

Addressing Disparities

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Addressing Disparities

- Academic
- Discipline
- Multilingual

Strategic Dashboard

**Strategic Direction:
Actively leading by
developing and
sustaining a diverse and
equitable education
system**



MN Comprehensive Assessment

MCA Reading Grades 3-10 Percent Meeting Benchmark Trend



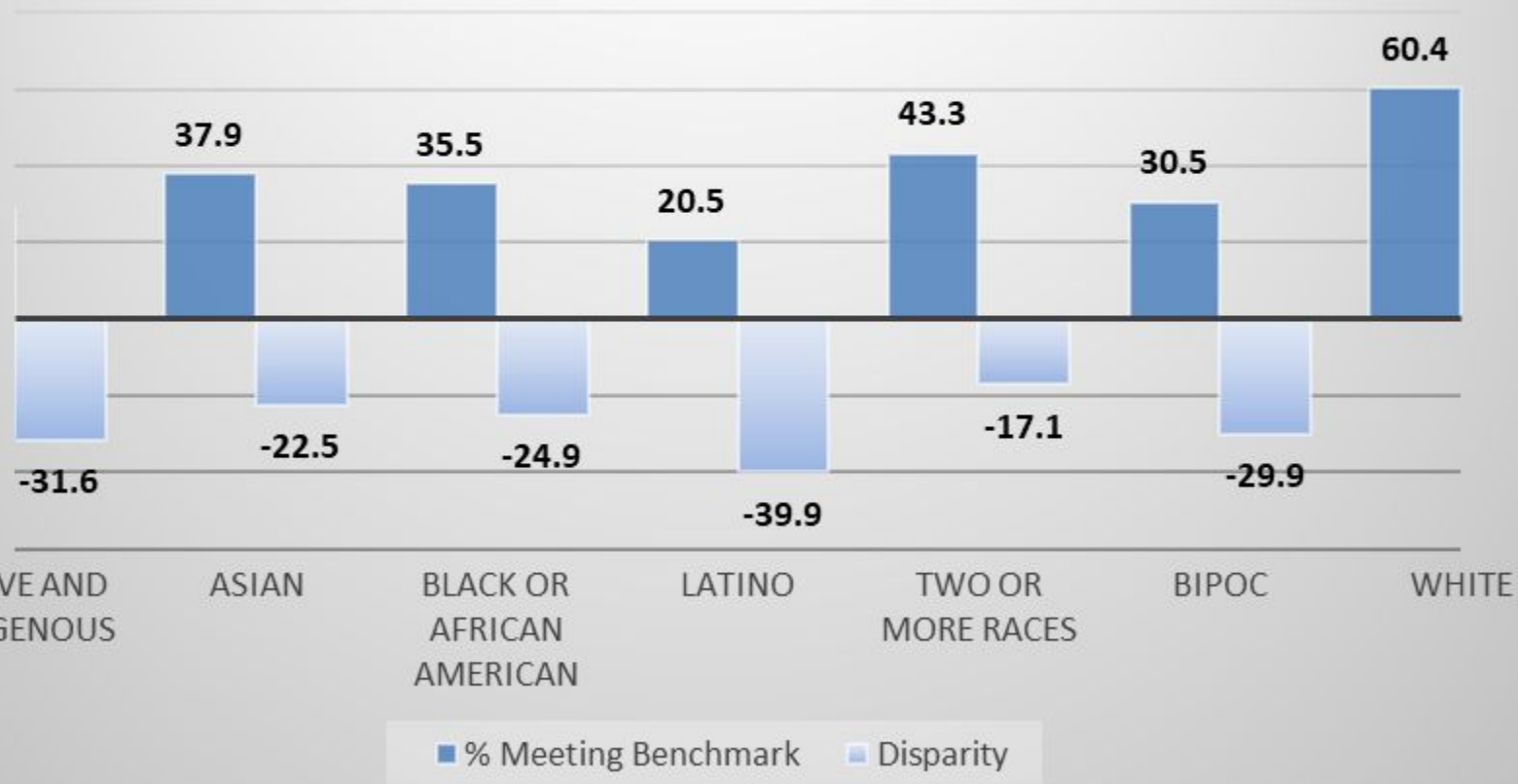
Comprehensive Achievement and Civic Readiness (CACR)

