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# World's Best Workforce

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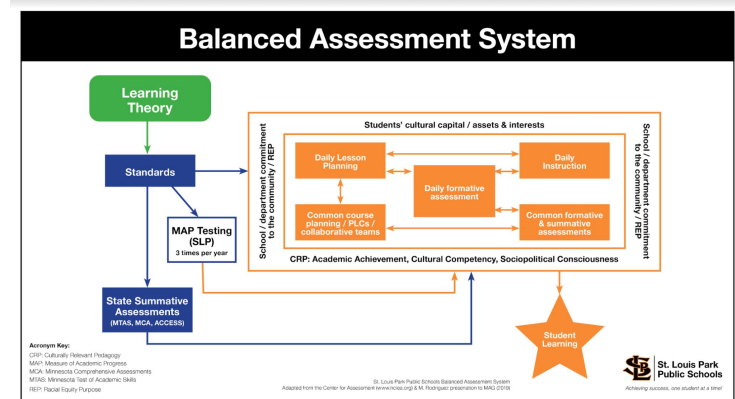
# Mission Statement

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St. Louis Park Public Schools sees, inspires, and empowers each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.

# World's Best Workforce

1. All students ready for school
2. All students in third grade achieving grade-level literacy
3. Close the achievement gap(s) between student groups
4. All students career and college-ready by graduation
5. All students graduate



# Assessments used to measure progress

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- **Fast Bridge Early Reading**
  - Kindergarten & 1st grade
- **Fast Bridge Curriculum-Based Measures (CBM) of Reading**
  - 1st through 5th grade
- **Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP)**
  - 2nd through 5th grade
  - 6th through 8th grade (fall only)
- **Minnesota Comprehensive Assessments (MCAs)**
  - 3rd through 8th, 10th and 11th grade
- **American College Testing (ACT)**
  - 11th grade ACT for all



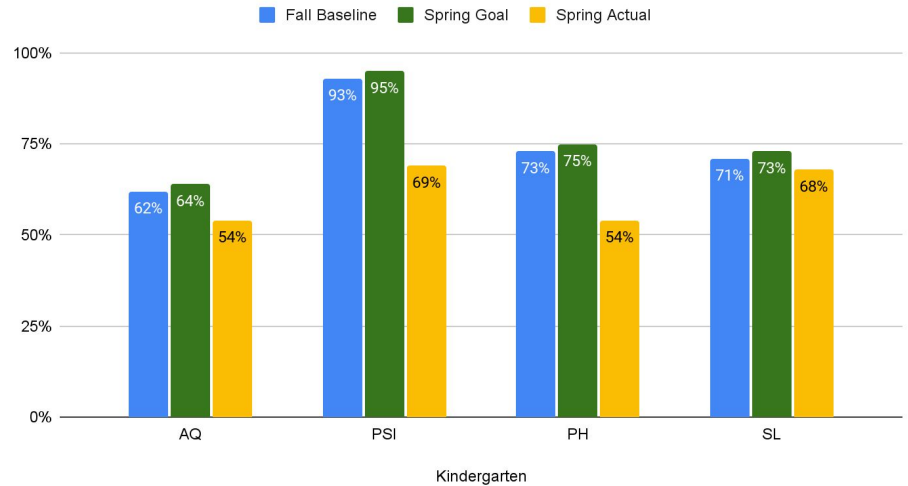
# Goal 1: All students ready for school

The percentage of kindergarten students scoring “low risk” as assessed by the Early Reading Fast Bridge assessment will increase by 2% from Fall 2022 to Spring 2023.

*Risk = Risk of not meeting end of year benchmark*

**Outcome:** Goal not met

Early Reading FastBridge Fall to Spring



Source: Fast Bridge Early Reading

# Minnesota Multi-Tiered System of Supports (MnMTSS)

The Minnesota Multi-Tiered System of Supports (MnMTSS) is a framework for Minnesota educators and school leaders to ensure that every student thrives academically, behaviorally, emotionally and socially.

In order to make powerful learning conditions plentiful and consistently present in schools and districts, teachers and school staff need systems of support to aid their work of promoting student academic, behavioral and social-emotional learning. This includes:

- Job-embedded coaching and time for critical conversations with other educators;
- Dedicated time to teach effective, well-designed curricula and to explore student learning data;
- Clear, consistent direction from administration; and,
- Opportunities to collaborate with the families of the students they serve.

