



2025-26 State Annual Report Part Two: Student Achievement

October 26, 2026

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Overview: Purpose and Cadence

FALL

**State Progress Reporting:
CACR, Local Literacy Plan,
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

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 goal areas.

1

All children are ready for school.

Sept 2026

02

All racial and economic achievement gaps between students are closed.

Oct 2026

03

All students are ready for career and college.

Sept & Oct 2026

04

All students graduate from high school.

Oct 2026

05

All students are prepared to be lifelong learners.

Sept 2026

Achievement & Integration (A&I)

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



Increase racial and economic integration

Sept 2026



Reduce achievement gaps and disparities

Focus Oct 2026



Increase access to effective and diverse teachers

Sept 2026



Data Focus & Universal Access Mandate

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.

Local Literacy Plan (LLP)



STATUTE

READ Act Alignment

Aligned with the Minnesota READ Act (Minn. Stat. 120B.12) established in 2023.



GOAL

Grade-Level Reading

Ensure every child reads at or above grade level every year starting in K.



SUPPORT

Learner Support

Supporting multilingual & special education learners to meet their individual reading goals.

Strategic Direction 2:

Student Achievement:

Deliver high-quality instruction that leads to high academic achievement for all students

LLP



All K-8 students
reading at or above
grade level

CACR



All students college
and career ready

CACR



All students graduate
from high school



Embedded throughout all plans

All racial and economic achievement gaps between students are closed.

Achievement Disparity Goals

02

OVERARCHING CACR GOAL

All racial and economic achievement gaps between students are closed.

Local Literacy Plan (LLP) Goal

Reduce performance gaps on K-8 FastBridge assessments by 2% points annually, maintaining high levels for top groups.

Achievement & Integration (A&I) Goal

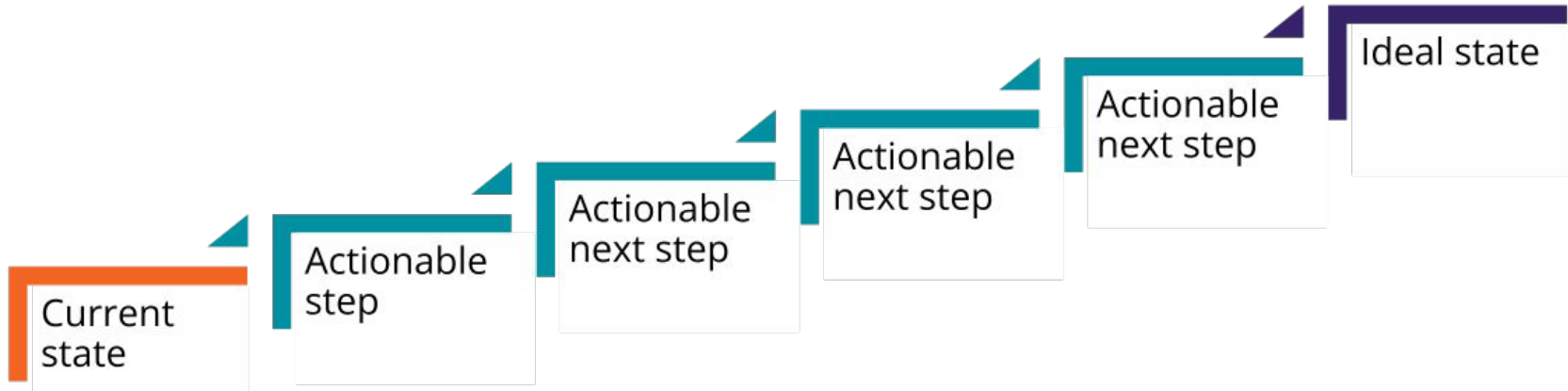
The gap between Asian students and Black students “at or above grade level” on standardized reading achievement measures will be reduced by at least 2% points per year, while maintaining or improving the performance level of Asian students, by May 2026.

CEL Visioning Staircase

Current state



Ideal state



Understanding Our Assessment Data

MCA

Minnesota Comprehensive Assessments



What it measures: Student proficiency against Minnesota Academic Standards.

When: Annually, in tested grades and subjects.

How we use it: Examine systemwide achievement, student-group disparities, and performance against state expectations.

Comparison considerations: Compare results within the same assessment series, not between cohorts; new MCA-IV assessments establish new baselines.

FastBridge

Universal Screening & Progress Monitoring



What it measures: Reading and math skills and risk relative to assessment benchmarks.

When: Fall, winter, and spring, in grades K-8 with progress monitoring as needed.

How we use it: Identify student needs, examine achievement and growth, and inform instructional support.

Comparison considerations: Examine trends and cohorts using appropriate measures and grade-specific benchmarks.

All K-8 students reading at
or above grade level.

Local Literacy Plan (Overall Proficiency Target)

The percentage of all students in grades K-8 who perform at or above the "Low Risk" range on the FastBridge Reading Screening (earlyReading and aReading) assessments will increase from 77% in Spring 2025 to 80% in Spring 2026.

SPRING 2025 BASELINE

77%

Starting proficiency rate

SPRING 2026 GOAL

80%

Target proficiency goal

SPRING 2026 ACTUAL

78%

+1% Growth (Goal: 80%)



Spring 2026 Performance

In Spring 2026, **78%** of students in grades K-8 scored at or above the "Low Risk" range on FastBridge Reading Screening (earlyReading and aReading) assessments.



Goal Evaluation

While we did achieve an increase of **1 percentage point** from the previous year, we did not meet our goal of 80%.

Achievement Disparity Gaps

The gaps between K-8 student performance on the FastBridge Reading Screening (earlyReading and aReading) assessments will decrease by 2% points each year, while maintaining the performance level of the higher performing student group.

GOAL STATUS

Partially Met

Closing gaps between student groups

HIGHEST PERFORMING GROUP

Asian

86% → 87%

Increased by 1 percentage point

ANNUAL GAP TARGET

-2%

Target reduction each year

Gap Changes Between Highest & Lower Performing Student Groups

Goal Met

Latino Students

63% → 66%

Decreased gap by 2% pts

Goal Not Met

American Indian / Alaska
Native

57% → 59%

Decreased gap by 1% point

No Change

White

79% → 80%

Gap stayed the same

Gap Increased

Two or more races:

82% → 80%

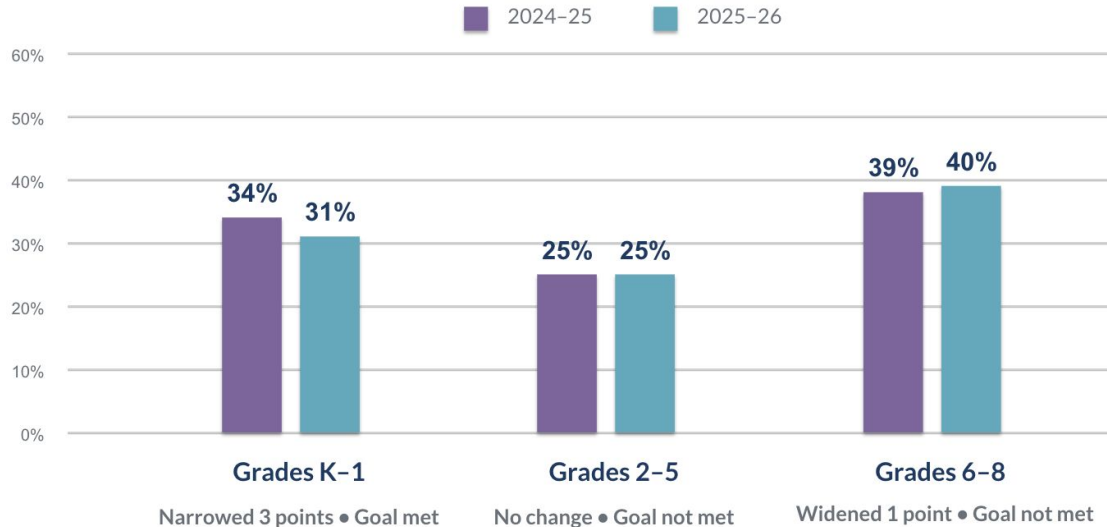
Black / African American:

55% → 55%

Increased gap by 3% pts and 1% point respectively

FastBridge Reading Proficiency Gaps Grades K-8

A&I Goal: Reduce the gap between Asian students and Black students "at or above grade level" on standardized reading achievement measures by 2% each year while maintaining or improving the performance level of Asian students.