Reduce proficiency disparities in Spring 2024 Reading MCA

Goal: 18.5%

MN Comprehensive Assessment

MCA Reading Grades 3-10 Percent Meeting Benchmark

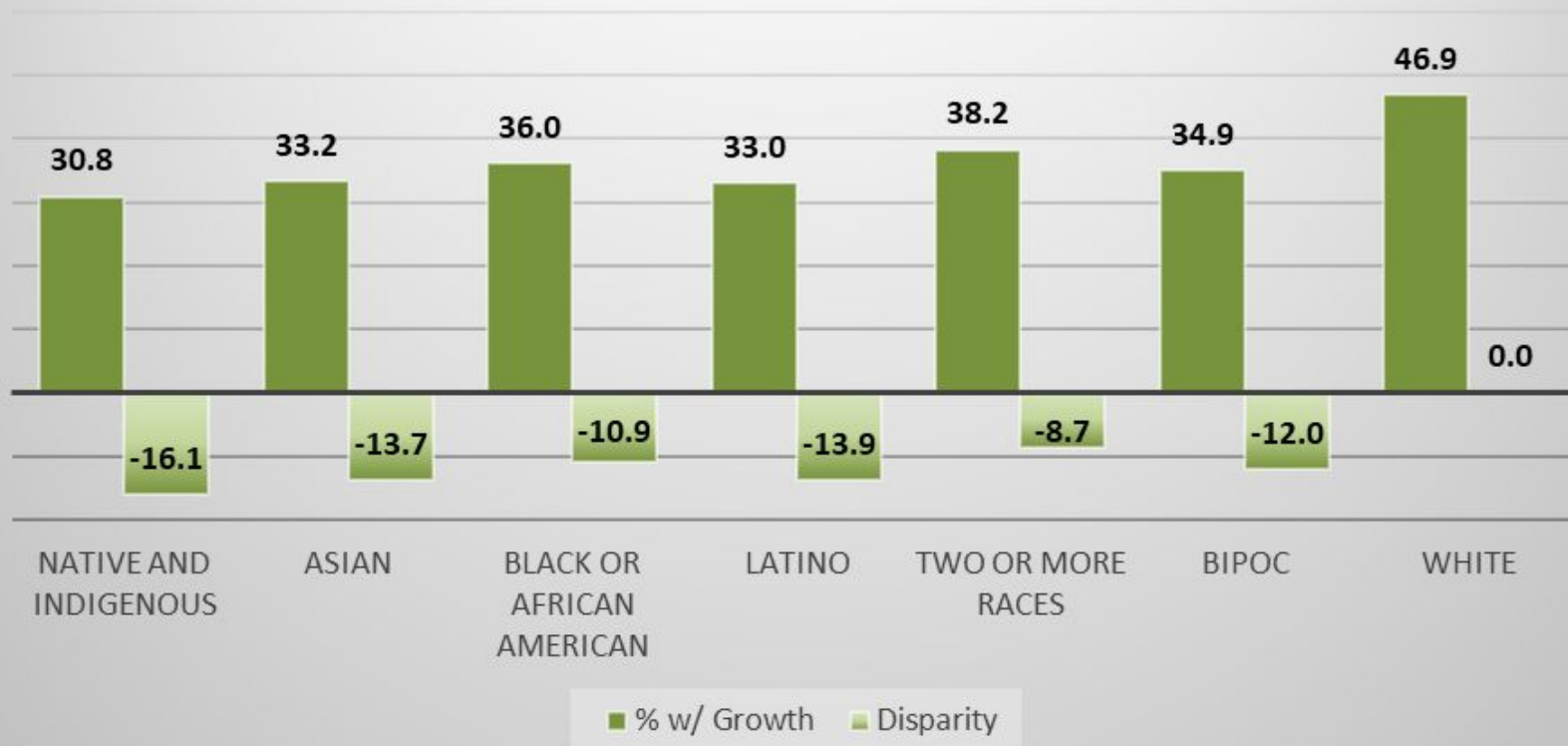


Spring 2024

Disparities viewed
by race / ethnicity
demographic
groups

aReading Growth Fall to Spring

**aReading Grades 3-8
Percent with Significant Growth
Fall to Spring 2023-24**



Fall 2023 - Spring 2024
Students demonstrating at least one year to more than one year of growth

Strategic Response

- Foundational literacy curriculum - Heggerty Bridge to Reading (grade 3)
- Functional Phonics & Morphology curriculum (grades 4-5)
- Literacy training for READ Act: CAREIALL
- ADSIS (alternative delivery of specialized instructional services) intervention
- MN MTSS (multi-tiered systems of support) - data analysis and Tier 1 academic recommendations for action
- Pilot for MS FLEX/WIN time



MN Comprehensive Assessment

MCA Math Grades 3-11 Percent Meeting Benchmark Trend



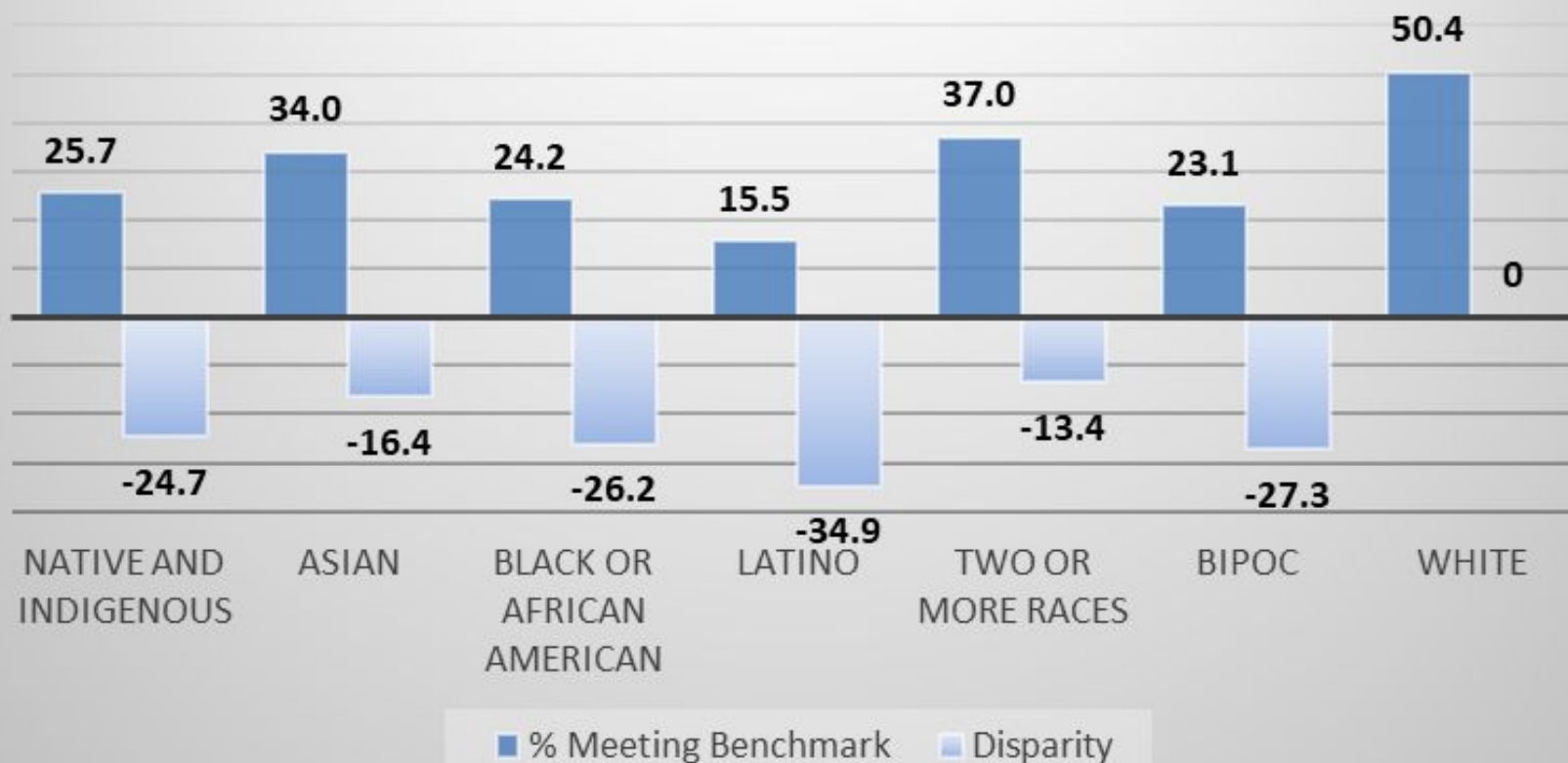
Comprehensive Achievement and Civic Readiness (CACR)