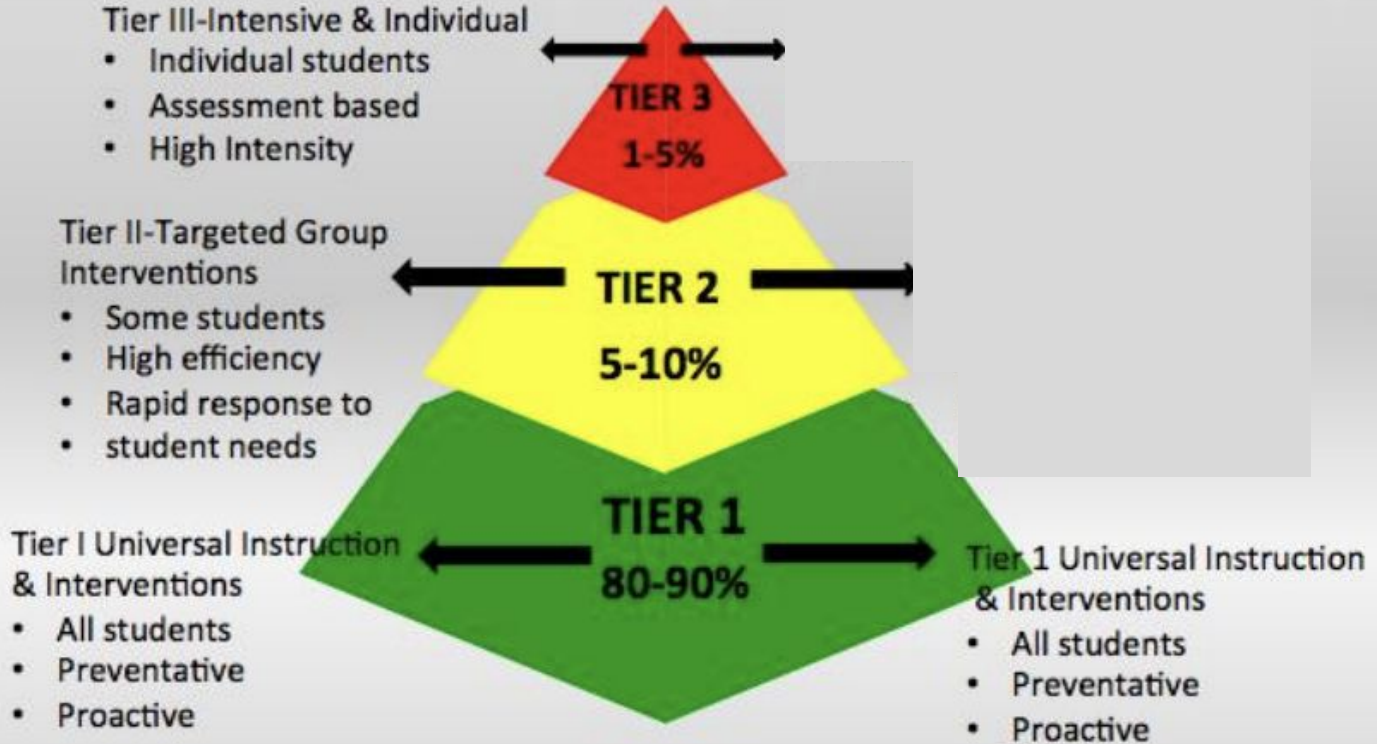
MnMTSS provides an infrastructure for a system to support the important work of teachers through an approach that centers equity. The *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* outlines MTSS as providing high-quality, research-based instruction and intervention to meet the needs of every student, using data to guide educational decisions to improve academic, social, emotional and behavioral outcomes.<sup>1</sup>

Source: <https://education.mn.gov/mde/dse/mtss/>



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# Academic Systems



Source: <https://ed.sc.gov/>

## Tier 1 Targets

### Criteria:

- At least 80% of secondary students meet standards from Tier 1 (core) programming alone in class grades, credit attainment, attendance, behavior, and SEL.
- At least 80% of elementary and early childhood students meet standards from Tier 1 (core) programming alone in literacy, numeracy, social and emotional.
- At least 95% of students proficient at the beginning of the year are proficient at the end of the year.