FastBridge Reading Proficiency Grades K-8

Comparison between Asian and
Black/African American students

Goal: Partially Met

Grades K-1:

Asian: 78% to 80%

Black/African American: 44% to 49%
(Gap narrowed by 3% pts)

Grades 2-5:

Asian: 86% to 87%

Black/African American: 61% to 62%
(Gap remained unchanged)

Grades 6-8:

Asian: 91% to 90%

Black/African American: 52% to 50%
(Gap widened by 1% point)

FastBridge earlyReading Grades K-1

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

earlyReading

Grades K-1 - By Grade



*"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**

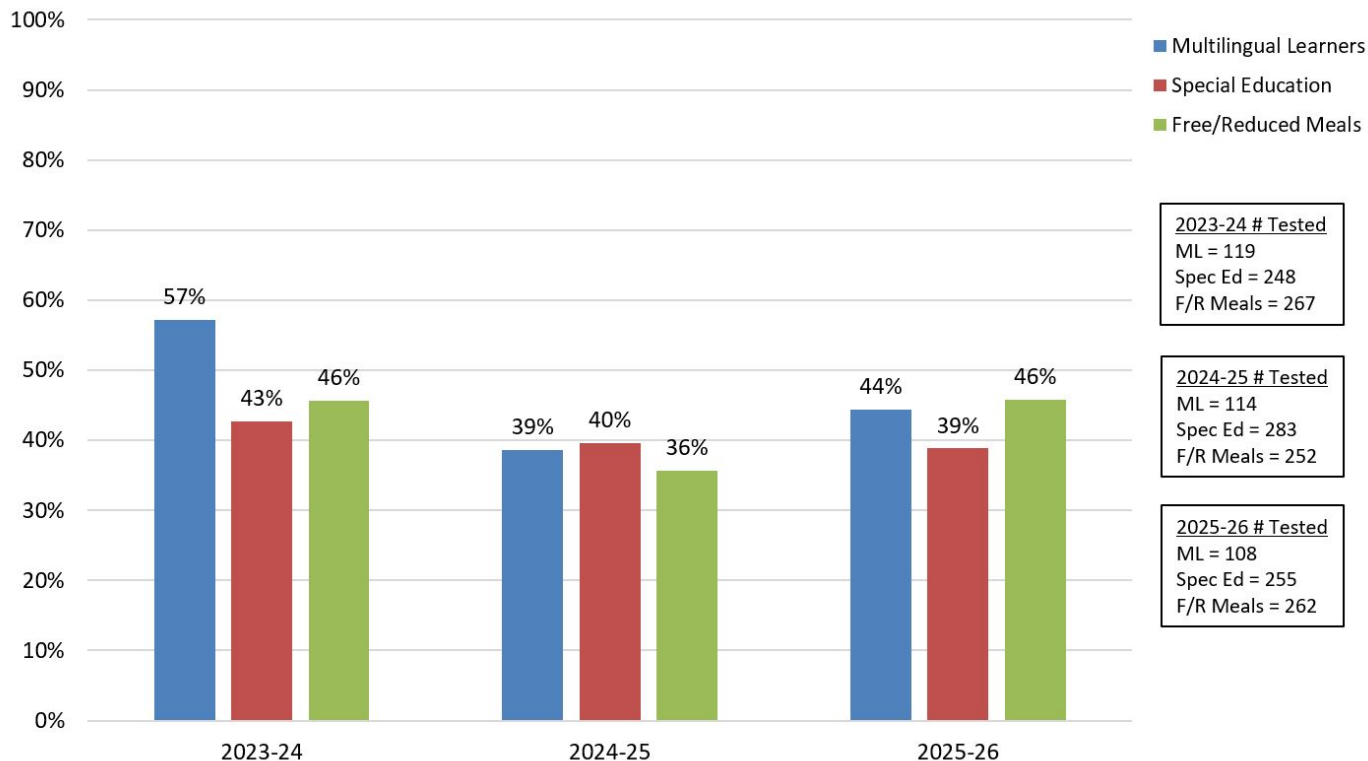
Overall K-8 Goal:
Increase from 77%
(Spring 2025) to 80%
(Spring 2026)

K-1:
Increased from 62% in
2024-25 to 69% for
2025-26

2025-26 Grade 1 Cohort



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**

**2025-26: All K-1 students
reading at or above grade
level: 69%**

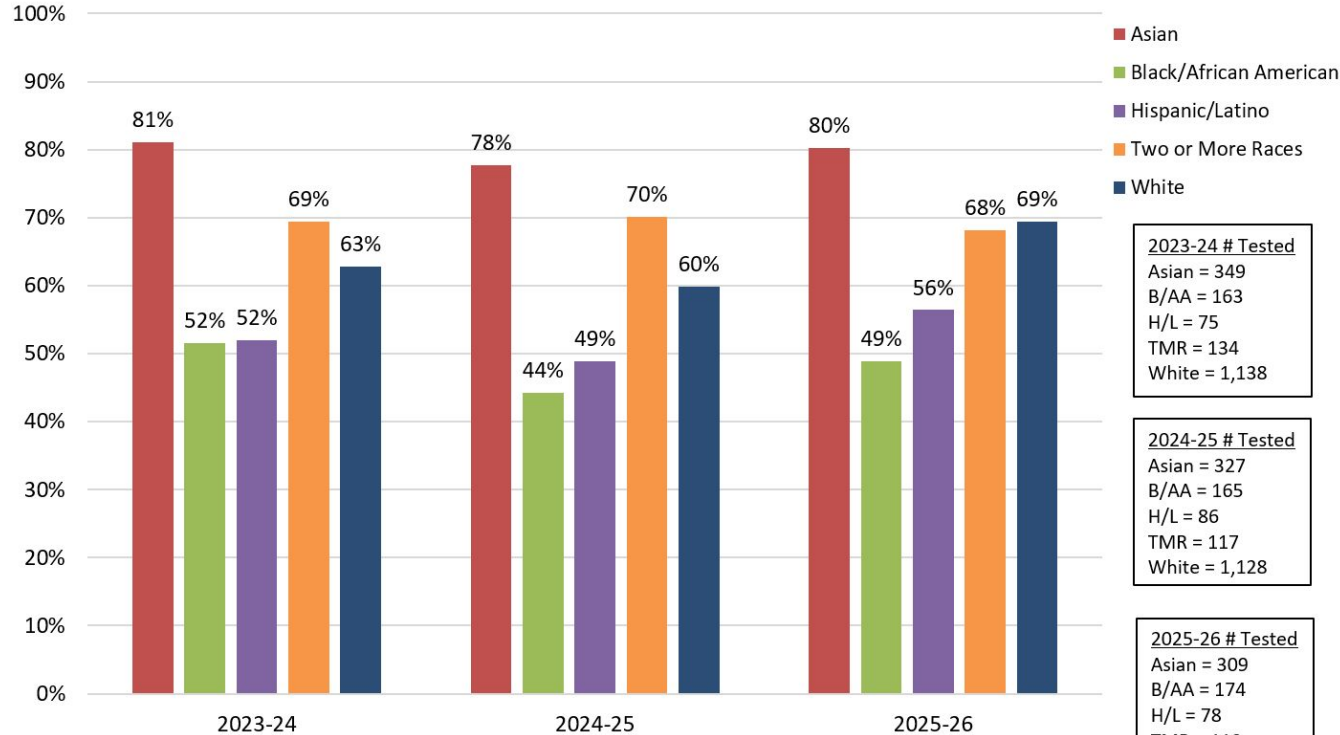
**Multilingual Learners:
Increased from 39% to
44%**

