



Burnsville · Eagan · Savage

Believe, Belong, Build and Become.

Student Performance and Achievement Committee Report on Addressing Disparities

March 26, 2026

Imina Oftedahl, director of curriculum, instruction and assessment

Amy Piotrowski, director of student support services

Isis Buchanan, director of educational equity

Addressing Disparities

- Academic
- Discipline
- Multilingual

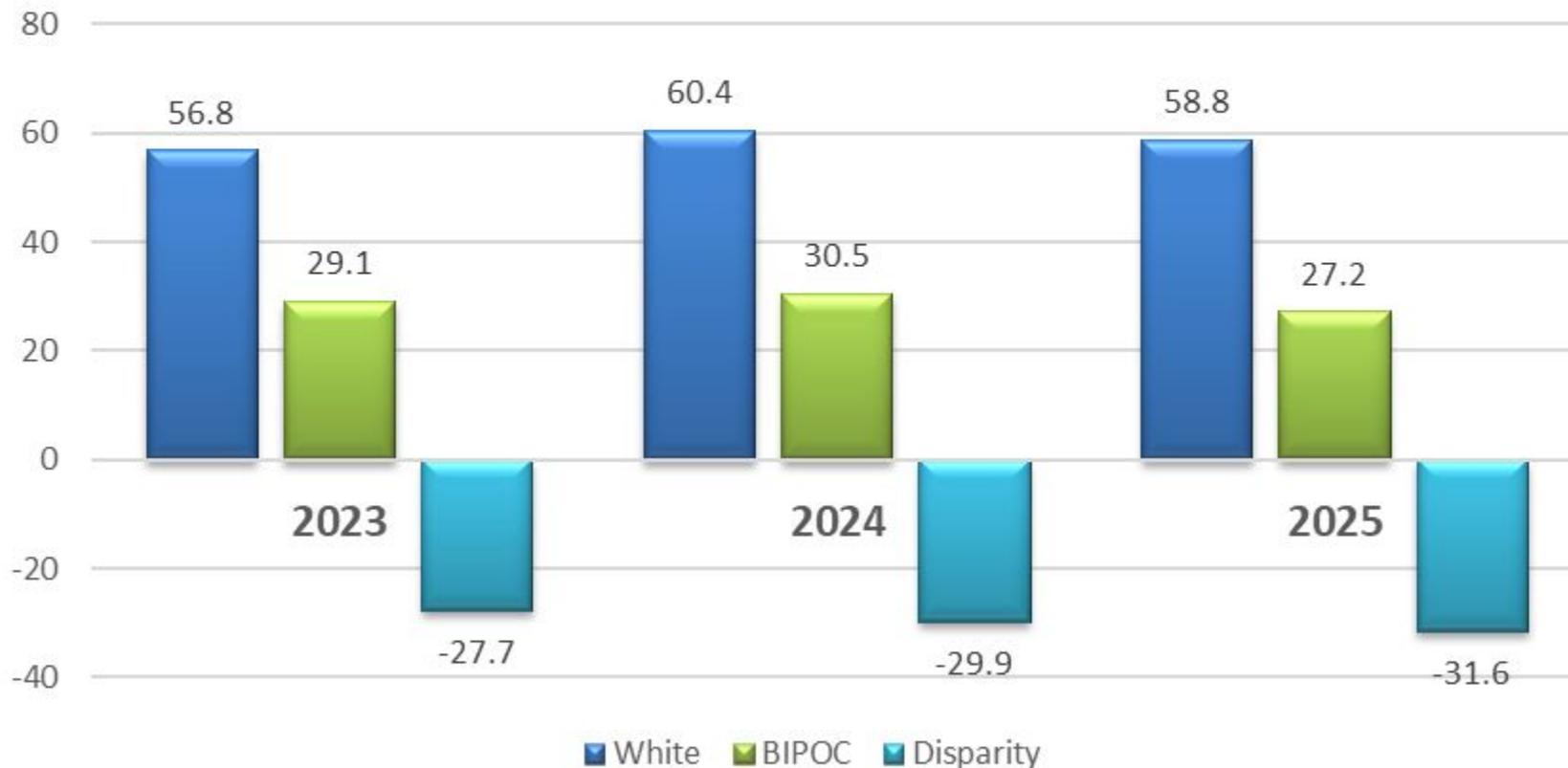
Strategic Dashboard

**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)

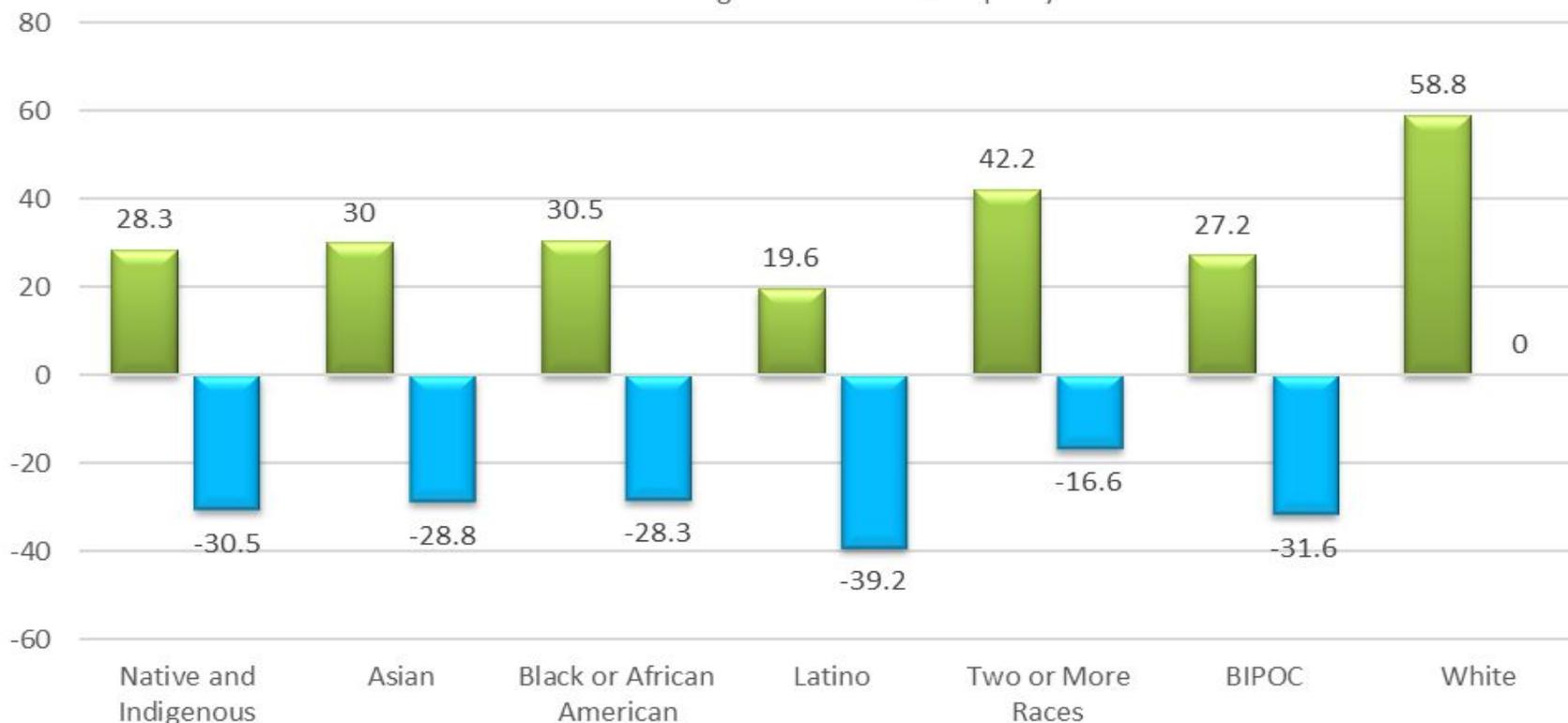
Reduce proficiency disparities in Spring 2025 Reading MCA