Source: <https://education.mn.gov/mde/dse/mtss/>



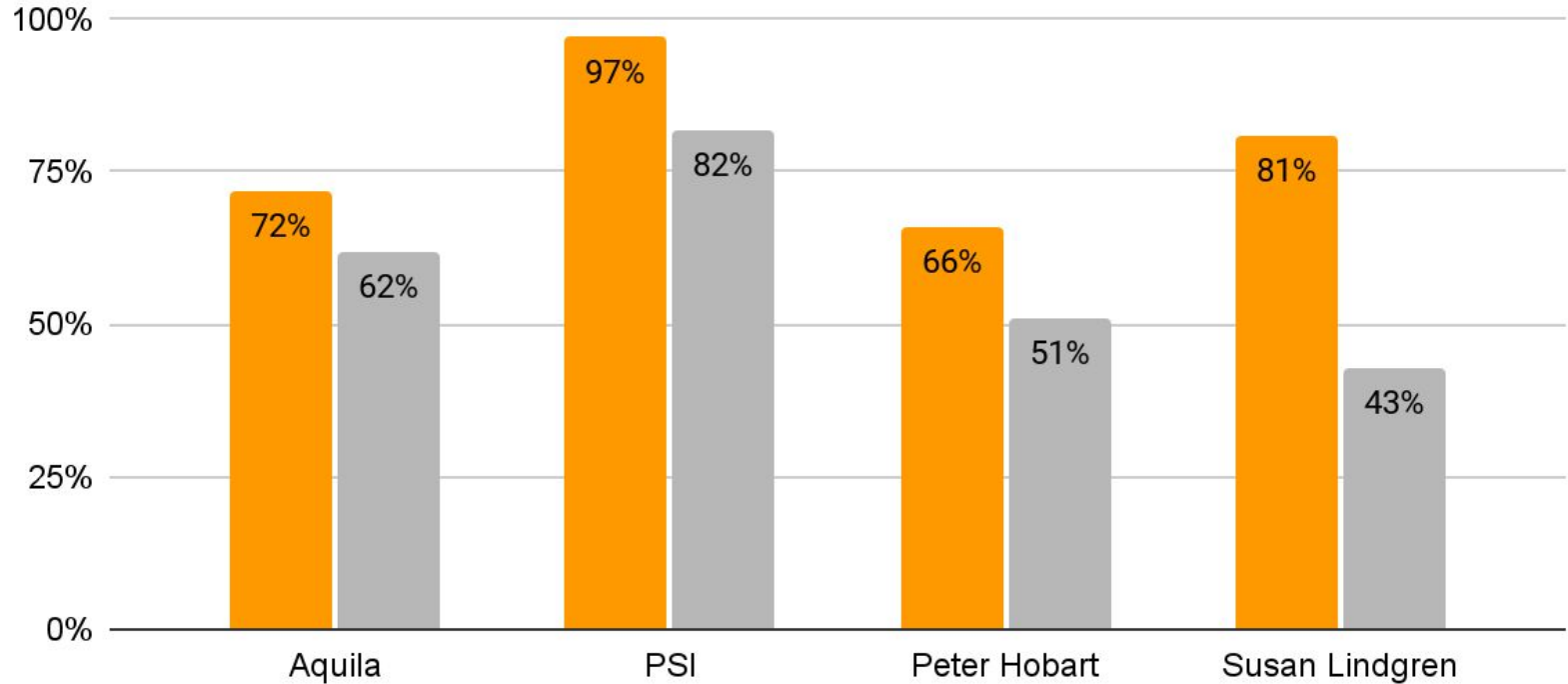
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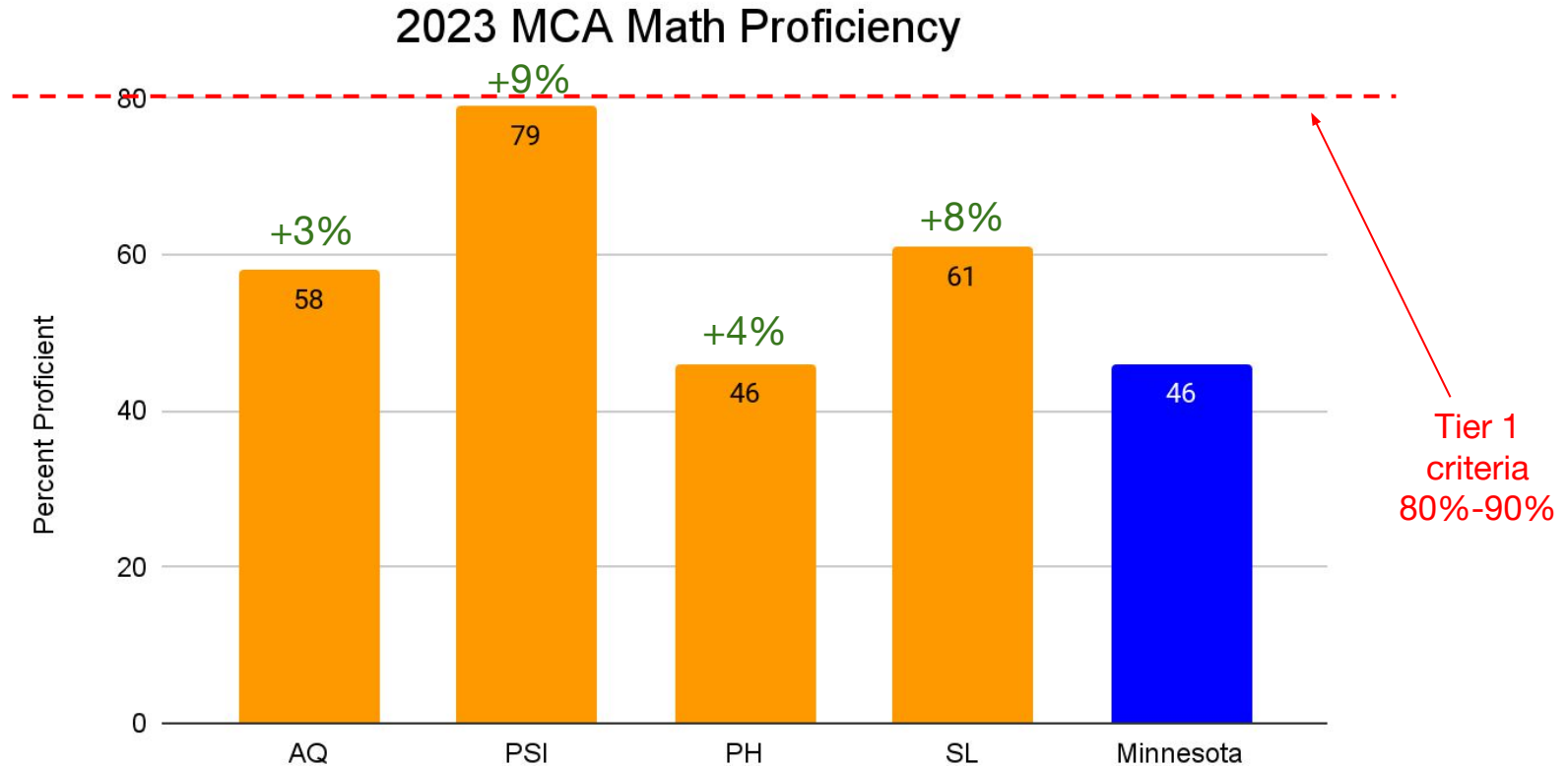
# % Kindergarten Students in Low Risk

