learning community. I plan instruction that maximizes the time when students are talking to and learning from each other. I ask questions that allow students to evaluate their own effectiveness toward the learning goal(s) and the social goal(s) as a way to improve their skills working together as a learning community.	I regularly have students reflect on their learning so they can choose the next best step for them in working toward our learning goals. I structure activities to allow students to transition through activities based on these reflections. I plan instruction that maximizes the time when students are talking to and learning from each other.	I include time for student self-reflection after assessments. I plan instruction to reduce the amount of teacher talk time and increase the amount of student time talk.	I review data from the student engagement survey to inform my planning.

Culturally Responsive Learning Experiences

Percent of staff who indicated that they are in the “Embracing” or “Living/Ideal” level on the Innovation Configuration Map self-assessment.

Area	2023-24	2024-25
Culturally Responsive Protocols with Intention and Automaticity	78% (N=278)	74% (N=311)
Community, Basic Needs, and Interdependence	76% (N=274)	72% (N=312)
Student Voice, Self-reflection, and Self-direction	76% (N=278)	78% (N=311)

Systems of Response

Continuing PLC Professional Learning

Other Professional Learning

- Culturally Responsive Protocols
- Basic Needs
- 5D+ Rubric

Peer Coach Collaboration

CEL Coaches Academy

Coaching Collaborations

CEL Leading for Teacher Learning/Learning Labs





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

WAYZATA PUBLIC SCHOOLS