Goal: 24.4%

MN Comprehensive Assessment

**MCA Reading Grades 3-10
Percent Meeting Benchmark
Spring 2025**

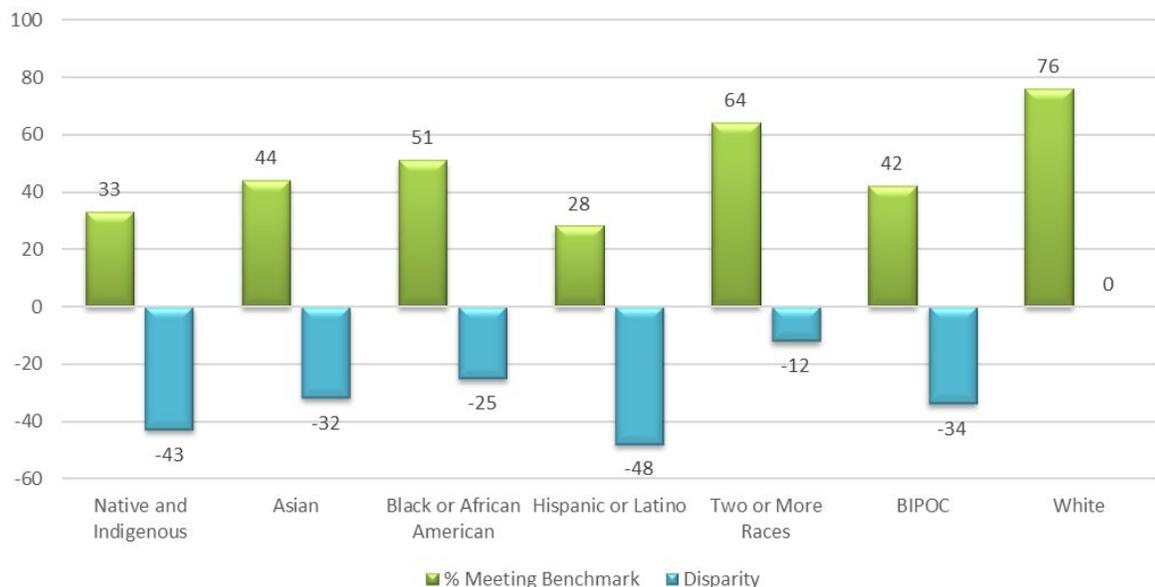
■ % Meeting Benchmark ■ Disparity



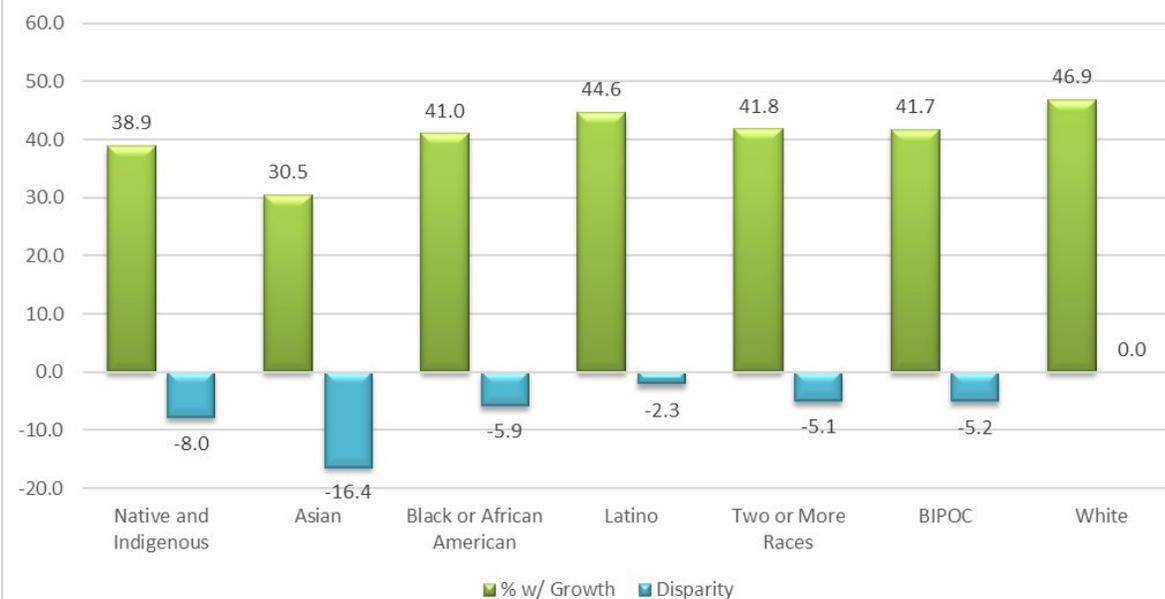
**Spring 2025
Disparities viewed
by race / ethnicity
demographic
groups**