Fall 2023 - Winter 2024

Fall Winter



# What happens when we implement a districtwide curricular resource that is more aligned to Minnesota standards?



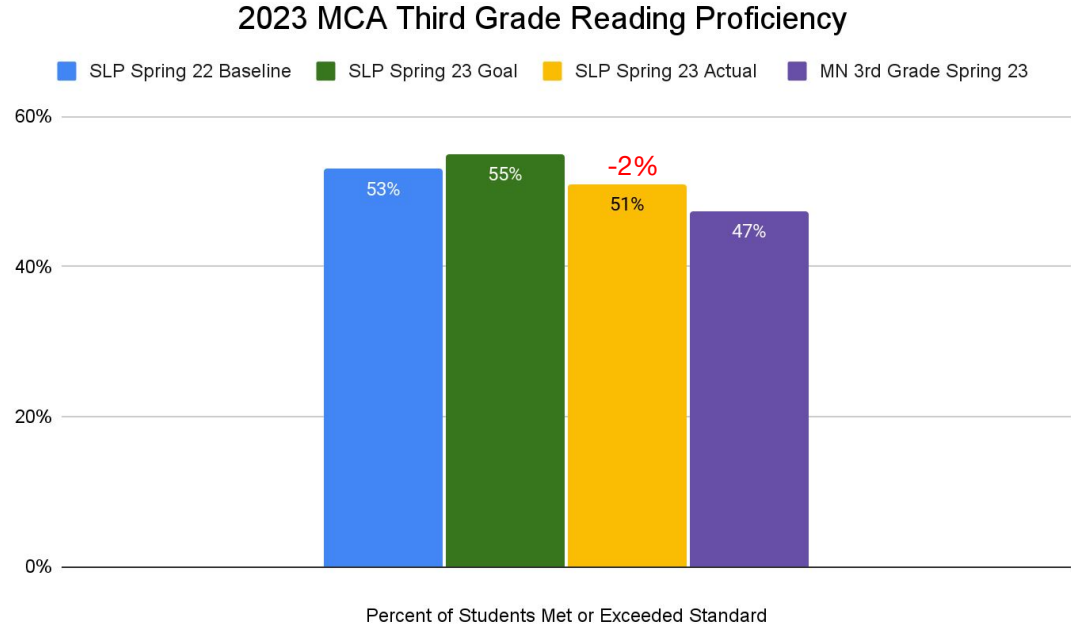
Source: Minnesota Report Card

# Goal 2: All students in third grade achieving grade-level literacy

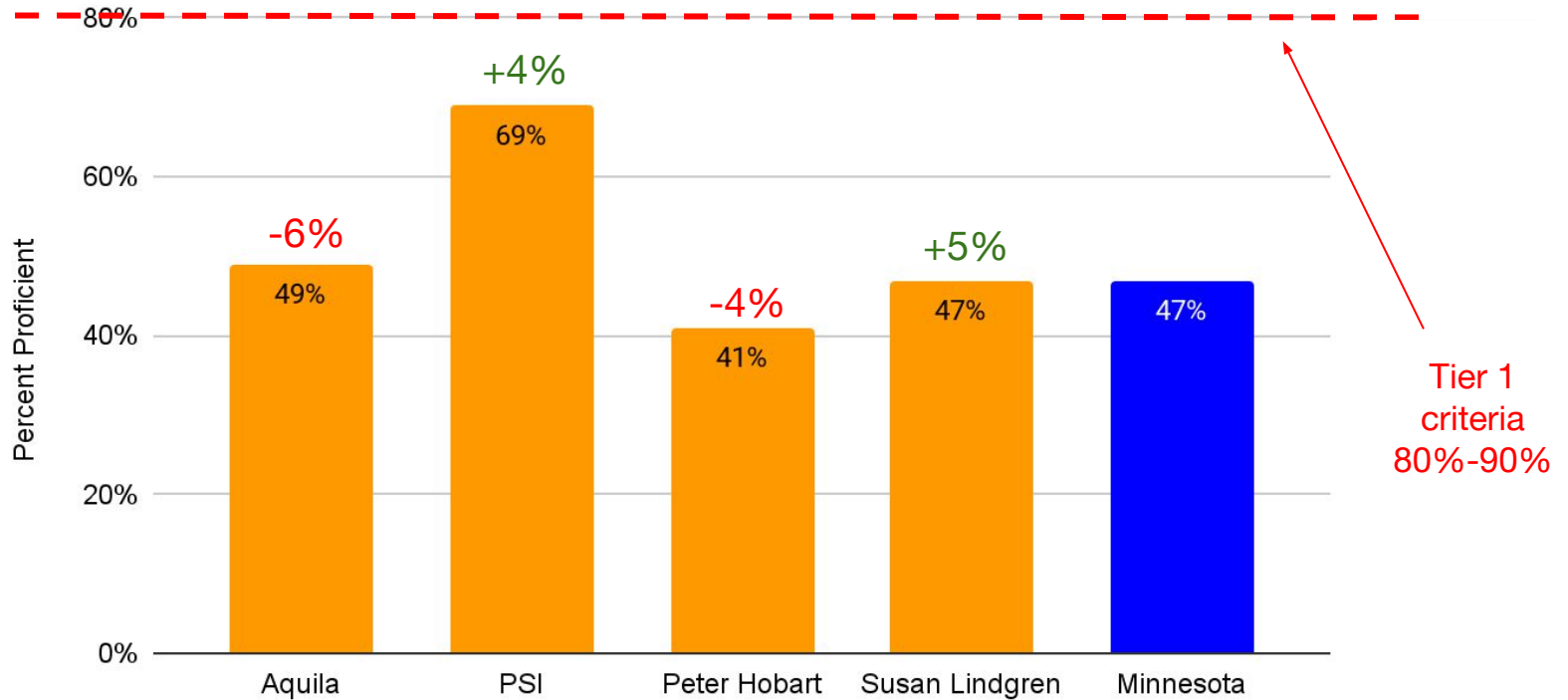
MCA/MTAS reading proficiency will increase by 2% for all 3rd grade students.

**Outcome:** Goal not met

Source: Minnesota Report Card



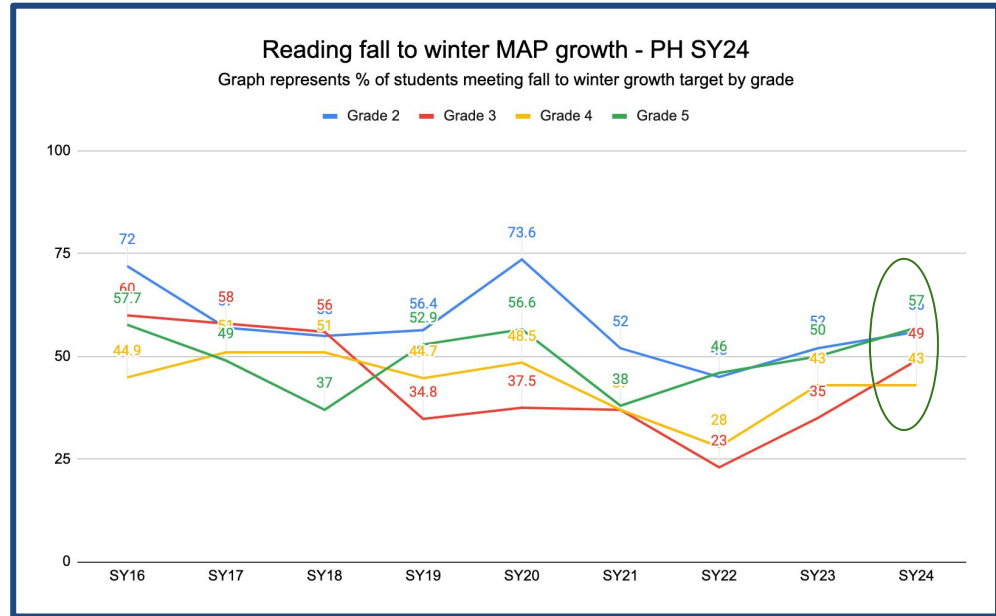
## 2023 Third Grade MCA Reading Proficiency