Reduce proficiency disparities in Spring 2024 Math MCA

Goal: 18.5%

MN Comprehensive Assessment

MCA Math Grades 3-11 Percent Meeting Benchmark

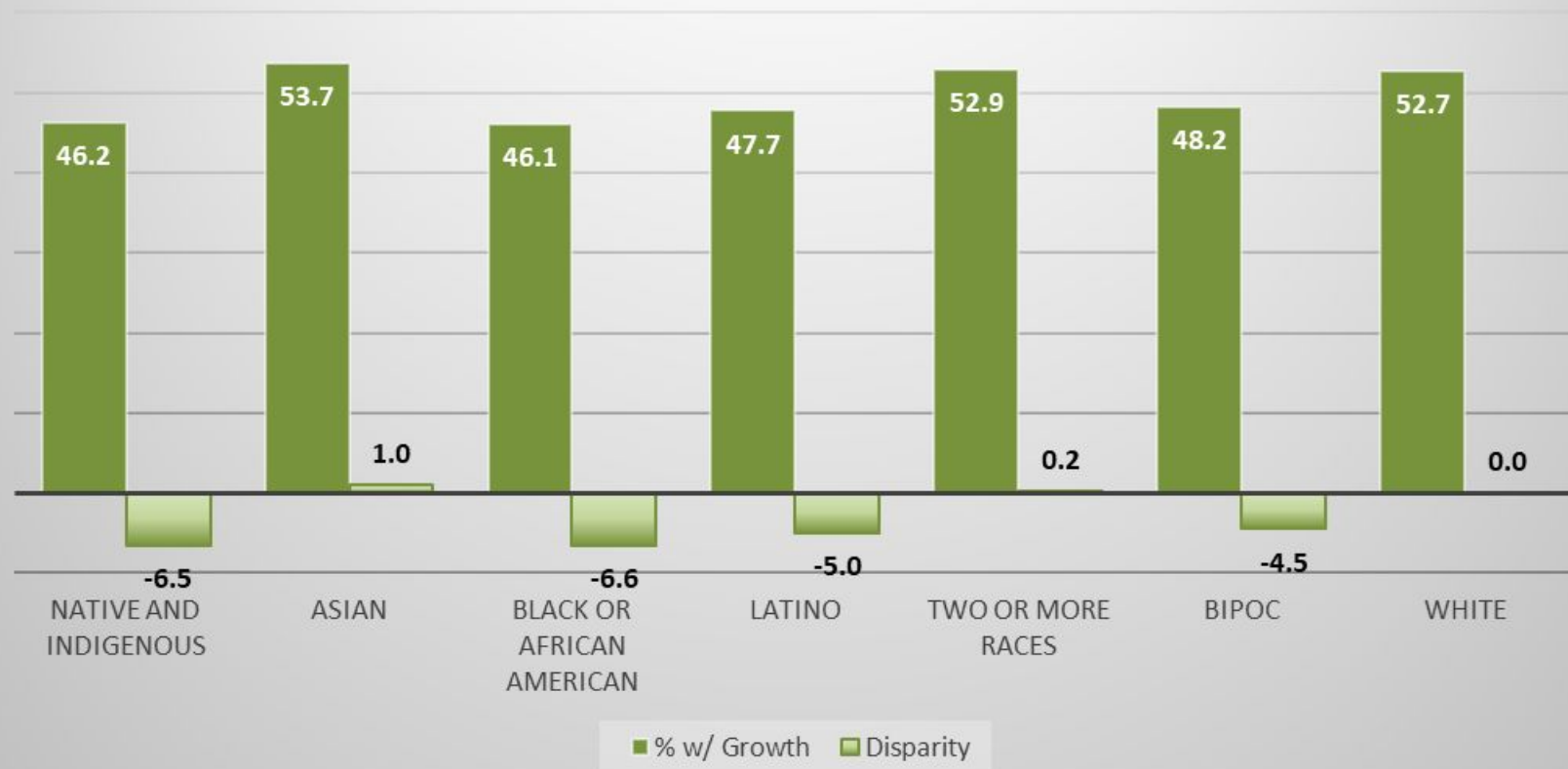


Spring 2024

Disparities viewed
by race / ethnicity
demographic
groups

aMath Growth Fall to Spring

aMath Grades 3-8
Percent with Significant Growth
Fall to Spring 2023-24



Fall 2023 - Spring 2024

Students demonstrating at least one year to more than one year of growth

Strategic Response



- High school math curriculum review - year 1 focus on pedagogy
- Advanced math in grades 4 and 5
- ADSIS (alternative delivery of specialized instructional services) intervention
