



2025-26 State Annual Report Part One: Student Experience

September 28, 2026

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Overview: Purpose and Cadence

FALL

State Progress Reporting: CACR and A&I

September: 2025-26 Student Experience Outcomes

October: 2025-26 Student Achievement Outcomes

WINTER

2026-27 Programming & Response to Data Outcomes

Next Actionable Steps

2026-27 CACR Goals-Review

SPRING

Review & Continuous Improvement Planning

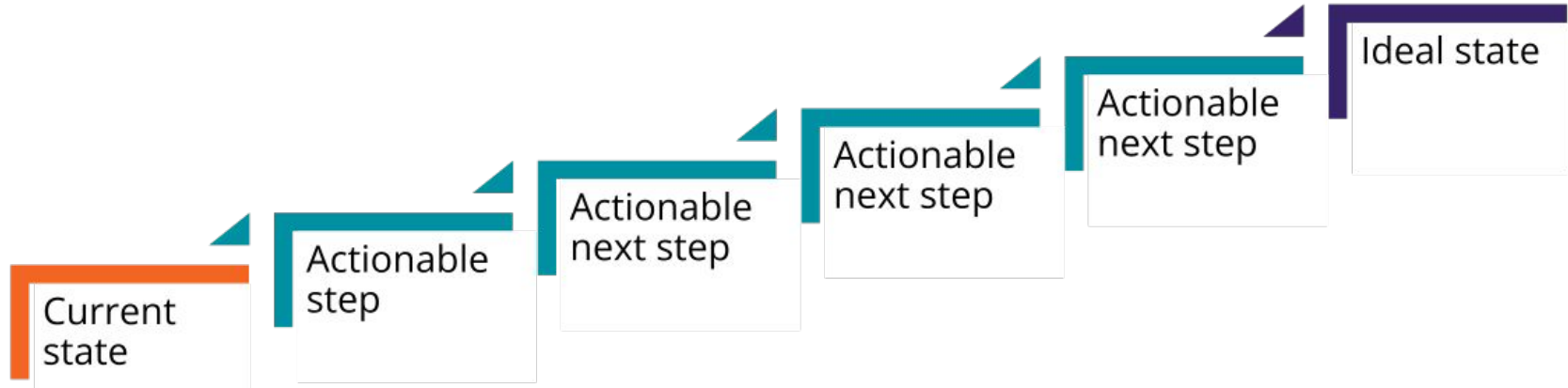
End-of-Year Evaluation & Progress Monitoring

CEL Visioning Staircase

Current state



Ideal state



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

Comprehensive Achievement and Civic Readiness (CACR)

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). Each district's multi-year plan must address five goals areas.

- All children are ready for school. (September 2026 Presentation)
- All racial and economic achievement gaps between students are closed. (October 2026 Presentation)
- All students are ready for career and college. (September 2026 Presentation)
- All students graduate from high school. (October 2026 Presentation)
- All students are prepared to be lifelong learners. (September 2026 Presentation)

Achievement & Integration (A&I)

The Achievement & Integration (A&I) program has been in place since 2013-14. It's purpose is “pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.”

Achievement & Integration (A&I)

Participating districts are required to have a plan that includes the following goals:

1. **Increase racial and economic integration.** (September 2026 Presentation)
2. Reduce achievement gap disparities. (October 2026 Presentation)
3. **Increase access to effective and diverse teachers.** (September 2026 Presentation)

A&I goals require a data focus on specific racial groups experiencing disparities, but the strategies **must be accessible to all students to benefit from.**

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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
- Job-Embedded Professional Learning