Source: Minnesota Report Card

# 2023-2024 Fall to Winter Growth: NWEA MAP Reading

- **81.25%** grade-level teams increased % of students meeting their individual growth target in reading
- **56.25%** of grade-level teams increased % of students meeting their individual growth target two years in a row

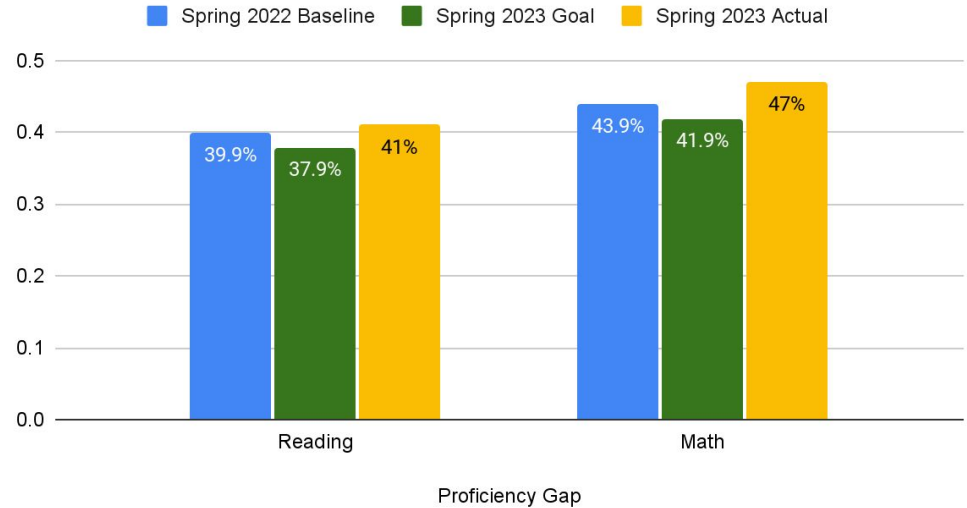


# Goal 3: Close the achievement gap between student groups

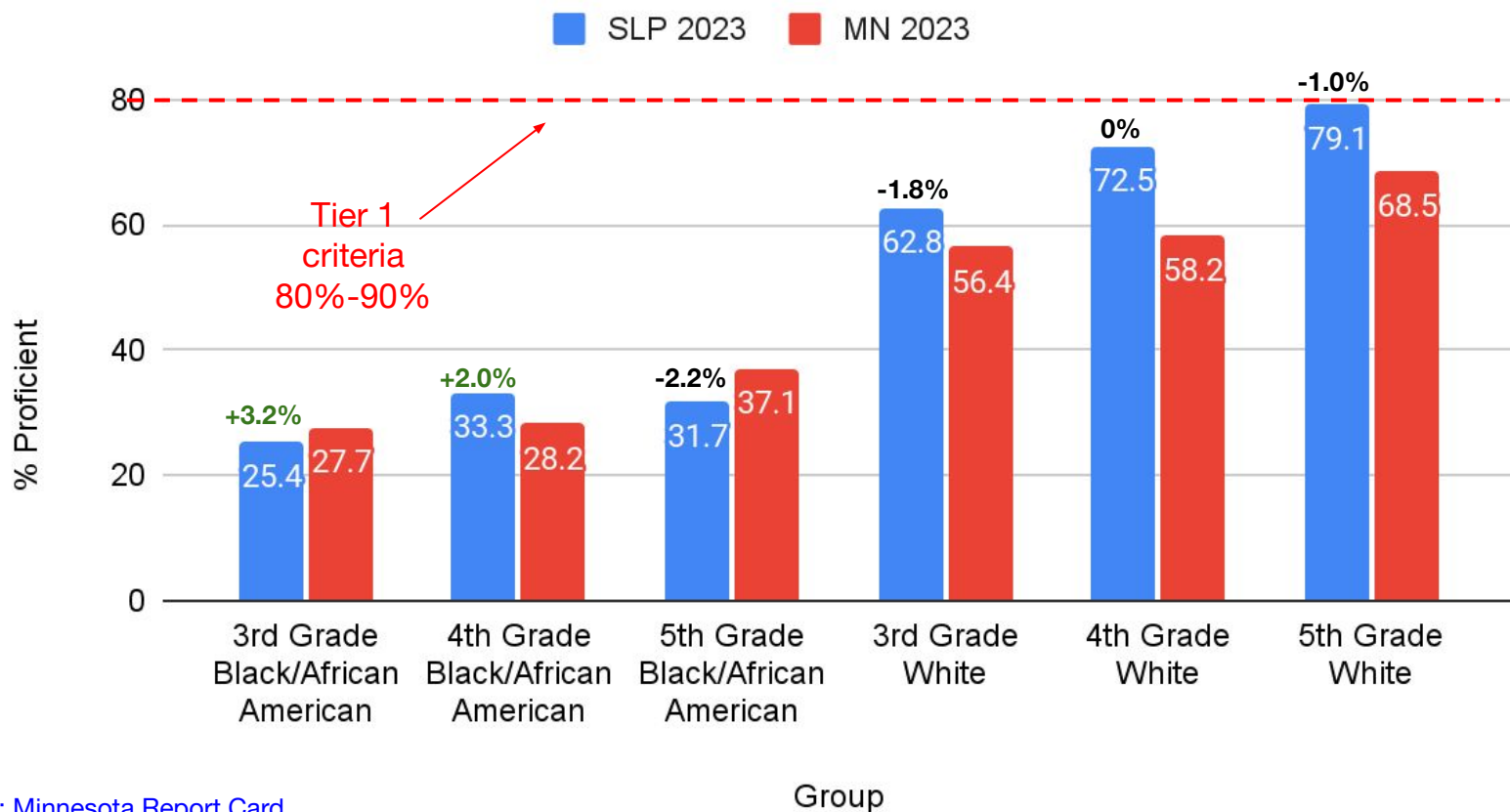
1. The reading gap between Black and White students will decrease by 2% as measured by MCA/MTAS reading proficiency.
2. The math gap will decrease by 2% as measured by MCA/MTAS math proficiency.