aReading Grades 3-5

**aReading Grades 3-5
Percent Meeting Benchmark
Spring 2025**

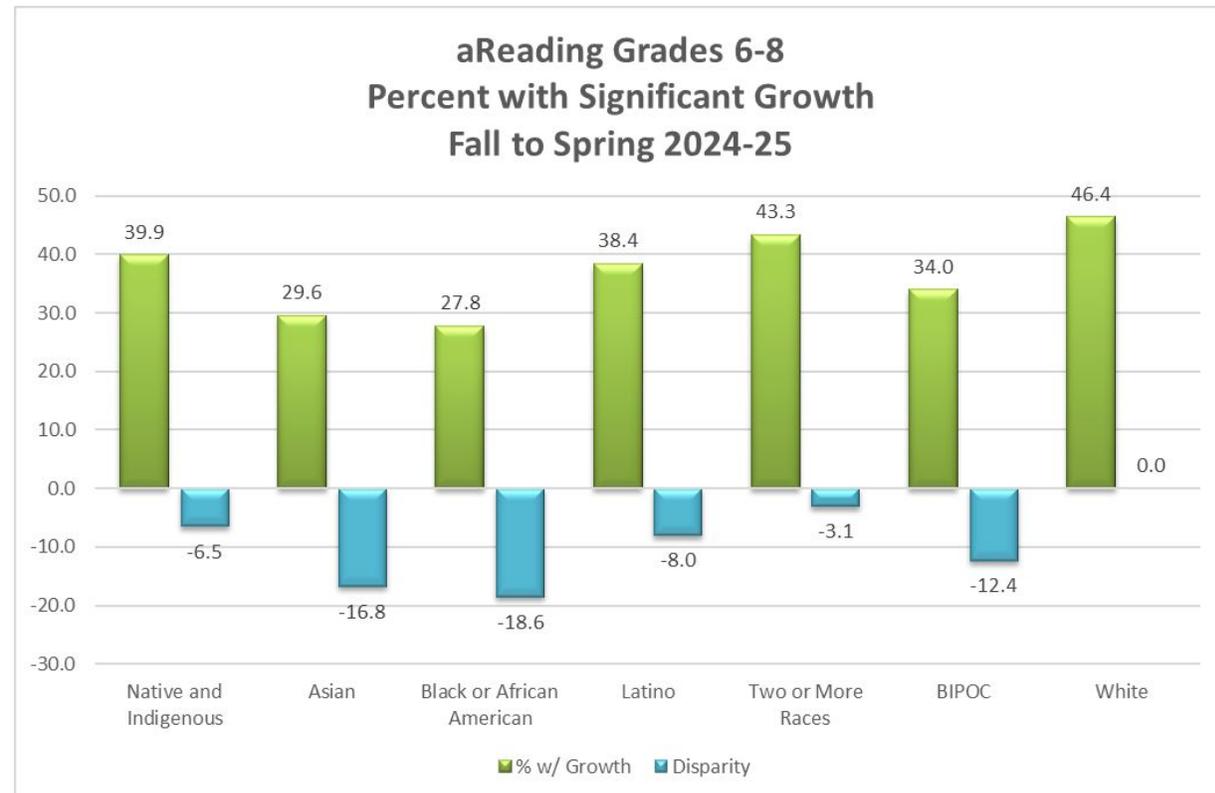
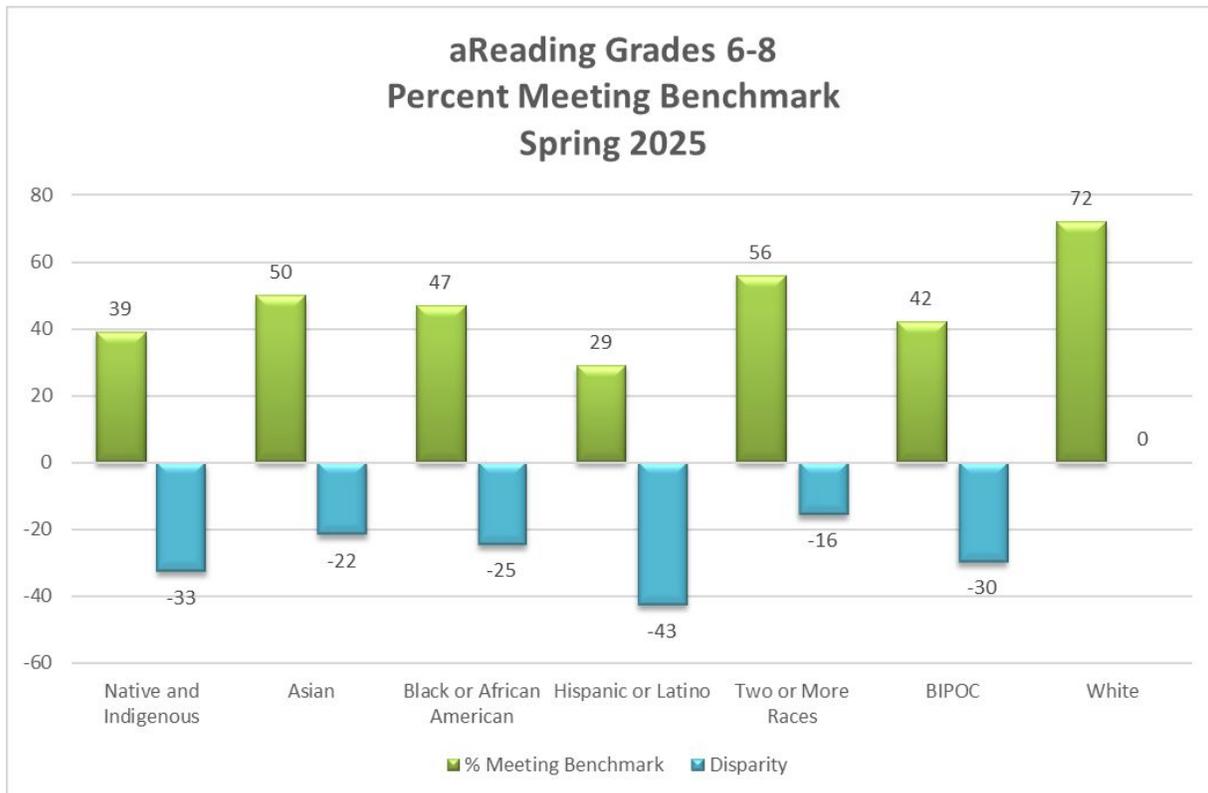