October 26, 2026

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

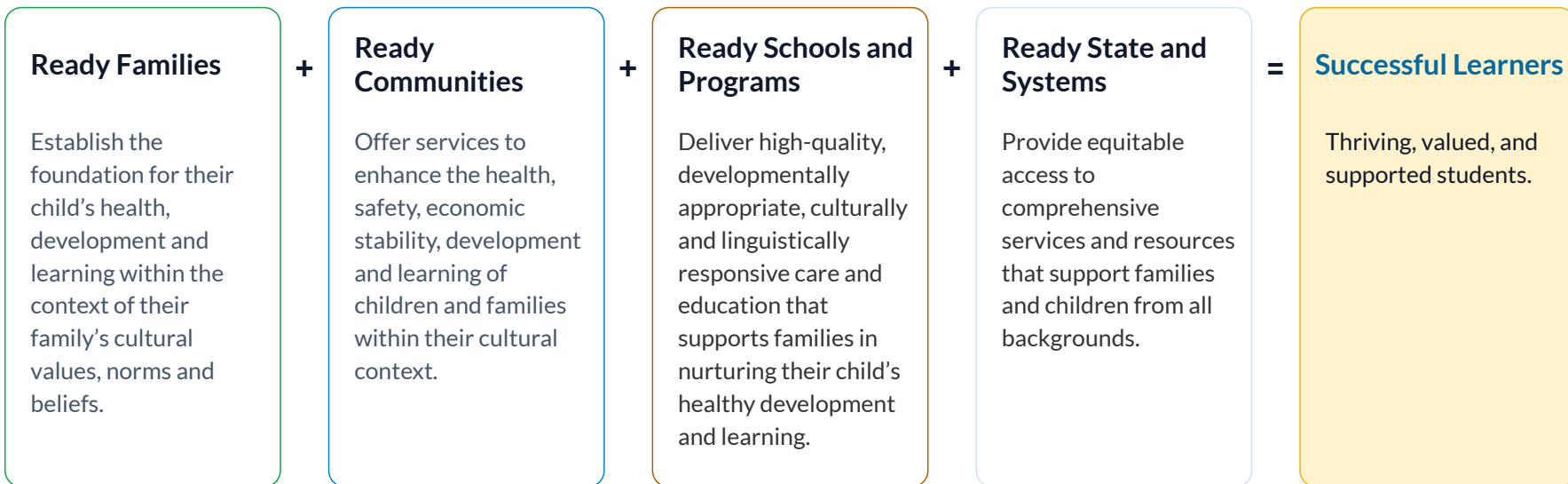
- All K-12 students reading at or above grade level.
- Increase the district's overall performance on MCAs.
- All students graduate from high school.
- All racial and economic achievement gaps between students are closed.

All Children Ready for School



MDE Successful Learner Equation

Shifting the focus from child readiness to collective adult, community, and institutional readiness.



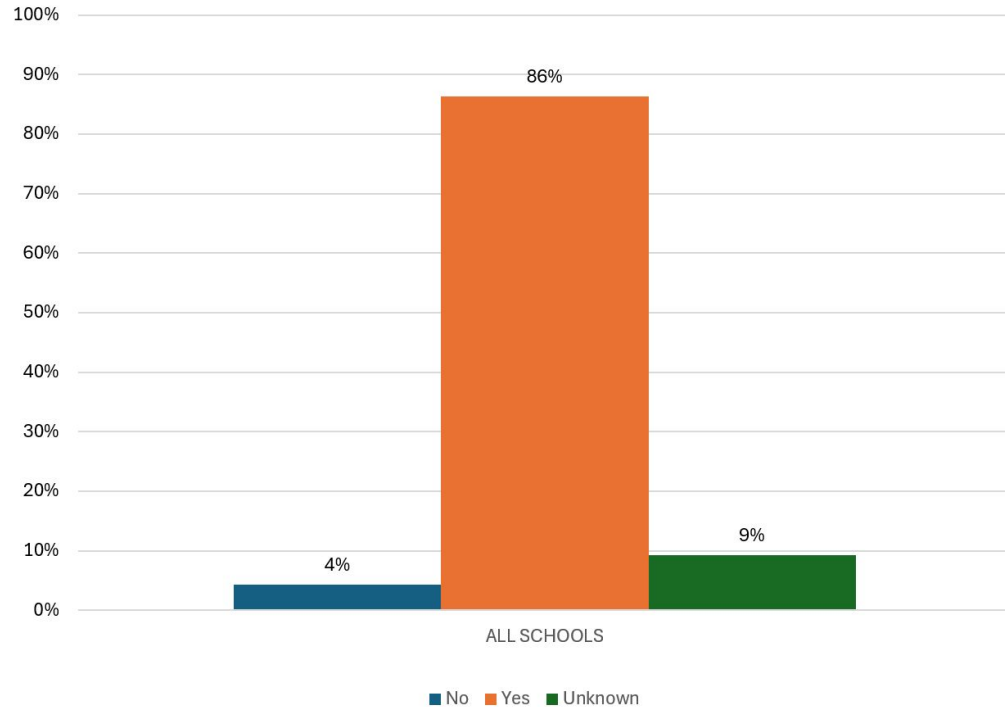
MDE Paradigm Shift: Children are always learning and all age-eligible children are ready for school. The responsibility rests on adults, programs, and systems to be ready for each child.



All Children are Ready for School

CACR Goal: The percentage of students who enroll in kindergarten without any preschool experience will decrease by 2% each year. 2025-26 will be the baseline.