**Outcome:** Goal not met

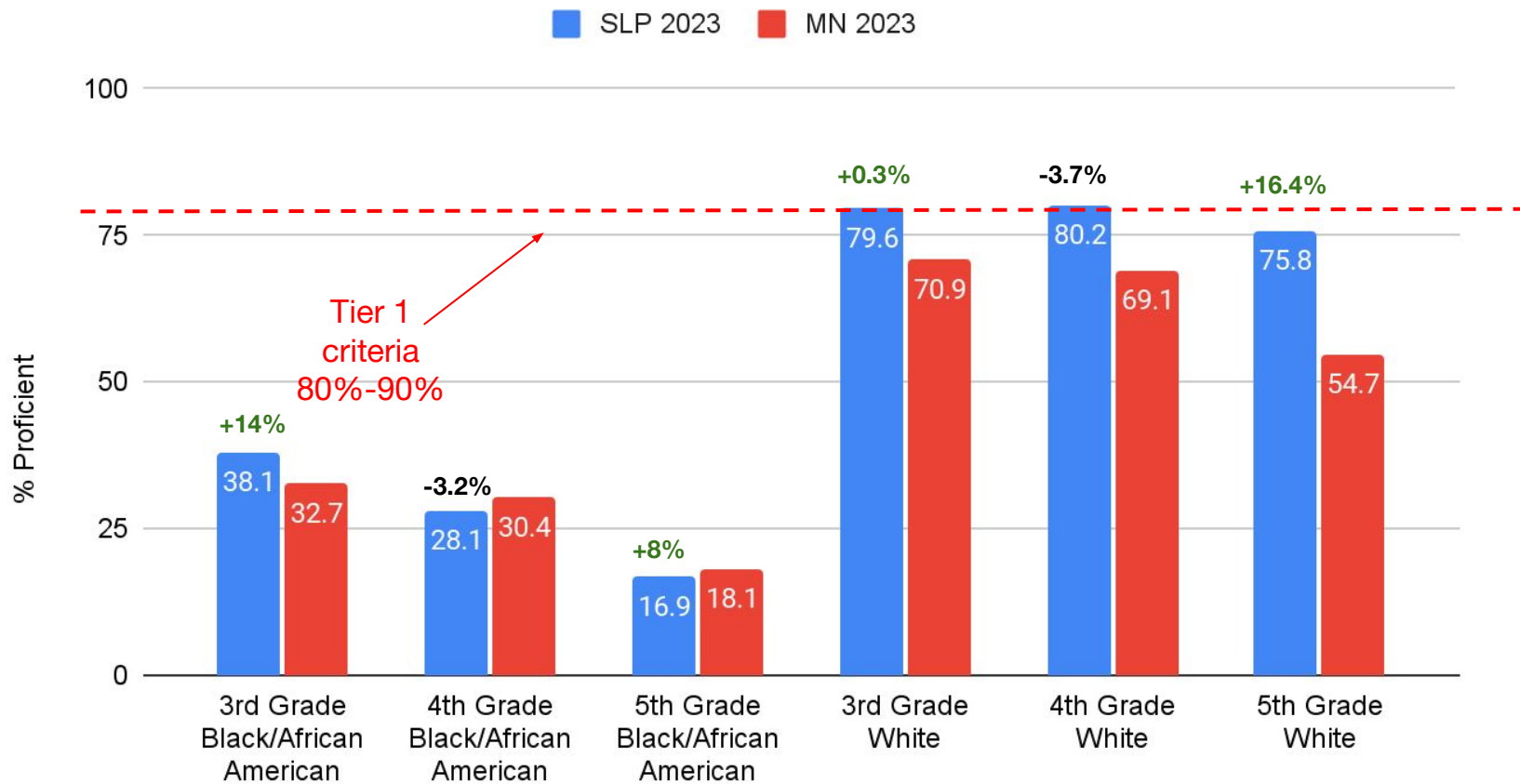
Opportunity Gaps Between Black and White Students