**Students receiving
Specialized Services:
Decreased from 40% to
39%**

**Students eligible for
economic benefits:
Increased from 36% to
46%**



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**

**2025-26: All K-1 students
reading at or above grade level:
69%**

**Asian Students: Increased from
78% to 80%**

**Black/African American
Students: Increased from 44%
to 49%**

**Hispanic/Latino Students:
Increased from 49% to 56%**

**Students who identify as two or
more races: Decreased from
70% to 68%**

**White Students: Increased
from 60% to 69%**

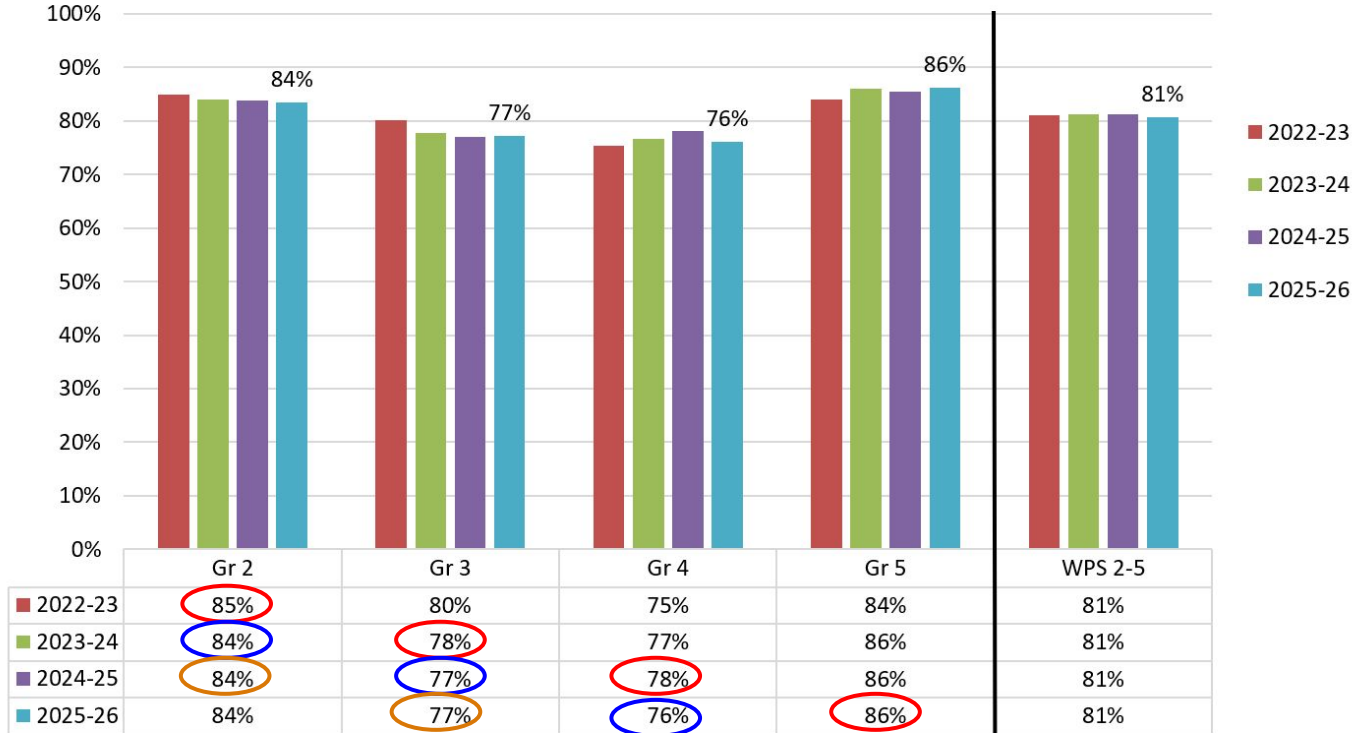


FastBridge aReading Grades 2-5

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

aReading

Grades 2-5 - By Grade



*"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**

Overall K-8 Goal:
Increase from 77%
(Spring 2025) to 80%
(Spring 2026)

Grades 2-5:
Remained the same at
81%

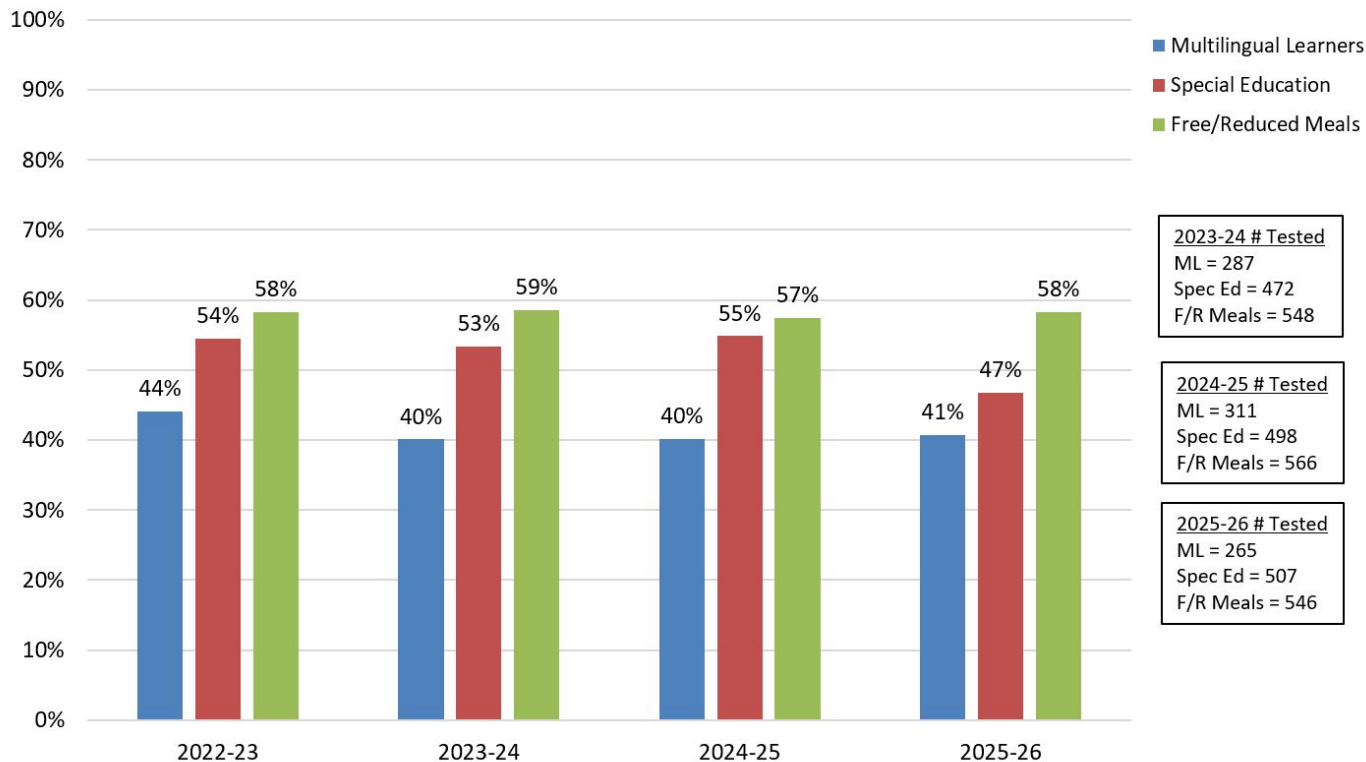
2025-26 Grade 5 Cohort

2025-26 Grade 4 Cohort

2025-26 Grade 3 Cohort



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



*"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**

**2025-26: All 2-5 students
reading at or above grade
level: 81%**

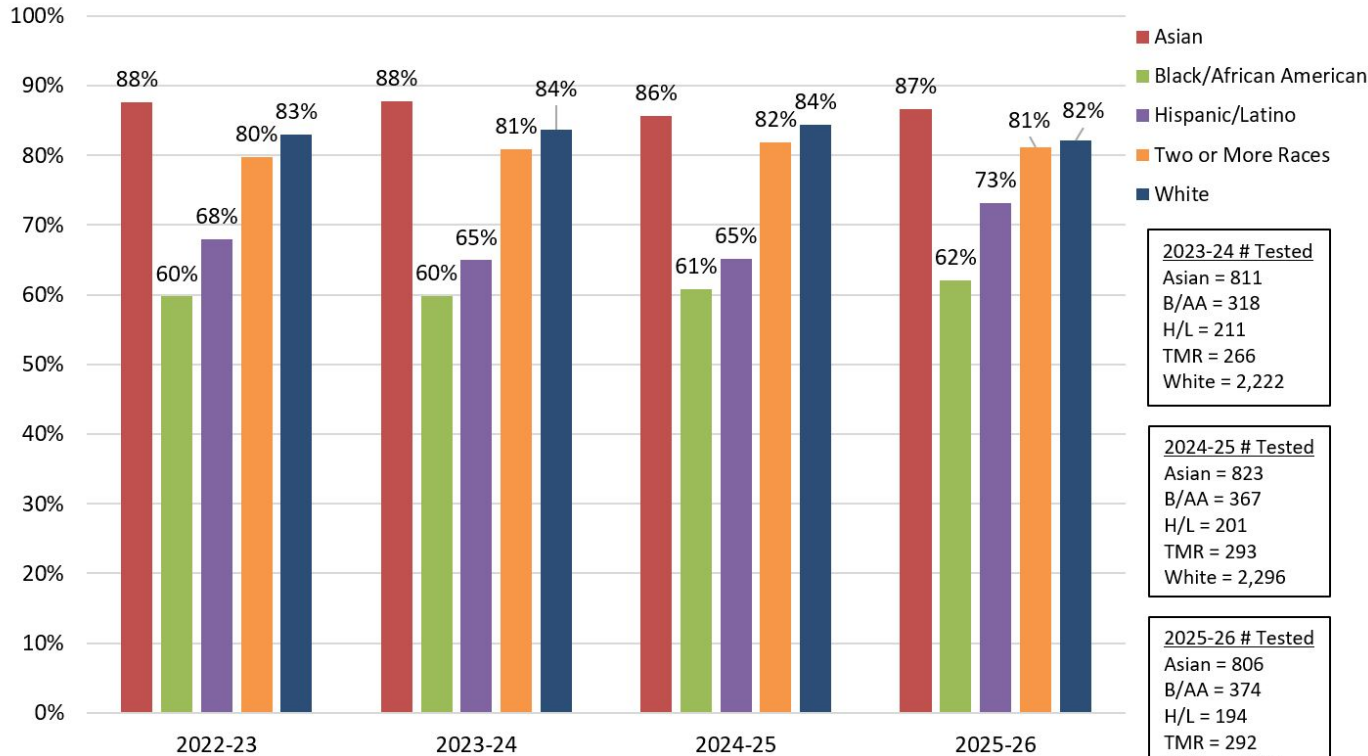
**Multilingual Learners:
Increased from 40% to 41%**