**Percent of Kindergarten Students
with Preschool Experience
All Schools**



**2025-26
School Year**

4% of students (38)
districtwide did not have
preschool experience

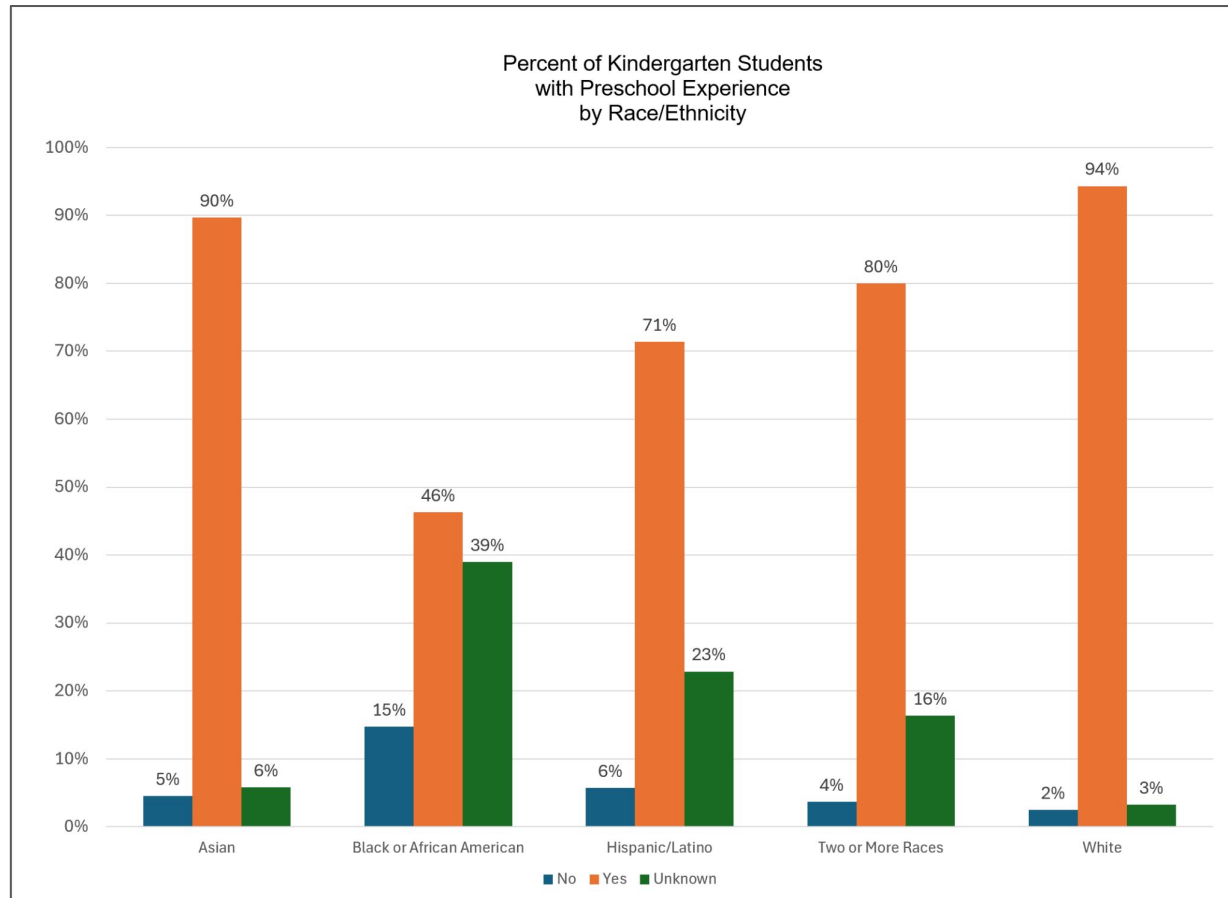
Parents of 9% of students
(81) did not answer this
question on enrollment
forms

2025-26 School Year

In our Black/African American student group 15% (14) did not attend preschool. Parents of 39% of students (37) did not answer this question on enrollment forms.

In all other racial/ethnic groups the percent of students without preschool experience was less than 10%.

The Hispanic/Latino and Two or More Races student group had more than 10% unknown.