**aReading Grades 3-5
Percent with Significant Growth
Fall to Spring 2024-25**



Disparities viewed by race / ethnicity demographic groups

aReading Grades 6-8



**Disparities viewed by race / ethnicity
demographic groups**

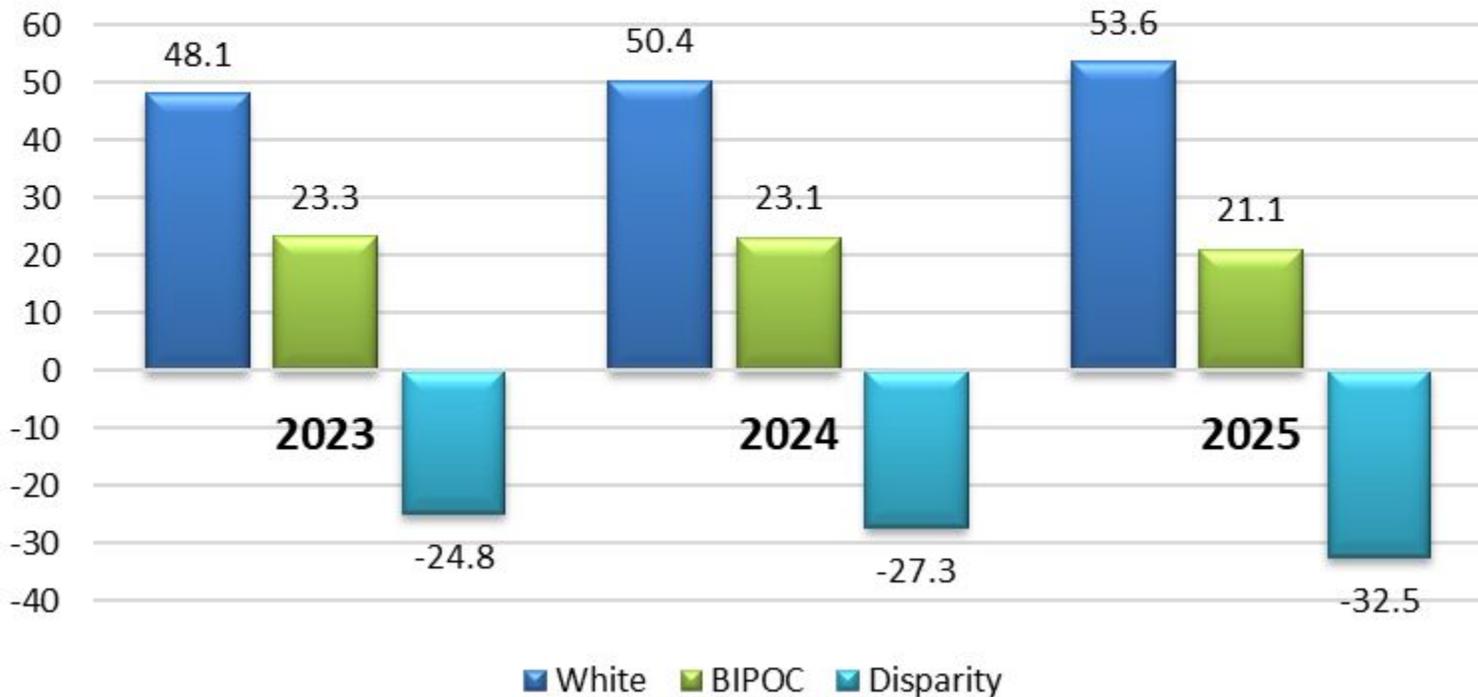
Strategic Response 2026-2027

- Phase 2 READ Act Training
 - grade 6 teachers
 - 7-12 language arts teachers
 - 6-12 multilingual teachers
 - 6-12 media specialists
 - 6-12 administrators
- Comprehensive Literacy Curriculum
 - Grades 3-5
- Instructional Coaches at Each Level
- Data Dashboard and Real Time Support
- Foundation of Strong Tier 1 Literacy Instruction



MN Comprehensive Assessment

**MCA Math Grades 3-11
Percent Meeting Benchmark Trend**



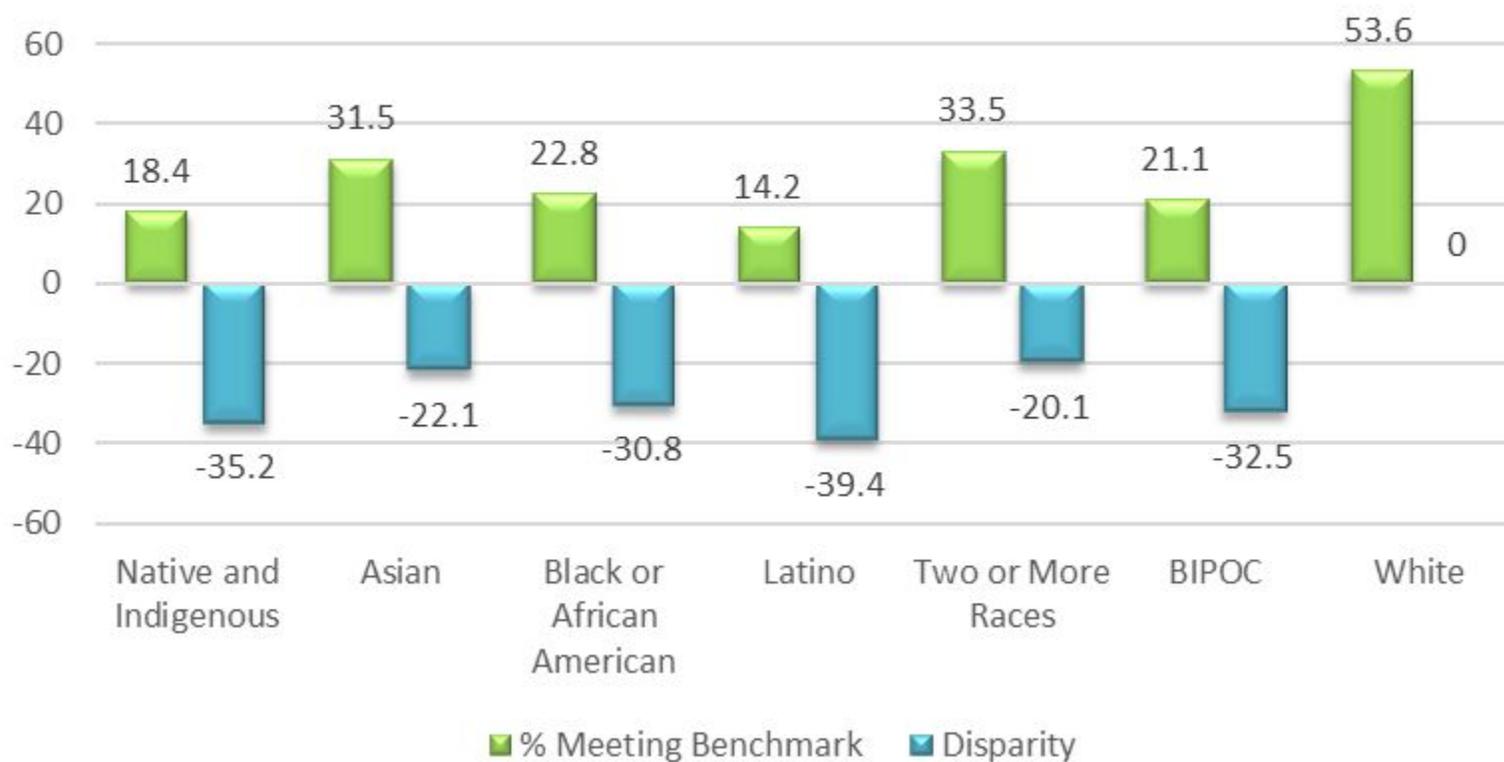
Comprehensive Achievement and Civic Readiness (CACR)