**Students receiving
Specialized Services:
Decreased from 55% to
47%**

**Students eligible for
economic benefits:
Increased from 57% to 58%**



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

**2025-26: All 2-5 students
reading at or above grade
level: 81%**

**Asian Students: Increased
from 86% to 87%**

**Black/African American
Students: Increased from
61% to 62%**

**Hispanic/Latino Students:
Increased from 65% to 73%**

**Students who identify as two
or more races: Decreased
from 82% to 81%**

**White Students: Decreased
from 84% to 82%**



FastBridge aReading Grades 6-8

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

aReading

Grades 6-8 - By Grade



*"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**

**Overall K-8 Goal: Increase
from 77% (Spring 2025) to
80% (Spring 2026)**

**Grades 6-8:
Decreased from 82% to
80%.**

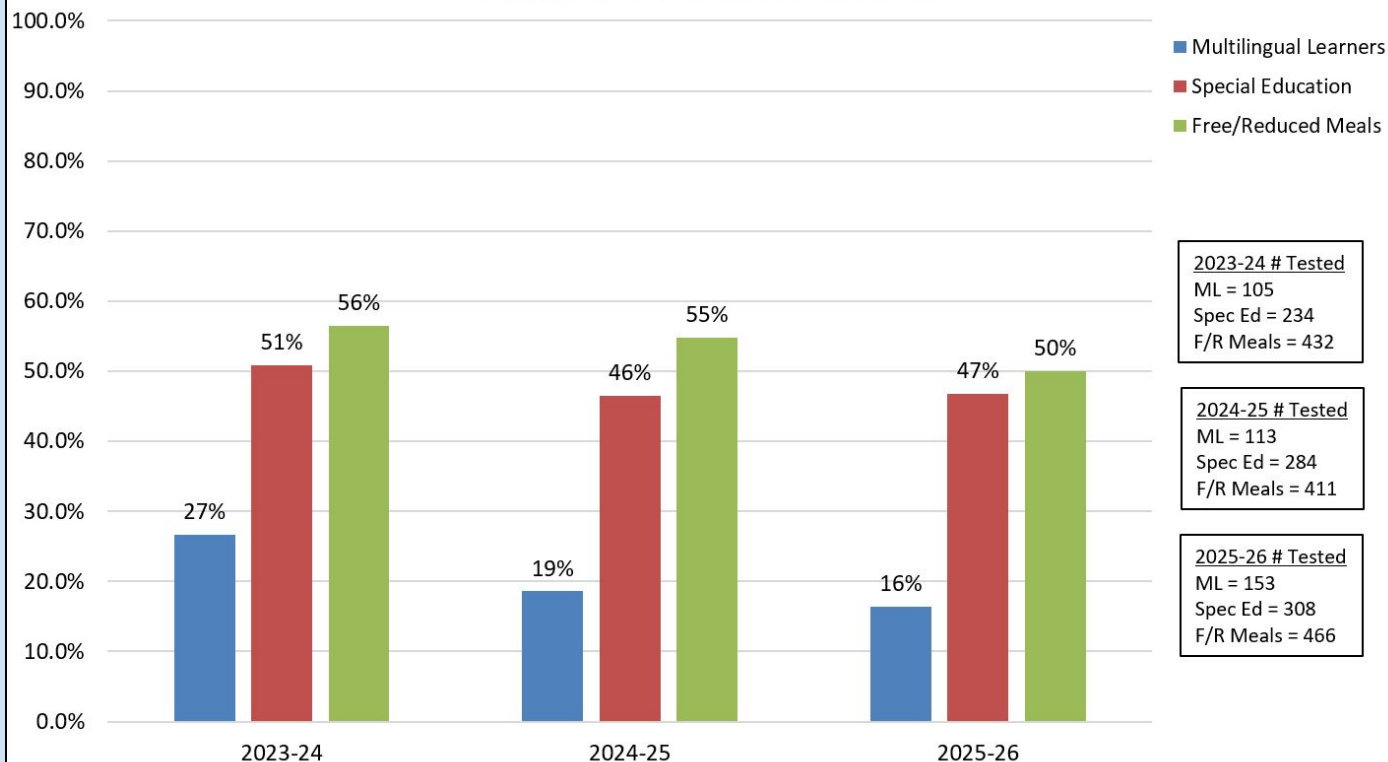
**Proficiency decreased in
grades 6 and 8, while
remaining unchanged in
grade 7.**

2025-26 Grade 8 Cohort

2025-26 Grade 7 Cohort



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**

**2025-26: All 6-8 students
reading at or above grade
level decreased from 82%
to 80%**

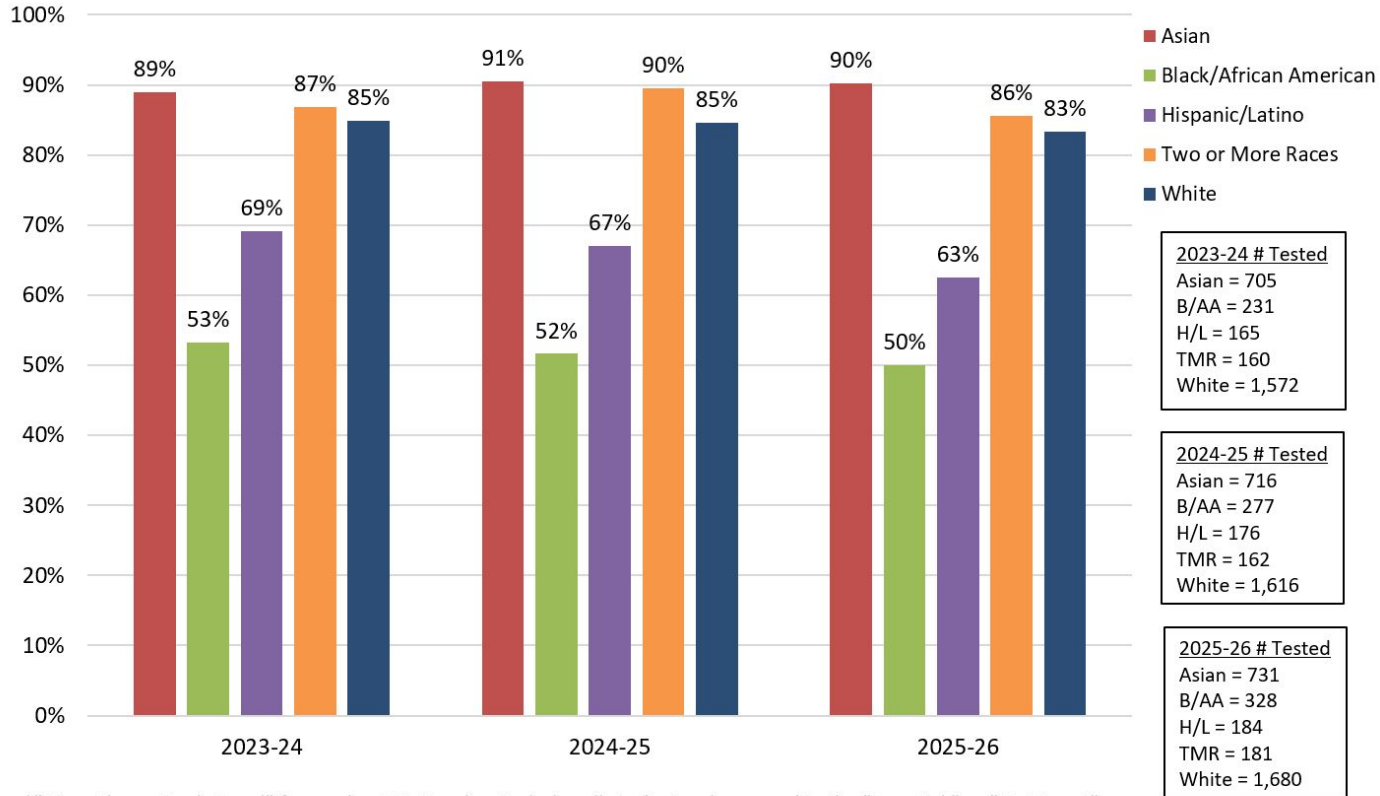
**Multilingual Learners:
Decreased from 19% to
16%**

**Students receiving
Specialized Services:
Increased from 46% to 47%**

**Students eligible for
economic benefits:
Decreased from 55% to
50%**



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**

**2025-26: All 6-8 students
reading at or above grade
level decreased from 82%
to 80%**

**Asian Students: Decreased
from 91% to 90%**

**Black/African American
Students: Decreased from
52% to 50%**

**Hispanic/Latino Students:
Decreased from 67% to
63%**

**Students who identify as
two or more races:
Decreased from 90% to
86%**

**White Students: Decreased
from 85% to 83%**



All students college and career
ready.