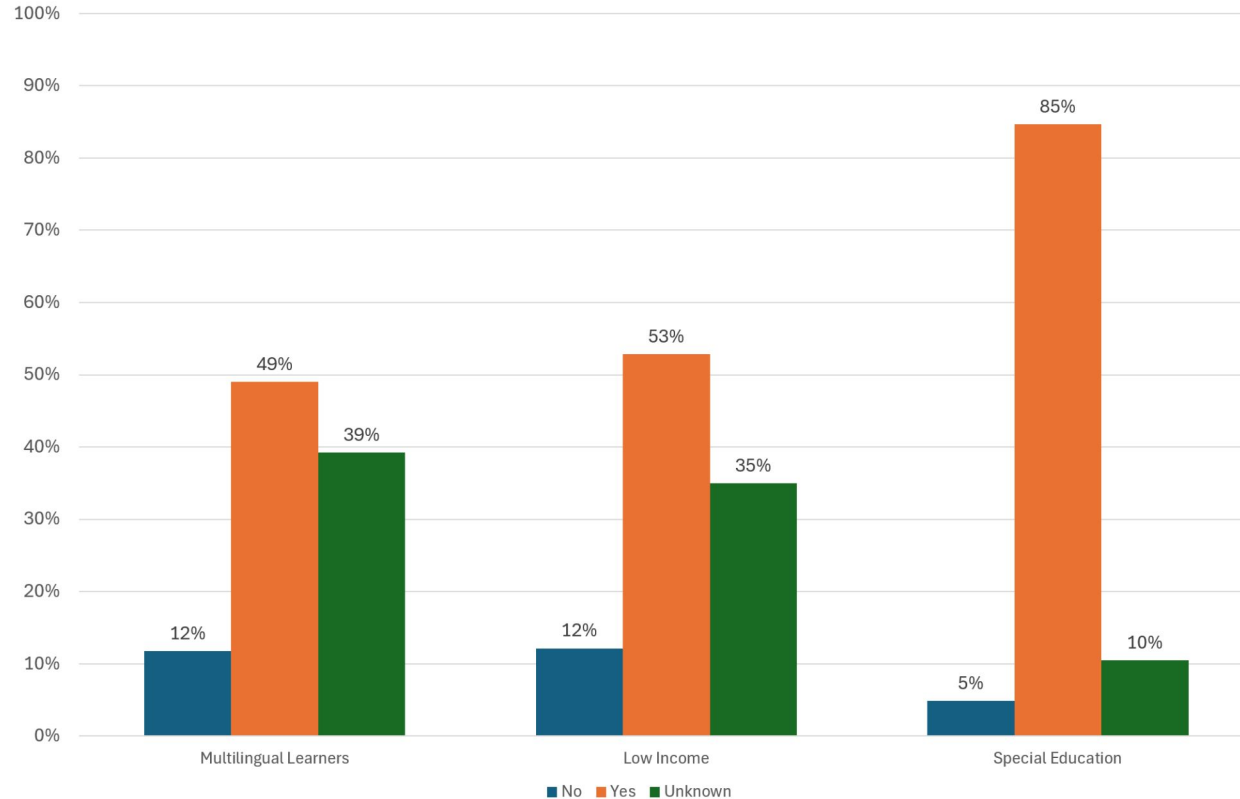


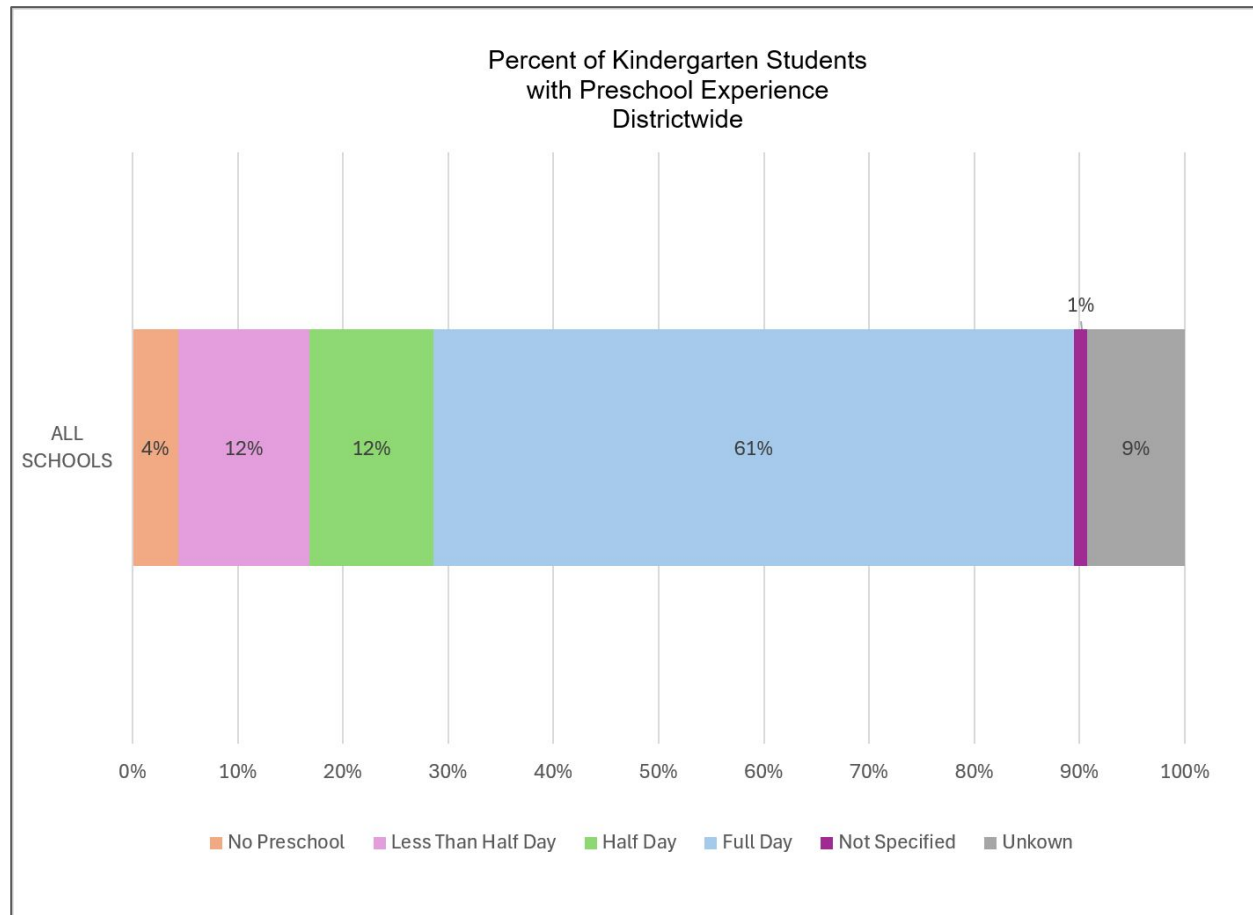
2025-26 School Year

Our multilingual learners and our students whose family qualify for educational benefits had 12% of students without preschool experience.

In these two groups 35% and 39% of students' parents did not answer this question on enrollment forms.

Percent of Kindergarten Students
with Preschool Experience
by Special Population





2025-26 School Year

Number of preschool
hours per week.

Dana and Jenny will
talk about this data.



Actionable Steps

Considerations for Dosage and Quality

Students participated in a wide variety of preschool experiences noting 130+ different programs.

Hours of in program and quality impacts student outcomes.

Ongoing Measurement

Continue learning work to determine the datapoint that measures school readiness.

2026-27 Goal

Monitoring new State guidelines utilizing TS Gold assessments through the new Minnesota Kindergarten Fall Assessment which is proposed for Fall 2027. It is currently being piloted.

Family Partnership

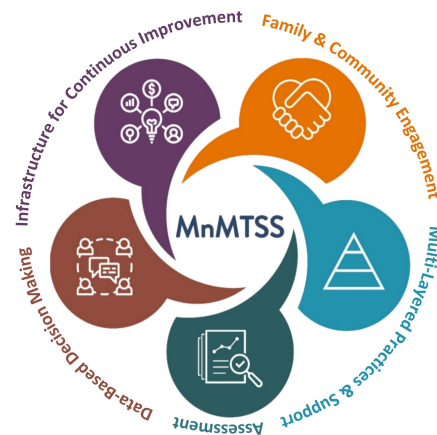


Family Partnership Strategy

This is a strategy that supports the achievement goals by removing barriers in and out of school. However, because this strategy closely aligns with students' experience, we're including it in this presentation.

The goal of these efforts is to assist families in removing barriers that impact student learning and foster deeper family-school partnerships that empower learners.

This approach is also a components of our broader MnMTSS work.



Family Partnership

Qualitative data collected in 2025-2026 was foundational to establish key focus areas.

Collaborative Model

Partnership origins include:

- Direct Requests from families and students
- Referrals from teachers and school support staff
- Proactive Reach-outs initiated by Family Liaisons

Core Support Areas

- **Essential Resources:** Supplies & community partner connections (e.g., IOCP)
- **Academic & Extracurricular:** Scholarship access & technology assistance
- **Family Navigation:** Guidance on school processes & parent-teacher meetings

2025-2026: Family Partnership Leads + Family Liaisons



Actionable Steps

Based on the 2025-2026 data analysis we updated the model for 2026-2027.

2026–2027 Model

- **Expanded Liaison Team** in partnership with **Community Ed**.
- **Dedicated Buildings** for increased efficiency & staff/family consistency.
- **Data Tracking** via a new form to monitor impact. This will **establish** formal baseline data.
- **Ultimate Goal:** Transition direct partnerships between staff & families.