Reduce proficiency disparities in Spring 2025 Math MCA

Goal: 25.0%

MN Comprehensive Assessment

**MCA Math Grades 3-11
Percent Meeting Benchmark**

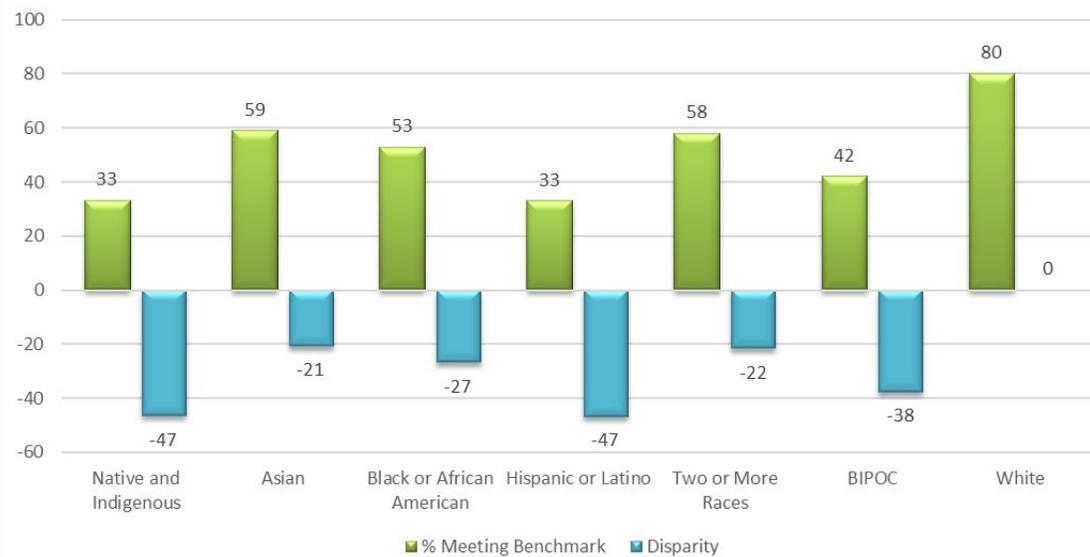


Spring 2025

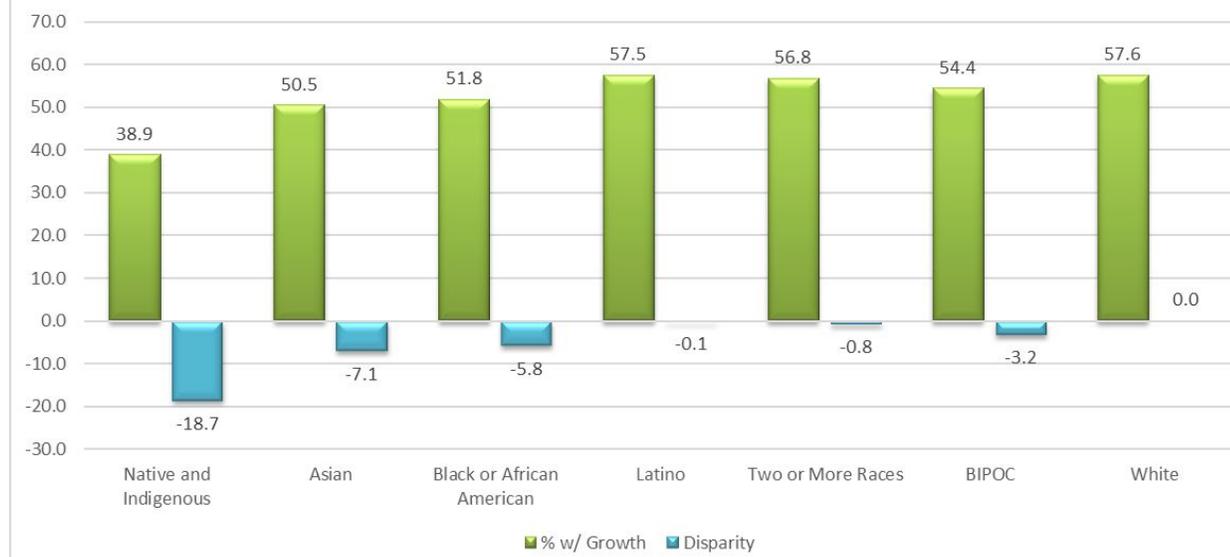
**Disparities viewed
by race / ethnicity
demographic
groups**

aMath Grades 3-5

**aMath Grades 3-5
Percent Meeting Benchmark
Spring 2025**



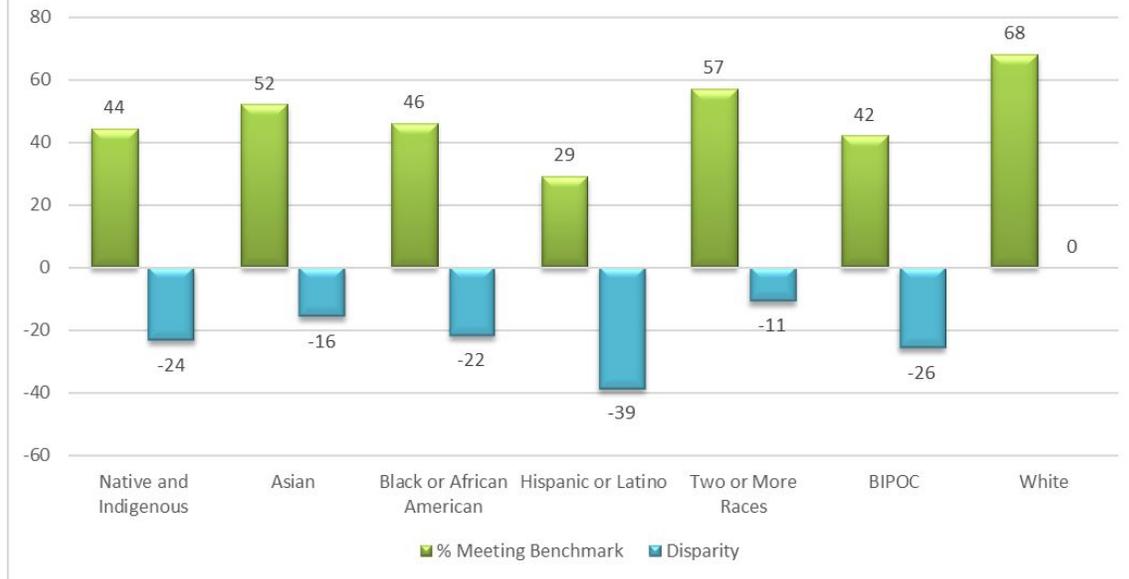
**aMath Grades 3-5
Percent with Significant Growth
Fall to Spring 2024-25**



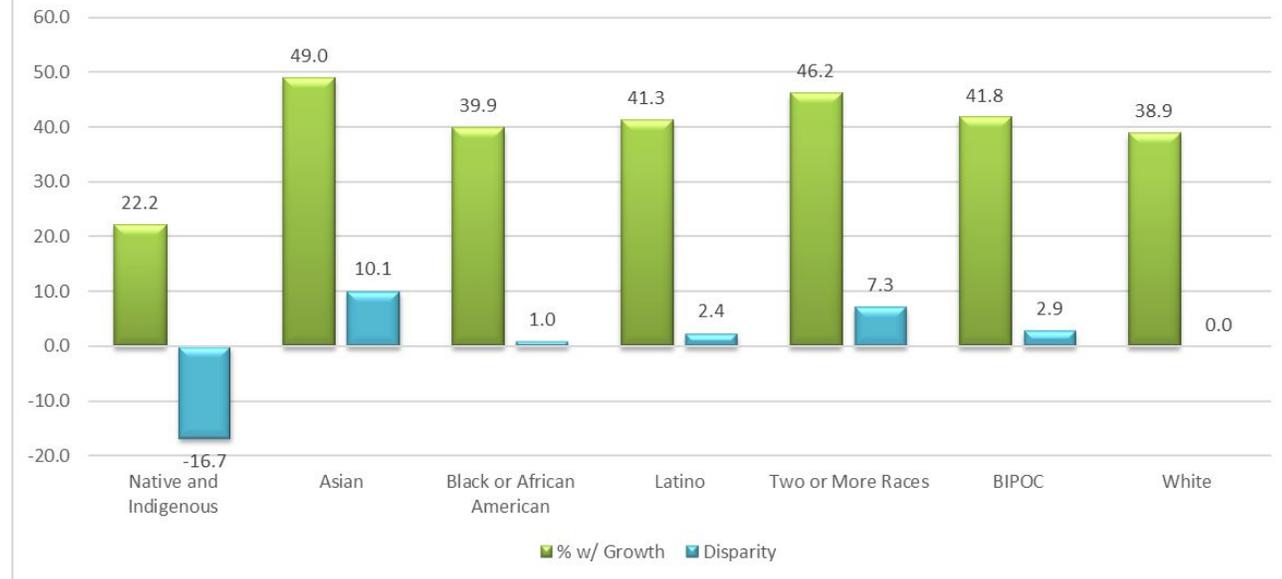
Disparities viewed by race / ethnicity demographic groups