All students are college and career ready

2025-26 CACR Goals

MN Accountability Assessments - MCAs

Percentage of students in grades 3–8 scoring proficient on MCA/MTAS assessments:

Reading Goal

71.3% → 73.3%

Increase from 2024-25 to 2025-26 target

Math Goal

71.6% → 73.6%

Increase from 2024-25 to 2025-26 target

New Assessment & Baseline for Reading

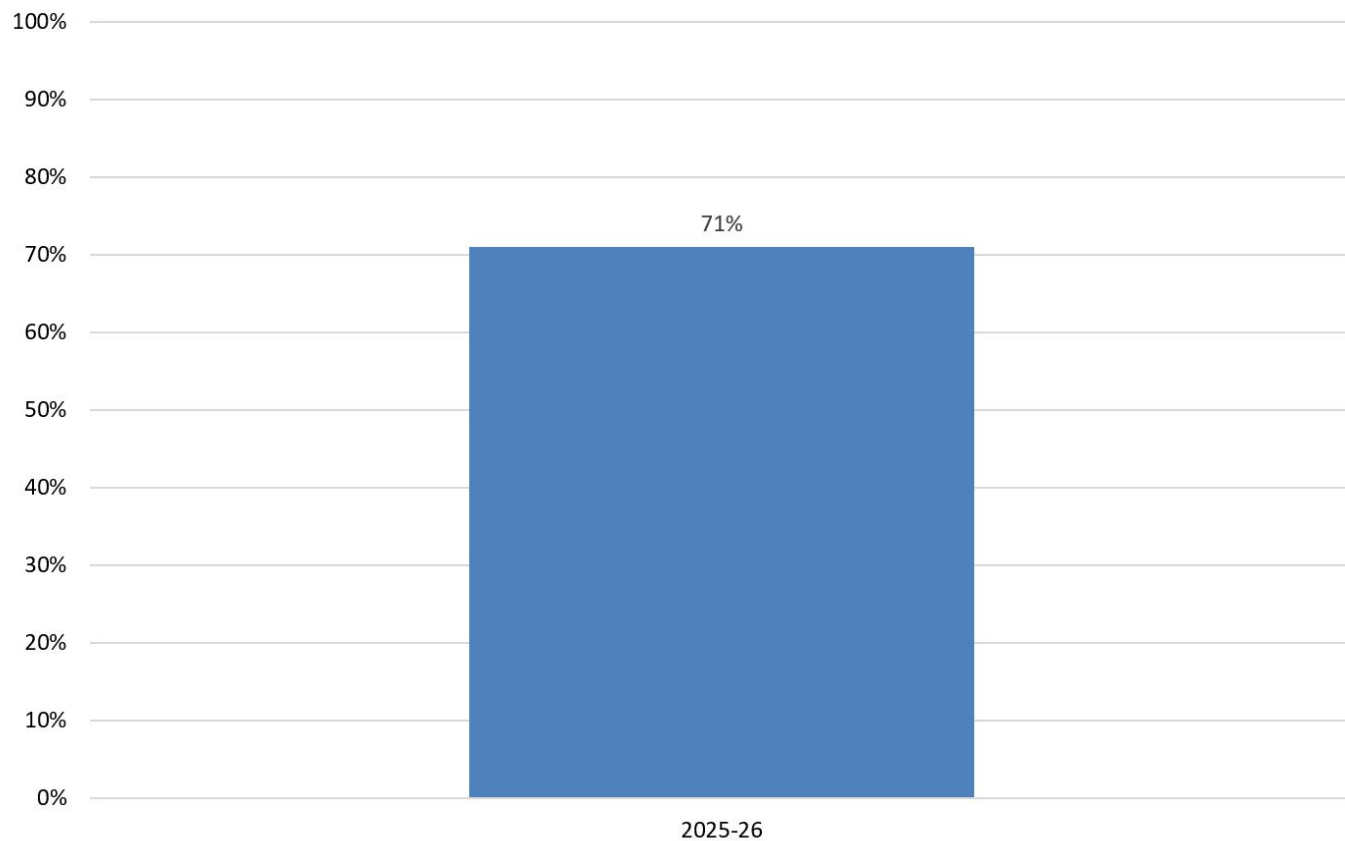
First release of **Reading MCA-IV** (Grades 3–8 & 10), aligned to updated 2020 ELA Standards.

Establishes a new statewide baseline that **cannot be compared to prior years**.

District Reading Achievement

District students scored **well above the state average for Reading**, reflecting strong literacy foundations across grade levels.