2026-2027: Family Liaisons



College and Career Readiness

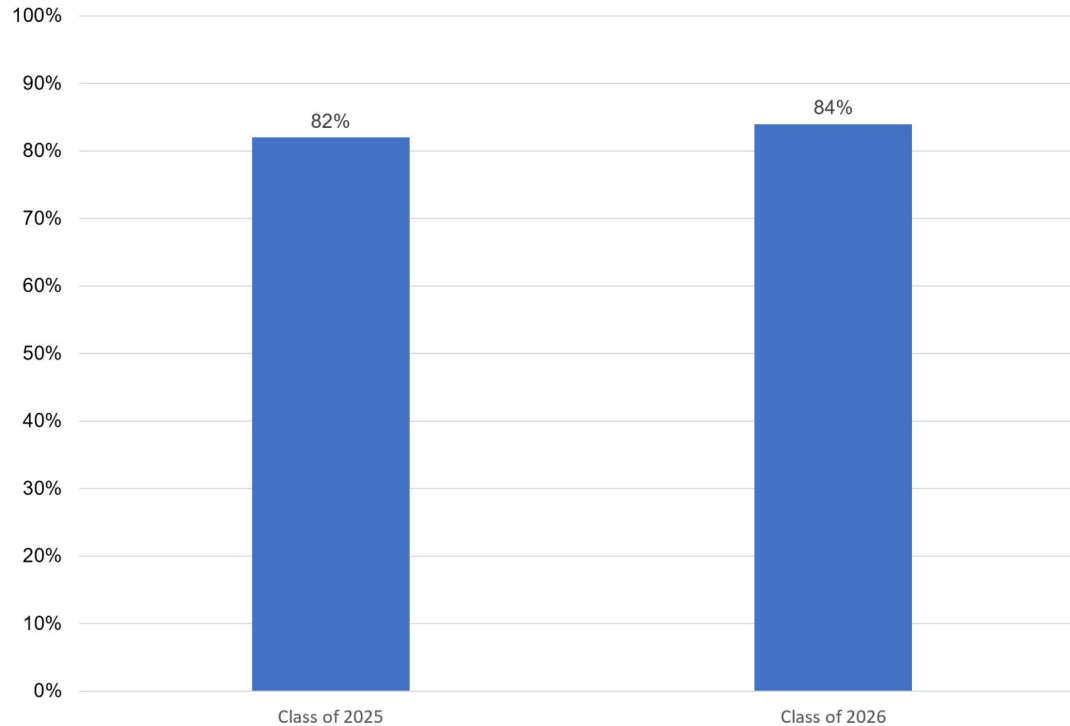
Students are College and Career Ready

CACR Goal: The percentage of WHS students who graduate with at least one credit in an AP, concurrent enrollment, other college credit-bearing course, or an identified "Advanced" CTE pathway course will increase from 82% for the Class of 2025 to 84% for the Class of 2026.

A&I Goal: *The percentage of Black/African-American students who graduate with at least one credit in an AP, concurrent enrollment, other college credit-bearing course, or an identified "Advanced" CTE pathway course will increase by 2% annually by May 2026.*

A&I Goal Category: Increase racial and economic integration.