aMath Grades 6-8

**aMath Grades 6-8
Percent Meeting Benchmark
Spring 2025**



**aMath Grades 6-8
Percent with Significant Growth
Fall to Spring 2024-25**



Disparities viewed by race / ethnicity demographic groups

Strategic Response



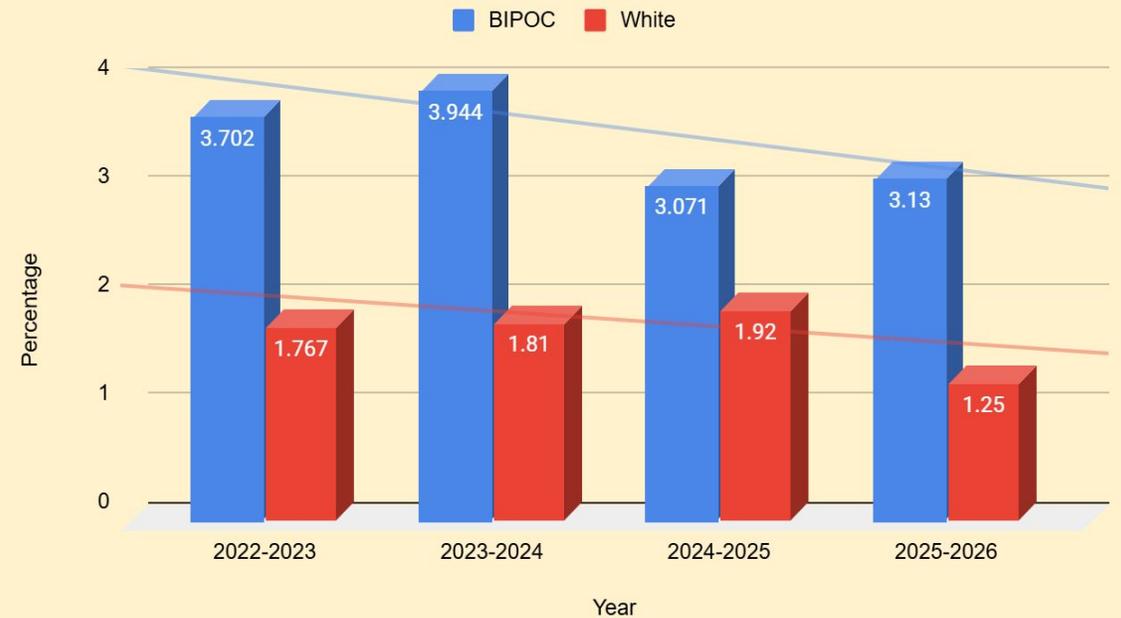
- High school math curriculum review - alignment to new state content standards with adjustments in course sequence and instructional materials
- Advanced math in grades 4 and 5
- MN MTSS (multi-tiered systems of support) - data analysis and Tier 1 academic recommendations for action
- Math intervention during middle school FLEX/WIN (What I Need) time

Discipline

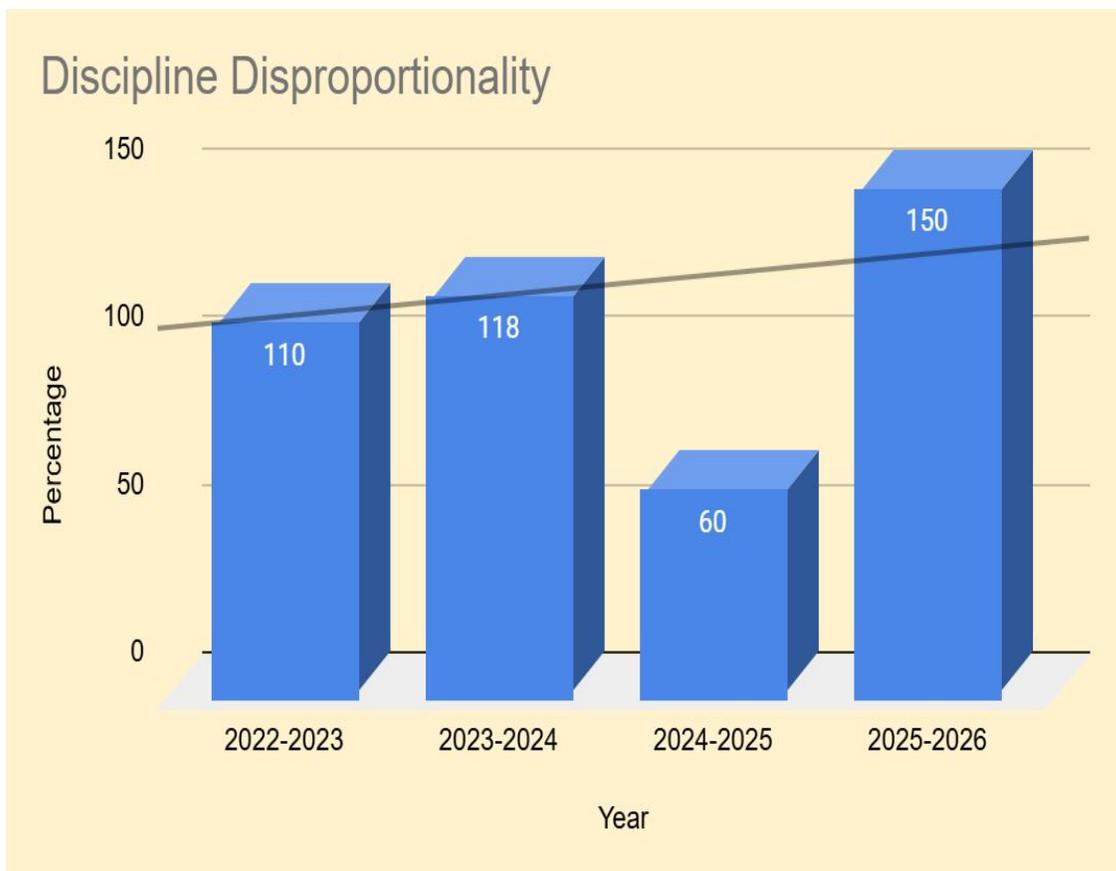
Suspensions

SY 2025-2026			Semester 1
Federal Race	All Students in Racial Group (N)	Students Suspended at Least Once (N)	Students Suspended at Least Once (%)
BIPOC	5803	182	3.136%
WHITE	1915	24	1.253%
Disproportionality of suspensions between student racial groups			150%