MCA-IV & Alt-MCA Reading Proficiency
Grades 3-8 - by Grade

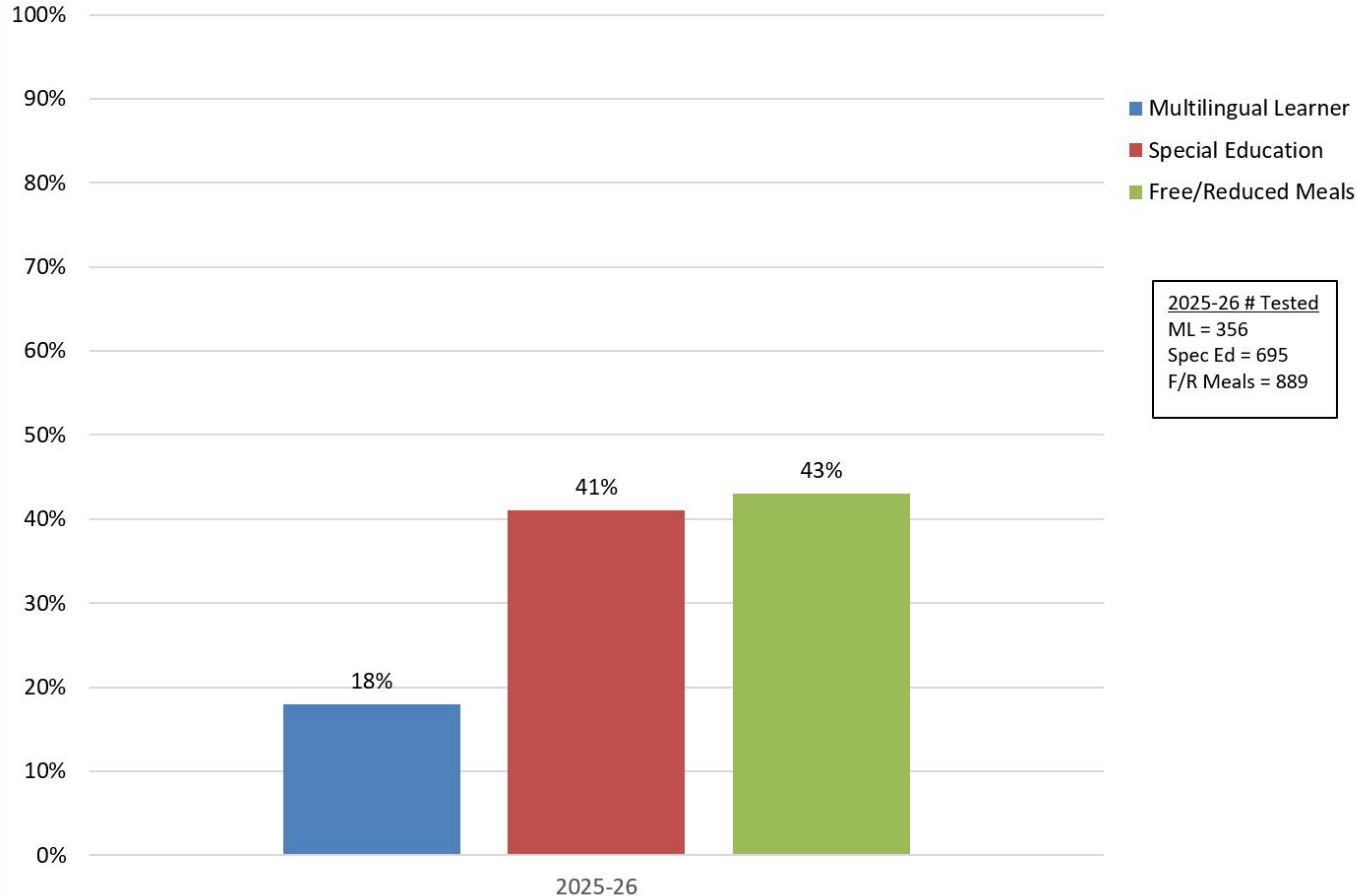


**MCA Proficiency
Reading
Grades 3-8**

**Goal: Not Applicable
(New Baseline for 26-27)**

State Average: 49.5%

MCA-IV & Alt-MCA-Reading Proficiency Trend Grades 3-8 - by Special Populations



MCA Proficiency Reading Grades 3-8 by Special Populations

Gap Disparity Goals: New Baseline

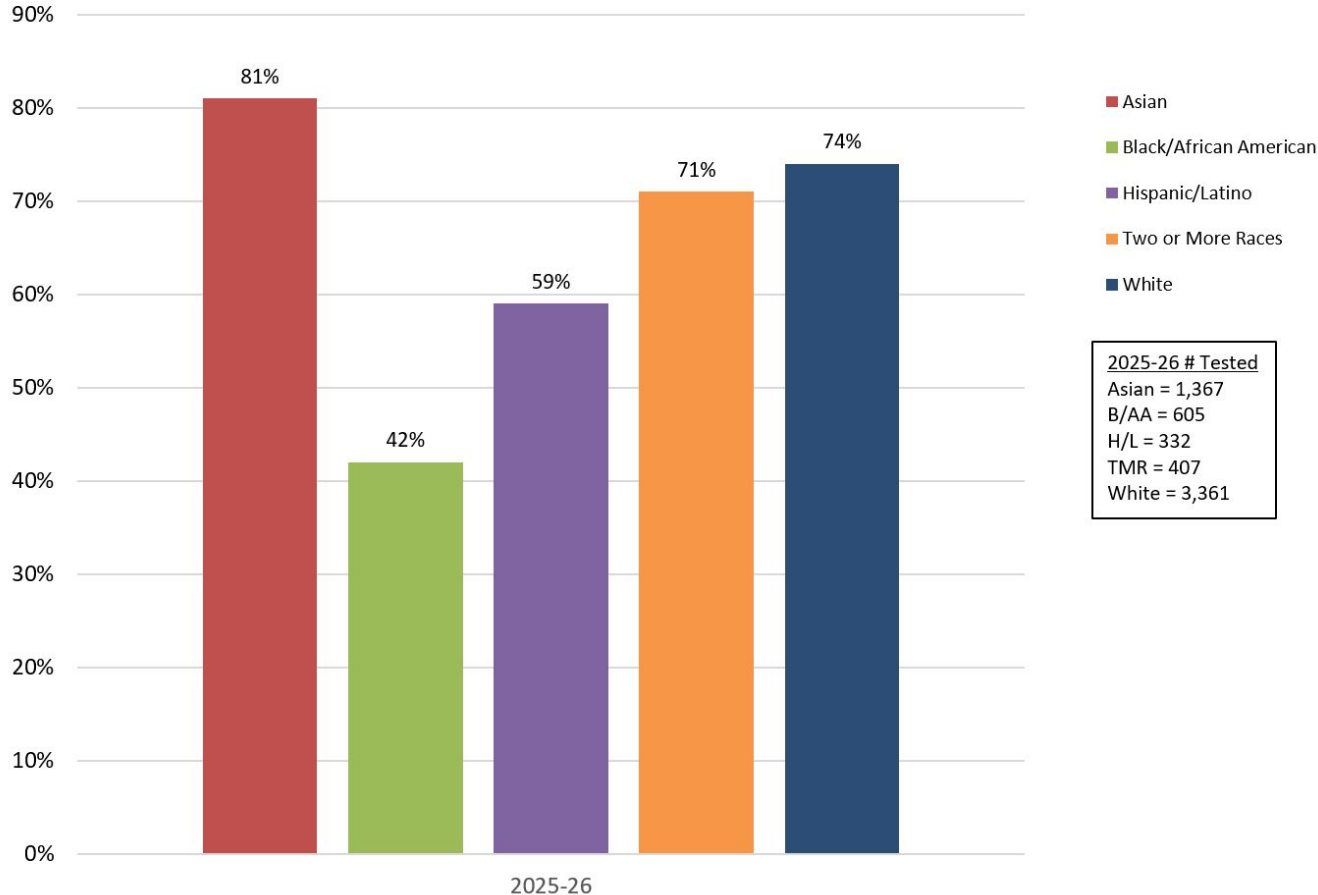
25-26 MCA IV Grades 3-8:
71%

Multilingual Learners: 18%
(53% point gap)

Students receiving special
education services: 41% (30%
point gap)

Students eligible for economic
benefits: 43% (28% point gap)

MCA-IV & Alt-MCA Reading Proficiency
Grades 3-8 - by Race/Ethnicity



MCA Proficiency
Reading
Grades 3-8
by Race/Ethnicity

Gap Disparity Goals: New
Baseline

25-26 MCA IV Grades 3-8:
71%

Asian: 81%
(Highest performing by
Race/Ethnicity)

Black/African American: 42%
(39% point gap)

Hispanic/Latino: 59% (22%
point gap)

Two or More Races: 71% (10%
point gap)

White: 74% (7% point gap)



All students are college and career ready

2025-26 CACR Goals

MN Accountability Assessments - MCAs

Percentage of students in grades 3–8 scoring proficient on MCA/MTAS assessments:

Math Goal

71.6% → 73.6%

Increase from 2024-25 to 2025-26 target

Reading Goal

71.3% → 73.3%

Increase from 2024-25 to 2025-26 target

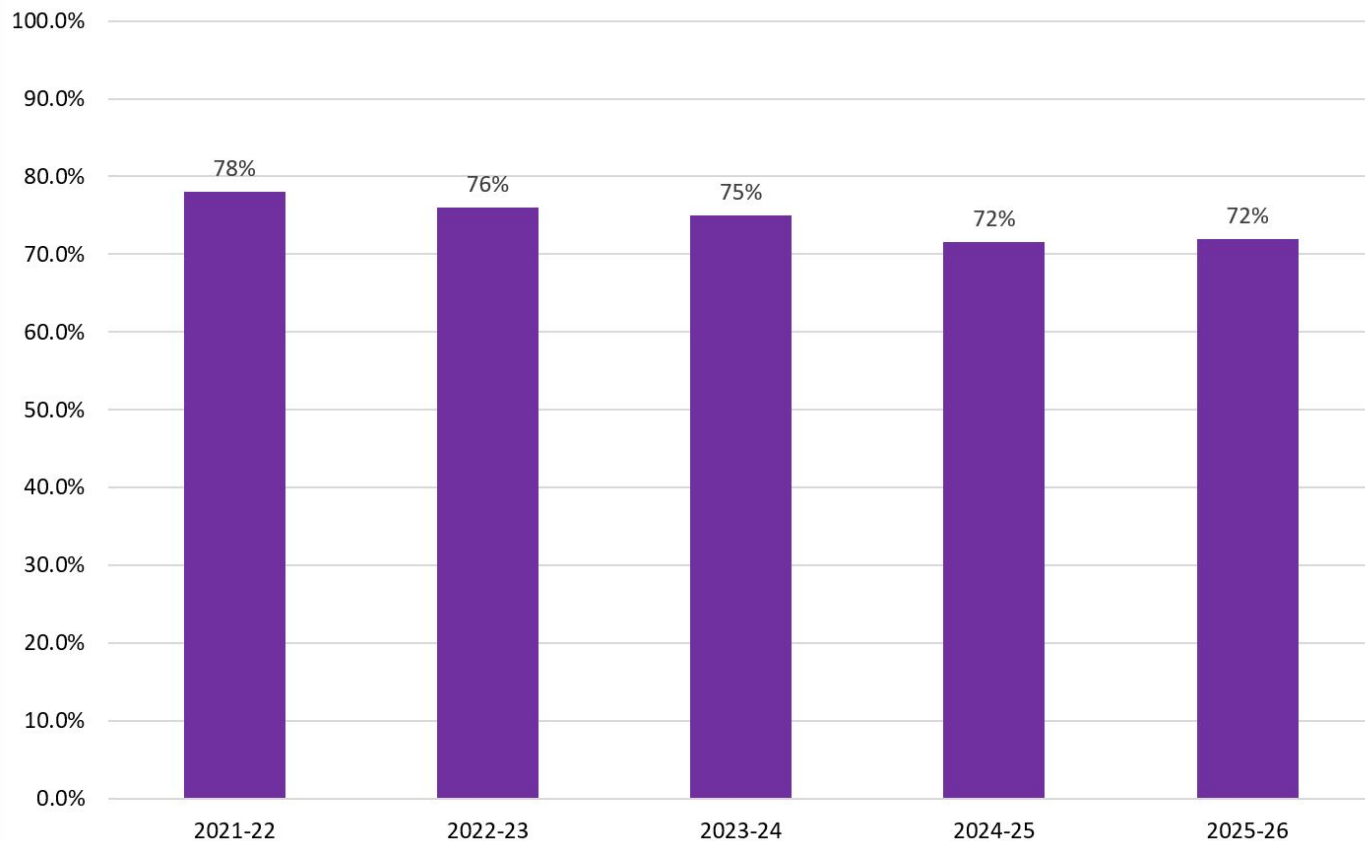
New Math Standards

All school districts in the state are in the process of **implementing the 2022 Math Standards**. The 2025-26 school year was the first year of implementation in Wayzata. Students will be assessed on the new benchmarks in the 2027-28 school year.

District Math Achievement

District students scored **well above the state average for math**, reflecting strong mathematical foundations across grade levels.