## 2023 Gap Analysis: Reading MCA Grades 3-5



## 2023 Gap Analysis: Math MCA Grades 3-5



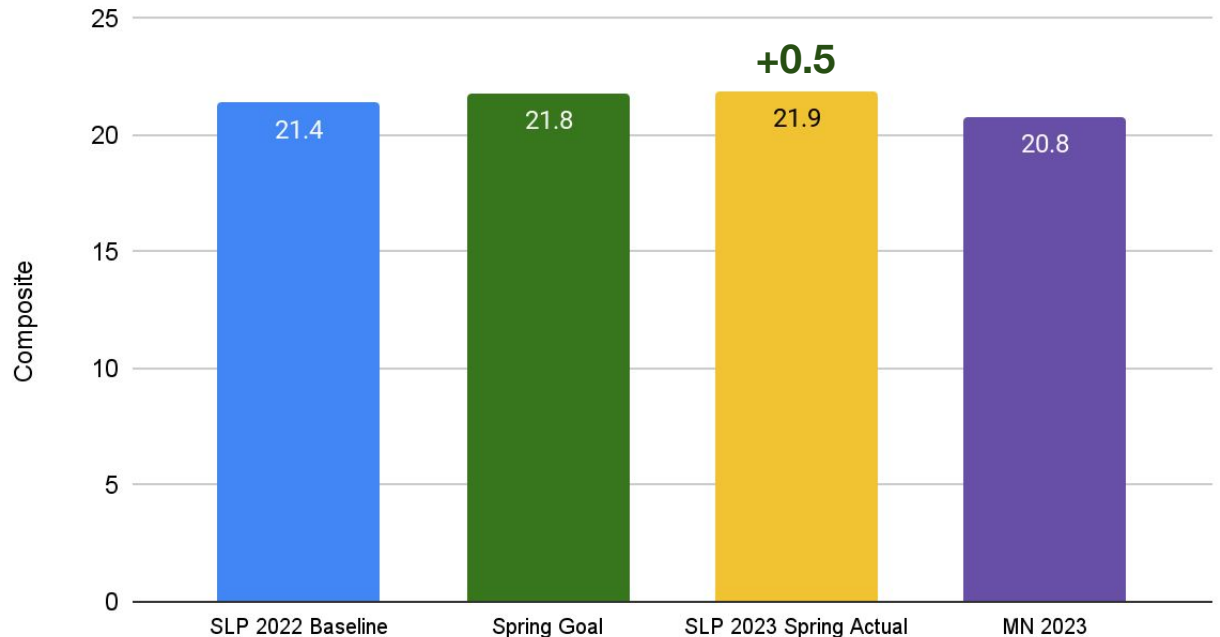


# Goal 4: All students career and college ready

We will increase ACT composite scores by 2% as measured by ACT for all (11th grade) students. This would be an average increase of **.428**.

**Outcome:** Goal met

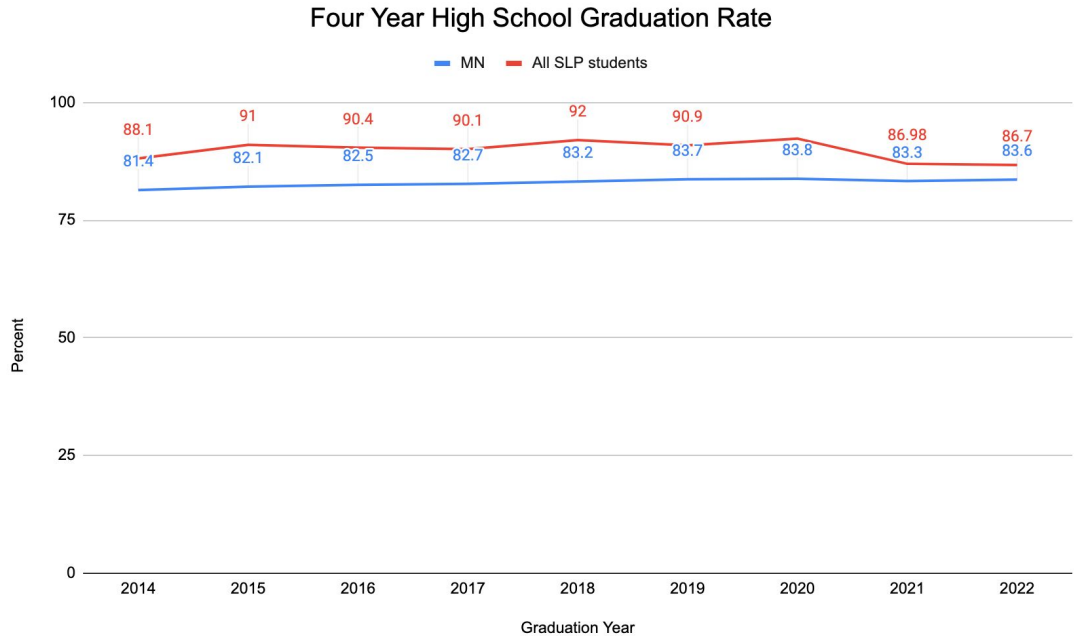
### Average Composite ACT SLP (Grade 11) & Minnesota