- MN MTSS (multi-tiered systems of support) - data analysis and Tier 1 academic recommendations for action
- Pilot for MS FLEX/WIN time

Suspensions Discipline

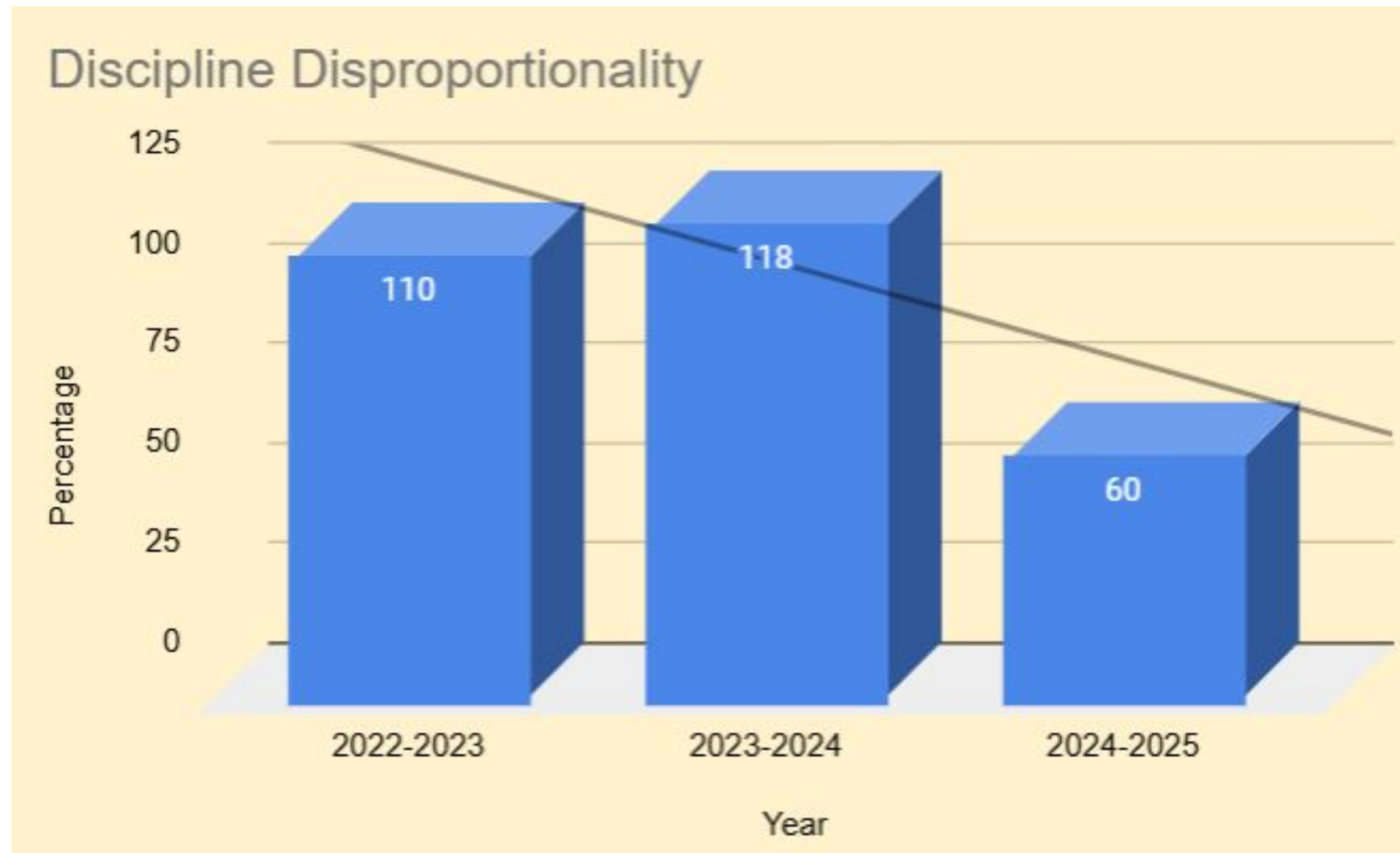
Suspensions

SY 2024-2025			Semester 1
Federal Race	All Students in Racial Group (N)	Students Suspended at Least Once (N)	Students Suspended at Least Once (%)
BIPOC	5665	174	3.071%
WHITE	2031	39	1.920%
Disproportionality of suspensions between student racial groups			60%

Expulsion

SY 2024-2025			Semester 1
Federal Race	All Students in Racial Group (N)	Students Expelled at Least Once (N)	Students Expelled at Least Once (%)
BIPOC	5665	0	0.000%
WHITE	2031	0	0.000%
Disproportionality of expulsions between student racial groups			0%