MCA-III & MTAS **MATH** Proficiency Trend
Grades 3-8 - by Grade



**MCA Proficiency
Math
Grades 3-8**

Goal: Did not meet

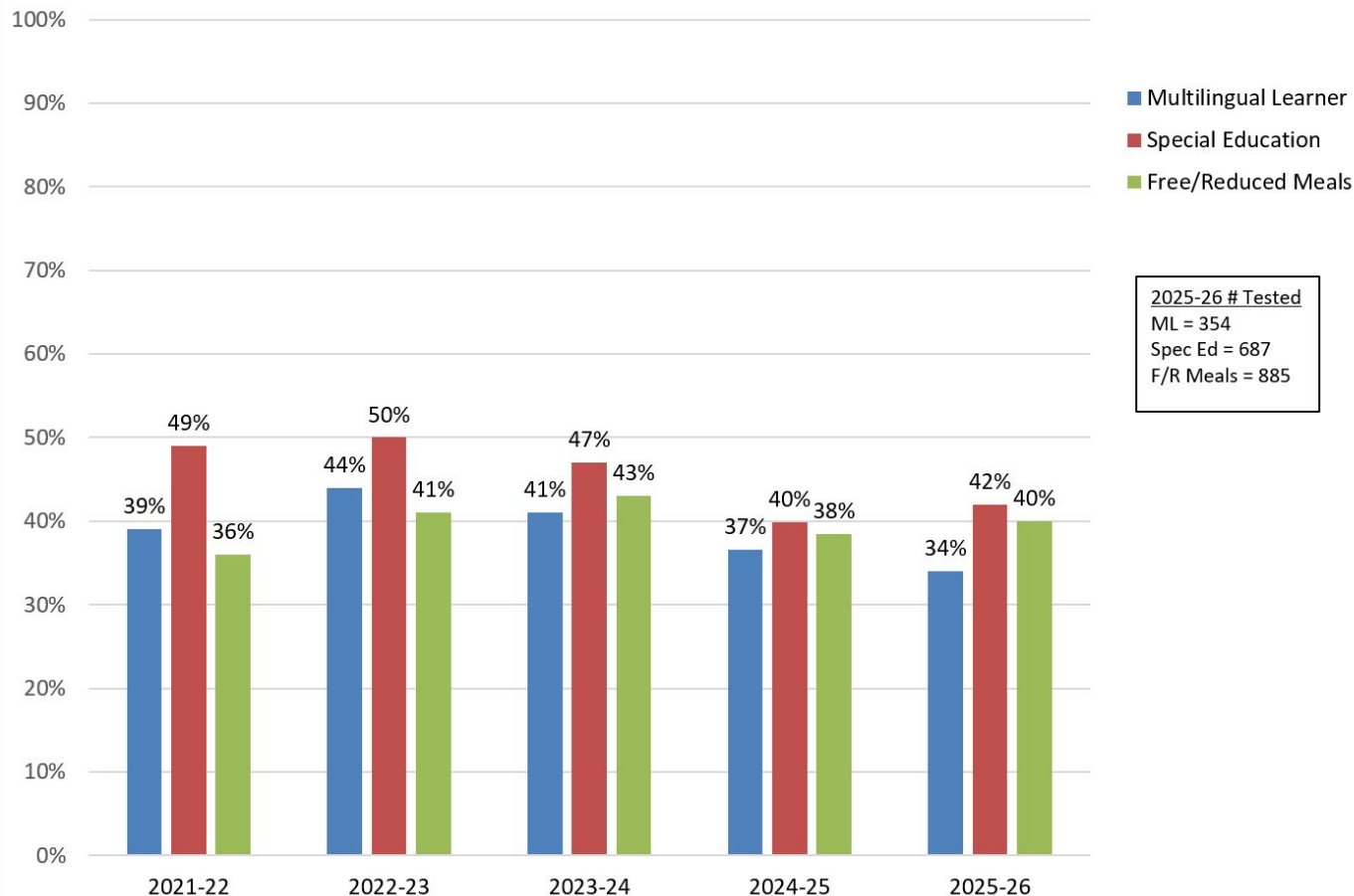
**Overall Proficiency:
72.14%**

State Average: 46.2%

The 2022 MN Math Standards were implemented during the 2025-26 school year. The Math MCA-IV will reflect the new standards and will be administered in the 2027-28 school year.



MCA-III & MTAS **MATH** Proficiency Trend Grades 3-8 - by Special Populations



MCA Math Proficiency Grades 3-8 by Special Populations

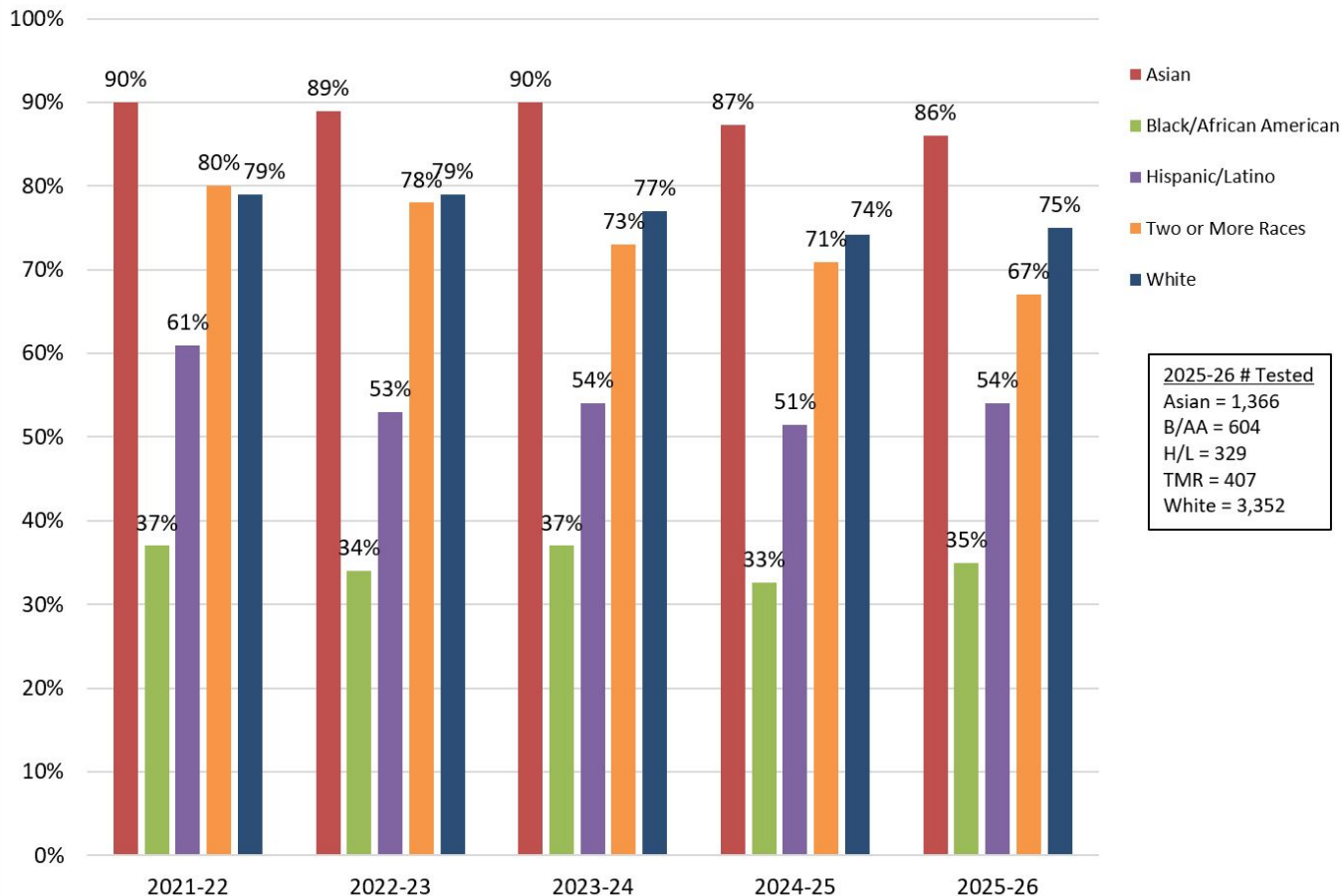
**25-26 Overall Proficiency:
72.14%**

**Multilingual Learners:
34% (38% point gap)**

**Students receiving special
education services:
42% (30% point gap)**

**Students eligible for economic
benefits:
40% (32% point gap)**

MCA-III & MTAS **MATH** Proficiency Trend Grades 3-8 - by Race/Ethnicity



MCA Math Proficiency Grades 3-8 by Race/Ethnicity

**25-26 Overall Proficiency:
72.14%**

Asian: 86%
(Highest performing by
Race/Ethnicity)

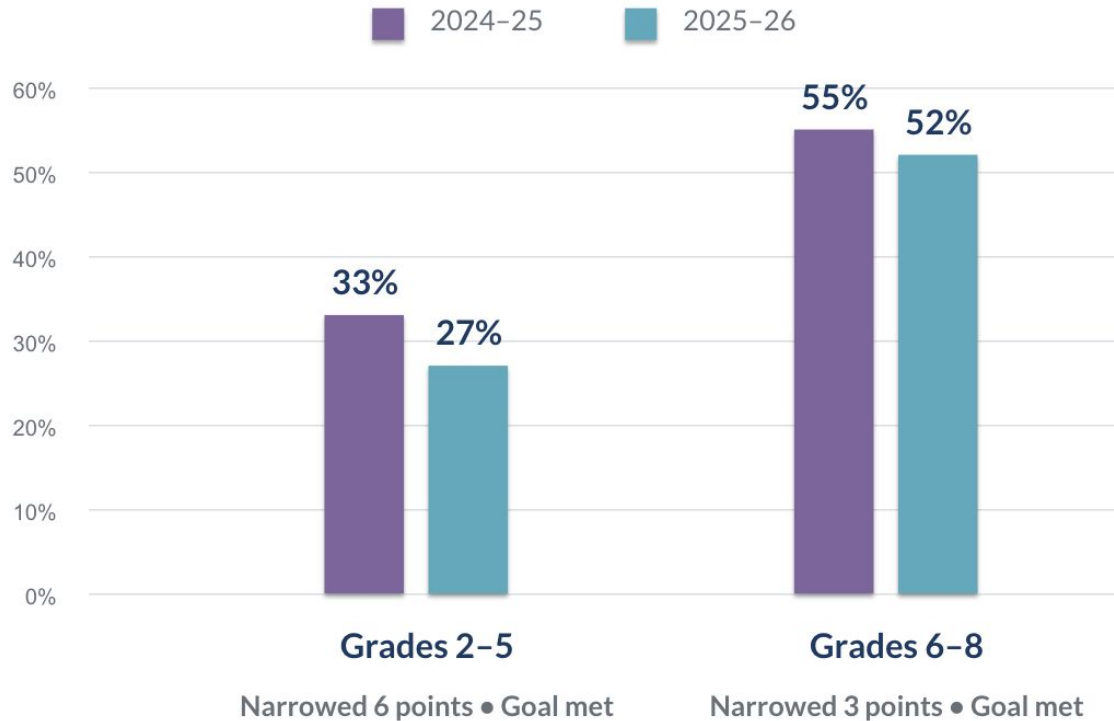
Black/African American: 35%
(51% point gap)

Hispanic/Latino: 54%
(32% point gap)

Two or More Races: 67%
(19% point gap)

White: 75%
(11% point gap)

FastBridge Math Proficiency Gaps Grades 2-8



FastBridge Math Proficiency Grades 2-8

Comparison between Asian and
Black/African American students

Grades 2-5:

Asian: 93% (no change)

Black/African American: 60% to 66%
(Gap narrowed by 6% points)

Grades 6-8:

Asian: 93% to 92%

Black/African American: 38 % to
40%
(Gap narrowed by 3% points*)

** Asian student proficiency level
dropped by 1% point*

All students graduate from
high school.