Percentage of BIPOC and White Students Suspended



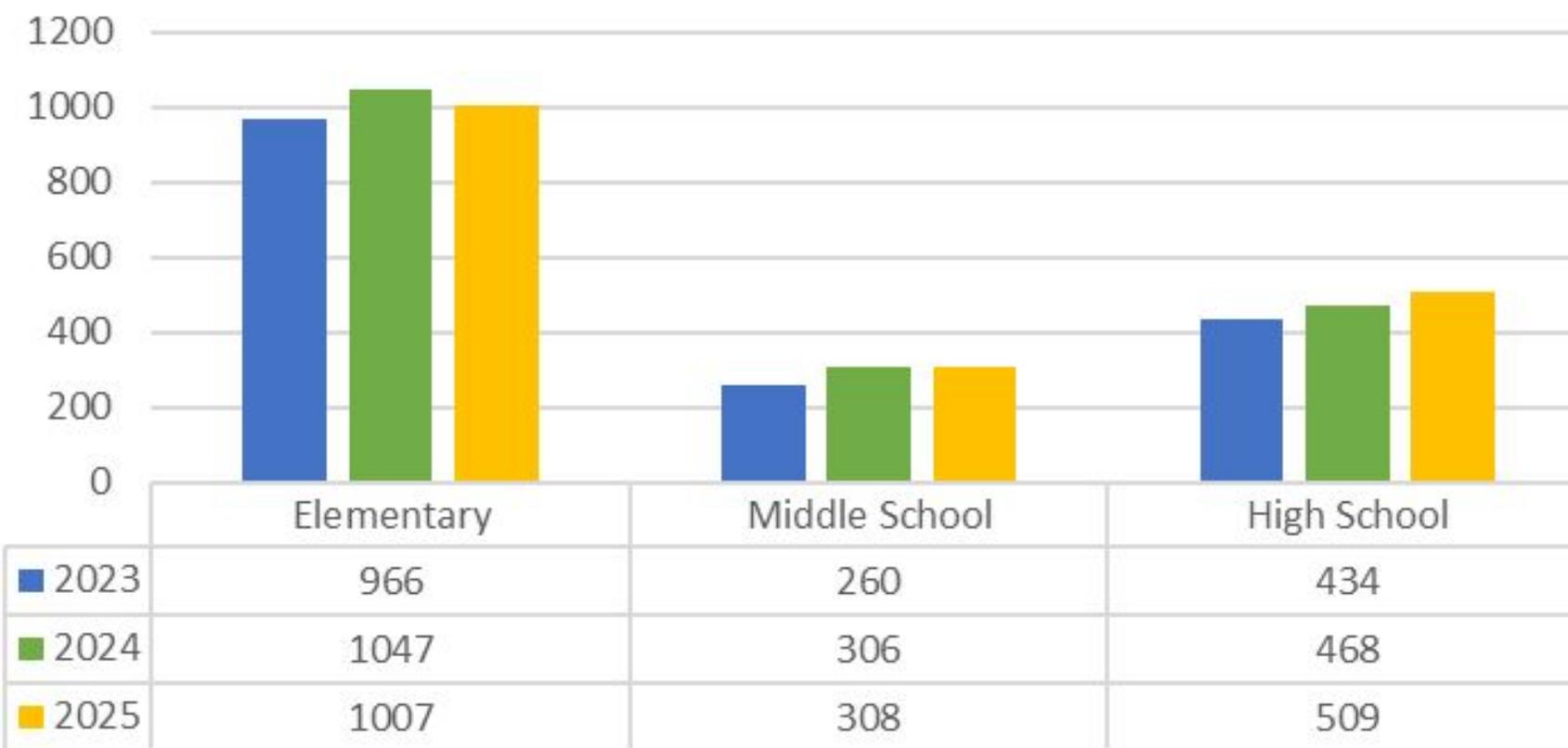
Strategic Response



- Multi-tiered Systems of Support (MnMTSS)
- Positive Behavior Interventions and Supports (PBIS)
- Student Support Teams & Problem-Solving Models
- Non-Exclusionary Discipline (NED) Initiatives
- Data-Informed Administrative Oversight

Multilingual Student Enrollment

District 191 Multilingual Student Enrollment



■ 2023 ■ 2024 ■ 2025

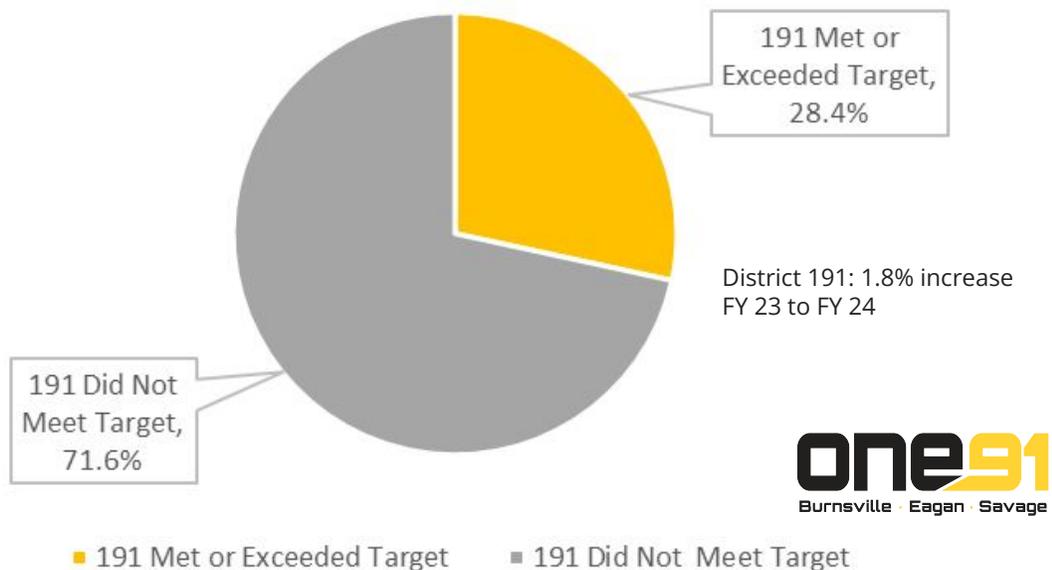
Multilingual (ML) Students in One91

ML Student Language Levels (2024-2026)