**Percent of Students Graduating from Wayzata High School
with At Least One Credit in an Advanced Course**



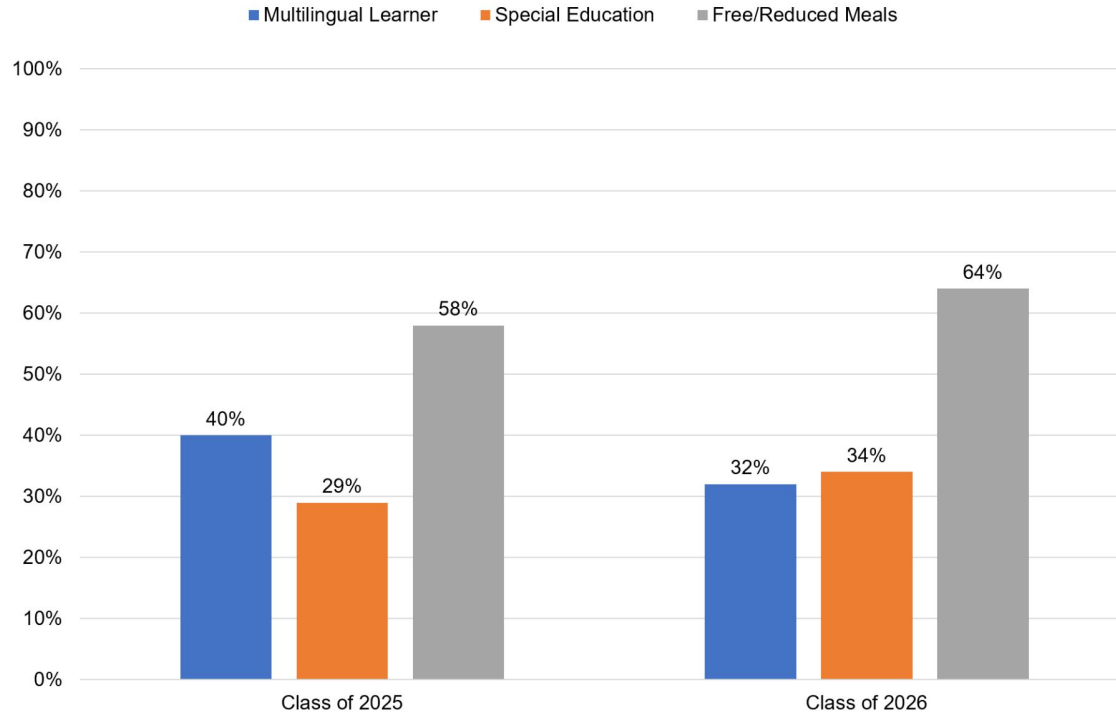
**2025-26
School Year**

CACR Goal
Class of 2026 = 84%

Goal Met



**Percent of Students Who Earned One or More
Credits in an Advanced Class During High School
by Special Populations**



**2025-26
School Year**

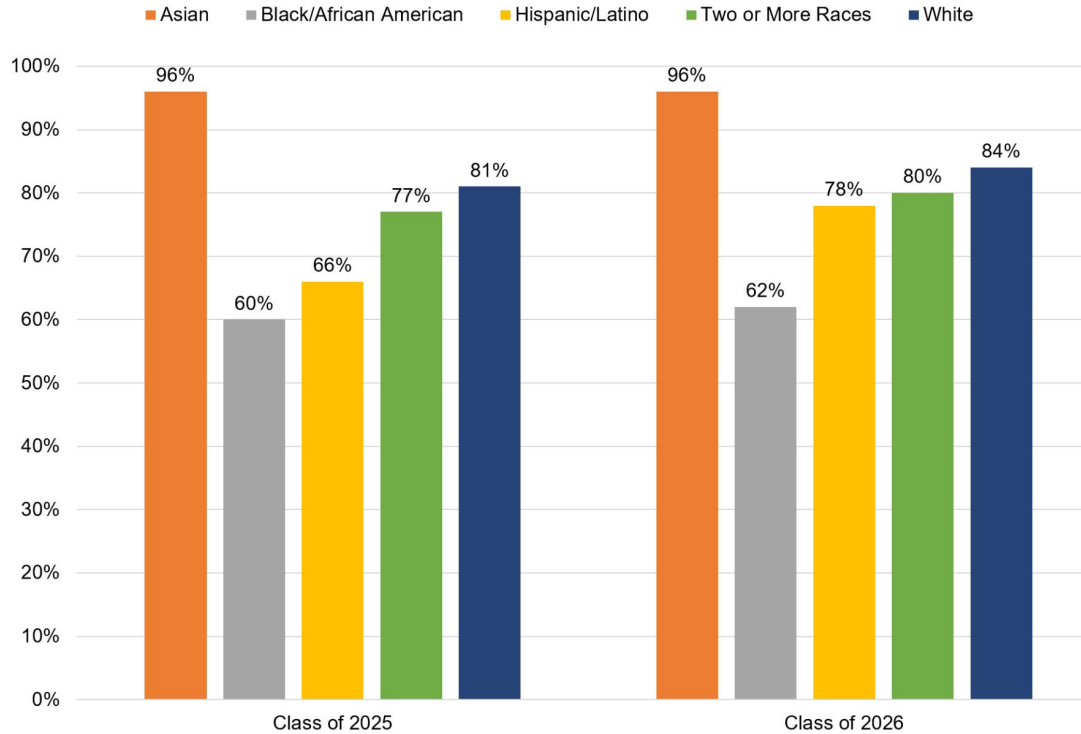
Multilingual Learners:
decreased by 8 pts

Special Education:
increased by 5 pts

Eligible for
Educational Benefits::
increased by 6pts



Percent of Students Graduating from Wayzata High School
with At Least One Credit in an Advanced Course
by Race/Ethnicity



2025-26
School Year

Gap Reduction

A&I Goal
Black/African American
increased from 60% to
62%.

Goal Met



Actionable Steps

A&I Summer College Visits (Grades 10–12)

- **Growing Participation:** Increased from 4 to 26 students
- Starting students arrive early to prepare effectively
- Established dedicated kick-off and wrap-up events

A&I Expanded Middle School Efforts

- **Student Leadership & Empowerment** initiative focus
- For students not enrolled in an advanced opportunity:
 - 25% started with WPS in elementary school
 - 41% started with WPS in middle school
- 2026-2027 Design | 2027-2028 Implementation



Student Perspective

Additional summer college visit components

"I think you guys should continue this because many of us students do need help on how to do this stuff and many of us are too shy to be asking."

Wayzata Public Schools Student Feedback



Actionable Steps-WHS

Continue to expand and promote opportunities for students to access advanced, postsecondary, and college-level coursework.

WHS will be sharing more in November at their School Spotlight..

Data-Informed Refinements

2025–2026

Family Partnership Leads

Only available to certain K-8 buildings; part family outreach, part classroom practices collaboration (opt-in model).

Family Liaison

Broad family outreach, resource support, and opportunity access support.

2026–2027

Belonging & Achievement Partner Teachers

Available to any K-8 building, extended duration in classrooms, focused on Tier 1 practices linked to research.

Family Liaison

Assigned to partner buildings, expanded team to increase support and access.

Middle School Student Voice & Leadership

Increased support for student empowerment at the middle school level.

Lifelong Learners



Prepare Students to be Lifelong Learners

CACR Goal: The percentage of students who Agree or Somewhat Agree that their experiences in class help them improve in the Portrait of a Wayzata Graduate characteristics will increase across all questions in Terms 2 and 4 from an average of 91% in 2024-25 to 92% in 2025-26.