All students graduate from high school

2025-26 CACR Goals

On Track to Graduate

The percentage of WHS students who earn the number of cumulative credits expected at the end of the grade level:

Grade 9: 12 credits

Grade 10: 28 credits

Grade 11: 44 credits

Grade 12: 60 credits

District Graduation Rates

WHS graduation rates are **well above the state graduation rate**, reflecting strong academics and support systems.

Grades 9 and 12

Remain at or above 98%

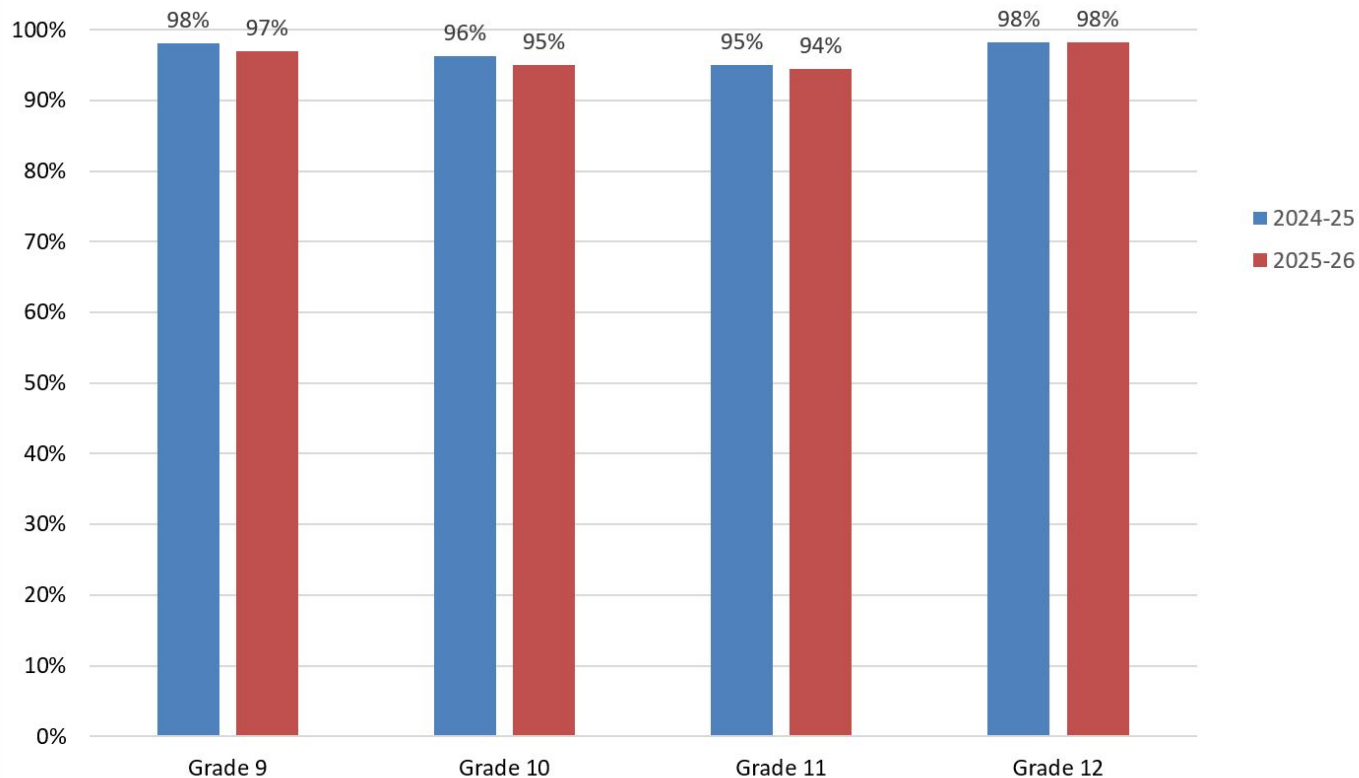
Grade 10

Increase from 96% → 97%

Grade 11

Increase from 95% → 96%

Percent of Students "On Track to Graduate" *
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

**Goal: Stay at or above
98% in grade 9.**

Did not meet

**Goal: Increase from 96%
to 97% in grade 10**

Did not meet

**Goal: Increase from 95%
to 96% in grade 11**

Did not meet

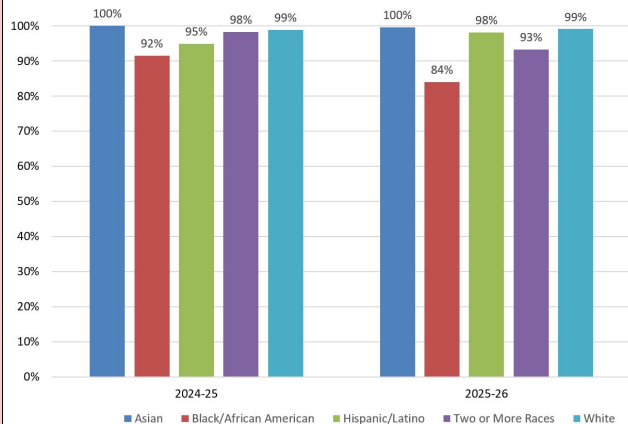
**Goal: Stay at or above
98% in grade 12**

Goal Met



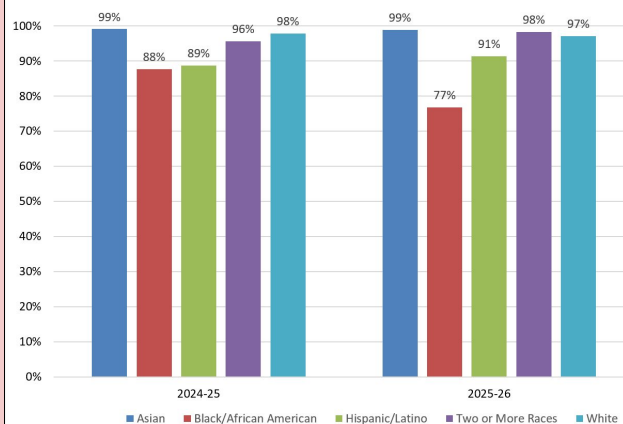
Percent of Students "On Track to Graduate" *

GRADE 9



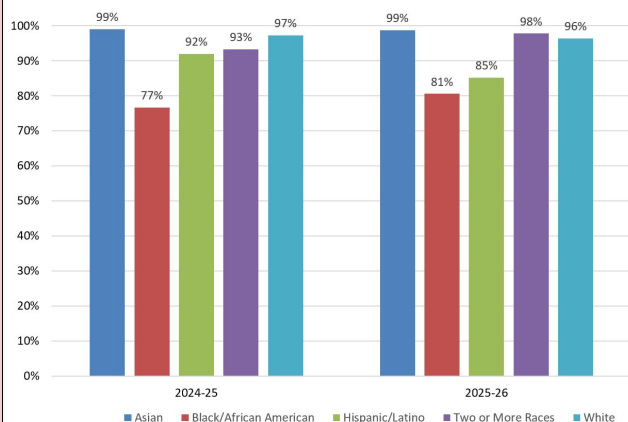
Percent of Students "On Track to Graduate" *

GRADE 10



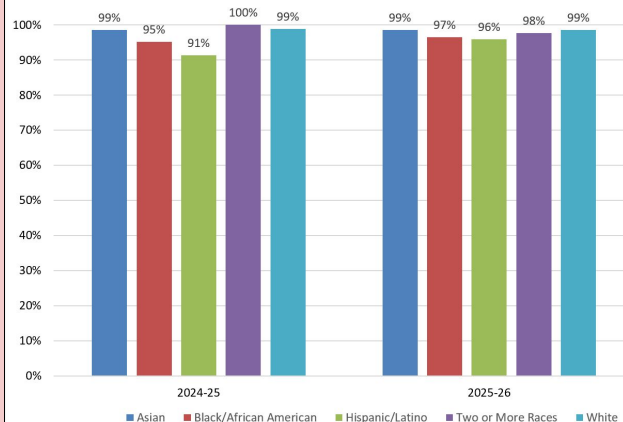
Percent of Students "On Track to Graduate" *

GRADE 11



Percent of Students "On Track to Graduate" *

GRADE 12



"On Track to Graduate" by Race/Ethnicity

Grades 9-11: There is a gap between Black/African American and Hispanic/Latino students when compared with Asian, two or more races and White students.

Grade 12: All disparities across student groups "on track for graduation" are within 3% of the highest student group.

Overview: Purpose and Cadence

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Improvement Planning**

End-of-Year Evaluation &
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Thank
You

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