Discipline



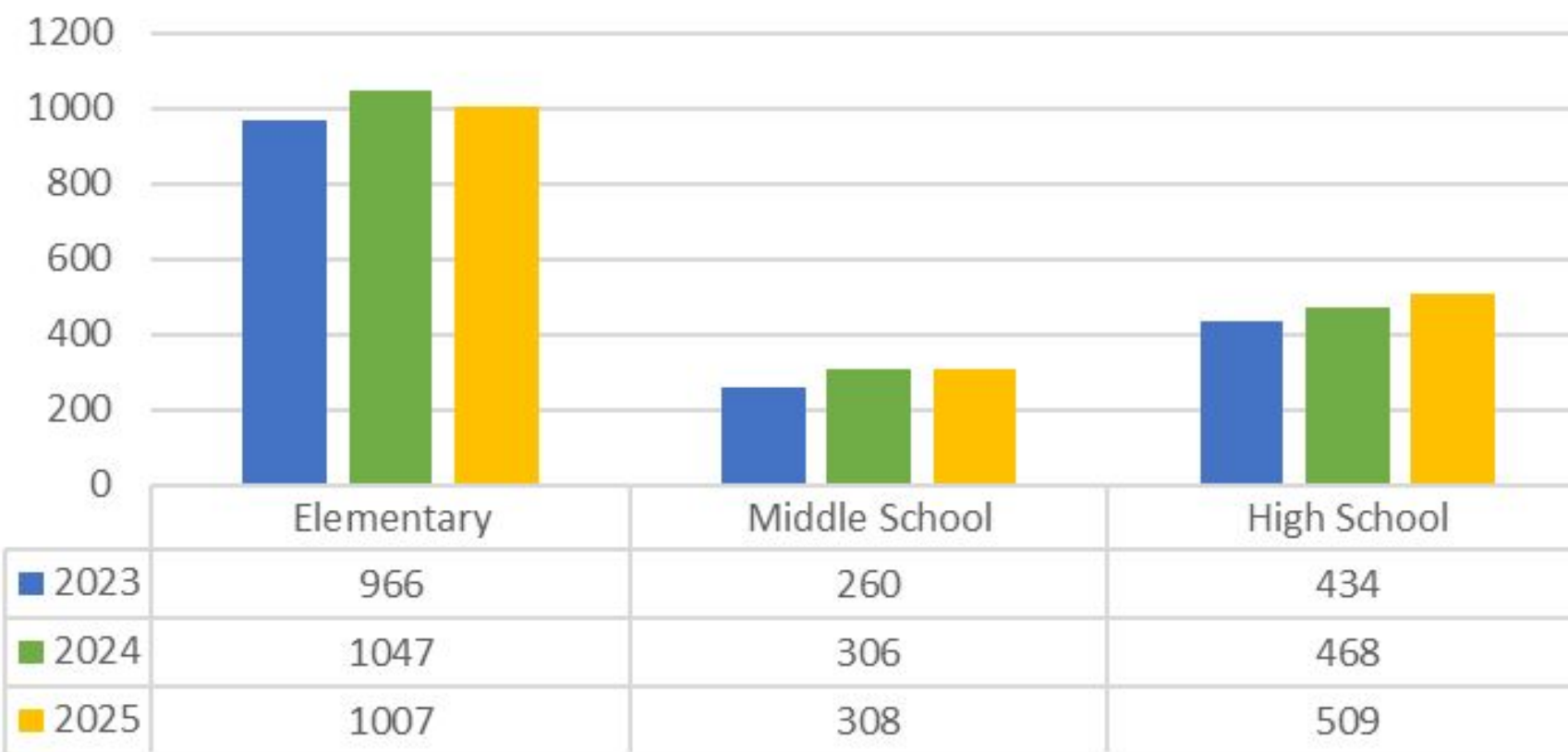
Strategic Response

- Continued partnership with the Minnesota Department of Education and MN MTSS (multi-tiered systems of support)
- MnMTSS Committee Work
- Positive Behavior Interventions and Supports (PBIS)
- Student Support Teams & Problem-Solving Models
- Expansion of Board Certified Behavior Analysts (BCBAs)
- Regular Non-Exclusionary Discipline (NED) administrative meetings