High School Growth Plan 2025-26

- The amount of work in this class is fair and manageable: increase from 90% to 92%.
- When I struggle with the course content, my teacher supports me in bouncing back and relearning: increase from 90% to 92%.
- I benefited personally and/or academically from how WIN Time was incorporated in this class: increase from 87% to 89%.



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 Results - Portrait of a Wayzata Graduate

The percentage of students who Agree or Somewhat Agree that their experiences in class help them improve in the Portrait of a Wayzata Graduate characteristics will increase across all questions in Terms 2 and 4 from an average of 91% in 2024-25 to **92% in 2025-26**.

	Term 2		Term 4	
	Average	Range	Average	Range
2024 - 2025	91%	87% - 94%	91%	87% - 93%
2025 - 2026	91% Goal Not Met	87% - 93%	92% Goal Met	88% - 94%

Survey Results - Portrait of a Wayzata Graduate

Percent of students who responded “Agree” or “Somewhat Agree” to the questions listed in the 2025-26 High School Growth Plan

	2024-25	2025-26
Believes in Their Ability to Succeed: The amount of work in this class is fair and manageable (Goal = 92%)	Term 2 = 90% Term 4 = 89%	Term 2 = 88% Term 4 = 89% Goal Not Met
Demonstrates Learning Agility and Resilience: When I struggle with the course content, my teacher supports me in bouncing back and relearning (Goal = 92%)	Term 2 = 90% Term 4 = 89%	Term 2 = 88% Term 4 = 90% Goal Not Met
WIN Time: I benefited personally and/or academically from how WIN Time was incorporated in this class (Goal = 89%)	Term 2 = 87% Term 4 = 87%	Term 2 = 87% Term 4 = 88% Goal Not Met

Actionable Steps-WHS

Continue to center our work on the Portrait of a Wayzata Graduate, intentionally building the experiences, skills, and dispositions students need to thrive during high school and find success in their postsecondary lives and beyond.

WHS will be sharing more in November at their School Spotlight.

Job-Embedded Professional Learning

Increase Culturally Responsive Learning Experiences

A&I Goal: At least 75% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

A&I Goal Category: Increase access to effective and diverse teachers.

Metrics

- Peer Coach Survey (self-reporting)
 - Innovation Configuration map for Culturally Responsive Learning Experiences
 - Implementation of new teaching practices
- Elementary intervention referral data - decrease in disproportionate referrals for Black students, the student group experiencing the greatest disproportionality.

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. (Goal = 75%)

Area	2023-24	2024-25	2025-26
Culturally Responsive Protocols with Intention and Automaticity	78%	74%	77% Goal Met
Community, Basic Needs, and Interdependence	76%	72%	75% Goal Met
Student Voice, Self-reflection, and Self-direction	76%	78%	80% Goal Met

Culturally Responsive Learning Experiences

The percent of staff responding “Strongly Agree” to the statement “As a result of my work with my peer coach, I have implemented the next actionable step.” (Goal = 50%)

Area	2023-24	2024-25	2025-26
Strongly Agree	37%	47%	51% Goal Met
Agree	48%	43%	43%
Total Strongly Agree or Agree	85%	90%	94%

Decrease Disproportionality in WRAP Referrals

Wayzata Reflecting into Action Plan (WRAP)

Elementary intervention referral data: decrease the disproportionate referrals to WRAP for Black students, the student group experiencing the greatest disproportionality.

WRAP is a collaborative, data-informed process where school teams partner with teachers to identify student needs, strengthen Tier 1 instruction, design and plan implementation of targeted supports, and monitor progress over time.

WRAP Referrals K-5

Note: This data was pulled from Abre. Buildings varied in their use of Abre in 2025-26.

Total K-5 students referred to WRAP = 181 (3%)

Goal is to meet student needs in the classroom, so the referral to WRAP is not needed.

2023-24 Baseline

Black/African American Students:

- 9% of student enrollment
- 23% of referrals
- Gap = 14 pts

2024-25 desired benchmark = 12pts

2025-26 desired benchmark = 10 pts

25-26: Made Progress (12 pts)

	2025-26 Percent of <u>Total Enrollment</u>	2025-26 Percent of <u>WRAP Plans</u>
Asian	20%	7%
Black or African American	10%	22%
Hispanic or Latino	5%	4%
Two or More Races	7%	11%
White	59%	57%

Actionable Steps

Abre to Support Data-Informed Culture

Implementation of Abre with all staff to support deeper use of data to assist supports at Tier 1 and Tier 2

CEL Leadership

CEL Leading for Teacher Learning

Continue to strengthen and align PLCs and MnMTSS across the system, responding to teacher and building needs

Partner Teacher Role Shift

Shifted from Family Partnership Lead to **Belonging and Achievement Partner Teacher** for 2026-2027.

- Sustained classroom practice for multiple weeks
- Monitor data of class in addition to strategy use data

Thank
You

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