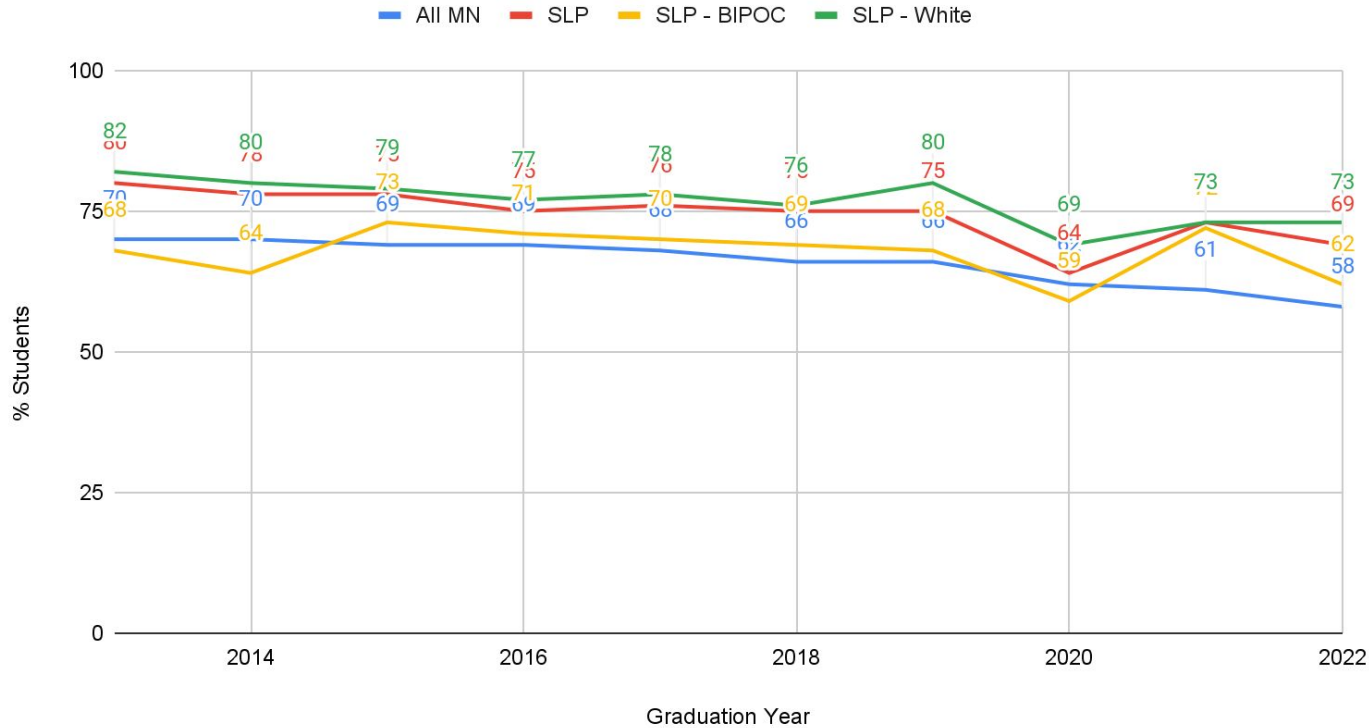
# Goal 5: All students graduate

The percentage of SLP HS students graduating in 4 years will increase by 1% as measured by Minnesota's SLEDS data.

**Outcome:** Goal not met



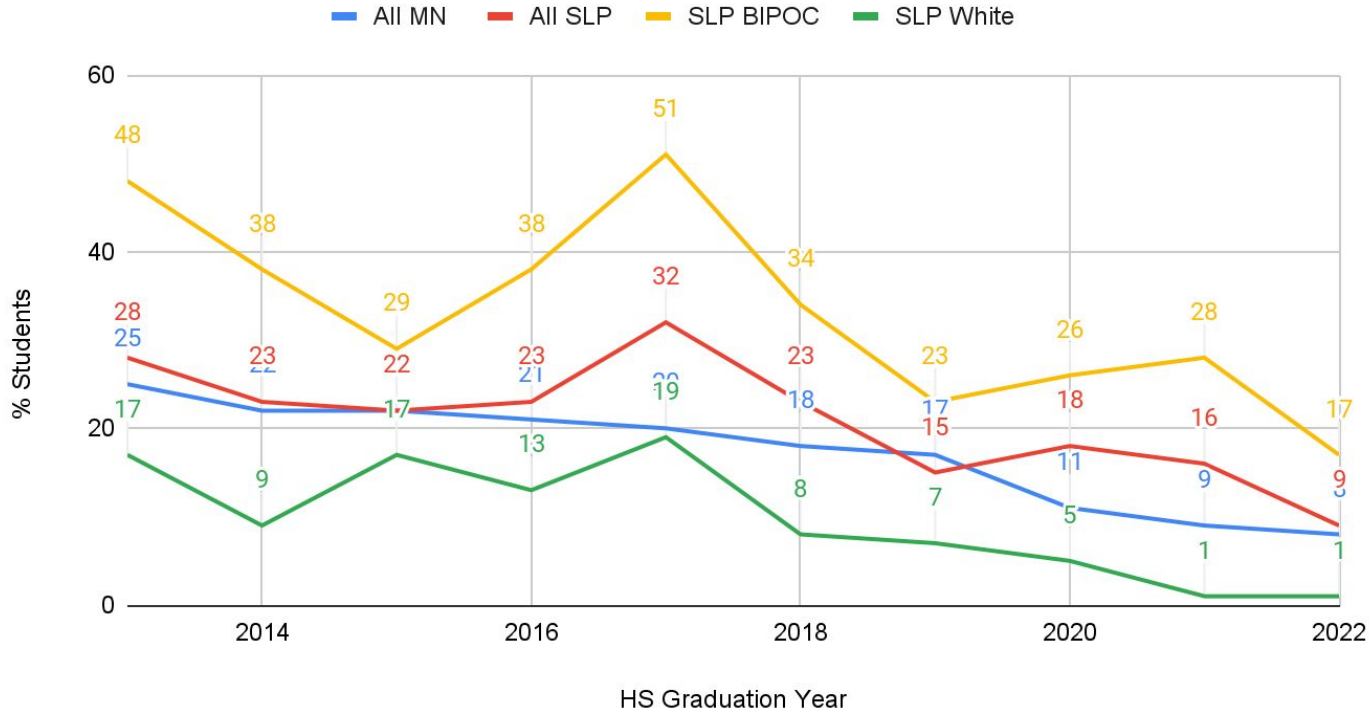
### Percent of students enrolling in college in the Fall semester after HS graduation



% Students Enrolling in College Fall after HS Graduation		
All MN	58%	
SLP	69%	11% higher than MN
SLP - BIPOC	62%	10% higher than MN
SLP - White	73%	12% higher than MN



# Percent of Graduates Enrolled in Remedial College Classes



% Students enrolling in remedial college class		
All MN	8%	
All SLP	9%	1% more than MN
SLP BIPOC	17%	10% more than MN
SLP White	1%	7% less than MN



# Next steps

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1. Implement new reading curriculum with fidelity
2. Increase the number of teachers enrolled in LETRS training
3. Develop and implement a plan to improve middle school math
4. Implement new Continuous Improvement Planning (CIP) model
  - a. Clearly communicate site goals to staff and families
  - b. Monthly data team meetings
  - c. Monthly learning walks
5. Develop and implement MTSS
6. Strengthen Tier 1 instruction