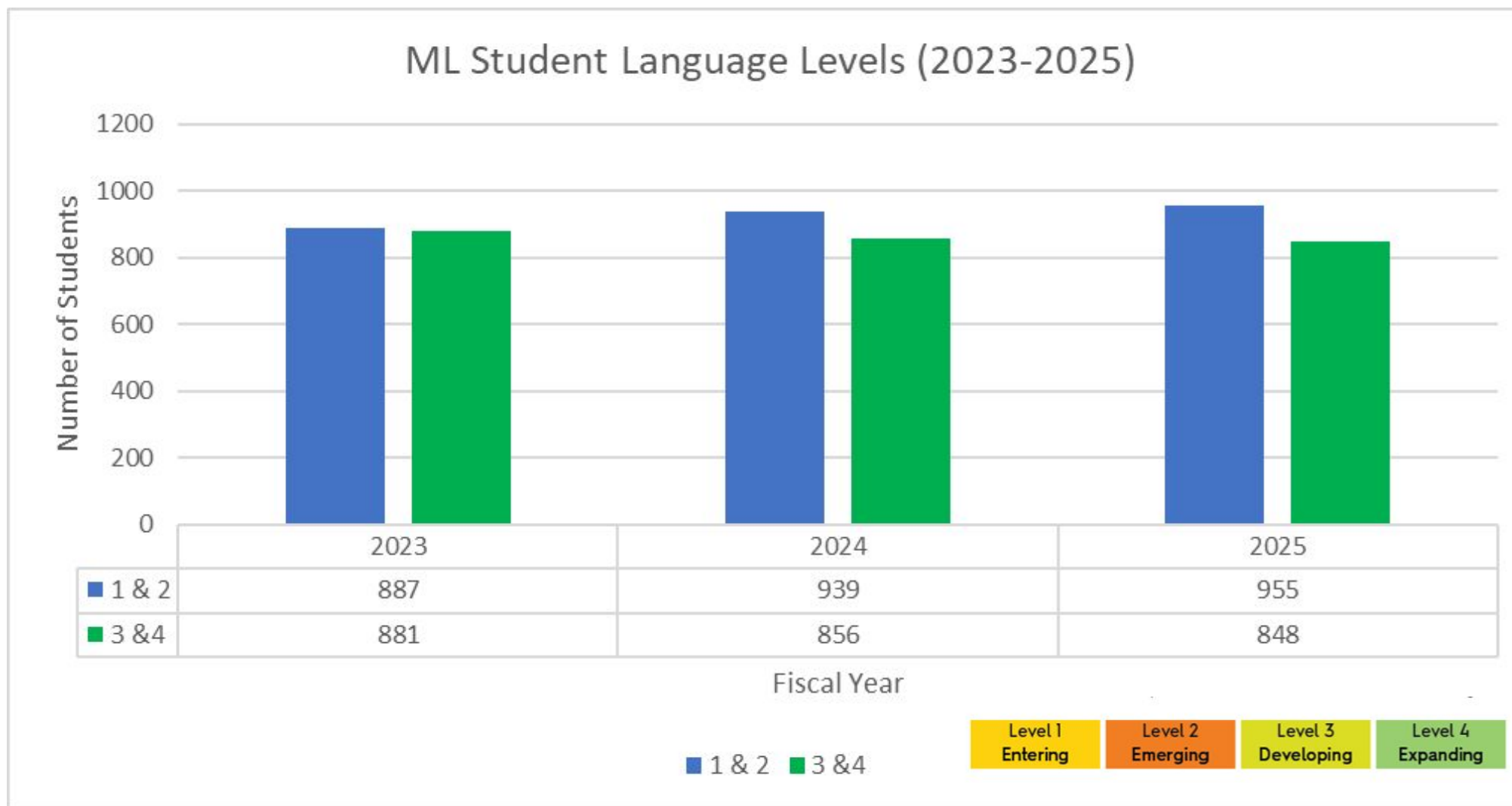
Multilingual Student Enrollment

District 191 Multilingual Student Enrollment



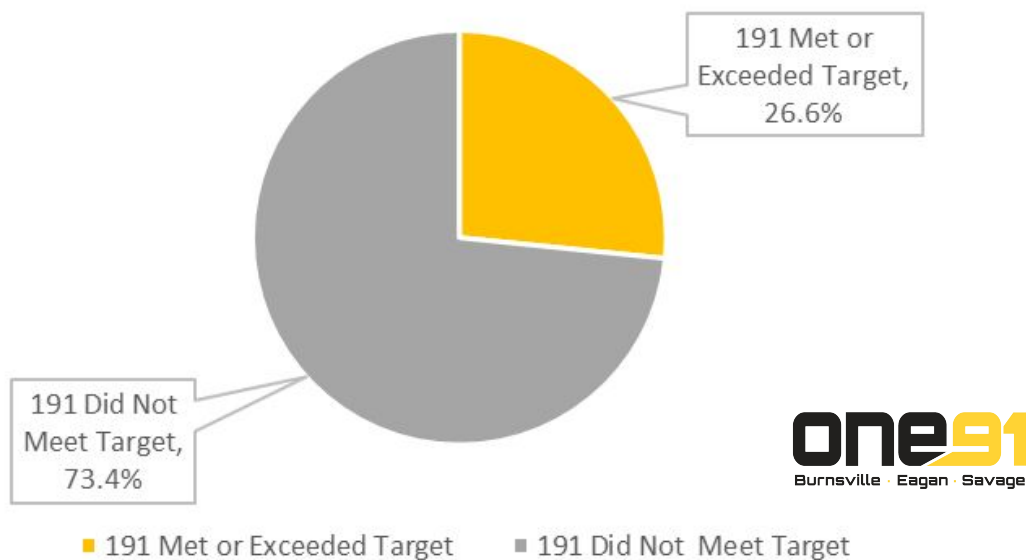
■ 2023 ■ 2024 ■ 2025

Multilingual Students in One91

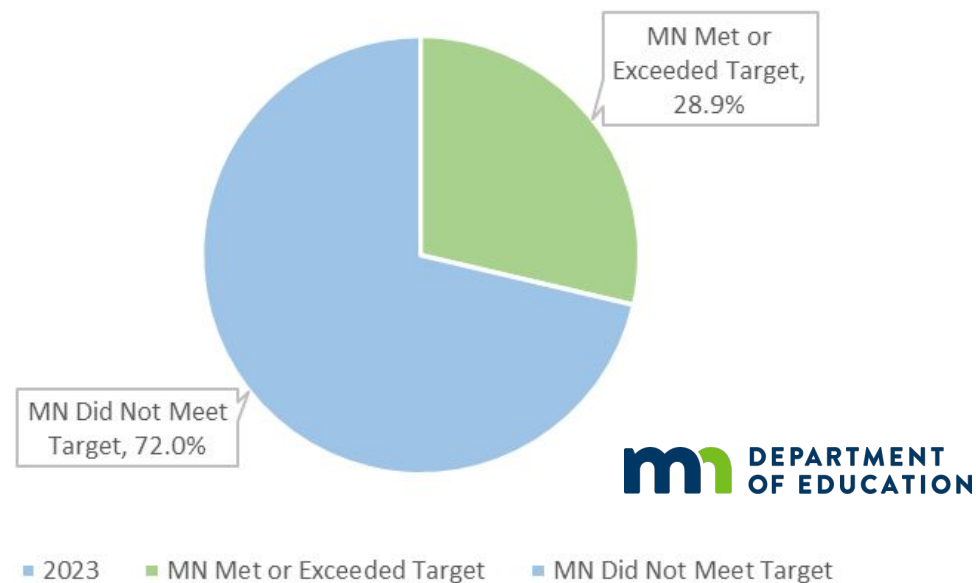


English Language Acquisition 2023 Growth Targets

2023 District 191 Percentage of Multilingual Learners Meeting Language Growth Target

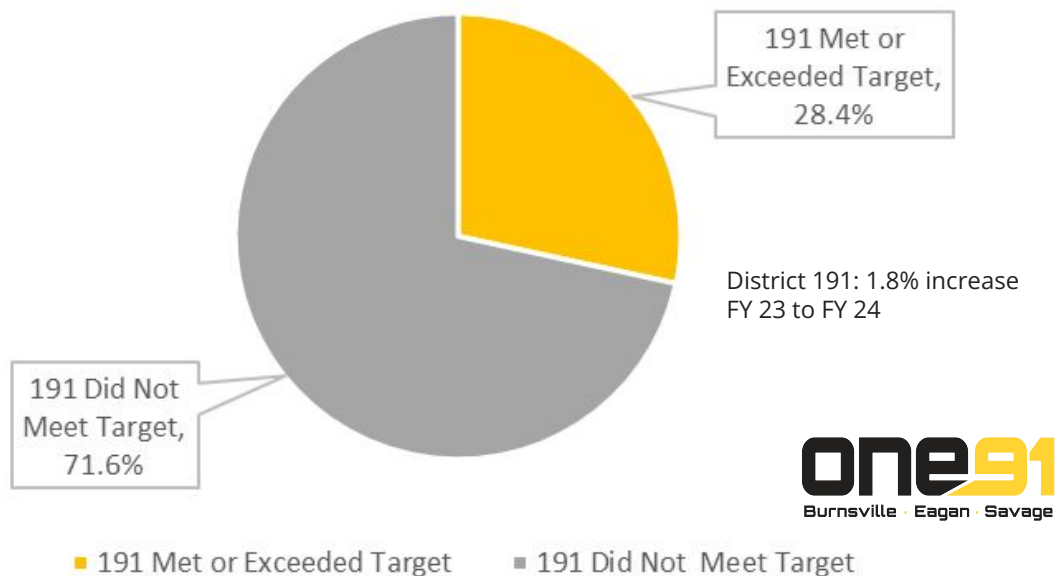


2023 Minnesota Percentage of Multilingual Learners Meeting Language Growth Target

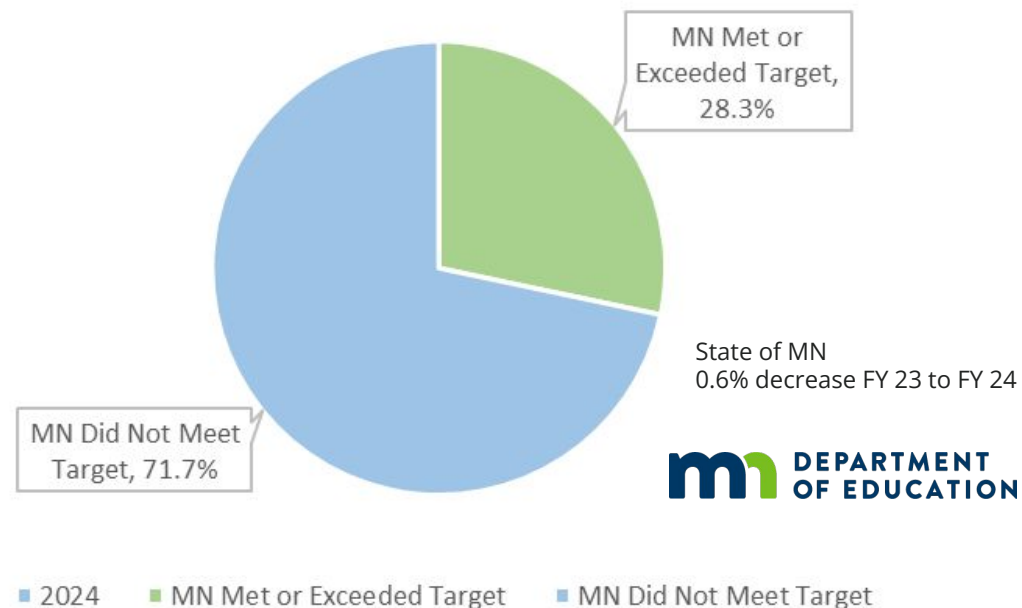


English Language Acquisition 2024 Growth Targets