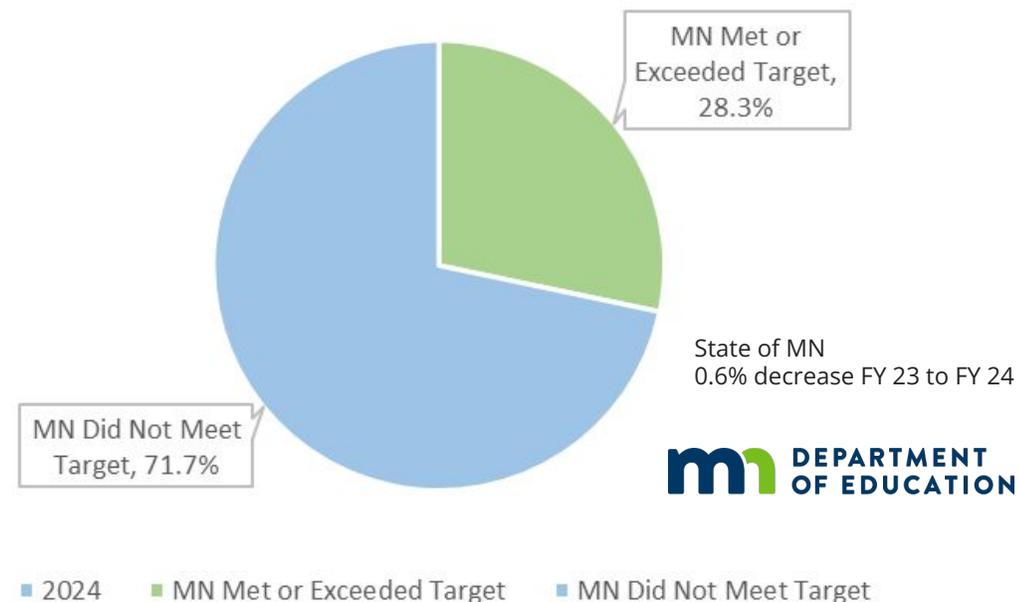


English Language Acquisition 2024 Growth Targets

2024 District 191 Percentage of Multilingual Learners Meeting Language Growth Target

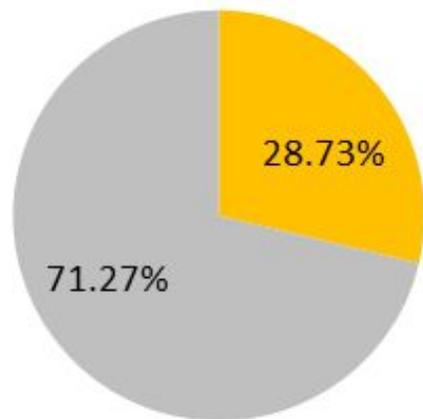


2024 Minnesota Percentage of Multilingual Learners Meeting Language Growth Target



English Language Acquisition 2025 Growth Targets

2025 District 191 Percentage of Multilingual Learners Meeting Language Growth Target

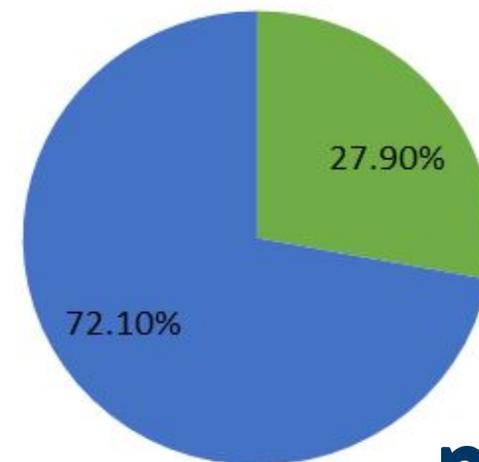


District 191: 0.33% increase
FY 24 to FY 25



■ 191 Met or Exceeded Target ■ 191 Did Not Meet Target

2025 Minnesota Percentage of Multilingual Learners Meeting Language Growth Target

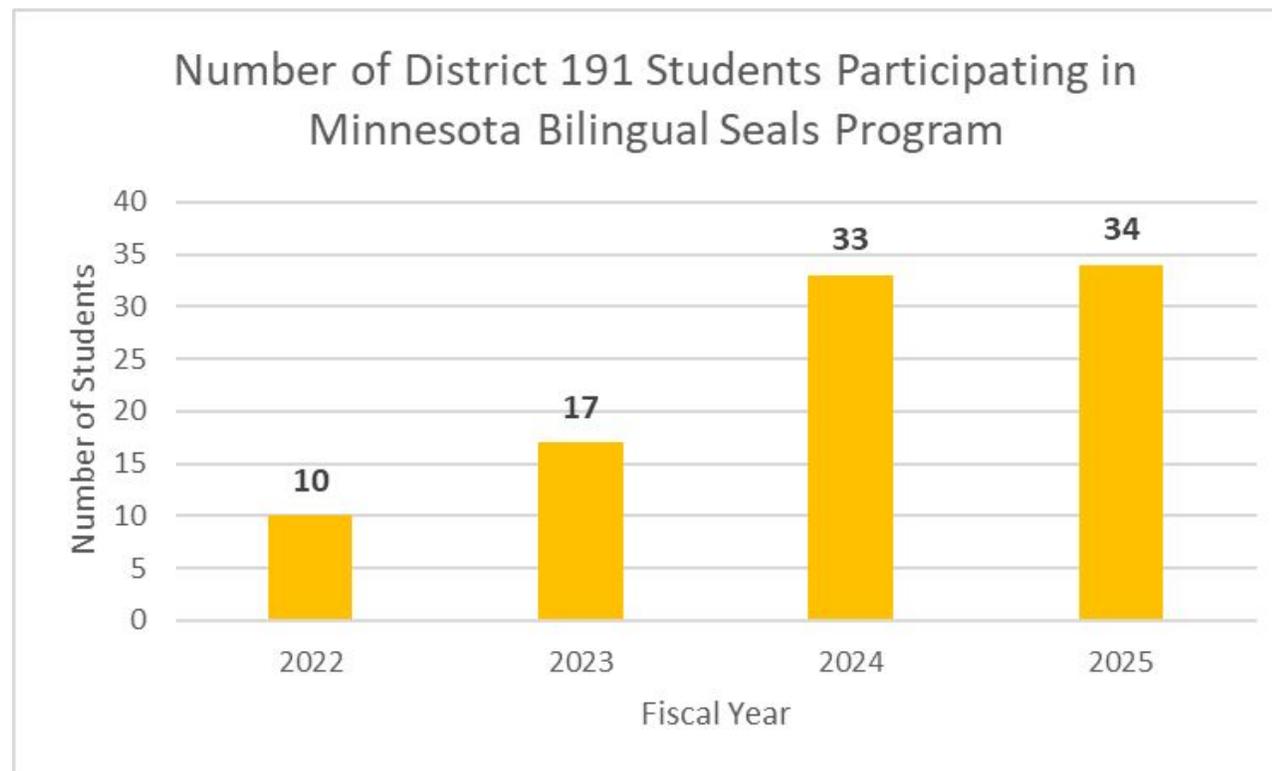


State of MN
0.4% decrease FY 25 to FY 26



■ MN Met or Exceeded Target ■ MN Did Not Meet Target

Bilingual Seals and World Language Proficiency

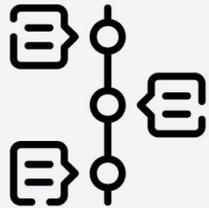


2024: French, Hindi, Japanese, Polish, Portuguese, Russian, Somali, Spanish, Swahili, Tagalog, Uzbek and Vietnamese

2025: Amharic, Chinese, French, Somali, Spanish

FY27 Multilingual Program Areas of Focus

- **Communication**
 - Create family & school partnership opportunities that impact academic outcomes for students
- **Professional Development**
 - Continue English Language Development (ELD) Standards Alignment
 - Refine student Goal Setting and Progress Monitoring
 - Continue to maximize the use of Ellevation Strategies in Tier 1 instruction
 - Develop co-teaching PD to support co-taught courses
- **Data Support and Monitoring**
 - Continue to use ELlevation and Educlimber to monitor student progress



Thank you