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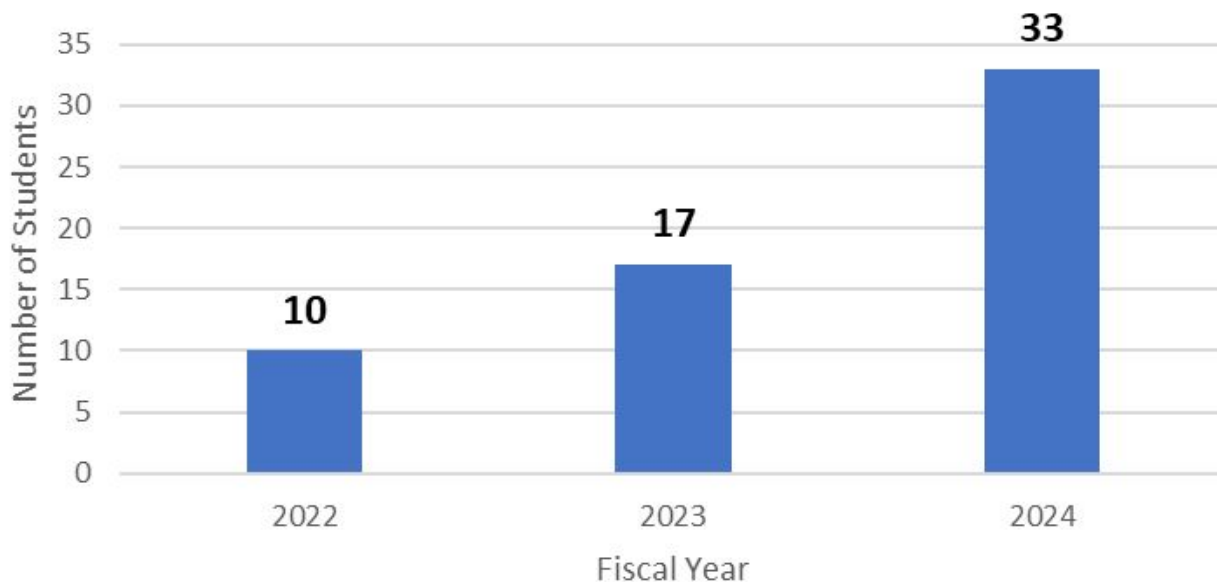


2024 Minnesota Percentage of Multilingual Learners Meeting Language Growth Target

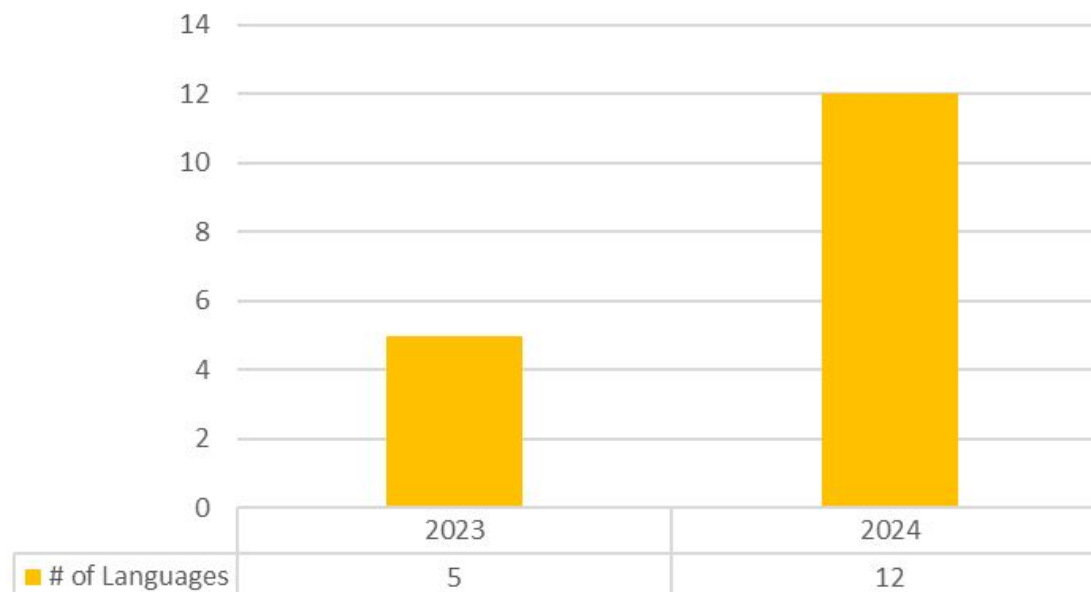


Bilingual Seals and World Language Proficiency

Number of District 191 Students Participating in Minnesota Bilingual Seals Program



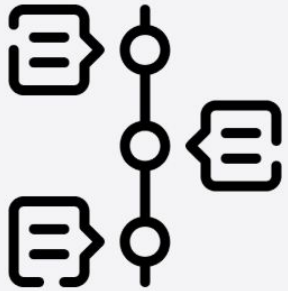
Number of Languages



2023: French, Mandarin, Oromo, Somali, and Spanish

2024: French, Hindi, Japanese, Polish, Portuguese, Russian, Somali, Spanish, Swahili, Tagalog, Uzbek and Vietnamese

FY 25 Multilingual Program Areas of Focus



- **Communication**
 - Increase two-way communication with multilingual families using Parent Square for real time communication in various languages
 - Created an English Learner Program guide that includes details about English Learner programming in District 191
- **Professional Learning for ML Teachers**
 - English Language Development (ELD) Standards Alignment
 - Student Goal Setting and Progress Monitoring Alignment
- **Data Support and Monitoring**
 - ELlevation-Online system to monitor student progress
- **CPSS & SIOP Strategy Implementation Lesson Look Fors**
 - Ongoing professional development

Thank you